

# Nürnberg Alumni Association Online Archive

## Nürnberg American High School

a U.S. Army dependents school formerly located in Fürth/Bavaria, Germany

## 1956-57 School Year

11th year of the school's existence

Graduating Class of 1957

### This File: Memoirs, Historical Articles, Memorabilia

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Looking Backward: 1957

## Alum's Oldest Nightmare Comes True as *Trichter* Prints Long Hidden Picture



NHS radio journalists Joanne Powhida, '59, and Jim Malone, '57, are shown here interviewing 1940s-1950s film star Olivia DeHavilland at the U.S. Army Hotel March 28, 1957. — photo supplied by Michele Poh Garcia, '59, who had a crush on Jim back then.

### Joanne (Powhida) Roll Reveals Story Behind Photo

**SPECIAL TO THE *TRICHTER*** — Jim Malone and I had a little radio show every week. We taped it on Thursday at the old AFN radio studio at the Palace of Justice. I would write a script about what was going on at NHS. The segment would be about ten minutes long and would include the favorite song from NHS that week. The taped segment went down to Munich by staff car and was played on AFN Munich's Saturday morning Teen Tune Time.

Our interview with Ms DeHavilland, who was in Nürnberg on a USO tour, was not too successful. I remember that my first question to her was "How old are you?" Things went downhill from there.

I think a *Stars and Stripes* photographer took the picture, but I don't think it was ever printed. I just remember that it was posted on some

bulletin board — to my everlasting sophomore humiliation. I say that because this is probably the worst picture ever taken of me. People kept teasing me and saying that I looked more like Jim Malone than he did.

Although our little show was certainly derivative, we tried to be creative and outrageous. We even did sound effects. I remember one about a beer bottle rolling around on the floor.

Shortly thereafter an officer with AFN Munich came to NHS and wanted to talk to me. It was a blab, blab, blab thing, and I didn't understand what he wanted. We were told to forget what he had said and to keep on doing exactly what we were doing. We were canceled! The next year there was no taped radio show from NHS.--**Joanne (Powhida) Roll**

# Memories of Commuting

BY LARRY SHUMAN,  
CLASS OF '57

During my junior and senior years (1955-57), I lived in the dormitory while attending NHS. On Friday, they dismissed school at 3:00 p.m., allegedly to coordinate bus and train schedules for dorm students going home for the weekend. We always suspected another reason, namely providing time for the teachers to get a head start on their weekend travel. A faculty alumnus should one day write an article about the weekend travels and adventures teachers engaged in during their time as DoD teachers in Europe. I hope he/she will fess up to the hasty, wild exits at 3:00 on Friday. While parked waiting for the bus to leave, we laughed as we watched the teachers play prison break, their cars zooming by, their glazed eyes straight ahead.

I rode the Crailsheim and Schwaebisch Hall bus. We Schwaebisch Hallers only had 3 or 4 on the bus. Crailsheim had 10 to 12. We had plenty of room to stretch out, but we did not. We snuggled together, talking and singing. It took, as I recall, about an hour and a half to get to Crailsheim including

the time spent at our rest stop in Ansbach. The bus arrived in Crailsheim first. Those of us who took the 45 minute or so continuation trip to Schwaebisch Hall usually fell asleep.

One time "they" let the wives from Schwaebisch Hall and Crailsheim take our empty bus on a Friday trip to the Nürnberg PX. With only 15 or so high school youth, they figured we could all fit in nicely for the return trip. The arrangement did not work out. The bus was jammed with mothers, cranky pre-schoolers and fussy babies with the 15 or so teenagers, a lot of oil and water that did not mix.

We high schoolers had a custom of stopping at the Ansbach PX snack bar, about an hour out of Nürnberg. Obviously the adults, tired from all that shopping, wanted to keep the bus moving to get home sooner. Apparently the bus driver had been told that the kids' desires prevailed so he always ignored the adults' protests. And, teenagers being teenagers, it took three times longer to eat the hamburger than before.

Also, the mothers did not like the noise we made. Mike Alexander used to lead us in "That Billy Goat" song.

Tony Ubalde typically led us in "The Quartermaster Corps." Both songs had some rather bawdy lyrics that elicited a scowl from some mothers with small children. We ignored the pleas: "Keep it down, my baby is trying to sleep."

We all complained to our folks. Several dads, including mine, took up our cause and complained. ("The bus belongs to the kids.") Three or four weeks later, they let us have the bus to ourselves again.

The Sunday trip started at 3:00 p.m. when we boarded the bus in Schwaebisch Hall, stopped at Crailsheim, then continued. Invariably, at least one of the Crailsheim kids would arrive late. We would always threaten to leave them "next time." Actually we did leave Linda Marx once, but her dad chased down the bus about 15 minutes down the road.

I asked Tony once why the Sunday trip was so quiet compared to the rowdy Friday leg. He told me it was because on Friday everybody was anxious to get home, away from school. On Sunday we were returning to the burden and pressures of high school. I did not question Tony's conclusion. He was (and still is) pretty intelligent.

# More Reactions to the Spirit of Hitler

## Notes on my time in Germany relative to Hitler and Nazis

By Larry Shuman, '57

In Schwaebisch Hall for a time we lived in government apartments located off post. We had Germans for neighbors. I did not have that much to do with them, but occasionally I would interact with them. One time I asked a German kid about the German national anthem. He sang a couple of verses. He told me the Americans had outlawed, I think, the third verse. Apparently that verse had lyrics of a very ethnocentric, national superiority bent that the Americans did not like. Germany had just gotten their independence less than a year before. (June 1955) They had not added the offensive verse back to the anthem. I wonder if they sing it today?

(continued on page 13)

In the Winter issue, the *Trichter* published recently released *Life* magazine pictures of Hitler and the Nazi time in Germany. The accompanying article included reactions to the pictures and the Nazi time in Germany by Nürnberg American High School alumni.

The "Notes from a Wikipedia Article" and the German and English versions of the German National Anthem on this page attempt to answer some questions Larry Shuman raises in his first paragraph. Shuman's comments continue on the next page.



Larry Shuman in 1957

## Notes from a Wikipedia Article

On May 26, 1952, the *Deutschland-vertrag* ending West Germany's status as an occupied territory was signed by France, Great Britain, and U.S.A., but it did not take effect until 1955.

During this period, West Germany was looking to establish a national anthem. After trying several alternatives, including Beethoven's "Ode to Joy," a song from the previous century was adopted, "Das Lied der Deutschen," with music by Franz Joseph Hayden and lyrics by August Heinrich Hoffmann von Fallersleben.

It was, however, not the third verse that was outlawed, as Larry remembered, but the first verse.

The first verse alluded to the time of German unification in the 19th century when the rivers mentioned were the desired borders of Germany. The rivers do not correspond to the borders of Germany today. That fact and the famous, or infamous, first two lines "Deutschland, Deutschland über alles, Über alles in der Welt" were enough to persuade post-War Chancellor Konrad Adenauer and President Theodor Heuss that the first stanza should NOT be part of the national anthem.

Instead, it was decided that the third stanza should be the one sung at official occasions. This decision was reaffirmed in 1991 when the two Germanys united.

The author of the lyrics of "Das Lied der Deutschen" wanted it also to be a drinking song, which explains the second verse. This verse was never popular – except perhaps with Americans.

The singing of the first stanza is generally considered an expression of right-wing and fascist thought and, consequently, is virtually never sung in public. Obvious exceptions are extreme right-wing groups which seek to promote these views. – Bob McQuitty

### Das Lied der Deutschen

Deutschland, Deutschland über alles,  
Über alles in der Welt,  
Wenn es stets zu Schutz und Trutze  
Brüderlich zusammenhält,  
Von der Maas bis an die Memel,  
Von der Etsch bis an den Belt -  
Deutschland, Deutschland über alles,  
Über alles in der Welt.

Deutsche Frauen, deutsche Treue,  
Deutscher Wein und deutscher Sang  
Sollen in der Welt behalten  
Ihren alten schönen Klang,  
Uns zu edler Tat begeistern  
Unser ganzes Leben lang.  
Deutsche Frauen, deutsche Treue,  
Deutscher Wein und deutscher Sang

Einigkeit und Recht und Freiheit  
für das deutsche Vaterland!  
Danach lasst uns alle streben  
Brüderlich mit Herz und Hand!  
Einigkeit und Recht und Freiheit  
Sind des Glückes Unterpfand;  
Blüh' im Glanze dieses Glückes,  
Blühe, deutsches Vaterland.

### The German National Anthem

Germany, Germany above all,  
Above everything in the world,  
When always, for protection,  
We stand together as brothers.  
From the Maas to the Memel  
From the Etsch to the Belt –  
Germany, Germany above all  
Above all in the world.

German women, German loyalty,  
German wine and German song,  
Shall retain in the world,  
Their old lovely ring  
To inspire us to noble deeds  
Our whole life long.  
German women, German loyalty,  
German wine and German song.

Unity and law and freedom  
For the German Fatherland  
Let us all strive for that  
In brotherhood with heart and hand!  
Unity and law and freedom  
Are the foundation for happiness.  
Bloom in the glow of happiness  
Bloom, German Fatherland.

## Larry Shuman Recalls . . .

I had an interesting conversation one day with 10 or 12 German neighbors about the deprivations they suffered from American bombing.

I have read some opinions that our massive bombing was unnecessary, that “scientific evidence” proves that our bombing only stiffened resistance and made no contribution to the end of the war. I do not buy it. The stories told by these people made it clear to me that the bombing had an effect. I do not believe the Germans would have felt truly crushed had we not bombed the cities into rubble. Even if you could convince me our bombing had no impact on German production (very unlikely), I know that the destroyed cities made our occupation easier.

We had a dormitory Halloween party in 1955. Joltin’ Joe Leseney (Class of 57) came dressed to the nines as an SS officer, complete with swastika arm band. Mr. Nicolai, the dorm counselor, pointedly told Joe to stay at the party, not to leave the dormitory with that get-up.

Of course, we did go out. We walked along the street in Fürth that ran parallel to the Darby Kaserne, a distance of several blocks. I watched the Germans as we proceeded down the street. In every instance, the Germans would register a second or less of shock

and then would immediately look away, deliberately looking down and away at the sight of the reincarnated Nazi.

We then entered a Gasthaus. We took our seats. In a rather officious manner, Joe ordered: “Ein Bier. SCHNELL!” I looked around the room at the German patrons. Again, in every instance their heads dropped and they looked away.

At a recent NAHS reunion Joe and I reminisced over this incident. Joe told me that on another occasion he dressed up as a Nazi soldier complete with the helmet. He rode his motorcycle down the middle of Dachau.

The summer after I graduated from NAHS (1957) I had a job as Director of the AYA. I organized a field trip for the youth, eighth grade and up. We rode the bus to Nürnberg. One of the kids stood on the same podium from which Hitler used to speak. He ranted and raved in an obvious mocking imitation of Der Führer. Again, the same response I had seen before. I decided it would make an interesting photo, *i.e.* 20 or so Germans walking briskly eyes turned with exaggeration away from the sight and sound of the brat on the podium.

The torment did not end there. Hitler had built a circle of little huts around the podium. He planned to imprison each of the world leaders in these huts. The kids then proceeded to

bang on the huts and loudly shout: “Herr Roosevelt! Herr Roosevelt!” Then they would shrug, continue the pounding and shout: “Herr Churchill! Herr Churchill!” always in an attitude of mockery. Again the German bystanders quickened their pace and craned their heads the other direction.

The movie *Judgement at Nuremberg* I think accurately portrayed the German attitude towards the Nazi past in the scene with the Judge and the servants. “We were not political. We were little people.” And the classic, “Hitler did build the autobahns.”

On a personal note, I left Germany with the conclusion that the seeds of Nazism remained deep in the soil. I considered the Germans a dangerous people up until, I think, the 1980 or 1990 time period. Neo-Nazism had raised its head. I told my wife: “The leopard has not changed his spots.”

Then on a weekend millions and millions of Germans marched in all of the cities in protest of Neo-Nazism. I decided that the Germans had repudiated Nazism, even extreme nationalism, notwithstanding the relative few on the fringe.

Actually, I bet we have more Nazis in the United States today. Only a small percentage of today’s Germans were even alive in 1945. I think the Muslim Nazis are a far bigger threat.

## Memories of school days: Shop class projects

By LARRY SHUMAN

While in my junior year at NAHS in 1956, I took a shop class with Mr. Hoyt. Mr. Hoyt had designed a Nürnberg city crest that I think we all built. For an elective project I asked Mr. Hoyt if I could build a Schwaebisch Hall city crest. I lived in Schwaebisch Hall. Mr. Hoyt helped me with the design.

“We will have a little problem with the hand,” Mr. Hoyt warned. The Schwaebisch Hall crest pictures an extended human hand, fingers and thumb joined. I studied the hand and decided that for my purposes I could just use a traced hand. It looked somewhat crude compared to the real thing, but it looked okay to me. Mr. Hoyt did not particularly care for the hand. Mr. Hoyt always considered both craftsman and artistic aspects. My traced hand sort of offended his artistic bent, but he recognized the difficulty of doing the hand. Sure, he could have done it himself but he wanted me to do the project, not him. I had tried to draw the “real” hand several times always failing to make it look good. The traced hand looked better than a poorly drawn “real” hand. Mr. Hoyt agreed and approved the design.

I finished the crest. Mr. Hoyt gave me a “B” saying that I had done a good job with the colors and other images, but the crude traced hand prohibited his giving me an “A.” I had no problem with the grade. I did not really feel

that good about the product.

Now a side story. While shopping in Schwaebisch Hall one day, a German, Herr Schmidt, approached my dad, recognizing the Masonic ring my dad wore. Herr Schmidt invited my dad to join them at the next lodge meeting, assuring Dad that most of the lodge members spoke English. My dad agreed and over the next few weeks became active in the German lodge. Germany did not have too many Freemasons. Hitler had outlawed the order, forcing them underground. Even then in the 1955-57 time period, they maintained very strict rules about who they would accept into the order. Consequently, all of the members ranged from age 50 to 80. Because of his English fluency, Herr Schmidt had guarded American POWs as a Wehrmacht officer during the war.

