

THE TOWER

John Adams High School 808 S. Twyckenham Drive
South Bend, IN 46615

First there was **Vogue**... now there's the **Tower**. Pages 4 and 5 have the latest fads and fashions that have hit Adams.

Drug abuse discussed

By Jane Burke

With the recent public focus on the drug and alcohol scene nationwide, concern has arisen arewide on this same subject. At a Board of School Trustees meeting, an anti-chemical abuse plan was revealed. This plan entails providing help for those who abuse drugs.

The anti-chemical abuse teams are formed by an administrator, a counselor, and a teacher. Their goals are to provide information and advice through area agencies to aid the abusers. Their intention is to help those who are in trouble, not hurt them in any way, whatsoever.

By beginning awareness in grade schools, they are hoping to decrease this serious problem. Education in this area would present the dangers, while hopefully overpowering the child's sense of curiosity.

Volunteers from each school who are chosen will be trained in a four-day workshop. At the workshop they will learn the essentials of providing referral services, suggesting anti-abuse activities, and dealing with abusers.

Drug or alcohol use at school activities or on the school premises is illegal. Anyone who is caught committing the above infraction will most likely have a parent conference and a five-day suspension on his first offense. Second offense infractors may be expelled from school. The abuse teams will provide investigations into such cases. Any form of help that is necessary will be provided.

The idea for this program was introduced by Superintendent Robert Fallon. His hometown had a drug prevention program such as this which was effective in their community.

Interest is also being shown by parents of students at John Adams. The group who call themselves Concerned Parents met to discuss the situation at Adams.

Of those who attended the meeting was an undercover policeman, who input some facts and suggestions to the group. He demonstrated the equipment for use with cocaine and marijuana, and warned parents to be aware of such devices in their child's room. He shared that there are over 300 "cocaine houses" in the Michiana area where drugs are known to be transferred.

He emphasized the costliness of the habit of cocaine and marijuana use. Kids begin to sell their own possessions and their parent's possessions, shoplift, commit small burglaries, and take part in prostitution as a means of attaining money for purchasing drugs.

Another problem discussed was the enormous alcohol abuse at Adams' parties. All parents seemed to agree that something needed to be done about the problem, but nothing was decided.

Some suggestions were made in group discussion. One of these was for parents of their child's peer group to meet and make a set of ground rules for their children. Another suggestion was for parents who knew where a party was going to be held to call the police and crash the party.

Some parents felt that the school administrators should crack down on athletes who are caught using drugs. Suspension from the team for a specific period of time was one penalty suggested. When a student joins a



The abuse of alcohol of drugs is rampant in our community. Will the problem ever be successfully dealt with?

Steve Hartman/Tower

sport, he signs a contract stating that he will not take part in drug-related activities. Parents at the meeting wished that these vows were more strictly enforced.

President Reagan's campaign against drugs has spread across the nation. The chemical abuse teams and "Concerned Parents" are signs of efforts being made in our community. With the assistance of people who are attempting to reduce the tremendous drug problem, hopefully students will clean up their act.

Project T.E.A.C.H. teaches

By Julia Mudis

Are you considering a teaching career? If you are a high school junior in one of St. Joseph County's public schools, there is a new program just for you. Project T.E.A.C.H. has been developed to allow those who are interested in a teaching career to explore the job.

Project T.E.A.C.H. is similar to a former program in public high schools called Future Teachers of America, which sponsored and trained students interested in teaching careers. The new project is a cooperative program in-

volving the Community Education Roundtable, the South Bend Community School Corporation, and the Mishawaka and Penn-Harris-Madison school district.

Project T.E.A.C.H. clubs have been started at the seven public high schools in St. Joseph County. Their purpose is to promote the teaching profession through explorative activities. Mrs. Maza, an English teacher, is sponsor of the Project T.E.A.C.H. club here at John Adams.

One of this year's activities is to make a video tape of the teaching life at Adams to be viewed by the eighth graders at Edison Middle

School. Members of the Project T.E.A.C.H. club will also be allowed to attend an ISTA meeting with John Walsh as primary speaker. The members will attend lunch on a college campus with members of the other high schools. This is an exciting club with interesting activities.

Presently, the John Adams segment of Project T.E.A.C.H. has only four members. If you are interested in a teaching career, the club meets during B-lunch. Any questions you have about the club can be answered by Mrs. Maza in Room 216 or junior Jennifer Todd.

What's News

Election day

Students will be dismissed at 2:00 on November 4 for elections.

Open House

The Open House will be held on Wednesday, November 5. Parents of students should have already received notification. If your parents did not get a letter in the mail, please stop by the main office to obtain the information.

No School

School will be closed on October 30 and 31 for Teacher Professional Days. Teachers are encouraged to attend professional meetings. Practices are to be held before or after the hours of 7:45 a.m. and 2:55 p.m.

Fall Sports Award Program

The Fall Sports Awards Program, sponsored by the Adult Athletic Booster Club, will be on Wednesday, November 12 at 6:30 p.m. No tickets are needed.

A.S.V.A.B.

The A.S.V.A.B. will be given first through third hours on November 18. This test is available to sophomores, juniors and seniors. See Mr. Rensberger for more information.

Youth For Understanding

Any junior interested in participating in a Youth For Understanding foreign exchange summer program should contact Mrs. Bond in Room 119. Applications are also available for persons or families interested in hosting a Youth For Understanding foreign exchange student.

Writing Competition

The 1987 Scholastic Incorporated is sponsoring a writing competition divided into six categories: short story, short-short story, poetry, essay, humor, and dramatic script.

Entries will be judged by a panel of writing teachers. All entrants will receive a certificate, and winners will be eligible for scholarships, grants, cash awards, and electronic typewriters.

Anyone interested should contact Mrs. Germano for more information.

SAT Deadlines

Students wishing to take the Scholastic Aptitude Test on December 6 must register by this Friday, October 31. Late registration will end November 12. The deadline for the December 13 ACT is November 4, with December 2 for late registration. Seniors should check prospective colleges' requirement for Achievement tests, as some school require the English Essay which is given only in December.

Coaches demonstrate unique personal styles

By Jim Cowen

Standing on the sidelines, they watch like a hawk, advising and yelling, correcting mistakes.

"Moo ya' feet!"

"Bend ya' knees!"

"Pick up your man! He's eatin' you up!"

They have the power to bring out the best in a team or just as easily destroy its potential. They can be deeply respected for their knowledge of a sport or despised for their incompetence. These are the coaches, the men and women responsible for a team's success or failure.

The attitudes and styles of coaches vary drastically. Some possess the "cool and collected" look. Well dressed, this type of coach shows little or no emotion during the game, but has no trouble expressing his thoughts in the locker room at half time. Others are cursed with the "short-tempered" image. This coach can be more interesting than the game itself. Pacing back and forth, sweating more than his players, he has a compulsive habit of throwing things, usually a towel, clipboard, cheerleader, or any other object within reach. In an argument, the short-tempered coach doesn't hesitate to tell the referee what to do with his call, and generally isn't around long after that.

