



# John Adams Revisited

## Introduction

Aside from sentiment, what might be the point of writing about the past of John Adams, I wondered as I contemplated the task of commemorating the 50th anniversary of John Adams High School in a booklet. As I worked on this project, the answer came slowly but surely out of my own reason for valuing public high school teaching and from the many people who wrote their memoirs of their high school years and those whom my students and I interviewed. The reason we should pause and reflect at these important points in the history of the school is that the public high school is a microcosm of society - it includes everyone of every race and religion with every possible neurosis, outlook and opinion. It includes potential parents, office clerks, factory workers, professionals, artists, criminals and every other imaginable identity, and it is within this melting pot they all come together to learn how to get along to produce the abstraction called a school.

High school is also the place where young people are introduced to LIFE. It is their fall from innocence and the first time they begin to understand the interaction between the dark forces of self destruction and the pain of self construction as they and their friends deal with their first adult choices about alcohol, drugs, sex, love, cars, jobs, grades, study habits, higher education, their reactions to evaluation from strangers who do not care about them and to strangers who care more about them than those who love them, and of course ultimately making choices about who they will become and discovering what their own voice means in a world they are constantly creating.

For all these reasons high school memories command a certain poignance and tension that nothing else ever quite attains. High schools in our society reflect the adult world in all its painful imperfections, as well as in all its glory, as these comments from the many members of the John Adams community reveal. We have made a sincere effort to pay John Adams the tribute of not glossing over its tragedies, comedies, weaknesses, and problems to emphasize only its

triumphs, strengths and achievements because if we did, we would be telling our alumni and our young people, "What you experienced was invalid because it did not fit the pretty picture."

My students have taught me to value the eccentric because it helps us to value what is buried within each of us that we deem too strange to be accepted by the world. Therefore I have tried to bring you a picture of the eccentricities of John Adams High School, the uniqueness, the experience of being a member of this community, whether it be for one year or for fifty.

## The Neighborhood

Many people in the neighborhood might be surprised to know that the original site of John Adams was an apple orchard. Under the leadership of Galen Sargent, first principal of the school, the school opened late on September 30, 1940, partly because it wasn't quite finished but mainly because all the South Bend schools opened late because of a polio epidemic. Russell Roth-ermel, principal from 1951-67, but a part of the Adams picture since its beginning, first as a math teacher and then later as an assistant principal, explains also the origin of the tower, the heart of the building. He tells the story that one of the architects from Maurer and Maurer who designed Adams, had admired a railroad station in Helsinki, Finland, that had a tower and included this in the plan for Adams. The decision to name the school after the second president came about because Lawrence Harwood, a member of the school board, was a student of the original John Adams' history. Harwood noted that in historical accounts Jefferson and John Adams were rivals and later friends, so it was agreed it would be appropriate for the new school, close to Jefferson School and soon to become one of its feeder schools, to be named John Adams. Since it was a patriotic era because of the fervor that surrounded World War II, and since the railroad station had carvings of eagles on it, the decision was to make the school emblem an eagle and the school colors, red and blue.



The school was built as part of a program sponsored by the Federal Works Agency, Public Works Administration, under the administration of Franklin Delano Roosevelt. The school has had only four principals, Mr. Sargent, Mr. Rothermel, Virgil Landry, 1967-72, and William Przybysz, 1972 to present. Two of the principals, Rothermel and Przybysz, account for 34 years, which set an indelible print on the school as each had his own unique administrative style, which reflected the era from which each came. Similar to Mr. Rothermel, Mr. Przybysz was a part of the Adams scene for many years before his administration as a teacher and assistant principal.

Students from Adams came from Nuner and Jefferson, which had kindergarten to ninth grades. Since the school was near completion, Grade 10 was taught at the two junior high schools so the juniors could enter the new high school and become its first graduating class in 1942 at 152 strong. Students in the transition years had the option of graduating from Central.

Interested people in the Adams community felt that it might be a good idea for the school to buy the property between the school and the railroad tracks, which at the time was heavily wooded, marshy and a hang out for the street people of the era, who in summer found a nice, cool spot to spend their time. Lynn Dibble Metzger, 1942, tells the story that a notably short-sighted school administrator commented, "We have all the property we could possibly use," a statement which could now be considered ironic, considering one of the major issues of the 80's and early 90's has been parking problems and the irritation of people in the neighborhood toward student drivers, who block block driveways, litter tree lawns and squeal tires.

Two places have been constants in the map of the neighborhood around Adams, the G & H diner across the street, which students whimsically called the Gag and Heave, and the Twyckenham Bridge, which has been an object of student graffiti since the 1950's. Bonnie Doons was a favorite hang out and place to take dates throughout the history of John Adams.

The sidewalks around the perimeter of the school were laid before school, while others were laid during the time of the first addition, but one school legend maintains that Mr. Sargent declared, "Let the kids wear a path, and then we'll lay the cement," which is why the sidewalks form triangles on the front lawn to this day.

## John Adams Auditorium

The John Adams auditorium immediately became, in effect, the South Bend Civic Auditorium as various orchestras, theater events, professional and high school sports events, road shows, musicals, etc., used the new facility until approximately 1956. Mr. Rothermel commented that he had to be in school almost every night of the week for various events. Later, Mishawaka and Washington High Schools built auditoriums, while the Palace Theater was transformed into the Morris Auditorium, all of which took the pressure off the Adams auditorium.

Betty Germano, a retired teacher from Mishawaka, active in area music circles, commented that Adams was "the focus of the musical community, a cultural center for the whole area, for many years, which shaped many of our young musicians," a statement proved by the memories of local musicians, who still remember the famous musicians and wonderful music they heard in the Adams auditorium, such as the unique voice of Lottie Lehman, the music of Yussi Bjorle, Ezio Pinza, the opera, *Carmen*, the Fred Waring Orchestra, the Chicago Symphony, and many others.

Rocco Germano recalled the competition between Jerry Lewis and him over first chair, violin, in the days of the ISTA District orchestra, which interestingly enough may have influenced both men in their many career achievements in the musical field. Both became the orchestra director at John Adams in different periods in the history of the school. The ISTA District orchestra and chorus comprised of area students, presented a concert at the ISTA Teacher meetings at Adams for many years, a practice which figured prominently in centering musical interest in this area.

Sports fans note that Johnny Wooden, famous UCLA basketball coach and winner of ten NCAA championships coached South Bend Central's basketball team on the Adams floor many times because the basketball tournaments were held there for many years. Oscar Robertson, nationally famous basketball star, played at Adams for his high school, Crispus Attucks. Don Schlundt, All American at Indiana University, played as a Washington-Clay high school player, when Washington-Clay won the sectional in the county tourney in the late 40's on the Adams gym floor.



## The Changing Environment

In the years after the building was finished, enrollments increased so dramatically with the baby boomers after World War II that four major additions were completed during Mr. Rothermel's tenure as principal in the 1950's and 60's. The first addition was completed in 1951. The 1956 addition included the math and social studies wing and created the courtyard. The 1965 addition brought the new swimming pool, the business wing facing Wall Street, the porch and the wing that houses the new physical education gym, the English and shop areas. Mr. Rothermel noted that the new gym was added to take advantage of girls' sports and other sports expanding, which seems quite visionary for the era.

Since the sixties were an era of huge enrollments (in fact, the largest graduating class, 479, in Adams history was in 1965) alumni remember the boiler room was the site of classes and student council meetings. Study Hall was in the Little Theater, dubbed the Black Hole of Calcutta. The upper level of the cafeteria was in use, and three lunch hours existed: A, B, and C. Teachers remember how some of their colleagues had to move from class to class, and few were able to stay in their rooms during their prep periods as every classroom was needed.

The Blanton family was the first and only black family represented at Adams in the early 1940's, when the school opened. Russell Rothermel, recalls that Louie Blanton was also the only student at Adams, who had a car to drive, a Cadillac, and many students vied for the favor of a ride in Louie's car. Minority enrollments continued gradually to increase until they leveled off at approximately 18% in the 70's, which is still the

current level. The biggest change that has occurred at Adams in terms of minority enrollments, Mr. Przybysz noted, has been the number of Oriental and Hispanic students who now enter Adams. An English as a Second Language program run by Mrs. Olga Seitz now has a variety of students at Adams, including various refugees from Vietnam, Cambodia and Laos.

During the seventies and eighties, the enrollment gradually began to drop. The first big change in neighborhood came about when the SBCSC created new districts, trying to redress minority imbalances. First, black students from the Perley area were redistricted into the Clay area and then returned to the Adams area. Later an infusion of students from the former Clay area, north of the traditional Adams district, kept the enrollment at an approximate 1200-1300 throughout the 1980's into the 1990's.

## Blizzards and Energy Crisis

Heavy snow storms, severely cold weather and the energy crisis affected the late 70's considerably with school closings and chilly classrooms. Possibly the most memorable weather event in Adams history was the Blizzard of 1977, as huge drifts paralyzed South Bend and closed school for two weeks. As the 76-77 Album noted, "It got to the point when coming to school more than three days in any one week seemed like an unbearable hardship." The Class of 1980, the freshman class during the blizzard, was shocked that January finals existed when they were forced to take their first January finals in their senior year because these winter exams had been canceled due to snow days in their prior school career.





1942-1949

## IMPRESSIONS OF THE FORTIES

I THINK A LOT OF US FELT SPECIAL TO BE A PART OF THIS NEW SCHOOL AT THE TIME. BILL STEIMETZ (CLASS OF 1943)

THIS (1948) WAS AN ERA WHERE WE HAD HEROES, LISTENED TO THE RADIO A LOT AND LEARNED TO DO WITHOUT. KEITH HALL

THE MOST INTENSE MEMORY OF MRS. LOLA BISHOP LAYMAN WAS HER PRIDE IN BEING A MEMBER OF THE FIRST CLASS AT JOHN ADAMS (CLASS OF 1949) TO HAVE A BLACK SENIOR CLASS PRESIDENT, JOE HOWELL ANNE MCNARNEY

As a member of the first class that went through Adams, 1940-44, and as a former teacher and coach, 1965-88, I have lived and been associated with Adams throughout its fifty years of existence.

What a thrill to be co-captain of our first sectional basketball championship team, what sadness to have the other co-captain dead by the time the state championship was played because Hitler, Hirohito, and Mussolini saw to it that some of our classmates never had the opportunities that you and I have had. When our high school days ended, we were forced to grow up in a hurry in the armed forces.

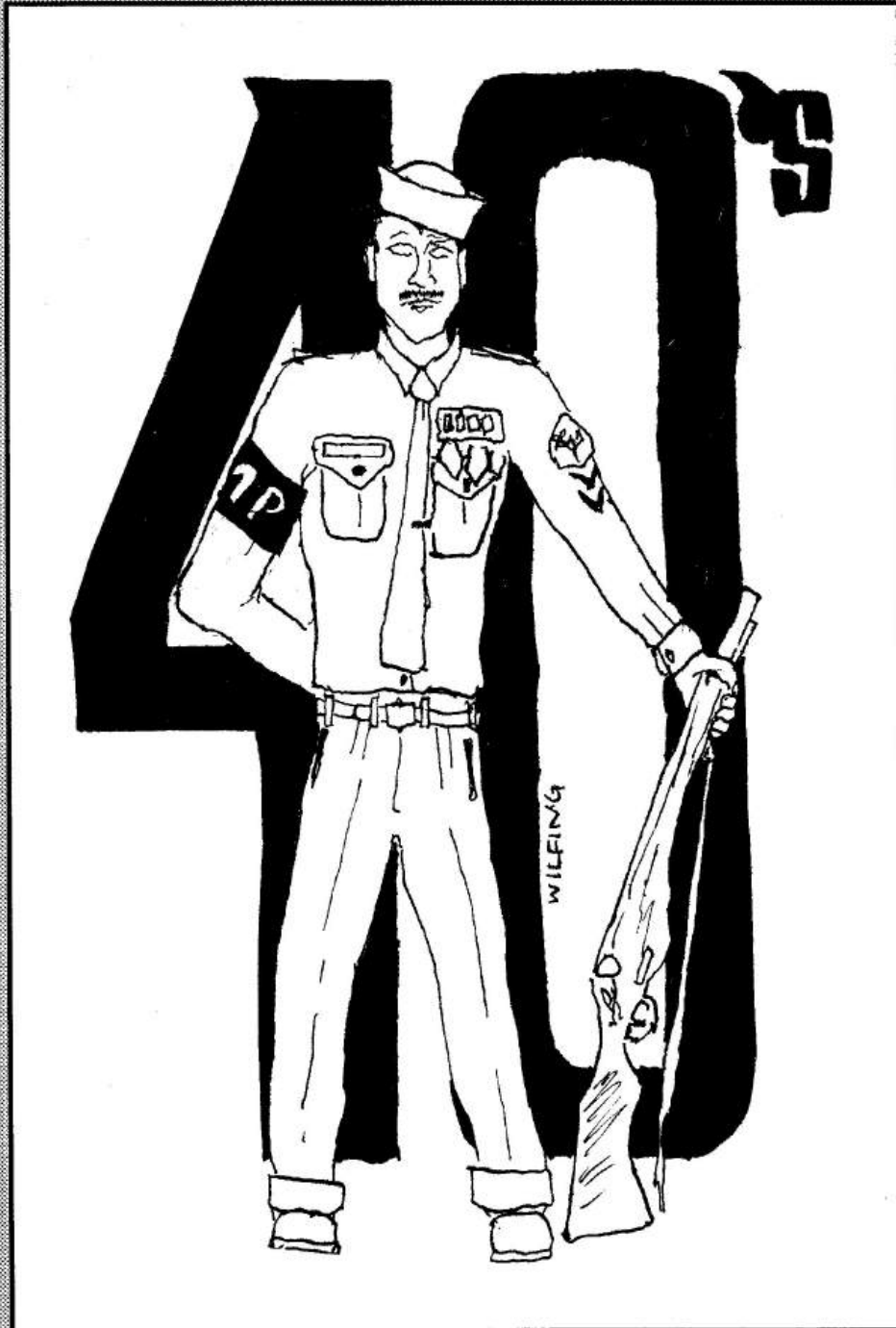
An equal thrill was in returning to Adams and coaching our third sectional basketball championship team. True to form, some of these young men soon faced the possibility of the Vietnam conflict.

Throughout its history, Adams has produced some of the finest students and citizens in this city. Many have gone from here to gain fame, fortune, and fulfilling lives. It has been a distinct pleasure to have been a part of this living experience and to be able to play a small part in the lives of a great number of Adams people, to share four years of their lives, to live through good times and bad. What more could a freshman of 1940 ask than to be part of the foundation and roots of a great high school?

May Adams enjoy another fifty years even more than the preceding ones and that none of the students ever have to face the uncertainties of conflict.

Don Barnbrook







## CLASS OF 1942

Some wild things have happened over the years at John Adams. High school life represents a time of life when freedom is just beginning, and twelve long years are coming to an end. Every class from 1942 to 1992 has or will go through the same type of experience. Twelve years of anticipation and pressure build to a climax as graduation rolls around. And the release of pressure usually comes about with a whole lot of fun, sometimes at the expense of others. No matter if others approve or not, practical jokes are here to stay. Last year the teachers received a jolt when they were locked out of the parking lot. It's been that way since the beginning, way back in 1942...

It was a beautiful day in May, 1942, and Roland Thorpe, a senior at Adams, was anxious to get home after a long day at school. He didn't have to ride a bus or walk, because he was one of only ten to fifteen lucky people to actually be able to drive his very own vehicle to school. But, when he walked out of the doors to where his truck was parked, a bold fact hit him like a punch in the nose. **HIS TRUCK WAS GONE!** At first, his instinct was disbelief. He rubbed his eyes and looked again. Gone, it was simply impossible. He had the only set of keys; he parked right next to the school, and it just couldn't have been stolen.

He spotted a group of his friends out of the corner of his eye and their laughter immediately drew his blame. "What did you do to my truck?" was his obvious question.

Chuckles were their reply, as they pointed toward the front of the building. As he rounded the front of the school he saw with shock that his Ford was precariously balanced on the steps leading to the main entrance to the newly constructed school. Now he knew where it was, but how to move it was another problem. For although the truck was just short enough to fit sideways between the handrails of the steps, it was much too long to maneuver out of the tight space. Rollie would have his revenge, however. Thinking quickly, he located his favorite teacher, Mr. Thompson, at that time the teacher of Industrial Arts, and reported his dilemma. They got back just in time to catch the pranksters before they left to go home. Mr. Thompson then made sure — to the jokers' dismay that the truck was carried all of the way back to its original position.

Although he was the butt of their little joke, Roland

Thorpe still thinks back fondly of the episode, because he knows that it was the close companionship he had with his friends at Adams that made it OK to have a little fun at each others' expense.

Keith Knudsen

Never in my parents' wildest dreams, did they ever realize that when they had decided to move from the little town of Niles, Ohio, a small industrial town along the Mahoning River to the much more progressive community of South Bend, Indiana, also an industrial town situated along the St. Joseph River, that time was running out for all Americans. The late 30's and the early years of the 40's were to become the "borrowed years" of profound and permanent change.

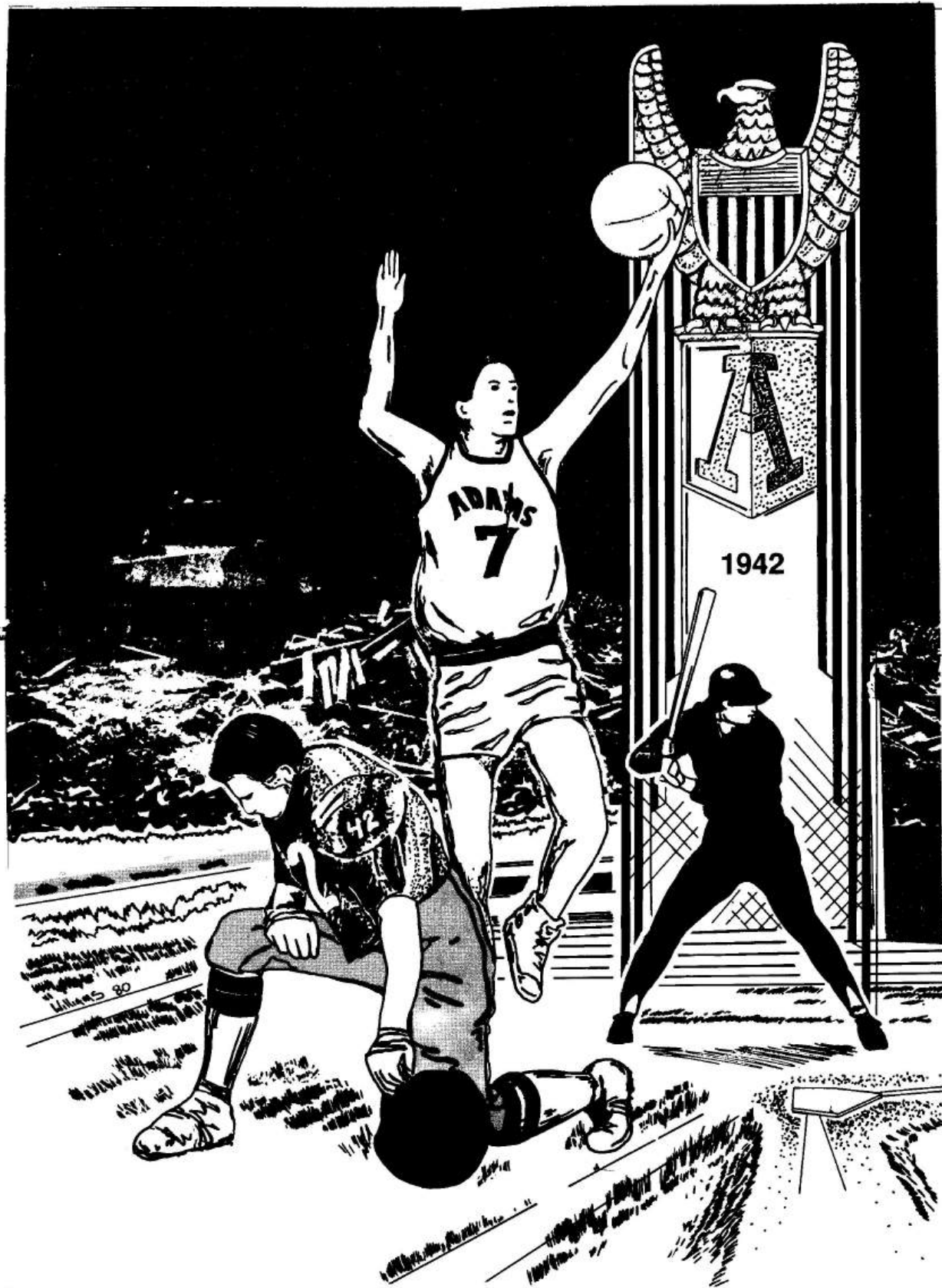
Young men and women graduating from high school in 1942 were driven toward a destiny they had no wish to be part of but which descended upon them with the bombing of Pearl Harbor. Depicted on the opposite page is a young lad who entered into the clean white halls of a new educational institution as a representative of the first graduating class. They had a desire to further their education and even entered the various universities within the confines of the United States, only to be abruptly interrupted by a call to duty—

*Young men and women graduating from high school in 1942 were driven toward a destiny they had no wish to be part of but which descended upon them with the bombing of Pearl Harbor.*

World War II! Needless to say, many did not return and some of those that did, no longer had the capability to compete in athletics for the glory which was once theirs.

But oh, the satisfaction of having been there and the wonderful fond memories of those "borrowed years" are forever kindled in our hearts. Congratulations, John Adams High School of South Bend, Indiana, for your wonderful fifty years of educational excellence.

Joseph Fragomeni







## CLASS OF 1943

The year was 1943. The United States, almost fully recovered from the Depression of the 1930's, soared into the new decade willing to defend global democracy in World War II. One of the leaders in this national effort was the manufacturing city of South Bend, namely the Studebaker and Bendix plants. In essence, internationally, nationally, and locally the world was starting over from scratch, and along with this came several changes. In this same vein, so were the various young men and women who entered the halls of John Adams only two years earlier to become the second graduating class in the school's history.

Bill Steinmetz, a member of this class, recalled his years at Adams as "quite a thrill," replete with pep rallies, football and basketball games, and week-ends spent as a member of the Seniors, a club organized to help promote school activities.

"I think a lot of us felt special to be a part of this new school at the time. Although we had known most of our classmates from school over the years, it still was a unique sensation to be going to a completely new high school," commented Mr. Steinmetz.

The atmosphere at Adams was also described as close-knit, with very few, if any, "cliques," which he attributed to the fact that thoughts of the war might have bound students together.

Said Mr. Steinmetz, "We were all very much behind the United States' involvement in the Second World War, and as a whole, so was the rest of the country. If a war can ever be considered popular, then that was a way to describe World War II. However, now that I reflect upon it, this extreme patriotism might have been out of teen age ignorance."

He was also able to cite several manners in which the

school was different in 1943 than the present day. For instance, the gym classes (labeled "Adams Commandos" by the school yearbook) stressed intense physical training to aid the young men for their impending war duty. Another example was the style of dress in which girls wore "bobby socks," long dresses, and short-sleeves during the school day, and the boys sported "pompadours" to complement the popular tie and dress shirt. Week-ends were pretty much a "do-it-yourself" affair because of the fact that many students did not own cars or have any at their disposal as a

means of transportation. Yet, this did not stop one from having a fun time by going to athletic events and school functions, such as the "Tower Trot" dance, as well as the occasional party among friends.

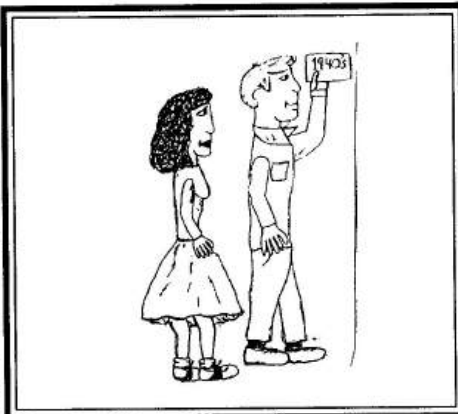
Another interesting facet of life in this era that Mr. Steinmetz touched upon was that there were not as many problems plaguing teen-agers as today. He did not dismiss the fact that occasional cases of teen-age pregnancy did occur, but it was not

as publicized at the time. As for drug abuse, he was assured that it was nearly non-existent at Adams in 1943. However, the difficulty of handling a part-time job with school work still affected several students back then.

Perhaps the element of student life that has never changed in the school's 50- year history is the annual Junior-Senior Prom in the spring. The Prom in 1943 was held at the Palais Royale, near the present day Morris Civic Auditorium. The typical date was very much the same as today, and its memories just as vivid.

Although Mr. Steinmetz has lost touch with many of the people he spent his high school years with, they still have a very dear spot in his heart.

Guy Loranger





## CLASS OF 1944

The first class to finish all eight semesters  
was the Class of 1944.  
We all were very glad we walked through Adams' door.

We won our first sectional and that was real nice,  
but what was even better: We beat Central twice.

The Drama Club did "Lady Precious Stream",  
and the audience laughed with glee.  
When Jean and Phyllis, the prop men,  
put in an upside-down tree.

Our Mr. Reber had a very unusual invention;  
He shot a blank gun to get his class' full attention.

And Don Barnbrook thought the school was so great,  
He returned in 1965 and stayed till 1988.

Mr. Powell would sometimes have a little bad luck;  
And all he could say was "Son of a Buck."

Yes, the years were great; we did have fun.  
And even with slam books, we got our work done,  
Then off to the "Huddle" we'd run...

And now we remember, and we look back and see  
Those years were the best they could ever be.

Mary Weatherman Smith

## CLASS OF 1945

This school year, 1990-91 is a very scary and exciting year,  
for both me and my classmates because we are graduat-  
ing. We know the future is out there and some day and  
somehow we have to face it. To most of us this is just the  
beginning of a new future and many opportunities.

Roy Andrews, a graduate of John Adams High School in  
the year 1945, remembers John Adams in that era and told  
me how times have changed since he graduated. He told  
me that drugs were unheard of then, but people did drink  
beer and other kinds of alcohol just as they do today. On  
their prom night, teen agers used alcohol just as some  
high school students do today. Driving under the influ-  
ence of drugs and alcohol was not such a problem,  
however, because very few students had cars. Sex among  
teens was not as prominent as today. Teenage pregnan-  
cies were less acceptable and were usually hidden. He  
also told me how sports in 1945 were emphasized in the

role of a high school student. Everybody showed school  
spirit at Adams in 1945.

I as a student found what Roy Andrews told me about life  
after graduation very interesting. He told me that the day  
after graduation he had to go to Germany and fight in  
World War II as did many of his classmates. Roy An-  
drews noted, "The Class of 1991 is very lucky. You have  
choices in life, but you have to make the right choices, not  
the wrong ones."

Roy remembered Ralph Powell, his basketball coach as  
being his favorite teacher because he helped the boys with  
their problems on and off the court. He said, "If there was  
one man you could count on, it was Ralph Powell."

David Brian Hoedema



## CLASS OF 1946

Just trying to find the yearbook for 1946 was quite an ordeal, but I am finally able to write this interview after finding the 1946 yearbook and calling Leon Bendit, a graduate of the Class of 1946. His memories of Adams are basically in the field of music. He participated in both the band and the orchestra. He got the opportunity to play during football games and plays, which he said he enjoyed a lot.

He also has many fond memories of teachers. The one he pointed out first was John McNamara, who was his homeroom and English teacher. He also remembered Mr. A. T. Krider, who was his English and math teacher. He also remembers Kermit Thompson, who was his shop teacher. He really had no favorite teacher, but he remembered Mr. McNamara first. One activity that he always enjoyed was football games. He played in the band for the games. He remarked that the team was very inexperienced and remembers Central High School beating Adams. He also remembers graduation day fondly. He remarked that there were no special holidays like three-day weekends when he went to school.

Mr. Bendit has very positive memories of Adams and is very impressed by the quality of education he received at Adams.

Anita Varma

## CLASS OF 1947

Our family, the Lubbers attended John Adams between 1940 and 1947. My sister Rosemarie Lubbers graduated in 1944 (her class was the first to attend Adams for four years). My sister Elaine graduated in 1945, and my twin sister Marjorie and I (Frances) graduated in 1947. We probably established a record at that time, graduating four students from one family in three years.

The Class of 1947 composed the school song in Mr. Krider's English class. I remember Kent Brown wrote the line, "When the Eagles Come Flying Thru."

Fran Lubbers

## CLASS OF 1948

Two hundred and eight young men and women were returning to John Adams to start their senior year. These 208 young adults were born at the inception of the "Great Depression," with household names during the 30's such as Al Capone, F.D.R., John Dillinger, Adolph Hitler, Joe Louis, Wallace Beery, Babe Ruth, young Judy Garland, and the list goes on on and on. This was an era when we had heroes, listened to the radio a lot, and learned to do without.

This period of time was soon to be followed by WW II when our big brothers and loved ones went off to war. This was all behind us, and the future looked bright. We were all excited because it was our turn to be the dominant seniors. We were looking forward to the learning opportunity with Goldy, Mac, and A.T., with Hazel McClure, Gwen Kazmarek, and Helen Law.

This was an era when we were hungry to belong and to achieve. Glee Club, Band, Athletics, Hi-Y, and various clubs such as the Tower and Album all offered the opportunity to achieve. We were fortunate to have a faculty that worked diligently to prepare us for the world that lay ahead.

Harry Truman was elected President; Joe Louis was heavyweight champ. Cleveland won the World Series, and Laurence Olivier and Jane Wyman won the Oscars.

Life after high school has been good to most of the 1948 Class, and many of us have stayed close to one another and enjoyed each others' children and grandchildren.

The Class of 1948 congratulates the outstanding administrative leadership, the faculty and staff of John Adams High School on the 50th Anniversary of its contributions to society as one of the leading and outstanding high schools in the state of Indiana.

Keith Hall





## CLASS OF 1949

Mrs. Lola Bishop Layman was an Adams graduate from the Class of 1949. In high school she was involved in Glee Club, the Triple Trio, a vocal singing group, Student Council, and cheerleading. Mrs. Layman thoroughly enjoyed her four years at John Adams High School.

She noted one memory that stood out in her mind: "The basketball team, lead by Don Schlundt, was expected to win the sectionals, but lost the big game," which was a heart breaker for the fans and the team.

