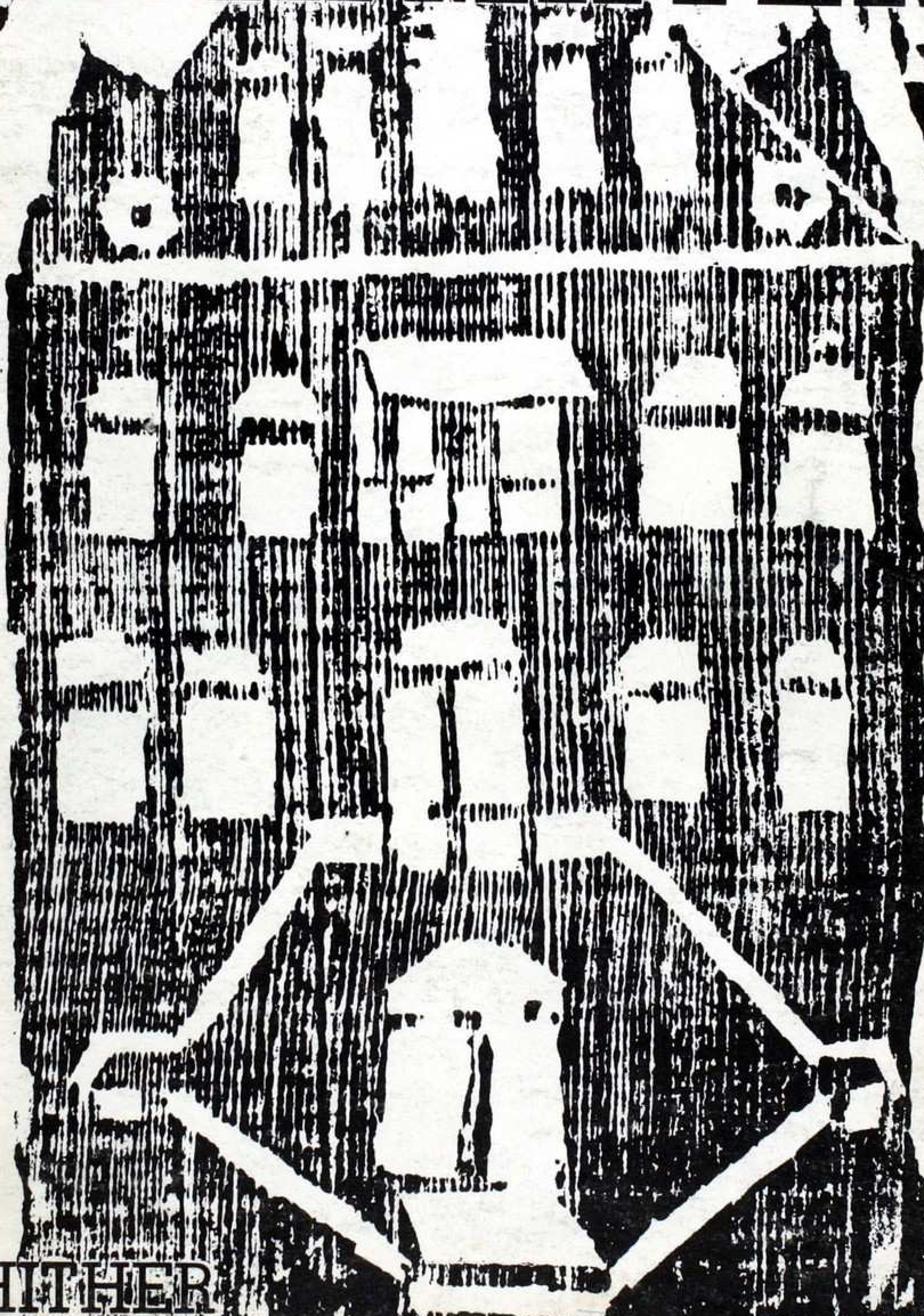


# ALMA MATER



WHITHER  
ALUMNI? SPRING-SUMMER '72

YUVANIZIN  
İŞ YERİNİZİN  
BÜTÜN TEMİZLİK  
İŞLERİNİZİN  
EN ÜSTÜN  
TEMİZLİYİCİSİ



ÇAM  
KOKULU  
LİKİT

**Mobil** DETERJAN

# ALMA MATER

## ÖZ OKULUM

For the Alumni of the American  
Board Schools in Turkey

«Zaman olur ki hayâli cihan değer»

Vol: III Spring-Summer 1972 No. 4

Senede dört defa çıkar

### ALMA MATER - ÖZ OKULUM

Amerikan Bord Okulları  
mezunları için

Sahibi ve Mes'ul Müdürü

Yılmaz Poda

Editors: Sylvia Meyer

Gülşen Bengisu

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Dear Reader,

In the previous issue of ALMA MATER, we questioned what directions your magazine could and should take. We appreciated the suggestions offered by our panel and other contributors, and have adopted or modified some of these suggestions in this issue. For instance, the suggestion for having a personality featured in the issue we put to the alumni societies of the schools, and in this issue include the two responses we received. By happy coincidence — or perhaps only naturally so — the nominations made fit well into the theme for the present issue.

Having asked WHITHER ALMA MATER?, it was a logical next step to ask in this issue, WHITHER ALUMNI? We thank all who contributed to answering this question in this issue; but, realizing that we have by no means found the whole answer, we urge alumni to send us their comments — where do you agree? where do you disagree? where are there points that you think of that were not mentioned? We hope to print readers' comments in the next issue, for there is much that could still be said — we will be delighted if there are comments to print! Also, if you have any nomination for a feature personality, please make it — either to your alumni secretary or to ALMA MATER.

We have found this edition quite exciting to put together. We are delighted to have as our cover the work of a future alumnus, Hilmi Yalçın (TAC Orta I), which evokes for us both the solid stability of the schools and the questioning mood of our title.

We hope with your contributions and suggestions the next issue will be as exciting!

Sylvia Meyer — Gülşen Bengisu  
Editors



# WHITHER



# ALUMNI?

No doubt every institution of education leaves its imprint on the personalities, careers, lives of its graduates. With some, this imprint might be so deep as to shape a new character or outlook; with others it might be a simple trace in the past. But it is always there.

The purpose of our panel, «Whither Alumni?» was not only to discover what marks AKK, AKL or TAC had left on its graduates, but also to find out if the ideals and values which these schools have inspired in its students still held true when they became graduates. What have been the effects of time on value judgments? Where have these schools failed, or where have they equipped their students with powerful weapons? What were the privileges or handicaps of being bi-lingual, bi-cultural? These were some of the questions which prompted us, as editors, to hold an informal panel with representatives from the three schools. Those who were present at the panel were:

**Dr. Canan Efendigil (AKL '61):** After AKL, Canan Hanım attended the Faculty of Medicine, İstanbul University. She is currently an assistant doctor at the Therapeutical Clinic of Cerrahpaşa Medical School.

**Ferihan (Tosunoğlu) Göksu (AKK '64):** A graduate of the English Philology Department of İstanbul University with an M.A. in English Literature, Ferihan Hanım is presently teaching English at the İstanbul Turco-British Association.

**Nüveyre (Akbaş) Gültekin (AKL '45):** After AKL, Nüveyre Hanım graduated from İstanbul University's English Philology Department. A well-known translator, she has translated some 130 books from English. She is also a journalist and a member of the Swiss-founded A.I.J.P.F., Association for Feminine Press and Women's Page Writers.

**Rıza Sıtkı Karahan (TAC '61):** A graduate of Middle East Technical University and Michigan State University with an M.A. in Business Administration, Sıtkı Bey is now an instructor at the Academy of Economic and Commercial Sciences, and Management Consultant of E.P.O.

**Dr. Richard Maynard:** Teacher at TAC from 1934 — 1949 Principal of TAC from 1949 — 1964; currently Educational Advisor for the American Board Schools in Turkey.

The questions with which the panelists were presented were as follows :

1. What benefits or handicaps do you now feel your particular schools gave you :

- a) academically?
- b) socially?

2. What values do you feel you acquired from your education at AKK, AKL or TAC? Has the keeping of these values helped you or been of hindrance to you in the situations you have since had to face?

3. How has the fact that you have been educated at a bi-cultural, bi-lingual school affected your later life and career?

4. From your present perspective, do you feel that changes in the world today would demand changes in the schools to enable you to meet the challenges that you would be facing as a new graduate in the next few years? If so,

- a) What should these changes be?
- b) How do you suggest they should be implemented?

**Canan Efendigil:** When I entered the medical school of İstanbul University, the entrance exam presented a great problem for me, because I hadn't had enough science courses in our school. So during the whole summer I had to study eight hours every day — Physics, Chemistry and Biology — in Turkish. It was a real frustration because I very much wanted to be a doctor and I had to compete with graduates of other schools.

**Sylvia Meyer:** So the immediate result was very frustrating for you?

**Canan Efendigil:** Yes. Even during the first and second year at the university, it was still difficult. But the ability to work hard that I had earlier gained has been of tremendous benefit. Furthermore, I wasn't limited only to Turkish in reading professional journals and foreign books.

**Ferihan Göksu:** From the social point of view, I think the education I received at AKK has helped me a great deal. First, the best thing I learned at AKK was to use my logic - to think things through. Ever since, this has been my strongest asset. I have many friends, I know many people and I am in contact with many organizations just because of this training I received at school.

**Dr. Maynard:** You didn't have trouble with people saying, «Oh, she has become American» or such?

**Ferihan Göksu:** No. The education I received at school I assimilated and never considered it American.

**Sylvia Meyer:** Your associates - do they sometimes accuse you of having gone too far.....?

**Ferihan Göksu:** No, on the contrary, I think I am appreciated in this respect. The frustration I faced is in another field which I shall talk about later.

**Nüveyre Gültekin:** Socially, I know that my education has helped me a lot. But when I was a student at AKL, my father was a judge in Anatolia, and I was attending an AMERICAN school, an AMERICAN college. People accused my father that he gave his daughter to a foreign school, and I had the experience of being looked upon as a foreigner for the first few years. But the self-

confidence that I gained from my school is what I want to talk about. I had so much self-confidence on the day of my graduation that I felt I could move mountains.

**Sylvia Meyer :** What gave you that self-confidence?

**Nüveyre Gültekin :** I was armed. I knew that I was armed — in many respects.

**Sylvia Meyer :** Can you tell us some of these?

**Nüveyre Gültekin :** Yes. First, I could speak a foreign language. Second, I trusted my judgment in separating right from wrong. And third, I could always make my own decisions without needing anyone's help.

**Sıtkı Karahan :** I fully share your views: These schools have given us self-confidence, ability to use our logic and ability to analyze. I have really found the ability to analyze my biggest asset. I have never experienced any prejudice because of my education in a foreign school — never. Of course, this has something to do with where I have been and with whom I have been in contact, so it has to be qualified: After Tarsus, I studied at the Middle East Technical University, which at that time was composed of students who came from similar schools, so I immediately found a common ground. Then I went to the States. Now I am for the first time in a wholly Turkish institution — in the Academies. Here I have witnessed this prejudice, but it is too late, I can't be hurt now. On the other hand, the self confidence that I have developed and this mentality — the way one looks at things and approaches problems — prevents me from feeling an outsider. It never occurred to me that I was somehow a privileged citizen because I was

educated at a foreign school, but I was treated as one, all the way. The main reason I was sent to the U.S. by the Academies was because I spoke English.

**Gülşen Bengisu :** Do you think you would have had problems because of your Tarsus education if you had not continued in a bi-cultural atmosphere?

**Sıtkı Karahan :** Of course, this is speculation. As far as I know, I would say no. It all depends on the person.

**Ferihan Göksu :** Sıtkı Bey, I don't know your personality. However, I disagree with you that it wouldn't matter if you went directly to a Turkish institution. Now, I was an active student at AKK and the best thing I got from that school — apart from English — was the life of the school; that is, the clubs, the activities — the things which taught me and my friends the sense of responsibility and the pleasure you get from accomplishing something well. Then I went to the university and disillusionment began. How? I had the feeling that university life would be a continuation — a better continuation — of the life we had at AKK. But at the university we had no organized social life — only the lectures and no activities whatsoever. I was interested in drama so I got in touch with some other interested people and we formed a drama club. The first time I went to a play practice, no one showed up. When I asked the reason, the answer was: too much rain! Later I joined the TAUA, which was really a continuation of my school in a way. I was happy in an atmosphere which was similar to the atmosphere I was used to. When I had graduated from AKK, I had the energy and the mind to do many things, to move mountains, as you said; but I never



Whither Alumni panelists: Left to right: Canan Efendigil, Dr. Maynard, Sitki Karahan, Ferihan Göksu, Sylvia Meyer.

could find these mountains. If I had gone to the States, I am sure I would have faced the same disillusionment when I returned — perhaps mildly, because by then you are more established — but still it would be there. You can't avoid it.

**Sylvia Meyer:** We have been talking about the social and academic aspects of the Board schools' influence on your lives. What about question 3 concerning values?

**Sitki Karahan:** When we are discussing the effects of these institutions on us, we have to be very careful not to attribute the effects of our family, inheritance, and character to the effect of the schools. We must remember that the majority of our students are from the better-paid groups of society and this gives them, in itself, some confidence, some love of nature, which I know I got from

Talas and Tarsus. Canan Hanım mentioned the lack of science in our schools causing problems. I have felt this myself, but I never felt it hindered me. This is because I feel that all of the courses we had gave us the culture we have. If we had gone deep in each of the courses, I don't think we would have had the time to use and enjoy what we had and to develop the state of mind that we have developed. I think the disadvantage we had in not being prepared in some courses is much less than the advantage of having been equipped with the ability to analyze and to get insight into things which we can use later. I had been introduced to research for the first time in Lise I. Now I find that the students I am working with in the Academies don't have the slightest notion of conducting research. I think our schools have created self-discipline in us.

**Sylvia Meyer:** We have been talking of values in terms of assets or abilities, but values are also thought of in terms of right or wrong. Do you think that these schools gave you any bases for knowing right from wrong?

**Sitki Karahan:** This is a question I can't answer, because to do so one must know there is a definite Right or Wrong.

**Sylvia Meyer:** You have no guidelines for distinguishing right conduct from wrong, apart from logically determining what would be successful and what not?

**Sitki Karahan:** I have learned to use my judgment, but I can't know whether the school was instrumental in giving it direction.

**Nüveyre Gültekin:** When I graduated, I knew what was right and wrong. Today I know I am on the right track.

**Ferihan Göksu:** It can't be clear-cut. Someone may think he is doing the right thing and I may say he's wrong.

**Sitki Karahan:** I think that if we are successful, that is an indication we have made proper value judgments.

**Dr. Maynard:** You'd say that an unsuccessful man is one who has made the wrong value-judgments? I'd suspect that.

**Gülşen Bengisu:** To come to the second part of the question — has keeping to any values helped or hindered you?

**Canan Efendigil:** In AKL we were taught six qualities like friendship, tactfulness, faithfulness, and we would all try to reach them. At the medical school I was the only one from a

foreign school and of course I wanted to continue this for myself. It was impossible because they were misunderstood. It was disappointing.

**Sylvia Meyer:** Now how do you feel about them?

**Canan Efendigil:** I think everyone should have them, but you are always being faced with problems when you try to stick to them in real life.

**Nüveyre Gültekin:** We have talked about the ability to work, to overcome difficulties, punctuality, a certain way of thinking, self-discipline — for me all these come to one point: how to act as a human being. That is what I have learned from my school, and this is what we have been pointing out here. Of course, a human being, as you well know, will think about values like a human being.

**Sylvia Meyer:** Sitki Bey, may we have your views on the last question — about what direction the schools should now take.

**Sitki Karahan:** I think the status of our schools should change, not only in the light of changes in the Turkish scene but also in the light of changes in the whole world. I know these schools have financial problems and problems in recruiting teachers. Furthermore, the fact that our schools are American-type schools might create problems which may even lead to their closing down purely for psychological reasons. If these are the problems, what can the solution be? I think with the example of Tarsus, we can slowly start changing the character of our schools from American colleges to something like Middle East Colleges, giving them an international orientation. This could stop criticism on purely national grounds. It could also provide a wider insight into the varieties of



cultures. In this way we would preempt the criticisms, have more resources in terms of money and teachers. All this is not as easy as it sounds. It is my belief, however, that unless we get a new status, perhaps international, our schools are in danger, not simply for lack of money but also for more irrational reasons. The other alternative is to turn these schools over to the Turkish Government. Many prominent people believe that when these schools are turned over to the government, they will remain the same, but nationalized. This is having your cake and eating it too — which I believe is wrong — since you won't have a cake to eat! I have told such people that what I have gotten, and what you say you have gotten, we got because it wasn't merely the Tarsus school, but that it was the Tarsus American school. This is not to say that the students studying there won't get it if it is not an American school, but they won't get it if it is not a foreign school. It will be just another Kolej like the Maarif Koleji. We have to meet different cultures. Then why not use these schools which have such a tradition and make them international?

**Canan Efendigil:** Sıtkı Bey is perhaps right about the financial aspects, but I can't agree with him otherwise. I don't think that a school, teaching a group of children from 11 to 18 years, should exert so many different influences. You cannot raise a child under so many influences, perhaps one or two. It is not university-level students you are dealing with. If he gets different notions from different corners, where will he end? He wouldn't be anything at the end of his education. Learning a foreign language opens all the doors and creates all the possibilities for them later to immerse themselves in whatever cultures they wish to.