Herr and Frau Schmidt visited our home one summer evening. Before they arrived, Dad told me that I should show Herr Schmidt the crest I had made in shop class.

I countered: “Herr Schmidt told us he was a 10th generation Haller. As anybody who has lived in Germany knows, Germans love and embrace their towns/cities like Americans do their country. The crudely traced hand on the crest will surely insult him. Germans like precision and demand respect. My crest lacks both.”

Dad agreed with me. I thought we had settled that we would not show Herr Schmidt the crest. After dinner, Herr Schmidt, Dad, and I sat in the

living room visiting. Out of the blue, Dad said: “Larry, show Herr Schmidt the crest you made in shop class.” He had changed his mind about showing the crest to Herr Schmidt. I stammered to Herr Schmidt that I did not think the crest worthy of showing, explaining its amateur construction, etc.

“I fear it might insult you, Herr Schmidt.” Herr Schmidt insisted. I handed him the crest. He examined it. Its imperfections seemed even more apparent to me as I watched Herr Schmidt inspect the work. Finally he set it down on his lap. He had tears in his eyes as he exclaimed “beautiful, beautiful.” He then said something to the effect that I had captured the spirit of the crest, that my work reflected something special. Instead of the handiwork insulting Herr Schmidt, it had moved him to tears. My dad looked at me rather smugly. He had called it right.

Unfortunately the crest disappeared. Mom gave it to somebody who liked it. It probably lies in an attic somewhere in Colorado.



# Hofbrauhaus Pin on the Varsity Letter

BY LARRY SHUMAN '57

The Spring 2011 issue of the *Trichter* included an article from a 1959-60 issue that among other things satirized the wearing of the Hofbrauhaus pin. The guy in the article, Kimballi, could live with the assault and abuse he underwent, but he simply could not abide the stealing of his Hofbrauhaus pin. Take my money, take my dignity but do not take my Hofbrauhaus pin. "Imagine," I thought. "Three years after I and a few other guys introduced the Hofbrauhaus pin to the 'N' letter, the pin evolved into an iconic token."

I will not represent myself as the first Eagle to affix the Hofbrauhaus pin to his letter, but I will certainly position myself as one of the first. The Nürnberg lettermen in the Class of '56 and prior would never have countenanced its wearing. (I am certain Hank Reed would have quietly undercut the practice.) In late 1956 we, the basketball team, traveled to Munich for a game. We noticed that the Munich lettermen wore Hofbrauhaus pins on their letters. I just had to have one of those pins. I cornered a Munich letterman and asked if I could buy his pin. "You can always get another one," I added. (The Hofbrauhaus was and is a famous beer hall in Munich; a cloned replica operates in Cincinnati, Ohio.) The Mustang removed the pin from his letter and gave it to me. "How much?" I asked. "I don't want your money, man," he said. I rendered profound thankfulness.

Back home in Schwaebisch Hall, I pinned it on my letter. My dad spent more than a few words expressing his displeasure. He had no objection to the pin itself. He had no problem wearing it on a jacket or shirt front; however, he felt adamantly that on the letter, it constituted disrespect and mockery. He likened it to his military uniform. "Why don't I just put one on my left pocket along with my decorations?" he proffered. I reminded him that the Army had regulations governing the uniform. We had no regulations about wearing a varsity letter. He countered that argument with some passion that they should establish regulations. He even mentioned a general he knew in Heidelberg (USAREUR headquarters) who he felt certain would agree with him—a veiled threat that he might just take the matter up with his friend the general. I guess he thought better of that because USAREUR never issued "Proper Wearing of the USAREUR High School Varsity Letter" regulations—as far as I know.

About 30 years ago I came across my letter stored in a box with a lot of junk. (Long before then I had removed it from the sweater. I needed the sweater for my meager

college student wardrobe . . . without the letter.) The Hofbrauhaus pin itself had twisted off of the needle. I found the pin buried at the bottom of the box. My Beloved asked what the pin represented. She listened to my explanation, frowning all the time. "That's disrespectful" she cried. "A beer pin on an athletic letter." I told her that her reaction echoed my dad's when he saw it. She made it clear to me that she agreed with her father-in-law.

What does one do with an old high school letter? I found an old wooden plaque. Onto that plaque, I mounted the letter (sans Hofbrauhaus pin). I had four kids ages 9 to 15 at the time. I decided I would pass it along to one of them. I anticipated a big fight thinking that my kids would kill for their dad's high school letter. Somewhat taken aback, I learned that only one of my kids had any interest. The other three did not express even curiosity. I think Jenny accepted it for the novelty. I did not detect enthusiasm beyond what I would get if I offered her a candy bar. Nonetheless, she took the plaque and hung it on the wall in her room. I suggested for historical purity that I should buy another Hofbrauhaus pin. But Jenny did not really care about historical purity, and her mother certainly did not encourage the return of the pin.

I thought I should finish this article relating the origin of the pin practice. I talked to "Joltin" Joe Leseney, who played football at NAHS his junior year and then moved to Munich for his senior year. (I have previously told the story of Joe intercepting a pass against us in the 1956 game, stopping a drive that would have won the game for us.) I asked if he knew the history of how the Hofbrauhaus pin became popular at Munich, where the affixation began. Joe had no recollection of the practice of wearing the pin. I am fairly certain he wore the pin on his "M" but he has no memory of it. So I hearken back to what I remember. As I recall the Mustang lettermen originally had to "earn" the wearing of the pin by drinking five liters of beer at the Hofbrauhaus located in Munich within I think a two hour period. After awhile the lettermen took the easy route and simply bought a pin. Many of my fellow Eagles also attended Munich High. If any of you know the full story, please contact me. ([wsuksu@gmail.com](mailto:wsuksu@gmail.com))

Jenny passed the letter along to my grandson Steven, currently serving a mission in Taiwan for our church. Steven has it hanging on his wall, back home in Utah. I never told Steven about the Hofbrauhaus pin. Maybe I will when he returns from Taiwan next year. Maybe he will embrace historical purity. I will let you know next year.



## This Is America – In Case You've Forgotten

By **ROBERT KORENGOLD**

*Staff Correspondent*

FRANKFURT, GERMANY — Here's a little cheering news for Americans who've been on this side of the Atlantic so long they don't stare at people in berets or lederhosen anymore.

When they get back to America they'll find it pretty much the way they left it. Everybody is not driving around in a brand new 1957 automobile. Prices are not preparing to take off with the first earth satellite. And U.S. teen-agers are not shooting each other down in gang battles on every street corner.

We just came back the other day from a quick trip to the States, flying over with the first plane load of Hungarian refugees airlifted by Operation Safe-Haven. Admittedly, we had less than a week to get the feel of what it's like back in America. And a good deal of that time was spent on the dead run. But it didn't take as long as we thought it would to get adjusted.

We found first of all that it wasn't the big differences we noticed. Mostly we caught ourselves doing a double take on simple things we used to take for granted. They seemed kind of strange after a couple of years in Europe. Television is one. With the exception of Bitburg and Spangdahlem in Germany, and some of the more isolated outposts in Africa and the Middle East, television is one of those things that we don't get in Europe. Personally we never missed it. But it was a jolt to find it has so completely moved into American life.

When we checked in to a medium-priced hotel in Washington D.C. there was a television set already installed in the room. The screen was bigger than anything we ever had in our home at any time. And all this was for free. In European hotels we're still looking for such luxuries as a 60-watt light bulb.

Then there's the question of baths in hotel rooms. There's been no change at home on that—every room has one. It's not necessary to run down the hall for anything in the way of personal cleanliness. For a few days at least, that's bound to give you an impression of untold luxury in America.

We figure everyone will momentarily stare as we did when they go into an honest-to-goodness drugstore, the kind that sells everything from chocolate sodas and toothpaste to garden hose.

\* \* \*

**A couple of good breakfasts of hotcakes and bacon, orange juice and American coffee reaffirmed our impression that snack bars in Europe have never learned to make hot cakes to anywhere near the U.S. standard.**

Nor have they mastered the secret of hamburgers. In case you think you've been eating real American hamburgers for the last few years be sure and try one as soon as you get past U.S. customs. Somehow, in the States they fry them up with about one-tenth of the grease content you can count on overseas, and the hamburger comes out a different dish.

At least in the nation's capital prices aren't as stiff as we'd feared. Local restaurants, featuring that boon to mankind, the 75 cent blue plate special, are in plentiful supply. In case you've forgotten, the blue plate is a package deal meal that includes appetizer, meat, two vegetables, salad, dessert and beverage.

Speaking of food, English-speaking waitresses seemed strangely out of place to us, as did the American system of getting your check along with the last course of your dinner. In Europe it always takes us as long to get the check as to eat the meal.

With all due credit to French cooking, we also had some meals in the States that would cause no blush of shame at the Tour d'Argent or Maxim's.

\* \* \*

**Some of the things they make easy for you in Europe are still a struggle in America though.**

We're talking about tipping. Nobody counts out a service charge and lumps it into the bill for you. You've got to figure it out yourself, somewhere between 10 and 15 per cent and take your chances on offending someone if you don't hit it right. You can register in a hotel though with a simple signature, address and some baggage. No life history is required.

If you've been away long, the suburban shopping centers that have mushroomed up in the outlying sections of every city will come as a surprise.

The American housewife who likes the cloistered life of her local little America in Germany needn't fret. She'll easily be able to replace it with her local shopping center at home. The way they're building them now, there's no longer any need to forage into the outside world for anything.

After looking at all the ads, magazine articles and high-powered publicity regarding 1957 auto production in Detroit, we figured every John Q. Citizen would be roaring around at take-off speed in a low-slung jet job with mile-high tail fins.

It ain't so. There are new cars aplenty, but the '55s, '56s and various vintages as far back as you'd care to go are still hogging the highways.

Even the load of Volkswagen and four-horse Renaults being shipped back by American servicemen add up to only a drop in the bucket.

"Anyone driving the latest buggy around probably hasn't got it paid for yet," one taxi driver reasoned. "And before the payments are finished he'll have it traded in for a 1958," he added.

\* \* \*

**On that point at least, he seemed to have tapped the current American pulse. Everyone Stateside is in hock up to his ears for something, or more often several somethings. But no one seems to mind, even the creditors. People are living dangerously, but**

**they don't seem to know it. The pinch will come only if they lose their jobs, or the country suffers a recession, which at this stage doesn't seem likely.**

On the line of little things, American telephones are worth a mention. In the first place you can slap through a call from the east to the west coast in less time than it takes to tell about it. Except on holidays, you don't have to book your call, and when you get your party it's not necessary to shout at the top of your lungs to talk to him. You'll probably get the number you asked for right off the bat without going through three or four plug-ins to the wrong home or office. If you don't think that's a rarity, you haven't been in Europe long. Biggest revolution we noticed on Stateside newsstands was the upsurge of men's magazines. A man's magazine, by the way, is one with pictures of girls inside. There are at least double the quantity currently found on Stars and Stripes newsstands. But overseas readers aren't missing much. The mags that don't make it to Europe usually offer only an unskillful blend of expose and peek-a-boo.

Speaking of things we'd like to avoid, it should be mentioned that we spent five days in Washington without being subjected to as much as a single Elvis Presley record. We just didn't turn on the radio. We did find out, however, That Elvis rates lower than low with

anyone other than a teen-ager. Many people we talked to mentioned a strong suspicion that even the nation's youngest aren't as rabid about the whole thing as Mr. Presley's press agents would have us believe.

There's no getting away from the fact, however, that teen-age irresponsibility is a much greater problem at home than it is among Americans overseas. But the kids haven't taken over the country yet.

In general, we found that there's a lot of truth in the oft-heard advice that everyone should go home once in a while just to keep things in perspective.

Above all else, it was a downright pleasure for us to see Americans who weren't on the defensive about holding a green passport. Main reason was that most don't have a passport. They're not Americans overseas acting as unofficial ambassadors of the U.S. They are just Americans at home where they've always been. They're going about their nine-to-five lives without much thought about the fact that the whole world doesn't live as they do. They are good people, friendly people, who don't feel called upon to apologize to anybody for acting the way they do. At home on their own ground they're a lot more likable than they sometimes appear in a strange environment overseas.

That's why it's the people even more than the hamburgers and ball games that keep us thinking, "There's nothing like the good old U.S.A."

## *A Noted Educator Tells*

**Exclusive**
*Interview*

# How Good Are Dependent Schools?

**Q—How many children currently are enrolled in the Army school system in Europe?**

A—35,000 in 91 elementary schools and 15 high schools.

**Q—What kind of education are they getting in relation to what they would receive if they were home?**

A—They receive practically the same thing, perhaps a little better.

**Q—Do high school students receive as adequate a program as grammar school students?**

A—No. High school students overseas are a little more curtailed in the number of courses offered them. But usually they have as much as they would at a similar sized school in the U.S.

**Q—How do textbooks, static displays and training aids used overseas compare with those in the States?**

A—Many of the same textbooks are used and the Army has access to the newest ones available. Visual aids and training equipment used in overseas schools probably exceeds that of a similar size school system in the States.

**Q—Do overseas students have the same opportunity and ability to go on and succeed in college as Stateside students?**

A—Yes. We have proved it by follow up studies on our overseas students.

**Q—Is there a pattern to the after graduation performance of overseas students?**

A—Yes. They usually are a little above average as college freshmen and show more tendency to finish college.

**Q—How much, in general, is a child's education hindered because of parent transfers?**

A—The average USAREUR grade school graduate has probably attended six different schools in eight years. But

What kind of an education is your child getting in schools overseas? To furnish you with an authoritative answer the WEEKEND interviewed top educators guiding the school systems in Europe. In this second report—following last week's coverage of Air Force schools—the questions were answered by Dr. Earl R. Sifert, superintendent of Army dependent schools in Europe.

he does not seem to have dropped behind because of it. The median USAREUR grade school graduation age is 13 years, 11 months, which compares favorably with Stateside averages. As with Stateside students we have more who are behind than are ahead of their class. But in general the scores that a USAREUR student makes on standardized achievement tests are equal to or slightly higher than a representative child at the same grade level taking the same test in the States. We do not believe a child is hindered too much by transfers. Moving in the midst of a school year is a pattern that is accepted among Army children. The new arrival is more readily accepted into the group than he might be in the States. The child who suffers is the one who transfers in with half a year's credit in a subject we do not offer.