Mrs. Layman was involved in the musical arts. She sang at Adams under the direction of Mrs. Dorothy Pate, her favorite teacher throughout her four years in high school. "Mrs. Pate brought out the best in the music program. She always strove for discipline and perfection." Under Dorothy Pate's direction she sung in the Christmas Vespers, a holiday concert.

Mrs. Layman went on to describe the fads in clothing. Cashmere sweaters were the top item in 1949 for the young women to wear. Poodle skirts, bobby socks, and saddle shoes finished off the outfit.

Throughout her four years in high school, she dated her husband of today. The two "high school sweethearts" got married a year later in 1950. Today the couple lives a few blocks from Adams and have five children. Mrs. Layman works in an attorney's office as a legal secretary.

World War Two ended while Mrs. Layman was in

junior high. She classified her years in high school as a "recovery time" for society. "Everyone was grateful after World War II. No one took anything for granted. During these bad times it came down to family."

The most intense memory Mrs. Layman had of her four years of high school was her pride in being a member of the first class at John Adams to have a black Senior Class president, Joe Howell. She noted that John Adams had had many social and cultural problems, but overcame prejudice in the election of Joe Howell. That Adams could accomplish this was what made Adams so special, she noted.

*"To educate a person in mind, and not in morals, is to create a menace to society."*

Teddy Roosevelt

Mrs. Layman gave me a quotation that she lives by today. "To educate a person in mind, and not in

morals, is to create a menace to society." The quotation by Theodore Roosevelt is an extension cord to the past. During World War Two many people were not able to be educated because they were fighting for their country, but they were learning that through their sacrifice they would benefit in the end from a united country, successful in a difficult war. Many of today's social problems are caused by lack of morals. The teaching of a united society is no longer emphasized as it was in 1949. Many of today's problems also are from our menaced society. For example, polluting our environment is a huge dilemma with a doubtful outcome. In order for the world, not just a supposed united society, to solve world-wide problems, morals must be taught to every human being.

Anne McNarney



## ACADEMIA

Academics at John Adams always have been stressed. From its inception Adams was considered a highly academic school. Since the school was quite small when it opened, the class offerings also were more limited in the early 1940's than in later years, especially in the 60's when both enrollment and class offerings increased. In the beginning only algebra and geometry were offered in the math department; chemistry and biology in the science department; Latin and French in foreign language. Everyone had to take "generic" health. A few limited business classes were offered. Everyone had to take four solids, but had to have special permission to take more than that. Students also took physical education classes, but the girls and boys were segregated, the girls on the stage, the boys on the floor. Everyone had to wear uniforms: girls in white shirt and navy blue shorts and boys in gray shorts, with either a white and gray shirt, and sometimes street clothes. The 1943 Album rather lightheartedly noted, "Hitler's a heel; nobody loves him, but you have to give him credit for putting a well understood purpose into Adams' physical training program," which had developed a commando course that simulated the Army's basic training to prepare the young men for their inevitable role in the Armed Forces.

### Model School

The strong academic reputation of Adams was firmly established in 1956-57 when the Illinois school system, in search of a model secondary school, sent letters to 20 public and private universities and colleges, asking, "What high schools consistently send the best-prepared students to your schools?" Adams was named among the 44 top high schools in the country. Only two others in Indiana, Shortridge and Evansville, were named. Part of the honor included an evaluation by the school, answering the question, "Why are your students successful in college?" Rothermel primarily credited an excellent faculty, a community, including River Park, Sunnymede and Edison, supportive of

education, and the eagerness of students to learn and achieve. He also noted that "Agnes Burns was a great counselor who challenged students to get into advanced classes and good universities." He also quoted Mr. Sargent, who noted that the administration "had the good sense to get out of the way of the learning process," a tradition carried on to this day by Mr. Przybysz.

Adams took the lead in South Bend in instituting the first foreign exchange program. In 1954 Ingrid Schnauer of Innsbruck, Austria, became the first to take advantage of the new program. This tradition of being interested in the world beyond the boundaries of the neighborhood continued as the increasing enrollments became more cosmopolitan.

### CHALLENGES

Ability grouping, advanced placement classes and weighted grades were implemented in 1957 because, as Mr. Rothermel noted, a large number of students were very bright and needed greater challenges than the regular program could offer. This group had posed unusual discipline problems, and teachers, administrators, counselors and parents agreed that challenging them academically should help. The achievements of the 1960's seemed to show that they were accurate in their assessment, although the students were quieted only for awhile as the atmosphere in the country increasingly encouraged student activism, late in the 1960's.

By the end of the decade, students were restless and questioning the academic rules and process, but Paulette Cwidak, English department head at Adams, noted that in spite of this, she still regarded 1969, her first year of teaching at Adams, as the end of the Golden Age at Adams, as she found the students highly academic, very sophisticated and politically aware. She noted



that she even used college material in sophomore classes, and they handled it well. She added, "It was a pleasure to teach because everyone was interested in academics and had a school spirit." Debbie Bogan Moore gave another side to the controversy that occurred in the late 60's, when she noted that many senior girls "were still being indoctrinated in a Family Living class, which basically taught the skills a young woman needed to be a housewife."

In the early 70's student demands for more relevance in their education continued to increase, resulting in the first sex education class taught by James Crowe. Still the demand for more flexibility resulted in the mini courses or phase elective program in the early 70's. Many students exhibited such hostility to traditional grammar and writing instruction that the English department offered nine-week elective courses, which replaced the traditional year-long courses. The new courses were organized primarily according to theme, resulting in such courses as Love Means and the Struggle for Justice. Other departments offered a variety of mini courses from computers to Civil War.

When asked what for the reason behind the mini phase program, Maurice Cordell, a counselor at Adams during that period, noted that it probably arose because this was a "generation of kids who couldn't stick with anything very long."

Later in the 70's, as students began to swing back to a more conservative mode and also as returning college students pointed out the inadequacy of their preparation, all departments resumed the semester long units, dropping the mini courses. The English department reinstated the more traditional preparation for college in English but retained some of the flexibility of the new books and units.

## The SAT Test

Lyndal Fox, the current Guidance Director at Adams, explains that College Boards started in the early 60's, and Adams from the beginning has ranked above national norms. James Ashley, director of Talent Search at SBCSC, noted that the strong academic reputation of Adams from its earlier years has continued into the nineties: in 1990 Adams' verbal and math SAT scores were 16 and 15 points higher than in 1984, the opposite of state and national trends, and higher than Indiana averages by 32 and 22 points respectively. He added that Adams students in the top 10% scored 36 points above the top 10% of the nation's students on the SAT verbal sections and 51 points above the top 10% in math. On the state level this top 10% scored 49 points

above the comparable group on the verbal test and 56 points above in math.

Mr. Fox notes that a wide variety of courses are now offered, including five years each of French, German, Latin and Spanish. Japanese is a new curriculum choice: honor levels, in English, computer programming, math and science; advanced courses in English and math; Advanced College Project courses in English and calculus, and Advanced Placement courses in calculus, chemistry, physics, music theory, English, studio art, biology, American history, and computer science.

Mr. Fox also noted the large percentage of students continuing study after graduation from Adams: 60% at 4-year colleges; 10% at 2-year colleges and 10% at vocational/technical schools.

The English department at Adams has been noted over the years for its strong academic emphasis, its reliance on traditional methods in teaching writing, and its interest in literature as the basis for writing. The tradition in the past decade has been continued through various awards recognizing the strength of the department: English department listed in top 20% of Indiana high schools in 1982; National Council of Teachers of English Outstanding English Department Award, 1982, 1983, 1984, 1986, and 1988. Various students at Adams have won awards for writing from the NCTE in the decade including 1982, 1983, 1984, 1986, 1988, and 1990.

## FALLOUT FROM SPUTNIK

Al Niemier, the current head of the math department, noted that the Russians putting Sputnik into space on October 4, 1957, changed the emphasis in education to math and science and created funding opportunities unavailable earlier. He added that computers and calculators, by-products of the space research, have created the biggest change in teaching math in the past 50 years. He remembers that 30 years ago a "cool dude" was a student with a slide rule hanging from his belt. In the early 70's calculators were the size of a large book, relatively expensive (he remembers purchasing one for \$70), had no memory and could only do basic functions, such as add, subtract and multiply. Now for only \$5 anyone can afford a pocket calculator that has memory and can perform complex functions. He noted that society is so dependent on calculators now that it is difficult to forbid them in the classroom. Morris Aronson, now retired, said in his era, he only allowed seniors in advanced classes to use calculators. Both Mr. Aronson and Mr. Niemier commented that if a student doesn't understand fundamentals, calculators can be a





detriment. Mr. Niemier added that anyone, however, who has difficulty with numbers and has to perform various mathematical functions can find calculators invaluable.

Mr. Aronson feels that "math is not as rigorous a discipline as it used to be." He said, "I am against students taking six subjects." He recognizes that the one hour of homework he always required in his classes is probably not possible in this day because students now often take six solids, a statement that might interest some of his former students. Computer programming classes first were introduced in the Math Department in 1981 and taught by Bryan Flora. Mr. Niemier noted that in 1990-91 Adams has fewer computer programming classes, taught now by Carol Hanson, but that more students are being introduced earlier to programming in the Scope program, an enrichment program started in the seventh grade. Awards are so commonplace in the Math Department at Adams that they line the top shelves of the school library.

The science department at Adams has an enviable reputation and has compiled an impressive list of students winning awards. Over 60 monetary research grants totaling \$8,000 have been granted to Adams students by the American Lung Association, the American Heart Association, the Indiana Academy of Science and Dow Chemical Company. Ninety-nine students have received all expense paid trips for convention presentations totaling \$57,500 for Indiana Science Talent Search finalists at Indiana University Medical Center, NASA Space Shuttle proposals, American Lung Association Convention, American Heart Association Convention, International Science and Engineering Fair, Hawaii Naval Research Labs, and the California Naval Research Labs. Additional recognitions have included four finalists in the Westinghouse Science Talent Search; 41 students, Indiana Science Talent Search; 5 students, who have had research articles published; 12 students, who were selected to Three Rivers Science Symposium; three students named top research student in state at I.U. Medical Center in 1985, 1988 and 1989, and 14 students, who won \$3,500 in the top four places at International Science Fair.

Jack Goodman, current head of the science department at Adams, noted that many of the award winners are the result of the outstanding biology research course that Nevin Longenecker teaches at Adams. He added that Mr. Longenecker has had science fair winners almost every year. He noted also that the Sputnik era issued in a time when teacher training led to a new emphasis on the theoretical and practical aspects of teaching science and freed up money for research projects in high school. Mr. Goodman feels that the emphasis in science in the future will be on cooperative learn-

ing, which emphasizes achievement in groups, who work on projects together.

## The Fine Arts Experience

The music department at Adams has had a strong tradition, dating from the days of Dorothy Pate, whom many students remember because she insisted each student enrolled at Adams be required to take choir. She also started the tradition of the Christmas programs, when students march into a darkened auditorium, carrying candles, singing the "March of the Wise Men." Stan Mutti, French and Math teacher at Adams, recalls that even the phones and PA systems were silenced so nothing would disturb the mood the choir director wanted to create. Similar to many traditions at Adams, student protests finally disturbed the peace and brought the tradition to an end. Later the program was moved to the IUSB Auditorium and held in the evening where, even though flashlights replaced the candles, the tradition of beautiful Christmas music and the march continued.

During its entire history John Adams has had only four choir directors, including Dorothy Pate, Robert Hoover, Michael Allen, and Lavon Oke. During the late 1960's and early 1970's Mr. Allen brought about two innovations. Show Productions was created to answer the desire of students to have a greater voice in their educational process, so students learned to design and choreograph entertainment. The Ethnic Choir was created to support the rising black consciousness movement. In the 80's this was dropped as the black students were so integrated in the choirs that a separate group seemed unnecessary. Mr. Oke added that Show Productions is now an ensemble swing choir, called the Vocal N's, who still perform and present dance routines at various community functions, professionally choreographed by Heather Anderson. The 90's students continued the tradition of bringing music to the community this past year at the Notre Dame baseball playoffs, when two mixed quartets from Adams sang the national anthem at Covelski Stadium.

Rocco Germano, orchestra teacher at Adams during the 70's and 80's, recalls the high point of his Adams career as being the annual NISBOVA music contest in 1979, when the Adams orchestra scored an unheard of 7 point firsts in all orchestra activities, ensembles and soloists in over 50 entries. This was a year of unusual cellos led by Martin Pollak, so Germano arranged for these students to present *Brazilieras Bacchinas* #5 for soprano and eight cellists by Viçela Lobos, rarely played



in high school because of its complexity. The soprano won a well-deserved 7 point first, but Mr. Germano was upset when the judges did not similarly award the top 7 point first to the cellos who were equally as deserving. He remembers it took him half an hour, but finally the judges had to acknowledge the justice of his claim in behalf of his cellos.

Alumni from the 1966-67 Adams band, led by Norval Withlow, still remember that they were the first South Bend school to be invited out of the country to play for the opening of the Canadian Football League in Toronto. The Toronto Argonauts invited the band to present the pre-game show and the whole half time show at the first game.

The John Adams band in the late 80's experienced a revival under the leadership of Jeff Christiana and Keith Walker. The marching band went from last place in the prior year to first place in the South Bend Community Marching Band Festival in 1987-88. Adams has been the top South Bend band three years out of the past four in the Marching Band Festival.

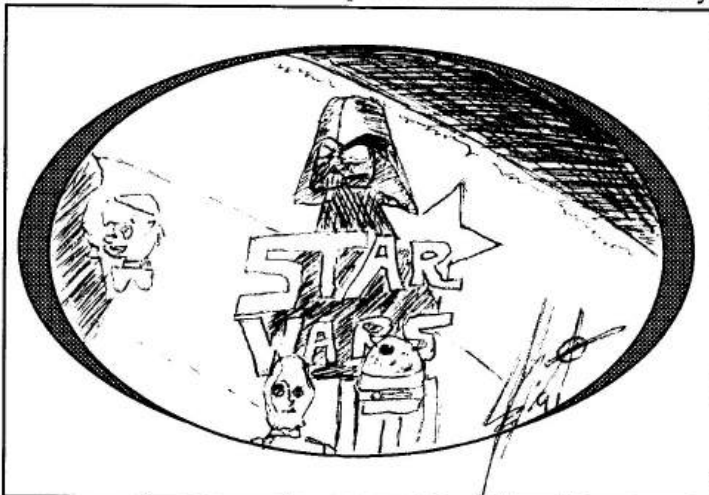
Adams also was the first South Bend school to get a first division rating at the Indiana State School Music Association Marching Band contest in 1985-90 and also was the first South Bend band to travel out of state

to marching band contests. Other innovations have been an informal Midwest Pops style concert with popcorn and pop at small tables and a Big Band Bash in the spring with all the trappings and music of the big band era.

In the 1989-90 school year the John Adams orchestra, under the leadership of Anne Priebe, traveled to the International Festivals of Music in Toronto, Canada, and achieved a first place in the orchestra division. The orchestra also created their own version of a singing telegram with a Valentine money maker that many people in the community enjoyed, as small groups of students played various love songs and gave red and white carnations to the loved ones of interested people in the community and school.

The art department was enlarged in the late 70's to include an extensive array of connected rooms for additional storage, a photography room with a dark room and a kiln for firing ceramics. In the 70's Ann Hamilton, Robert Seeley, and Ruth Davis arranged art exhibitions where student art work could be displayed and bought. Some interesting sculptures have come out of the art department, including busts of Gerald Kline and Donald David.

In 1976 when the band lockers were taken out of the band hall, a mural, designed by Robert Thomas, chairman of the art department at Adams, was painted by art students on the newly emptied wall with a memorium to Robert Seeley, the art teacher, who had died the previous year. The mural, designed to commemorate the events of the past decade, was laid out on a red, white and blue striped background and included figures of various persons and events important in the past decade both internationally, nationally and locally, ranging from political to cartoon figures. The English Department held a contest for winning sayings to be written on the mural such as "Today's experience is but the future's common knowledge and yesterday's triumph," and "In this decade of leaps and bounds, dreams came true



and the impossible was made possible."

The art department also created much of the impressive art for the Shakespeare Festival including large brown paper posters with beautifully drawn characters from Shakespeare's plays, adorning the hallways of Adams during the festival.

Mr. Thomas noted that photography moved from industrial arts to the art department because photography is now recognized as an art form. He also noted how art once emphasized posters and lettering, but now computers have become more important in art.

Drama has had two teachers particularly associated with it over the years: William Brady and Joseph Good. Mr. Brady's career spanned over 30 years at Adams. He



in the 1960's and early 70's, when he and Pat Wiler, because of the large enrollment and the addition of the Little Theater, were able to present two musicals and two shows every year. He especially liked their theater-in-the-round experiment and added that they always tried to present plays such as *Our Town* and *West Side Story* that augmented the curriculum. Mr. Brady is proud of the addition of the International Thespians Troupe at Adams, the first national honorary in South Bend, in 1955.

He chuckled as he remembered Linn Wickiser in one of his first shows, *Green Valley*, who played a leading role and broke his leg in a baseball game so the script had to be rewritten to include a character with a broken leg. "Adams had an awful lot of talent," he reminisced, "and I was lucky I had the people to work with in art and music that helped bring that talent out."

Mr. Good, the drama teacher and coach from 1986-90, explained there was "a lack of continuity at Adams in drama because there was no co-curricular program. Adams," he continued, "had such a rich tradition in drama, and so what we tried to do was duplicate what Bill Brady had done." He further explained, "We revitalized the 1955 Thespians' charter, and we gave the Thespians their own winter production, the one-act plays, which was one of our innovations." He also started the tradition of the smaller plays being presented in the Century Center Theater because of the deterioration of conditions in the Little Theater. He continued other Brady traditions, including community service such as presenting plays for Gwen Stines in the elementary school program, which informed students of the dangers of drugs; presenting skits at nursing homes and the homeless shelter; contributions to the school such as "Getting a new sound system in the school in large part due to the efforts of the Thespians and Drama Club"; and continuing the Adams reputation for excellence in drama. He noted, "We were the only school in the country invited to the International Thespians Festival four years in a row." Other important recognitions during his tenure included Christian Langheinrich being named Top Thespian in Indiana in 1989 and the Adams drama group winning all of the state competitions in 1989.

## FOREIGN LANGUAGE

Mrs. Carol Hedman, current head of the foreign language department, said that in the 50's Latin was the strongest department at Adams. "The spoken languages had a resurgence, then; the pendulum seems to

be swinging back now," she said. She noted that the language lab is emphasized less now in favor of video presentations and the new Macintosh lab, which will be installed next year. She commented, "I have experienced language further back than anyone here because I was a student, student teacher and beginning teacher at Adams. Teaching foreign language then was a much more academic program that emphasized written structure, form and grammar." She also added that she and Betty McLemore had a running joke about who was going to teach as Mrs. McLemore replaced her, when she quit to have children, and then Mrs. Hedman replaced her when Mrs. McLemore retired.

Dr. Beverly Wills, Spanish teacher at Adams, noted that a big change in foreign language study at Adams is that the accelerated program in middle schools has led to students coming to Adams with three years in French and Spanish, a practice which has made it possible to offer even more advanced study at Adams. She also noted the inclusion of Japanese taught by Hideo Szumura to meet community needs as various Japanese moved into the area because of the opening of the IN Tech plant. She also commented that one of the languages that has experienced a renaissance at Adams is German, taught by Cynthia Oudghiri.

## Applied Arts

Tom Berry, industrial arts technology department head, related that the structure of industrial arts is changing from the old emphasis on practical, hands-on experience to more theory, providing a broader base for students. He regrets this change somewhat because he feels many students benefit from that practical experience, but he noted that industry is changing so rapidly, a person cannot train for a specific job now. He added, "Many people who thought they learned a trade for life are now in the position of having to be retrained," because of the volatile nature of the field.

In the 1940's and 50's, the drafting, wood shop and machine shop were scattered in the main part of the building, but in 1965 new additions made it possible to have an auto shop, machine shop, print shop and electronics lab in newer, updated surroundings in their own wing. In the 1970's Powder Puff Mechanics was popular because of the new emphasis on feminism as young woman learned to care for a car. Also in the phase elective program, the industrial arts department offered brief sections of machine shop, wood shop and



drafting to give them a testing time to develop specific interests they might pursue more in depth.

In 1990 the industrial arts department is providing a program for the moderately handicapped, who make projects such as a clock, banks and baskets in the wood shop under the close supervision of Mr. Berry and four aides. Although the fast changes in the industrial field are making it difficult to keep up, Mr. Berry noted that a computer aided drafting machine, a CAM machine lathe, and a computer aide in the auto shop have been added in recent years. Electronics classes under the guidance of Bob Saunders started in 1965, when the new wing opened. Mr. Saunders noted that the electronics course has changed considerably, and he is proud that he has been able to update the course to keep up with the tremendous changes in technology.

Patricia Flowers, the current home economics department chairman, recalls how in a recent open house, a woman stopped by who noted that the home economics rooms look exactly the same as when the building opened in 1940. Other 40's students remember how young women took shop during the 40's to prepare them for jobs in the industrial sector, since so many young men were in the armed services during World War II. In the 50's and 60's the emphasis was on preparing young women for homemaking roles. In the 70's the mini-course program brought about courses such as Bachelor Basics, Let's Have a Party, and Cake Decorating. Mrs. Flowers also remembers that a triad of three mini courses were offered in embroidery, knitting and needlepoint. Bachelor Basics was the male equivalent of Powder Puff Mechanics, preparing young men for their role in a unisex world by teaching them rudiments of cooking. The wholeschool enjoyed watching burly, macho football types, intently preparing cream puffs and yeast breads for the annual all-day Christmas party, provided for the faculty by the foods students.

Mrs. Flowers said that the current emphasis at Adams in home economics is on parenting, family relations, consumer homemaking and child development. She added that male students are now well represented in these classes. She feels that so much has been learned about the role of parenting that she hopes the future curriculum will require all students to take a course, preparing them for their roles as potential parents.

"Through the years the social science department has kept pace with new and innovative approaches," William Alyea, current social science department head, commented. He added that social studies teachers have always had to be responsive to the needs of society because it is a required course for graduation and because of its inherent nature as a vehicle for inculcating the history, government, sociology and economics of our culture. "It seems to always fall to the schools to solve all the problems of society," he noted drily.

"In the 60's team teaching was implemented by James Roop (previous social studies department head at Adams) in U.S. History," he explained. Utilizing student teachers, two teachers would lecture a large group of approximately 60 students and then break up into

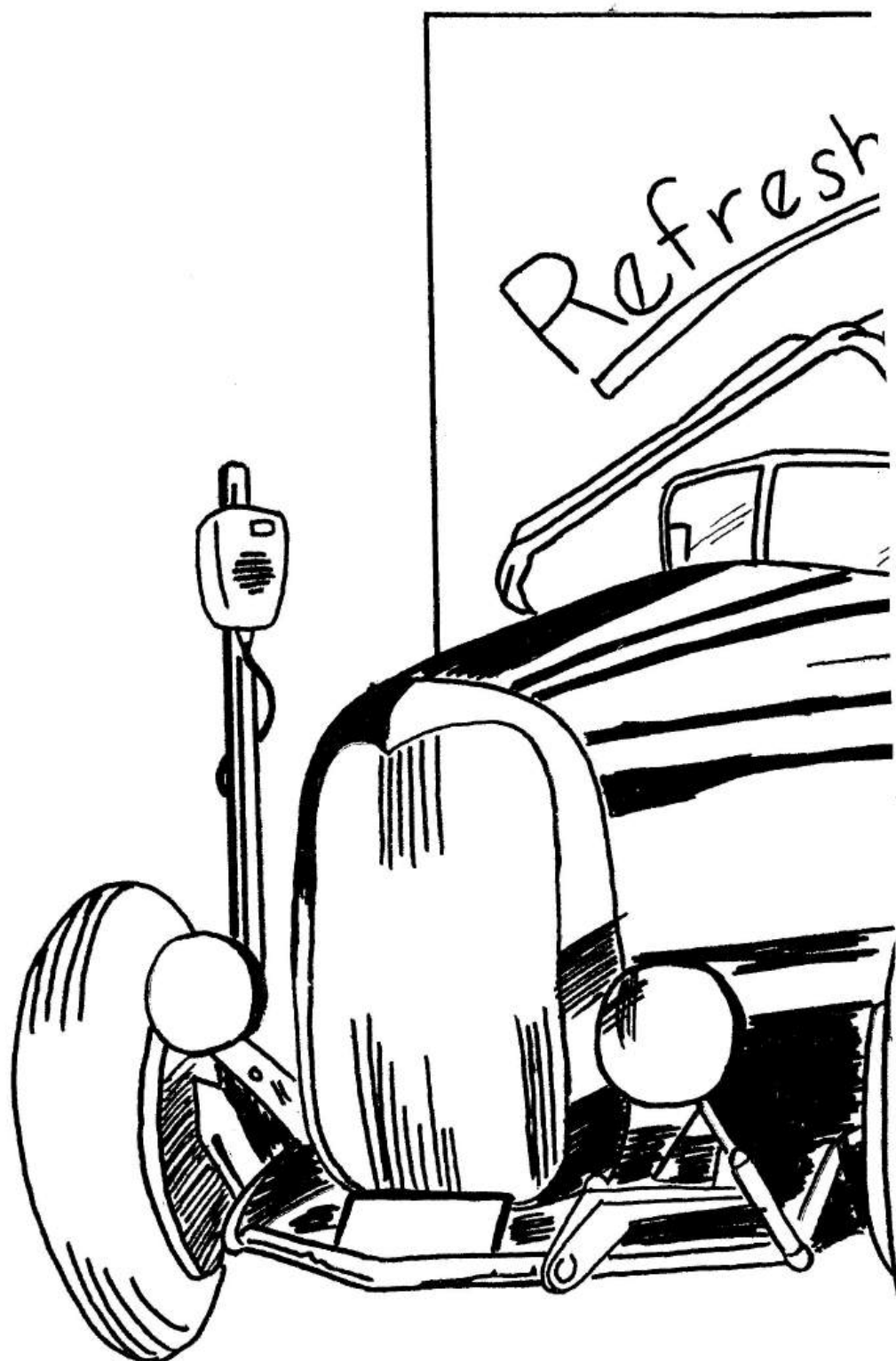
four small groups for discussion. In the early 70's, curriculum changed to 9-week unit courses where students could elect courses such as Early Americans, First Americans, Roosevelt to Roosevelt, Civil War and Twentieth Century Wars.

Mr. Alyea commented that the philosophy of the social studies department has been not to track students but to include all groups within the

classroom so that students would learn to understand and work with all types of people, since that is an essential tenet of democracy. However he noted in very recent years, due to concerns about the need for enrichment, an advanced placement history class is now being offered. Geography and economics have also been added recently because of expressed needs in society. Earlier in the history of Adams the ninth graders were taught citizenship; 10th, American history and the twelfth graders, government. Now the ninth grade has a class called Introduction to Social Studies, which is a survey of major areas in the field. It includes work in applied economics, sponsored by Junior Achievement, who bring the resources of the business community into the classroom to make students "aware of the business community they live in," according to the *Project Business Student Manual*. Local businessmen come into the classroom to convey various elements of business practices to the students. Twelfth grade students now can choose among a variety of classes including psychology, sociology and Street Law. A tradition of the social studies department, which many students value, has been Law Day, where third-year law students from Notre Dame teach units and hold a mock court, where students get to try a case on some issue of concern.

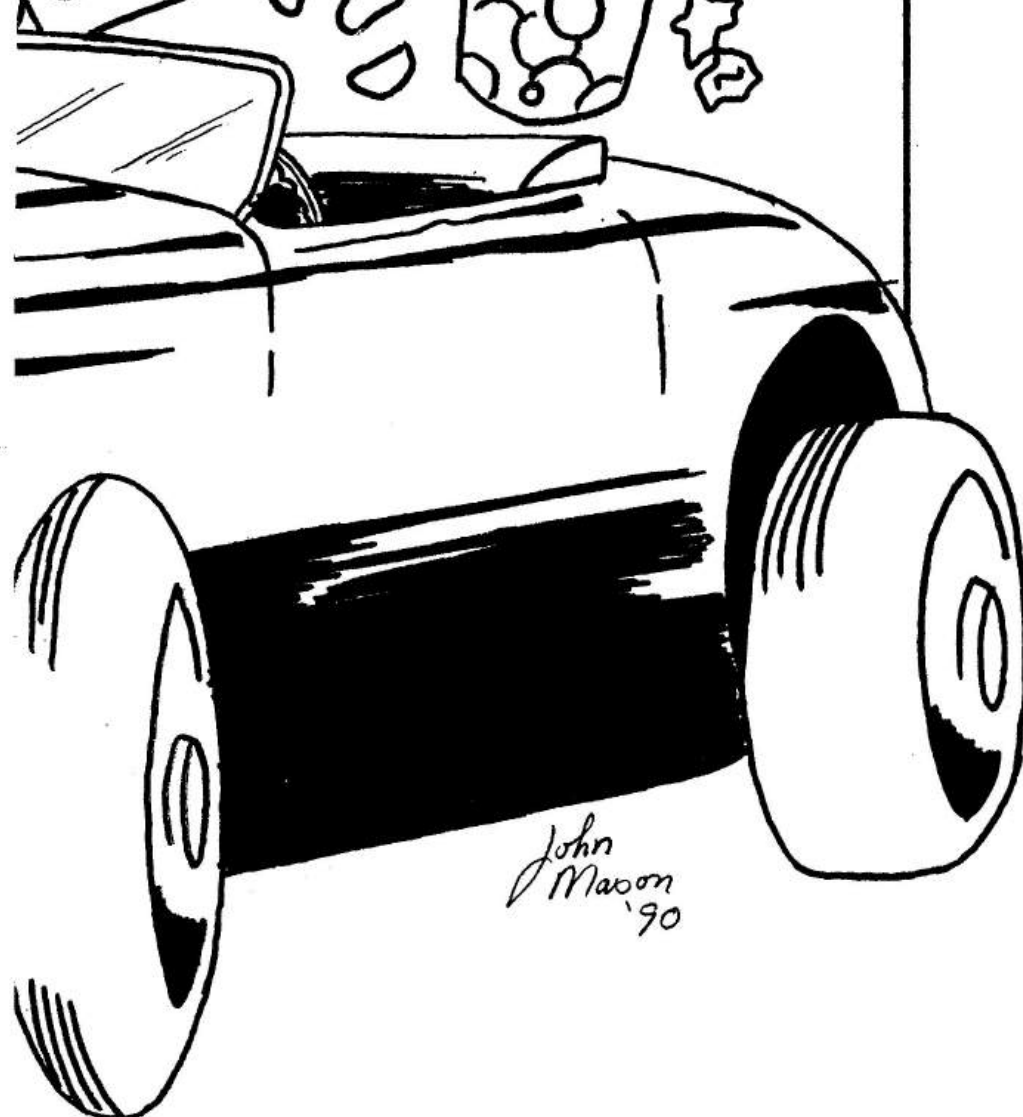


## UPDATING SOCIAL SCIENCES



ments

NESTLE'S  
CRUNCH







1950-1959

## Impressions of the Fifties

It was the best of times. However, all five decades in the history of John Adams High School were the best of times. Each decade had its own impressions, qualities, happenings, and changes. Many of the impressions of the fifties overlap or are similar to those of the preceding decade and the following decades.