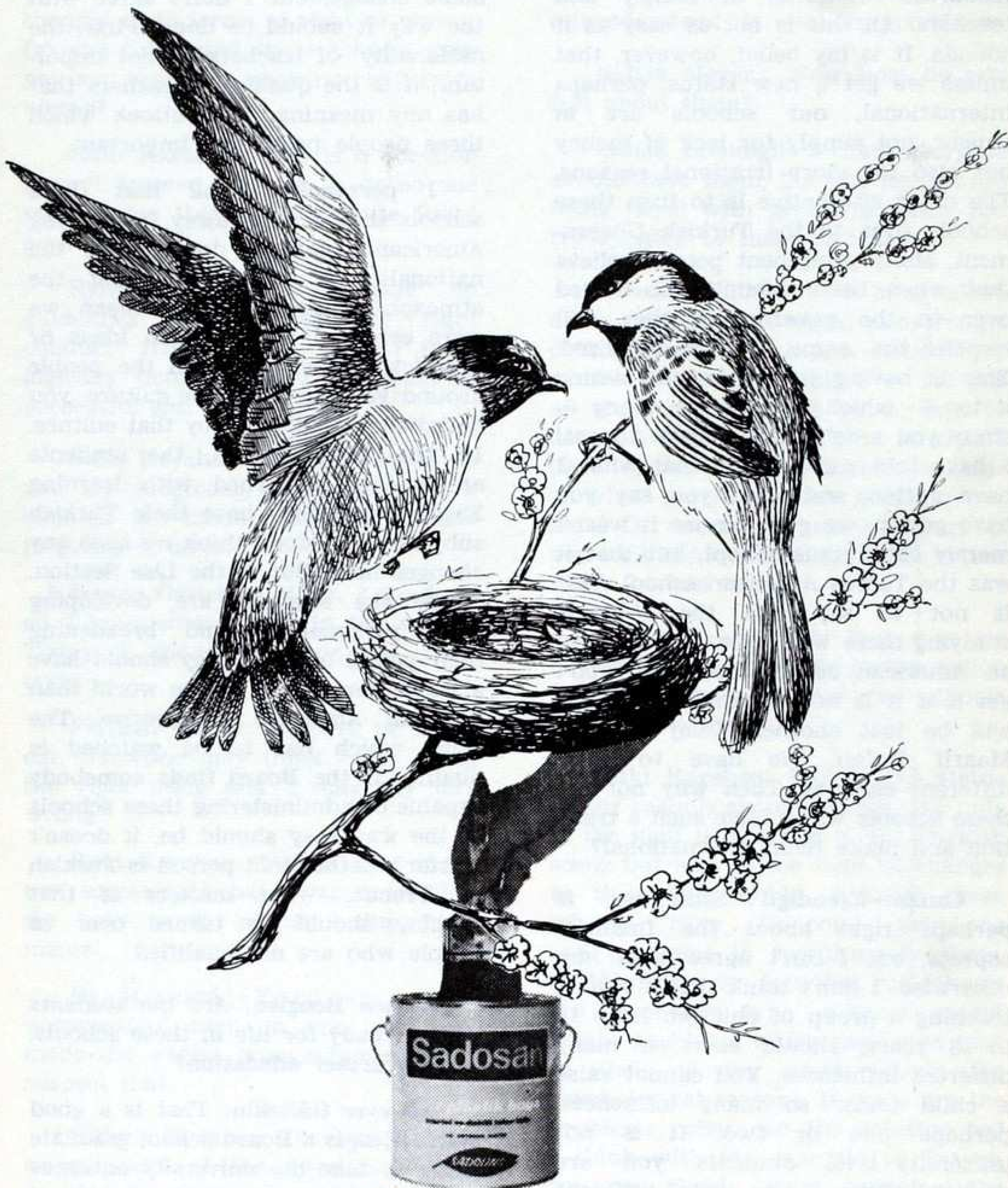
**Ferihan Göksu:** I agree with Sıtkı Bey that these schools must undergo some change, but I don't agree with the way it should be done. First, the nationality of teachers is not important, it is the quality of teachers that has any meaning. The outlook which these people possess is important.

I personally think that these schools should move away from being American. Again, I don't mean the nationality of the people, but the atmosphere there. I don't mean we were ever fed on American ideas or American ways, but when the people around you are from one culture, you definitely are affected by that culture. In the Orta Section, the students are mainly concerned with learning English, and they have their Turkish subjects. So I don't think we need any changes here. But in the Lise Section, where the students are developing their personalities and broadening their points of view, they should have a wider perspective of the world than only an American perspective. The thing which has to be watched is quality. If the Board finds somebody capable of administering these schools in the way they should be, it doesn't matter whether that person is Turkish or French. What matters is that nothing should be turned over to people who are not qualified.

**Gülşen Bengisu:** Are the students getting ready for life in these schools, or for further education?

**Nüveyre Gültekin:** That is a good point. Also, is a Board school graduate ready to take the university entrance examination? I know daughters of three of my friends failed to get into the university. What can be done to enhance their science courses, for instance?

**Canan Efendigil:** Science is the only problem, I think. My two sisters



**Sadosan**  
*mat plástik boya*

are also graduates of AKL and they did very well in the entrance exams - for Law and Economics. They couldn't get into disciplines such as Pharmacy or Medicine, however.

**Gülşen Bengisu :** We know that these schools offer such courses as typing, business English, etc. Is one year of elective in anything enough to equip anyone reasonably for a career right after graduation? One needs at least a third language. Even this will not suffice. You have to be prepared in something else besides languages which will provide you with a career. Are the schools offering this?

**Dr. Maynard :** No, not really. The problem is this, however: You can't prepare people for everything. You can't prepare a good secretary, a good biologist, and a good doctor. You have to give a pretty general education. Most of the students are really getting ready for university careers. I personally question whether we can, all at the same time, provide a university preparatory course, a secretarial course and a housewives' course. The student must decide. I agree with you, you must be armed. When you leave school, you either go to the university or you take a six months' course in a secretarial school. And I think that is quite possible for a girl or for a boy.

**Canan Efendigil :** Can't the students be asked, while they are in school, what it is that they wish to become and the classes be planned accordingly?

**Dr. Maynard :** It is a rather deep subject to get into. Briefly, I don't think it is very possible — because, for one thing, I don't believe a Lise One student means it when she says she wants to be a doctor. I think you

have to leave the possibilities open. I am personally a believer in general education and not specializing in Lise.

**Ferihan Göksu :** I don't think any Lise can specialize in any field. The more important thing is to introduce the student to different fields so that the student, in his own mind, may decide what he wants to do. It is impossible to prepare anyone for a special field in a Lise. No Lise ever does it.

**Canan Efendigil :** I didn't mean exactly that. When a student is in Lise III, he or she will at least know what it is that she wishes to do. Here, he could have some help during the very last year.

**Sitki Karahan :** Canan Hanım, anything would be helpful, but now we are in a position where we have to set priorities and we have to compromise. Did you really plan to be a doctor when you graduated? You did? Well, you were one of the lucky ones who got it. But quite a percentage of those who make such plans don't get what they want. Therefore, we cannot really offer special courses even at Lise III because we don't know where the students will end up. Besides, we can hardly equip them with the general knowledge and mentality they need.

**Sylvia Meyer :** I wonder if it isn't time to draw an overall picture. Would you agree with this summary: What the schools can do to help the students achieve self-confidence, sense of responsibility and analytical judgment is just as important now as it was in your days, and probably those qualities are more important than what is actually taught. So, our main concern is how to get more into these schools that give these qualities to our educational program.

# WHO IS THE

# IDEAL GRADUATE ?

by **Jessie E. Martin**

The ideal graduate is one who has acquired a good education to the best of his ability and talents, and as a graduate, is desirous of sharing his attainments for the benefit of those whose circumstances in life have been far less fortunate than his.

Though one realizes that there is a wide gap between the graduates of 1920 (when I first went out to Turkey) and of 1970, still, in spite of all the stupendous and unbelievable changes everywhere in the world, there are certain basic principles to which we cling and adhere in every age. A few of these characteristics we expect to see in our graduates are: being responsible, considerate, understanding and showing concern for the needs of others.

A beginner in school has only a very narrow vision of the world about him and is interested only in himself and his playmates. However, as he climbs each rung of the Ladder of Knowledge, his mind and feelings develop until on the last rung, he sees before him, not only the needs and opportunities for service in his own country but also, in the whole world.

To look at the condition of the world these days, makes a person feel hopeless and discouraged as to accomplishing anything worthwhile. And yet, it must be remembered that many individuals are contributing their small part somewhere in obscure places, trying to make this a better world by serving others. The intricate pattern of a Turkish rug can be completed and beautified only by every thread that is woven into it. Lack of a thread or two in the right place weakens and disfigures the whole rug. Thus, though it may seem insignificant to the person, each one has an important part to play in life. Men and women of vision who see the possibilities in service to others, obtain their reward through the inner satisfaction and joy of achieving a job well-done.



# ARTIST IN PARIS

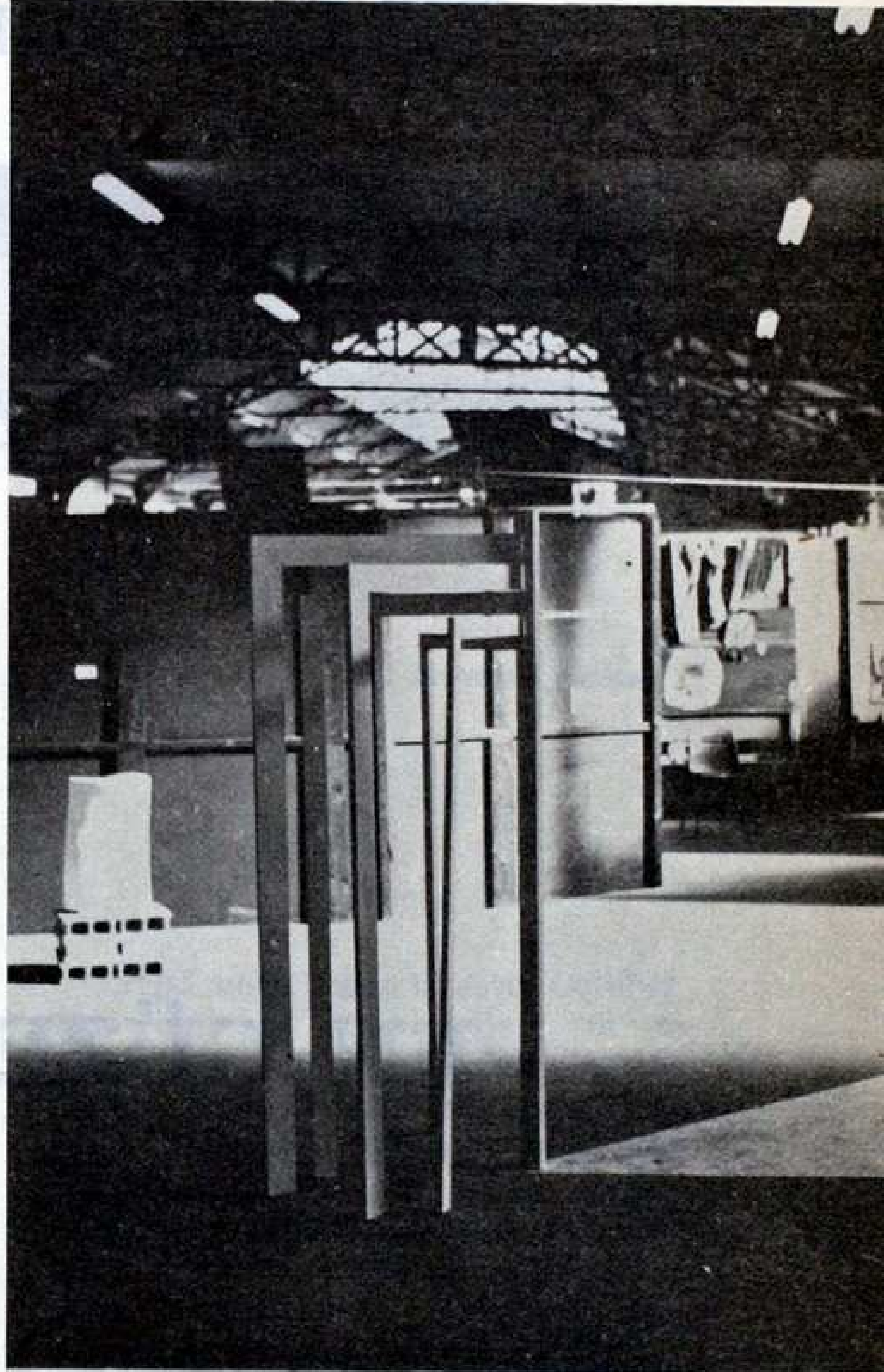
At the Paris Young Artists Biennial this year, Turkey was represented in the field of sculpture by Füsün Onur (AKL '56). Following are the young sculptress' comments on the occasion:

«The Paris Biennial is an international festival of the arts repeated in Paris, as its name suggests, every two years. It includes such wide-ranging fields as Painting, Sculpture, Architecture and the Films. The characteristic aspect of the biennial is that entering artists should not be over 35.

«Among the candidates, I was chosen by the State Fine Arts Academy to represent Turkey in the field of sculpture. Other fields represented were painting and engraving. The works were taken to Paris under the guidance of Prof. Bedri Rahmi Eyüp-**oğlu**.

«I entered the festival with 6 pieces of sculpture. Two were damaged in shipping, so only 4 were exhibited from September 24 to November 1, 1971.»

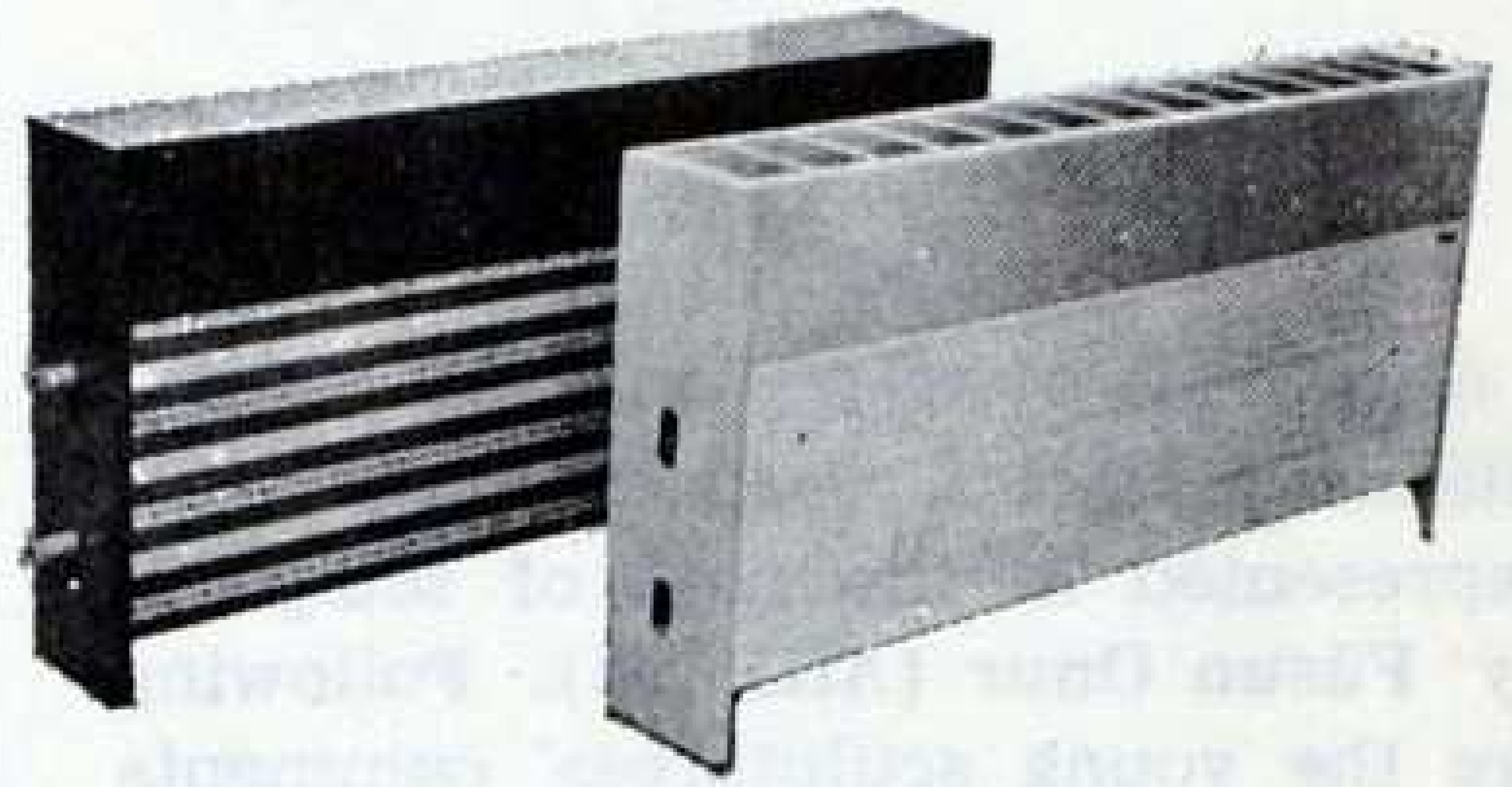
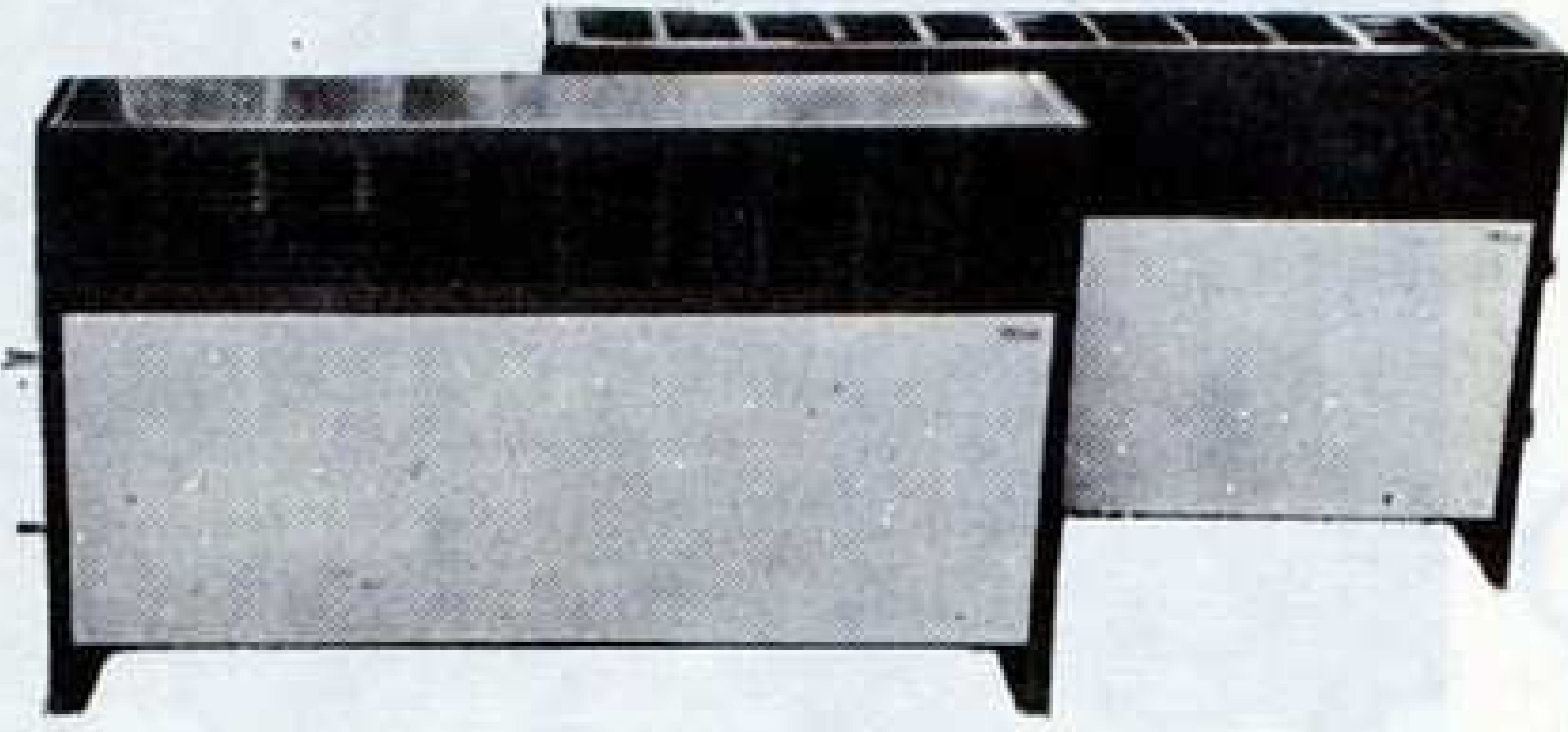
We know that the entering works of art are subject to selection before