Style is not the only difference among coaches, however. Most have contradicting views on the importance of certain characteristics of a good coach. Head basketball coach, Dave "Flake" Hadaway, believes, "The main ingredient of a good coach is patience, knowing when to be demanding and when to let up." Head football coach, Bill Farrell, says, "To be a good coach, you have to have organization and an understanding of your athletes." There is no right or wrong answer to this question. This is what sets coaches apart.

Coaches have a great deal of power at their hands. Not only do they control an athlete's high school career, but his future career as an athlete as well. Many athletes rely

on sports to produce their college education and possibly their future employment. Without a good evaluation by a coach, the athlete's chances of acceptance to a good school are very slim. Colleges don't want troublemakers or "bad attitude" players. One former Adams student who wishes to remain anonymous, is currently an athlete at Ball State University. He states, "My high school coach didn't like me. The #*\$*&! lost all of the video tapes of my best games, so I spent my first couple years at Evansville and worked my way up from there."

Although the coach has the power to create a winning team, he is powerless without athletes that have dedication and a desire to win.

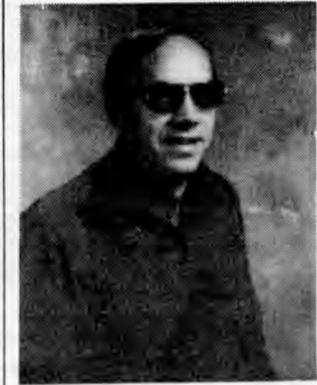
"A good athlete is willing to sacrifice other things like a job or a Friday night, to work on his game," says Hadaway. "It sounds good to be on a team, but there's a lot of hard work that goes with it." Many coaches feel that sports are becoming more competitive and athletes attitudes are changing. "Athletics, at the girls' level, has definitely become more competitive, and it's important that I stay up to date on current philosophies and techniques of coaching," states Miss Ganser, head volleyball coach. "Ideas are constantly changing, and to perform to my full potential, I need to be on top of them."

What makes a person want to be a coach? After analyzing all of this information, the general impression is that coaching is a relentless, non-appreciated occupation.

Players mimic the coach's voice or how he walks. Parents give him a hard time for not starting their son and criticize his manner of coaching. What could possibly make it all worth while? Coach Hadaway explains it best when he says, "I've been coaching for twenty-eight years, and I've seen more people go through this school than you could imagine. Classes teach math and English, but a sport creates lifetime memories of friendships, teamwork, and dedication. If I've made someone a better person in any way by teaching them these things, then, it's been worth it."



Sue Ganser:
Volleyball Coach
Years Coaching: 21
Win-Loss Record: 85%
College attended:
I.U.P.U.I.
Sign: Sagittarius
Hobbies - Bowling
Height: 6'



Dave Hadaway:
Basketball Coach
Win-Loss Record: 64%
Years Coaching: 17
College attended:
Notre Dame
Sign: Gemini
Hobbies - Golf
Height: 5'11"



Junior Diane Lamborn strives to outdistance her opponent in a recent dual meet. Gabrielle Mickels/Tower

X-country works for sectionals

By Gabrielle Mickels

This year's boys and girls cross-country teams had their fair share of joys and upsets, improvements, disappointments, goals and expectations adding together to form an exciting season.

"Our expectations grew bigger as the season wore on, yet we still tried to be realistic."

One of coach Randy Isaacson's strategies for a winning team this year was the recruiting of freshman for the team. Last year, his plan worked and many freshmen came out, adding structure and depth to the team, but, disappointingly, this year, the numbers were low. Considering cross country is one of the few sports in which freshmen can receive a varsity letter, it's a little hard to believe so few showed interest. Coach Isaacson states, "Last year, we had about 25-30 freshman. This year we had less than 10. I hope that some of those freshman come out next year as sophomores, because we need alot more runners to join. Two of our freshman recruits, even received a varsity letter."

First hand from one of the freshman, "It's a great way to meet friends and reach personal goals, as well as getting in shape." Though some of the scores were upsetting to the team, there were always the good scores to balance out the season.

Finishing last in invitationals and dual meets, 2 years ago, the girls' team was not very happy to say the least. But, as promised, if they stuck with it, the team would get better throughout the years. Well, considering the improvements in quality of this year's team, they finally met that goal.

Two sophomore bright spots on both teams to look forward to in the coming years are Kasi Bolden and Dale Jacquay. Each worked hard this year setting personal goals and school records, reaching respectable recognition, such as "Athlete of The Week," in the *South Bend Tribune*. Dale mentioned, "I worked harder this year and as a result, met many of my personal goals, along with this doing much better than I expected." Kasi commented, "Last year I worked hard, but it was new to me. I received alot of recognition. This year, instead of just doing well at practice, I had to work hard at meets."

A big question facing both boys and girls teams is the upcoming sectionals. Hoping to do well, they've been working hard both mentally and physically preparing for the race.

On future seasons, coach Isaacson responds, "I'm hoping next year to get more kids to run in the summer and to recruit more runners from the junior high and freshman classes, so that we will be able to bring the boys and girls city championship to John Adams."

Clearance Sale

Many items 20% off

Indoor Soccer Shoes



1528 Mishawaka Avenue
288-4444

Should hockey go varsity?

By Kevin Max

Adams' hockey started nearly a decade ago. The combination of football hitting and dashing speed has been the best entertainment in the sports world. Despite being the fastest moving team sport America has to offer, for unfounded reasons, hockey was over-looked for becoming a varsity sport.

Just recently girls' soccer team was given the right to call themselves a varsity team. Girls' soccer at Adams hasn't been half as long as hockey, yet they have already attained the rank of varsity. The boys' soccer team led the way giving soccer at Adams a flying start. The girls' soccer program then gained popularity and rose out of the wake the boys' team had created. Hockey,

however, has no initial catalyst as girls' soccer had. Hockey has remained a quiet, little club team since it's origin, but is not content to remain so. A junior, and hockey player, Kevin Cocquyt said, "Considering the time we put in, I think I should be wearing a hockey chevron." Cocquyt has been with the team for three years and is opposed to hockey remaining a club sport at Adams.

Why has hockey remained a club sport for so long? For a school whose adult booster club members spend their time singing praises of "Basketball" and "Football" many other major sports are neglected. The provincial views of the adult boosters support basketball and football. Who is on the adult booster club to support hockey?

Nobody. Do the adult boosters even know that a group of kids who wear "Adams" on the front of their shirts play hockey under the name of the school? Probably not. The hockey team would have to move to Canada, where people have their priorities straight, to become a varsity sport. I'd rather stay in South Bend, for a while. Canada is where hockey flourishes, and men are men. A high school in Canada not having a varsity hockey team is like Adams not having a football team. It's unheard of.

The hockey team starts again this year late in October, still a club sport. Brian Max said, "I don't think I'll be at Adams long enough to see hockey become a varsity sport. I can't even imagine what it would be like."

Tennis 4th after disappointment

By Jenny Todd

As boys' tennis began practice in August, thoughts of state finals were far from their minds. But after weeks of intense, grueling practice, and Coach Kilgore's speeches on "The definition of a true athlete," these ambitions surfaced among the players.