**Q—How will an Army teacher compare with the normal teacher at equivalent level in the States?**

A—The USAREUR teacher's qualifications equal or exceed the Stateside teacher on the average. The Army requires a bachelor's degree plus two years' teaching experience. But the average teaching experience in USAREUR exceeds two years.

**Q—Do Army teachers put as much effort into their work on a short term basis as they might if they were settled in a community in the U.S.?**

A—I firmly believe so. I have found three characteristics outstanding in our

teachers overseas. They possess more poise and sophistication than the same person at home. By and large they are not a lazy bunch. And they are aggressive or they wouldn't be over here in the first place.

**Q—Is there a basis for the charge that teachers come to travel and aren't concerned about the welfare of their pupils?**

A—No. The teachers come to Europe primarily to travel. Few are truly devoted to the Army school system. We know that and we encourage it. We find when they are here that they work hard and they play hard.

**Q—What are your greatest problems in overseas education?**

A—Our greatest problem is trying to operate a school system under rules and regulations of an organization that is not made for a school system. Civil Service, which governs our teachers is set up on a 12 months basis—our teaching year is only nine months. Civil Service is considering a change in their rules to adapt to a nine-month school year. That is what we need. And we are getting the utmost co-operation from Washington on the matter. But nothing happens there overnight. We have a problem with teacher turnover. Currently it runs about 40 per cent a year since most teachers are only over here on a leave of absence.

You can realize how great a problem teacher turnover is to us when you compare it to a Stateside school where a principal would consider his situation

highly unstable if he had to replace 10 per cent of his teachers.

Pupil turnover presents the same problem. Before this school year is over more than half of the students will have rotated. Last year more than 75 per cent of the initial enrollment had rotated by April.

Last year was abnormally large, of course, because of gyroscope. But the percentage will always be considerable.

This turnover is doubly difficult also because there is no way to anticipate it. We can forecast arrivals, but not departures, with any degree of certainty.

The fluctuation creates a problem in teacher procurement, because we cannot hire teachers to begin in the middle of a school year. Those who may be surplus in September may be badly needed in May. Our hiring must be done in March or April for the following fall, because that is when Stateside schools do their hiring. But we rarely are informed of our budget until after school starts in the fall. Thus we must hire teachers without knowing how much money we will have to pay them, and without knowing how many pupils we will have to teach. That is fundamentally the basis for the problems we have had with paying our teachers in the last few years.

**Q—Do pupils have adequate opportunity overseas to arrange their entrance into the college of their choice in the U.S.?**

A—Yes. All the necessary literature and information is available to our students. They do lack the opportunity to visit a Stateside campus and talk to graduates before deciding upon a school, however. Along that line we are encouraging graduates of various colleges who are available here in the Army to speak

to high school seniors whenever possible.

**Q—Is it difficult or impossible to enter any colleges in the U.S. if a student is a graduate of an overseas high school?**

A—No. Many colleges now require a college entrance board examination. Others request it. We advise our students to take the exam because many Stateside colleges do not know us and the exam is an added insurance. However, USAREUR schools are accredited by the North Central Association of colleges and secondary schools, the major accrediting organization in the U.S.



SIFERT

**Q—What role does the PTA play in overseas schools?**

A—Probably a larger one than in the States. They supply many things the Army cannot supply such as loud-speakers, phonographs and language records, and they play an important part in solving teacher-parent problems.

**Q—Bearing in mind that students overseas have probably traveled more than most children their age and all have parents whose jobs are somewhat similar, do their personalities differ noticeably from students in an average Stateside high school?**

A—Yes. Recently we took a

survey among our teachers asking them to grade their students on certain points in relation to children at home. The patterns were well defined, despite differences in teacher background. The teachers found overseas students had less prejudice and bias, either racial or social economic. According to the teachers they have more social poise but are poorer in class behavior.

**Q—Do high school students overseas have an opportunity to specialize in a college entrance, commercial or mechanical arts program?**

A—No, not completely. Twenty-eight per cent of our high school graduates go on to college and their preparatory courses are adequate. We have increased offerings when possible, but still lack flexibility in the vocational and commercial field. We offer some commercial courses, but not a complete program. And we are very short on vocational courses, particularly mechanics and machines.

**Q—What special help does the Army provide for the smarter student?**

A—We realize the need to help capable children learn as fast as their ability allows. We do not believe in special classes for fast learners, however. We feel the bright child will do better in a regular class if the teachers recognize his ability and make provision to enrich his curriculum.

**Q—What special help does the Army provide for the slower or handicapped student?**

A—Special assistance is provided in USAREUR schools for very slow learners, and students with speech disabilities or physical disabilities. This assistance is provided only at certain locations, however. If it is not available where

it is needed, the parents who want help for their child must move so that the child can attend special classes. Sometimes, however, this is not possible because of the parent's job, or because of housing problems. Probably we never will be able to help people in such circumstances. Although we realize the need we have just scratched the surface and have no overall program.

**Q—How much money is allotted by the government per pupil for his education each year?**

A—\$242 this year. It varies yearly.

**Q—How does this per pupil budget compare to the U.S. national average?**

A—It is generally lower, but there are several variables in overseas budgets that make any comparison invalid. For one thing we receive services from the Army which a Stateside school must pay for. But we have transportation expenses for teachers which a Stateside school would not have.

**Q—Is the school budget adequate for student needs?**

A—That must be answered, "Yes, if . . ." The money is distributed on the basis of peak enrollment. If the ratio of students to teachers is very high we have enough money. If we go to a normal Stateside pupil-teacher ratio we do not have enough money. We would like to get a higher per pupil budget which would allow us enough money to operate and still provide more teachers in relation to the amount of students. But at this date we do not have control over the situation.

**Q—In what schools would you say the task of the Army student is most difficult?**

A—It is most difficult in large grammar schools where the pupil load per teacher is high. That means the student is more likely to be overlooked.

**Q—Is there an adequate extra-curricular program for Army students interested in sports, clubs, music, [and] normal social intercourse?**

A—No, according to the students. Most students say the extracurricular program is not adequate. This is particularly true in fields which may be of high interest to only a few students, such as dramatics. The drawback to an adequate program usually is a lack of sufficient supervisors.

**Q—What do you expect the**

**student enrollment to be next year?**

A—About 39,000—a jump of 4,000 from this year.

**Q—Will this student jump create overcrowding and if so, where will it be the most serious?**

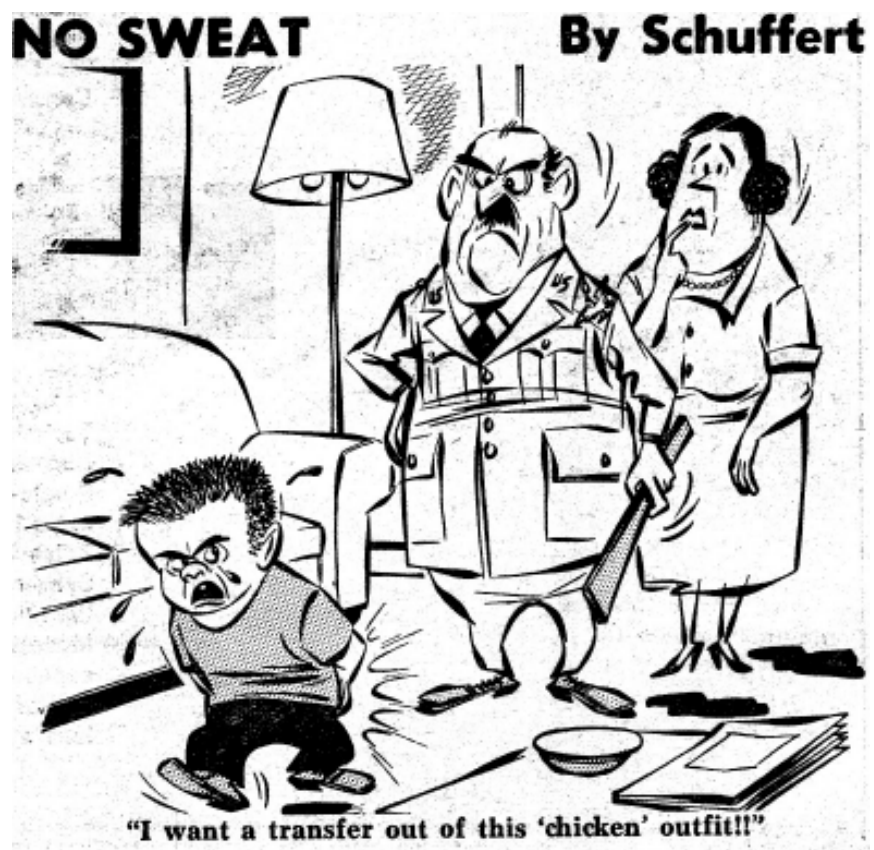
A—We will not overcrowd the schools. They will have to have additional facilities. In some cases, if necessary, we may have to abolish kindergartens if we don't get the facilities. It now looks like the problem will be greatest at Frankfurt, Kaiserslautern and Hanau next year.

**Q—How many pupils on the average does an Army teacher have in her class?**

A—Below 33 and we are reducing that figure now.

**Q—How does that compare to the average Stateside pupil load?**

A—Generally accepted Stateside standards are about 30 pupils per teacher in elementary schools.



## TEEN-AGERS ARE TOUGH ON THEMSELVES

By HAZEL GUILD

*Staff Correspondent*

FRANKFURT – American boys and girls, aged 14 to 18, whose parents are now living in remote corners of the world, are carrying on international relations by behaving just like one big happy family. That's the story of Frankfurt High School's Residence Hall, where 134 students whose parents are scattered all over Europe and Asia live happily together and share a basic understanding of how to become an adult.

Residence Hall is a unique seven-day-a-week school dormitory, maintained for children of Army, Air Force and State Department people stationed in countries where it is difficult for the children to obtain an education. Students from Iceland, French Morocco, India, Norway, Africa, Italy, Sweden, Poland and Yugoslavia spend the regular

school term living at Residence Hall and see their parents only at the "long breaks" – Christmas, Easter and the summer vacation. The rest of the time they're on their own as dormitory students, under supervision of trained male and female personnel.

\* \* \*

**The boys live in one section under the control of two male teacher-advisers and the girls in another section, headed by two female teacher-advisers. Except for controlled hours during certain evenings, they are apart. Then they share a joint recreation room where they dance, play games or chat.**

Tuesday nights, for instance, the doors between the girls' and boys' section are open from six until seven. Then the doors close and the students go back to study in their rooms.

Wednesday is the only "free night."

Students, who must be in by 10 o'clock, usually go to the movies. Fridays and Saturdays, the students are permitted to stay out until 11, or to share the activities in the recreation room.

"We have to work out regular entertainment schedules for the seven-day students," pointed out teacher Jerry Hemendinger. "We have track, baseball, even weight lifting, tumbling and volleyball. Usually a bad student is only one who's bored and we try

to maintain plenty of interesting activities for them.

"The fellows even organized a dorm chorus before Christmas," he added.

\* \* \*

**"We suffer with them through the pangs of first love and the tears of last love," says pretty brunette Mrs. MacLain Frew, who's one of the two female teacher-advisers in the girls' section of the dormitory. "During the long school year when these students are away from their parents, we have to substitute for both mother and father and try to help them with all their adolescent problems."**

"The younger boys are first becoming aware of girls when they're under our care, and we have to help them with many social problems," added Hemendinger. "Questions of how to ask a girl for a date, of what to wear and how much money is needed are all taken up in the regular bull sessions by the fellows. With the boys becoming socially conscious, we have to smooth out the rough spots, just as their fathers and mothers normally would."

The students are helped to set up their own rules and self-government in order to maintain discipline and strict conduct in the dorms. Supervised by the teachers, they set hours for going to bed and getting up and are strict martinets of their own rules. "Since they established the 'no noise' rule and have their own supervision, we don't have nearly as many problems as we had last year," admitted one teacher. "They're much tougher on themselves than I had thought would be possible."

**In recent years, stealing has been an occasional problem in the dorm.**



**JAM SESSION** takes place during the periods when the lounge connecting the girls' and the boys' dormitories is open for a recreational period. Here, a group of teen-agers living in the dorms discusses the merits of the latest jazz records.

**Now, under the students' own disciplinary setup, the problem has just about ceased to exist.**

"Two cases were reported this year," admitted Hemendinger, "but the students took care of both themselves. One boy had 'borrowed' from his roommate because he didn't have enough to take his date to the movies. He paid it back. We run, a non-interest borrowing fund, maintained from profits of the students' snack bar, and the boys can borrow from that when they get low on funds and have a real need for the money."

The usual punishment for rule-violators means a room restriction on Wednesday nights when the dorm turns out just about en masse for the movies. Noise after lights out, visiting other rooms after hours, coming in late, talking during study hall, leaving clothes around the community bathrooms, all are violations and the punishments are handed out by the students themselves.

What are the advantages of dormitory life? Gradewise, the dorm students, who have regular evening supervised study periods, come out with a higher average than the non-dorm students in school with them. They admit that they learn independence—living within the realm of a weekly budget, buying their own clothes, movie tickets and afternoon cokes means for many of them the first chance to keep check of where the money is spent. They make new acquaintances and fast friendships by sharing the same dorm and same discipline. And, maintains one of the advisers, the dorm students who learn to cooperate in living together take the lead in school activities. Three out of five of the cheerleaders are from the dorm, and the boys are most active in football, track and basketball.

What are the disadvantages of dorm life? One that the students themselves point out is that they get homesick, "and sometimes even the most understanding adviser in the world is no substitute for the real Mom and Dad."

"It's so strict here," complained

one 16 year old. "My parents give me lots more privileges. We can't stay out late here, we can't go into town and eat at any of the German restaurants, we can't really get much of a feeling of what it's like to be living in Germany because our entertainment is limited to the dorm and the teen center here."

"We aren't permitted to go to concerts or the theater in town, either. The advisers are strict with us – but I guess it's for our own good," added a 17 year old.