Two Füsün Onur sculptures at the Paris Biennial.

they are exhibited. It is an achievement worth noting that all of Füsün Hanım's sculptures were accepted for exhibition and one of them was chosen to be printed in the Seventh Biennial Catalogue of the Festival. So, our many congratulations to you with best wishes for continuing success!

# Teba KONVEKTÖRLERİ



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### İMALÂTLARIMIZ. TEBA KONVEKTÖRLERİ

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Duvar tipi sıcak hava " "  
Tavan tipi sıcak hava " "  
Elektrikli konvektörler  
Pano tipi ısıtıcılar  
Su tasfiye cihazları (Sanayi tipi)  
" " " (Kat tipi)  
Soğutma kompresör grupları  
Soğutma evaporatörleri  
Klima Santralleri  
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Körükler  
Eşanjör ve boylerler  
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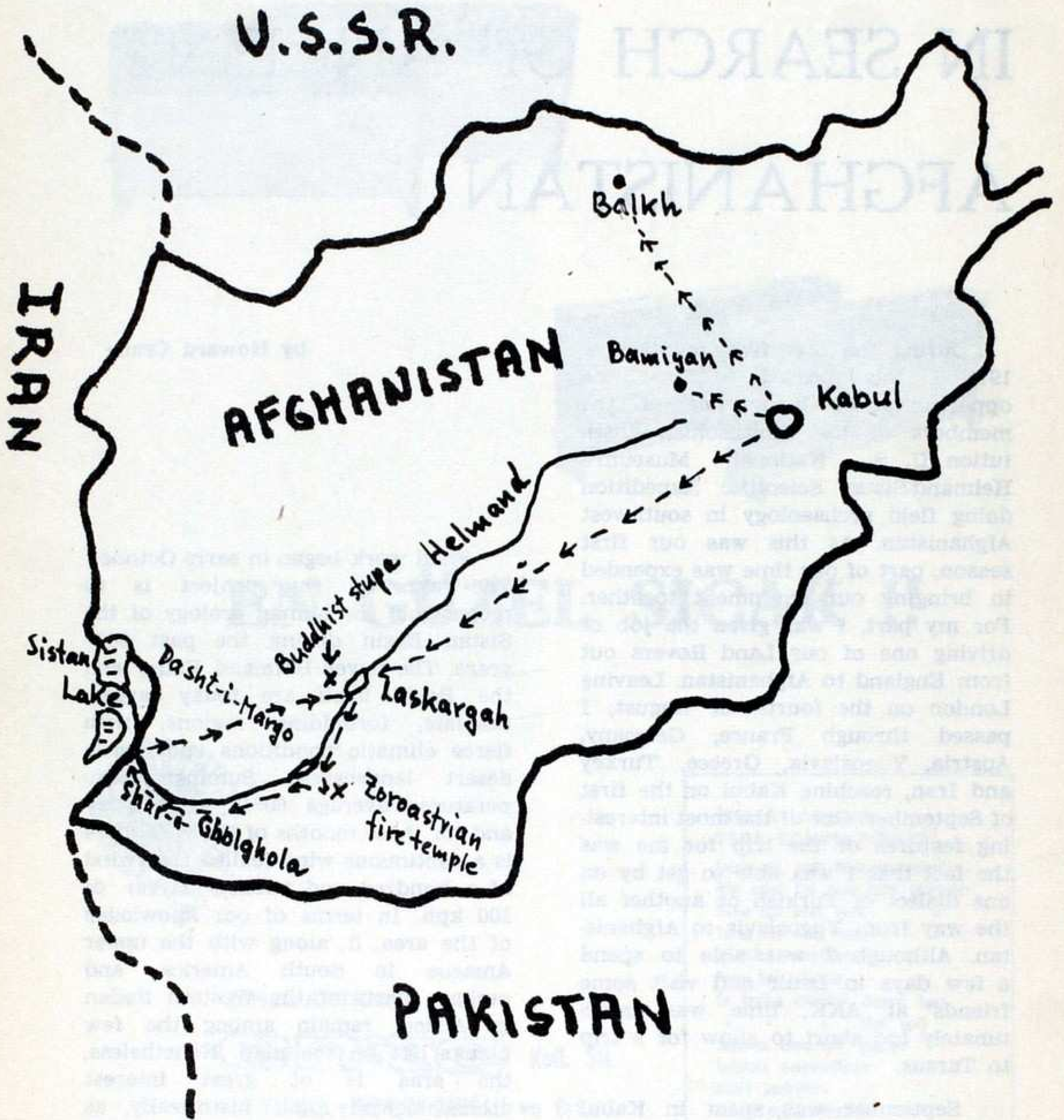
# IN SEARCH OF ANCIENT AFGHANISTAN

by Howard Crane

During the last five months of 1971 I was pleased to have the opportunity of being one of the members of the Smithsonian Institution-U. S. National Museum's Helmand-Sistan Scientific Expedition doing field archaeology in southwest Afghanistan. As this was our first season, part of our time was expended in bringing our equipment together. For my part, I was given the job of driving one of our Land Rovers out from England to Afghanistan. Leaving London on the fourth of August, I passed through France, Germany, Austria, Yugoslavia, Greece, Turkey and Iran, reaching Kabul on the first of September. One of the most interesting features of the trip for me was the fact that I was able to get by on one dialect of Turkish or another all the way from Yugoslavia to Afghanistan. Although I was able to spend a few days in Izmir and visit some friends at AKK, time was unfortunately too short to allow for a trip to Tarsus.

September was spent in Kabul with last minute preparations, although I did find time to make brief side trips to the early Buddhist cave monestaries at Bamiyan in the Hindu Kush Mountains, and to Balkh in Afghan Turkistan.

Field work began in early October. The aim of the project is to reconstruct the human ecology of the Sistan Basin during the past 2000 years. The lower Helmand Valley and the Basin itself are today largely desolate, forbidding regions, with fierce climatic conditions and sterile desert landscapes. Summer temperatures average 60°C. at mid-day and for three months of the year there is a continuous wind (called the «wind of a hundred and twenty days») of 100 kph. In terms of our knowledge of the area, it, along with the upper Amazon in South America, and perhaps parts of the Western Sudan in Africa, remain among the few blanks left on the map. Nonetheless, the area is of great interest archaeologically and historically, as we know that during Ghaznavid times, and in fact down to the invasion of Timurlane, Sistan was a densely settled, extremely wealthy region, dependent on a highly sophisticated system of irrigation. One of the main



Map depicting Mr. Crane's route.



problems which the expedition is trying to provide an explanation for is just why Sistan «died».

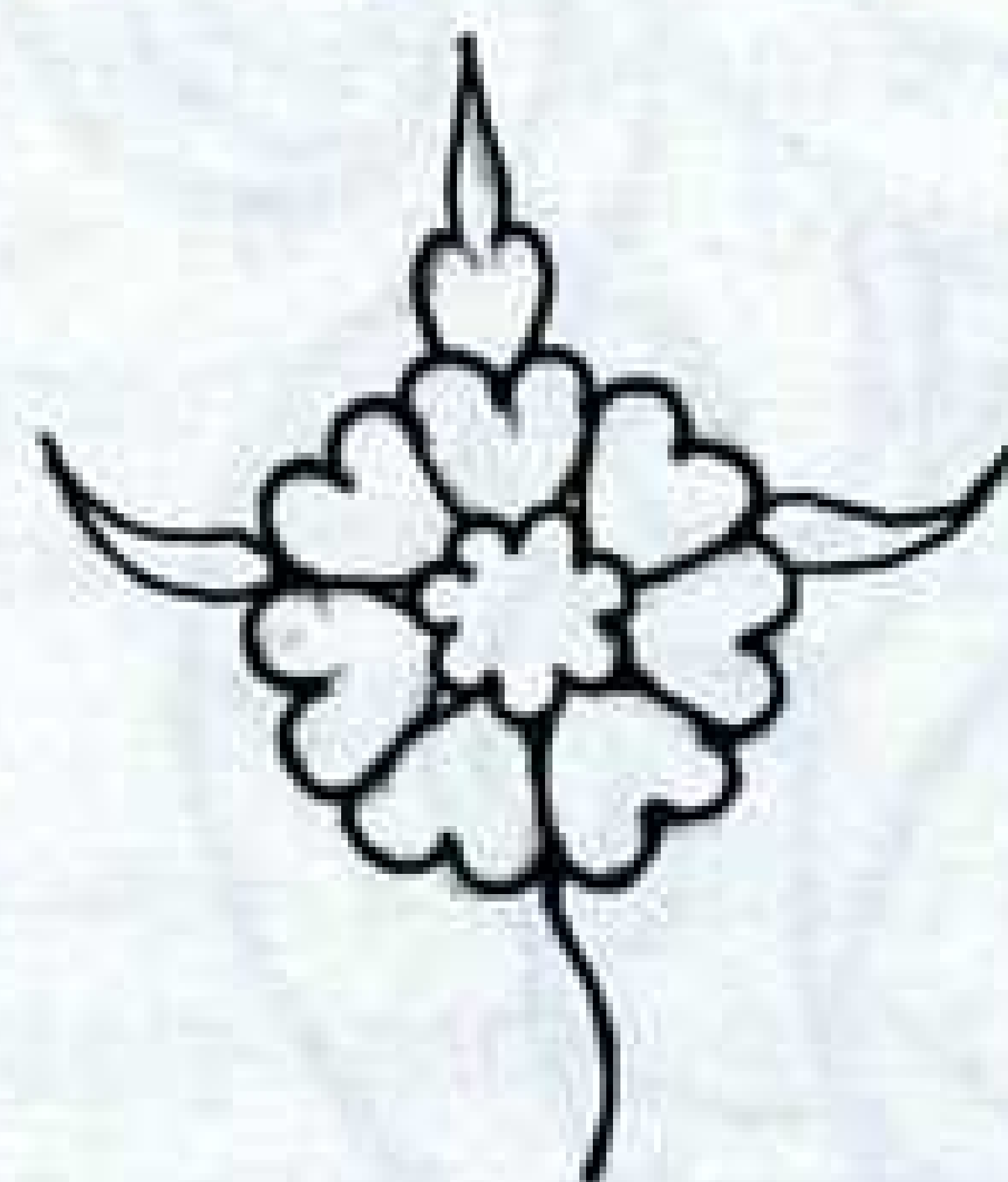
The first three and a half weeks of our work were carried out around Lashkargah, where the vast ruins of the eleventh-century palace of Mahmud of Ghazni still stand. Here we ran surveys in the Helmand Valley itself, and out into the Registan desert. We found a number of pre-Islamic sites, as well as Islamic ones. The most interesting find was a Buddhist stupa (memorial structure) and cave monastery complex in the cliffs above the Helmand River some 20 km. west of Lashkargah, probably dating from the second or third century of our era. Although much weathered, the site is significant as it represents the most westerly Buddhist architectural remains so far discovered.

At the end of October, we moved further down to the river into the Malakhan plain, where we found a large number of standing architectural remains, mainly of a civil or military nature, plus one structure we believe to be a Zoroastrian fire temple.

Finally, the latter part of November was spent in a hurried dash down the lowest reaches of the Helmand and into the Sistan Basin itself. Here the number and size of the standing architectural remains became truly staggering, with monumental ruins stretching continuously at times for ten or more kilometers. Most spectacular of all was a Ghaznavid city we worked in briefly, today completely deserted and buried by moving sand dunes but eight hundred years ago prosperous and densely populated. Named Shar-i Gholghola (the City of Silence) by the few inhabitants of the regions, it has high moated walls one and a half kilometers

square, and is surrounded by numerous pavilions and monumental buildings covering a vast area.

On December first we drove up out of the basin and crossed the Dasth-i Margo (Desert of Death), on the way back to Lashkargah, ending this, the first of five seasons of field work for the expedition in Afghanistan.



Mr. Crane's expedition to Afghanistan was a break in his work at Harvard University towards a Ph. D. in Islamic Art and Archaeology. He and his wife, Meral Galin Crane (AKK '60) taught at TAC from 1965 to 1968, followed that with a year in Ankara, after which he began his studies at Harvard. Meral is near the end of her work for an M.A. in Counseling; she applies what she has learned at the Cambridgeport Problem Center, where she does counseling once a week. Their daughter (former TAC student of those years surely remember Aida!) is also studying — she started first grade this year!



# AMERİKAN LİSAN ve SANAT DERSHANESİ

**CADDEBOSTAN KIZ KAMPI**

İngilizce — Türkçe

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İngilizce — Türkçe

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ÖZOĞUL SOKAK, No : 24, CİHANGİR

TELEFON : 44 67 47

# OUTSTANDING GRADUATES



## — IN DIPLOMACY

It is not easy to be a lady diplomat these days, especially when you are married to another diplomat and have a few-months' old baby too!

**Gönül Tengiz Dalyanoğlu (AKK '60)** is trying to fight her way in a man's career and still keep a family going.

After graduating from the **Siyasal Bilgiler Fakültesi**, she and her husband entered the Ministry of Foreign Affairs. At that time, there were only a few lady diplomats and couples in the service, so the Ministry did not encounter much trouble in assigning couples abroad. But as the number of lady diplomats and couples increased, the Ministry changed its policy.

**Gönül Dalyanoğlu**, Vice Consul in the Turkish Consulate in New York (spring 1969 - summer 1971), was unexpectedly transferred to the post of Second Secretary in the Turkish Embassy in Ottawa, Canada. Her husband, a First Secretary in the Turkish Mission to the United Nations, was kept in his post.

It was a hard decision to take, but Gönül decided not to resign, and went to Canada, where she had her baby.

On leave now and in her home in New York, she plans to go back to Ottawa, where she will enter a series of exams for promotion to First Secretary.