"A true athlete possesses something that is the key to success," Kilgore would state. "And that lies right here, in the heart." How can this not fire up anyone in the civilized world?

As the season began, Kilgore explained, "The first goal to achieve is to go undefeated." A rather lavish goal, but until a week before Sectionals, the Eagles remained unbeaten. Then 5th-ranked Fort Wayne Homestead travelled to the "Eagles Nest," and handed Adams a 3-2 defeat.

The NIC crown constituted the 2nd goal. In the deciding, rain delayed match, both Adams and Elkhart Central were undefeated in conference play. Before the continuation began, 3 out of 4 matches had lost their 1st set. Kilgore explained, "I was anxious to see if we could come back from the deficit, because Elkhart Central had the psychological advantage over us. Even though we lost, I was satisfied with our effort." The points came from senior Adam Friend and freshman David Medow winning in straight sets at #2 doubles, and Guy Hamilton at #2 singles.

The winning line-up: Karl

Roemer at #1, Guy Hamilton at #2, Joe Dennen at #3, the brother team of Matt and Tim Foley at #1 doubles, Adam Friend and David Medow at #2 doubles, and Coley Cook and Zak Rozen as alternates. In the first round, they beat Marion in a shut-out 5-0. In the semi-finals, the team faced ranked Clay. As the avid fan Peggy Todd said, "If they beat Clay, they will go all the way to the Final Four." They won graciously and gloriously, 3-2. After the match, Adam Friend, who had a tough time getting started with David Medow, said "The team's closeness is our key to success." The closeness appeared once again as the team went on to win the Sectionals in a victory over Penn 5-0.

At Regionals, Adams played Plymouth and a more formidable opponent — nerves. The Eagles shook it off and disposed Plymouth, 5-0. Karl Roemer expressed, "After beating Penn, we knew what was ahead of us. The next day, coach lectured us about the thin line between confidence and cockiness. We had a long analysis among ourselves of how we felt, what were our weaknesses, and strengths. Right then, I knew that State Finals was in our grasp."

In the first round of the Semi-State, Adams played Munster, who destroyed their hopes of state last year in the semi-state finals. Although once in the first set, Munster was winning all the matches, Adams turned the tables and defeated Munster 3-2. Next, the team went on to play

LaPorte, who beat Elkhart Central (the NIC champs). Adams once again won quite handily, beating LaPorte 4-1. Where were they going now? If anyone asked Karl Roemer, a peculiar expression would have spread across his face, and he would have yelled "STATE" and gone away smiling. The team had finally achieved their ultimate goal.

In Indianapolis Saturday morning, the team woke early and prepared themselves for the tough team called Homestead. Before the match, alternate Coley Cook replaced ailing Joe Dennen. Homestead was tougher than expected, and they literally blew the Eagles off the court, 5-0. "We choked," Kilgore stated. The team went back to the hotel feeling the agony of defeat. During lunch, the team analyzed what had to be done to win against Evansville Day. As the team walked on the courts, the fans could sense the concentration, the nerves, and the desire to win. The players gave a satisfactory effort, but fell in the heartbreaking match, 2-3. They captured fourth in the state. As Mr. Przybysz said, "This should be very pleasing to the team, the coach, and the people involved with Adams. Fourth in the state is a great accomplishment that everyone should be proud of." At the conclusion of the season, there were many mixed emotions, but Coach Kilgore, with a smile, said, "I feel gratified in filling some of the goals, and I was proud to be associated with such fine young men."



Co-Captain Guy Hamilton shows the essence of a powerful serve against Homestead. Despite his and his teammates' efforts, Homestead blanked the Eagles, 5-0.

Steve Hartman/Tower



Junior Karl Roemer tries his best to achieve a state of concentration during his match with Homestead last Saturday morning.

Steve Hartman/Tower

The trials of an avid fan

By Leanne Metzcus

Recently, some friends and I were fortunate enough, we thought, to be able to travel to see the tennis team play down state. We'd gotten off to a slow start trying to organize our bags and bodies comfortably. We finally got started. Heading south on U.S. 31 in the white Buick, two door with 110,000 miles, we'd realized that we'd forgotten something of great importance, gas. To make matters worse, we needed to find a Philips 66 station to fill up our tank so that we could use a credit card. Fortune shone our way, and to our right a Philips' sign appeared. As the driver pumped the gas, we picked up some Bazooka bubble gum. I have never held much faith in the printed fortunes enclosed in each, but this time they proved to be a good omen of things to come.

The time flew by as we listened to tapes, talked and laughed together to pass the miles. A few miles down the road, we encountered road construction and were forced to slow down. Someone in the car noticed that we were traveling behind a truck that belonged to a casket company. This seemed to be our first sign that something would go wrong. In this context, we valued the good omen we received in our gum wrappers "Angels guard your every step." Our second sign of trouble was the red engine light which shined incessantly in our faces. The engine began to clank and we became thankful for our angels.

We pulled to the side of the

road, checked under the hood, and found nothing noticeably wrong. Everyone piled back into the injured car and it crawled down the highway a few more miles. Soon, the car could take no more, and died, putting it's last breath. We were picked up by the county coroner shortly after we stopped. A service station owner towed us 1/3 of a mile to Rochester, the nearest town. Here, we learned that the engine needed to be replaced, not just fixed.

Our situation looked desperate as we were 95 miles from Indy with no hope of continuing our journey, unless by bus which would cost upwards of \$25 per person. After weighing our options, it appeared that we'd be returning home only an hour after we'd left. No one wanted to go back after our hopes had been so high, but it didn't seem that we had much choice.

The service station owners sympathized with us and saw the desperate straits we were in. What they did for us showed that people are still willing to help kids in need. They sacrificed an evening at their home football game to drive us over 2 1/2 hours to Indianapolis. We were completely shocked at it, but mostly grateful for their help (could these be our angels?).

When we finally made it to Indianapolis, the four of us were so exhausted and worn that we could have slept in the street, which by the way we almost did. Our hotel had cancelled our reservations, because we didn't arrive on time. Without a room, we decided to look for some

friends who we knew were also coming down to watch the tennis state finals. It looked like going home would have been a much wiser decision. Just as our plight began to look hopeless, no place to stay, no way to get back to South Bend, our trip a disaster, (in spite of our angels) we got some hope. We spotted our friends still in the hotel playing ping-pong. They'd found a vacancy in a nearby hotel and took us to it. That night we reflected on the events that led us to Indy, and then slept like babies.

Our next problem was transportation home. We had thirteen people in two cars and could not travel home that way. We were counting on some friends that came down that day to have small car loads and be able to drive us home. This also, was a terrible mistake. More people than expected were in each car. Fortunately, our angels were still with us and, with clever rearrangement, we all managed to find seats and make it home.

From this heroic experience, I learned that, although I consider myself to be a responsible teen, a lot more is necessary for a trip away from home to be safe and enjoyable. More planning was necessary and would have been well appreciated. My friends and I had a great time in spite of (or maybe because of) all the difficulties we had. I'm glad my parents let me try, fail, and therefore grow from this experience. With much luck, care and help from our Bazooka gum angels, maybe they'll even let me try again (please?).