This decade began with a change in the principalship, as I replaced Galen B. Sargent, the first principal of Adams in 1951. One criteria for judging the quality of a school is the length of the tenure of its principals. It speaks well that John Adams High School has had only four principals in its first fifty years. Also true is the fact that all three principals following Mr. Sargent were appointed from the existing faculty, specifically with the assistant principal moving to the principalship. The school, therefore, has had a continuity of educational philosophy throughout its first fifty years seldom found in secondary schools.

The first eleven years the school was a three year high school: grades 9-11 in 1940-1941 and grades 10-12 from 1941 to 1951. In the fall of 1951 the ninth grade was transferred from the feeder junior high schools. Enrollment grew from the six and seven hundreds of the forties to the ten and sixteen hundreds in the fifties. The freshman classes grew from 240 to 435, while the graduating classes grew from 44 to 283. The following sixties brought enrollments to the twenty-three hundreds.

The addition of the ninth grade and the increase in population in all grades brought about comparable growth in the number of faculty and support staff and the construction of additional classrooms and service areas. The fifties were the years when the building was overcrowded before new construction was available. Those who experienced the fifties and the sixties remember classes in spaces not intended for such use, seven o'clock classes, and three - hour lunch schedules.

The fifties saw the school reach higher academic, extra curricular and performing arts achievements. It was the time when the young high school matured and took its place with the other area schools with no holds barred in any area of endeavor.

During the latter part of the decade when the National Merit Scholarships were instituted, John Adams High School consistently exceeded the national average and those of area schools in the number of commended scholars and scholarship finalists.

A measure of the school's academic successes was the high performance of its students in state, regional, and local contests in mathematics, Latin, and science fairs. Also the school's bands and orchestras received many first place awards in state contests.

Another indicator of the high achievement of its students, its superior classroom instruction, and the use of new and modern programming was the naming of John Adams High School in 1955 as one of forty-four outstanding secondary schools of the nation. Other schools also recognized were Broad Ripple and Shortridge of Indianapolis and Bosse of Evansville from the state of Indiana.

When the Geneva, Illinois, school district decided to establish its own high school, it hired an independent consulting firm to survey 120 colleges and universities of the nation, small liberal arts colleges, large state universities, and prestigious schools of Ivy League stature to ask one basic question, "Which public secondary schools of the nation consistently sends you students best prepared for college studies?" John Adams High School was one of the forty-four schools most frequently mentioned.

In 1959 James B. Conant, a noted educator of the times,



a former president of MIT and a former U.S. ambassador to Germany published his book, "The American High School Today." In the book Dr. Conant made twenty-one recommendations for improving public secondary education. It came as no surprise to learn that John Adams High School had already implemented most of the recommendations.

The fifties was the time the school began to participate in foreign exchange student programs. Students and staff will recall those wonderful foreign exchange students from Austria, Norway, Brazil, Belgium, Sweden, and other nations, who came to Adams for the academic year.

It was a time when the enrollment of the school demanded more developmental leadership in all disciplines. Each discipline had an appointed chairman or head to assist the principal in the leadership of that discipline. However, the homeroom teacher concept was retained, so the student could look to his homeroom as his family for his four years in high school. The homeroom teacher, indeed, was "en loco parentis." One needs only to attend the class reunions of the graduating classes of this decade to hear the proud and happy remarks of alumni such as "He was my homeroom teacher," or to hear the equally proud and happy comments of teachers such as, "She was in my homeroom!" It would be most difficult to measure the extent of the influence of the homeroom. It certainly has proved to be one of the school's greater assets.

Larger enrollments permitted the school to implement curricula designed to fit the needs of the different levels of intellectual abilities. Thus, curricula were developed in four levels of content and instructional techniques: advanced placement, honors, regular, and basic. This was followed by the implementation of the weighted grades concept to keep rank in class and grade point averages in better perspective. The latter permitted the teacher the use of the full range of the grading scale (A to F) for all classes.

Those who were there remember that the John Adams High School Auditorium/Gymnasium was truly South Bend's civic auditorium. Seldom a night or weekend day passed without the community's use of the facility. All four high schools used the facility for their home basketball games. Basketball tournaments including sectionals, regionals, county, and city tournaments were held in the auditorium. Also professional games, such as the Harlem Globetrotters, were played there. It was the home of the South Bend Symphony Orchestra, the former Civic Music Concerts, the Broadway Theater and the road shows such as Spike Jones, Fred Waring and The Shrine Circuses. There was always room for John Adams High School's own drama produc-

tion, musicals, band and orchestra concerts, and the Glee Club's annual Christmas Vespers. Yet, throughout the day the facility was a physical education classroom. Those who were there remember the feverish efforts of the maintenance staff in overtime to convert the facility from the auditorium-chairs-on-the-floor configuration to a physical education classroom in time for the first hour class.

This second decade saw the athletic teams become highly competitive, winning tournaments, conference championships, and state championships. An excellent winning athletic program did much to raise the morale of all students and staff and gave cause for all to speak loudly, "We're from Adams and couldn't be prouder."

Remember, too, the change in the grade organization, when all South Bend schools changed from a semi-annual promotion plan to an annual promotion plan. No longer were kindergarten students enrolled at mid-year. No longer was 13B available to those few who entered in mid year.

As is true for all the decades, there were those first-time happenings and those once-only events such as: the first National Honor Society Induction; the skinning and tanning of the hide of the deceased Potawatomi zoo polar bear; the yearbook changing its shape to begin the era of the sixties; the foundation of the Eagle ethics; the student body election of my son, Terry, as student government president; the implementation of marketable skills-work experience programs, and a live golden eagle mascot at all home games in basketball and football. There were many, many more. Readers are invited to add to the list for themselves as recall dictates.

The annual curricular pilgrimage to the Henry Ford Museum, the Greenfield Village, and the Ford Motor Plant in Dearborn, Michigan, by the United States History classes and to Chicago's institutions by the twelfth grade social studies classes were continued throughout the fifties. These were the long days, tiring but inspiring days, days to be remembered.

Surely, if time permitted to gather representatives of students and faculty who were a part of this era, a more complete recall of impressions of the fifties would have resulted. However, throughout the entire book, of which this narrative is only a small part, readers will learn and recall much more about this era, John Adams High School's second decade, a decade of the best of times.

Russell Rothermel



## CLASS OF 1950

The year was 1950, and the world was becoming normal again, as people put World War II behind them. Students were struggling to achieve the final challenge, graduation.

Nancy Watson was one such student. She remembers a peaceful time. "Students were fairly placid," she told me. Life was simpler than it is for today's students. Most teens did not have after school jobs unlike the youth of today. A student's life was centered around school activities, creating a general feeling of closeness among the students. School spirit was high. Pep rallies for sports events were not held during school; they were held after-school before the game. Huge bonfires were built in hopeful celebration of a forthcoming victory.

Nancy described herself as a "goody two-shoes," but on a trip to Niagara Falls with her history class, she broke out of this restricted mode and lived, if only for one night, the life of a carefree wanderer. On the evening of their arrival Nancy and a friend decided to go see a movie without the permission of their teacher. Nancy never got to see the end of the show, however, because after the long train trip to Canada, she was much too tired to stay awake until the end.

Many things have changed since Nancy's time. None was more evident to me than the changes in disciplinary actions toward students. Nancy told me a story to demonstrate this point: one day while in class her boyfriend (now her husband) passed her a note in which he explained to her that they would have a ride home from the basketball game that evening. Unfortunately, the note was intercepted by a teacher who sent her boyfriend to the office for his misconduct. The punishment for note passing was not allowing him to play in the game that evening. Today note passing is noted with only a reprimand if it is acknowledged at all.

Clothes styles, hair styles, attitudes, dreams, and fears have changed drastically over the past forty years. Even with all of the many new and exciting changes



that have developed since Nancy and her classmates were seniors, there is still one common bond that we all share, the moment that makes the whole ordeal worthwhile, GRADUATION, because even though high school may be one of the most enjoyable experiences, after four years we are all ready to start our lives as adults!

Christine Mueller





## CLASS OF 1951

The Class of 1951 is best described in one word, sedate. Possibly one of the smallest graduating classes after the initial years of establishment at John Adams, the Class of 1951 was a tame group of individuals. Drinking wasn't a problem; neither was disorderly conduct. In fact, one of the worst things a student could do at the time was to stand out on the steps and smoke. Even then, not many kids smoked, and if they did, they certainly would never dare do such a thing at school.

In general, most of the students at Adams were concerned with getting through high school and in to college. The teachers they had were praised for having a good grasp of the students, not only as students, but as people. Amusingly enough, one teacher, known as "The Intimidator," called a student by the wrong name for two years because the student was too afraid to correct him.

Since there was no civic auditorium in South Bend, John Adams hosted a number of events for the community. Symphony concerts and other forms of entertainment were held in the auditorium, which translated to busy week nights for members of the Usher's Club. In sports, all basketball games, which were supported by both student and adult fans, were played at Adams. On the other hand, the football team suffered a great lack of fans. On occasion, the coach would bribe students with hot dogs and cokes to sit in on games.

During the late 40's and early 50's, the style of dress was more conservative than it is now. Boys had short hair, almost like a crew cut, and wore T-shirts, V-neck sweaters and pegged pants. Girls were forbidden to wear slacks or jeans to school. Basically, they wore dresses or skirts with bobby socks and saddle shoes.

During that period, war broke out in Korea. Some left school to fight overseas; a few didn't return. Often wars seem distant and unreal, but the Korean War became personal to the students as it took away former classmates. One thing is for certain: the Class of 1951 had to grow up in some ways we, as students in the 90's, have been lucky enough to avoid.

Sylvia Chen

## CLASS OF 1952

John McConnell, the reunion chairperson for the past thirty years, graduated from Adams in 1952. When John was a senior, the Korean conflict was taking place and was a major concern. For all high school senior males, the question of college was an unstable one. They had to go through a lottery before they could feel secure in college, or otherwise they would be drafted.

The teaching staff at Adams was a memorable one, Mr. McConnell noted. Alonzo Goldsberry, A. T. Kryder, and Volney Weir were a few who influenced him in school and later in life as well. Mr. Reber also left his mark as a chemistry teacher, according to Mr. McConnell. Mr. Reber, as a track coach, had a starting pistol. When students talked in class, he would quietly take out the gun and shoot it at the talking student. "It offended you for about five minutes," McConnell said, "but it worked, and he was a good teacher."

Fads come and go, but the popular ones in 1952 are some that we all can identify with still. The greasy look in hair was in for the boys, and two styles popularized by the war, the flat top and the combed back look called "Wings Landed," were the most common. Loafers with pennies were a must, and girls polished up their outfits with bobby socks. Boys were allowed to wear levis, but skirts were all the girls could don. In John's senior year, the administration passed a dress code rule that undershirts had to have pockets. Most of the smokers rolled up their cigarettes in their sleeves.

The Class of 1952 was a friendly class. Most people got along well, and there were no racial problems to speak of. "I enjoyed school, and I enjoyed the people I went to school with," he noted. "I have no complaints about the teaching staff. They were a good group, and I liked them," Mr. McConnell said. He feels that the school and people were probably a lot like they are now. "Adams was pretty straight then, and I don't think it's changed much."

Paula Winicur



## CLASS OF 1953



Duane Hartz graduated from Adams in 1953. During his four years at Adams, Mr. Hartz experienced a calm atmosphere: "There were no drugs, or even cigarettes allowed." Weekends were spent at various sporting events. Mr. Hartz particularly recalls the evenings after football or basketball games. "The students would gather around at Parkette, the restaurant that used to be to the east of Adams at Mishawaka Avenue," he added.

During that time teachers were intimidating, and students were respectful. Teachers such as Morris Aronson, Gordon Nelson, and Volney Weir helped to shape students into responsible adults, he noted. Their dedicated method of teaching was an inspiring experience for Mr. Hartz.

Girls wore long skirts, bobby socks and conservative sweaters. Boys' dress was equally reserved, as the majority wore dress slacks and shirts.

Mr. Hartz was not aware of racial tensions in 1953, but this was due to the fact that there were only two black students enrolled in the entire school. Teenage pregnancy was definitely not a visible problem. Fights between the students happened once in a while, and usually between students from different schools.

Today, Mr. Hartz is in the sales and automotive parts distribution. He notes he has "all my old Towers and yearbooks." During the 50's, and now Mr. Hartz says, "I believe that it is imperative to go to college today. A high school education is not enough."

Pilar Anadon

## CLASS OF 1954

The Adams district was a patch of turf bounded on the west by Eddy Street, on the east by Logan Street, on the south by the St. Joe River (and in some areas by Lincolnway) and on the north by South Bend Avenue. My calculations might be a little off, but you can get a fairly good picture of the size of our world in 1954. Almost everything we did revolved around Adams High School. We participated; everybody participated. We were involved in sports, Glee Club, band, debate or Drama Club. Whatever it was, it started and ended at Adams. My particular involvement was sports—basketball and track. I can remember that on game days there was an unwritten rule that you wore red and blue—if not, the teachers would say something to embarrass you, but it was all in good fun. The school spirit was just something that was with us at all times. Nobody had to remind us about school spirit; believe me, we had it. And nobody would dream of missing a football game or a basketball game. I can remember coming out on the floor of the gym for warm up and seeing every seat in the gym filled. There was a sea of red and blue and screaming stomping kids, yelling for Adams High School.

Probably one of the highlights of my senior year was the night Adams played Warsaw in basketball, and I set a gym scoring record of 48 points. The whole team was feeding me the ball and urging me to keep shooting, and a gym full of Adams fans was behind me too.

There were no problems with drugs or alcohol. Most kids liked going to school. Most of us came from two-parent households where Mom was home to greet us after school. It was a safer world. We walked to and from school and to and from activities at school at night with no worry about being harmed. We looked out for one another, and the business people in the area either knew us or knew our parents. Our teachers knew our parents and our brothers and sisters, if we had any. We received an excellent education at the finest school in South Bend. We had wonderful teachers who cared about us, and we respected them.

It was a much less complicated world in 1954, and we were a very lucky generation of kids in the 1950's.

Jerry L. Thompson



## CLASS OF 1955



James Turley explained the "John Adams experience" for the Class of 1955. Mr. Turley expressed a high regard for the Math Department, especially for one of his favorite teachers, Gordon Nelson, who taught geometry.

As far as current events were concerned, Mr. Turley told me that most of the students then didn't know, understand, or care about what was going on around them. "We weren't as enlightened, as you kids are today," said Mr. Turley. Students at Adams then were more concerned with fitting into certain social groups. "We were sort of clique-ish," he noted. The student body was separated into two groups, those who cared greatly about grades, and those who didn't care about anything to do with school, he added.

The style of clothing in 1955 was "nifty," basically a white shirt or T-shirt with tapered flannel pants, and

it was considered cool to shine leather shoes the night before school, in order to give them a patent leather look. "There weren't such things as tennis shoes," he commented.

Different sexes did not consort as much as they do today, Mr. Turley said. Boys hung out with boys, and girls hung out with girls, and if a student did hang out with a member of the opposite sex, it was thought that they were going out together. The mood was neither rebellious nor apathetic; it was a straight-forward, starched-collar, innocent time. James Turley believed that his class reflected the mood. It was an enjoyable experience, talking to Mr. Turley, and though he found it hard to remember some of the details I asked him about, he told me a lot more than he thought he did. The picture that emerged of the Class of 1955 was one of naivete. It was a more youthful, innocent era than the present one.

Paul J. Costello





## CLASS OF 1956



I graduated from John Adams in 1956. My memories of the fifties are a whole composite of things. Best remembered are the clothes I liked, poodle skirts and tapered pants. The students were very well dressed then. Along with that was the fifties' music. It could be heard in the Little Theater at noon, and occasionally at a dance at night. The fifties' cars were in the parking lot, and some superb teachers were leaving their marks on us and our futures.

I remember teachers like my government teacher, Alonzo Goldsberry, who could cut a student down just by looking over the top of his glasses but was truly loved anyway. I liked his bus trips to Chicago and Dearborn. Cecil Deardorf, whom we called Doc, led the best band around. Football coach, John Murphy, led us to the Northern Indiana championship by winning a coin toss. Dorothy Pate put on unsurpassed vesper services. Ernest Litweiler brought outdoor experience to his biology class. Ralph Powell had an unforgettable Driver's Training class.

I never realized how good the school was until I tested first of sixty members of my Navy boot camp company

at Great Lakes. I have since learned it was one of the twenty-five best high schools in the United States. Adams then, didn't have many of its later additions or as much paved parking, but it accommodated about nine-hundred students nicely.

I think of that time as more of a transitional one in my life: from a freshman trying to keep in step with the band, to a senior running four miles a day to make the varsity cross country team; from no wheels to my own Studebaker convertible; from naivete to a nodding acquaintance with government, chemistry, Latin, algebra, and accounting.

I've often wished I had my college study skills then, but it was a rich experience anyway, and a necessary step in learning things I wanted to know.

Our principal, Russell Rothermel, had a superb team. I was lucky to be in touch with it. Not only was it a great place to learn information and skills, but a place of many friends.

Carl A. Fisher



## CLASS OF 1957

The Adams Class of 1957, according to Bob Williamson, one of its members, was at the tail end of an era to which many teachers would like to return. The students were very disciplined. "Anything the teacher said," recalls Mr. Williamson, "was like God speaking. And when the principal spoke, it was almost like Super-God!" If a teacher left the room, the students would continue to study quietly, and if anyone got out of his seat, the rest of the class was usually shocked at his audacity. As Mr. Williamson laughingly recounted, he was a "hood" so it was not only the virtuous students, who worked diligently and were controlled.



The dances during Mr. Williamson's days at Adams were much different from the sock hops and 50's-60's dances of today. "Elvis was just on the scene, and the students loved him." He did not, however, take over all the dance music. The dances were essentially waltzes, and the music often came from love-story movies. Some of the songs Mr. Williamson mentioned were "Love's a Many Splendored Thing" and "Three Coins in a Fountain." The change to rock music was fast in coming though and probably much faster than the teachers were prepared for.

One of the things that the "hoods" and the "preppier" students did differ about was where to eat lunch. Lunch hours were not staggered, which meant all the students ate at the same time. The hoods went across the street to Brownies, at the corner of Mishawaka Avenue and Bellevue Avenue, where they ate greasy hamburgers and hot dogs and drank cokes. The preppier students went to a restaurant, two doors to the west, which is now a florist shop. All the students agreed, however, that the cafeteria was not the place to eat.

Another difference Mr. Williamson pointed out between today's student and those from the Class of 1957 is that today's students have the freedom to choose classes. Instead of having regular, honors, and A.P., students in the 50's had college prep and non-college prep. Students often played a minor role in their schedules, and since there were many requirements and few electives, there were rarely any questions. During a six-period day, students would take five courses and a study hall. Extracurricular activities such as the Glee Club and band (now electives) would rehearse during the sixth hour study hall.

Mr. Williamson has fond memories of the teachers at Adams. He thought "the teachers were very good. I never had a teacher I didn't like and never found a teacher who was not fond of the students." His favorite teacher was William Brady, his French teacher. "Mr. Brady was a tough teacher, but he was fun. He made you speak and write French from the very first day of class."

Mr. Gordon Nelson was also memorable. He was a math teacher, assistant principal and a real tough man. Mr. Nelson was the "enforcer" of the controversial dress code: for example whether or not to wear a belt with jeans. At an assembly, a football player was on the stage without a belt, and Mr. Nelson took him off the stage and sent him home to dress properly.

Today's teens laugh at this seemingly ridiculous dress code, but as the world becomes more hectic, the desire to return to the more conservative era is spreading. Perhaps in the future, it will not just be the styles of the 50's the students will try to emulate, but the attitude as well.

Megan Conway



## CLASS OF 1958

During the year 1958, "John Adams High School was the same as every other class," as Rebecca S. Wetter Hadaway said to me on the telephone, but her memories proved otherwise. She said that she liked school, and everyone liked it too, because there was no place else to go. During these early days of school, kids acted very respectful to the teachers because they knew that college wasn't too far away. The students were very academic and sometimes referred to Adams as the "academy."

The principal during this year was Russell Rothermel who was a nice man but was very strict in discipline. Another faculty member at this time was James Crow, a coach, who was in charge of the study hall class during this time. Mrs. Hadaway said that she was in his class, and for a punishment, he would make students stand against the wall. The class was in the library but there were no books in there, just the shelves. She said that Mr. Crow would walk around the room trying to find students talking so he could make the offenders stand between the shelves against the wall. Mrs. Hadaway also said the teachers in these days were conservative and very strict.

Students during the 50's had to abide to a strict dress code. Girls could only wear dresses and skirts, and all of the shirts had to have necks with no cleavage showing. Boys wore shirts or jeans, and tennis shoes were just coming in, even though students were still kind of different if they wore them. Another tradition that has changed is that boy and girl friends could not touch in the hallway. They had to wait until they were out of school to do any touching.

And finally there was the sports. The only girls' sport was softball. The ruling sport for the boys, of course, was football. Besides football on weekends, they also had sock hops and dances.

John Adams High School has changed drastically from the 50's. Teachers were conservative, and school was a lot stricter. The students were more unified and had a much larger amount of school spirit. Teachers now have a better relationship with the students and act as a family.

Brian Frank

## CLASS OF 1959

There was no elevator in the tower, and Mr. Krider did not chew up the freshmen and spit them out. Mr. Laurita DID sleep through homeroom: excuse me, he closely examined the newspaper, and those noises were not snores. Yeah!!! Yeah!!! We never beat Central, but finally it closed down.

How on earth did I ever get from the first floor at one end of the building to the choir room in time for my next class and manage to get to my locker on the way? High school meant challenges: teachers who insisted and demanded my best efforts. They constantly challenged me. Most important there were teachers who inspired me. I remember Algebra I: it was so magical, fun and just a joy to be there.

In the thirty years plus, I have been very grateful for many of those teachers such as Mr. Ernie Kaepfer who taught me to spell. I mean you either had them right the first time, or there was a PROBLEM. There were no B's, only all correct or do it until they were. Mr. Krider taught me to use words that said what I meant. He taught me to call a spade, a spade. Mrs. Dorothy Pate taught me so much, not only to love to sing, but to appreciate music for all my life. She also taught me to accept only the best that I could do and to look for that in others.

In case you think I'm prejudiced, you are right. I remember pride in going to John Adams. It is and was the finest high school in South Bend and even more, in a greater part of the country.

We couldn't beat Central, but we sure knew that being a John Adams graduate meant that we could look anyone in the eye and be proud.

The Class of 1959 was always a guinea pig for new ideas even in grade school. The state started a pilot project, when we were in the sixth grade to give boys home economics and girls, shop. Boys and girls did both together for two years. Then when we went to Adams, there were freshman civics classes taught by Joseph P. Devine. I remember boldly announcing I intended to be the FIRST woman to run for president. I sure wouldn't say that now, but I was only 14 and a very "fresh" freshman.





Every time our class tried to plan something, we ran into those famous words, "You can't do that! The Class of 1957 did that, and they screwed it up." Thanks, guys!

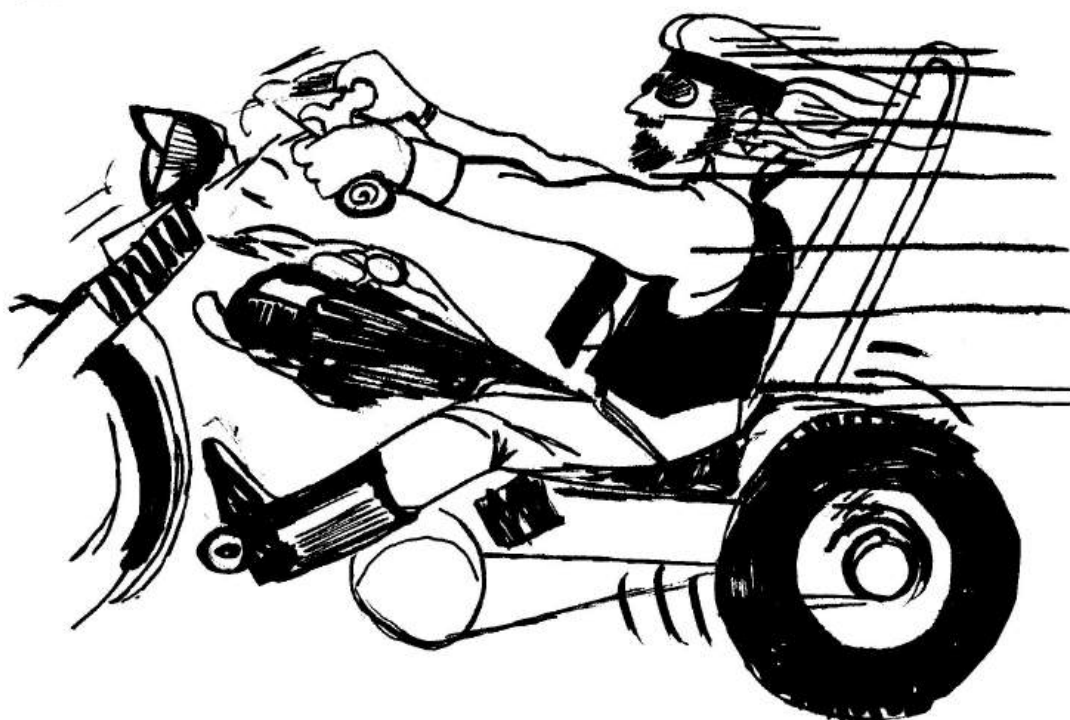
Football games, bonfires at the parks, basketball games, wrestling, baseball, swimming, tennis, golf, eating in the cafeteria, dancing after lunch in the Little Theater, no corsages for proms, dress codes, Mr. Roth-ermel, Mr. J. Gordon Nelson, Mr. Volney, Mr. "On the wall, Shanafelt" Crowe, Mrs. McClure, Miss Brady, Miss Kaczmarek, who later married and changed her name to Gadowski but probably not her ways. I could go on and on. Those were some of the best and worst days of my life.

I remember pride in my school, pride in my teachers, pride in the things we accomplished as a student body. But most of all I still say with pride today (because I still think it is the best high school in South Bend) that I graduated from John Adams High School. Of course I mumble the year a little. After all how could I be so young and have graduated 31 years ago?! I still wish we could take Central on and whomp the daylights out of them, but we're still here, and they are history, so maybe we did!

Barbara A. Shanafelt Cole



# HIJINKS AT ADAMS FUN AND GAMES





## The Time Honored Assembly

Assemblies from the beginning of Adams history have been a favorite way to let off steam and break the monotony of class routine. The biggest assembly that 40's students remember was the time they were allowed to watch the Kate Smith Show broadcast from the JA Auditorium before the Rockne premier in October shortly after school opened. Students saw many famous people in the halls and got autographs of such individuals as Ronald Reagan, Jane Wyman, his wife, then very pregnant with Maureen Reagan, who is now known as an activist in causes that often oppose the views of her father.

Spirit Week, instituted to increase school spirit for the basketball sectionals, always has provided notable assemblies. The fine basketball teams of the early 70's led to several notable ones where teachers turned the tables and presented assemblies to the students because of sectional and regional victories, resulting in highlights such as Paulette Cwidak and Mr. Przybysz doing the polka around the gym, Leona Francis and Peter Holmgren in appropriately odd costumes going to the Exorcist movie to exorcise the next basketball foe, and three male teachers, Dan Poe, Mo Aronson, Steve Smith and counselor, Lyndal Fox, dressed in cheerleader drag, performing a cheer. Another highlight, remembered by teachers and students alike, occurred in 1976, when four basketball players of notable dimensions, George Ushela, Brad Chambers, Kevin Bower and Dale Enick, put on a dramatic performance as Kiss, replete with loud electronic music, white face makeup, wigs, black and white beaded costumes, the theme of the assembly being to kiss goodbye the St. Joe Indians, traditional rivals at the sectionals. The students were so excited by the inclusion of a favorite rock group in school that they threw streamers, "flicked their Bics" and became so raucous and wild that teachers were barely able to control the crowd, which led to shorter and more controlled Spirit Week assemblies in the 80's.

Another assembly that demonstrated the rising consciousness of the black student at Adams was held in 1974 in honor of Black History Week. Black students staged a fashion show, illustrating their own inimitable sense of style, presented modern dances and music in African-inspired costumes, while a slave choir expressed the anguish of the slaves through the old hymns. The highlight of the assembly was Herman Lee's explanation of the black movement in America. Unfortunately the program had to be changed to evening in later years, when violence caused by increasing racial divisiveness, created a massive confrontation in school

between the races. Later programs dealt more with the responsibility of the black community to forge a new identity as it emerged from years of repression. In the 80's the programs emphasized black identity by focusing on a leader in the black community and recognizing his or her achievements.

## Tanning Hides to Parachute Drops

Although in retrospect many people view the late 70's and early 80's as a time when students were disinterested and uninvolved, compared to the earlier political activity of late 60's and early 70's, a quick check of Albums alone reveals a number of active clubs, involved in interesting activities. Often clubs at Adams reflect the interest of particular teachers and students. For example in 1977 under the auspices of Roger Wesley, a biology teacher, a Taxidermy Club was formed with Kelly Sweeney, John Hedge, Gary McCracken and Gary Forster as founding fathers. They worked on hides and learned how to prepare, mount and display them. This continues a tradition, started by Ernie Litwieler, a science teacher at Adams for many years, who secured the Potawatomi Zoo polar bear hide and displayed it. A number of these hides are now displayed in the room of Robert Armstrong at Adams.