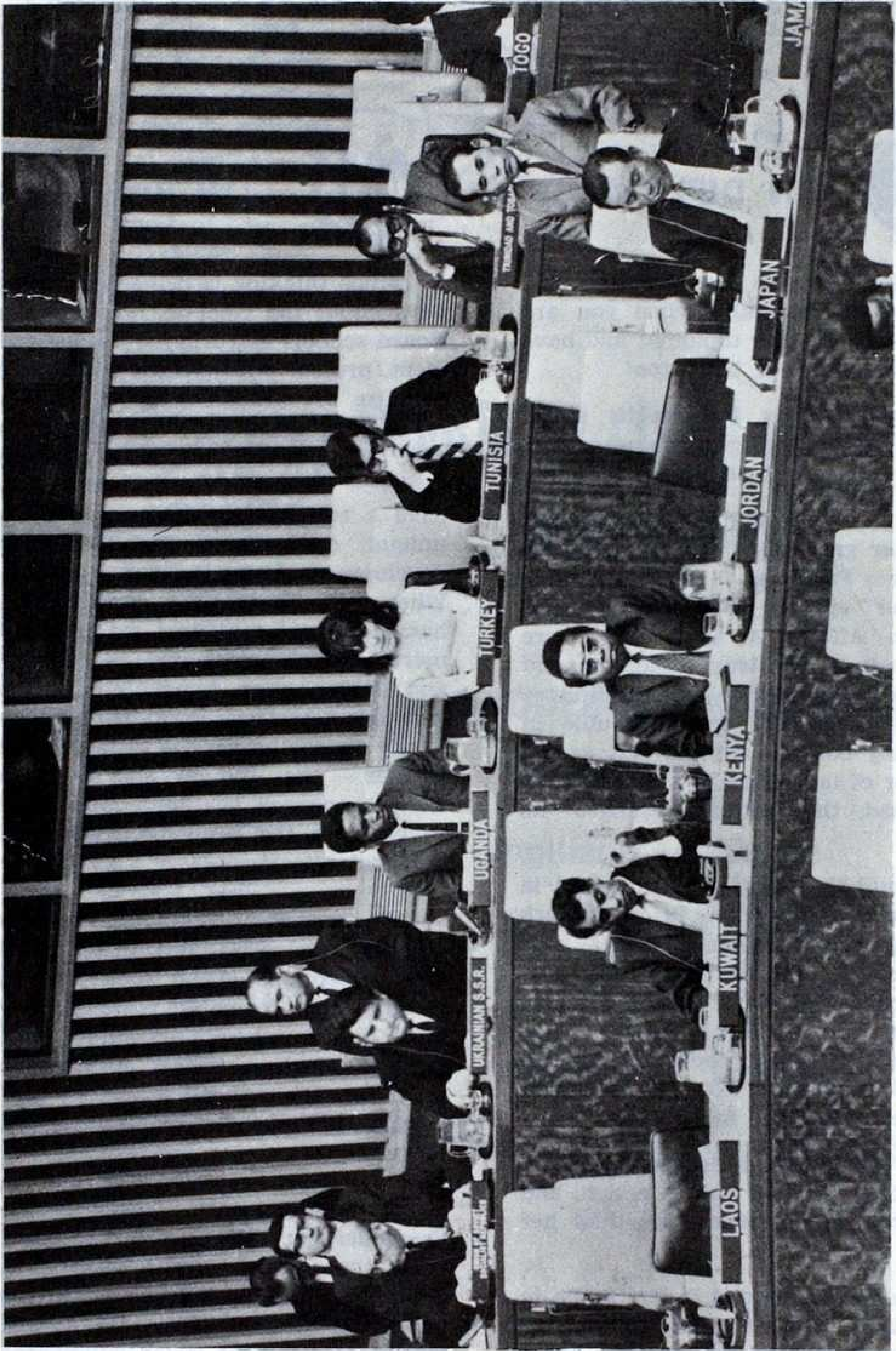


## — IN BUSINESS

Much thinking is being done these days about the role of the American Board schools in Turkey. Past achievement, present effectiveness and future promise are all being given a long, hard look. Certainly with respect to past achievement we find concrete evidence that the Board schools do have a role to play here in offering unique opportunity for leadership development of Turkish citizens. When we find such development having become a reality, we are even more strongly motivated to broaden and deepen such opportunity. Here we make a basic assumption, of course — one which the very word education implies — that the process in which we are engaged has something basic to do with the result in terms of personal effectiveness.

For me, then, a graduate who is actively serving Turkey, using skills and perceptions which took root in seven or eight formative years of study in a Board school, presents incontestable evidence that, given rich potential, the educative process has greatly assisted in achieving the hoped for result....

A rich potential — certainly **Lâle Semenderoğlu Sönmez** was that! From the day she enrolled at AKL in September, 1947, until the day she graduated in June, 1955, Lâle showed steady development which culminated in her becoming a leader among leaders in a very talented class. At



Gönül Dalyanoğlu representing her country at the United Nations

Why doesn't she give up? It is not so easy, if you ask her... She simply can't throw away suddenly what she has been working forward for years and she likes what she is doing. It's not only the desk-work but also the intellectual vitality and wide perspective, she says, she gets in learning about and dealing with world political and social problems. Also, at a time when women, even in most of the developed countries of the West, are fighting more and more for their liberation, she says she is immensely proud to represent her country and show that women in Turkey share all the rights and privileges enjoyed by their male colleagues.

The Ministry has given her lots of opportunities to represent her country. A diplomat only for a year, she was sent to Pakistan for a Ministerial Meeting of the Organization for Regional Cooperation and Development between Iran, Pakistan and Turkey. A year later, she attended a United Nations Space Conference in Vienna and then the Annual General Assembly Session in New York.

After having worked in the United Nations Department in the Ministry, being posted to the Turkish Consulate in New York was quite a change for her. However, the Ministry has appointed her for three months every fall to the Turkish Delegation at the General Assembly. For three consecutive years she attended the Sixth (Legal) Committee of the General Assembly where principles for the progressive formulation and codification of international law are discussed.

What outsiders perhaps do not know about the U.N., she says, is that it is not so much parliamentary diplomacy as it seems, but that most of the issues are discussed and partly settled behind the scenes where



Lâle Semenderoğlu Sönmez

first a bit shy and retiring, she soon began to show quiet authority and commanded the respect of her classmates. Through the encouragement of her teachers, among whom the principal, **Jessie E. Martin**, and the vice-principal, **S. Malatyahoğlu**, figured prominently, Lâle took on the chairmanship of the cultural branch of activities and her last year was elected as president of the Student Association. She graduated third in a class of academically superior students; hers was one of the three classes at AKL which was offered a four-year lise program.

When, through her English teacher, **Miss Marie McGinnis**, Lâle had an opportunity to continue her studies in the United States, she was ready. She obtained a scholarship from Jamestown College, North Dakota, and went to the United States in 1956, earning her B.A. in Economics only two years later. Still on scholarship, she received her M.S. in Economics from Stanford University in California in 1959.

A recent issue of TIME magazine is devoted to the accomplishments of women in many fields of endeavor in the United States. Sophisticated positions in business, requiring difficult technical skills, business

bargaining and collection of information is carried out in personal relationships. The result is that social life turns out to be an extension of U.N. work. But even in the midst of official smalltalk friendships can be made.

Right now the couple does not know exactly what will happen to them in the coming months when Mr. Dalyanoğlu expects to be transferred to another post somewhere in the world.

But Gönül Dalyanoğlu says, no matter what happens, the sense of accomplishment after facing up to the challenges and being on the run makes everything worth the adventure!

The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there.

**John Buchan**

know-how and keen vision in this world of accelerating change are just beginning to be filled by women there. Lâle Sönmez could take her place with ease among them, for she now holds the position of Systems Engineer at IBM in Istanbul, her work dealing mainly with customers, preparing systems analysis and design, and programming. From time to time she holds seminars and does teaching in these fields.

Lâle's working career began immediately after her graduation from Stanford as a student trainee in the New York offices of IBM WTC. Returning home in 1960, she worked for two years as an economist at **İş Bankası Umum Müdürlüğü** in Ankara. In 1962 she accepted a position with IBM WTEC in Paris, in sales administration. In 1964, much to the regret of her Paris employers, as I learned from the head there, Lâle transferred to IBM Turkey as the Office Manager of the Istanbul office, for two years also acting as Personnel Manager. As Systems Engineer she is now in the marketing division.

Many Women's Lib advocates welcome a feminine role apart from a career. Lâle married **Yavuz Sönmez**, a ship captain with Turkish commercial shipping, in 1967. They have a daughter, **İrem Mehveş**, two-and-a-half years old.

Lâle is presently serving in a volunteer capacity as member of the newly organized Task Force, mentioned elsewhere in this magazine, to study American Board schools in Turkey. She, together with several outstanding male colleagues, has given up many an evening or Saturday in this service to our schools as they seek to serve Turkey even more effectively in the future than in the past.

**Helen L. Morgan**

# THE ECHOES



by Uğur Çınar  
(Lise I)

We began this year with no great plans. I was the only holdover from last year. We were thinking of giving concerts in our school, in Adana, and maybe in the other Board Schools.

We expected that there would not be a **Milliyet** contest and were unprepared when it was announced in the newspapers. We decided to enter with only three weeks of preparation. Thanks to the help of last year's graduate, **Semih Fıncıoğlu**, we composed three songs for the contest. These consisted of one jazz, one waltz, and one hard rock piece. Lead instruments of flute and guitar make for an unusual sound.

We went in to the finals in TAC tradition, and gained valuable experience. We came home with fourth place in performance. The judges felt the music was too modern. We agreed; we had consciously decided to do it: We wanted to do a jazz piece, because it had never been done before. **Doğan Şener** liked it and wrote that it was the best composition among the foreign numbers.

We play for the joy of it. We are not professionals. We don't have to sell records, so we can do what we want. Since none of us graduate this June, I hope we will be together next year to carry on the tradition of the **Echoes**.



The Echoes of Tarsus.

We know that the **Echoes** have been around for many years. We would like to know more about past groups. If you are one of the former **Echoes** or members of a Tarsus jazz band, please take a few minutes, and look for an old photograph of the group or a few words about what you remember. If we get enough information, we will be able to write a nice, long article and enliven this tradition at Tarsus.





# REUNIONS AT AKK



The 1947 and 1962 classes of AKK held their 25th and 10th reunions jointly in the living room of Bristol Hall on Saturday, January 22, 1972. Members of the class of 1947 present were: **Coya Enfiyecioğlu, Fortüne Saban Asal, Sabahat Ezber Salancı** and **Güngör Orhon Pura**. This represented about one-fifth of the membership of the original class.

The members of the class of 1962 present were: **Ülay Gökçeoğlu, Deniz Gümüşayak Akçiçek, Sili Giraud Özerdim, Güneş Tükel Geddings, Ayhan Kantarcı Eğribozlu, Pero Olalı Boro, Feral German, Bergün Kavukçu Kardeş, Sevin Akçakoyunlu Türkay, İnci Akın Al'man, Ferial Alakuş Köymen, Tayibe İzmirlioğlu Yandaş, Sema Yeğül Ulusoy, Ayşe Türkmen Borovalı, Esin Baykal Karacasulu, Esin Ladin Noyan**. This represented about one-third of the original class.

The reunion room was filled with sunshine, memories and a great deal of chatter as old classmates greeted each other and shared the experiences of their lives. Although each has her own story to tell, some joint statistics proved amusing :

The total number of kilometers traveled to reach this reunion by all members was 2132, proving how eager the participants were. **Deniz Akçiçek** from İsparta and **Tayibe Yandaş** from Trabzon won the prize of a copy each of **AİLE SOFRASI** for having traveled the farthest.

## CLASS OF '47

AND

## CLASS OF '62

The mothers present among the graduates totaled their children and the figure came to 26, allowing each mother 1.8 children. Obviously our graduates are concerned about the population explosion!

The group as a whole reported having read a total of about 418 books in the past year. This averaged to 22 books per graduate in a year. We can be pleased that our alumnae continue to appreciate the value of reading. Unfortunately there was no time to discuss the books.

In terms of occupation the group divided into five: ten were housewives, four were teachers, four were secretaries or interpreters, one was a pharmacist and one a physio-therapist. Each one leads a busy and fruitful life. One of the housewives, **Sili Özerdim**, reported being a member of the Turkish National Shooting Team and the first woman in a Balkan shooting contest.

May you all continue enjoying life's offerings!



FARE THEE  
WELL



Class of '47 at 25th Reunion.

# NEWS FLASH!!

## Last-minute word from Ankara !

After two previous failures, a TAC Alumni Association in Ankara is at last becoming a reality, with one very important difference: A Board Schools Alumni Association is being formed instead of just a TAC Association, which hopes to bring together the alumni of all the Board Schools, including those that no longer exist.

After long and tiring work - we even met on Saturdays and Sundays - the Constitution is almost ready and a Steering Committee is working to complete it. By the time you have this issue of ALMA MATER in your hands, it will have been submitted to the Vilayet. (By the way, we hope to be doing a lot more as well by that time!)

The Steering Committee consists of the following Alumni:

Teoman Baykal TAC '49  
(President)

Meral Turhan AKL '70  
(Assistant Secretary)

Oğuz Dinçer TAC '55  
(Vice President)

Tamer Özsu TAC '70  
(Executive Secretary)

Mete Akyol TAC '55

Mahmut Aygen TAC '64  
(Assistant Secretary)

Arif Çağlar TAC '60

Selçuk Cingi TAC '65  
(Treasurer)

Cahit Tüten TAC '71

Güler Bener AKK '69  
(Assistant Secretary)

Peri Gözaçan AKK '71

Nur Altınörs TAC '68

Among our objectives is the opening of a «lokal» in Ankara. According to the figures of the Steering Committee, at least 100,000.— TL. is needed to start this project. But we figure out that there are about 1000 alumni here in Ankara and we are counting on them.

Other activities are on the way, such as publishing a paper, giving a ball, and so forth, but for all these we need your help. Give us your hand so that we can give you even better news in the next issue and in our coming paper.

**Tamer Özsu**  
TAC '70

# FARE THEE WELL...



by Eser Peker  
(AKK '66)

When I was asked to write something about Miss Foster, an infinite number of memories came to my mind.

There is Miss Foster, a symbol of friendship and understanding in front of Taner, walking with a young girl in Orta I, holding her books in one hand while putting her arm kindly around the young one's shoulder.

There is Miss Foster, philosopher, standing among Lise IV girls and talking about Thales' theory of four basic elements «Fire, Earth, Water, Air.»

There she is, beside her telescope, now gazing at Venus, now at the moon with her «B» students. I can remember the mischievous smile and the sparkle in her eyes as she talked about Mythology.

There we see her again in front of the black-board. «Look Çocuklar» says she, as she explains the quadratic equations to her dear Math students.

It would be unjust not to mention her interest in Geology. Nothing could give her a greater happiness than when she saw the brilliant sparkle in the eyes of a student who started to understand what she had taught. The desire to teach, to achieve something new, something helpful, never died in her.



Miss Naomi Foster  
(AKK 1944 - 1972)

I, in the name of 1966 graduates of AKK, and as a student of hers for four years and also as a young Math and Physics teacher myself, extend my gratitude to this worthy teacher who showed us the right way in our careers.

For us, she is like a lamp in darkness which radiates spirit, energy, interest and love of science to everyone who is ready to absorb it.



Miss Foster — May Day '71

## FROM THE PRINCIPAL'S DESK



# TASK FORCE

**Task Force** — this expression is flying about the campus these days as information for this mysterious body is feverishly being assembled from every department — from the instructional area, to the treasurer's office, to the housekeeping and maintenance departments. Finding myself somewhat at a loss to explain when people say, «What is this 'task force'» I have resorted to the dictionary, which gives two definitions: «1. Mil. a temporary grouping of units under one commander, formed for the purpose of carrying out a specific operation or mission. 2. a group or committee formed for analyzing, investigating, or solving a specific problem.» Fortunately, our task force, set into motion by the Turkey Schools Board of Managers (TSBM) to study the three Board schools, has no military involvement; the second definition, however, is quite in order.

The June, 1971 and January, 1972 minutes of the TSBM further define the composition and work of the Task Force. The TSBM has by vote committed itself to the philosophy of maintaining a student body drawn from as wide a social and economic base as possible. One arm of the task force, then, is to study the means of and issues involved in broadening the

by **Helen L. Morgan**

base from which students are drawn, including conducting a survey of the chance of success of village and gecekondu children in the entrance examinations as they are, studying methods of recruiting such children, and studying and evaluating admission problems and methods of other institutions. The members of this arm, drawn for strategic purposes largely from the İstanbul area, are: **Richard Maynard**, Chairman; **Doğan Güvenç**, **Semiha Malatyahoğlu**, **Virginia Hileman**, **Fatma Torun**, **Beylan Toğrol**, **Harold Schoup**, and **Ahmet Koç** (with his primary responsibility being to design the survey). **Haydar Göfer** and **Ülay Gökçeoğlu**, from the Tarsus and İzmir faculties respectively, were designated as corresponding members.