Some of the five-day students, whose parents live nearby, go home every weekend. "We get lots more leniency at home over the weekends than we do during the week at the dorm," admitted Carlotta Topaccio, whose father is a major stationed at Fulda, Germany, "but I've never had so many friends before as I do now, living with 60 other girls."

"There just aren't enough boys in the right age group," said a pretty junior. "I'd like to go out with a nice GI I've met. But we can't date GIs without written permission from our parents."

"With my parents in Norway, and the GI here, it's difficult to write them for permission. For me, it means some dateless evenings when I could be enjoying his company at a dance or movie."

"We can't even ride in private cars without written permission from our parents. And most of our dates can't afford taxis," moaned a blonde 17-year-old.

"We can't wear shorts or pedal pushers or our hair in pin-curls when we're outside, unless we're in a strictly controlled area in a strictly controlled time. Our parents aren't nearly that tough," sighed another teen-ager.

What about pulling rank among the various graders? Since the students rank from privates' daughters and sons, to the children of generals and of high and low ranking State

Department officials and ambassadors, there could be rank tensions.

"To our surprise," said Mrs. Frew, "it almost never happens. The only time I can recall seeing rank being pulled was when a sergeant's daughter got into an argument with a corporal's daughter and tried the rank treatment. It didn't work. The students seem to be remarkably free of religious and color prejudices and really try among themselves to be fair."

\* \* \*

**Smoking, card-playing and drinking are all items that might create queries in the minds of anxious parents. Smoking is not encouraged, particularly among those who are interested in athletics. But if students do want to smoke, they must obtain written permission from their parents and then smoke during controlled hours in the smoking room.**

Drinking is strictly forbidden. A violation of this rule subjects the student to immediate expulsion.

Romance, always a big topic in the lives of teenagers, enters into the lives of the dorm students, too. Half a dozen dorm girls are now going steady with dorm boys, under the strict dating rules set down by the advisers. The girls talk over their romances very frankly with the advisers.

Observed 14 year old redhead Sue Bolan, whose father is a commander in the Navy with MAG: "About half of the juniors and seniors go steady and most of them date a lot, But for us younger kids who would like to go out, the fellows seem to have no nerve and no money."

"I wouldn't trade this for anything," countered 18-year-old dorm president Karen Peterson, whose father, O.A. Peterson, is with the State Department in Brussels. "I have three brothers and we used to scrap a lot. My parents can hardly believe I've learned how to budget my money – and how to get along with 60 girls and 73 boys."

## Photo Gallery: Pictures from the NAA *Trichter*

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NHS Trichter, Spring 2002

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### Looking Back At 1957

photo  
from  
Michele  
(Poh)  
Garcia, '57



My goodness, that's Frau Ingrid (Einhellinger) Gutschmidt, the German teacher, a.k.a. the Berlin Bombshell, but who are these eager *Studenten of Deutsch*?

Tentative Identifications: Back: Charles [Buddenhagen?], Ronnie, Floyd Plowman?

Middle: Ruben [Owens?]

Front: Monika Dietz [Duty?], Fräulein Einhellinger, Pat, Bob

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The *Trichter* staff is hard at work on the next issue in this photo from the newspaper sponsor Mr. [Werner] Rosin. At front Peggy Willey is conferring with Mr. Rosin. To the right and behind him are Nora Stowers, Tony Ubalde, Bill Eachen?, and Douglas Wester.



*Janet Glenn with chimney sweep in front of quarters in Straubing. (Picture courtesy of Pat (Bartholow) Smith, '57)*



*Right: On a class field trip — L to R: Nancy Hall, Joe Leseney, Janet Glenn, Sandra Brown, Diane Hoyt, Carol Shiery, Pat Daly (Picture courtesy of Pat (Bartholow) Smith, '57)*



From left to right: top row: Col. C. E Mudgett, Maj. Gen. Walter B. Yeager, 3rd Row; Bob Wood Mary Gordon, Gerald Long, Lonnie Salyers, John Bremen, 2nd Row: Jerry Cochran, Joan Mudgett, Richard Bull, Larry Maberry 1st row: Charles Salter, Bonnie Stroud, Steve Kirkendall, Ed Kirkendall

## Bamberg Shooters '57

BY RICHARD BULL '59

A sub-species of Nurnberg High students were those of us who resided in the dorm. We were in school all week; then Friday afternoon we disbursed to a dozen other towns back to our families. Frankly, I did not know as much about the Niimberg area as I did about my home town from 1956-1958, Bamberg. One of our youth activities in Bamberg was a Junior NRA .22 rifle program. A group of NCOs taught us how to shoot and we were eligible for NRA awards after certain levels of proficiency were demonstrated. I found this old photo taken around 1957. Maj Gen Walter Yeager showed up to recognize us.

I learned something other than how to use a .22 target rifle; it was that teenage girls can be really good rifle shots. That is a significant learning event for a teenage boy whose dad was a soldier. The eye-hand coordination is long gone, but memories of Saturday morning at the indoor range still evoke smiles in my heart.

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*Editor's note:* I too remember the rifle class fondly. I took it around 1960 when living in Bamberg. However, I was not one of those girls who did well. I could not hold up the heavy Army issue guns converted to .22 caliber. But if allowed to brace the gun on a sandbag, I could hit the target! —PKG [Pat (Knighton) Gibson]

# STUDENT HANDBOOK



AMERICAN HIGH SCHOOLS  
IN GERMANY AND FRANCE

## AMERICAN HIGH SCHOOLS IN GERMANY AND FRANCE

Augsburg American High School  
Baumholder American High School  
Berlin American High School  
Bremerhaven American High School  
Frankfurt American High School  
Heidelberg American High School  
Kaiserslautern American High School  
Mannheim American High School  
Munich American High School  
Nuernberg American High School  
Orleans American High School  
Paris American High School  
Rocheft American High School  
Stuttgart American High School  
Wurzburg American High School

## SCHOOL COLORS AND EMBLEMS

SCHOOL	COLORS
Augsburg "Warriors"	Blue and Grey
Baumholder "Buckaneers"	Maroon and White
Berlin "Cubs"	Maroon and White
Bremerhaven "Blackhawks"	Black and Gold
Frankfurt "Eagles"	Black and Gold
Heidelberg "Lions"	Navy Blue and Gold
Kaiserslautern "Rhine Raiders"	Red and White
Mannheim	Purple and Gold
Munich "Mustangs"	Royal Blue and White
Nuernberg "Eagles"	Kelly Green and White
Orleans "Polar Bears"	White and Royal Blue
Paris "Pirates"	Black and Red
Rocheft "Rockets"	Purple and White
Stuttgart "Knights of the Neckar"	White and Red
Wurzburg "Wurzburg Wolves"	White and Purple

## FOREWORD

This handbook is given to you with the hope that it will aid you in becoming a better member of your high school. It includes facts with which you should be familiar, introduces you to the activities of your school, explains the purpose of the school, offers counsel and advice, and informs you what is expected in behavior and attitudes in your school and community.

You are an important member of our school system and your school faculty cordially invites you to take advantage of all the opportunities offered to you.

A combination of standard textbooks, library facilities, carefully planned courses of study and outstanding teachers contributes toward making the USAREUR High Schools favorably recognized among the secondary schools and institutions of higher learning in the United States.

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## OUR CREED

To be a school citizen as I expect to  
be a citizen of my country;  
To develop within myself the traits  
that I admire in others;  
To share my ideas and my time to the  
advantage of the school;  
To listen and to learn and to think;  
To be appreciative and to show my  
appreciation;  
To be happy while I learn to live.

SENIOR CLASS,  
Munich American High School '54

## I.

### ORGANIZATION OF THE SCHOOL

#### ACCREDITED STANDING

Our high schools are accredited by the North Central Association of Colleges and Secondary Schools in the United States. This accreditation means that a graduate of any of our high schools will be considered for admission to almost any institution of higher learning, with full credit given for his high school work. In order for a student to be recommended from his high school, he must maintain high standards of scholarship throughout his four years of high school work.

#### YOUR GUIDANCE PROGRAM

For your benefit a cumulative and confidential record folder is kept for each student by the principal. This folder contains records of your school progress and adjustment, test results, citizenship reports, health records, your vocational and educational plans, and your participation in extra-curricular activities.

Your guidance counselor will help you in making adjustments to your school, your dormitory, and your life in Europe. He will advise you on the progress of

your school work and in your personal problems. Reference material on personality development and vocational training is on file in his office.

Working in close contact with your guidance counselor is the homeroom advisor who will encourage your participation in extra-curricular activities and plan with you methods by which you may improve your academic standing.

#### ATTENDANCE

After an absence, you are required to secure a permit from the office of the principal for admission to homerooms and classes where you will present it to each teacher for signature. If your excuse is marked "adequate", you are permitted to make up the work with full credit allowed. The teacher will assist you if necessary. Your satisfactory absence must be vouched for by written excuse, signed by your parent or guardian.

If you know in advance that you are going to be absent for some reason that can be deemed "adequate", you should obtain a "Permission for Absence" form from the principal and have it signed by your teachers. Absences because of dental appointments, hospital

appointments, or travel with your parents are considered "adequate". Travel in Europe is encouraged, as it is considered educational and informative; however, all attempts should be made to travel at times when it does not interfere with regularly scheduled school days. When your parents cannot take leave coinciding with a school vacation, they should seriously consider what effect an absence would have on your school work. If they deem it advisable, you may obtain consent of the principal to make arrangements with your teachers to prepare your school work in advance.

No recitation mark will be credited for an absence judged by the office of the principal to be "inadequate".

Pupils entering class tardy, must first obtain a permit from the office.

Excuses to leave the building will be issued only by the principal. No pupil will receive a permit to leave a class to prepare for a school function.

#### FIRE DRILL

Each fire drill will be conducted as if the building were actually in flames, and the student body

and faculty will have no way of knowing whether it is an actual fire or a drill.

It is important that you become familiar with the fire drill instructions immediately and that you observe them carefully so as not to endanger the lives of others. It is essential that you leave the building and its immediate vicinity rapidly and in an orderly fashion and that you remain quiet until your teacher has had an opportunity to check the class roster.

#### STUDY HALL

When you do not have a class, you will be assigned to a study hall. It is important that you take your seat and immediately get to work. The roll will be checked carefully. You may go to the library for reference work, but you must first report to the study hall, where you will be required to have a library permit checked and signed by the teacher in charge.

#### LIBRARY

You are invited to visit the school library for reference and recreational reading.

The library is open before classes begin, during the noon hour, and after school in addition to regular

school hours. Pupils from classrooms and study halls should bring admission slips from the teacher who is responsible for their attendance.

The library will be more useful if students cooperate in maintaining an atmosphere of quiet and leaving the room neat and orderly. Before leaving the library, you should return books, magazines, and other materials to their proper places.

Since book collections are small, books will be checked out for one week only. To borrow a book you must sign the book card found in the pocket on the back cover and write the name of the book on the borrower's card. When both cards are signed, book and cards are presented to the library assistant in charge of the circulation desk for stamping with the date due. The cards are kept at the circulation desk. Reserve collections are to be used in the library and may be checked out after school for overnight use only. Current magazines will not be circulated. Back issues will circulate as a reserve book.

The list price will be charged for books and periodicals lost or damaged.

#### PUPILS' MARKS

A report of your marks will be given to your parents at the end of each nine weeks' marking period. Your parents will also be given a report at the end of the fourth week of each marking period if your marks are unsatisfactory.

The computation of grades is determined as follows:

MARK	PERCENTAGE	GRADE POINTS
A	94 — 100	4
B	86 — 93	3
C	78 — 85	2
D	70 — 77	1
F	below 70	0

You will be placed on the honor roll at the end of a marking period by earning an average of 3.5 honor points in your academic subjects.

#### HOMEWORK

Homework is an integral part of school work and must be carefully prepared. The amount of homework you do will help determine the academic standing you will maintain. A daily preparatory period of forty-five minutes for each academic subject is

generally considered necessary. However, the amount of homework you will need to do will depend upon your academic program, your participation in extra-curricular activities and your capabilities. Your teachers and your Guidance Counselor will assist you in planning your homework.

### TEXTBOOKS

Textbooks are the property of the United States Government. They are furnished to you without charge. Each book contains a label which reflects an identification number, the condition of the book at the time of issue and the indication that the book is properly checked. Your textbooks will be issued to you by your teachers, and you will return the books to the persons who gave them to you. Handle the books with care.

### CAFETERIA

The food served in the school cafeteria is nourishing, healthful, and moderately priced. You are not to remove food or dishes to other parts of the building, and you must observe all other school rules concerning the cafeteria.

### RESIDENT STUDENTS

The Commanding Officer of each post where a resident high school is located arranges for the messing

education, 16 units of credit, selected according to the following plan:

1. Two majors of three units each
  - a. First major — three units of English
  - b. Second major — three units from remaining subject-matter fields.
2. Two minors of two units each
  - a. First minor — two units of social studies unless you have selected social studies as a second major. One unit of American History, one-half unit of American Government and one-half unit of Senior Problems must be completed in the eleventh and twelfth grade.
  - b. Second minor — two units from subject matter fields not otherwise selected.
3. You may select your remaining units of credit from any other subjects, but you must include the following:
  - a. One unit of a laboratory science—biology, chemistry, or physics
  - b. One unit of mathematics
  - c. One unit of physical education (required only if you have attended American High Schools overseas for four years)

#### Elective Subjects:

World Geography 1 unit  
General Science 1 unit  
Homemaking I 1 unit  
Woodworking I 1 unit  
Arts and Crafts ½ unit  
German I 1 unit  
French I 1 unit  
Band ½ or 1 unit  
Chorus ½ unit

#### Eleventh Grade

##### Required Subjects:

English III 1 unit  
American History 1 unit  
Physical Education ¼ unit

#### Elective Subjects:

Chemistry 1 unit

#### Elective Subjects:

World History 1 unit  
Biology 1 unit  
Plane Geometry 1 unit  
Homemaking I  
or II 1 unit  
Woodworking I 1 unit  
Typing I 1 unit  
Mechanical  
Drawing 1 unit  
Arts and Crafts ½ unit  
German I or II 1 unit  
French I or II 1 unit  
Band ½ or 1 unit  
Chorus ½ unit

#### Twelfth Grade

##### Required Subjects:

American Government ½ unit  
Senior Problems ½ unit  
Physical Ed, ¼ unit

#### Elective Subjects:

English IV 1 unit

and billeting of the resident students. These facilities are provided from Sunday afternoon through the close of school on Friday unless you live in a seven-day dormitory.