Two professional magicians, Adams graduates themselves, Kevin Wilson and Tom Zoss, demonstrated tricks of the trade at the Adams Magic Society meetings, begun in 1977 by Mrs. Betty McLemore and guided by Carl Weiss, president. Phillip Krouse sponsored a Chess Club, which competed successfully in various tournaments. Mrs. McLemore also began the Latin Club in 1977, which still is large and active under the direction of Mrs. Carol Hedman.

Footprints Literary Magazine and Club was founded in 1975 by David Rubin, and Toby Wehran, and sponsored by myself. The magazine quickly found a niche in Adams' life, as it encouraged creativity and provided students an opportunity to publish their writings; it still is winning national awards. In the 80's one of the more interesting clubs was the Aeronautics Club sponsored by Don David, which arranged a U.S. Air Force parachute demonstration for the student body in the back of the school.

In 1975 Andrew Bibbs, the assistant principal, sponsored a Black Cultural Awareness Club, while Black History Week and later Martin Luther King Day became important features in the year's calendar to raise both white and black consciousness about black cul-





ture, history and contributions to the country and school community and to give black students outlets for their new sense of pride and identity. Linda Buress Murphy continued the tradition in the 80's with scholarships and recognition for outstanding black students and leaders of the community.

National Honor Society has had a checkered career, being instituted in the 50's in response to bored and undisciplined students; abandoned for a time because of student protests about inequality of treatment in the late 60's, reinstated later in the 1970's, challenged by black parents and students, upset over apparent inequality in choices, which then resulted in a society run strictly according to grades, and later invigorated under Babette Maza, who reinstituted teacher votes, leadership requirements, community services, and social activities and even field trips for this group.

## Tower and Album

The Tower and Album were active groups from the beginning of the school. Babette Maza, sponsor of both publications throughout the 70's and 80's, noted the many changes in publications, which now include more color pictures, color pictures of seniors, a shift from large team pictures to large candid and smaller team pictures; computerized index started by Kathy Kimbriel, editor of the index, more decorative and more contemporary covers. In previous years she noted that yearbooks just copied one set of blueprints year after year, but now each year is an entirely new book. In 1974, Mrs. Maza began sending students for the first time to workshops to hear about national trends. In 1989 Matt Radecki started the video yearbook, which has been a popular feature and also has won first place awards, just as the Album and Tower often have.

Mrs. Maza also noted many changes in the newspaper. In 1978 with Victor Goetz at the helm, the Tower produced its first Senior Edition, which is a much awaited feature of the spring calendar that prints senior wills, informal and humorous awards to fellow classmates, and future plans.

Mrs. Maza explained that the current Tower is much different from earlier editions because it has more news, opinion and editorial features. She added that it once was customary to spend the entire day at the printers, but now all the work is done in the classroom with desktop publishing programs and Macintosh computers. Under the leadership of Ida Primus, this changeover came about in 1988. Another innovation is

the use of the scanner, which scans pictures, then placed on copy with the computer. Another interesting feature of the journalism classes is their active involvement in the Next Generation page of the South Bend Tribune, which gives them an opportunity to reach a wider audience.

## Jacket Clubs and Sororities

Jacket clubs and sororities were an accepted part of the school scene in the 1940's and still prevalent in the 50's outside of school but officially banned by school authorities because some students were excluded and therefore hurt by the groups. The demand for equal opportunity in the late 60's and 70's, which rejected class, sex, racial, religious and social discrimination, and various problems such as drinking parties and fights caused the influence of the clubs to diminish considerably. However, some alumni, as late as the end of the 70's remember some sororities still being active. Still these groups were primarily an interesting and prevalent phenomenon of the 1950's. Saxons, Sultans and Senors were the names of the jacket clubs from John Adams. Parents, school authorities and students, dismayed by the spread of gangs in the 1980's in the local schools, might be bemused to hear of the drinking parties and fights between Central and Adams jacket clubs that caused such dismay in both parents and teachers in the 1950's.

Larry Wygant tells of a "rumble" planned by the jacket clubs of Adams. Adams boys were upset because they had heard a story about one of their members, who was allegedly knocked down the stairs and broke a leg at a Progress Club dance by a member of the Central Lads. About 200 boys in approximately 50 cars gathered behind John Adams to plan a raid on the Lads at Mill's Patio, their hangout. Suddenly the boys looked up to see Mr. Rothermel entering the parking lot in his car. The boys jumped in their cars and "peeled out" of the parking lot, gravel flying everywhere. Only 17 of the original group had the nerve to regroup and descend on the Lads' territory. As they walked down the street, the Central girls saw them, ran squealing for their cars, and locked the doors, but to the amusement of the Adams' boys, the "tough guys" of Central were close behind them, banging on the windows of their cars to be let in. But before the Adams' group could laugh too much, squads of police cars surrounded them and hauled the Adams invaders to jail, where the boys were interrogated but not booked, and parents were called to pick up their children.

Mr. Wygant remembers all the boys being crowded



together on the large, grand, wooden stairway in the old police station, while they all waited for their parents with varying degrees of trepidation. One boy was so frightened that when his small but evidently mighty mother, walked in, he scrambled under the chairs, trying to get away from her, yelling, "Don't hit me!" while his brother and sister yelled, "There he is, Ma, under that chair," while the police laughed, saying at least they didn't have to worry about that particular boy having the Fear of Mother put into him.

Kappa Beta Phi and Sigma Phi Tri Gamma were sororities for Adams girls. The sororities had teas, pledging and Hell Night, all the usual customs of such organizations.

Shirley Pfaller Wygant, 1960, recalls that pledges might dress like a bag lady or paint their faces like an Indian, trying for a disguise that would not reveal their identity, since "We had to go to the Philadelphia, the Notre Dame boys' hangout downtown, and order. We had to stay until our sorority sisters would pick us up." This was considered the ultimate humiliation, since many of the girls chased after the ND boys, even in the 1950's. Bake sales were held at Farmers' Market, and profits were donated to the local orphanage. The girls had gold sorority pins, while the boys had jackets. Pledges had to scrub sidewalks downtown with toothbrushes, amongst other unpleasant duties.

To illustrate the contrast between girls in the earlier history of Adams and the more recent classes, girls who pledged sororities had to refrain from shaving their legs as part of initiation. In the 80's girls who were swimmers didn't shave their legs, partly to promote team identity and partly to create drag, eliminated for a big meet. In 1990, the volleyball team shaved mohawks on their legs as a sign of team camaraderie. Such stories certainly illustrate the difference girls' sports brought to Adams, as girls no longer needed to rely on social clubs for identity. They were much more apt to be forging their own identity with some sport.

## Class Trips

Class trips have frequently been a source of alumni memories as the opportunity arose to get out of the regular grind of class and have fun, while exploring unfamiliar territory and engaging in different activities. In the 40's class trips tended to be field trips taken by the Senior Social Studies classes, such as the annual

overnight trip that Donald Dake escorted to Niagara Falls.

In the 50's and 60's juniors in American History took field trips to Dearborn for a visit to Greenfield Village, Ford Motor Plant and Henry Ford Museum and supper on the way home at the University of Michigan so students could see college life. Seniors in Social Living and government took a spring trip to Chicago on the South Shore to visit Marshall Fields, Board of Trade, a bank, Maxwell Street, Chinatown, Hull House and later the Museum of Science and Industry. Mr. Rothermel commented that for years these students would go to Marshall Fields to eat lunch, and the head waitress there always bragged that she never lost a piece of silverware when Adams' students came. Students were free to roam the limited area of Chinatown, but some students who broke the rules and went outside the set limits were beaten by thugs one year. He also remembered that the favored meeting place at Dearborn to gather the students together was the Rotunda from the World's Fair of 1933, which happened to burn down the day of the class trip one year. Mr. Rothermel said, "Thank goodness, the fire started before we got there so our students weren't blamed."

Throughout most of the 70's class trips were deemphasized probably because teachers couldn't trust the behavior of that erratic and rebellious group. Music students do remember taking trips to Chicago to see the Chicago Symphony, but it is disappointing to many of the alumni of that era that they don't have memories of such trips.

In the 80's day trips to Cedar Point became common for the senior class as a reward for their hard work at the end of the year, while many smaller groups once again took trips to Chicago. A favorite memory of the graduates of 1990 was the Senior English Class trip, which the English department sponsored to see the film, *Lord of the Flies*, a novel many seniors read in class.

## Favorite Hangouts

Some students in the early 40's ate in the Huddle or the Oriole across the street, but most didn't have that much money and went home for lunch. Brownie's in the 50's later became Ronnie's, but the "nicer kids" often were forbidden to go there, so many went to the Royal, owned by Ron Steve Strang.

Skipping classes on bright spring days to go to Tower Hill for sun and fun has been a tradition at Adams throughout most of its history. According to school



legend, Gordon Nelson would look for skippers in the 1960's, while Don David took the baton in the 70's and 80's, announcing the closing of Tower Hill in the fall on the PA system as a tongue-in-cheek school service.

Students had a "drive around" on Michigan Street, especially after ball games. Stoner's restaurant near Shirley's or Drake's, south on U.S. 31, was the turn around in the 50's and 60's, from which the drivers would take their father's car north through the drive-ins on Michigan, such as Bonnie Doons and Azars past the Philadelphia, where ND boys always hung out, so the Adams' girls could see them. In the 50's drag racing from one light to another on Michigan was a major source of excitement. In the 70's the favorite drive around and hangout was Bonnie Doon's on Lincoln Way. Pizza Hut on Lincoln Way also became a favorite in the late 70's and 80's. Students of the 80's had a drive around on McKinley Highway in the Town and Country Mall area, called "The Strip," which has caused merchants and police many problems, but still this tended to be more Penn students, although Adams students were known "to check out the action." University Park Mall in many ways has become the biggest hangout of all in the past twenty years for Adams' students, becoming the center of social life, since it is always a place where students could meet their peers and talk to recent graduates about the college scene. So many younger students actually hang out at the mall that a new phrase has been coined, Mall Rats. Many students also have enjoyed part-time jobs there because of the opportunity to see fellow students.

Tracy Corey Myers, 1991, noted the popularity of places called Midnight Sun and Nightlites in the late 80's and early 90's, which provided entertainment for high school students. Friday night would be for alternative music, Punk Night, she explained, and sometimes other groups who tried to crash the Punk Night were mistreated. Saturday night would be for Top 40's music and for the trendier groups so a student would feel quite comfortable wearing cardigans and argyle socks. She particularly remembered a New Years Eve bash, when she was a sophomore, where a band was hired and everyone dressed like the 60's students. At these high school night clubs, liquor was not served, but this policy was often abused by students and led to various problems at both places. She also noted how the strict divisions between various types of music at these places is currently changing as rap music more and more is being favored by older Adams students, who feel it more accurately expresses their feelings than other music.

## Student Volunteers

"Anytime the community has a need, the kids will volunteer," Mr. Przybysz noted, thinking back over his years at Adams. Social action has never been a stranger to Adams students. Women alumni from the World War II years remembered volunteering at the USO, when they were 18 years old. Mr. Rothermel remembers volunteers from Adams were bused to Dunlap, Indiana, to help clean up the chaos left by the Palm Sunday tornadoes in 1965.

Mr. Rensberger, sponsor of Student Government, has been involved in many of the charitable activities of Adams' students in the past few years. He noted that in the 1980's students collected various sums: \$500 for the Save the Statue of Liberty drive, which finally culminated in a newly refurbished monument this year; \$500 for Farm Aid; \$600 for Muscular Dystrophy, and a sum for the school's Shakespeare festival. He is proud of the Student Government's successful drive to help two children: in 1989 students led by Ralph Gillis, the president, collected \$1,800 for a liver transplant for a ten-month old baby, Patrick Ranschaert, who is now thriving, and in 1990 students collected \$1,000 for Kristin Kaminski, a child who later died of kidney disease.

He also described how many students volunteered to help sort the large number of donations for the Morningside Hotel residents, who were made homeless by a fire that destroyed the hotel. He noted that one year the students were so apathetic they only collected one can in a Christmas drive to provide baskets for needy families, but the next year they had enough to fill a station wagon, and now they need army trucks to gather the large number of cans, donated by students and teachers every Christmas. They donate these to various organizations such as the Father Payne Center at Little Flower, the Northeast Neighborhood Center, the River Park Methodist Church, the Marantha Temple and the Hope Rescue Mission that in turn distributes baskets of food to needy families. During the Christmas of 1989 the students from Adams worked on the Tree of Lights project at University Mall and won the honor of being the group that contributed the most to the American Lung Association. The Student Government also baked cookies and provided treats for teachers on Teacher Recognition Day during Pride Week. The students in the 80's and early 90's have not only carried on the tradition of service at Adams, but have created a tremendous challenge for the classes that follow.





Gerald Kline, English teacher at Adams, noted how Mark Kurowski, inspired by a class discussion, got involved in a letter writing campaign, trying to remove the Violin Woman, the sculpture in front of Morris Civic Auditorium, from the fountain that was corroding it. The campaign was unsuccessful at first but not forgotten, as recently the sculpture by Harold Langland was removed from the fountain and restored. At the ceremony uncovering the sculpture once again, Kurowski was invited as an honored guest.

## SPORTS, SPORTS, SPORTS, SPORTS AND MORE SPORTS

The sports program at Adams has been an integral part of Adams tradition, but some remember that in the early years Adams tended to be higher in academic success than in athletics. For example the football team did not win a game the first two years; yet the first sectional basketball championship was won as early as 1944. The team was coached by Ralph Powell, who was the Athletic Director at Adams for many years. Intramural sports were the only way girls were able to participate in sports. Football, basketball, baseball and track were the only sports offered for boys. But as the years went on, the program developed tremendously, and Adams now displays many championship trophies in its display cases. Michael DeVault noted that Adams has won many conference championships in various sports and has won the All Sports Trophy in five different years, 1970, 1971, 1973, 1979 and 1982. Dave Hadaway, social studies and physical education teacher and basketball coach at Adams, coached the 1973 basketball team, runner up for the state title and the most successful basketball team in Adams history. He is proud of his role in the history of Adams sports because he feels, "High school sports are the best show in town because of the drama and the honesty. It is just neighborhood kids doing their best with no recruiting, scholarships or other help."

## Best Game Ever In Basketball

Mr. Hadaway noted that so many records were set in the game between Anderson and Adams at the state finals in Assembly Hall in Bloomington in 1973 that many still consider it the "best high school game in the history of Indiana basketball." For example Jim Webb scored the most field goals ever scored in an Indiana high school game, and the team score of 99 points was the most scored. He said that 1973 was a difficult time in the community and school because of racial tensions,

and the team's march toward the state title brought the community and school together, united in common pride over the achievement of the team. "It was fun sharing this with Przybysz because of his enthusiasm about sports and his interest in the athletes," Hadaway commented. He also noted how much he enjoyed the faculty, "who yelled and cheered as loud as anybody else."

As the result of this season, Jim Webb was named to the 1973 Indiana High Schools All Star team, he noted. Other notable honors won by students on Adams basketball teams were Jerry Thompson, named to the 1954 All Star team; Daryl Ashby, the 1974 All Star team; Lynn Mitchem and Leroy Sutton, the 1979 All Star team, and Val Martin and Glenn Sudhop, the Indiana All Star game, who also went to Russia on the American All Star team in 1975.

## On The Mats and In The Air

For some years Adams was the only school in South Bend to have a gymnastics team, which was successful in winning various sectional, regional and state titles under the leadership of Dan Poe. He remembers Mark Woodford, Marco Driver and Ron Muncie as being outstanding gymnasts from Adams, who won state medals. Unfortunately the program was dropped in 1980 because team membership had gone down, and administration no longer could justify the expense in an era of budgetary problems.

## Batters up!

Len Buczkowski during Adams 50th year passed another milestone, the 400th career win of his baseball team, and was named to the High School Hall of Fame where 75% of the coaches voted for him. Buczkowski, better known as Coach Butch, by many of Adams alumni, has coached at Adams for the past 25 years. He also has been coach and chairman of the North/South All-Star game and coach of the Junior Olympics, which won a silver medal in national competitions in 1974 and a gold medal in 1975.



Coach Buczkowski remembers his most successful team as the 1978-79 baseball squad, who went to the semi-state. One of the proudest accomplishments of his baseball career at Adams was the improvements to the baseball field. Adams was the first to originate dugouts in the corporation, due to a loan from the Booster Club and parent volunteers, who made it possible. Now each of the other high schools has followed suit. The press box and electrical scoreboard were other improvements during his tenure. He said for many years he has been concerned about problems caused by a very short backstop in the Adams field, which he is happy to announce is being corrected for the 1991 season. He feels that the improvements to the field help to create an environment reflective of Adams tradition of excellence in sports.

### Five MVP In Past Ten Years

Bill Farrell, who has coached football and taught English and physical education since 1980 at Adams, noted that Adams has had five Northern Indiana Conference Most Valuable Players, four in the past ten years. He remembers Anthony Johnson, 1986, who later achieved prominence as a Notre Dame running back and middle line backer, as his most outstanding football player. Johnson was the only player in the Northern Indiana Conference to be named to the first team in three different positions, running back, middle line backer and kicker. He also was named Most Valuable Player in the North-South All-Star Indiana football game. The 1990 season also brought honors, when Ernest Allen was named All Star Defense tackle.

Mr. Farrell also remembers the first Most Valuable player from the 58-59 season, Gene Phillips, running back and fullback, "because I played against him myself, when I played for St. Joe. He was a tremendous athlete." The other two MVP besides Johnson included Joey Sergio, running back, 1988, and Terry Burton, most valuable lineman, 1989. An interesting sidelight of the 1990 season, was the presence of Rob Koehler, a sophomore running back, whose father was tackle on the famous 1966 football team.

Mr. Farrell noted that the big change in the last few years in high school football is that players have become more specialized and play only one position, but at Adams one of the difficulties has been that enrollment has dropped so much that players have to play on both offense and defense, which means the boys have to know twice as many plays.

Mr. Buczkowski, also an assistant football coach at

Adams for some years, remembers the fine football teams that Jerry Planutis, an All American fullback at Michigan State, coached at Adams. Coach Buczkowski noted that the 1966 football team with Doug McGregor as quarterback and Tommy Walls as running back, ranked third in the nation and ironically eighth in the state. He added that John Murphy, who later joined the Notre Dame football teams in the late 50's and early 60's.

### Record State Championships

Mo Aronson, who has been legendary at Adams, remembers the high point of his wrestling career as the 1966 state wrestling championship. He noted that the Adams swim team under the direction of Don Core won the state swimming championship that same afternoon. He believes that two state championships teams coming from the same high school created a record that has never been duplicated in the history of Indiana sports since. Mr. Aronson particularly remembers three individuals, John Mosby, Horace Russell and William Hill, as being outstanding in wrestling. He commented that he felt wrestling was important because of the discipline, body building, conditioning and school spirit it instills in young men, but he added that wrestling is just another extra curricular activity, all of which can help develop confidence, discipline and school spirit. Rick Mitchem was crowned the 185 pound state champion in the 1972-73 season.

Swimming has been outstanding at Adams, winning 16 conference championships at Adams almost every year from 1958-1979, with the Seagles winning three state championships in 1966, 1967 and 1968. Dan Harrigan, one of the famous swimmers from Adams, won All-American honors during his junior and senior years in 1973 and 1974 under the tutelage of Steve Smith. Harrigan later became an Olympics medal winner. The Seagals, coached by Shirley Callum, also won state three times in 1972, 1973 and 1974. New state records were set by Kathy Komora in 50 yard butterfly and by teams consisting of Komora, Sue Balthazor, Karen Tweedle, Missy Lowe, Abby Smith, Joan Doetsch, Sue Busch. The Seagles were also swimming state runners in 1974 and 1977.

One of the highlights of golf at Adams was in 1973, when the Adams golf team won the IHSA Golf championship in the state tournament. The team was led by George Griffith, later named Golf Coach of the Year. In 1989 the golf team was also state runnerup. In 1974 the



Adams tennis team, coached by John McNarney and led by Captain Chris Fallon and Jeff True, who went the entire season without losing a match, won the state championship. The Mental Attitude award at the state tennis tourneys was won by Matthew and Paul Koscielski, two brothers, in a unique one-two punch, in 1980 and 1984 respectively. Paul Koscielski was singles state tennis champion from his sophomore to senior year in 1982, 1983, and 1984. The boys' team was state runnerup in 1979 and 1982. The girls' team was tennis state runnerup in 1980.

## Long Struggle for Girls' Sports

Sue Ganser, physical education department head, teacher and extremely successful volleyball coach at Adams, spoke about the struggle of girls' sports at Adams. She noted, "We struggled for years with no pay and later with only \$50 for all our efforts," in coaching girls' sports. She explained how the Girls' Sports Association and the Indiana League of Girls' Athletic Associations arranged play days, tourneys, and competitions so the various teams and athletes could play competitively. She noted that volleyball was the first to be recognized by the IHSAA; then other sports such as gymnastics, swimming, track, tennis, softball and basketball followed. Soccer, both girls' and boys', is still in the position of struggling for recognition from the IHSAA.

Ms. Ganser has led five teams to the state finals in volleyball, and two have won state championships in 1976 and 1978. She noted that the 1976 team had an unusual record, 21-0, that season. She remembers her most outstanding player as Gina Fragomeni, who was setter on both championship teams and also won the IHSAA mental attitude award. She explained, "A volleyball team is as good as its setter, who is like the quarterback on the football team." She added that Ms. Fragomeni achieved a 5.1 set in all 6 rotations, a most unusual feat in volleyball since a team normally has two setters, who divide the rotations. Others remember this team because of the controversy generated by the team going coed with Mike Berndt, John Presnell, Rian Myers and Paul Witherby joining the team.

## Cross Country - A Recent Addition

Cross Country track began at Adams in 1966 with

Coach Dale Gibson, achieving a sterling record of 16-1, and winning South Bend City Meet and Sectional championships led by Cubie Jones and Jack Driver. The record has continued over the years under various coaches with many champions. The 50-year anniversary was marked by the 1989-90 team, led by Randy Isaacson, whose captain, Suzanne Austgen, won the Grand All-City Kiwanis award for academics and athletics and was named to the second team All-NIC. His 1988 and 1987 teams won respectively the South Bend Stampede and Culver Invitational. The 1980 team led by Coach Tom Lower were not only South Bend City champions, but also sectional and Regional Champions, 4th in Semi-State and fourteenth in the state. First team All-NIC selections over the years included: Jeff Sypniewski, 1979; Lenny Randazzo and Jeff Sypniewski, 1981; Jason Yazel, 1984; and Dale Jacquay, 1988.

## Eagle Bear Romp

The Class of 1947 wrote the current school song set to the tune of the University of Illinois fight song. The Eagle Bear Romp was a pep rally held the Thursday night before the traditional rivals, Central and Adams, met in football. A big bonfire was held in Potawatomi Park. The two schools crowned their respective homecoming queens at the halftime ceremonies.

In 1986 Adams was the featured school in the Ethnic Festival. The Alumni Band, which still gathers for special occasions, was formed to play in the festival's parade. Before the alumni dance, the alums gathered in Potawatomi Park to hold an impromptu and illicit romp with a bonfire and singing and cheering.

## Fashions, Fads and Dress Codes

Throughout the years, students at Adams, as teenagers have always done, viewed fashion and fads as being a happy way to assert their growing individuality and perhaps also as a fairly non-threatening way to irritate the school and parental establishment. Mr. Przybysz views such rebellion tolerantly, pointing out that when he was in high school, when Billy Eckstine was popular, he and his fellow students wore pompadours and big roll out collars. Later with the advent of Elvis Presley and rock and roll, the DA or ducktail was popular, and he tried that also. He has witnessed the strictness of the dress code in the 40's and 50's, its demise in the late 60's, its remnants in the battle of boys wearing earrings in the 70's and the battle over wearing shorts in the 80's. He





has finally decided that for the 90's that as long as it is not distracting to the classroom atmosphere, students should wear whatever they want whenever they want. He is tired of wasting valuable time on what he feels basically is irrelevant to the educational process and difficult to enforce.

The infamous Dress Code that caused such anguish over the years included no pants for girls, no jeans, no shorts, no T-shirts. Boys had to wear shirts with collars tucked in their pants, belts, dress pants and leather shoes. Girls had to wear dresses or skirts and blouses in appropriately modest style. The major point of those who advocate a dress code is that students who are dressed in an appropriate fashion will work harder at school and be more respectful of the educational process, but rules are difficult to enforce because the courts, increasingly concerned over student rights, do not support such items.

A favorite school outfit in the 40's included saddle shoes, bobby socks, pleated plaid skirts, a boy's shirt under a cardigan, buttoned backwards, topped with a string of pearls. Boys wore dress pants and shoes with a casual shirt and sweaters. The look was casual but not sloppy.

The dress code of the 50's and 60's included discreet makeup for the girls, enforced by Gwendolyn Kaczmarek Gadomski, the Latin teacher and self-appointed arbiter of the code, who would scrub the faces of girls deemed to be too heavily made up.

Stan Mutti commented that when he arrived at Adams in 1958, it was a "sea of angoras." In the 50's girls traditionally wore straight wool skirts 4-5 inches below the knee and fitted wool sweaters. Bobby socks, saddle shoes, loafers, collars and neck scarves were popular. Mrs. Wygant remembers pop pearls as fun because boys liked to pull them off. The well-dressed boy wore pleated pants, pegged and cuffed; pastel, button-down, broadcloth shirts with the collar turned up; argyle socks, cordovan shoes, and desert suede high-topped ankle boots. If they wanted to be sexy (cool), they lowered their pants around their hips.

## Class of 1969 Did It!

The Class of 1969 prided itself on being the first class to break the dress code. A group of boys won the right to wear earrings in the 70's, arguing that they had the same right as girls in the choice of apparel. If girls could wear pants, they claimed they could wear earrings. Mr. Cordell, counselor

during the 60's and 70's, commented, "I had taught in an affluent school in Indianapolis where students wore jeans as a matter of course before I came to Adams, so I was puzzled what the fuss was about," when the many problems over the student code arose at Adams. The school stayed conservative for a short period of time during the time when other schools were changing rapidly. But Mr. Cordell does represent the change in the faculty that brought about changes in the dress code, since he was more liberal than the original Mayflower group. He commented, "I felt like a rabble rouser at times just because I sympathized with the students" over this issue.

Debbie Bogan Moore remembers how 1965 seniors wore 100 safety pins on their clothes to indicate 100 days remaining before graduation and removed one as each day moved closer toward graduation. She also recalled how a group of girls and she in 1965 with "hearts in their mouths" over daring to wear their hair in pig tails came to school on Senior Grub Day, the designated day to flout the strict dress codes, but were sent to Principal Rothermel's office before first hour. She remembers him saying, "If you want to make a spectacle of yourself, do it outside of school."

## From Mini Skirts To Shaved Heads

When the mini skirts became popular in the early 70's, Mrs. Gadomski would actually measure the length of skirts to determine if students and teachers should be sent home. Ms. Cwidak chuckled over the memory of Principal Virgil Landry having to spend his time worrying about the length of teacher's skirts. He had so much trouble with some of the young, rebellious women teachers, he actually sent some of them home to change their clothes. She noted that these skirts seem embarrassingly short to her now, and she actually used some of them later as smocks over pants. Teachers, who remembered those days, were startled when mini skirts once again began to surface on students in the late 1980's and in 1990.

In the 70's long, straight hair was popular on white girls, while white boys wore hair much longer than in earlier years, some even going so far as wearing shoulder-length hair. Disco was important in influencing fashions in the 70's as platform shoes and the John Travolta look was the fad. Later punk rock and the New Wave created its own fashions. In the 79-83 period, "preps" adopted a dress code where wearing chinos, button-down shirts and penny loafers were popular, while "freaks" wore cowboy boots, jean jackets and the latest concert T-shirts. The 1981 Album noted that Frye



boots, the Stetson hat, vests, and Levis jeans were the popular style in school. In the late 80's students began to dress up more, although always with the ever-popular blue jean, now stone washed, as a mainstay of the wardrobe with only the most rebellious retaining the holey jeans and long hair. White males had short neat hair cuts similar to the 50's, while girls through the late 70's and 80's tried different versions of short and long hair with a more layered, permed and often neater look. A version of the 50's ducktails appeared on female students in the late 80's with hair very short and layered back. The "trashy look" of Madonna had a large effect on fashions in the 80's, causing young people to wear bright neon colors, large, chunky jewelry and T-shirts and underwear being worn in visible places. In 1990-91, the latest look is young women shaving their heads, often partially hidden under a thick permed layer, perhaps partly in emulation of the shaved head of Sinead O'Conner, a popular singing star.

## Being In and Being Black

Linda Buress Murphy recalled how black fashions often have diverged from the white, noting that in the 40's young, black men had processed hair called conks, emulating Nat King Cole and actors in *Raisin in the Sun*. In the 50's black hair was often pressed, hot combed and curled. In the late 60's into 70's when the civil rights movement took hold with slogans like "Black is Beautiful" and "Black Pride," the natural style emulating African origins brought in short and long Afros. The dashiki, an African style costume, also was widespread at Adams in the late 60's. Then in the late 70's into 80's, the gerry curl style was popular as students would straighten their hair using chemical relaxers. In the 80's chemically treated, natural looking ringlets were the in-fad. Mr. Przybysz commented on the tremendous impact of MTV on the fads and fashions around the school, such as the current fad of very short hairdos for males with lines, symbols and sayings, stimulated by rap music heroes and tall sculptured Egyptian hairdos.

Mrs. Murphy also remembers when the dress code was relaxed, black students continued to dress very well, the boys in dress pants and dress shoes, pretty dresses and pants outfits, compared to many white students, who used the opportunity to wear shabby jeans with holes, loose shirts outside of pants, various T-shirts with slogans and dirty tennis shoes. Mrs. Murphy thought this may have been because black students at Adams viewed clothes as a symbol of achievement and acceptance, thus being loath to part with the more polished look.

## Special Events

One of the earlier traditions at Adams, which was dropped in the 60's, was a Little 500, adopted partly because so many Adams students attended Indiana University. Every home room had a team and would go around the cinder track in back of the school and pass off a bike. Przybysz noted that when he was a teacher, his room colors were black and blue because of the many injuries associated with the Little 500. "We had two of the most rickety bikes you've ever seen," he noted with a grin. The injuries eventually caused the demise of the Little 500.