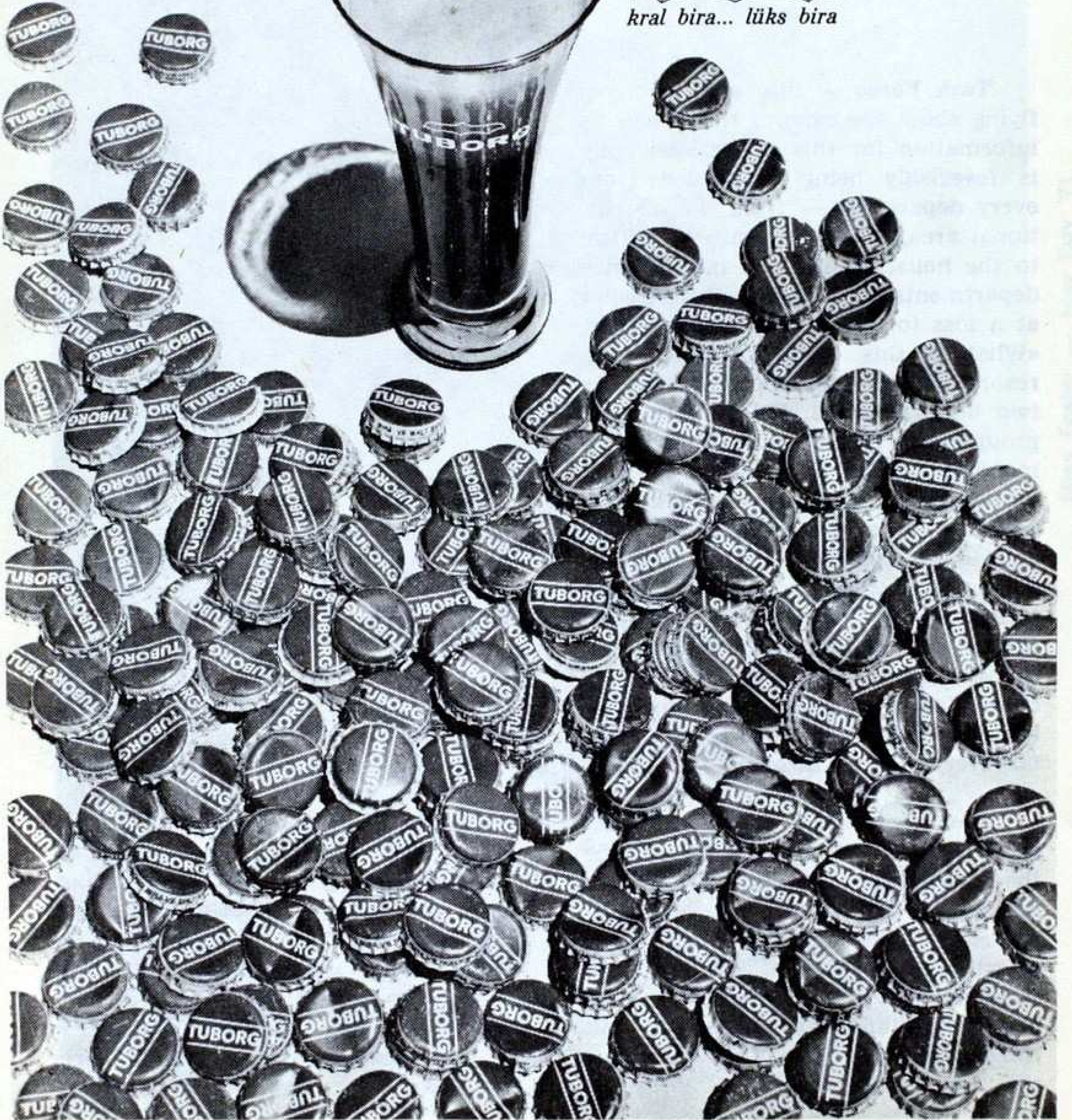
\*  
BİR  
TUBORG  
DAHA  
ACALIM



neşemize  
neşe katahım!



TUBORG  
*kral bira... lüks bira*





The other arm of the task force is to study the schools' objectives and functions, which, under the changing environmental conditions of Turkey during the 1970's, should be redefined so that the issue of functional survival and all its implications, problems, and challenges may be met head-on without further loss of time, energy and resources. This committee's assignment includes the general study of the issues involved in the admissions policy mentioned above, together with locating sources of income for its implementation.

This arm of the task force is composed of people not directly connected with the Board of Managers or the schools, but largely of alumni; it has been appointed for a period of one year. It is divided into a Coordinating Committee (Ayhan Ünler, Chairman; Lâle Sönmez, Mustafa Aysan, Baki Bora and Faruk Erşen) and three sub-committees (for İzmir, Muhittin Alam, Peru Boro and Nilgün Bayraktar; for Tarsus, Cevdet Gülalp, Mehmet Yaltır and Çetin Kocaer; and for Üsküdar, Şima Belik, Bedia Akagündüz and Nüveyre Gültekin).

Materials required by these committees are to be obtained from the administrations of the schools, and work is well under way. A questionnaire prepared by the Coordinating Committee lists some 17 areas which are to be studied, in preparation for the formation of well-documented recommendations to be made by the Task Force to the TSBM. While the date set for such reporting was the June meeting of the TSBM, it now appears that the study will require more time, but that a progress report may well be presented this June.

The above exposition may seem to you at this point in your reading excessively technical and complicated,

but from my vantage point here at the Üsküdar school, which has on occasion been host to the Coordinating Committee, the operation has taken on the aspect of a major, albeit most friendly and cooperative offensive! All the members are extremely busy and influential people, who are giving liberally of their time on a volunteer basis. I sensed the same spirit of helpfulness in the Üsküdar sub-committee. Readers of the ALMA MATER may feel very proud that these Task Force appointees, who have already demonstrated their seriousness of purpose and dedication to their task, are part of the Wider Fellowship of the Board Schools in Turkey!

## C I V A S

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# GUESS WHO ?...



This is a photo of the CAST from «Taming of the Shrew» presented by the Dramatic Club in April of 1948. Of course, we recognize Miss Harriet Yarrow but cannot tell who the others are. Any ideas?

Photo by Haydar Göfer



# ALUMNAE ACTIVITIES

## ALUMNAE ASSOCIATION

### NEWS

by Efser Kayral

«Enter to learn, depart to serve» has been our motto. The feeling of friendship and understanding is the basic theme in whatever we do.

The major aim of the AKK Alumnae Association is to provide scholarships to students who cannot afford any further education although they are capable and eager. Thus far we have had about forty such students. At present we have 10 grantees, 5 of whom are students at AKK, and 5 majoring in different fields at different universities. The others have become business administrators, teachers, architects, engineers, pharmacists, economists, doctors and musicians.

We sponsor extra-study periods after school in two primary schools

for students whose parents return late from work. Both of these schools are in underdeveloped sections of İzmir. We send school materials, books, clothing to several schools in or out of İzmir. We collected books from our members and gave them to the library of **Buca Yetiştirme Yurdu** which still needs much support. We also contributed to the fund drive for the completion of the new children's hospital building.

To cover these expenses and for the fun of being together with friends we schedule one social gathering each month.

After the Annual Meeting in February 1971, our first activity was a tea party on the Efes Roof in March; a panel discussion in

April. The traditional Mothers' and Daughters' Day took place on May 26, followed by a luncheon in the Greene Theatre for those graduates with daughters at AKK. Then came the busy month of June. On June 6 was the Banquet in honor of the **Blakes** organized with the cooperation of the **Koruma Derneği** and the **P. T. A.**, an event very different from all others. And on June 19 was the banquet for the class of '71. September 25 was the date of the luncheon to welcome **Mr. and Mrs. Shepard**. Then we had a fashion show by **Ayfer Butik** in October. A full-house piano concert by **İdil Biret** took place on November 25. The yearly **Bazaar** on December 14 was an occasion at which many pretty items were displayed and sold. January was saved for class reunions in small gatherings.

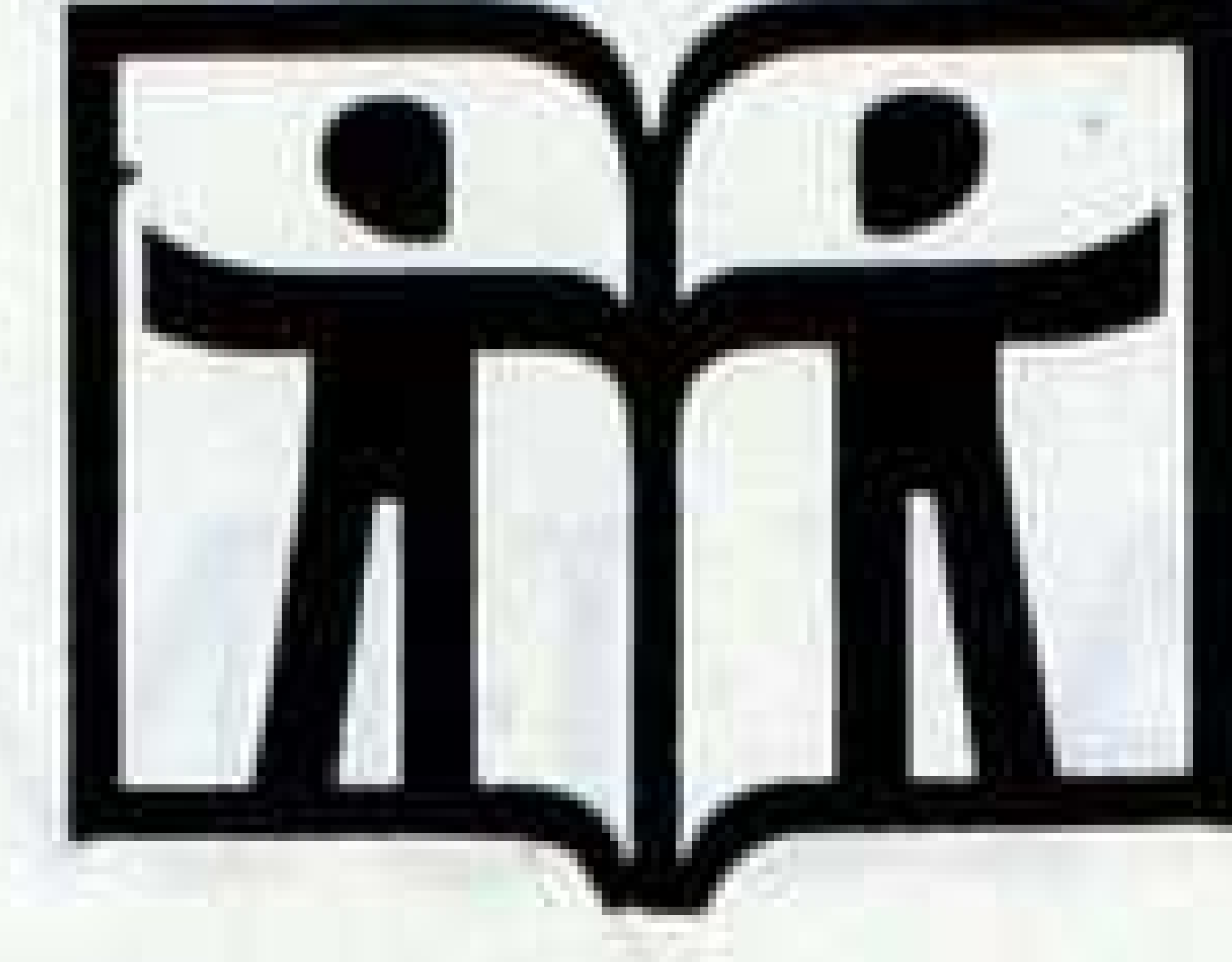
Then the Annual Meeting of 1972 took place. The following members were elected to serve on the Alumnae Association :

Nusret Sezel, President  
Efser Kayral, Vice President  
Tülay Yukarıç, Treasurer  
Fortüne Asal, Secretary  
Ödel Kaptanoğlu, Member  
Birsen Erbay, Member  
Türel Derebaş, Member  
Aysel Karacasulu, Member  
Yücel Elal, Member

To make and carry out the plans, the Board members meet once a week in the Alumnae Room in Bristol. If you happen to be on the campus on a Thursday, please come and see us — busy as bees — in our new room. We always need your help and support.

1972

DÜNYA KİTAP YILI



## HERKES İÇİN KİTAP

World Book Year-Books for Everyone  
Books above All

Give a book. Give one to a Library.  
Give one to a friend.

Give a bird book.

### Kuşlarımız :

Türkiye'de bulunan yerli ve göçmen kuşların ilginç yaşantıları, 117 ayrı cins kuşun yaşayışları, âdetleri, yayılışları, renkleri ve göçleri bütün ayrıntılarıyla anlatılmaktadır.

**96 sayfa. Hediye.**

**30 sayfası renkli kuş fotoğrafı  
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Other books will soon appear in this Nature series :

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# SOCIAL FACE OF AKL



AKL girl helping out at the deaf school.

We have many working areas in our Social Aid Branch, with clubs and committees for each project. Each member of the branch is in charge of one club or committee.

We have two villages that we call our sister villages. The Village Club organizes work camps at these villages on weekends. At these work camps we paint, plant and teach. For example, for one of our villages we built a reading room for the primary school. They gave us a room, we painted it and bought a bookcase and some books. This helped to start a library club in that school. Besides, we did some painting and planted small trees and flowers.



by Selda Bora  
(Lise III)

Another club which particularly helps village schools is the Bookmobile Club. We visit six schools every two weeks. In one trip we take books to the schools and leave them; two weeks later we pick up these books and leave some others.

One group goes to a deaf and dumb school during the weekends. We take toys, magazines, books and sometimes clothes. We play games, teach folk dances and so on. We built swings in the school garden and now we are planning to build a see-saw.

# **P İ L S A**

**PLÂSTİK SANAYİ A. Ş. ADANA**

**SERT P.V.C. İÇME SU BORULARI**

**PİS SU BORULARI**

**VE**

**HER TÜRLÜ AMBALAJ İÇİN**

**PLÂSTİK ÇUVALLARI**

**EMRİNİZDEDİR.**

Another club helps to teach the workers in our school to read and write.

The members of the Hospital Club go to a hospital near our school to visit the children. They take toys (we buy some from stores but we make most of them during the club hours), and read books to the children who are too young to read.

Then there is the Friendly Family

Committee which takes care of two poor families. When we visit them we take some food, clothes and wood. We also do our best to help the children of these families with their education.

All of these activities are a part of the Social Service Branch. Meetings are held every week and reports are brought to the Branch meetings where they are discussed.



Assistance with speech at the deaf school.

# perilen'li keyfi

Yaşamın keyfini perilen'li kumaştan elbisenizle çıkarın.. Perilen'in sağlamlık, zariflik, üstün kalite kazandırdığı elbisenizle.. Size rahat, serbest hareket imkânı veren, kolay kolay eskimeyen, buruşmayan perilen'li elbisenizle çıkarın yaşamın keyfini..

**şıklık, rahatlık, kalite perilen'li kumaşta**



PERILEN

## perilen

SASA Suni ve Sentetik Elyaf Sanayii A.Ş. ADANA



# NINETY ATTEND TALAS TARSUS MEETING



by Ahmet Cingi

On the initiative of a volunteer committee, Talas and Tarsus alumni got together at AKL on March 19 after a 3-year break. Attendance totaled approximately 90. Evidence of the great interest in this meeting was the early arrival of people, who started coming half an hour before schedule. To see them coming so early made us extremely happy.

This year the meeting had an all-important aspect. It was a big step towards organizing ourselves for the future.

During the business meeting, **Ahmet Cingi** gave a short introductory speech and expressed his hope for carrying on the spirit of Talas and Tarsus. He was followed by **Mr. Scott** who conducted the meeting as the honorary leader. An alumni committee consisting of 12 members was chosen to function as the Istanbul Chapter of the Talas-Tarsus Alumni Association. Its members are as follows: **Ahmet Cingi**, Chairman; **Yavuz İşbakan**, Secretary; **Şener Otruğman**, Treasurer; **Yavuz Çekiç**, **Gürcan Erkal**, **Cengiz Atasoy**, **Mustafa Esen**, **Günok Üzker**, **Yakup Dilmener**, **Tuncay Sergen**, **Oğuz Aydemir**, **Muzaffer Karshgil**.

In the last part of the meeting **Doç. Dr. İter Turan** from the Faculty of Economics at Istanbul University gave an informal speech suggesting that the committee should go beyond social activities and into such functions as being a kind of employment agency and a body of support for our schools.

The last hour or so was devoted to tea and informal visiting while **Mrs. Meyer** reminded the alumni of their old memories in Talas and Tarsus by playing the piano. And when all 90 started to sing, a few peeked at their school song books but the majority still knew the songs by heart.

As a whole, it was a very successful meeting and we achieved our objectives.

Among our former teachers, **Mr. and Mrs. Scott**, **Mr. and Mrs. Meyer**, **Mr. and Mrs. Edmonds**, **Mr. and Mrs. Avery**, **Mrs. Maynard** and **Bay and Bayan Zeki Silan** were present. **Yaşar Tüzer**, ('56), who had come from Ankara for this occasion was greeted enthusiastically.

The executive group of the committee met within a week and has the following suggestions to make:



Alumni who attended the Talas — Tarsus meeting on March 19.

1. Social gatherings will be organized twice a year, one in spring and the other in fall, which means that the next one will be in the fall of 1972.

2. On the 19th of May we are planning to organize a sentimental trip to Talas.

3. We'll try to establish a field day, some sort of a picnic, every year in the spring. We received a very kind invitation from **Dr. and Mrs. Warren Winkler** to the garden of their kiosk at Ortaköy for a picnic, for which the committee will fix the date and inform you.