Dormitory Counselors are provided for assistance and supervision. The principal of the school, through the dormitory counselors, exercises exclusive control during non-school hours. If you knowingly and willfully fail to comply with the established dormitory rules, you may be suspended. The dormitories are set up to make it possible for you to attend high school when you are living in an area where there is no American High School. They are operated with every consideration for your welfare. Cooperation on your part will help you enjoy group living.

### HEALTH

Physical examinations and immunizations, as specified by the chief surgeon, USAREUR, are required of all pupils. It is up to you, as a citizen of your school, to maintain high health standards and to keep your record of immunization up to date.

Existing medical facilities are furnished through USAREUR for your use.

Students of a foreign language are urged to complete at least two units of the elected language. You may have a minor in a foreign language by completing two units of the same language. One unit in each language is not a minor.

### DEFINITION OF TERMS

A unit of credit is given for the successful completion of the study of any subject requiring preparation outside the class period for five periods per week for a full school year of not less than 36 weeks. One-half unit of credit is given for the successful completion of one semester (at least 18 weeks). You will receive no credit toward graduation in a full-year course until both semesters are completed.

A **major** is defined as three units completed in any high school subject matter field or three units in closely related fields.

A **minor** is defined as two units completed in any high school subject matter field or two units in closely related fields.

You are required to complete a minimum of 16

Algebra III or IV ½ or 1 unit	Bookkeeping 1 unit
Trigonometry 1 unit	Physics 1 unit
Typing I 1 unit	Algebra III and IV ½ or 1 unit
Typing II 1 unit	Solid Geom- etry ½ unit
Bookkeeping 1 unit	Trigonometry ½ unit
Shorthand I 1 unit	Shorthand I or II 1 unit
Homemaking I or II 1 unit	Typing I or II 1 unit
Woodworking I 1 unit	Homemaking I or II 1 unit
Mechanical Drawing 1 unit	Woodworking I 1 unit
Arts and Crafts ½ or 1 unit	Mechanical Drawing 1 unit
German I or II 1 unit	Arts and Crafts ½ or 1 unit
French I or II 1 unit	German I or II 1 unit
Band ½ or 1 unit	French I or II 1 unit
Chorus ½ unit	Band ½ or 1 unit
	Chorus ½ unit

The above courses may not be offered in every high school. Certain high schools may have additional offerings.

## II.

### PROGRAM OF STUDIES

#### CLASSIFICATION AND PROMOTION

Your grade in school is the one in which you are registered. To be classified in the ninth grade, you must have completed successfully the work of the eighth grade.

To be classified as a tenth grader, you must have completed successfully at least three regular ninth grade subjects.

To be classified in the eleventh grade, you must have completed at least seven regular high school subjects.

At the end of the eleventh school year if you are able to carry sufficient work for graduation, you will be classified as a member of the twelfth grade.

If your grade point average is 3.0 or more for the previous semester, you may be permitted to carry more than four academic subjects. Exceptions may be made if you are a senior and need to complete five units of credit for graduation.

#### GRADUATION

To be graduated, you must have successfully completed, in addition to any credit earned in physical

units of credit in addition to credits earned in physical education before you can be graduated. You normally should carry four subjects of five periods each per week every semester. In addition, physical education and a reasonable activity program is prescribed. Activity programs provide an opportunity for you to function in your school government, to contribute to your school newspaper, to participate in dramatics, to engage in music and artistic programs, and to find a satisfactory hobby.

The **length of class and laboratory periods** are 55 minutes each.

A **required subject** is one that you are required to complete for graduation. An elective subject is not required but is one that may be selected by you, after consultation with your homeroom advisor.

### PROGRAM OF STUDIES

Ninth Grade		Tenth Grade	
<u>Required Subjects:</u>		<u>Required Subjects:</u>	
English I	1 unit	English II	1 unit
Algebra I and II		Physical Ed.	¼ unit
or General Math	1 unit		
Physical Education	¼ unit		

### COURSE OFFERINGS

Every attempt will be made to offer in each High School the following courses:

**English** — English I, II, III, and IV

**Social Studies** — World Geography, World History, American History, American Government and Senior Problems.

**Mathematics** — General Mathematics, Algebra I and II, Plane Geometry, Algebra III and IV, Trigonometry, and Solid Geometry

**Science** — General Science, Biology, Chemistry, and Physics

**Commerce** — Typing I and II, Shorthand I and II

**Industrial Arts** — Woodworking I, Mechanical Drawing

**Homemaking** — Homemaking I and II

**Foreign Language** — German I and German II or French I and French II.

No other foreign languages will be offered without clearance by Director, Dependents Education Organization, and then only if qualified German or French teachers can be obtained and there is a sufficient number of students requesting the language. There will be no guarantee that students will be able

to continue with a foreign language other than German or French in case the pupil transfers from one Dependents High School to another.

Parents who arrange to have their children tutored in a foreign language other than German or French should check with the High School principal on the basic requirements of the language if they wish the high school to give credit for the work. Credit will only be given those students who are in regular attendance in the high school and then successfully complete an examination administered by the Dependents School Detachment.

**Fine Arts** — Arts and crafts (one or one-half unit), Band (one-half or one unit), Chorus (one-half unit)

**Physical Education** — Required subject for everyone except those excused by a medical certificate. One-fourth credit will be given for each year of Physical Education. Physical Education classes meet twice a week.

Your staff should be organized early in the first semester, and photography-minded students should be encouraged to start the year by snapping school events and familiar scenes for the annual.

The compiling of your Yearbook is probably the most exacting activity of your school, and must be undertaken only by those students who have the greatest interest, not only in Journalism, but in your school.

**ACTIVITY PROGRAM**

You are encouraged to participate in a varied activity program according to your abilities and interests. Your activities will enrich and supplement your academic courses. Take care not to become overburdened with out-of-class organizations, but as your special interests emerge, select activities which will enable you to pursue your hobbies and cultural needs.

If you are interested in activities which are not now a part of your school program, your student council might serve as a sounding board to ascertain the desires of your student body regarding such an activity. Some of the USAREUR high schools sponsor ski clubs, dramatics, international societies, and various hobby groups. Cheerleading is an activity in which you might care to participate.

**SPECIFIC REQUIREMENTS FOR PROFESSIONAL COURSES**

Most universities and colleges prescribe certain requirements for admission to their professional courses. For example, for admission to most College Engineering Schools the 15 units must include 3 units of English, 3 units of Mathematics, 1½ units of Algebra plus Trigonometry, 2 units of a Foreign Language, and 2 units of Science, i. e., 1 unit of Chemistry and 1 unit of Physics. Students, who plan to study medicine or dentistry, should include 1 unit of Biology in addition to those listed above.

**ENTRANCE INTO MILITARY OR NAVAL ACADEMY**

Students, who plan to enter West Point or Annapolis, should consult the catalogues of those institutions at once for their special entrance requirements. Catalogues of these institutions can be obtained upon request from

The Superintendent  
United States Military Academy West Point,  
New York

**III. ACTIVITIES  
PHYSICAL EDUCATION**

Two periods of gymnasium per week are required of all students, grade nine through twelve. This may be waived upon recommendation of a medical officer. A well balanced program of physical education is a significant unit of your school organization.

In order to be eligible for competition in football, basketball, baseball or track, you must be an undergraduate below the age of twenty. You must be passing at least three full-time subjects and must have regular school and practice attendance. Your parents are required to give written consent, and your medical certificate must give evidence of excellent health.

It is an honor for you to represent your school in athletics. **You are expected to keep training rules** in order to keep yourself physically fit.

**THE STUDENT COUNCIL**

Your student council association provides an opportunity for you to become a part of a working democracy. Each student council in the USAREUR schools functions separately, taking care of its own situations and needs.

**IV. CUSTOMS AND TRADITIONS**

Various traditions have evolved over the years in your school. You will be interested in discovering these as the year progresses and in becoming a part of them.

Your school building belongs to you. It is up to you to preserve it and keep it clean. Expensive equipment and learning materials are provided for you by the United States Government. You can show your appreciation by your careful and thoughtful use of this property.

You are expected to show courtesy in your classes, assemblies, and activities. In the cafeteria, you are responsible for maintaining careful table manners and behavior becoming a lady or gentleman.

Sportsmanship, good manners, and desirable personal habits are your contribution to your school's fine reputation.

**V. COLLEGE ENTRANCE REQUIREMENTS**

If you plan to go to college, the earlier in your high school career the decision is made the better,

The Superintendent  
United States Naval Academy, Annapolis,  
Maryland

**WARNING**

It must be emphasized that the only way to ascertain college entrance requirements is to obtain and study the catalogue of the particular college.

**SCHOLASTIC STANDING**

Students who are interested in attending college should not wait until graduation approaches before they consider all the possibilities. Financial needs may arise which can be met if a student's high school scholarship has been outstanding.

In general, scholarships granted by colleges and universities fall into two classes: those that are granted for unusual achievement alone, and those that are granted to students whose financial need is great and whose achievement has been commendable. Most colleges have one or more scholarships available to freshmen of one or the other of the above groups. Direct correspondence should be initiated with colleges regarding the scholarships they offer.

The members are selected from the student body with representatives from homerooms or classes, with responsibility for formulating school policies and for voicing the students' opinion in the discussion of problems. It is an organization close to the students, reflecting your desires and interests.

The principal, as head of the school, necessarily holds veto power over all acts of the council.

**THE SCHOOL PAPER**

Your school paper reflects the life of your school. The staff organization varies from school to school, but most staffs are selected for industry and effort. In order to serve your paper well, you should possess a sense of news value, drama, timeliness, accuracy, loyalty, understanding, a flair for writing, and a willingness to work.

It is your responsibility to maintain a paper which supports school projects, maintains a high standard of sportsmanship, and gives accurate information.

**YEARBOOK**

Your senior class will be primarily responsible for your Yearbook, but underclassmen are encouraged to contribute.

and the sooner the particular college is decided upon, the better. There are hundreds of colleges in the United States, each with its own particular characteristics and its own entrance requirements. Since colleges vary in their entrance requirements, a pupil who expects to enter a college should secure at the earliest possible time a catalogue from that particular college and with the aid of his counselor plan his high school subjects accordingly.

The prescribed work required for entrance to most universities and colleges is as follows:

- 1. A minimum of fifteen units, among which shall be two majors, and two minors.
- 2. One of the majors is to be English. The other, as well as the two minors shall be selected from the following groups:
  - a. Foreign Languages — only one language admitted for a major or minor.
  - b. Mathematics.
  - c. Science.
  - d. Social Studies.
- 3. The remaining units, required to make the necessary fifteen, may be selected from among the above groups or may be any other subjects counted toward graduation.

STUDENT'S SCHEDULE  
First Semester

(Your Name)	SUBJECT	TEACHER	ROOM
	PERIOD		
	1		
	2		
	3		
	4		
	5		
	6		

(Homeroom Counselor)

# The boys of the summers of '56, '57 remember the glory days of the Nürnberg Black Knights



**Back Row, L-R:** Doug Moncrief, Rocky Kulp, Randy Kulp, Howard Chipman, Larry McBride, Bubby Reynolds(deceased), Don Theiss, Larry Reynolds, Vesa Alakulppi (killed in action in Vietnam)

**Front Row:** Rick Horne, Huey Edmondson, [unknown], John Wooldridge, Ricky Misdorn, Nick Biernacki, Dick Williams, Mike Florek, Paul Mattingly Batboy: Johnny Chipman

Time has dimmed their recall of the actual facts, but the members and fans of the Nürnberg Black Knights still remember those days and years.

The summer of 1957 was a glorious time at the air base just a few miles west of Munich, because a baseball team made up of players from Nürnberg American High School won the seven-day Southern Area Command tournament.

The win was made even sweeter by the fact that they had been runners-up only the year before.

The Black Knights were born in 1956, according to **Randy Kulp, '56**, when the Army Dependent Schools decided that they would not sponsor high school baseball any longer. It was a money-saving idea, Kulp surmises, but it would not stop the NHSers who loved baseball.

After a spring of intramural baseball and games with other schools in the area that refused to give up baseball, the NHS players formed a team sponsored by the Nürnberg Youth Center. Their team would be in the summer youth center league.

Uniforms came from the high school since the school no longer needed them.

The coaches were two military policemen from the barracks down the street, Kulp says. **Howard Chipman, '58**, recalls a tall and slim blond fellow. Most of the home games were played on the high school field, and the team traveled regularly to other youth centers in the area to play baseball.

Kulp doesn't remember who came up with the name Black Knights, but assumes that since the West Point teams are called Black Knights, that someone applied the name to the Nürnberg team, and it stuck.

The Knights organized a tournament at the end of the season and played all

of the games at Soldiers Field in Nürnberg. The way Kulp remembers it, Munich beat out Nürnberg for the championship that year.

The next year, 1957, the Knights were better organized. Kulp was out of school and had the opportunity to set up schedules and events prior to summer arriving.

Kulp says, "I do remember that we raised money to support the travel fund by selling cokes and food at all of the Army events that took place at Soldiers Field."

**Larry Reynolds, '60**, remembers Randy's contribution as that of assistant coach.

But the man whom all of the Black Knights remember is **Skeeter Bartlett**. Chipman says that Skeeter told them he had been playing football for the Los Angeles Rams when he was drafted.

Bartlett was assigned to work with Special Services at the base gym and volunteered to coach the Knights.

Bartlett had several friends from the 5th Infantry Army Falcons, and they would sometimes come to practice and help out. Reynolds remembers that Jack Stryker sometimes pitched batting practice for the Knights, and later played for



**Legendary Coach Skeeter Bartlett**

the Cleveland Indians.