's express teen s' individuality

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Tristine Perkins and Paula Makris decorate their lockers with pictures representing their favorite interests.

Gabrielle Mickels/Tower

Catch the locker craze

By Sarah Friend and
Kristin Mitchell

As the day surges on and classes come and go, there is only one small niche that we can each call home—our locker. Though our locker bears little or no resemblance to our actual home, only at our locker do we feel the same sense of security and belonging that is provided at home. Though many people have misconceptions of a locker's true purpose, seeing it as nothing more than a pit stop in between classes to refuel with new books, there are a few who believe that lockers are mere reflections of ourselves; the philosophy here being that a generally tidy person will have a generally tidy locker. With this in mind, we can learn a lot about a person just by looking at his or her locker. In addition to the aspect of neatness, people can also be judged by how they decorate their lockers. Five general categories can be created of various locker personalities: teeny-boppers, music fanatics, pornographers, eclectics, and vacancies.

The first class, the teeny bopper section, consists mainly of freshman girls with enormous crushes on popular stars. Heart-throbs such as Rob Lowe, Ralph Macchio, and Ricky Schroeder can often result in the creation of a teeny bopper locker. Connie Martinez, an overgrown teeny-bopper with top to bottom cut-outs of Borris Becker pleads in her own defense, "I'm in love with the boy; the boy is fine."

Rock-n-Roll, the teenage bible, is quite often the inspiration for furnishing a music fanatics locker. Mary Loranger, feels that her locker decorations, "make a statement." Often times, students look to make a definite statement as an act of rebellion, or just a way of self-expression. Whatever the reason, many students look to music as an outlet and signs of their

interest can be located in the lockers.

Although not a great breeder of wholesome beliefs, pornography has become a growing industry throughout the nation, and is hardly scarce here at John Adams. For whatever reason, porno pictures have become very popular with students, (mainly the male ones), and are popping in many lockers. Chris Sallows, a usually good natured child, even found himself posting up pictures of (half) nude women, and feels that, "They help me keep my mind on school."

The eclectic lockers are those composed of bits and pieces of everything. The type of people with such lockers are often times very compulsive, and usually even a bit creative. Often these lockers with no apparent rhyme nor reason can make unique and artistic collages. Kristin Mitchell, a member of the 'find it, post it' group says that, "It gets to become a habit, I constantly find myself stealing and taking things from other lockers."

Finally, we reach a lonely breed of scholars, those who live in the empty world of a vacant locker. Dull and boring, their lockers offer no comfort to a needy student after perhaps a difficult test. Where do these people turn to? Some may eventually commit suicide as an end result. Amy Golden, an owner of a lonely locker sobs her sad tale, "I just never took the time, and now my friends won't even come to my locker any more."

Lockers are the mirrors of who we are, the hiding places to escape pressures, and yet some treat their lockers like nothing at all. Lockers help us express who we are and what we want to be, and yet some people still hold back and do not feel the need to voice their opinions. Perhaps if we all took the time to study our lockers, we might learn something about our values, as well as our habits, and ourselves.

Escape with music

By Beth Staton

If we must pick one thing that most teenagers have an interest in or opinion on, it's music. Traditionally rock-n-roll has been youth's anthem of rebellion and idealism. But the days of everyone loving Elvis or Chuck Berry are gone. Now everyone has their own tastes, reasons for these choices, and subsequently, an image and philosophy.

For most adolescents, music is meaningful as well as a way to escape everyday pressures from parents, school and work. But each individual's choice of radio station or album purchase can affect his wardrobe, ideas, amount of friction with his parents, and future hearing loss.

The most prevalent taste, and seemingly most passive, is the "Top Forty taste." These people love to tap their foot to an easy beat or memorize the catchy lyrics to the hottest song. One twelfth grade girl said, "I listen to Top

Forty I guess, because I happen to love music tastes like most people. It just happens to be what I like."

One of the most misunderstood type of rocker is the "headbanger." The heavy metal fans have caught a lot of criticism lately. To verify her parents' fears, one twelfth grade girl said, "I listen to heavy metal music, because it's sexually exciting." But this isn't the only reason given. A male fan said, "Heavy metal music has a philosophy all it's own. One must understand it to

appreciate it."

Another stereo-typed music is R&B. Unfortunately, it seems most white teenagers don't give it a chance. But one white student who loves R&B said, "I like it because it has a good beat and I enjoy dancing to it." Lately some R&B has had important lyrical messages too.

Another classic kind of music fan is the "new waver" or "punk." These people treasure their individuality and their music shows it. One girl said, "I prefer new wave music because it's original, upbeat and in general, more fun to listen to than the Top Twenty. It's especially great at parties." Another said, "New wave and all kinds of music that

are unusual open up all kinds of possibilities and give me a new and different outlook on things."

The last type of music fan is the music buff who is stuck in a time warp. These people love almost anything that's been critically acclaimed. They recognize good music from the fifties, sixties, seventies, and eighties. If it can be called a classic, they love it.

So, whether you love the number one song in the country, the latest from Judas Priest, the rap of Run D.M.C., the new B-52's or the Beatle's White Album, you can be sure that the memories of the music you listened to in high school will stick with you. So enjoy your music, but be tolerant of all kinds. Because when it comes down to it, we all love rock-n-roll.



Tristine Perkins/Tower



The girl's varsity volleyball team shows off their favorite choices in sweatshirts.

Steve Hartman/Tower

Today's hairstyles show today's personalities

Girls' styles...

By Marta Roemer

The range of girl's hairstyles these days are not the basic long or short cuts of yesterday. In the past 50 years, hairstyles have drastically changed except for a few of the classics which seem to keep reappearing. For instance, the stylish bob of the flapper in the twenties would fit in with the trends today. Some of the styles are as unique as the people themselves.

Experimenting with different styles and being creative is the secret to a trendy cut. How about the bi-level which appears to the untrained eye as being quite unproportional to one's head. One side is a few inches shorter than the other side. Kelly O'Malley, a senior, says that "My hair stylist talked me into it (a bi-level) and now I love it." Then there's the streaked brunette who seems to have made a grand appearance into the

trends of today. The invention of sun-in and peroxide mysteriously produces blonds (the black roots usually give it away, though).

The bob is still going strong. Remarks Keri Cook, "I've been through many hairstyles, but I always seem to come back to the bob because it is so versatile." The short, wedged cut is another favorite. "It's easier to take care of and besides, now it's the trend," says Becky Wolfe. The girls with perms feel that their hairstyle stays in longer, and it's more manageable. Some use their hair as an attention-getter by being so unusual and unique. Kim Fleming feels her hairstyle is different from everyone else, and she loves to be original. "I attract attention."

Give credit to the people who start the trends; they're willing to take risks and try out new cuts. If you're lucky, you can worry about different styles for your hair. Now, if you're like my pop, you have to worry about that receding hairline! -Sorry, Dad.



Four different personalities show us their uniqueness.

Tristine Perkins/Tower

Guys' styles...