Another tradition that arose later in Adams history because of the emphasis on female equality was Powder Puff football, a tag football game where all-female teams competed. The seniors played the freshmen; the sophomores, the juniors, and the winners of the two games played each other all in one evening, complete with male cheerleaders to add fun. Oddly enough the spectacle has lost some of its charm in 1990 because of the increasing emphasis on girls' sports, the refusal of many of the girls' coaches to let team members participate because of fear of injuries and because of a fight between some of the girls in the 1990 match. As a result the decision was made that Powder Puff would be history.

In 1976, the "Spirit of 76" was recreated in a special program involving 4,000 students from South Bend Schools. Under the direction of Michael Allen, William Brady, Gerald Ollman, Ruth Davis and Robert Seeley, the Adams students recreated historical dance styles of the United States from the hoedown to the bump.

Star-crossed lovers, jugglers, jousters, fencers and alchemists roamed the halls of John Adams as part of a Shakespeare festival, called "No Holds Bard" in April of 1989, sponsored by the English Department, chaired by Gerald Kline and Babette Maza, funded by donations from the community and an Indiana Humanities Council Grant. Special events abounded all week, as students and teachers dressed in Elizabethan costume one day, students enjoyed transforming their classrooms, especially the doors, into Elizabethan scenes such as a flower garden, apothecary shop, and Romeo and Juliet's tomb; students ate an English lunchtime repast in the school cafeteria, professional acting troupes presented excerpts from Shakespeare plays in the gym to rapt students, and guests were awed by a special Elizabethan feast at Notre Dame.







The decade started at John Adams with the students dressed up on Fridays as a matter of course and ended with dressed down students who looked like tie-dyed flower children.

Control was so great at the beginning of the 60's that a student protest over the atmosphere in the cafeteria netted suspensions for all involved. A table with table cloth, cloth napkins, real silver, real china, real candlelabra, and a waiter serving the food was not appreciated.

Some of the more interesting events characteristic of John Adams in that era were: Adams' students went to the Purdue Debaters Conference; Adams' students helped clean up after the 1965 tornado disaster in our own part of Indiana; Adams' student government's Auto Check Lane checked more cars than any other high school; the cafeteria soups were from scratch made by Mrs. Lederer, and John Schutz used to fight to get the last bowl; music programs with Mrs. Dorothy Pate, Mr. Ralston and Mr. Lewis were presented to packed houses; the Christmas program ran several performances to standing room only.

There were no parking problems in those days. The students were responsible for the trash, and the school had a good relationship with Adams' neighbors. The school was overcrowded. We had about 2500 stu-

dents before the addition of the new gym, pool, language labs, and business wing in 1965.

The basketball team players and coach always wore tan sport coats and ties that matched before the game. All over the school we knew who they were. At one time, girls had to wear skirts long enough to touch the stair step they kneeled upon when checked by the assistant principle.

We had a bomb scare. Teachers had to go into the building to look for the bomb. They could be blown up, but the students were safe. A great spring event was the annual "Little 500" bicycle race on the track.

Then the protest movement and flower power came in. The Beatles changed the music forever. Most of us remember a November afternoon when the sounds of network news brought us coverage from Dallas, Texas, where President John F. Kennedy was shot.

The Cold War developed from the Berlin Wall being built to the American soldier fighting in the jungles of Viet Nam. The 60's brought such a change to many lives. They were filled with what seemed bad times, yet those times altered the ideas of many. The people who were there to experience the 60's really were the lucky ones.

Peter Holmgren.



## CLASS OF 1960

**T**he Class of 1960 was "carefree" according to an alumni, Michael Krueger. "We were children" is a phrase that primarily describes the class, because of the time period in which the students graduated. The students found themselves between two wars, the Korean and Vietnam. After the Korean War most people sighed in relief, thinking that it was the last. Later, developments, leading to the Vietnam War appeared as Adams graduates were preparing for the future in college.

A good percentage of the students went on to college after graduation because it was expected of them, not for an extended education or a growth experience but simply due to the fact that it was expected. Even during the four years at Adams certain things were required of the students that attended. The students were to achieve all their goals that they set forth to accomplish. The Eagle Ethics plaque continuously reminded the students to excel in their given talents. During the first few years of the high school's existence, the school ranked high in both academics and athletics. Not only did the students show true dedication, but also the teachers.

For example, all students had to take driver's ed through John Adams as a part of the curriculum. Mr. Krueger remembers an incident where all four students, including the instructor, Mr. Powell, were in a new automatic Oldsmobile that had a big V8 engine. The students would practice several times driving around the track before going out on to the street. Evidently one of the students had a difficult time with an automatic shift and put the car into the "Super" gear, which was used for passing. As the student placed his foot on the acceleration pedal, the Oldsmobile darted down the track, nearly shooting through a nearby neighborhood house. Fortunately, the instructor used his emergency brake and brought the car to a halt at the end of the track. Once again an Adams teacher had shown true dedication.

Most of the students respected their teachers' quirks and all. Mr. Krueger strictly remembers that Mr. Weir would face the class while writing on the chalkboard. He would never take his eyes off of the students while writing! Amazingly, his handwriting was legible. Another example is Mrs. Gwendolyn Kaczmarek Gadowski. She forbade the girls to wear shiny black patent leather shoes along with their skirts because the young men could see up the ladies' skirts from the reflection of the shoes.

Of course, the teachers often had to put up with some of the students' antics. Mr. Krueger told me of an amusing prank that the students pulled on a teacher. In the late fifties the new cars on the market were rather small and weighed less in comparison to others. Well, several students thought it would be hilarious if they picked up a teacher's dinky toy car and moved it from the rear parking lot out on to the front lawn. Of course the owner of the car was left with no other choice but to drive off of the school lawn, which is exactly what she did!

These memories are characteristic of the Class of 1960. It was a time of beehives and poodle skirts and general innocence. Children behaved like children, which is the way it should be. The children of 1960 have become adults, and their contributions to the history of Adams will never be forgotten.

Jennifer Yoder





# CLASS OF 1961

Who can forget the fear and trepidation when as a freshman in A. T. Krider's English class you were told to "Go!" with not too subtle a gesture towards the door? Soon one understood (?) this was nothing personal but a mere one word declarative sentence!

Who can forget those early efforts as a freshman to find the elevator or swimming pools most assuredly confirmed to be in existence by those intelligent and worldly upperclassmen?

Later, after demonstrating an ability to hold a tune and meet the discipline of the Senior Glee Club, who can forget the rigors of the early a.m. and late p.m. practices and the perpetual war between one's left foot and right foot as you tried to march in step and sing the stirring "Gloria in excelsis deo"?

And so it went for four good years in the late 50's and early 60's. Now some thirty years later, and as the parent of a freshman at South Bend Clay, I look back at what has evolved because of those years. They were a foundation for many good things: disciplined learning, lifelong friends, a desire to excel, the ability yet after many years to work out quadratic equations with your

freshman son—now really, what could a lawyer possibly know about such things after twenty years of practice?

JAHs of South Bend is more than bricks and mortar of fifty years vintage! It was, then and is now people who teach, compel and subtly by example encourage one to have the self esteem and discipline to succeed. For me, my senior year of 1960-1961 was the culmination and preparation for much in later life. Mrs. McClure's admonition from Shakespeare's *Hamlet* written in my 1961 Album may be a wise guide for all: "To thine own self be true."

A quick review of the 1961 Album evokes memories of good times, friends and experiences that will not be forgotten. Sadly though for our class and others in the later 1960's was the personal cost of the Vietnam experience. Those who served proudly had and have scars of mind and body that shaped, and for some, even ended their lives. Those of us surviving clearly owe those classmates much!

Harold E. Brueske

# CLASS OF 1962

Mrs. Barbara Ann Harris Lawson graduated from John Adams High School in 1962. Mrs. Lawson went on to college, and like many members of her class, she was "content with South Bend as a community", and returned here to raise her family. She is presently site manager of a low income housing development, as well as a member of the South Bend Schools Board of Trustees.

It was apparent immediately during my interview that Mrs. Lawson was pleased with her Adams' experience, simply because she was enthusiastic and eager to remember the past times. She excitedly relayed to me, "I went to my daughter's open house

at Adams one year, and during her typing class I kept thinking her teacher looked familiar. Then it

*"I went to my daughter's open house at Adams one year, and during her typing class I kept thinking her teacher looked familiar. Then it hit me: her typing teacher, Mrs. (Peg) Walsh, was my homeroom teacher. I couldn't believe it!"*

hit me: her typing teacher, Mrs. (Peg) Walsh, was my homeroom teacher. I couldn't believe it!"

Mrs. Lawson recalled taking an orchestra trip to

DePaw University, and staying with families there, participating with the G.A.A. (Girls Athletic Association) in volleyball and trampoline, and going to basketball and football games on a regular basis. She also enjoyed the post-game activities, such as parent-chaperoned dances at the United Methodist Church or at K.P. Hall.

Rachel Friend



# CLASS OF 1963

Most members of the Class of 1963 are reaching their "Midlife Crisis" or maybe their second or third. It's hard to cope, sometimes, with younger people who are not too sure who the Beatles were or when the Vietnam War happened.

I've heard it said that wisdom comes with age, but that can't be true because I've met a lot of old fools, too. And I've seen a sign recently urging youngsters to move away from home while they still know everything!

Viewed from the perspective of more than twenty-five years after attending John Adams, I'm questioning how well prepared I was by my high school, and how my education is holding up with time.

I think John Adams prepared me well for life. Cer-

tainly, the memories are positive, and I enjoy the luxury of seeing classmates regularly to this very day. I am, thanks to the English Department, literate and still make my daily income using writing skills developed at Adams. My history and civics studies gave me the general knowledge I have needed to keep up, somewhat, with world happenings. Music is a part of my life today thanks to the wonderful array of choices offered during that incredible four years. All in all, I'm more than happy with the result.

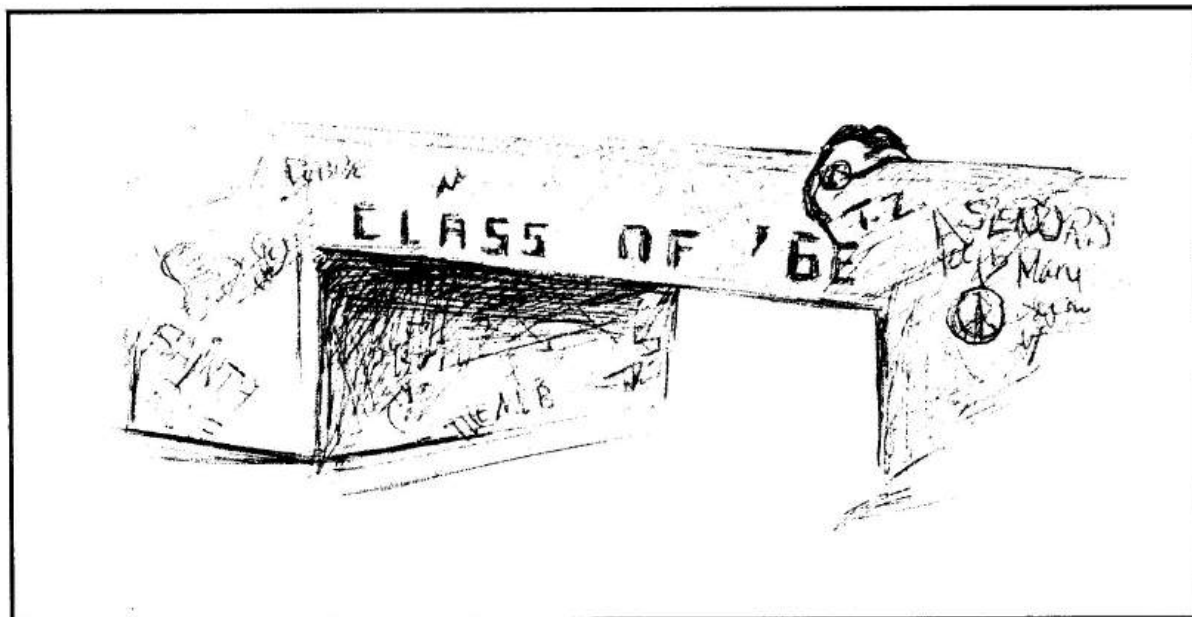
Of course, John Adams today is a different place, but I feel the process of changing to meet the needs of the students continues. As the school celebrates its 50th anniversary, I'm pleased to speak for the Class of 1963 when I say, "Thanks, John Adams, for everything."

Thomas W. Zoss

I am a member of the Class of 1963 and the Alumni Association. I do not know whether the practice still exists, but at the time I graduated, it was considered essential for the outgoing class to paint something on the railroad trestle north of the school over Twyckenham Drive. One dark evening, Michael Stiver, Peter Hayes, I believe Charles Clarke and I took ourselves to

do just that. Which ones of us were safely on the ground and which ones of us were on the trestle has now faded from my memory; however, when we were all done, proudly displayed on the north side of the trestle was the following: "Class of 6 E". So much for penmanship.

Gary L. Schlesinger





## CLASS OF 1964

Mark Tulchinsky, now principal of Jefferson School, graduated from John Adams High School in 1964. He was an ambitious student, evidenced by his induction into National Honor's Society, and obviously approved of his Adams experience, as he "purposely chose a home in the Adams district" to raise his own family.

Mr. Tulchinsky's most intense memories of Adams are those of his teachers. He feels that they "enjoyed sharing knowledge with the students," and that "Hopefully Adams has continued and will continue to find and nurture competent and caring teachers." Several Adams teachers had a large impact on Mr. Tulchinsky's future, but none more so than John Schutz. Mr. Schutz taught Mr. Tulchinsky world civilization and government, and was his homeroom teacher for four years; Mr. Schutz's "ability to challenge people to question things, without causing disruptions" earned him a special place in Mr. Tulchinsky's heart.

What were the styles like in 1964? According to Mr. Tulchinsky, they were "innocent"; jeans hadn't even hit the fashion scene yet, so boys wore dress pants, with the belt buckle fastened on the side. No one wore the buckle up front!! Anything other than white socks was unheard of for guys. During his senior year, a breakthrough in hair cutting was made, as the "Princeton cut" set the rage. This 'do' had young men growing their hair long enough on top to part, but still short on the sides.

The big weekend hangout for Mr. Tulchinsky was the very first McDonald's in South Bend, located conveniently in the Adams district right over on Mishawaka Avenue. Bonnie Doon's was always a cool substitute, and afterwards, cruising Michigan Street was the place to be, provided there was no basketball game to attend. If the latter was the case, Mr. Tulchinsky was sure to be the Eagles' number one spectator for the team which made it all the way to the sectional finals his sophomore year, ultimately losing to Central.

One of the biggest hardships South Bend endured during Mr. Tulchinsky's four years at Adams was the closing of the Studebaker plant. On the national level, the entire country anguished over the death of President John F. Kennedy in 1963. This occurrence seemed to change the whole outlook of the country. "Kennedy taught us that the individual could make the difference; his death was kind of a coming-of-age event for

us. When I started high school, it was a time of innocence, but my graduating year was basically turbulent," explained Mr. Tulchinsky.

The overall mood of Adams at the time was "hard to characterize." Mr. Tulchinsky graduated with a class of over 400 students, so the social diversities were great. But this was a good situation for him, as there was a place for everyone to fit in. Keeping in mind that adolescence is a rough time for any person, Mr. Tulchinsky feels that "Adams was no worse than any other place full of confused teenagers."

Rachel Friend

## CLASS OF 1965

Unbridled idealism  
and textbook smarts,  
the crust of wisdom's  
false starts.

Five hundred strong!  
Cloaked in gown  
and mortar board  
Aspirations grand and untoward.

Some talk money! (Far reaching, bland)  
Some become a farmer's hand.

Chemists  
Lawyers  
Millwrights  
and Teachers.  
From the tower spread like  
amoebic creatures.

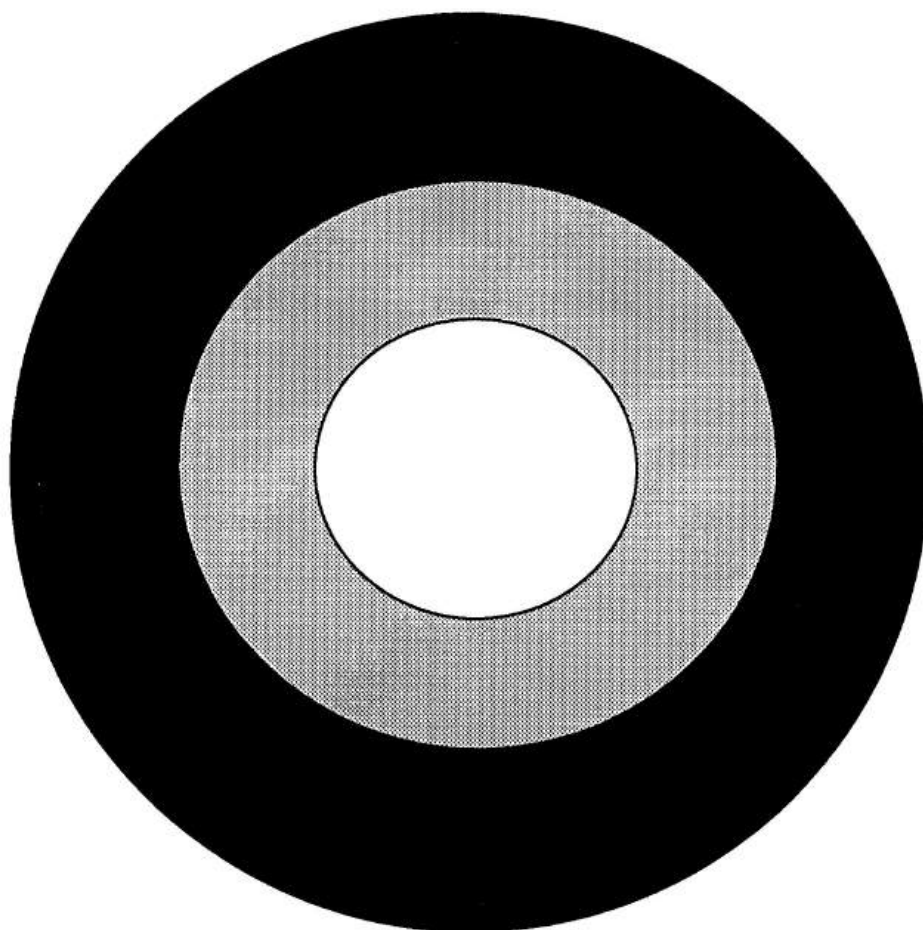
To the cities, farms and  
desert places -  
Black and white and  
yellow faces.

From common academic ethos  
To universal destiny;  
This place is the marrow  
of her progeny.

James F. Groves



# CLASS OF 1965







In 1965 John Adams graduated the largest senior class in the history of the school. In this class there was a young woman named Suzanne Carol [better known to many Adams English students as Mrs. Gerhold]. According to Mrs. Gerhold one of the biggest events which took place that year was the assassination of John F. Kennedy. Mrs. Gerhold explained how the school was stricken with silence when Gordon Nelson came on the P.A. and announced that the President of The United States had been assassinated.

Mrs. Gerhold also described some similarities and some differences between now and the Class of 1965. For example the senior prom was very much the same as today with a couple exceptions. One was that the band played mostly slow dance music, since rock and roll was just beginning to gain acceptance. So the students were disappointed because they wanted to have a real rock and roll band. Every student had a collection of their favorite music like today, but in 1965 it was 45 rpm's. Another similarity of 1965 and the present age is the clique. For example back in 1965 the cliques weren't nearly as distinct as today because there was a dress code. For example if a student dressed well today, he is stereotyped as a "prep",

but back in 1965 everyone's appearance was basically the "clean cut prep look" so their actions characterized them.

Mrs. Gerhold also commented on the sports in 1965. She mentioned that the boy's swimming team was very good. They were state champions, and so swimming became very popular, drawing large crowds. She especially remembers one Adams' swimmer that was highly acknowledged. His name was Reid Lichtenfelts. He won state in diving. Mrs. Gerhold stated, "We could always count on Reid to get the point in diving because he was unbeatable." She also pointed out that there were no organized, school-sponsored, girls sports in 1965.

One thing that really surprised me about this interview is that the more things change, the more they stay the same. For example some of the clothes styles are becoming popular again in the late 20th century, and striving to become successful in life is becoming once again a major goal in the lives of high school students. Even though the sixties had a certain glamour, it struck me how we, the next generation, have much more freedom in selecting our friends, clothes, and activities.

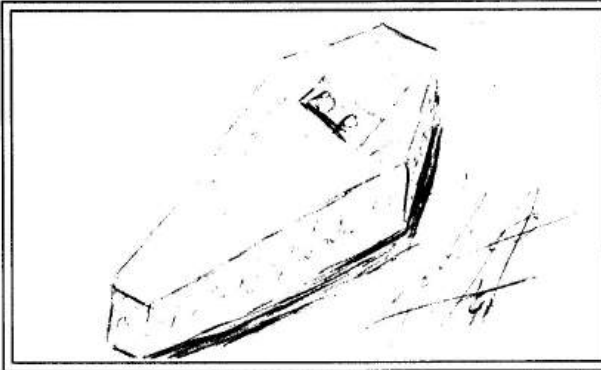
Randy Whiteford



## CLASS OF 1966

In the year 1966 John Adams differed in many aspects. School spirit rose to the height of glory. Pep rallies and assemblies were held weekly. All students united as one. This was partly due to the fact that the high school was only used for local areas. So most students grew up together, forming a school bond that was virtually unbreakable.

One story passed on through the generations was caused by a lack of school spirit. Nathan Cossman and a group of friends decided that during a pep assembly the student body was down on school spirit. They in turn carried a coffin through the assembly and placed it on the floor in front of all of the classes. As they slowly opened the coffin, the students began to cheer, and by the time it was fully open the student body was going crazy. The dead spirit of Adams had risen from the grave.



Students were more involved then they are today. One example of this would be the Student Booster Club. This was a group of students who were active in all sports and club activities. Each football and basketball game the Booster Club members would get together and sell buttons for profit. The buttons had logos, cheering on the Adams teams.

Students had more fun as a group rather than in several cliques. There were dances held every Friday and Saturday night downtown at the First Methodist Church. Live bands played and kept the students entertained. Sock hops were held in the gymnasium. The reason these were called sock hops was due to the fact that tennis shoes were not to be worn on school grounds other than in gym class. The popular shoe was the penny loafer, which could not be worn on the gym floor. Thus, socks were worn, and that is how the dances received their well known name.

Speaking of fashion, students were limited to a dress code. Boys could not wear jeans, Henly-collared shirts, or T-shirts. All shirts had to have collars. The girls were limited to skirts, sweaters, and blouses. If a girl wore a skirt, it had to touch the floor when they were on their

knees. If not, they had to go home and change. Fridays were limited to Letterman Sweater Day, a tradition still carried on.

School competition was incredible. An example of this would be the annual Little 500 race held on the track. A team of four boys was chosen out of each homeroom. Each team had to ride a bike around the track fifty times. One year the secretary was offended because she could not be involved, so the school held a miniature Little 500, in which the members of each team had to ride a tricycle.

Teaching was practically the same. The class sizes were much larger. Every classroom had at least 30 people. The graduating Class of 1966 had 460 students. This

number is much greater than the average senior class today.

Stan Mutti and Jack Goodman were already teaching here. Mr. Cossman and his wife met through Mr. Goodman's 7:10 a.m. Chemistry class. He remembers Mr. Mutti getting fed up with the chaotic actions of his class, and cutting his tie off to vent his frustration.

This was also a successful year for the sports program. The wrestling team and the boy's swim team were state champs. But, unlike now, the students had to come to school the following day. The school did not have its own swimming facilities. They had to use Washington's new pool.

Overall the Class of 1966 differed from the Class of 1991 in school spirit, unity, and strength. Although today school spirit is still alive, it seems dead compared to the spirit in the 60's. The school was united through weekend activities, such as sports, dances, and bonfires. The strength of the school was due to sports. The athletic booster club was run by students, making most people involved in some way with sports. The message that this class gives to future classes is to stay together and to get involved.

Jodi Becker



## CLASS OF 1967

The most interesting thing that Mr. Robert Armstrong stated about the Class of 1966 was that everyone always had a great attitude about school and other activities. Today wanting to skip or having a bad attitude is more prevalent.

His most intense memories of John Adams definitely were learning biology from Ernie Litweiler, his favorite teacher, which stimulated his own interest in biology. He remembered one particular funny accident in biology class, when a bird flew into a window onto a fellow student's desk. When the boy realized what was on his desk, he jumped sky high.

Mr. Armstrong was a "sports maniac." He played varsity tennis for three years and enjoyed it very much. His other sport was track, which he didn't enjoy quite as much.

The clothes styles back in the early 60's were quite normal. No one really worried about fashion fads and designer clothes. There was never any pressure about clothes, but the rules were stricter since students were not allowed to wear shorts, tanks, and jeans. One teacher always checked the length of girls' skirts, since they weren't allowed to wear mini skirts. Everyone hated oversized clothes, like today.

The most amazing thing that has changed in 20 years, is that everyone had fun parties without alcohol. Rebellion was non-existent, as Mr. Armstrong remembers. The most risky trick played on someone was to tee-pee someone. He stressed that students did not display negative attitudes!

The mood in this era was positive with more respect for authority and school spirit than there is now. There was no writing on the lockers and taking doors off the bathroom doors. No one ever did graffiti on walls of the bathrooms and lockers. If a student did such a thing, he would be looked down upon. Every class was the same in a sense that that they were involved in academics. The mood started to change after 1967. Riots started to break out, and various groups made protests.

Special events for 1967 grads were going out to the basketball games and the football games or any sport that was going on. There was a lot of school participation. Everyone was willing to do extra activities.

The Vietnam War did start after Mr. Armstrong graduated from high school. He did have college friends go into the war. But none of his high school buddies went into the reserves. He noted that it was a scary thought to think that one of his good friends was going to the war. The reserves were picked by a lottery number. For example, if you turned eighteen on April 14th, and the reserves asked for the 14th of April you had to go. This started to happen in the late 60's and early 70's.

The one incident that Mr. Armstrong remembers most strongly about the difference between Adams today and Adams then was that Mr. Morris Aronson grabbed him by the legs and hung him upside down because Mr. Armstrong was running to class after escorting his girl friend to her class. Today the rules are more flexible in the halls. Mr. Armstrong stated that many of his happiest memories revolved around this high school sweetheart whom he ended up marrying.

Holly Rosencrantz







## CLASS OF 1968



The shadow of the Vietnam War looming over it, the year of 1968 is remembered by some as "The Year of Barricades," but at Adams High School, it could be remembered as the Age of Aquarius, a time of change, tranquility, and at the same time rebellion. For Michael Downey, his senior year at John Adams was all of these.

Mr. Downey noted that the total class of 1968 consisted of over 2100 students, much larger than the current 1300. The last addition, including the pool, was being built, but the construction and the overcrowding did not hamper the educational process, which as Mr. Downey remembers was concerned mainly with self expression and open discussion. He added that because of the Vietnam War, the press could be found often at the school, trying to get the views of the 'Soldier To Be.'

Mr. Downey told me about one experience that changed his life: "The experience that I remember best about my senior year occurred in my English class with Miss Mary Virginia Rosenfeld. Being a little unruly, I was flirting with this girl during the middle of a class discussion. After I blew off her warnings to be quiet, Miss Rosenfeld came over to me, yanked me right out of my chair and took me out into the hall. She was not a very big lady at all, but she carried with her a sense of prestige. She talked to me in a way I had never been

talked to. She told me that I needed to start using my mind a lot more than I had been, because if I didn't make it as a pro football quarterback, my personality wouldn't be enough for me to get by on. It was at that moment that academics began to shape the path of my future. I started hitting the books, and eventually wound up as an English teacher myself. Today I hold the position of Vice-Principal of Clay High School."

"In 1968, the seniors ruled the school with the day starting out at the base of the Tower steps, Senior Corner; it was the school cool spot patrolled by the ever present, Mr. Core," Mr. Downey remembered. He also commented on how that year reflected an era of change and experimentation. With it came the use of experimental drugs, but he noted it was not a serious problem at Adams. He felt that the way the students behaved was reflected in the way the teachers interacted with the students because they gave them the freedom to discuss their opinions. In 1968 the students took pride in everything that they did, and they felt that what they did made a difference in the community. Then as now, John Adams was a trend setter, he added.

Mr. Downey concluded, "To sum up the whole year, it might be best said that it was a time of progression by experimentation. THAT'S THE WAY IT WAS AND WE LIKED IT."

Andy Williams



## CLASS OF 1969

Thinking of times gone past, Brenda Crawford, reflects upon her four years at John Adams High School. A member of the Graduating Class of 1969, Mrs. Crawford, then known by the name Brenda Thomas, recalls the spirit of the times.

"Pep assemblies were always fun. The student body really got into the spirit of the festivities. There was always a large turnout at the games compared to the crowds the high schools draw today. Thinking back, the amount of spirit we had was overwhelming. Adams still had bonfires and Homecoming with the crowning of the King and Queen on the football field in anticipation for the upcoming game. They were really fun times."

Besides attending football and basketball games Mrs. Crawford, along with the rest of the student body, looked forward to attending school dances. One of the dances particularly favored by the student body was the Album Dance, held at the end of the year. It was held in the school gym and those who attended had the choice of either dancing to the band brought in for the occasion or signing each other's newly issued year books. Prom, however, was avoided. The students, perhaps a little too caught up in the rebellious spirit of the late 60's, skipped this traditional high school dance. Those who did attend were to be considered "square".