**Richard Williams, '58**, recalls the names and positions of many of the players on that 1957 team. **Rocky, '60**, and **Randy Kulp** were pitchers, **Larry McBride, '59**, was at first base, **John Wooldridge, '57**, at second, **Nick Biernacki, '59**, at shortstop. **Bubby Reynolds, '58**, (now deceased) caught, as did Larry Reynolds. Williams played center field but doesn't remember who else played in the outfield.

The Knights won most of their games that second summer and were cheered on by their No.1 fan, **Pat (McCarroll) Wood, '59**. Reynolds remembers that Pat lost her voice from yelling so much, and his mom brought Pat a pan and a big spoon so she could make noise.

The Knights entered the second

season-end tournament, this one hosted by the Fürstenfeldbruck Air Base just west of Munich. Kulp recalls being put up in the base gym on cots with each team assigned a different section of the gym. Kulp says, "We were fed at the mess hall and overall they treated us very nicely."

At the tournament there were rumors that several professional scouts were there checking out a few of the Knights, likely Wooldridge and maybe Biernacki, recalls Williams.

Kulp says there were some pretty exciting games during that tournament. "We really enjoyed ourselves, having to beat the host team twice to win it all."

The Black Knights were the champions! After the tournament, there was a big party for everyone at the Nürnberg Youth Center.

Fame is fleeting; the Knights disbanded and were forgotten until now. Hail the Black Knights!

– Bob McQuitty



**Play Ball!** – Ricky Misdorn and Jim 'Bubby' Reynolds

**More pictures of the Black Knights may be found in the Album of Eagle photos file for 1956-57. Thanks to Pat (McCarroll) Wood, '59, for these photos – Archivist**



**Litho McDowell**

**Bill Eachen**

The Nürnberg Black Knights weren't the only team with NHS students in the Army dependents summer baseball league. Bill Eachen, '57, played for the Bamberg team. He sent in this group picture. In addition to himself, he was only able to identify Litho McDowell (deceased).

# 1956 Nurnberg Eagles Football Record

Excerpts from newspaper accounts

## Munich Nips Nurnberg 26-25 in Last Quarter

### Last-Minute Victory

Munich nipped Nurnberg 26-25, with a last-minute pass turning the tide in the winners' favor and giving them win No. 2.

Gary Fry scored 19 of the losers' points, running 70 yards for one score and returning an intercepted pass 55 yards for another.

## Kaiserslautern Rips Nurnberg, 31-13, in High School League

KAISERSLAUTERN, Germany, Oct. 6 (Special) – The Kaiserslautern Raiders raced to their third successive victory by defeating Nurnberg 31-13 in a high school 11-man football league game here yesterday.

Nick Hylton scored two touchdowns and an extra point and Frank Brown pitched a TD pass and tallied another six-pointer to lead the Raiders while Gary Fry counted all 13 points for the losers.

## Nurnberg Wins Over Wiesbaden

In another 11-man tilt, Nurnberg recorded its first win in three starts with a 25-13 triumph over Wiesbaden in a homestand.

Gary Fry scored twice, once on a 65-yard pass play from Tom Reeder and added a conversion to lead Nurnberg. Reeder also pitched a scoring pass in a 50-yard aerial play to Henry Jowers.

Bill Eachen, Nurnberg guard, added another six-pointer by scooping up a fumble and racing 50 yards.

## Lone Eagle Touchdown Defeats Heidelberg

Dick Walterhouse dashed 60 yards to paydirt in the third quarter to account for the day's only score as Nurnberg nudged the Heidelberg Lions 6-0.

## Frankfurt 19, NHS 0 Stuttgart 33, NHS 7

### FINAL 11-MAN FOOTBALL CONFERENCE STANDINGS

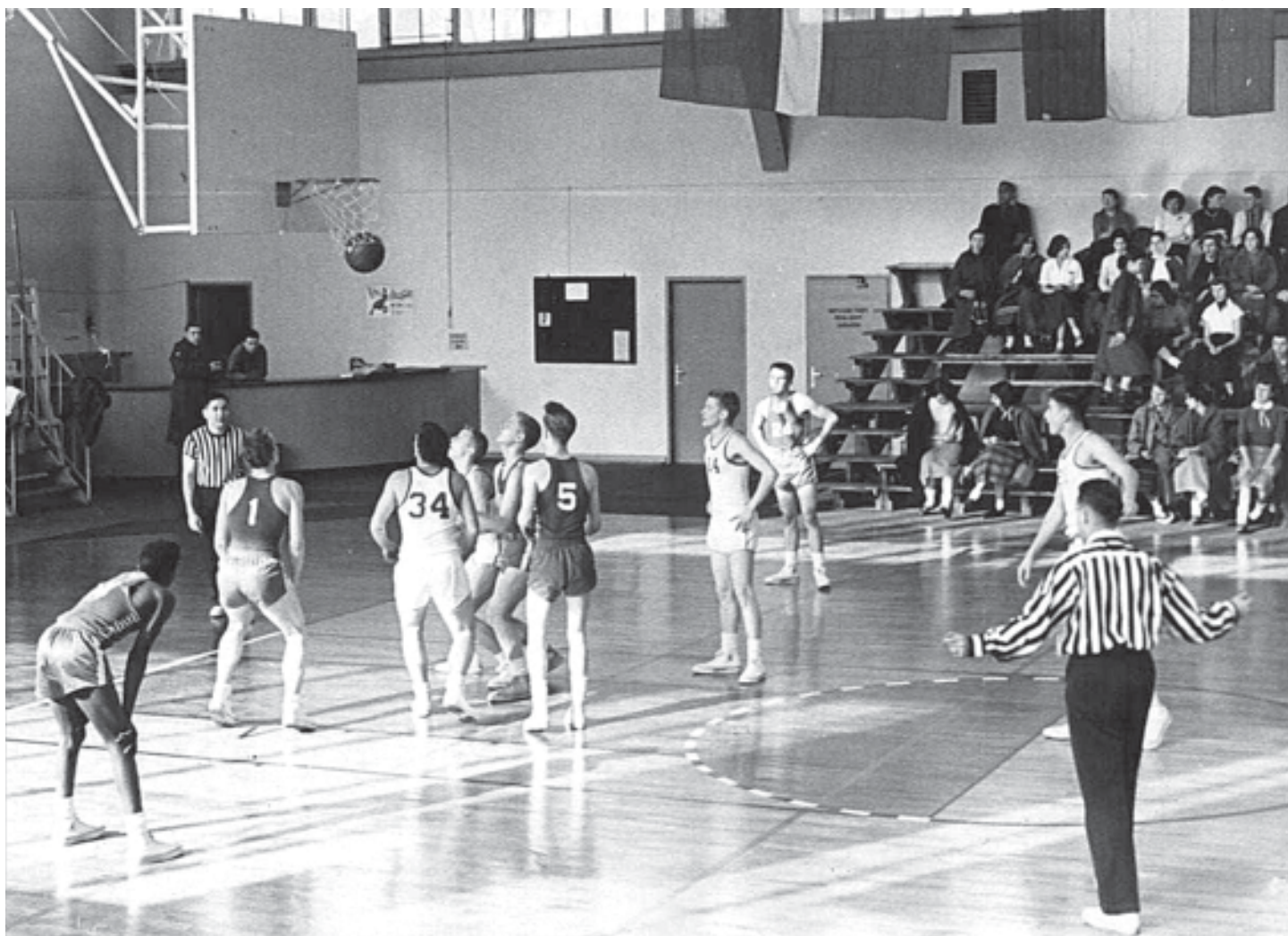
Team	Won	Lost	Pct.
Kaiserslautern	6	0	1.000
Frankfurt	5	1	.750
Munich	4	2	.667
Stuttgart	3	3	.500
Nurnberg	2	4	.333
Wiesbaden	1	5	.200
Heidelberg	0	6	.000

## 1956 Football Team Redux

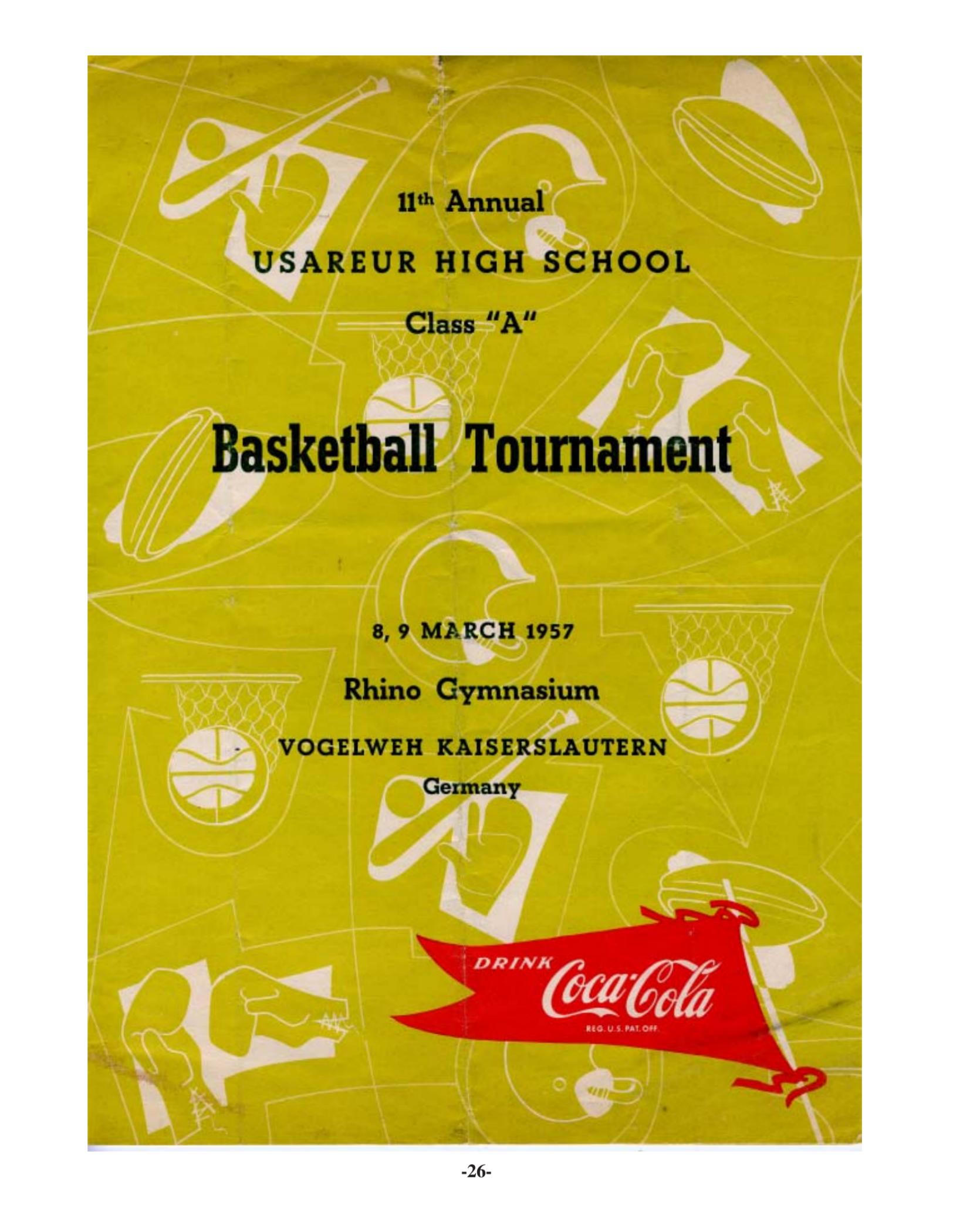
From  
NAA *Trichter*,  
spring 2005  
p. 16



Identifications by Ethel Walske and Bill Eachen



Larry Shuman (Class of 57) says, "I'm at the free throw line. No. 34 is Gary (Buz) Fry, '57. No. 14 is Bob Twaddell, '56. The fourth NHS player under the basket looking up is Pinky Burns, '58, who transferred to Munich the next year. The fifth player is back out of the picture to defend against the fast break although not applicable because I made the shot. The opposing team is Munich, I am pretty certain."

The background is a solid olive green color. It is decorated with a collage of white line-art icons related to basketball. These include basketball balls, basketball hoops with nets, players in various poses (jumping, shooting, dribbling), and a hand holding a basketball. The icons are scattered across the page, some overlapping the text.