By Holly Lindberg
and John Korpak

As you walk into any room at Adams you obviously see a wide variety of hair styles. Liberation in the hair styling department has finally come to the male sex. In the past couple of years, guys have become very creative with their hair styles.

One reason for this, is the acceptance of mousse and gels instead of just Vitalis as masculine grooming tools. When using either of these, the hair styling possibilities are unlimited. Some use the mousse or gel to achieve the sexy, wet look, while others glob it on so hair will style easier or so it will stick straight up; let's face it, hair does not defy the law of gravity!

Whether they use gel, Vitalis, or mousse young men today seem to have more extreme looking hair styles than in the days of the Beatles when all guys were Mickey or Davy. Some follow the modes of their favorite rock stars or other idols. The rage of short, spiked hair inspired by none other than Jim McMahon is popular as well as the short, traditional Tom Cruise or Prince Charles style. Others opt for the less conventional look of Van Halen and the shaggy locks of Def

Leppard. Most guys, however, choose to stick with whichever hair style they look best in, or with "whatever it looks like in the morning," as stated by a junior. Other guys admit rather shyly that they will get a haircut whenever their girlfriend complains about their appearance.

Whether totally out of the ordinary, slicked back, or traditionally cut, hair styles and hair styling tools for guys have come a long way. Guys now have their choice of a wide variety of men's shampoos, men's conditioners, and even men's hairsprays. A group of sophomore girls, however, agree that "Shampoos are the limit. We will not let guys even think about wearing barrettes or French braiding their hair!"

How much does a guy spend on a haircut? The average is six to ten dollars. Some, however never seem to get their hair cut, and others still let mom at it, "But only for a trim!" says one junior.

No matter what the style, the price, or how they take care of it, guys worry about how their hair looks, too. After all, this is one way they express their creativity or the mood they are in on certain days. One senior guy assures us, "We won't get carried away with our hair styles here at Adams, except maybe on spirit week." Is this a prediction, girls, or a forewarning?"

Fads of the '80

By Kathy Strieder

Every morning at the crack of dawn people across America crawl out of their beds. They stumble dizzily towards that deep, yawning cavern deemed the Closet. Through half-shut eyes, they ponder once again, the ominous question, "What should I wear?" Once the decision is made, however, daily apparel fades into a shady background for most...or does it? What exactly does appearance represent for today's inhabitants of the world?

The fact that first impressions form permanent opinions causes many people to fit their dress into a certain mode.

Like it or not, everybody thinks twice about wearing something they personally find fantastic because they are afraid of ridicule, and with good reason. For example, imagine someone buying a sweater. The consumer thinks he or she is getting something honestly appealing to personal tastes, but what questions really go through the mind of the buyer as he or she considers the choice? "Is it too light? Too dark? Too (Yes, that word again) noticeable? Instead of appearing as themselves, these people are really dressing to fit a certain mold in which they are assured acceptance and safety. It may not even be a conscious act, but these people are trapping themselves into an eternal cycle of putting up walls of false character that will never impress anyone because of its' insincerity.

Another attitude which seems to result in a nothing-but-average look is actually extraordinarily different. Tricia Davis puts it best. "I like to look nice, but I

Some people use their appearance as a creative release since in today's society an individual's appearance is a definite statement.

don't really think my clothes say anything specific about me. I mean, sure, they show my taste, etc., but no one would pick me out of a crowd and be able to say anything about me, because I'm wearing a certain sweater or pair of pants, but I want people to notice me, because of my personality, not my apparel." Scott Scheel agreed that for him, dress is, "A factor, but not the most important factor." This belief is in fact, a mature acceptance of self. People who feel more themselves in jeans and a denim jacket than anything else, are making a statement just as clear as a hardcore punk's message. They are saying, "I like who I am, and I want to be noticed as an individual."

Some people use their appearance as a creative release. Whether they be into 'New Romanticism,' the more political punk, any other musically oriented styles, up-to-the-moment vigor, or tinfoil (The Dale Bozzio wardrobe), these fashion artists like to speak through their clothes as well as their mouths. As many different reasons for an extravagant dress exist, as personalities exist. Sometimes, teenagers experiment with more unusual styles as part of the process of finding identity. For others, it just comes naturally, an inborn allure to the unique that

develops matter wh comes do courage a style. Chr don't thi feel safe Sahun E School a almost be walk into is wearing me." But and rema and it pa In toda dual's a definite s not, pe subconsci personali tions to p one of t Senior R about th personal attention, rather pol ly, bec it...Whe try and fi to." As s says, "It person yo to the qu wear?" i you really If peop express f an even r



Five nonconformists line up to be shot, but they're still smiling!

Gee, it's just a jungle in Room 213!

By Andre McNeill

Are you tired of going to the same old dusty classroom everyday with no indication that life and stimulative learning are meant to exist in such an environment? Do you ever get tired of seeing blank and inanimate objects littering your classroom? Room 213 may be the answer to your problems (in scientific terms).

Mr. Lantz, biology and general science teacher at Adams for three years, has been assigned Room 213 this year, and has taken elaborate steps in giving his classroom a reputation of being out of the ordinary. Mr. Lantz, of his own accord, has transformed what would ordinarily be a big, dull, dusty classroom into a spectacle of wonder and an authentic representation of nature. Various fauna, flora and geological specimens, such as the numerous plants, exotic fish, peeping turtles, huge hairy spiders, a gloating iguana, animal remains (such as fossils, animal trophies and snake skins), illustrations and numerous rocks of various colors, shapes, sizes and weights all "inhabit" Lantz's room.

The glistening yellow and black fish in the aquarium near the front door flutter about and wind their way through the coral reef in their tank. One aquarium on the other side of the room, contains two turtles with yellow-green shells and little beady red eyes and could probably cover your hand, if held. They are one of the most active of all the creatures in the room, because they move at the slightest tap on the glass wall and sometimes, they seem to strain to listen to the conversations that go on in the room. The spiders, which are half as big as the turtles, are hairy little beast with a black

coat of "fur." Even though the spiders move occasionally, they appear to be asleep most of the time. The iguana, which has a scaly body about as big as a cat, can sometimes be seen flashing his tongue and slithering around in his environment of leaves and vegetation. Plants, some of which are ordinary house plants, some of which are fungi and moss-like and some which are taller than most people fill the room. Posters, illustrating in detail the creatures of the wild also align the room. Another prominent feature of the room is the numerous geological specimens displayed. These range from ordinary pebbles to volcanic deposits, from breccia to minerals, from quartz to crystal. All of the features existing in the room greatly impregnate the environment with a suggestion of the outdoors and nature.

When asked the purpose of this elaborate display, Mr. Lantz said, "I have a great interest in nature and the outdoors and want others to be aware of the world around them." He feels this awareness of the natural environment provides a unique, but suitable atmosphere for student involvement and will also greatly stimulate the interest of everyone who comes in contact with the room.

Comments from the students such as, "Wow," "Awesome," and "Super," have been undoubtedly very positive and overwhelmingly enthusiastic. Mr. Lantz also concludes that there seems to be a universal appreciation of the room by both the student body and the faculty.

Mr. Lantz plans to fill his room with even more of nature's marvels as time permits. His renovation of Room 213 is a marvelous display of nature's habitat, works and beauty.