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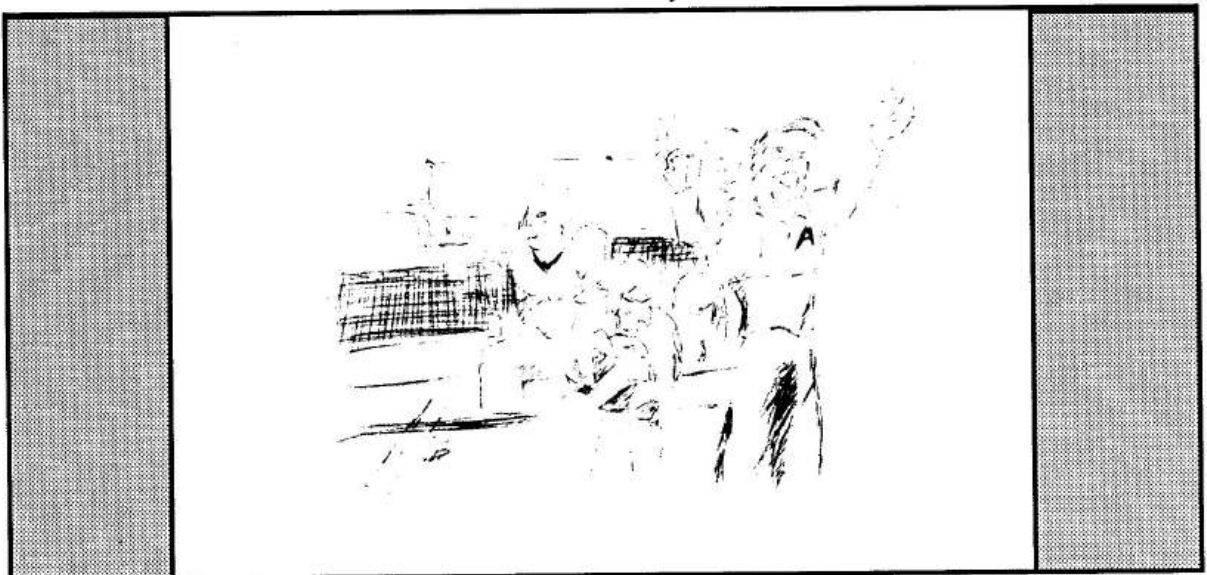
Although the Adams students of the time were stirred up by the emotions of the times, when asked if any "hippies" attended Adams Brenda Crawford replied, "No."

The style of dress was the traditional sweater and pants for the guys and pleated skirts and shirts for the girls. An interesting Adams dress code policy of the day sent the girls

home to change if their skirts did not touch the ground while kneeling.

Brenda's favorite memories of Adams included the GAA, the Girls Athletic Association. At the time girls were not permitted to play on the Adams' sports teams. The members of the GAA provided the girls a chance to participate in sports outside of the school corporation. The girls got together on Wednesday nights and went bowling and other activities as such. Other favorites of Brenda's included her business teacher, Mrs. Joyce Katona, with whom she was close friends. These memories of games and school spirit and organized activities combined through the years have helped bring to students, such as Brenda Crawford, past and present, the great John Adams tradition.

Misty Annis





## PROBLEMS, TRAGEDIES, & DISCIPLINE

### Discrimination and integration

Many people view the progress of discipline at Adams as being a losing struggle over the past five decades, but interviews reveal quite a different picture. The picture that emerges agrees with what Przybysz noted, "Although in the 40's, we thought we had control, we instead may have been blind to important issues." For example, issues of discrimination, including sex, religion and race, have plagued Adams from its inception as they have American society as a whole. Every decade at Adams has been marked by tragedies, problems, wars and rebellions. Przybysz is convinced that "School climate is affected by the social climate around us." Although many remember the 40's as being a simple, easy time, the 50's as being a golden era, the 60's as being a tumultuous era, the 70's as impossible, and the 80's as apathetic, others remember repressive discipline and prejudice in the 40's, difficult discipline problems in the 50's, positive, constructive activities in the 60's, fun and excitement in the 70's, and unusual academic and charitable achievements in the 80's. So it appears that in any era, the John Adams high school environment is complex, fragmented, exciting and difficult as adolescents deal with surging hormones and identity issues, as they forge sense out of a world that is seriously affected by forces beyond their control. For example, in one yearbook from the 70's, the student editors plaintively noted that everything was changing around them.

### Surge Toward Change

Sexes, religions and races were very segregated in the 1940's. Sunnymede at the time had residency restrictions, no blacks and no Jews, which of course affected the make-up of the school. Even within the homogeneous nature of the school, divisions occurred. Although the term River Rats apparently didn't come into being until the 60's, even the 50's students from River Park resented the Sunnymede students, feeling they were the elite group favored by teachers.

Catholic schools were very strong in the area and segregated according to sex. South Bend Catholic was the boys school, and St. Mary's Academy was the girls'. Still many Catholic students from parochial schools in the area such as St. Joseph's on Hill Street merged into the public schools in the ninth grade. Many parents wouldn't permit kids to date out of their religion, but various problems occurred on the Adams dating scene as Protestant and Catholic young people began to mix, becoming friends and dating against their parents' wishes.

Black students were a very small minority in the 40's and 50's at Adams, but the different races were recalled by various alumni as being companionable, working together in school but carefully separating their after-hours lives, which changed considerably, after the surge in black enrollments in the 60's, as black students became more militant, insisting on their own identity and respect. In the 70's and 80's black and white friendships and dating became more prevalent, similar to the mixing of religions in the 40's and 50's.

Mrs. Lynn Dibble Metzger, 1942, who herself became an accountant in the 70's, remembers the difficulty married women had in pursuing a career in the 1940's. She remembers that Audrey Adami O'Shea, business teacher, got married, but her husband was called overseas because of the war, so she had to keep her marriage a secret in order to keep her job, needed to supplement her husband's minimal service income. In nursing and teaching, the two main areas of female employment, a woman who married automatically lost her job. In the 50's a married woman could keep a job, but automatically lost it when she got pregnant. Employment opportunities were considerably different for young women graduating from Adams in the 70's and 80's, in large part because of protests during the late 60's and early 70's. And of course pregnant students in the earlier years of Adams were not allowed to finish school with their classmates and indeed were bundled up and moved to some area remote from their families to have the child. In the 70's and 80's this gradually changed as pregnant students were more apt to get an abortion or to keep the child. In recent years, many pregnant students have continued their studies in the Teen Age Mothers program outside of school, and





others have taken the option of coming back to school and finishing, regardless of whether they are pregnant or taking care of a child.

Another milestone in male-female equality occurred in 1977, when the first all-female slate of class officers was elected: Lori Darrow, president; Mary Anderson, vice president; Joan Black, secretary; and Katy Patton, treasurer.

## Wars

The first graduating classes were a very stable group and did not move around much. Only two members of the first graduating class, who were in the service, died in World War II, but seven died from the 1943 class with increasing numbers thereafter until the end of the war, as the war affected more and more of the later classes. Most of the Class of 1942 was able to go to college and then were drafted, whereas students in later classes were not even allowed to go to college, but were drafted immediately after high school. In the Album of 1943, editors stated, "We, the Class of 1943 are a war class. Our graduation will take place in a war world. We will have to adjust ourselves in adult society during an unsettled and irregular time." The Class of 1944 placed a plaque commemorating the members of the class killed during World War II above the Twyckenham door leading to the auditorium.

## Discipline

Both Mr. Rothermel and Mr. Przybysz commented extensively on discipline problems as such concerns were important throughout both of their administrations. Various alumni remember a very strict discipline in the 40's, which permitted no infractions whatsoever. In the 50's discipline problems seemed to be more often of the mischievous variety. For example some students remember study hall, held in the Little Theater during the 1950's, as being the scene for amusing infractions and punishments. James Crowe, a National Football League official and Adams football coach, was the study hall teacher infamous for giving a punishment for talking: standing up against a wall with a book.

Shirley Pfaller Wygant recalled mischievous students, hiding in beams created by dismantling old shelves in the library, where a wall was knocked out in the remodeling process, until they were ferreted out by the librarian. Larry Wygant tells a story about being punished in the library for talking and being sent with Ken Parker, his co-offender, to sit on a big brown leather couch in the middle of the library where the librarian could keep her eye on him. Ken bent a clothes hanger, putting rubber bands on it, laid it on the couch under the cushion and then moved and waited until an unsuspecting student would sit on it and laugh heartily when everyone thought the resulting noise was flatulation, much to the dismay of the librarian, who couldn't quite figure out what all the commotion was about but who who also knew she could probably blame Ken for it.

In spite of the mild reputation of the 50's, the Class of 1956 prides itself on being the most difficult class to discipline. It could be said that they broke so many rules, that they actually caused much of the strictness in the early 60's that ended in major rebellions in the late 60's and early 70's. In addition outside forces such as feminism and civil rights affected the schools.

When I asked Mr. Rothermel about the Class of 1956, he commented that the teachers and school officials decided this group was so bright and active that they needed more challenges to keep them out of trouble, a factor which brought about the first movement toward advanced placement.

He added that discipline became much harder after the 60's because prior to that the law espoused the theory of *en loco parentis*, which meant that the school authorities could act in place of parents and whatever was proper for parents to do, teachers could do. Another major change occurred when the open records law stated that parents and students had a right to know what teachers said about them. Until then teachers compiled anecdotal records, which followed the student throughout his career, sometimes with destructive effects on the teacher-student relationship, which is the reason why the law was challenged.

## Paddling

Paddling in the 40's through the 60's was common at Adams, but suspension became the common practice for serious offenses in the 70's and 80's as once again parents challenged the abuse and intimidation



that could be involved in any physical punishment. Still paddling had its traditions and adherents. Paddling was performed by a teacher, witnessed by an administrator, delayed for a time after the offense and performed with appropriate ceremony in the boiler room, Mr. Rothermel noted with a smile. A typical discipline problem in the 50's and 60's, he said, was pilfering small items in the locker rooms, rowdy behavior in the dining room or hall and being tardy. A more typical discipline problem in the 70's and 80's could vary between fighting to drug usage to arson. Attendance ran about 96% in that era, while in later eras it became a more serious problem with attendance, ranging from 90-95%, depending on the time of day.

### Bomb Threats, Arsonists and Drugs

Later in the 60's and 70's discipline problems became more serious and angry as students fought for their rights and rebelled in ways that were no longer just mischievous but at times threatening and dangerous. In 1964-65, students became irate and threw chairs after an assembly on to a gym floor. Bomb threats were a problem during the late 60's.

An arsonist prowled the halls of John Adams during the 1970's, causing consternation and distress among teachers and students alike, setting fires in lockers. The arsonist's activities culminated when a closet filled with costumes behind the Little Theater was set on fire. I thought I smelled smoke in the halls and reported it, but none of us could find the source for a time while the fire burned undetected. When it finally burst forth, I remember how the whole school took on an eerie appearance as huge towers of smoke rolled through the halls and gyms. Students, led by teachers, immediately filed outside and stood outside for some time, fearful at first, later making jokes about their hope for a day off from school. I saw students, standing outside in their swimsuits in very cold weather, worrying about how they would get home. Others were worried about getting home without winter coats and boots. Finally when the fire was put out, we were allowed to enter the schools to get our belongings and were quickly sent home. Teams of workers cleaned the school and returned it to normal for a Monday opening so that school was only closed on that particular Friday..

Comments about students who imbibe too much often are sprinkled through the remembrances of alumni at Adams. Drinking was a definite problem throughout the 40's, 50's and early 60's. Some of the River Park students resented the Sunnymede group, who had been labeled the elite group, and gossip often accused this latter group of being the heaviest drinkers and par-

tiers. No one at this time knew of drugs other than alcohol, and no smoking was seen on school grounds, although by the late 1950's enough students drove cars that smoking and "necking" in cars was sometimes a problem. During the early 70's, students experimented more with drugs other than alcohol, marijuana particularly. I remember teachers, including myself, complaining bitterly about the frequency of stoned students, especially in their afternoon classes. As the 80's dawned, drug usage seemed down, but drinking again became a major factor.

A matter of concern today, Mr. Przybysz noted, is the way "kids go out to get blasted at parties." Concerns about drinking, driving and alcohol-related car accidents led to the formation of SADD, Students Against Driving and Drinking, which has limited its purposes to getting students to avoid driving while drinking and to designate a non-drinking driver. Discipline problems in the 80's often seemed to be rooted in family disturbances; suicide threats seemed more prevalent, and a peer counseling program was instituted to try and help disturbed and unhappy students.

Sit-ins and various protests occurred during the late 60's and early 70's. Black students became upset over the suspension of a basketball player named Greg Roberts and held a meeting in the Little Theater as a symbol of protest. Don Barnbrook, then basketball coach, calmed the troubled students by explaining the story behind the suspension.

### Przybysz and Discipline

Mr. Przybysz was actively involved with discipline throughout many of the troubled years of Adams and notes that it was most difficult in the late 60's and early 70's because it was an era of social upheaval where many groups were examining their status at that time. He wonders now if the whole anti-establishment drug culture of that era probably missed much of what Adams had to offer, and he resents somewhat that in this period most of his efforts were spent "in keeping the lid on." He also noted, however, that Adams in the "good, old days praised by so many had such a heavy emphasis on achievement" that "we didn't admit that young people had ideas about their lives. We thought we knew what was best for them." He added that now he feels it is most important for students to take more responsibility in their lives, and that this difficult era prepared the way.



Mr. Przybysz noted that authority was an obstacle in the way of 60's students who espoused "me being me." He became so upset about taking the brunt of the chaos and rebellion as assistant principal that he resigned twice. "When I became principal, my challenge was to take a school in a period of internal turmoil and create some stability and forge a new identity for the school and for the authority of this position.

In the old days the principal's office was sacred ground, and the Red Sea parted as he walked the halls," he said, grinning, "but I knew that wouldn't work anymore and besides I wasn't very comfortable with that." He continued, "Still I have had to accept what an influence an administrator has on a school and the prominence of

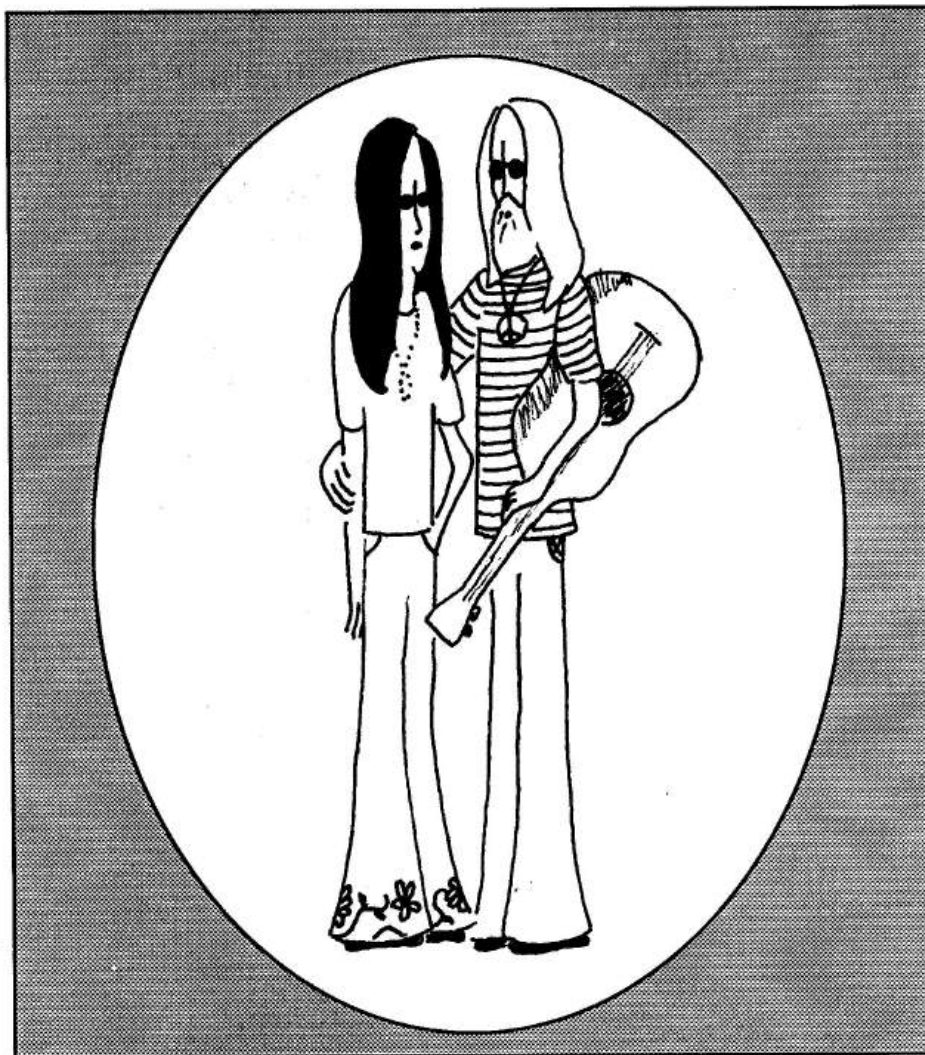
this office in the community. To many the principal is the school, and this can be scary to have so much faith and trust put in me as principal." He now feels that his major thrust in the future is to emphasize even more teachers and students having ownership in their educational process.

He also noted that the two teacher strikes in the 1960's inevitably had an effect on the school atmosphere. Because Tom Bull, leader of the AFT, was an English teacher at Adams at the time, the strike po-

larized the staff between the older, more traditional teachers and the new, younger teachers who wanted the right to negotiate and wanted to establish a contract. In the first strike approximately 65% of the teachers struck, including Przybysz himself, while the more traditional teachers stayed in the school. "It took a long time to heal those wounds," he said. He recalled he was assigned to picket a discount store out by

Scottsdale.

"I was spit on, cussed out, criticized. Only one out of five people supported our cause." Obviously the community did not support the teacher strike, but after three days the teachers won the right to negotiate, a change which did improve salaries and teaching conditions, and this ultimately had a



positive effect on the profession.

Mr. Przybysz remembered the time when the Riley students came to Adams to collect student strikers to support the teachers. A large group of students gathered downtown where the teachers were picketing to cheer them on. "We were excited when the students came downtown to support us, but knew this wasn't a good thing for the kids so we encouraged them to go back." He added that he had many mixed feelings about the strike, as did many of his colleagues, and this





ambivalence was reflected in the second and last strike in South Bend, which did not gain widespread teacher support. He now feels that the strikes probably did help to contribute to the atmosphere of questioning authority that led to student unrest later in the decade.

An important incident in shaping Przybysz's values about discipline occurred when he was an assistant principal. A teacher sent a student to his office, because she saw the boy cleaning his nails with a stiletto. "It was the first time I saw a weapon at Adams, and I fully planned to suspend him." But first he asked the young man why he had a knife. He discovered that the boy came from the South Side of Chicago, from an unbelievably tough area, where a knife was absolutely necessary for survival. The boy hadn't realized up to this point that the Adams environment did not require a knife, but had only used it to clean his nails in South Bend. "I learned," Przybysz noted, "that every child who is a discipline case doesn't need to be disciplined. I learned to ask why and what are the reasons for behavior before I disciplined." He added that recently at the Class of 70 reunion, this boy, now an upstanding citizen, asked him for his knife back as a memento. Przybysz told him that "Unbeknownst to us both at the time, he had a lot to do with the development of Bill Przybysz."

"Teachers and kids need to have ownership in what they do," Przybysz stated, as he discussed the thrust of discipline at the end of Adams' first fifty years. The school has existed through many turbulent eras, but has moved slowly but surely towards an era where students and parents take more responsibility for the atmosphere of the school as authority becomes more and more situated within the individual rather than without. At the end of the first fifty years through a process of trial and error and dialogue between parents, community, students and school authorities the school is moving carefully toward getting rid of rules that exist for the sake of authority and establishing sensible rules that ensure an orderly learning environment and protect students and teachers without damaging the rights and freedom of the individual.

## Tragedies

Because Adams is such a microcosm of society, no account of its history would be complete without a mention of the tragedies and sorrows that afflict a high school. Although it is a rarity, death does occur in high school students, more often by accident, but occasionally for health reasons. Students and teachers alike remember two particular tragedies that occurred within the school itself, lending particular poignance to the memories of those who witnessed them.

**"I learned," Przybysz noted, "that every child who is a discipline case doesn't need to be disciplined. I learned to ask why and what are the reasons for behavior before I disciplined."**

Students from the 50's recall an after-game dance when Sue Hawk, a cheerleader at Adams, died of a cerebral hemorrhage in 1955-56. She collapsed during the bunny hop. The football coach carried her up stairs from the Little Theater, while shocked students watched, but she died before she was taken to the hospital.

Another major tragedy occurred in 1975 when Robert Redding drowned in the Adams pool. Students had free time to play in the pool at the end of class, and after the students returned to the dressing

room, the teacher discovered the boy floating in the pool. Resuscitation procedures were followed until his heart was beating faintly, but he died shortly after he was brought to the hospital. I remember how the whole school was so shocked that students were subdued for days, as they mourned the loss of the freshman.



## IN MEMORIAM

# Donald David

I once knew a man far above my years,  
wise and gentle, who looked at life  
as a challenging journey, not a burden.  
To him life was something you took  
one step at a time day by day.

As we passed him, all we ever saw was a smile,  
I often wonder if God knew from the beginning  
that he would pass among us only for awhile.  
Nothing about life ever seemed to bother him  
He was always so peaceful and calm.

His gift to us was more than we could ever repay  
In fact his gift was not only a gift it was a treasure  
He touched all of us in a special way, and the  
lessons he taught will be carried with us in our  
hearts.

The world is a very cruel place, but Donald David  
knew how to override its obstacles  
with the pleasant impressions silently falling  
and gently resting upon the life of someone else.  
He truly knew the meaning of sacrifice

For this was the way that he lived life  
constantly giving without thought of himself  
or the praise that he might get.

It's been awhile since Mr. David has walked with us  
and the pain of his leaving is sometimes hard to bear  
even with the span of time that he has passed,  
but we stop and think of how lucky we are  
that he was placed in our midst  
to teach to us the meaning of wisdom.

Smiling over us continuously letting us know  
that there is always a bit of sunshine  
in whatever we do  
no matter how many storms we encounter.

**Davene Davis**

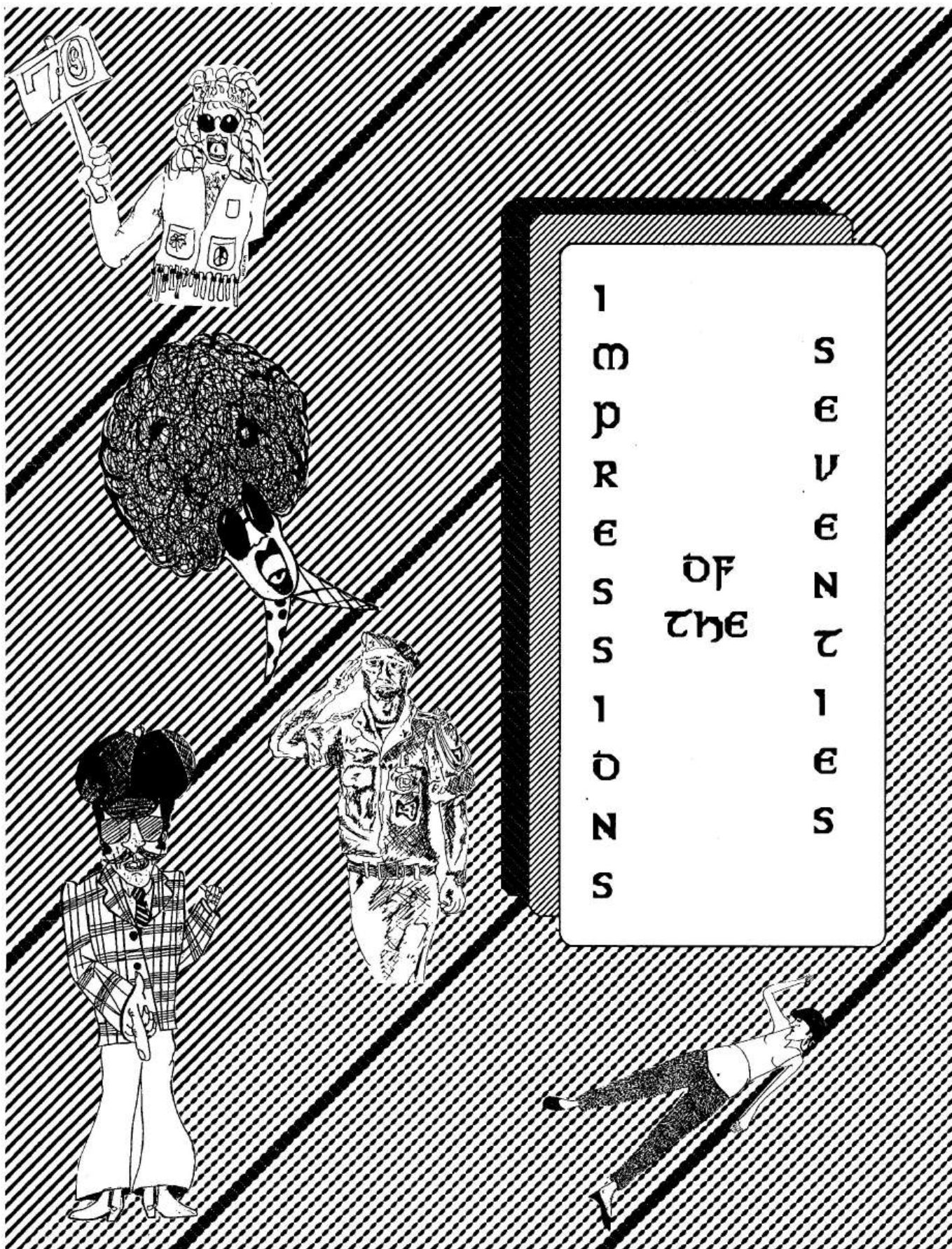
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This year a tragedy struck John Adams High School  
and brought the student body closer than ever before.  
Mr. David, who had been the assistant principal at John  
Adams for 18 years, was killed by a drunk driver. The  
students at John Adams would like to pay a special  
tribute to him.

I'm not the All American student or involved in any  
after-school activities, but I do go to John Adams. This  
makes me one of the many faces in this school. Not  
everyone will know me and I don't mind. One thing  
that was important for me was the smile and warm  
greeting Mr. David had for each student.

Even when I had been caught skipping and was sure to  
get I.S.S., Mr. David was fair. He sat me down, and I felt  
incredibly tiny as he stared at me. I told him I had  
skipped and was ready to face the punishment with no  
fear. He kind of smiled and told me he would give me  
a break because I had been brave. After that I made a  
point to say hello to him every day. I'm not sure he re-  
membered me, but he always smiled and said hello  
right back.

**Corey Myers**







## 1970-1979

The seventies began at John Adam's with protesting students demanding changes. Echoing the unrest prevalent in high school and colleges throughout the country, they wanted to have a voice in making decisions related to their own education. They also wanted the classroom to reflect what was happening in the world. Impatient with rules, they were not concerned with what they should learn but with what they wanted to learn. They demanded choices. The staff responded with an entirely new approach to curriculum planning, the phase-elective program. Disregarding grade level, sophomores, juniors, and seniors "elected" courses, considering subject matter and ability (phase) level of the many courses the teachers were prepared to teach. The flexibility of the new program allowed for frequent changes, required by circumstances or preferences and needs of students. Amazingly, by the end of the decade, a series of such changes, resulting from the choices made by students, brought about the return of the traditional curriculum.

The elective courses replaced the traditional sophomore, junior, and senior courses at the beginning of the 1971-72 school year. Gone were the advanced placement and honors classes, weighted grades, and heavy anthologies. Stacks and stacks of paperbacks filled the shelves. In English, a year's work consisted of three 12-week courses. Popular courses were *Struggle for Justice* (the favorite), *Science Fiction*, *Mystery and Suspense*, *Prejudice*, and *Good Guys*. "High phase" students preferred *Existentialism*, *Modern American Novel*, *Shakespeare*, or *Dramatic Literature*. Many students selected *Developmental Reading* in order to improve their reading speed and skill because the literature courses had lengthy lists of required reading. Writing courses were taught at all levels but were not in demand, except for *Creative Writing*. Students liked to express their thoughts and feelings in writing but were not interested in improving their mechanical or organizational skills. Media and Acting added variety to the list.

Choosing a certain class did not assure getting to take that course. Each course was not taught every 12-week period, and certainly each course was not taught every period of the day. Sometimes classes filled quickly and were closed, or a student might be locked into a certain period of English and didn't want any of the courses offered that period. The disappointments at times brought tears and tantrums. After the Guidance Department introduced a plan requiring students to make out their own schedules and to participate in the scheduling process, direct experience with

the scheduling difficulties curtailed the disappointments. Involvement led to understanding and seemed to be important to these students.

Although classes were routinely added or removed from the list of offerings, the first major change came at the beginning of the third year. The sophomores, needing more instruction in basic skills than the elective program provided, were removed from the program and given their own mini-course in reading, writing, speech, and literature. Of course, the removal of such a large group cut down on the number of courses that could be taught in the elective program and thus decreased the chances of students getting their choices.

The next significant change occurred when the S.B.C.S.C. extended the grading period from 6 weeks to 9 weeks. This meant that the 12-week elective courses had to be reduced to 9-week courses or extended to 18-week courses. Nine weeks was inadequate for most of the courses, so the problem was solved either by combining two of the elective courses into an 18-week course or writing new 18-week courses. This move cut down on the number of "choices" per year, but students suddenly seemed more interested in preparing for college than in making choices. In fact, when a new 18-week course called *Senior Comp. and Lit.* (similar to *Senior English* in the traditional program) was offered, students responded so enthusiastically that the 18-week course was extended to a year program. Juniors became concerned whether or not they were prepared for the senior course, so we offered *Junior Comp. and Lit.* When most of the juniors wanted this course, the move back to the traditional program was inevitable. The elective program was doomed.

By the fall of 1979, the reinstatement of the traditional program was completed. Advanced placement and honor classes again were functioning at all levels. The other courses had their old titles. But there was a difference! No longer did teachers consider students only as members of a particular class they happened to be teaching, as was frequently the situation in the days before the electives. They now thought of themselves as unique individuals with varying interests, plans, and abilities, and they listened attentively in order to find out "what they were saying." What students seemed to want most and what they seemed to have achieved by the end of the decade was to have their voices heard.

Eloise Smith



## CLASS OF 1970

Nineteen seventy was a year set apart from the others. Spirit was high, and involvement was at a peak. Everyone was proud of his school and active in every event. "There was a lot of comrades back then," said Mrs. Deborah Lamirand Grimes. "There weren't many isolated problems because of the strong bonds among the student body. It wasn't one person against another; it was more Adams versus the opposition."

One of the reasons for the closeness of the students was the school spirit. Each football and basketball game was preceded by bonfires and pep assemblies and concluded with dances either at school or at a local dance hall. "Haddy's Shack" was rocking and rolling from the roar of the student body alone, even if the team only won half of the games that season, as almost everyone came to watch the team.