**11<sup>th</sup> Annual**  
**USAREUR HIGH SCHOOL**  
**Class "A"**  
**Basketball Tournament**

**8, 9 MARCH 1957**

**Rhino Gymnasium**

**VOGELWEH KAISERSLAUTERN**

**Germany**



# Teams

## BUSHY PARK "Bobcats"

School Colors - Royal Blue and White

3 Lindsey Ervin	9 Oren Jones	Cosch:
4 Mike Hall	11 Frank LeGate	Mr. Grover C. Cannon
5 Jerry Upton	12 Jeff Jowdry	
6 Bob Stark	14 Jim McLean	
7 Bill Grable	16 Marsh Kremers	Manager:
8 LeRoy Ferguson	17 George Keich	Bob Beverly

## FRANKFURT "Eagles"

School Colors - Black and Gold

3 Larry Holt	11 Gary Baker	Cosch:
4 Joe Hagwood	12 John Schulz	Mr. George W. Kirchner
6 Bob Loupe	13 Dick Stark	
8 Seal Wright	14 Mike Patterson	Managers:
9 Jim Lemons	16 Ronnie Hagemann	Jim Cox
10 Woodie Vaughan	17 Will Wilson	Ted Maney

## HEIDELBERG "Lions"

School Colors - Blue and Gold

21 John Payne	27 Homer Williams	Cosch:
22 Mike Banks	28 Ron Miller	Mr. Clifford Venne
23 Bert Johnson	29 Al Pierce	
24 Jack Doyle	31 John Calvest	Managers:
25 Don Cork	32 Jack Osmakes	Tom Murray
26 Bill DeVaux	33 Joel Allen	Fred Montilla

## KAISERSLAUTERN "Raiders"

School Colors - Red and White

3 Ron Stretch	12 Phil Turner	Cosch:
5 John Patton	24 Jim Zimmermann	Mr. Thomas C. Roncoli
4 John Collins	25 George Simpkins	
6 Charles O'Hara	27 Frank Brown	Managers:
10 Darryl Pearce	28 Nick Hyton	Jim Singleton
11 Bennet Downing	31 Jerry Gerritt	Mike McNaughton

## MUNICH "Mustangs"

School Colors - Blue and White

20 Stan Hoston	29 Jim Morris	Cosch:
21 Jim Ricks	31 Larry Kirk	Mr. Frank D. Alt
22 Rex Burns	33 Bob Stephens	
23 Frank Burns	34 Leslie St. Clair	
26 Steve Rathert	35 Wil Klaus	Manager:
27 Bruce McDonough	— John Morris	Joe Leisney

## NURNBERG "Eagles"

School Colors - Green and White

20 Litho McDowell	28 Leroy Osburn	Cosch:
21 Richard Misdorn	30 Richard Saverson	Mr. Robert Nicolai
22 Earl Moncrief	31 William Bivens	
24 Vasa Alakalippi	32 Gary Fry	Managers:
25 Ted Brostrom	33 Douglas Wester	Allan Moore
26 Larry Shamann	40 James Reynolds	Jim Ryan

## PARIS "Pirates"

School Colors - Red and Black

21 Don Newell	27 Barry O'Neil	Cosch:
22 Stuart Davis	28 Bob Robbins	Mr. Harry E. Boltek, Jr.
23 Alex Harwick	29 Alan Gregor	
24 Jerry Meckler	31 Danny Brown	Managers:
25 Robert McConnell	32 Steve Thomas	David Shandolow
26 David Wilson	33 Michael Halley	Richard Will

## STUTTGART "Stallions"

School Colors - Red and White

1 Gordon Clarke	8 Richard Mays	Cosch:
2 Don Ward	9 Don Bryson	Mr. Robert J. Gobin
3 Tom Clarke	13 Jim Mays	
4 Spence Churchill	15 Jerry Uetz	Managers:
5 Harold Bushaw	23 Jim McDonald	Dick Lanier
7 Dan Driscoll	28 Dan Faussett	Charles Compton

## WIESBADEN "Warriors"

School Colors - Blue and Gold

3 Joseph Glasson	9 Mike Sheehan	Cosch:
4 George Celles	10 Wilbert Sorenson	Mr. Fran Meer
5 Fred Allen	11 Donald Kats	
6 Dieter Gunther	12 Gary Baber	
7 Matt Metoyer	13 Jerry Strickler	Manager:
8 Harry Allen	14 Jerry Baber	Al Corwin

## Tournament Results

		Won-Lost Record
Winner:	Kaiserslautern	7-5
Second:	Wiesbaden	
Third:	Frankfurt	10-2
Consolation:	Heidelberg	
Also Ran	Munich	9-3
	Stuttgart	9-3





#### NURNBERG EAGLES

<u>Name</u>	<u>Position</u>
Dennis Tierney	Center
Ted Brostrom	Center
Larry Shuman	Forward
Gary Fry	Forward
Larry McBride	Forward
Leroy Osburn	Forward
James Reynolds	Forward
Vesa Alakulppi	Guard
Earl Moncrief	Guard
John Wooldridge	Guard
Litho McDowell	Guard
Dick Williams	Guard

USAREUR AMERICAN HIGH SCHOOLS  
PRESENT

AN

# **ANNUAL MUSIC FESTIVAL**

MUNICH-GERMANY  
Munich School Auditorium  
10 May 1957 - 19.30 hours



## **SPONSORS**

Major General Gordon B. Rogers, Commanding General, SACOM  
Colonel Walter R. Nichols, Commanding Officer, Munich Sub Area  
Dr. Earl R. Siefert, Director, US Army Dependents' Education Group  
Addison E. Ruby, Superintendent of Schools, US Army Dependents' Education Group  
Paul R. Bowers, Music Supervisor, US Army Dependents' Education Group

## PROGRAM

Robert Crawford, Band Conductor  
Edwin Willson Choral Conductor

### BAND

#### Star-Spangled Banner

Pacific Grandeur-Overture . . . J. Olivadoti  
Marcho Poco March . . . Donald I. Moore  
Great Gate of Kiev . . . M. Moussorgsky

### MIXED CHORUS

\* Heavenly Light . . . A. Kopylow  
\* Gloria in Excelsis . . . W. A. Mozart  
\* Adoramus Te . . . Palestrina

### GIRLS' CHORUS

Somewhere a Child is Singing . Peter Dykema  
Now is the Month of Maying . . Thomas Morley  
O Sing Your Songs . . . Noble Cain

### BAND

Brasses to the Fore March . . . Harold L. Walters  
The Surrey With the Fringe  
on Top . . . Rodgers and  
Hammerstein  
Deep River Rhapsody . . . Harold L. Walters

### BOYS' CHORUS

De Animals a-Comin' . . . Negro Spiritual,  
arr. by Bartholomew  
Blind Ploughman . . . Robert Clarke

### BAND

Deep Purple . . . Peter De Rose  
Copa Cabana Samba . . . Harold L. Walters  
Storm King . . . Finlayson

### MIXED CHORUS

One Quiet Night . . . J. Brahms  
Climbin' Up the Mountain . . . Negro Spiritual  
arr. by Henry Smith  
I've Been Baked . . . Negro Spiritual,  
arr. by Hall Johnson  
Onward, Ye Peoples . . . Jean Sibelius

\* No Applause Please

## SCHOOLS PARTICIPATING

### AUGSBURG HIGH SCHOOL

Philip C. Helland, Principal

Robert Cathcart, Music Director

#### CHORUS

Ade, Marilyn	Huff, Lester	Morris, Bobbi	Wade, Sue
Anderson, Jackie	Kinson, Alice	Mytinger, Pem	Ward, Jean
Baker, Richard	Lombardi, Barbara	Royce, Pat	
Burnette, Brenda	McDonald, Peggy	Salerno, Barbara	
Grimes, Carolyn	Michael, Renotta	Simms, Bonnie	

#### BAND

Bush, Larry	Grable, Barbara	McCollum, Sherry	Williams, James
Cleaves, Donald	Hardin, Jamer	Malsbury, Melody	Wilson, Daniel
Cooper, Tommy	Hopper, Earl	Mitchell, Alvin	
Ferguson, Sandra	Howard, James	Parker, George	
Frost, Hubert	Letter, Mary	Toney, Carolyn	

### MUNICH HIGH SCHOOL

Rex L. Gleason Principal

Marie T. Comeaux, Choral Director  
Paul Engler, Instrumental Director

#### CHORUS

Almand, Ben	Gray, Rose Mary	Marciel, Arthur	Scott, Diane
Beers, Lynn	Halker, Skip	Miller, Dawn	Smith, Douglas
Bess, Marcie	Helsel, Nancy	Moore, Janet	Stack, Elizabeth
Book, Connie	Henkiel, Cynthia	Moore, Robert	Stewart, Gordan
Boumans, A. C.	Hennig, Guenther	Morin, Ben	Stewart, Robert
Bounds, Robert	Herring, Frances	Morin, Leo	Taylor, Robert
Boyd, Elizabeth	Jordan, Emma Lou	Nesewich, Fay	Thornton, Dixie
Brenner, Vernon	Keeshin, Barbara	Norcross, Mariene	Tulchin, Irene
Burns, Frank	Kennedy, Nancy	Nuse, Sandra	Warnock, Sheila
Bush, William	Kirk, Larry	Paye, Roger	Wiley, Lesley
Buckley, Theresa	Kinnamon, John	Plante, James	Woods, Alleen
Crain, Marion	Kohler, Catherine	Polasky, Paul	Woods, Polly
Di Prima, Barbara	Kramer, Ellen	Powell, Robert	Wright, Judith
Doe, Emmett	Kramer, Fran	Roeder, Sitha	Zeitler, Edward
Driskell, Dele	Lael, Glenda	Sarmiento, Maria	Zurbrisky, Josephine
Feketekuty, Reka	Lam, Al	Saslaw, Rodger	Zurbrisky, Mary
Fournec, Carole	Loehr, Andrew	Sewell, Linda	
Gillette, Judith	Lukel, Carol	Schmidt, Mary	

#### BAND

Bartlett, Geoffry	Gerhard, Sarah	McMillan, Neal	Wald, Richard
Burton, William	Hutchausen, Ani	Mizell, Walter	Ware, William
Cragg, Gene	Johnson, Melvin	Rambo, Jean	Wilson, Dennis
Fry, Edmund	Jordan, David	Sherman, Arnold	Yungfer, Richard
Gerhard, Paul	Krumrine, Virginia	Wagman, Paula	

### NUERNBERG HIGH SCHOOL

Vernon W. Smith, Principal

Rita Bullock, Music Director

#### CHORUS

Arnold, Richard	Fry, Gary	Mimna, Margaret	Smith, Bonnie
Bois, Adrian	Glenn, Janet	Mitchell, Meredith	Thomas, Phyllis
Breda, Dennis	Hall, Ronda	Morago, Gail	Tilley, Nonie
Breeden, Beri	Hoyt, Diane	Morago, La Vonne	Wall, Ronald
Bremen, Bill	Jordan, Annette	Osburn, Leroy	Walters, Lore
Cheas, Peggy	Jordan, Linda	O'Reilly, Charles	Warren, Margaret
Couch, Wayman	Kneuppel, Judy	Potwin, Alice	Weston, Margaret
Davies, Saralyn	Kulp, Midge	Prewitt, Ronnie	Wilkerson, Shirley
DeYoreo, Barbara	Malone, Jim	Primo, Mary	Wiley, Peggy
Eachen, Ada	Manning, Joan	Robinson, Bob	Wilson, Steve
Eachen, Bill	Mazares, Ann Mary	Shuman, Larry	

#### BAND

Alakulppi, Vesa	Donaldson, Becky	Kjeldsen, John	Smith, Bonnie
Cochrane, Jerry	Glenn, Janet	McBride, Larry	Wall, Ronald
Creighton, Robert	Hughs, Bill	Prewitt, Ronnie	

Also participating, the Chorus and Band from Stuttgart High School

# PARENT-TEACHERS ASSOCIATION

## PROGRAM - 28 MAY 1957

Star Spangled Banner - High School Band  
 Selections by the High School Band  
 Intermission  
 Selections by the Mixed Chorus  
 Raffle Drawing  
 Refreshments in the School Cafeteria

### CHORAL PROGRAM

#### Star-Spangled Banner

Pacific Grandeur-Overture	J. Olivadeti
Come Where my Love Lies Dreaming	Foster
Ronnie Prewitt, Vesa Alakulppi, Robert	
Manheimmer-Cornets; Larry McBride-Baritone	
<u>BRASS QUARTET</u>	

Copa Cabana Samba	Harold L. Walters
March "Normal"	High School March

#### HIGH SCHOOL BAND

(Intermission)

*Gloria in Excelsis	Mozart
*Adoramus Te	Palestrina
*Heavenly Light	A. Kopylow

#### MIXED CHORUS

\*No applause please

Vellanelle	Eva Del' Acqua
Lore Walters, Soprano	
Bonnie Smith, Flute	

Spring Comes O'er the Hill	Bach
Lore Walters	Ada Eachen
Adrian Bois	Nonie Tilley
Rhonda Hall	Margaret Warren
Alice Potwin	Janet Glenn
	Margaret Weston

#### GIRLS ENSEMBLE

Somewhere a Child is Singing	Peter Dykema
0 Sing Your Songs	Noble Cain

#### GIRLS CHORUS

De Animals a-Comin	Negro Spiritual
	arr by Bartholomew

#### BOYS CHORUS

Onward, Ye Peoples	Jean Sibelius
Alma Mater	arr by Mrs. Rita Bullock

#### MIXED CHORUS

The music program at the Nurnberg American High School is under the direction of Mrs. Rita Bullock.

#### CHORUS

Peggy Chess	Annette Jordan
Rosemary McDowell	Joan Obermeir
Alice Potwin	Barbara De Yoreo
Rhonda Hall	Larry Schuman
Carolyn Silva	Bob Robinson
Bonnie Smith	Steve Wilson

Gary Wolf  
 Les Downing  
 Nelson Proud  
 Ada Eachen  
 Gail Morago  
 Donna Iott  
 Margaret Weston  
 Saralyn Davies  
 Betty Odom  
 Janet Glenn  
 Judy Knueppel  
 Diane Hoyt  
 Wayman Couch  
 Larry McBride  
 Bob Guinn  
 Ronald Johnston  
 Ed Bryan  
 Adrian Bois  
 LaVerne Morago  
 Joan Manning  
 Lora Walters  
 Nonie Tilley  
 De Anna Long  
 Margaret Mimna  
 Peggy Willey  
 Margaret Warren  
 Bill Eachen  
 Dale Bellows  
 Charles O'Reilly  
 Ronnie Wall  
 Richard Arnold  
 Phyliss Thomas  
 Mary Primo

Meredith Mitchell  
 Beri Breedon  
 Lynda Jordan  
 Shirley Wilkerson  
 Midge Kulp  
 Bill Bremen  
 Bruce Starkes  
 Leroy Osborn  
 Gary Fry  
 John Cook  
 Ronnie Prewitt  
 Jim Malone

#### BAND

Vesa Alakulppi  
 Jerry Cochrane  
 Bob Cook  
 Bob Creighton  
 Janet Glenn  
 Bill Hughes  
 Terry Jarvis  
 John Kjeldson  
 Larry Maberry  
 Jim Malone  
 Ruben Owen  
 Bonnie Smith  
 Bob Robinson  
 Larry McBride  
 Nonie Tilley  
 Becky Donaldson  
 Ronnie Wall  
 Scott Whitacre  
 Ronnie Prewitt  
 Janis Moore

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### NURNBERG AMERICAN HIGH SCHOOL

#### 1. Commencement Exercises

Eighth Grade Commencement Exercises will be held on 5 June 1957 at the Community Theater starting at 1530 hours.

Senior Class Commencement Exercises will be held on 5 June 1957 at the Community Theater starting at 2000 hours.