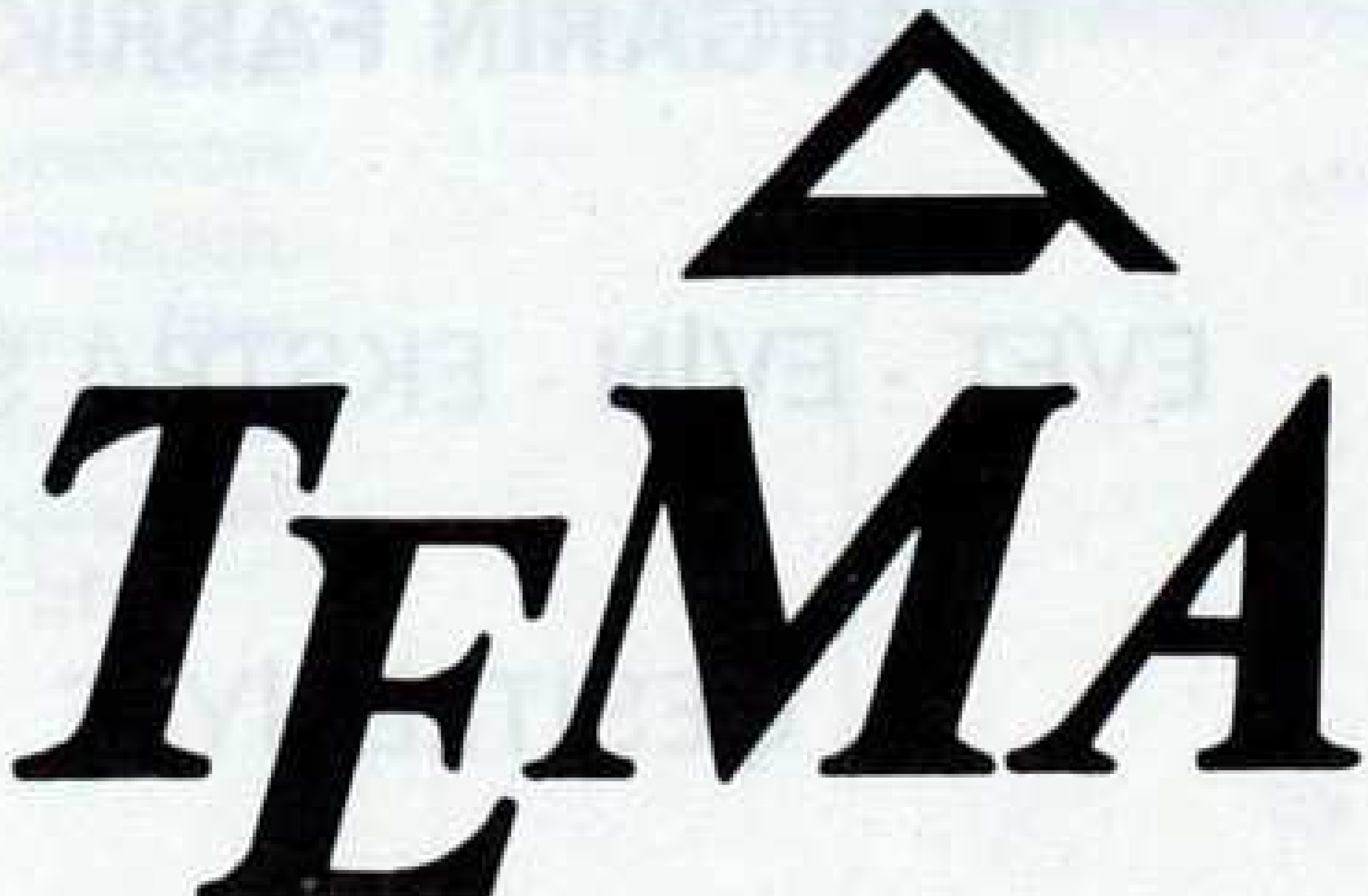
4. Our next project is to determine the type and function of the employment clearing agency. Our committee will serve as an information center and will help to find the appropriate prospective employer.

5. Another subject for consideration is to enlarge the scope of the alumni meetings and to organize gatherings of the four Board Schools in Turkey. So, if this is put into practice, for the first time in the history of our Board Schools the concept of co-education (which was in our dreams at school) will be realized — at least after graduation!!!

6. Organization of dinner parties is another project. This will be mainly for smaller groups who were actually classmates at one or the other or both of the schools.

We had a lively and a very enjoyable afternoon reminiscing through discussion and slides. Now is the time to try hard to implement the projects that are in hand.

My greetings to my dear friends and fellow alumni.



**TEMA**

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# TOROSLAR T.A.Ş.

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**EVET - EVİN - EKSTRA SABAH**

**ÇEŞİTLERİYLE**

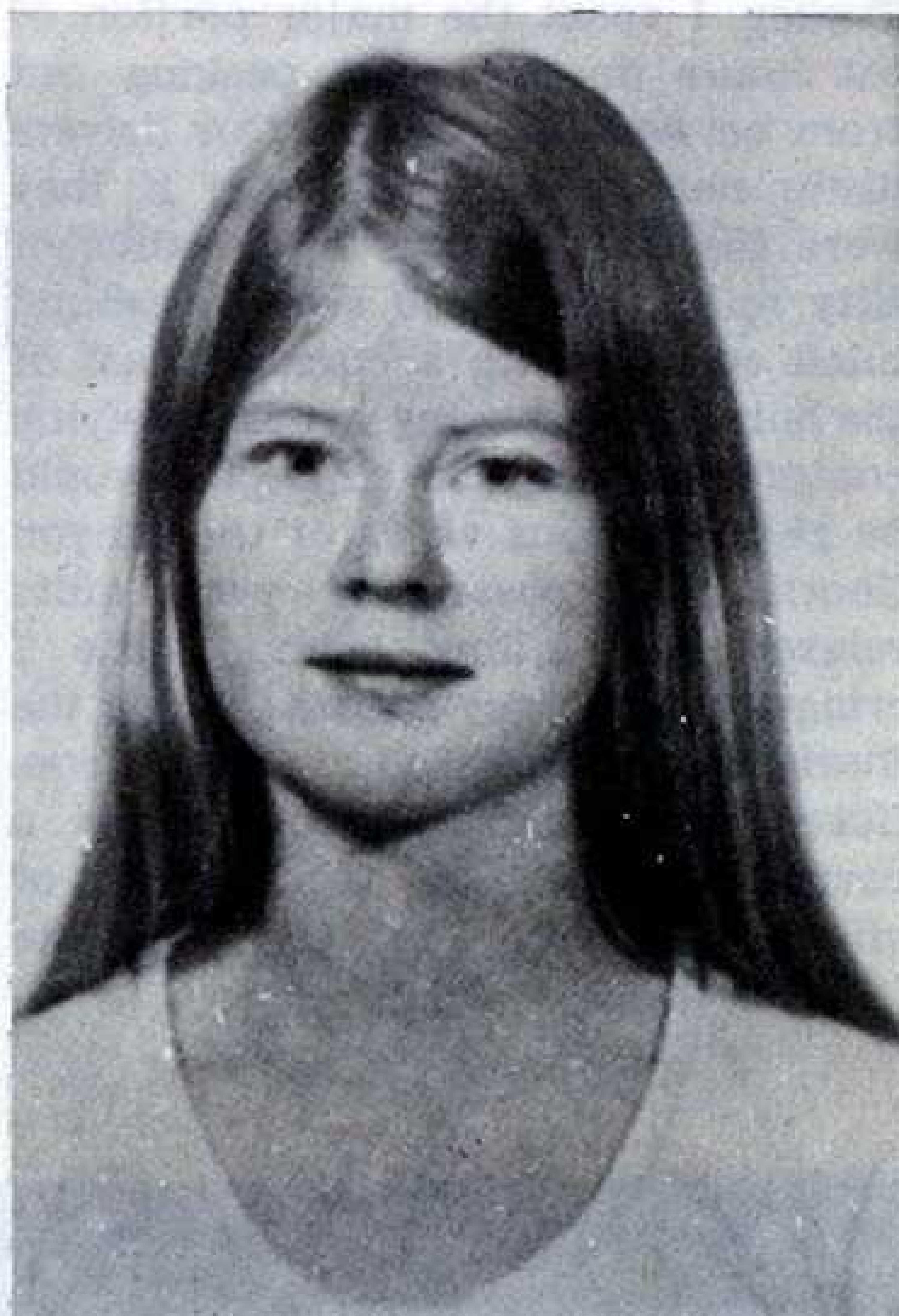
**YEMEKLERİNİZE TAD KATAR.**



# FIRST IMPRESSIONS

Susan Rowe is the newest member of the ACI faculty, having arrived here on December 12. She is a person who has lived in many parts of the world - Pakistan, India, Europe, and in several parts of the United States including the Hawaiian Islands. She has her B.A. in English from Lewis and Clark College and an M.A. from the University of Oregon. For part of one undergraduate year she studied in Yugoslavia. She brings to her Lise English classes a most welcome variety of experience and enthusiasm. The article below describes her first impressions of İzmir and Turkey as she sets out to become acquainted with this new country in her life.

My first week in Turkey I visited İzmir's Konak bazaar. Being initiated into Konak is like stirring sugar into your tea and discovering it was salt. You either choke to death or you survive! Entering Konak and trying to look nonchalant, I ran into about five people. After several «Pardons» I was swept up with a stream of people going in what I supposed to be my direction. So, I didn't resist. Vendors shouted from every direction demonstrating this and having me smell that.



Miss Susan Rowe.

by Susan Rowe

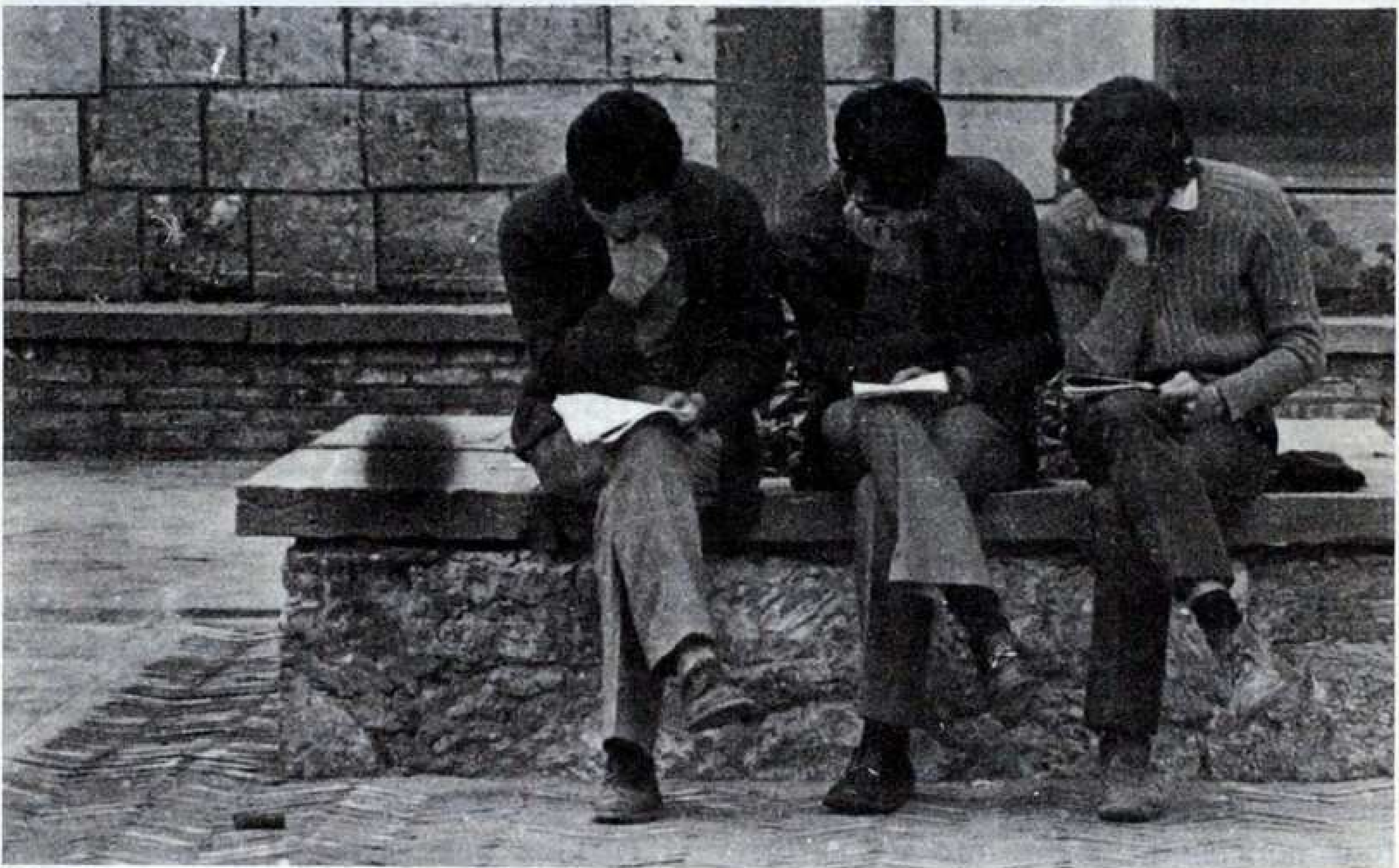
The main thoroughfare shot off into a bewildering maze of passages full of copper, materials, rugs, fish, fruit and people. People were piled on people. At one point I was aware of heavy breathing down my neck. Turning defensively I found myself face to face with a donkey. Not quite sure what one says to a donkey who is breathing down your neck, I continued. Spilling out the other end of Konak, I felt culturally baptised.

Not long after my introduction to

Konak, we had a three-week vacation. Our group went dolmuş and bus hopping down the southern coast of Turkey. I spent the major portion of the hours on the road peeking out from between my fingers. Our drivers drove narrow cliff roads as if they were the only vehicles in a radius of fifty miles. We would screech around blind corners with a cursory blast of the horn. And, hanging in death-defying contortions over the cliffs, we would be given glorious views of the canyon floors. Other passengers were quite relaxed and falling asleep, while I cringed near rigor mortis. Finally the inevitable happened. Our confident bus driver flung us around a corner to meet a truck load of villagers coming in the opposite

direction. We ran into the cliff. That is, the cliff imbedded itself in the windows on my side of the bus. Climbing out, unscathed but shaken, all our passengers and all the truck's passengers assembled to arbitrate the heated argument between drivers as to who was at fault. We were joined by the passengers of a third bus who shouted their opinions for anyone who was interested. Later, apparently having settled the argument, all the men, with the aid of ropes, dragged our bus from the cliff. Had we not been miles from any sign of civilization, I would have continued the trip by foot.

In spite of being in a continual state of culture shock, I enjoy living in Turkey.



As the inevitable approaches at TAC.

## FROM THE PRINCIPAL'S DESK

# TOOLS.... AND ?



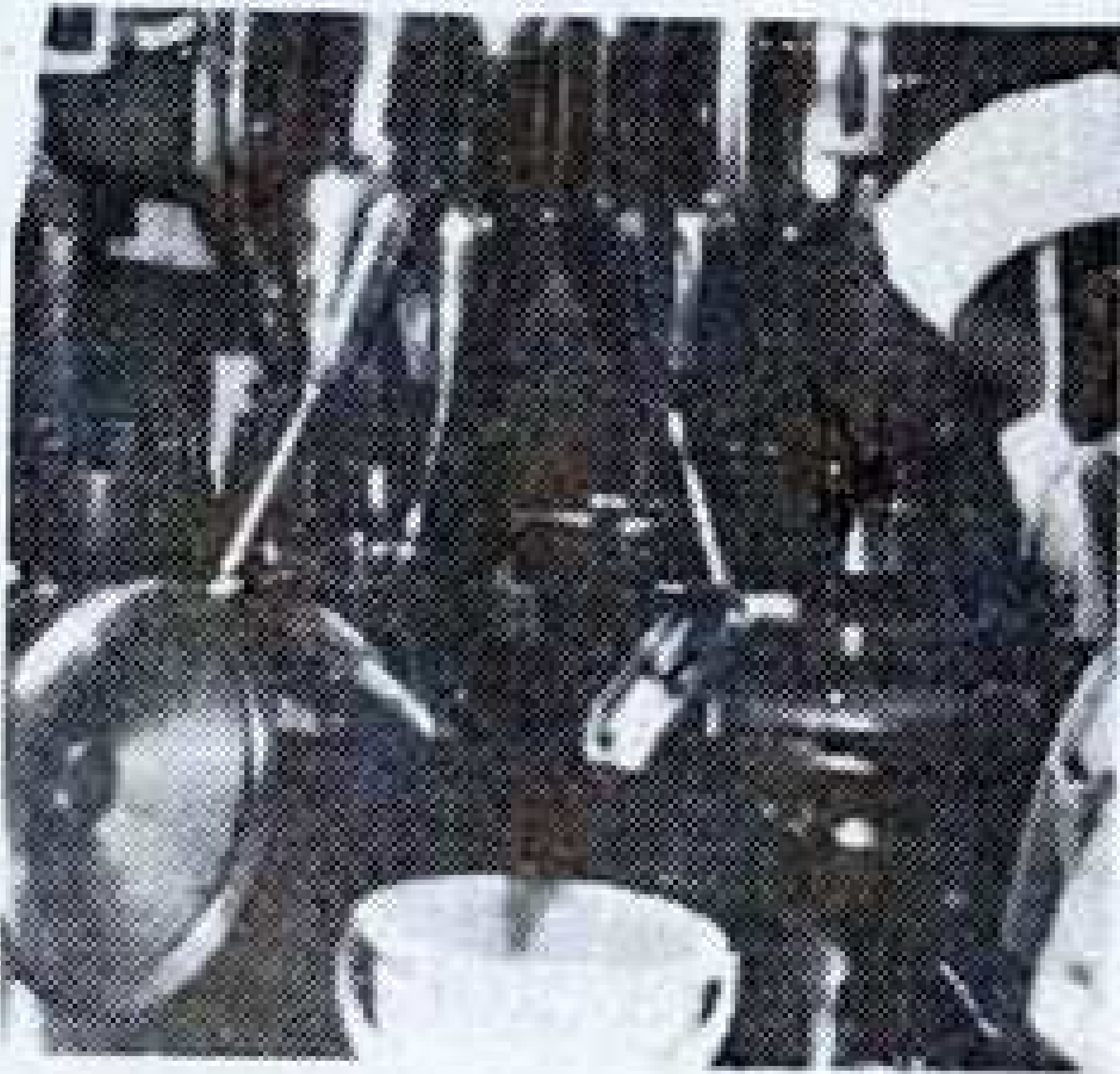
by Wallace Robeson

Recently some of us at TAC have been discussing the roles taken by our graduates in the social problems in Turkey. We see some who feel so strongly that change is needed that they are not afraid to attack and disrupt the established society. We see those who, with the same educational experience, support an orderly, legal development of society. We see some also who give no time or attention to the needs of society at all, putting all their energy into work for their own benefit. Why this difference? Has TAC failed some of its students? Has it given them the tools to meet the problems they will face in the world, and guided them in using these tools?