However, the Vietnam War caused a certain toll on the high school. The students were involved in many demonstrations, including one at Notre Dame. "The rally at Notre Dame was the largest and most peaceful demonstration I ever attended," commented Mrs. Grimes. "There were some there with opposing views, but there were never any acts of hostility like you would find at smaller ones." Debates were held daily in history classes between those whose brothers were serving in the armed forces and those who refused to enter. A social separation was becoming evident throughout the school.

The closeness between the teachers and students, though, helped everyone survive the tragedy and concentrate on other areas. Mrs. Grimes tells how every Friday announcements were made about events that would take place that weekend. When a team won a sectional game, the school would spend half of the day at a pep assembly, and when they won a sectional game, everyone received a day off.

The pep assemblies were amazing, Mrs. Grimes noted. The walls were covered with signs and posters, supporting the school and the teams. The roar of the crowd was deafening, and the kids were excited and energetic. She revealed that students would imitate teachers by dressing up like them and mocking their actions, and they would have various speakers to pump the kids up even more. This type of enthusiasm helped teams win even when they weren't very talented.

The Class of 1970 showed an outstanding amount of pride and school spirit. Their actions and activities helped boost team morale and improve sporting records. Their efforts and dedication to the school are what they will always be remembered for.

Meredith Knepp



## CLASS OF 1971

My mom, Paula Batalis Thompson, graduated from John Adams High School in 1971. When I first started talking to her, she didn't remember anything! Finally, after lots of questions and lots of time, memories finally started coming back.

Her most difficult and definitely most memorable class was, as she put it, "Oh, my health class with Mr. Aronson was difficult, but nothing compared to geometry with him! I'll never forget geometry with Aronson! THAT was impossible!!"

She remembers all the fashions and styles and told me all the fads that were considered "cool". "All the girls wore mini-skirts and had long, straight hair. Of course, with my luck, I had naturally curly hair, so I used to roll my hair in old orange juice cans before I went to bed so in the morning my hair would be semi-straight! Also 1971 was the first year that we could wear blue jeans to school so a lot of guys and some girls wore faded jeans with big patches. Tie-dye T-shirts were popular with some people. Everybody shopped at either Robertson's or Newman's downtown. Long hair on guys was becoming popular. Mood rings were also a big fad."

I asked what type of music and who was popular at the time, and she remembered, "Motown music was becoming popular; groups like The Supremes, The Jackson 5 and Temptations were popular. The Rock Opera, "Tommy," by The Who was big. The Beatles were ready to break-up so people kind of moved on to groups such as Jesus Christ Superstar and The Rolling Stones."

"There was a lot of sadness and anger when it came to political issues. With the assassinations of Martin Luther King, Jr., and both Kennedys a lot of people were becoming frustrated and upset. In 1970, people were starting to question the Vietnam War, and there were several peace marches and civil right movements. Civil rights were always a big time high."

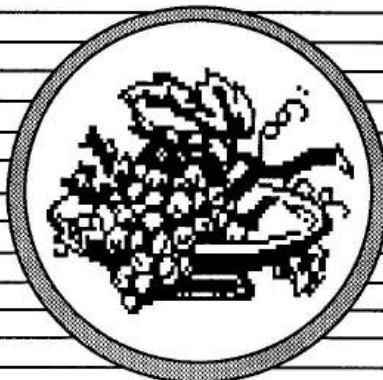
Katrina Kemble





## RECIPE FOR 1972 MIX

8 Gridder's games
12 Homecoming Queens
1 doz. Pep rallies
1 bunch of assembly skits
1 Tbsp. of each of the following: baseball and tennis players, gymnasts, harriers, wrestlers, swimmers, and cindermen
7 cups "Spirit Week" energy
10 "Well-done" student organizations
1 Deleted "Honor Society"
Slivers of LincolnWay lunch hours
1 "Right to Vote"
5 sections Black History Week presentations
3 portions phase system course selection
1 cup "There's a Place for Us" Prom - firmly packed
1 pkg. Graduation Ceremonies
Omit Senior Skip Day
1 Disappointingly late yearbook with no dance
1 bushel Senior year memories



Combine all of the above ingredients. Add a dash of laughter and a pinch of tears. Layer with understanding and loyalty. Sprinkle with friendship and kindness. Bake in a moderate oven, using our past disappointments as fuel. Let cool completely. Garnish with perseverance and serve over a lifetime to everyone you meet.

From the kitchen of:  
**Marci Barnbrook Farron**

While going through some things that I had saved from high school, I discovered a few extremely yellowed newspaper articles that I had kept from our senior year. That made me sit back and realize that it has been almost 20 years since we graduated from high school. It is hard to believe that most of us are now about double the age that we were when we graduated!

Looking through my mementoes refreshed my memory about a couple of serious things that were going on in the United States. That was the year that 18 year olds were granted the right to vote and the year that they established the military draft for 18 year olds for the Vietnam War. The idea of the draft seems obsolete now, but I remember how "true-to-life" it was for the guys in our class who were 18 at the time.

On a less serious note, it is rather humorous to remember the clothes that we wore and the fads at the time. I am sure we can all remember wearing "bell bottoms," short skirts and long hair. What seemed so "cool" then just looks ridiculous now!

From my personal classes, I can remember dissecting cats, hall passes, typing along with the monotone on the projector screen in calculus class, the sprinkler being set outside to come in the open windows in math class, and several discussions of "walancies" in chemistry class.

The extra-curricular activities provided many memories. Do you remember football games when it was snowing, pep assemblies when the gym was so full of painted signs that we couldn't even see the walls, twelve homecoming queens because the voting had been tampered with, the Little 500 bicycle race, homecoming parades and bonfires, Class of '72 T-shirts, "rumper stickers," the TOWER newspaper, "Coffee-house," Senior Skip Day, and finally, our prom, "There's a Place for Us?"

As it said in our 1972 ALBUM yearbook, "Graduates will remember Adams as friend or foe." Hopefully something that I have mentioned will jog your memory of your senior year, so that you will remember 1972 and John Adams High School as a friend.

Kathe Brady Boarman



One of the graduates of 1972 was Karen Sondergard, who remembers sitting in the stands as the Adam's basketball team won its sectionals. In this year, people were very rebellious. Karen was even a little rebellious herself. She wore a skirt that reached to the floor one day to school, thinking she'd create a new fad, as the popular thing to do was to wear short skirts and leather coats, but she was sent home. Along with the rest of the girls, Karen wore dresses, had her hair parted down the middle and long. At the end of 1972, the girls were allowed to wear blue jeans because that was the cool thing to do at the time.

She fondly remembers many teachers during the ten years there. Mrs. Vangie Gleason of the Business Department was remembered because she was sweet and understanding. Karen thought of her as a friend more than a teacher, and she was able to get Karen a job while she participated in co-op. Another teacher that Karen recalled was David Hadaway. Karen remembered he made his classes so much fun by adding laughter. She added his main objective was to make learning fun. Students today will undoubtedly remember other teachers who possess the same characteristics as Mrs. Gleason and Mr. Hadaway.

Karen remembers the Class of 1972 as being much closer to each other than any other class. The students back then knew each other so much longer because they grew up and went through school together. Back in 1972, people just didn't move from place to place like they do now. Because of this, Karen feels she had far stronger friendships during her high school career than students today.

It seems that the graduating Class of 1972 has so much to offer to the students today. Not only were they friendly and outgoing, but they had a lot of knowledge to offer. They were willing to express their thoughts and feelings at any cost. The students of today can look back at the other graduates of John Adams as people who set the way for them and who built tradition.

Andrea R. Davis





## CLASS OF 1973

Steve Austin is known throughout South Bend as one of the better basketball players that the city has ever seen. He also played on perhaps the best team that South Bend has ever seen. In 1973 the John Adams basketball team accomplished more than virtually any other team in the area, before or since. The season consisted of high rankings, sellout crowds, and upset victories over highly talented teams that surprised critics throughout the entire state. That Adams team, however, had more than talent; they had unity. Along with Austin, senior Jim Webb helped lead that team to the state championship game, only to fall short of a state championship by a few points. South Bend and especially John Adams will always remember the team that took everybody by storm, as the season would be dubbed, "The Spirit of '73" by some. "We had so much spirit that year. The entire school got behind the sports program, not just basketball," said Austin. "We used to pack the gym almost every Friday night, and when we went down state to play for the state championship, we must have brought at least four or five thousand devout fans."

After graduating from Adams, Austin received a four year scholarship to Franklin College to play both basketball and baseball. Upon graduating from Franklin, Austin came back to Adams as a substitute for a year and then did his student teaching at Adams before accepting a teaching position at St. Joseph High School, along with an assistant coaching job with the basketball and baseball team. A few years later Austin took over the head coaching position for the boys' basketball team

and coached them to a Final Four appearance in Indianapolis. Although Austin has enjoyed great success at St. Joe, he never has lost his ties to Adams. "When I was at Adams, the St. Joe game was a big rivalry, as it is now, and I couldn't stand St. Joe, but after high school and college, I managed to get over it," added Austin.

Basketball, however, isn't all that Austin associated with Adams. "The best thing about Adams was its togetherness. Back then, there was a lot of racial barriers between blacks and whites, but it never really seemed to affect the school. There always seemed to be a 'oneness' amongst the students, regardless of what color you were," commented Austin. Austin complimented the administrative staff who encouraged this harmony also. "Mr. Przybysz' main concern was always for the kids in the school; he always sacrificed to make Adams the best school. I think he was a great principal and still is one of the best principals in any school corporation around."

When asked about a particular situation that sticks out in his mind about Adams, Austin commented on one day in Mrs. Germano's English class, "My best friend and I skipped on Senior Skip Day, and we didn't have an excused absence. We were reading Moby Dick at the time, so we told her that we were at the beach looking out for Moby Dick. She thought that it was pretty funny so she let us off."

Fond memories and school unity will always be a part of the Class of 1973 at John Adams High School, and the spirit of '73 will always live on in the hearts of those who experienced it and those who lived it.

Brian Blandford







## CLASS OF 1974

The graduating Class of 1974 was a long time ago, nearly twenty years! It was right around the signing of the Paris Peace Treaty at the end of the Vietnam War. On that day, Mr. Przybysz announced a cease fire during my subject's typing class. It was a "good time to be in highschool," said Scott Brennan. According to Mr. Brennan, the time was charged with political turbulence and youthful idealism. It was during Vietnam, and Nixon was soon to be impeached. The controversy involved being for the war or against it. A symbol of patriotism was wearing a flag sewn on clothes. A popular thing was to wear a flag upside down to protest the war, which became a very controversial issue. Mr. Brennan summed up the matter by saying, "People just felt like raising hell."

Other things about the Class of 1974 are very easy for 1990 students to relate to. Vocabulary, for instance, was varied and continually changing. Words like hip, cool, right on, rap on, and peace were common. Dancing also had strange mutations like the hustle and the bus stop. One of the popular hangouts was Barnabys, but to be rebellious, students sometimes went to Michigan. The drinking age in Michigan at the time was 18, and Shula's or Heidelberg Inn were integrated parts of a fun night.

Since this was such a long time ago, I asked what things hadn't been invented yet. He answered with the typical

things like microwaves and VCR's, but he didn't expect some of the other things such as Walkmans. Some people would set up record players in the hallway to dance to. Cassettes were also different as teenagers had eight-track tapes, and it was really cool if you had an eight-track tape player in your car. Cars were very important. It was better to walk or bum a ride than to actually ride a plain old bike.

Scott thinks the characteristic that made the Class of '74 unique was that it was, overall, the smartest. They had a fantastic magazine sale that earned so much money they paid very little for prom. Scott went on a double date with his best friend, and they took twins. I'm sure he had a memorable time! The class president, who also helped put the magazine sale together, was Mark Norman. Mark, also a member of Debate Club, went down state with his partner, Mr. Brennan, but that wasn't their most interesting achievement. They were both members of the Lunarian Society. About six or seven guys from the Class of 1974 had a fascination with mooning people.

Mr. Brennan gave me an overall feeling of pride as he talked about his years at Adams. He confirmed my feeling by saying, "Adams was the best school to go to academically as well as sports wise, and it still is."

Sarah Smurr



# CLASS

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OF

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Sometimes I think being a teacher is like being a mother—you can never really appreciate it until you do it yourself. Now that I'm a mother, I have no idea how my own mother survived my childhood. And now that I'm a teacher, I'm amazed that many of the same people who taught me in 1975 are still at Adams.

When I think back on my senior year at Adams, some of my best memories revolve around the teachers who made such an impact on me then. The things that I learned from them have followed me throughout my career and in my personal life as well. Ms. Cwidak's commitment to the women's movement, Mrs. Maza's guidance in writing and journalism, Mr. Goodman's strength in scientific method, and Mr. Schutz's love of our own history as human beings have all played a part in who I am today.

Mentioning individuals can't express the totality of what the faculty at Adams meant to me or to many other students. But when I stand up and face a classroom of students today, all those people are there with me in spirit. I understand now that even if my students can't fully appreciate my role in their lives right now, if I do my job well, I'll be with them in spirit when they need me.

Barbara Keith

I spent all four years at John Adams, and it was fun. I remember teachers the most: Mr. Mutti, teaching Algebra, was really cool. Mr. Aronson was also teaching (I did get hit by his stick a couple of times.)

The school has changed in attitudes. I remember when the group KISS came in concert. Everyone thought it was the coolest thing. Everyone was interested in the time line, celebrating 1976, being painted on the wall between the pool and orchestra room.

Now everything is different. One thing that hasn't changed is the pep assemblies. We always had the best pep assemblies and, judging from the video yearbook my sister has, they're still good.

I'll always be thankful for going there not just because of the education, but because I found my wife, Mary Fox, there. The halls were always full of people. A few lucky students had huge lockers. Even though the building has had some changes, I still believe the spirit of John Adams was and always will be alive.

Gregg McCaige



## CLASS OF 1977

John Paszkiet graduated in 1977 with a class of close to five hundred students. Many things occurred in his four years at Adams, and in our interview we covered a few of his memories.

Most of the teachers Mr. Paszkiet mentioned don't teach at Adams now, but some of the situations are similar to situations that still occur in school. In biology cats were dissected then, and many cats have faced the knife since then. I found my biology classes very interesting, but Mr. Paszkiet said, "Biology ack! What good was it to dissect a stinky cat?"

When I asked him to comment on his teachers, he had many interesting things to say: "Mrs. Ruth Weir (his English teacher) was paranoid that everyone was going to jump out of her window because of a student who had jumped from a window in another room that year. I heard that many of her potted plants took that jump," he said. "For her final test in English class you had to write a love poem. I wrote roughly...I am not a poet, I cannot write a poem, this is the best you'll get from me. I got a B. It must have been a B for honesty."

"I had Mrs. Aguero for Spanish. She'd get mad if you used class time to do anything but Spanish. I'd do homework and have it put away, and she'd yell at me in her Spanish accent, 'You waste your time, I had to work my way through college! While you're wasting your time you could be studying.' I'd tell her I did my work and get it out and show it to her. She'd say 'Muy bien!', then she'd throw it down and walk away."

"Mr. Schwartz for taxes class my senior year was fun. I never knew it, but he knew my father from way back. He kept asking, 'How's the whistler?' and I'd say 'O.K. I guess?' But finally I asked, 'Who's the whistler?', and he said, 'Your father; we're cousins.' "

"Mr. Holmgren had the wildest looking handle bar moustache. In speech class he'd be teaching, and all someone had to do was bring up trains - he loves trains - you get him talking about trains, and it wipes away at least the next 20 minutes of class every time."

When we talked about sports, Mr. Paszkiet remembered how big basketball games were then. "We had a real good basketball team those four years. When I was a freshman, our starting line up at Adams was taller than the starting line up at Notre Dame. We had a 7'1"

center, two 6'7" forwards, a 6' and I think a 6'1" guard. Basketball games were wall to wall people. You'd get to school early for the B-team game just so you could get a good seat on floor level. And after the game we'd go to Pizza Hut or to a party somewhere." Last year our basketball game attendance was so poor someone complained about it in the paper. Hopefully this year attendance will go back to being like it was when he described it.

Student life sounded pretty similar to how it is now. People liked to party then, wearing their bell bottoms and tie dyed shirts. One thing we have now that they probably needed then were organizations like SADD and MADD, since he noted, "The drinking age in Michigan was 18 so kids made a beeline for the border." When I asked him about those funky seventies fashions, he responded. "You had to buy your bell bottoms extra long so after you'd wear them for a while they'd rub behind your foot and half the cuff would wear off. Hair was long in high school, so were sideburns. I had to battle to keep my hair, I always heard, 'Get a haircut!'"

Some things Adams had then that we don't have now were Sadie Hawkins' dances and a radio station. Now if Adams students are interested in radio, like I am, we can't just walk up to the station in the tower, we have to go downtown to WETL for class. Mr. Paszkiet remembered, "At lunch the radio station would broadcast into the cafeteria. The station was up in the tower, and the music could only be heard for a couple of blocks." Most kids today don't even know who Sadie Hawkins is, but the concept of girls asking guys is still around because now we have MORP (prom backwards). "At Sadie Hawkins' dances the girls asked the guys. There was a marriage booth off to the side where some guy married off the couples and tied yarn on their fingers. There were also a bunch of corn shucks all over the floor," Mr. Paszkiet said.

With the help of Mr. Paszkiet, I have tried to capture what it was like to be at Adams in the Class of 77. It makes me feel glad that I can be a part of the spirit of Adams which has captured so many people in its 50 years.

Anna Lindzey





# C L A S S O F

In the Class of 1978 the fads, traditions, and looks were somewhat different than in 1991. Of course, John Adams will always be the same in spirit and memories. Now that fifty enticing years have passed, it is time to look back on some of the most memorable moments, such as 1978.

In 1978 the atmosphere was comfortable and loose. Students basically dressed in jeans and T-shirts every day. It wasn't much different than the dress in the 90's because it was casual. "The girls mostly all wore their hair all one length, straight and really long. The guys in our time had pretty long hair too," says Adams alumni Alma Fonacier-Sweeney. She added there wasn't any pressure to dress in any certain style or fashion. Everyone wanted to be individual and. There were many different cliques of friends, and no one could forget the outrageous sororities. The different sororities represented different cliques and provided the fun for every girls' high school social life. Dating in those days wasn't much different than in the 90's. Everyone loved to go out together in groups instead of as many separate couples. Alma remembers, "People seemed to all be best friends. Not a whole lot of arguing went on between us. That's how our class stood separate from the others. It was basically fun all four years."

It would be hard for an alumni to pick just one favorite teacher in Adams. "They were all so great," Alma said, but she then did add, "I would have to say my favorite teachers were Mr. Goodman and Ms. Cwidak." Ms. Cwidak brought life to every class, she said. Alma remembered, "Every day she was enthusiastic and full of energy. She made great impressions on students back then, as she surely still does even now. Cwidak would jokingly pick her nose a lot in front of class to get the attention of the students. This kept the kids awake and interested for the full hour." She always wanted the class to be crazy, Alma added. One time she had students recite *Canterbury Tales* in Old English in public. "Mr. Goodman had a great sense of humor. He made each chem lab fun, and the work was always challenging," she related.

Talking to Alma made a great impression on me. I realize now how much my high school life means to me and how important memories are. My past four years here have been fun and fulfilling too.

Michiko Sakaguchi

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## TEACHER LORE

Teachers and administrators have always been an important part of the history of a school, primarily, of course, because to students they are the most visible part of the educational process. Even at parties students will tell stories about their most eccentric teacher, quote from their favorite teacher, and complain about their toughest teacher. The personalities, interests, background, and teaching methods of their teachers and the discipline methods of administrators often provide a colorful backdrop to alumni memories. John Adams' teachers and administrators have always been an intriguing part of the mix that has made John Adams.

### Mayflower Group

Stan Mutti, math and French teacher at Adams, recalls that the first teachers in the new school later came to be known as the Mayflower teachers. He felt this strong, outspoken group was epitomized by Dorothy Pate, who was legendary in the school for her dedication to her program. Thanks to her diligence every child at Adams had to take chorus. One day in the midst of a bad snow storm she picked up a boy walking home. When she discovered she didn't know him because somehow he had escaped the requirement of chorus, she promptly had him scheduled into chorus the next week. Mr. Mutti noted that the choir director ignored school officials, who told her she could not ask for donations for a much-needed piano, missing in the new school, by passing a hat at her next concert. Eventually she did get her piano.

Galen Sargent was noted not only for being the first

principal of Adams, but also for operating all the World War II rationing programs in St. Joseph County during the same period.

Paul Reber, science teacher at Adams, was legendary at Adams because professional teams, orchestras and shows had to hire union men, but Mr. Reber, the stage manager from 1940-1969, did all the work, never missing a night at his post.

Mr. Rothermel commented on the diverse faculty during his era as being "strong and aggressive" in the pursuit of a high quality program, which created great challenges for their students. He added with a chuckle, "They were all characters, who could argue points vigorously and still remain friends afterward." Quite a few legends have arisen about the character of Mr. Rothermel, as former students during his era often speak reverently of his ability to strike fear in their rebellious hearts. Mr. Rothermel, obviously not unwilling to add to the stories, commented that he came from a long line of German forebears, who, according to legend, had "blood on their sleeves."

Al Krider was remembered as an English teacher who enthralled his students with Shakespeare in *Macbeth* and other such plays, a tradition still carried on by English teachers at Adams.

A story told about Mr. Krider illustrates how even in the fifties, teachers were required to exercise considerable patience and restraint. A senior, irritated with past encounters, had a bit too much to drink to celebrate the last Honors Assembly and decided to punch Krider in the nose. Krider, disgusted but realizing the boy was drunk, merely thrust his arm forward to hold him back, while the boy's friends calmed him down, and Krider-



## CLASS OF 1979

It was March 3rd, 1979, when Lisa Engel decided to depart from the music store where she had just purchased the latest Who 8-track, "Who Are You." She then decided to journey over to the gas station to gas up her old Trans Am. She then drove to the clothing store and gave up seven precious dollars on what she thought was an extremely attractive pair of orange corduroy bell bottoms. She was quite shocked when a disturbing looking gentleman bumped into her, insisting on finding out what her sign was. She decided to call it a day and went home, did a little English, decided to hit the sack and fell off into a deep sleep.

This was a typical Sunday for Lisa Engel, a senior at John Adams. Lisa, a graduate in 1979, was an active girl in the class, being one of three editors in chief of the 1979 class yearbook. She put in a lot of precious time into getting that yearbook completed, which she thought turned out well. If Lisa wasn't putting in overtime in the yearbook or arguing with her fellow editors, Gina Germano Christiana and Ron Elum, she was always doing something, either attending a football game, a wild pep rally, a dance or just hanging out anywhere with some of her friends, having a swell time. She had fun along with the rest of the class, and even though they had their ups and downs, they had a good time so she found it hard to part from high school life. High school is supposed to be one of the best times in life, and the Class of 1979 had spirit and many good times.

Along with the good times of the late seventies also came the bad times. The seventies did have a reputation for the sexual revolution. Along with the sexual evolution came the disco's. People were always having fun

dancing around showing off their bodies. The clothing was certainly different in that era of time. It was kind of a fad to show off too much of your bodies; therefore the clothing was certainly different. Yellow shirts with quite large collars were unbuttoned just enough to show a little manliness. Long bell bottoms in very unusual colors were also a popular item. The Styx, The Eagles, and the Steve Miller Band joined The Who as popular bands of the time.

Lisa also mentioned the basketball team. The basketball team was an extremely talented ball club in 1979 and ranked third in the nation for some time during the 1979 season. The whole school got behind the team, which was a great motivation for the team and for the entire school. All of the different groups fell in behind the team and gathered into one large group, all pulling for their team. They were heartbroken when their team was knocked out in the sectionals, and their season was over. "They were a really neat bunch of guys, and it was sad to see them lose," Lisa said.

Lisa also mentioned the fact that the harsh snow in the late seventies was great: "Our senior class missed both of our last first-semester finals because of heavy snow. That was a really great break."

It was a very different time. People were carefree, trying to succeed in everything and having fun trying. Their morals were better. It is frightening to think that a high school like Lisa described can change so dramatically as it has now. It is even more frightening to think what might be here in another ten years.

David Friend





continued his day with aplomb, albeit with blood from his nose on his shirt. Mr. Krider also was known for a sign in the front of his English classroom that said TRUTH, framed with the long thorns of the locust tree, and his little opening speech about how hard a student must work to get to the truth; perhaps on that particular day, he felt the boy was working hard to get to the truth in his own way and needed patience more than anger.

### Arbiter of Dress Code

Gwendolyn Kazmarek Gadomski, Latin teacher at Adams for many years, is remembered not only for her inspiring teaching style, but also for her self-appointed status as arbiter of the unofficial dress code of John Adams teachers as well as students. The female members in the Foreign Language Department adhered to the rule of no pants long after the rest of the faculty abandoned it, until Betty McLemore witnessed her mentor passionately kissing her new husband in the hall. The next day Betty came to school in slacks, explaining her defection with a touch of irony, "If Gwen can kiss a man in the hall, I can wear pants."

### First Black Teachers

First black teachers at Adams were Mayben Herring, English teacher, and Bill Scott, math teacher, coach and NEA president. Linda Buress Murphy replaced Mrs. Herring and is now the only black teacher remaining on the staff of the original group hired to redress hiring imbalances and give black students worthy role models in their education.

### A Crew Cut Przybysz

Jerome Perkins, U.S. State Marshal and parent of two Adams alumni, explained with a grin how he had seen Mr. Przybysz grow up at Adams. "I remember him as a young assistant principal with a crew cut." He went on to tell how he has become an experienced and respected principal, "able to relate to kids and parents, while being equally firm with both groups."

### Time Of Change

A major change took place at Adams in the late 60's and early 70's as many older teachers retired in the midst of the frustrations and ironies of that period, sometimes after years of dedicated service, upset at being called "stuffed shirts and old-fashioned," while a newer, younger breed, viewed by students as being more flexible, interesting and relevant, came in with the idea of motivating reluctant learners. The older generation of teachers fought back, noting that the younger teachers were entertaining students rather than insisting students take responsibility for their learning. A number of stories have arisen from this conflict.

Maurice Cordell, a counselor at Adams from 1964-79, remembers that Volney Weir, one of the original teachers at Adams, summed up the shocking changes in John Adams, who said, when he heard some school gossip in late 60's, "Surely these things aren't going on at John Adams." As Mr. Cordell walked back to his office after this exchange, he looked out of his office window and saw the riot squad in full gear moving across the lawn to deal with the latest problem engineered by Adams' sixties student restlessness.

Mr. Cordell couldn't remember what caused the incident, but Mr. Przybysz provided a postscript on this



particular incident, recalling that one noon lunch he saw a large number of black students gathered on the front steps and saw a golden opportunity to get some feedback. A bit later he looked up to see the riot squad moving in. It turned out that a woman driving by went home and called the police, reporting that "a white man was being molested by a large group of black students in front of John Adams." At the time the high schools were so plagued by racial unrest that the police immediately reacted without checking the story, only to discover Mr. Przybysz, happily in the midst of his black students, discussing problems of mutual concern.

I myself witnessed an excellent example of how administrators often have to take the brunt of the high emotions typical of the high school years. During the last black history assembly at Adams to be presented to the student body in 1972, black students presented various skits and poems angrily denouncing the prejudiced atmosphere created by whites. White students took exception, and fights broke out all over the auditorium. After the assembly, the hostilities spread, and many students did not come to class, either because they were afraid or because they were too busy fighting with others.

Wondering about the lack of attendance in my classes but basically unaware that tensions had spread, I descended the stairs from the English wing to go to lunch. At the bottom of the stairs, I found Don David in the midst of a large group of angry students, on one side a large group of black students shouting; on the other, a large group of white students, equally vociferous. I ran to the teacher lounge and gathered up various teachers along the way to come to his assistance, but I have never forgotten the difficulty of Mr. David's stance in the midst of those warring groups

### The Mo Legend

Morris Aronson was a teacher and coach, who became an Adams tradition because of his long tenure and his uncompromising stance in both geometry and wrestling and his ability to inspire his students to rise above their limitations. Mr. Przybysz tells a story that exemplifies the legend of Mo: a boy named Phillip Reed, who was very small, thin, unranked and unlabeled, unexpectedly got into the final championship match in

wrestling. He was "battling for his life, but somehow in the last seconds of the match, he turned over his high-ranked opponent, who was expected to win, and pinned him." Everyone was jumping up and down, unbelieving but thrilled by the triumph of this little underdog, when Mo walked up to him and said, "What in the hell took you so long?"

### Homeroom Teacher of the Year

Mr. Przybysz tells a story about his first year of teaching when teachers reversed the usual story and pulled a prank on the students. John Schutz and Bob Rensberger, both fellow social studies teachers, walked into Mr. Przybysz's freshman homeroom and proclaimed him South Bend's Freshman Home Room Teacher of the Year. The unsuspecting freshmen cheered, so Mr. Przybysz modestly accepted the accolade. A week later the two pranksters presented him with a certificate again with appropriate applause from the students. At later points they presented him the regional and then the national award as Freshman Home Room Teacher of the Year, but finally some of the students began to realize it was a joke so the pranksters didn't take him to international competition.

### Recent Achievements

Mr. James Ashley, Talent Director of the SBCSC, noted the number of staff recognitions in recent years at Adams: Paulette Cwidak, Indiana Teacher of the Year; four SBCSC Teachers of the Year, Jack Goodman, Al Niemier, Cwidak and Nevin Longenecker; Presidential Award for Excellence in Science Teaching, Nevin Longenecker; Principals' Leadership Academy, Bill Przybysz; National Council Teachers of English state awards, Babette Maza and myself.



## IN MEMORIAM

# ERNEST LITWEILER

My favorite teacher died in May of 1990. Ernie Litweiler was a teacher for South Bend schools for 32 years before retirement in 1969. By the time I found myself in his second year biology class at John Adams High School in the late 1960's, he had already won Indiana Outstanding Biology Teacher as well as Regional Outstanding Biology Teacher. Because his death was such a loss to the John Adams community, I would like to share my memories of him.

One of the most striking things I remember about Mr. Litweiler was his tremendous energy. He often led us out of the classroom on expeditions to the river or the zoo or the arboretum, always at the head of the group setting a brisk pace. No student was tempted to lag behind, because he or she might miss out on seeing the "tridecemlineatus" or watching one of Mr. Litweiler's bird imitations. He would jump to pull down the branches for us so that we could see the differences between the different species of oak trees or maple trees. I also remember that he set out for us the awesome task of identifying and mapping each and every plant in a hundred square foot section of woods known as the arboretum. Now that I am older I realize that the "arboretum" was really just a small wooded lot near the railroad tracks, north of Adams, but those were magic times. At any rate, I felt a very real sense of accomplishment when my project was completed.