#### 2. May 30 and 31 will be school holidays.

3. The last day of school for the Nurnberg American High School (grades 7 - 12) is Friday, 7 June 1957. Students will report at school at the regular time for final clearance. School will be dismissed at 1000 hours.

4 High School students (grades 7 - 12) will report at the school Wednesday, 12 June 1957 at 1400 hours to pick up their report cards.

5 Summer School for high school students (grades 7 - 12) will begin 1 July 1957 and close 9 August 1957. Only eligible children previously registered may attend.

6 The faculty of the Nurnberg American High School wishes to take this opportunity to thank the PTA for its assistance and cooperation during the school year.

## SUMMER ACTIVITIES

### PLAY SCHOOL

The PLAY SCHOOL, sponsored by the Nurnberg Women's Club, will be open from 9 to 11:30 A.M. and 12:30 to 4:30 P.M. during the summer vacation beginning 10 June at the Youth Center, Building 67, William O'Darby Kaserne.

All children 2 to 6 years of age are welcome. The cost is 25 cents per hour, 35 cents for two in the same family. Tickets may also be purchased, costing \$2.00 for 10 hours or \$3.00 for 20 hours.

### JUNIOR LEAGUE

Junior League's first game with opening ceremonies will be 8 June at 1300 hours, at the field near Jacob Wassermannstr., Furth.

All parents who desire to help on the Junior League can call Pfc. Duncan, Nurnberg Military 6267, for information on how to help out.

We are organizing a Minor League from the boys (85) who were not picked for the Junior League and we will need all the help we can get, especially coaches.

### GIRLS SOFTBALL

Two Girls Softball teams, ages 13-18, have been formed as have four teams for girls 8 through 12 years.

All teams are sponsored by AYA.

The older girls practice Tuesday and Thursday at 1630-1730. Smaller girls practice Monday-Wednesday-Friday, 1630-1730.

Games will be scheduled during coming summer months.

Girls who have not signed up as yet should report to a coach at the practice field.

### GIRL SCOUT SUMMER

Troop; #421 and 413 will conduct their troop meetings through the summer months. Hikes, cook-outs, and general out-of-door programs will be conducted.

Due to a large rotation of Leadership the other troops in the Community will not hold regular meetings.

Any girl who has registered for Girl Scout Camp and has been notified of her acceptance is asked to please be sure and tell her leader what session she will attend. We are arranging transportation (Army bus) and parents will be informed of the completed plans at a later date.

## BOY SCOUT INFORMATION

### 1. Nurnberg Sub-Area Scouting.

a. Since the last meeting of the Parent-Teachers Association for Nurnberg Furth Sub-Area the organization of our Scout program has expanded. In addition to Troop #24 and the local council headed by Mr. Wilson, we have now established a Nurnberg Sub-Area Council which actually comprises the North Bavarian Scout District. We have troops in Ansbach, Erlangen, Grafenwoehr and Vilseck as well as Furth. The Scouts at Grafenwoehr are coordinating activities with German Scouts just as Troop #24 is coordinating with a group of German Scouts in Furth.

b. Three monthly Round Table conferences have been held with gradual solidification developing. Pfc Jacques, the Neighborhood Commissioner for Nurnberg, has been attending monthly round table conferences in Munich and keeping the Sub-Area posted on such things as Camporee at Augsburg, renewal of charters, summer camp plans, the World Jubilee and the Big Scout Encampment in England this summer. Pfc Jacques also attended the annual Trans-Atlantic Scout Council Meeting in Heidelberg as the Vice-Chairman's representative.

### 2. Activities.

a. Approximately sixteen American boys and eight German boy scouts are heading by bus for the Augsburg Encampment on the 31st of May.

b. Two boys are heading for England this summer and the European Scout Encampment.

c. The National Rifle Association is now in the hands of two of the ablest marksmen in Europe. Lt Col Lewandowski and CWO Gray are working diligently each Saturday morning with your boys.

d. General Bruce Clark, Commanding General, Seventh United States Army has authorized, and Major General Gordon B. Rogers, SACom Commanding General has endorsed, a program of support for one week camps for German-American Boy Scouts. The tactical units in this area are at our beck and call to assist in providing tentage, transportation, personnel, medical facilities, messing and food. Food is on a reimbursable basis. This is a boon to scouting.

e. We plan to have the 5th Infantry sponsor a week of German-American Scouting sometime late in July or early in August. The 3d AC will follow.

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# Baccalaureate

Nurnberg American High School

William O. Darby Kaserne Chapel

26 May 1957

1630 hours

Processional . . . . Mrs. John W. Bullock

Invocation . . . . Chaplain Steve P. Gaskins Jr.

Solo - César Frank - Miss Lore Walters  
"O Lord Most Holy"

Scripture St. Matthew 7:24-29 Chaplain Steve P. Gaskins Jr.

Address . . . . Chaplain Brannon J. Hopson  
"Some Words to Keep You on Your Feet"

Hymn, No. 445 . . . . Congregation  
"Lead on, O King Eternal"

Benediction . . . . Chaplain Steve P. Gaskins Jr.

Recessional . . . . Mrs. John W. Bullock

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# Commencement



*Nurnberg American High School*

*Nurnberg, Germany*

*June 5, 1957 Community Theater 2000 Hours*

## PROGRAM

Processional	Introduction of Speaker
Mrs. Rita Bullock	Gary Fry
Miss Dorothy Adair	Commencement Address
Star Spangled Banner	"The Past and Your Future"
Audience	Maj.Gen. Derrill M. Daniel
Invocation	Presentation of Class
Chaplain V. T. Reynolds	Mr. Vernon W. Smith
Salutatory	Awarding of Diplomas
John Wooldridge	Colonel T. R. Kimpton
Valedictory	Benediction
Janet Glenn	Chaplain E. L. Temple
"Heavenly Light" A. Kopylow	Recessional
"Onward, Ye People" — Jean Sibelius	Mrs. Rita Bullock
"Alma Mater"	Miss Dorothy Adair
High School Chorus	
Mrs. Rita Bullock, Director	

### ALMA MATER

Hail, oh hail to dear ol Nurnberg,  
Now we honor thee,  
Loyal friends of thee forever,  
Faithful we will be;  
Toiling, striving, never ceasing,  
Looking toward the sky.  
Hail to thee, our Alma Mater!  
Hail to Nurnberg High!

## CLASS OF 1957

<b>Shirley Bernice Arnold</b> Baltimore, Maryland	<b>Mary Kathryn McIntosh</b> Clovis, New Mexico
<b>Saralyne Sue Davies</b> La Fayette, Georgia	<b>Gretl Nortrud Panhans</b> Linz a. D, Austria
<b>William Hans Eachen</b> Magnolia, Minnesota	<b>Edward Riising Parish</b> Madison, Wisconsin
<b>Gary Alan Fry</b> Carlisle, Pennsylvania	<b>Floyd Clarence Plowman, Jr.</b> Denver, Colorado
<b>Janet Louise Glenn</b> Austin, Pennsylvania	<b>Betty Jean Schade</b> Ottumwa, Iowa
<b>Nancy Louise Hall</b> Lewisburg, Pennsylvania	<b>Larry Doyle Shuman</b> Hutchinson, Kansas
<b>Janet Yvonne Hoffman</b> Old Zionsville, Pennsylvania	<b>Roy Edward Smith</b> Lawton, Oklahoma
<b>Valerie Diane Hoyt</b> Hollywood, Florida	<b>Elisabeth Claudia Stefaniak</b> Aberdeen, Maryland
<b>Micheale Susan King</b> Des Moines, Iowa	<b>Nikki Sue Whitney</b> Ft. Monroe, Virginia
<b>Judith Carene Kneuppel</b> Junction City, Kansas	<b>Jack Martin Williamson</b> Manitou Springs, Colorado
<b>Litho McDowell</b> Chicago, Illinois	<b>John Randolph Wooldridge, Jr.</b> Lynchburg, Virginia

In absentia

**Judith Rae Hett, David Ray Lucier, Frederick H. Lunn, Ann Mary Mazares, Charles Roger Myers**

President	Ann Mary Mazares
Secretary	Nikki Sue Whitney
Treasurer	Janet Glenn
Student Council President	Gary Fry
Student Council Vice President	John Wooldridge
Student Council Secretary	Janet Glenn
Valedictorian	Diane Hoyt
Salutatorian	John Wooldridge
Senior Class Sponsor	Mr. Werner L. Rosin

## AMERICAN HIGH SCHOOL

### Administration

**Colonel T. R. Kimpton** Nurnberg Sub-Area Commander  
**Mr. Frank DeMartine** Regional Superintendent  
**Mr. Vernon W. Smith** High School Principal Pocatello, Idaho  
**1st Lieutenant J. H. Mackey** School Officer  
**Captain J. H. Luman** President of PTA

### Staff

<b>Miss Virginia Ball</b> Weems, Virginia	<b>Mr. Edward Minasian</b> Berkeley, California
<b>Miss Jesse Bender</b> Delano, California	<b>Mr. Robert Nicolai</b> San Francisco, California
<b>Mrs. Rita Bullock</b> Birmingham, Alabama	<b>Miss Virginia Padovan</b> Centerville, Iowa
<b>Mr. Keith Burton</b> Des Moines, Iowa	<b>Mr. Rolf Pederson</b> Montevideo, Minnesota
<b>Miss Ingrid Einhellinger</b> Nurnberg, Germany	<b>Mrs. C. F. Pillsbury</b> Denver, Colorado
<b>Mr. Erlan Eller</b> Los Angeles, California	<b>Mrs. Bettye Rosin</b> Port Arthur, Texas
<b>Miss Pearl Hanson</b> Seattle, Washington	<b>Mr. Werner Rosin</b> Easton, Minnesota
<b>Mrs. Estella Harris</b> Columbia, Pennsylvania	<b>Miss Phyllis Russell</b> Duluth, Minnesota
<b>Mr. Glenn Hendricks</b> Pendleton, Oregon	<b>Mr. Robert Smith</b> Garden City, L. I., New York
<b>Mr. Chester Hoyt</b> Hollywood, Florida	<b>Mrs. Lorraine Tilley</b> Commerce, Oklahoma
<b>Mr. Herbert Johnson</b> Cookeville, Tennessee	<b>Herr Walter Tradowsky</b> Nurnberg, Germany
<b>Mr. Donald Kerchner</b> Lenhartsville, Pennsylvania	<b>Miss Hazel Youngman</b> Long Beach, California
<b>Miss Lois Massie</b> Waynesville, North Carolina	<b>Herr Rainer Zimmermann</b> Coburg, Germany



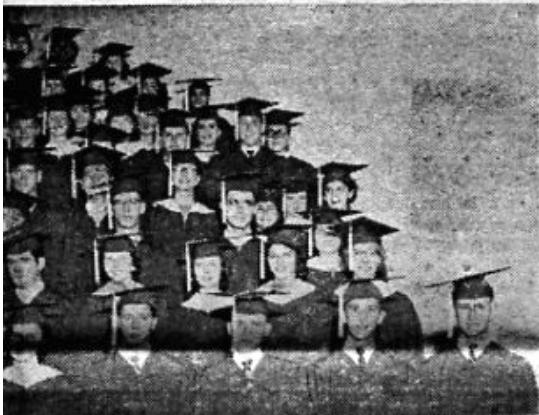
ORLEANS, France. First row, left to right: Karin Terebetsky, Janice C. DeGarmo, Patricia A. Curran, Robert M. Wilson, Priscilla R. Cooper, Sylvia M. Whitney. Second row: Jeannine K. Whipple, Sheila A. Trubacek, Robert A. Zeigler, Peter S. Shapiro, John A. Brophy, Warren A. Dale, Barbara R. Wolfe, Elbridge L. Brubaker. Third row: Natalie E. Marsden, Sally L. Britt, Dorothy L. Zolenas, Larry Paul Magee, Mary Lou Kayse, Suzanne E. Pierre, Carolyn A. Robinson, Sheryl K. Biedryzcki, Tranquil Hudson.



NURNBERG, Germany. First row, left to right: Janet Y. Hoffman, Nikki Sue Whitney, Janet L. Glenn, John R. Wooldridge, Jr., Shirley B. Arnold. Second Row: Gretl N. Nanhans, Judith C. Knueppel, Michael S. King, Betty J. Schade, Mary K. McIntosh, Valerie D. Hoyt, Nancy L. Hall, Elisabeth G. Stefaniak. Third row: Litha McDowell, William H. Eachen, Jack M. Williamson, Larry D. Shuman, Gary A. Fry, Edward R. Parish, Floyd C. Plowman, Jr. Not in picture: Saralynne S. Davies, Roy E. Smith.

## EUROPE 1957

### Army High School Graduates



Germany. First row, left to right: Dorothy Ann, Jean Clarke, Gordon Mitchell Clarke, Cole, Paul Everby Dyer, Daniel Ralph Faus. Maxine Zelpha Goodrich, Edward Richard Ann Hackler, Jane Whitehead Gochenour, Hall, Lucinda Jean Fuller. Third row: Patricia Glenda Lou Haslem, Richard P. Hill, David Janet Elizabeth Hamontree. Fourth row: James d, Russell Hoffman McCauley, Maxine Ruth Carol Manduca, Bonnie Jean Johnson, Judith ar: Julie Meredith Means, John Arthur Mulnix, rray, George Le Claire, Ronald William Nel- uise Paxson, Marian Leona Reed, Carolyn Lee ne. Lavinia Richards, Annie Laurie Pollock, Jo ria Louise Pelosi, Robert Ray Redding, David Margaret Lee Sheets, Anne Elizabeth Spearman, illa Ruth Toomey, Tiona Jean Toomey, James Margaret Ann Wingo, Patricia Ann Younge,

High school seniors throughout USAR-EUR have donned their caps and gowns and put aside their books, ready to move on to whatever plans they have made and to whatever opportunities await them. To all this year's graduates, The Stars and Stripes extends its best wishes for the future. —Army Photos



ROCHEFORT, France. First row, left to right: Allan T. Miller, K bara Lynn Roberts, Pauline Woods Morgan, Barbara Elizabeth Willard Burton Lough, Michael Brian Cook, Richard Francis Youn san. Not in picture: Barbara J. Bower, William Marvin Reid.