I am convinced that all our students do acquire useful tools at TAC and do make use of them as alumni: facility in English, ability to think through problems, self-discipline, to name some; but not all use them for the same ends. Some use their tools to improve their own situation; some use them, within the established systems, for the general benefit of their country; others use them to oppose the present social patterns in Turkey.

In a book report several years ago, a student at AKK wrote, «The book tells more about penguins than I care to know.» Does TAC give students more freedom, more personal responsibility, more language, more opportunity to reason out problems, than they care to cope with? Can we provide them with the necessary understanding of what happens to them during their education here, so they can make constructive use of the tools they gain? Can we help them face themselves, their own concerns about their education at TAC, in a more reasonable way?

I fear too many TAC alumni carry with them feelings of guilt about the privilege they have enjoyed. It is a major error to confuse justice with equality: justice means being fair, but not necessarily equal. We do our best to assure that those coming to TAC are justly chosen, but their chances are more than equal to those of others who didn't take the exam. Those who come have great potential for giving



yarım asırdan beri  
tıp ve eczacılık  
hizmetinde



*Mustafa Nevzat İlaç Sanayii A.Ş.*



the most service to the people of Turkey and the world, and they must never forget that; but they are by no means the only ones with that potential. They come to TAC, they acquire the tools mentioned above, they graduate. All need to know that rather than setting TAC graduates apart as potentially more successful businessmen, politicians, doctors, engineers, or whatever, the tools they get here load them with responsibilities. Most accept these responsibilities graciously.

Does it really matter what work they are in after graduation? No,

because it is what they bring to their work, the way they work, their concern for other people, their self-discipline to carry their responsibilities, their total use of themselves as educated members of their society, that are important. I challenge every graduate of TAO-TAC to put himself into the work before him in an orderly, positive, constructive way, but with the fervor of reformers. To do that will require much energy and great dedication, but such dedicated, constructive work will in the end benefit society more dramatically, I am sure, than any violently abrupt change can.

EXPRESSES ITS SINCERE

by Katherine Ward

APPROCIATION FOR THE SERVICE OF TURKEY AND THE WORLD

THE CONTRIBUTIONS FROM THE



# **ÜSKÜDAR AMERICAN ACADEMY FOR GIRLS**

**EXPRESSES ITS SINCERE**

**APPRECIATION FOR**

**THE CONTRIBUTIONS FROM**

**GRADUATES AND FRIENDS**

**TO ITS COMPRESSOR/CAR**

**FUND**

# WELCOME !

## ONCE MORE

by Katherine Ward

Hoş Geldiniz! Since my coming to Turkey last August, my life has been one long Hoş Geldiniz!

In the confusion of Yeşilköy, when I thought someone was carrying off my bags... «He's my friend!», called out our dolmuş driver... it was Hoş Geldiniz! My first Sunday morning, a stranger in Istanbul when I stood alone in Taksim looking for my way, a Turkish man walked that extra mile with me, right to the door of the Dutch Chapel. Hoş Geldiniz! From the warm greetings of **Miss Morgan**, **Semiha Hanım**, and the dedicated Turkish teachers at A.K.L., the hesitant smiles of the busy students and workers, to the thrilling sounds of «İstiklâl Marşı» as I stood in the circle beneath the Crescent and the Star, I have felt that welcome.

Yes, Turkey has welcomed me through the human hands of the educated, and the uneducated, the neighbor and the stranger, the Ph. D. who lectured on Turkish economy and the little three-year-old who watched over her father's fruit-stand. City and village, alike, know no disparity. I've



been welcomed by the fruit-pickers at İznik and the grape-pickers of Avşa. The lighted boats of the Turkish navy, poised in the Dardanelles, have welcomed me. At Bandırma and Assos, the bread-man, a young student, three shy village-women, have welcomed me. Kayseri and Talas, the mountains and hills, beaches and seas, the lighted minarets, all have insistently called to me, so that even from within myself, I hear their rhythmical beat, like the drums of the early morning fasts: You are here. We know that you are here. Hoş Geldiniz!

One Saturday morning during winter vacation, I stood at the peak of St. Hilarion in Kıbrıs. There across

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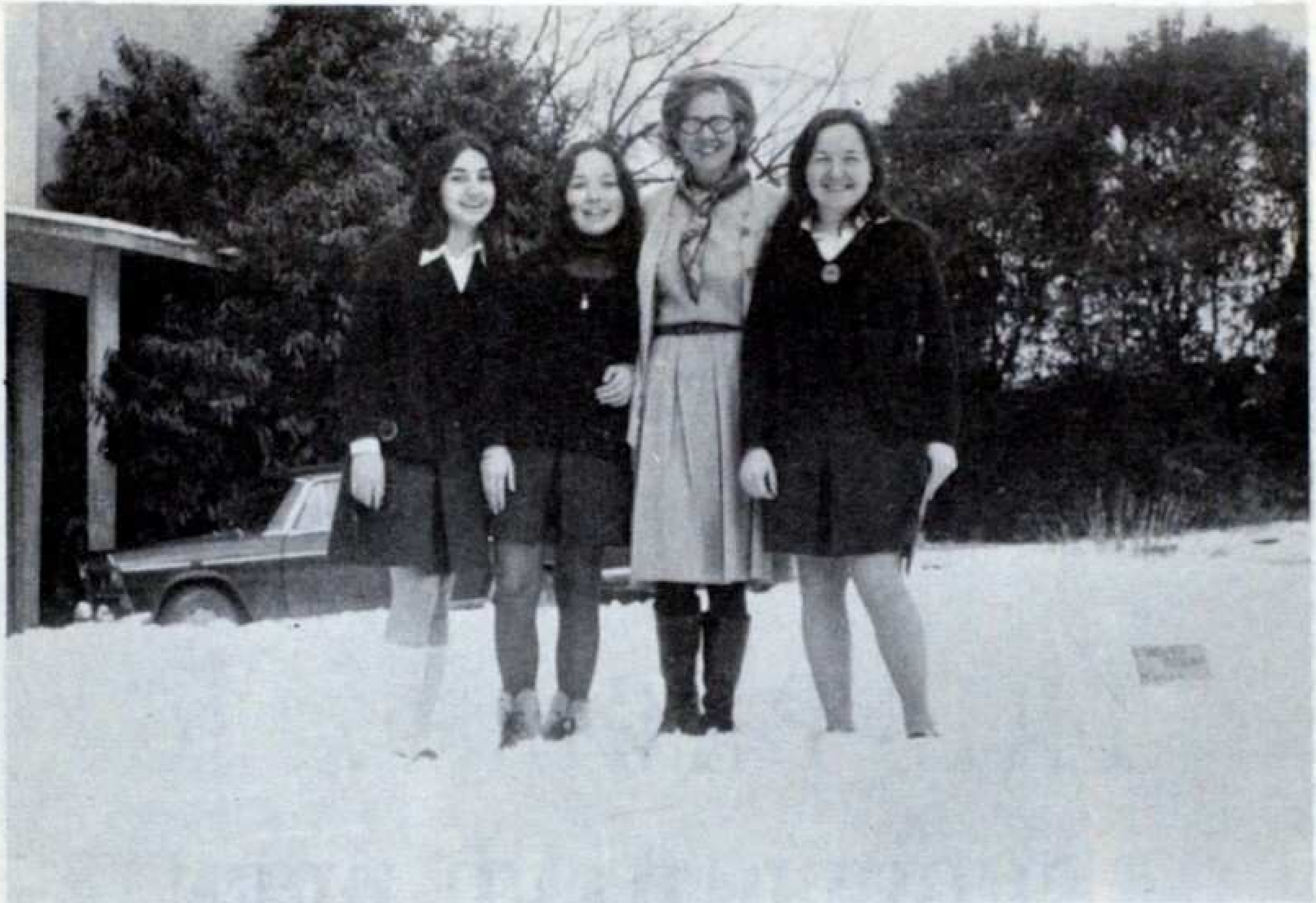
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Miss Katherine Ward with some students.

the waters was my adopted country. A kaleidoscope of images and sounds came before me — the sorrow, without bitterness, of village life which I have both seen, and read in **Yaşar Kemal's** stories, the stark village-sketches of the young artists, the colorful «şalvarlar» billowing under peasant-dresses, flowered-tulip-tiles, intricate designs on myriads of cards, flowershops, traffic-snarls, markets, vendor-calls to buy, müezzin-calls to prayer, the quiet, meditative countenance of the daily Boğaziçi-commuter, the beautiful, small children whose serious faces are encircled in soft woolens: these instamatic thoughts fixed themselves in a vast collage, and in my heart, I

knew that my response had been, from the very first, and would continue to be: Hoş Bulduk!

**Miss Ward** is a graduate of Dominican College, San Rafael, California and the American Conservatory, Chicago. She has done post-graduate studies at Drake and Northwestern Universities. For the past six years, she has taught in secondary schools in the Chicago area, spending the summers in Europe as a counselor in programs of Music, Art and Literature with the Foreign Study League of Salt Lake City, Utah. She is currently teaching at AKL in Üsküdar.

**MONEY KEEPS ALMA MATER ALIVE**

**ADS BRING IN THE NEEDED**

**MONEY**

**THIS PAGE**

**SHOULD HAVE BEEN**

**AN AD !**

**WE CHALLENGE THE ALUMNI AND THE**

**ALUMNI ASSOCIATIONS TO ASSURE**

**THE FUTURE OF ALMA MATER**

**BY REGULAR SUPPORT!**

**THE EDITORS**



# ALUMNI MEET IN ADANA



On February 25th around 60 alumni and faculty met at the Çukurova Club in Adana for an evening meal. Dr. Richard Maynard was present from Istanbul. Old stories and different versions of the same old stories were told and everyone had a good time.

Left to Right:

Muvaffak Kavrar, TAC '46;  
Dr. Richard Maynard  
Korkut Beriker, TAC '43;  
Muhittin Özbelli, TAC '44;



# elbisenizden yana içiniz rahat olsun..

Her yerde, her zaman, her durumda elbisenizi gönül rahatlığıyla giyebilirsiniz. Kumaşınızdaki Perilen'in vazifesi size rahat, serbest hareket etmek imkânı kazandırmaktır. Perilen'li kumaş kalitesiyle, şık görünüşüyle daima kendini belli eder.

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# I WONDER WHY ?

IMPRESSIONS, MOODS

REVERIE

Today... what a sunny day! Even in the morning... I am walking to school quickly... «Hurry up! You are late»... I am hurrying with running steps... Why don't I wake up earlier? Will it be sunny later at the end of the day like it is at the beginning? I doubt it... I don't know what the day will bring. Good or bad, sunny or cloudy... Maybe I will be able to see a sunny day, even when it is cloudy or the sun is gone... Oh! I can really do that. When I am happy, everything looks good. Everything, the best and most beautiful things, look dull when I am sad... Which view will I have?

In this stream of thought finally I reach the huge, steel gate of the school. I am not late yet. I walk to the classroom. The lessons begin... Math... Turkish... English Reading and Grammar... History... Science... ringing bells... shouting friends... fighting boys... and the day ends. I go out with a heavy bag, but I don't feel it. I see that it is still sunny... trees are green... the sky is blue... birds are singing... Why are they? I got good grades today... Then I walk home; not cloudy, but sunny.

by Ömer Tarı̇m  
(Orta One)

Another day, I am walking home. It is not sunny now... Why is it cloudy? I didn't get bad grades, but I have a problem... I am in real trouble. I have three tests to get ready for... How can I study for three great examinations in a very short time, and none is prepared? I must use my time well. Geography is in the afternoon, so I can study at noon... but Math and English are in the morning. I will study Math till the evening and English afterwards... My head is heavy... my feet are heavy...

# Kim Ne Derse Desin

**MURAT**  
**124**



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trees are yellow... leaves are falling... birds are crying.... Why are the people so noisy? I want to be alone. Then I walk home under a dark sky on a muddy road.

On sunny days on the way home, I often think about my future. I am on a road... sometimes walking... sometimes running... with a distance of fourteen years to go... What is my target?... I will be an engineer... No...

a doctor is better... Everybody can't reach the target he desires... but I will... I must... I'll have a Mercedes... and a nice house... Why am I thinking of a distant future? Who said that it is distant? Perhaps next year is my future... even tomorrow... Come on! Think about tomorrow and the basketball match... There is enough time to think about next year... and the time after...



This group is the prototype of the Echoes. Left to right: Bumin Aydın (TAC '62), Zeki Savatlı, Gürcan Erkal (TAC '59), Mengü Altınordu (TAC '61), and Erden Sevilir (TAC '59).



## SOMETIMES STUDENTS COME IN PAIRS!

Many families seem to be attending Tarsus these days. Here are only some sets of brothers in the School at this time. (Ağabeys standing behind little brothers).

Nihat and Adnan Sözmen of Mersin;  
Ali Rıza and Hakan Ersoy of Aydın;  
Selçuk and Serdar Küçükoglu of Mersin;  
Hilmi and Şemi Kurdak of Adana;  
Mehmet and Ahmet Erk (both standing) of Adana;  
İsmail and Hayri Ermiş (both kneeling) of Mersin;  
Tunç and Dinç (kneeling) Susoy of Adana; and  
Hasan and Mehmet Karamehmet (both standing) of Tarsus.



## NEW GENERATION AT TAC

Here are some but not all of brothers or sons of graduates at TAC.

Keeling, Left to Right :

Hüseyin Çavuşoğlu, brother of Faruk Çavuşoğlu TAC '68

Ufuk Ünsal, brother of Osman Ünsal, TAO '69; and Eşref Ünsal TAO '69.

Osman Ütkan, son of Aytok Ütkan TAC '55.

Kaplan Demirdöven, son of Kenan Demirdöven, TAO '56.

Standing Left to Right :

Cem Turan, son of Nevin Turan (Arıkol), Üsküdar.

Adnan Saybaşılı, brother of Kemali Saybaşılı, TAC '63.

Sait Aytemur, son of Kemal Aytemur, TAC '37.

Şükrü Özavcı, brother of Mehmet Özavcı, TAC '69.

Aykut Gürkan, son of Mustafa Gürkan, TAC '39.

Atahan Çukurova, brother of Lütfi Çukurova, TAC '63.

Bülent Günceler, brother of Sabahattin Günceler, TAC '70.

Kostantin Aleksoğlu, brother of Apostol Aleksoğlu, TAC '68.

Selçuk Küçükkoğlu, brother of Faruk Küçükkoğlu, TAC '70.

Orhan Akyürek, brother of Ferda Akyürek of Üsküdar.

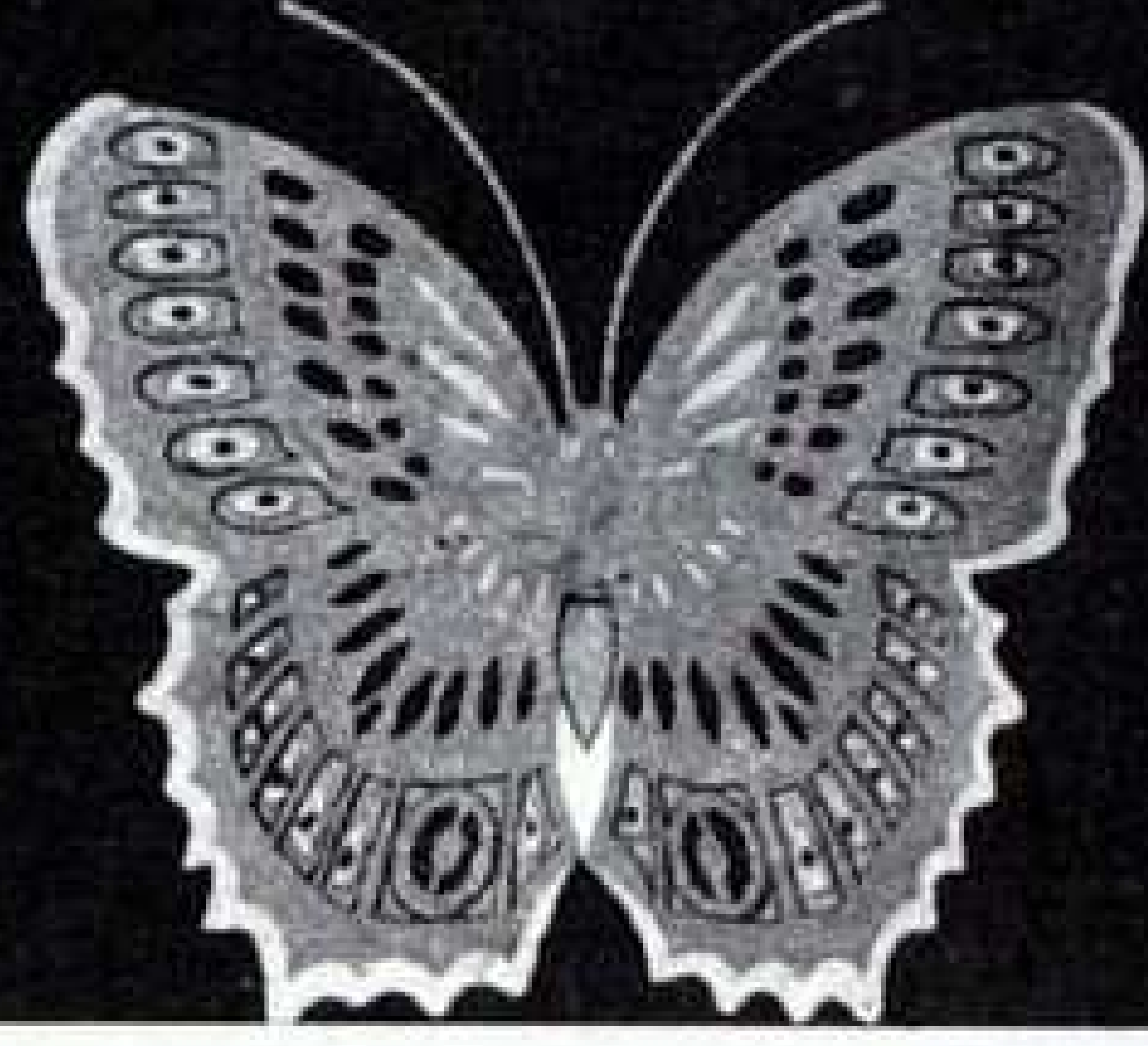
Mustafa Tokyay, brother of Rifat Tokyay, TAO '63.