Mr. Lantz takes good care of his precious plants which turn his room into a tropical rain forest.

Tristine Perkins/Tower

"Hey, a substitute today!"

By Marc Conklin

There is one thing that undoubtedly unites students everywhere — one aspect of school which everybody experiences from day one to the termination of his/her academic career — encountering a substitute teacher.

The first reaction when learning of a substitute taking over any class is the same: "Cool. We have a sub." This implies many things: "We won't have to do any work." "We won't have the test." "I can do other work." Or, "I don't have to go."

However, this attitude often changes upon entering the classroom; and sometimes stu-

The first reaction when learning of a substitute: "Cool. We have a sub."

dents would even rather have their old teacher back.

Substitutes are easily divided into three categories. The first are the "silly putty" teachers. They may be full of good intentions, but they are also easily used. These teachers, as well as the other substitutes, generally know nothing about the subject matter; and, although they are much more friendly than most teachers, students find it obvious that they are merely covering for their lack

of knowledge. Around these substitutes, students mysteriously have a need to leave the room, whether it be to get a drink or cover their convertible in case of rain.

The second group is exactly opposite. These are the fascists — excessively egotistical males, out to impress somebody (though I don't know whom). They also are naive to the subject matter; but, unlike the first group, they don't feel a shred of guilt. Class

usually begins by this brute breaking six pieces of chalk writing his name in 2x2 ft. capital letters across the chalk board. Usually after this, he ironically demands respect. Rules are spelled out precisely: no freedom and no complaints. Of course, the teacher, himself enjoys offering a little advice once in a while, usually on dating. Other than that, he sits contentedly at his command post, admiring the reflection staring back at him from his muscle tone.

Potentially the most entertaining group of substitutes, however, is the "Hey-listen-to-me,-I've-been-through-it-all" group. They ambitiously view their position as perhaps the only

time in their lives when they will be able to make a group of 30 plus people listen to them. So, they get all worked up, spouting warnings and cautions left and right, hoping to scare the students into respecting them. Unknown to them, however, their tactics fail, and they become quite a show instead.

It is not unheard of to be subjected to the same speech twenty times in one year.

Perhaps, some sympathy and compassion is in order for these individuals. After all, it's tough to earn respect in an hour. But, I think substitutes would be a lot better off, if they were a little less self-conscious and self-righteous, and just stuck to business.

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**WOLF
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Star Wars program : Is it really worth it?

By Jerry Manler

Back in 1983, President Reagan made his third State of the Union address to Congress. Among other things, the President proposed a method of eliminating by force the policy which has, presumably, kept the U.S. and the U.S.S.R. from annihilating each other's countries in the past thirty or so years - the policy widely known as M.A.D., or Mutually Assured Destruction. This is the practice of the two superpowers building up their respective nuclear arsenals to such a point where for either to attack the other would mean the certain destruction of its own population. The President argued that a more sane and controllable policy would be a defensive shield placed in space, on the ground, or both, which would destroy the enemy's intercontinental ballistic missiles early in their orbital trajectories, when it is possible to track them. This shield would, in theory, "effectively render nuclear weapons obsolete," for, of course, the side that didn't possess the new "Strategic Defense Initiative" technology. Since such a nation would understandably be alarmed by its principle defensive force being dated by an enemy nation whose arsenal maintains its effectiveness, the President has proposed giving such technology to the Russians at such a time when it could be implemented. After the implementation on both sides was completed, the rival nations would, we are to believe, experience a sudden mutual realization that the idea of such large and extensive nuclear arsenals being defended on both sides by hopefully impenetrable defenses in space is a bit silly, after all, and get rid of the whole lot, warheads, S.D.I., and all.

Three years after this historic speech, vast sums of money have been allocated for the President's "Star Wars" program. If the complete defense is to be completed and put up into space, the cost will eventually run into the trillions of dollars, not merely the 1.5 billion that S.D.I. already has been assured.

Yet for all this rhetoric put out by the administration,

all the visions of a nuclear-free world made safe by weapons in space, and all the money being poured into the pursuit of such an ideal, the problem remains that Star Wars, in every important human term, fails miserably.

To get a picture of what is involved in creating a defense that systematically tracks and destroys every enemy missile, it is necessary to keep in mind the enormous challenges that the U.S. would face in devising and maintaining the system, and the almost childish ease with which the U.S.S.R. could foil S.D.I. in any one of a number of ways. We are faced with the challenge of putting up a defense which could destroy some 15,000 to 20,000 Soviet ballistic missiles within the five minutes when it is possible to track them. The computer program and systems which would coordinate such a haphazard firing spree would have to be perfect and flawless the first, and presumably only time they were run. If a Star Wars defense was to let any more than ten percent of a Soviet full nuclear strike through, that would be sufficient to devastate the American population. Even most supporters of S.D.I. doubt that this kind of efficiency is attainable in the near future. Therefore, Star Wars must not be thought of in human terms, but in terms of our nuclear arsenal. The Star Wars defense is suitable only to defend the silos which house our nuclear missiles so that the U.S. could more effectively strike back at the Soviet Union. This seems only a more efficient extension of M.A.D.

After the summit talks in Reykjavik, Iceland ended on October twelfth, both parties came away, for the most part, empty-handed. A possible agreement for the elimination of all offensive missiles between the U.S. and U.S.S.R. was made impossible due to the President's refusal to limit S.D.I. research to the laboratory for the ten-year period in which both countries' deterrents would be dismantled. What is almost as appalling as that fact itself is the way U.S. officials since then have repeatedly referred to the S.D.I. program as a "shield over the free world," and, by our own Sen. Lugar, an

element necessary to "preserve the defense of our country." The problem with these descriptions is that they are mostly inaccurate. The only thing that S.D.I. will ever "shield" in the near (ten to fifteen year) future is American missiles. And the only thing the program can hope to "preserve" is a futile arms race which it will escalate into earth orbit.

Ten to fifteen years is the very least amount of time in which this country can hope to put up a Star Wars program of any noticeable impact. Regardless of what kind of weaponry we put up, the Russians will apparently be able to render it useless at a far less cost. One simple strategy would be to send up thousands of dud missiles to lessen the efficiency of the defense in hitting actual warhead-carrying missiles. Another would be for the Russians to send up "space mines," which they would maneuver close to the satellite and at their leisure, probably right before a nuclear strike, simply detonate, taking the S.D.I. device along with it.

There is much talk about such nullifying weapons among S.D.I. planners, and most of it has to do with still more weapons put up to counter the Soviet weapons which were put up to destroy our S.D.I. weapons, which were put up to protect our missiles, which we say we will only use in case the Soviets initiate a first strike, the threat of which will hopefully be lessened or prevented by S.D.I. and all the other wonderful weapons in space which its existence implies. It seems that M.A.D., however mad it may seem, is nothing compared to the madness of someone who would prefer the endless complications, expense, and escalations which come with Star Wars to eliminating the program in favor of the possibility of meaningful nuclear arms reduction. Just such a someone, it appears, currently resides in the White House. In the aftermath of his decision on the twelfth to choose Star Wars over agreement with the Soviets, the people of this country must ask themselves the question: Is the world now a safer place than it could have been?

Revenge is so very sweet

By P.H. Mullen

I was doing my homework, listening to the stereo, and talking on the phone, when I first heard about it from my little brother. He was downstairs in the kitchen laughing in the exaggerated hysterics of a nine-year-old. "Mom got a what?! A ticket?! No way!"

When I heard this, I immediately hung up the phone, put away the books and concentrated on exploiting my mother's crime to the fullest.

I remembered when I received a ticket a year and a half ago, because I was in a hurry to get to swim practice. My parents were merciless and threatened to bring my bike back out of the basement. The morning I paid my \$60 fine, they both wore an expression that said, "Gee, I hope you don't use up all of your money. Then you can't pay for gas."

Time for revenge.

At the dinner table everyone got into the teasing. My sister asked if my mom was 45 or only 40 mph over the speed limit. And even my dad asked if she had been feeling an extra sense of power since it was his newer, more powerful car that she'd been driving.

I felt it was a good time to attack, and I said, "So mom, just why were you speeding?"

"Because it was cold and wet and your sister was waiting outside of Marian's football field. (Across the table, the sister in question became smug.) And I didn't want dinner to get cold," was the curt reply.

"Mom," my sister said. "We would have rather had Dominoes." We all laughed, but my mother. She smiled just a little.

I decided it was time to get real obnoxious. "Well, I've noticed you have been driving pretty fast lately. Sometimes, I don't even feel safe in the car with you."

"I always make sure I get in the



Matt Beem/Tower Artist

backseat with my seatbelt on when Mom drives," my little brother piped up. Ha! This is getting fun, I thought.

"But," he continued. "I try never to even get in the car when you're driving. You turn the music up too loud." The brat had turned on me!

So, I tried a different approach.

"But mom, you always bragged that you could never get a ticket, because you would make yourself cry and the officer would feel sorry for you. What happened? The old tear ducts not what they used to be?"

One of the things my mother was haughty about was the number of times she'd only gotten a warning for speeding, because she weasled her way out of it by crying. The whole family was very proud of her record.

Before she answered my question, I asked my dad if he bragged about the record to his colleagues. He said, "Of course not, he didn't bother with such things." But I'm not so sure. I think he was embarrassed because people might question

his credibility if they knew about the ticket.

I know I told a few people. And when I told one of them about the ticket, he asked why she didn't cry her way out. I became chagrined, and said no-one in my house would do such a thing. He told me not to mix up my lies in the future.

And the reason for my father's and my discomfort? "I didn't have time to cry. After all, your sister was probably cold. (There was that smug grin again.) I told him to hurry up and write the damn ticket."

"Well, I really don't know if you should go out with your potluck group this weekend. Maybe you should stay..." I was cut off by my dad's, "That's enough. Do your homework."

As I got up from the table, my mother smiled at me and said, "Maybe I should take your car to work tomorrow. Mine does need a tune-up at the garage station. Would you mind?" I hurried upstairs before my father could agree.

Revenge is sweet.

Academics come before athletics

By Karl Roemer

Everyone knows Mr. Aronson's attitudes toward athletes. As a big football player walks into his room and puts down his books,

dedication. Then why can't the athlete duplicate his effort towards mathematics, science, English, and art?

Because students often fail to see the importance of schoolwork.

"...academics is their first priority. Athletics is strictly extracurricular."

-Coach Farrell

Aronson will often glare at him with a smile tinted across his face, and ask, "Let me see your homework, hotshot." Why this discriminatory approach? Does Aronson enjoy dishing out large, red circles to these types of students?

Obviously, the answer to the last question is false. After all, Aronson himself is a member of the Indiana State Wrestling Hall of Fame. "Every day, I see athletes walk into my classes thinking the world is on their shoulders," he once stated. "But let me tell you this. In all my years of teaching, I've never had a single student whose made a single cent in professional sports. So you guys who think you have a scholarship wrapped up, you better wake up to reality." What about you when you were a kid? "I always valued it more," the barreled, hunched figure snaps.

It seems ironic then, that many of his zeroes lay next to sports participants. After all, sports is life condensed in a few hours or minutes. Every athlete knows that excellence in his particular sport requires hard work and

Does a "stupid geometry assignment" (I didn't say that, Mr. Aronson) take priority over the season premiere of the Cosby Show? The same question could be asked about a football practice. Coach Farrell counters, "We must tell the kids 20 times a day that academics is their first priority. Athletics is strictly extracurricular."

Also, just about any adult — parent, teacher, priest — cannot stop harping about the importance of the books. That should be enough evidence. They've all gone through high school, and they know what it takes. Now this is not meant to be another lecture telling students how to lead their lives. Most students, athletes or otherwise, have probably done their share of "blowoffs" this past 9 weeks. They must have heard it twenty times, "Remember, academics is on the top of the list." As for Aronson, a breathing example of the "old school," don't argue with him. "I don't care what anybody says. Academics comes first, last, and foremost." "You're right, Mr. Aronson. Just let go of my arm."

Editor's Column

School system needs Pass/Fail courses

By Paula Makris

A typical high school curriculum, such as we have here at John Adams, is composed of many different classes. These differing subjects are each to a greater or lesser degree of application, and, some might say, debatably, merit. This as it may be, each student at Adams is offered an education which could, if scheduled correctly, have the basic elements of the 3R's as well as some culture, some business experience, some scientific background, and the list could go on and on.

If all this variety is available, and if it can be presumed that students are interested in more than reading, writing, and arithmetic (not a dangerous presumption at that) than it only seems logical that a person wishing to further his or her education would have a class schedule fairly balanced between academic, college geared and non-academic life geared courses. (That is not to say, of course, that all academic classes propel one toward college and all non-academic classes propel one toward

life. This statement is fundamentally untrue, and, hopefully, did not even occur to the reader.) The fact remains, however, that those students thinking of attending college, especially honors students, have chiefly academic schedules, choosing electives year after year in the sciences or foreign languages, rather than in art or music or the industrial arts.

The reader now thinks, "So what. Of course, if you're going to college you'd be better off taking chemistry instead of choir." On a requirement level, yes, this is true. But even after requirements have been met, honors students will often take a study hall, instead of an art class. This avoidance of, shall we say, talent classes, including band, orchestra, typing, and the myriad of music and art classes, is due in large part, to the fact that honors students, while they are relatively sure of getting an A or B in Calculus, cannot be sure at all of how much musical ability they might have and exactly what grade the music teacher might hand them. For a student working on a 4.0, a B in Typing could lead to serious raving over injustice in the world.

In an attempt to heighten enrollment, a Pass/Fail grading system should be incorporated into nonacademic classes, and made at least optional to those students choosing the course. A student who plans to major in Art in college and wants to receive the A's to which he is entitled should be allowed the prerogative of the conventional A-F grading scale, just as the student who is interested in art, but lacking in artistic ability should be able to take the course Pass/Fail. Otherwise, with the ever-present GPA looming over him, he might never be able to find the nerve to sign up for a course in which he is unsure of his capability.