Türker Özbelli, son of Muhittin Özbelli, TAC '44.



TÜRKİYE'NİN DEV TEKSTİL ÖNDERİ

**BOSSA**



PERİLEN

KUMAŞLARIYLA

SİZİ SÜSLER

EVİNİZİ GÜZELLEŞTİRİR.



# " I CHOSE THIS SCHOOL BECAUSE... "

## (AN INTERVIEW AMONG THE YOUNGEST FUTURE ALUMNAE)

Entrance to schools with foreign language curricula is becoming more of a problem as years pass by. Every year hundreds or thousands of girls apply, although they know that the quota is very limited. This article, written after interviewing many special students, will try to reveal some of the reasons behind this great interest.

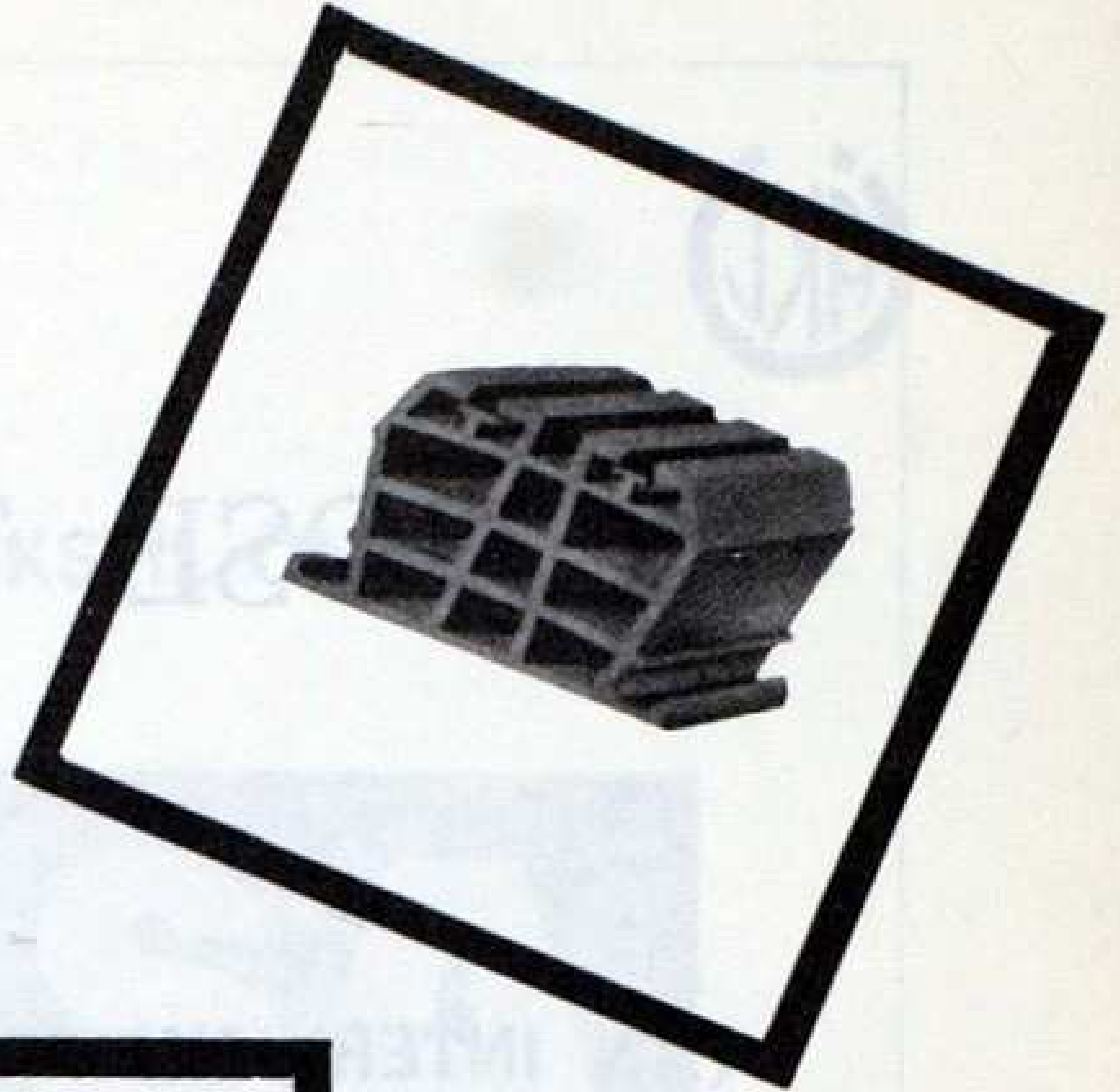
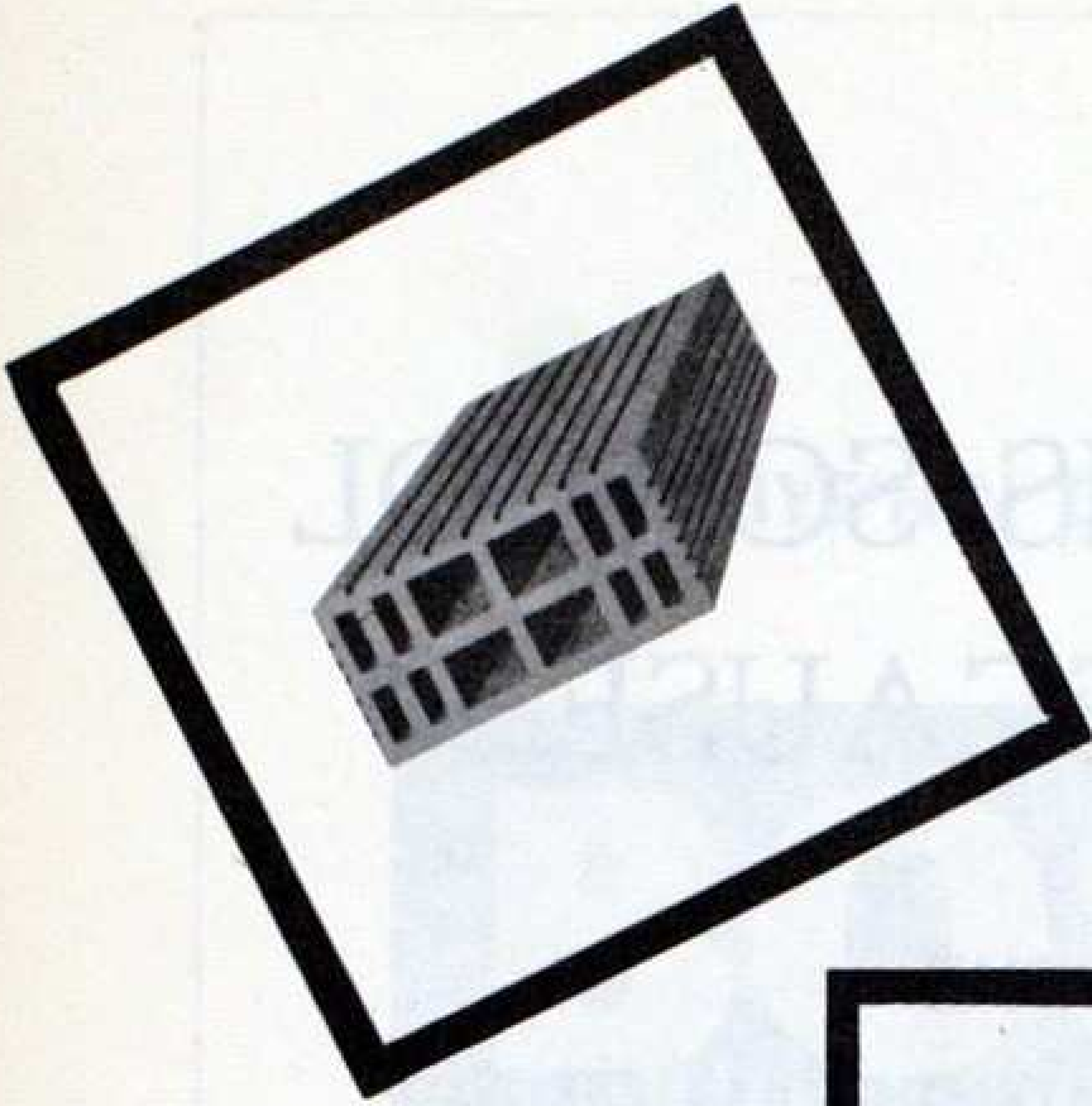
Learning English well seems to be the main reason. This is a motive which has impelled all the girls I have talked to, regardless of their hometown, social status of their families or the type of future they are planning for themselves.

Only, the way they intend to make use of their English differs. Some express the traditional view: «It is important for a girl to be able to speak a foreign language,» as a member of the ten-girl group from the Bursa Elementary School said. «This school educates girls as good housewives, and knowledge of English is included in this education» was the opinion of a girl from Adana. Others are more career-minded. They are

by **Fahrünnisa Kulluk**  
(Lise III)

thinking of learning English as a means of getting ready for a university education abroad (usually the U.S.A.) or for a technical education here or, again, abroad. Here is still another motive: A girl from Ankara wants to use her knowledge of English as a step for both education abroad and teaching in AKL later.

What the Specials have revealed so far does not seem different from what a prep student in ACG or EHSB might have said. Why did our Specials, many of whom have won in the entrance examinations of other schools with foreign-language curricula, choose AKL especially? The most common reason, I found out, is the recommendation



**KİLTOPRAK**

TUĞLA - KİREMİT  
ADANA



of parents, relatives, or acquaintances who are alumnae, students, or friends of this school. «Because I came here on the recommendation of my aunt, I feel more comfortable, more assured,» a girl from Istanbul pointed out. «The presence of my older sister in this school makes things easier for me,» was a similar comment made by a girl from Alanya.

Others are brought by necessity. For example, a girl from Adana had to pursue her education here instead of Tarsus, for Tarsus is a boys' school. Those who came from provincial towns had to choose AKL, since it is the only English-curriculum school which gives Specials a chance of becoming boarders. The nearness of our school to their homes has been a factor which has influenced many day students.

Some believed that our school teaches English the best. The last response was rather interesting: «I did not choose the English High School because I had heard from my older friends who went there that it had too much discipline. Here the amount of discipline is normal.»

As we see, many were inspired by parents or alumni relatives. Teachers, too, were influential - especially to the Bursa group. Having many of their elementary school friends choosing AKL has also motivated the members of this group.

But all girls report that they have not come here just to obey their parents and teachers. They all said, «I took the final decision freely. I would not have come here if I, myself, had not really wanted to do so!»

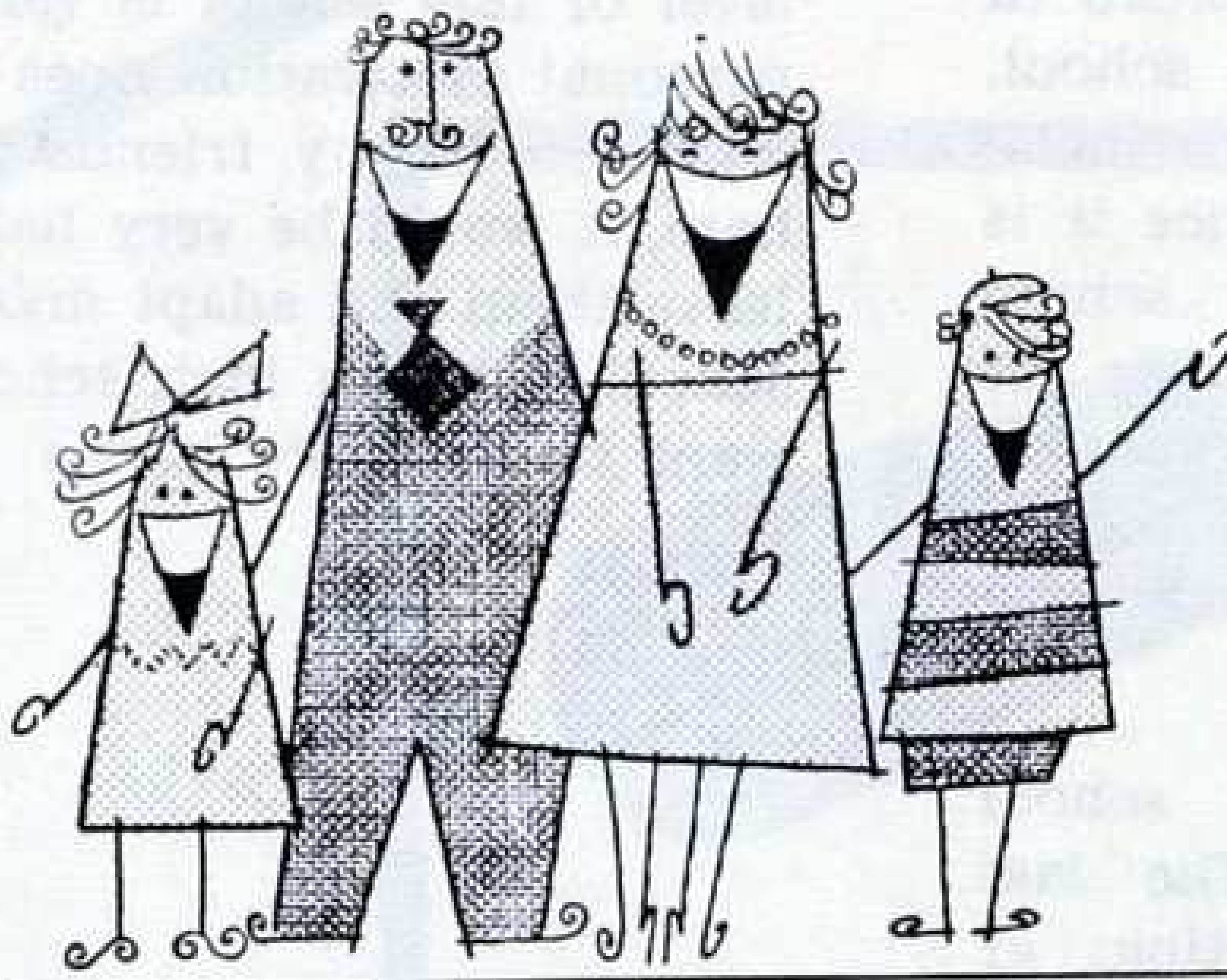
An old Turkish proverb says that the sound of a drum seems pleasant from afar. Have the Specials proved this true or false? In other words, are

they pleased with AKL after spending nearly a year in it? Or would they transfer to another school as soon as they have learned enough English? All the girls interviewed said that they were happy here and would not think of transferring, for both academic and personal reasons. Some of them summarized the academic element thus «the system, as a whole, is good.» Others were more specific: «The teachers are like friends; they teach without boring us.» «The cultural level of this school is very high.» The personal motivation does not vary: «I am used to my friends and teachers here, it would be very hard for me to leave them and adapt myself to a new school. I began high school here, and want to graduate here.»

I have made a ceaseless effort  
not to ridicule,  
not to bewail,  
not to scorn human actions,  
but to understand them.

**Spinoza**

## Florürlü diş macunu



Diş etlerini kuvvetlendirir  
Diş minelerini sertleştirir  
Çürümeleri önler



# Türk, Öğün.Çalış.Güven...

**ATAM** gösterdiğin yoldayız. Bize bıraktığın Vatan topraklarını yarınlar için yemyeşil bereket alanları olarak hediye etmek amacındayız.



## ÇALIŞIYORUZ

- Yüzdeyüz Türk Sermayesi
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- Yüzdeyüz Türk Yaratıcılığı ile
- Yabancılara bir kuruş akıl parası vermeden çalışıyoruz.



## GÜVENİYORUZ

- Halkımıza en ileri tekniği sunuyoruz.
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- Mamullerimizi dünya piyasasına güvenle ihrac ediyoruz.
- Türkün, başarıya ulaştıran üstün özelliklerine inanıyoruz.



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