In a way, the Pass/Fail issue looks to the role of grades in the high school, for, if grades measure your competence in high school, and high school prepares you for college, which in turn prepares you for life, should grades be the factor upon which life is based? I think not. A fairer basis for life, would be interest and application which grades do not always reflect, but life invariably does.

UB40 rises to the top of Reggae charts

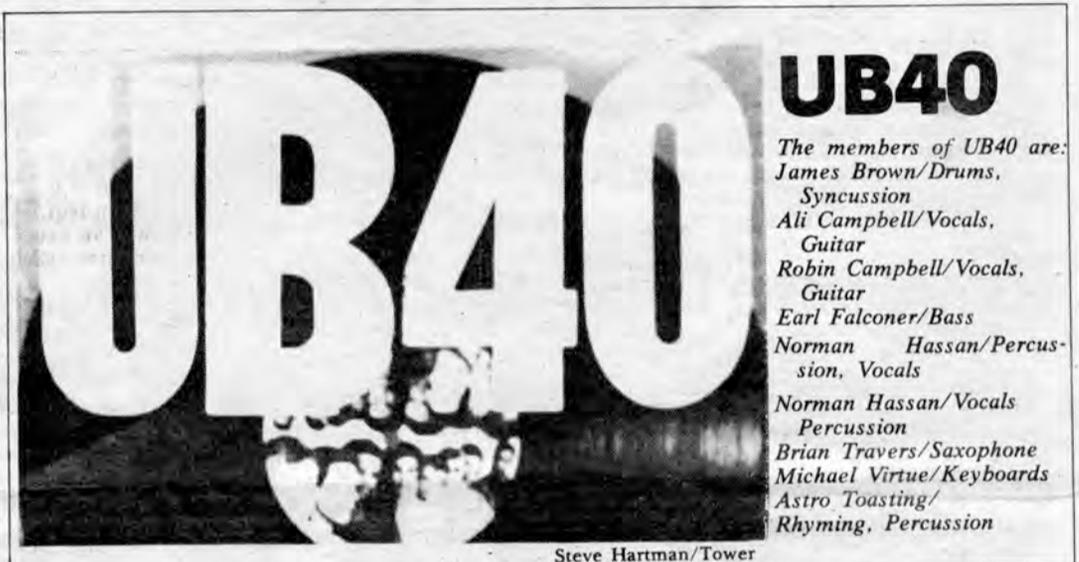
By Jennifer Crosson

It may have been a long time since "Roots, Rock, Reggae" was a hit, but the flow of Bob Marley imitators hasn't dissipated any from those days. Unfortunately, Reggae occupies a relatively small corner of the popular music market, and only a lucky few of these bands have made it on any respectable level. In the '80's, the singular successful creators of modern Reggae music have been UB40, the British group formed by talented brothers Robin and Ali Campbell. UB40's crossover to the top-40 market was marked by their 1984 album "Geoffrey Morgan," an upbeat collection of skillfully infused pop and Reggae. Now, they are out to recapture their status with a new release, "Rat In The Kitchen."

Musically, the album does a fair job of measuring up to UB40's potential. Keyboardist Michael Virtue is especially on par-his raunchy, swaggering style puts that characteristic Reggae jolt into even the most pessimistic songs, such as "All I Want to Do" and "Looking Down at My Reflection." On the jaunty, bubbly title track, his playing, sparked by bassist Astro's gutsy baritone, meshes with the ska percussion to create an effervescent mood that almost suggests a

campfire song. Nevertheless, only two or three tracks on the record could honestly be called improvements over "Geoffrey Morgan," and UB40 have in fact, lost some territory with their percussion section on this album. It's not that the skill is missing-percussionist Norman Hassan is a top-notch session player - but the band leans too heavily on the safety of their strong rhythm section to really progress their sound. Sure, it works for some of the tracks, but a straightforward single like "You Could Meet Somebody" is stripped of the excitement it could have by this lack of experimentation.

On the other hand, UB40 have made some considerable changes in their message. "Rat in the Kitchen" is laden with poignant observations-and sometimes angry attacks on modern society. "Tell It Like It Is," a tale of the lies people will tell to protect themselves, ends with a pointed comment on apartheid: "Another example of being blatant/South African police kill the innocent/Fire live ammunition into a crowd; When the crowd disperses, there are kids on the ground." There's no mistaking the intentions of this song, and it's by no means the boldest statement on the album. "The



Steve Hartman/Tower

Elevator," a musical tribute to traditional Caribbean Reggae, offers a cynical comment on the social classes, while "Watchdogs" satirizes the use of nuclear power as a weapon by pointing out that it can backfire adversely on its users at any moment. "Don't Blame Me," an ace single and perhaps the album's most successful song, pokes fun at the philosophy of capitalism and mourns how the desire for riches, blinds the concern for one's

fellow man ("If only credence took the lead; The world would see a world to feed"). And the record's inspirational closer, "Sing Our Own Song," brings back memories of 1985's Artists United Against Apartheid effort with its haunting chorus of "Amandla Awethu (Power to the People)".

On the whole, "Rat in the Kitchen" is a good album, but it has an unfinished air that hints at something new to come. If UB40

now takes some chances and updates their music to catch up with their message, then this album could truly be seen as a success-that is, a successful transition from "Geoffrey Morgan" to a different kind of sound.

Give the Campbell brothers a year or two to sharpen their style, and they'll no longer be mere simulations of Bob Marley - they'll be the most genuine modern Reggae act of them all.

PBS creates awareness of Africa

By Kurt Leege

Last Tuesday night, I discovered a television program that would greatly benefit Adam's students and faculty. It was aired on PBS (channel 34)—yes, that terrible station that runs all those boring programs. While some of you were watching either the baseball playoffs or "Moonlighting," others happened to watch an enticing program entitled, "The Africans." Don't judge it

badly, just because it's on public television. The Reagan administration disowned it, because it presented a different economic and cultural perspective, one that doesn't speak kindly of colonial and capitalist masters. That in itself, is a pretty good endorsement of the program. It is educational. You will be forced to think things through, and not be nurtured on a single ideology. You can still watch it, because it will be on for nine weeks. I know

what you're thinking now. This kid is nuts. Well, so be it, but finish this article before you form an opinion on the show.

"The Africans" explores the history of the continent of Africa up to present times. It describes Africa as an alloy of three cultures: (1) the original African culture, (2) the Moslem culture brought to Africa, and (3) the Western colonial culture forced on Africa. The last, is being discussed more thoroughly. This

is the culture that is responsible for the horrendous racial problems of South Africa. It also contributed to the expansion of deserts due to the over-lumbering of forests. Finally, it caused the heartless slaughter of non-domesticated animals which were thought to pose a threat to the safety of expanding cities and farms. Therefore, the Western colonial culture is said to have nearly destroyed Africa.

The program also examines

how these three cultures confront each other in Africa. The Moslem and original cultures are those most compatible with the daily lives of the people.

Though this program has been labelled "anti-capitalist," its point is that capitalism does not work in all cultures and geographical regions. It is definitely worth the hour of your time every Tuesday night at 9:00 p.m.

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