The first time I heard the word "ecology" was in Mr. Litweiler's class. I remember he told us we would be hearing that word more and more as years went by. Mr. Litweiler was involved in efforts to encourage wood duck nesting in northern Indiana, and I remember him showing us wood duck houses that he built and telling us that wood ducks were the most beautiful ducks in the world. Now every time I see a wood duck I think of Mr. Litweiler. He was so prophetic; they really are the most beautiful ducks in the world, and we all have heard the word "ecology" often in recent years.

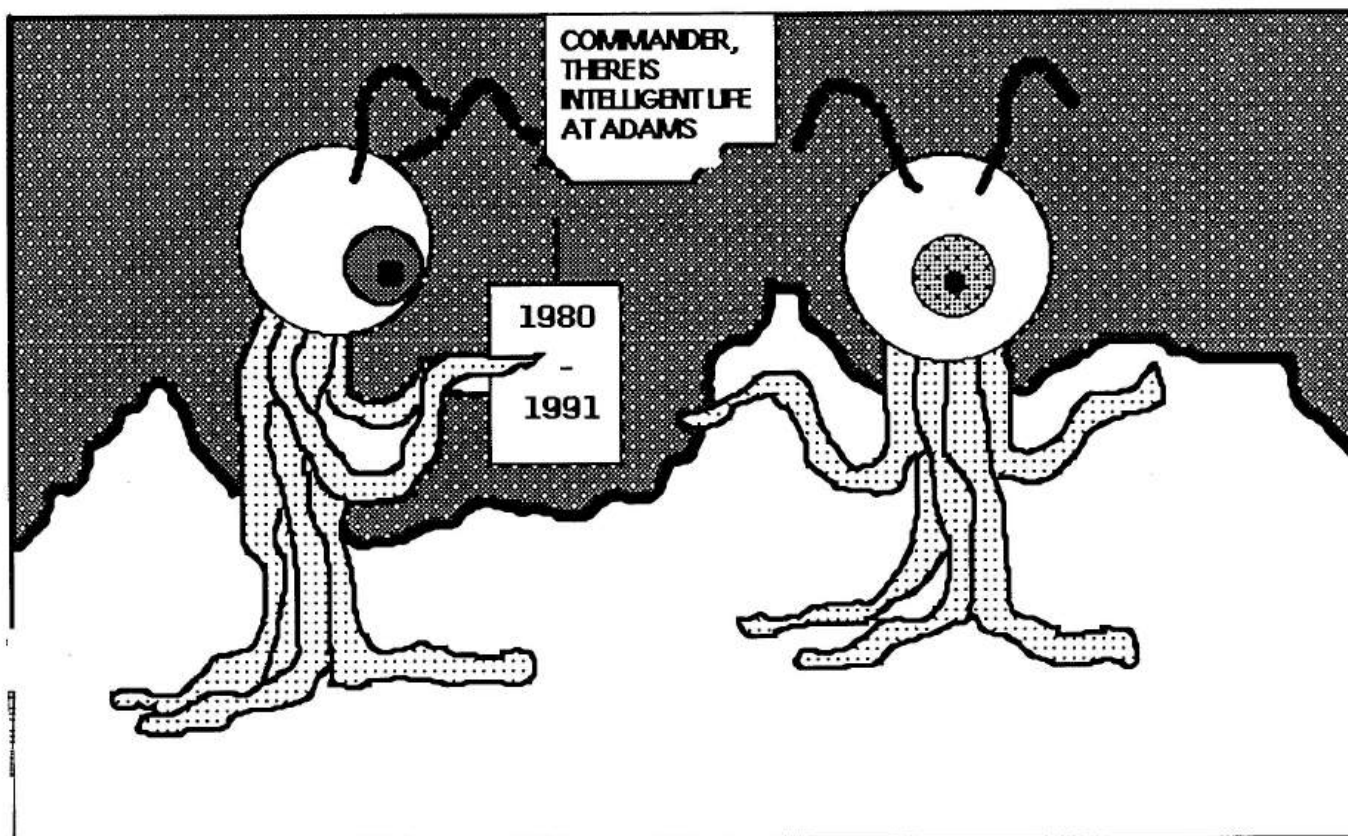
Ernie Litweiler had a knack for making the study of biology fun as well as important. It was fun collecting microscopic "beasties" from the river, learning anatomy from dissecting real animals, watching the birds and studying geologic time and evolution. He was not a terribly good speller, and he was not very good at names either, but somehow these little flaws endeared him to us. He would sometimes fuss over the spelling of a word, but then decide not to worry about it. If he forgot our names and called us his generic Annabelle or George, we didn't mind. Even this was an important lesson for a fussy, perfectionist kid like me. He showed me that the small stuff isn't as important as the big picture.

Even now, I am amazed at how much material we covered in just nine short months and at how much I retained. We studied anatomy, photosynthesis, bacteriology, taxonomy, ecology, evolution, and on and on, all with heavy emphasis on the natural world right in our area. I was a city kid who grew up in a development so devoid of mature trees and wildlife that we didn't even have squirrels. My parents sent us to summer day camp, which provided opportunities to be in the woods, but my best opportunity to learn about nature was provided by Mr. Litweiler. And I soaked up everything he told us like a sponge. My only regret is that I was too shy to get to know him personally while I was a student.

Years later, when he came to visit John Adams High School, I had a chance to tell him how much I enjoyed his class. I was teaching biology myself and one of my colleagues brought him to meet me. I told him that I had been his student, and he seemed pleased to meet me, but I could tell he didn't remember me. That's ok. I was just one of the thousands of students he must have influenced in his life. Although I was never lucky enough to count Ernie Litweiler as a personal friend, I feel a definite sense of loss in his passing. He was a truly great teacher.

Louann Kensinger





**IMPRESSIONS**

**of the**

**EIGHTIES**



And so at last we came to the 80's and early 90's, the end of John Adams' first five decades. Although the first four decades were marked by wars, the political scene of the 80's was marked more by a growing interest in bringing an end to confrontation and divisiveness, culminating in the toppling of the Berlin Wall and the end of the cold war. In contrast to the late sixties and early seventies and in spite of the drive toward peace and environmental concerns, students at John Adams seemed disinterested in politics and social change, this instead being an era where students were so affected by the crumbling fabric of marriage and home that dealing only with their private problems seemed possible. It was also an era where after years of student challenges, the pendulum of discipline swung toward a more orderly and academic atmosphere. One of the bright spots of the decade illustrating this swing was the Shakespeare festival, sponsored by the English department, which involved willing and delighted students in a Shakespearean world for one week.

Once again distinct groups arose within the social fabric of the school: the preppies, the jocks, the punkers, the isolates, the nerds, symbolized by a favorite film of the decade, *The Breakfast Club*. In spite of the separate identities, these groups, similar to the main characters of the film, were united by their private pain, trying to deal with the wounds caused by divorce and warring families, apparently disinterested in the survival of their children. The high school became a refuge, a place to gain a measure of peace as these students, often feeling abandoned by their parents, struggled to define themselves in a society of their peers, which seemed more supportive than home itself.

The proliferation of electronic media characterized the decade as the use of computers, camcorders, VCR's, CD's, electronic keyboards and sound equipment spread, transforming research, writing, music and many other aspects of class work at Adams. Adams teenagers turned to the VCR, MTV, the video game and music for an electronic escape from the realities of their lives.

Teachers increasingly found themselves dealing with the problems of typical students, apathetic, prone to sleep in class, unwilling to do homework and working long hours on jobs outside of class, trying in some cases to save money for increasing college expenses, or in some to live without parental support or in others trying to gain the material luxuries and cars, with which an increasingly materialistic society seduced

them. Because so many of Adams students in this decade came for the first time from outside the traditional boundaries, the need for transportation was often a considerable factor in the emphasis on part-time jobs. Peer support groups, Suicide Prevention teams, social workers and Upward Bound groups were innovations in this decade, designed to alleviate some of the stresses of this era.

When teachers could strike a chord with these students through group work or discussion, illustrating the relevance of school work to real life, these students would come alive and become involved. These students were faced with such hard realities and difficult choices that understanding and unity were great needs, making the fall of the Berlin Wall and the suicidal stand of the students in Tiananmen Square understandable as young people all over the world cried for unity and freedom at the end of the decade.

At this point it is difficult to know what the nineties will bring, since we are just beginning 1991 at the time of this writing, but it seems that we are embarking on a period of great change, which brings accompanying tension and anxiety, as our students have to deal with the specter of an unexpected war with Iraq, the impact of the disintegration of the Soviet Union on the world, the recession and economic difficulties, the growing plight of the poor and the growing concerns about the environment, all of which are causing uncertainty about the future. Interestingly enough students at Adams in the late eighties and early nineties already seem to be moving out of the inward turning of the eighties and are developing concerns about the plight of the homeless and poor, resulting in an unprecedented wave of social action, involving contributions to various needy individuals and groups in the community. Also notable in 1990 was a group of students, who got a taste of political action by going to the legislature about their concerns on the way drunken driving was being handled. The students from SADD at Adams were distraught about the death of Donald David, the retired assistant principal of Adams, the victim of a drunk driver.

So we end our fifth decade at Adams once again tremendously affected by the pattern of social change, facing an uncertain future, but still full of the excitement and verve toward life that characterizes the adolescent on the brink of moving into adulthood.

Ann Slattery Germano, English teacher from 1972-



## CLASS OF 1980

### *Events around*

John Lennon dies  
Reagan/Bush years begin  
Mount Saint Helens erupts  
Vietnam War Memorial  
built  
Poland gains its freedom  
Drinking age raised to 21  
nationwide  
MTV introduced  
America bombs Libya  
Video hits the mainstream

A friend of mine recently commented that if he were lucky enough to win the lottery, he'd use the money to try to finance his way back to high school. Figures with his experience, he'll really know what to do this time.

How to do it this time is probably more to the point.

Not to mention the money...

Something about the thought of being seventeen again, of problems that in retrospect were generally surmountable, of friendships that were seemingly eternal, of aspirations that were naively ambitious, of energies mighty and lasting, of dreams yet to dream... Then it hit me. No seventeen-year old would think of seventeen in those terms (certainly not in the 80's). So much for experience.

Kevin C. Lennon

### *the world*

Shuttle explosion  
Berlin wall torn down  
USA for Africa  
Band-Aid  
Hands Across America  
folk music revitalized  
Rap music becomes a  
popular resident of top  
forty radio  
Alternative music hits top  
forty radio

In 1980 Reagan defeated Carter, feather haircuts were the latest fad, and the "Ultra Preppie" look was in. There were 1200 students attending Adams, and among them was a senior named Rosemary Crowe. Rose came to Adams her freshman year, and by the time she left her senior year she had left quite an impression.

Rose was very active in two sports, volleyball and track. When speaking on the phone, Rose was very eager to talk of the volleyball team. During Rose's junior year the team won the state championship. "It was one of the most exciting moments during my stay at Adams," she said. "I can remember driving down with the team and joining in all the fun that came with the thrill of victory." Rose was also a proud member of the track team. During her senior year she set a new track record in the eighty-yard hurdles.

Rose is married now and has three children: Ben, 4; Meredith, 3, and Bridgette, 1 month. They all live in the Adams district, so it is likely that her children will be able to enjoy all of her favorite teachers, such as Mr Goodman, and Ms. Cwidak. Who knows what will happen in their future years at Adams?

Meghan Otolski





## CLASS OF 1981

Kevin Hayes remembers going to high school in the late '70s and early '80's as a time of change as the country gained a new president and lost a popular idol. Of course, some things were unique to the Class of 1981 and then some things always stay the same.

"I remember hearing that Pope John Paul II had been shot. I was in Mr. Kline's class when we were told," says Kevin, "I thought it was so ironic that a person could shoot someone so dedicated to peace. I also remember going into Mrs. Germano's class and talking about John Lennon's assassination that occurred the night before. Everyone was really bummed about that, especially the theater types. No one could believe a cool guy like that would actually die."

Not everything during Kevin's senior year was depressing though. His class won all of the competitions that went on between the classes. "We were a pretty rowdy class," he reflects.

"If a guy was late to class, he'd just pull the fire alarms so he wouldn't get caught. That was pretty fun. I used to work in the office so I'd get admits and keep them until I needed them. I'd be nice and give my friends some too. If I ever had to use them I would always write the pass as though Mrs. Germano had filled it out because she had the easiest signature to forge."

"Aerosmith and Queen were a couple of the big groups when I was in high school. Steven Tyler, the lead singer of Aerosmith, was especially popular. One big fad that peaked in my sophomore year were Earthshoes. I had a great pair of them, nice suede; they were wild."

Kevin was on the football team in his junior year, but a hand injury caused him to quit the team. "I didn't mind though; the football team was terrible. They were 0-10 my senior year I think, just awful."

A little incident during his sophomore year encouraged him to quit the John Adams band. Kevin recalls it, "It happened two days after the end of the school year. Our band went to Great America for a day. We were supposed to stay there until five that day, but my four

friends and I decided that was too early to leave, and so we went on the rides until about seven o'clock before going back to the bus. Not only did we do that, but one of my friends brought an empty whiskey bottle with him and filled it up with ginger ale so it would look like we were really drinking on the bus. We thought it would be fun to show people passing the bus that we were drinking men. Well when the bus was two hours late, parents began to worry that there might have been an accident or something, and they called the principal, Mr.

Prybyz. The next day the five of us were called to Mr. Prybyz's office for a conference with the band directors and our parents. It turns out some girl from the band said we were totally drunk and were falling off the water rides, which was untrue. Well, we just got a tongue lashing in front of our parents and were exonerated from all charges. I quit the band after that. I thought it would be for the best. I don't condone this behavior, but I was only fifteen years old."

"If I had to choose a favorite teacher it would have to be Mr. Szucs, the younger one. We used to call him 'Malibu Mike' because he was always tan and drove a Camaro. He had a real 'hands on' approach to learning, and his tests were really easy."

Kevin's fondest memory of John Adams High School was "...Graduation Day. I had finally come to the end of a cycle. I accomplished what I had been working for for such a long time. What a great feeling."

Sarah Hayes





## CLASS OF 1982

We are great and we are new - we're the class of 82! High school was a great period of my life and my favorite, most memorable year, was 1982!

Ah, Senior Year...A year of realization, change and growth.

REALIZATION in the sense that college was not "just around the corner" but actually next door!

CHANGE in the sense that the pattern of my life, as well as my peers, would be totally transformed. Some of us would be going out of state, others out of the country. We would not be able to see each other every day, talk on the telephone every night, jet up to Union Pier on a whim and miss out on so many other special times yet to happen.

And finally GROWTH, the infamous learning process, by which we would have to search within ourselves to adjust and survive in our new environments.

At the time all of these thought processes were taking place, I did not think I would be able to cope, but we, my close buddies and I, made it! Yes, we made it through the "new friends" syndrome, the spans of separation, and all the other growing and self-actualization zones. My friends and I are the exceptions to the old "you'll grow apart" myth - we actually have become closer.

As my mother used to say - "Make new friends but keep the old - one is Silver and the other is Gold." That pretty much summarizes my senior year at JAHs.

Mona Eskridge

## CLASS OF 1983

Like all classes, we walked in as inexperienced freshmen, and we marched out clutching diplomas. Winston Churchill - in a different time, in a different word-spoke words that described our feelings as that diploma met our outstretched hands: "This is not the end, this is not even the beginning of the end. This is just the end of the beginning."

That diploma, though, was and is only a piece of paper. The memories we took with us will last a lifetime. Not only memories of high school, but also of the world around us. Who could ever forget the day in February, 1980, when Adams caught on fire, and we stood outside in seventeen-degree weather for an hour; the election, and attempted assassination of Ronald Reagan; the attempted murder of J.R. Ewing - who did shoot J.R.?; Our endless candy sales; the first Space Shuttle flight; the sad death of John Lennon; Friday morning pep assemblies; the taking of hostages and the four-hundred-plus day wait for their release from Iran; the marriage of Lady Di and Prince Charles; and our state runner-up tennis team senior year? The list is endless.

But what made the Class of 1983 unique? Our spirit. How many classes can boast that they won Spirit Week three out of four years? We can. Spirit Week, now, however, just doesn't seem as important as it did

then. We've grown; we've changed; we've matured; our values and priorities are different.

That spirit and boundless energy that characterized our class is still there, within each of us, and somewhere, deep within the heart of John Adams High School. We inspired the classes behind us, just as we were inspired by the classes before us. The inspiration and influence are timeless - the Class of 1991 has been indirectly affected by our class as well as the Class of 1941, and every class in between.

When we walked out of Adams' doors for the final time, our lives had been touched by what we saw there, and by the people we got to know along the way. We hoped then that we had left our mark.

I hope now that we all have maintained some of the innocence, the naivete, the ability, and the willingness to still dream, as we did in high school. As Langston Hughes once wrote, "Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly."

May our dreams and the John Adams Eagle fly high for another fifty years!

Alan Engel



## CLASS OF 1983

I am younger now than when I walked out of that old brick building in my square blue hat. I can feel the pulsating sound of time ticking loudly, as I search my closet of memories:

John Adams offered me many paths. I examined each brick, each hallway and each doorway. But with each step I moved farther away from myself. I was walking away from the moments of my life.

One day as I walked through the woods, I saw the branches of a tree curl and wind. I felt the leaves gently caress my skin as I walked by. I sat down and came to realize that it didn't matter what path I chose as long as I breathed along the way.

I am much younger now I spend more time alone and less time socializing I spend more time in the woods and less time at parties I spend more time changing the world and less time criticizing

But it is strange that the farther I go away from those old days the more I find them within me.

Karen Germano





## CLASS OF 1984

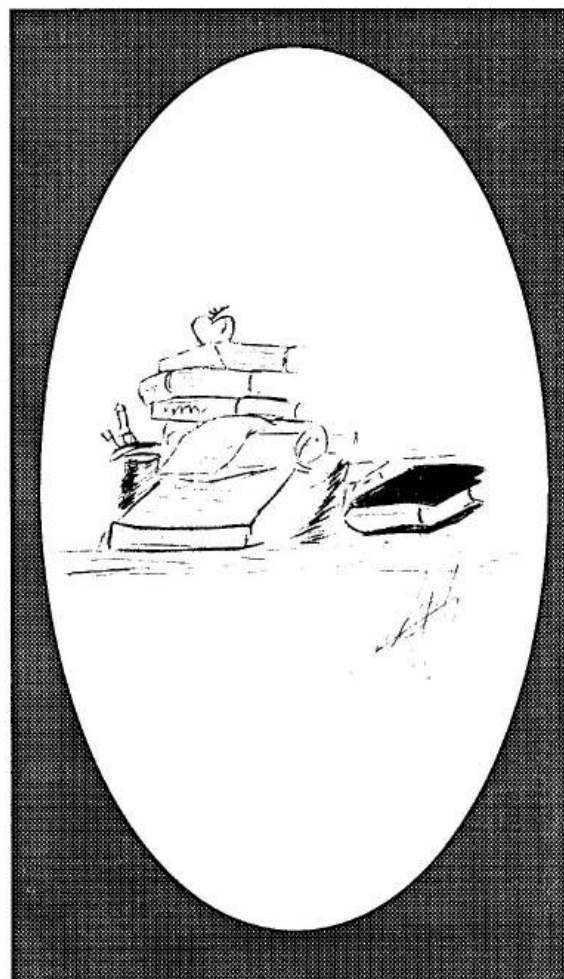
The interviewee from the class of '84 is Debra Kay Pejza Degucz. She just got married to a Penn grad, who was her senior prom date. When I asked her about her years in high school, or more specifically her most intense moment at Adams, she, not so fondly, recalled her senior term paper. Three weeks before the paper was due, her notes were stolen and she had to start again. She didn't want to tell her parents because prom was weeks away, and her teacher wouldn't give her an extension since it was caused by stupidity. Somehow between her classes, her duties as secretary of the senior class, and her job at Century Formalwear she finished her term paper in time and received a B-.

Debra was at Adams in the early 80's. At this time The Police, The Fixx and Duran Duran were popular. Students in fashion wore Polos and Izods with the collars up, and Chinos. Evidently the preppy look was in. President Reagan was elected, and the hostage crisis was in effect.

Deb had two favorite teachers, Ms. Cwidak, who was "tough, but there when you needed her," and Mr. Goodman, who played Paul Simon songs during labs. The mood at Adams and everywhere else during the "ME" decade was greed. People were money hungry, and students went around saying how they were going to make it big.

At Adams Deb was busy with the volleyball team. She played for awhile, then became the manager. While she helped Sue Ganser with the team, the girls won their way to state competition. The Eagles came in third down in Indianapolis. Everyone celebrated until the bus broke down. She didn't come home until two or three in the morning, but for once she had a good excuse for breaking her curfew.

Of her four years here Deb enjoyed her junior year the most. She was the most involved that year. She became very active on the Spirit Week Committee. The juniors



were confident with their Hawaiian Holiday theme, but they were beaten by the sophomores in their togas. At least they beat the flower children of the senior class.

Jonelle Kapsa



## CLASS OF 1985

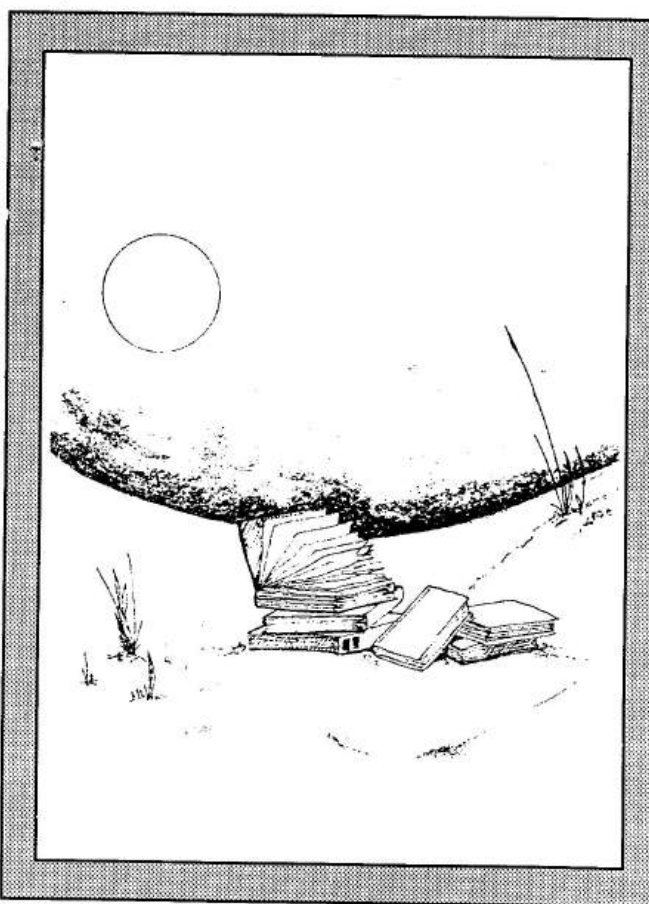
When I first thought about what to write about in regards to my years at John Adams High School, I was dumbfounded over what to say. High school was so long ago. What could I possibly write? Desperate for inspiration, I sought out something that all of us have probably retained from that era—the high school yearbook.

I had to look through a few boxes in my cluttered closet (where we all tend to dump our past) but I finally found it. Looking at it for the first time, a million memories came rushing back to me. The young faces I saw were people that I had spent four years knowing, loving, and hating. It didn't take long for me to remember what a special place John Adams had been. I also realized that too often, we, as adults now, trudge through life only looking forward. Rarely, in our busy, hectic lives do we find occasion to really reflect back on our high school years. Too busy looking ahead,

we forget to look at our past, our beginnings.

John Adams may have only seemed to be a place where we all had to go day after day. But, where else did we encounter the many avenues that we would one day choose from? John Adams offered us something we couldn't get anywhere else; it was a part of our beginning. Seeing myself as part of the Tower and Footprints staff, I could see where some of my ambitions as a writer originated and grew.

High school may have just been a beginning for all of us, a beginning we may have long forgotten. However, it's also a beginning that we must always remember. If you have forgotten about how much John Adams contributed to where you are today in this crazy world, dust off that old yearbook and always remember not to forget.



Jim Halterman, Jr.



## CLASS OF 1986

I'll never get through it, I thought.  
I have so much further to go.  
I turned my back and it was over.  
No one told me things would change.  
So I daydreamed for a moment,  
And they were different.  
No one told me my life would  
Never be the same again,  
And now I miss it.  
I wished things would be different,  
Not so much work, easier.  
And I wished my time away.

I wanted to finish, to move on,  
I needed a new experience.  
I was ready to leave.  
They told me life would get hard.  
I said I believed them,  
But I really didn't know.  
I had a whole life ahead of me,  
And was anxious to get on with it.  
So I left without tears.  
The tears come now as I remember,  
The times I spent wishing.

Jennifer Van Es





## CLASS OF 1987

Carlentina Hamilton had many things to say about the Class of 1987. She also had some interesting facts to prove that the graduating class of 1987 was definitely a closely knit group.

The sports program at John Adams was good for all seasons, and the Class of 1987 was very supportive for all the sports. The football team went to regionals and lost in semi-state. The basketball team had many accomplishments to make the Adams Eagles very proud that year. What Carlentina remembered most about the year of her graduation was the track star Javon Williams. Javon Williams and Lance Dempsey went to state for track and won.

School spirit was good that year because of the talent contained in the sports program, and the enthusiastic students always willing to cheer them on. Carlentina mentioned that she remembers always going to games and every senior she knew of was there to cheer on that particular team.

The sayings were primarily the same as today, but the fashions were different. People went around wearing bright fluorescent colors and lace gloves inspired by the very popular Madonna. The music was primitive rap music before the black power statements in rap came about. Michael Jackson, LL Cool J, and many other artists were displayed on buttons in 1987. Many people wore the hair with big bangs or had a Jherri Curl.

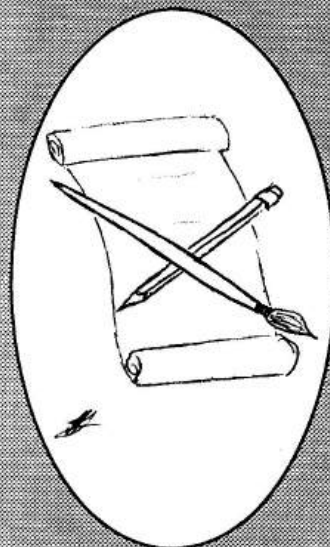
She mentioned that she loved Dr. Beverly Wills, but her favorite class was Mrs. Jean Radewald's business class.

The success of the sports teams is remembered fondly by Carlentina. It is obvious that she enjoyed being part of the Class of 1987 family.

**Rachel Moore**



## CLASS OF 1988



My senior year at John Adams was the best year in high school. I found that I really matured that year. I also found two very good friends whom I still hang out with. One of those friends, Tim Kaczmarek, made sure that my senior year was as good as it could be. He escorted me to a dance and to the prom. I would have missed out on these nights if it weren't for him. I feel that when I reached my last year at Adams I was finally treated as an adult. I was allowed to make mistakes without anyone severely judging me. I often miss Adams, and the safe feeling it gave me. I will always remember the good times in high school, especially my senior year.

Katy Gottwald



"The intelligence and creativity in my class manifested itself into unusual and distinctive activities. We had great school spirit, and it showed through everything we did," said Mike Komasiński, a member of the Class of 1988. The Class of 1988 was an extremely artistic class. They were the class that started those "wonderful" announcements about MORP, Powder Puff football, and student government activities. Everyone who graduated in 1988 added a little something to John Adams, especially enthusiasm.

According to Mike, the Class of 1988 was just like a family. "We were all alike in one way or another. Everyone was intelligent in one way or another, whether it was artistic, scholastic, or athletic, we all had great respect for one another. An example of our togetherness was G-fest! Everyone was there, even those people who you never thought would come out on a Saturday night!"

"One thing that a lot of people complained about around this time was the situation with the parking. But for some reason, I thought it was great parking on Hoover. All my friends parked there, and it gave us more time to talk and compare homework as we walked down the street towards school. We would all walk in together and go to the lockers where there would be a swarm of about twenty friends. People at Adams were always so friendly. As you walked up to school in the morning, there were so many hellos and smiles, even from the smokers on the Wall Street steps," said Mike.

There was a lot of activity going on in South Bend during the year 1988. This was the year that the whole community

pulled together to host the International Special Olympics. Many students volunteered during these couple weeks, many of them from Adams. Another significant event that occurred during the year 1988 was the election of a new mayor, Joe Kernan.

The one thing Mike Komasiński attributes to the class' success, is the outstanding teaching that goes on at John Adams. "People may not realize this, but the teaching staff at Adams is excellent. My favorite teacher in all my four years would probably be Mrs. Gerhold. She taught my Junior Honors English class. She was by far the nicest teacher I ever had, but aside from that, she allowed her students the freedom to create. No matter what, you were never wrong. She always found something valid in what you had to say. Mrs. Gerhold inspired me to have the confidence I needed to succeed." Another teacher that Mike felt made a lasting impact on his life was Mr. Schutz. "He had such a vast wealth of knowledge and he relayed his information to his students in a way that everyone could understand. I had a great deal of respect of Mr. Schutz."

The Class of 1988, even though they are no longer together everyday, is still close. Mike had this to say about the people he graduated with, "I love to come home and see my high school friends. We had a great time in high school and those are memories I will never forget. I am proud to be a graduate of John Adams and proud to say I was a part of the Class of 1988."

Stefanie Komasiński





## CLASS OF 1989

Sarah Szumski graduated from John Adams in 1989. Although her graduation was only two years ago, she had some difficulty remembering those days that seemed so distant to her.

Her favorite teacher was Mrs. Hoffman, whom she had had for sophomore honors English. "Mrs. Hoffman was a great teacher," said Sarah. "She was very easy to get along with, friendly, and always willing to make time to talk with her students. She had a genuine concern for her students and their well-being." Mrs. Hoffman was also an excellent teacher professionally. She taught sophomores, a relatively unstable group of people, the painstaking and grueling art of writing. Writing is a difficult subject to master, and Mrs. Hoffman has teaching it down to a science. "She not only taught how to write, but made it as enjoyable a process as possible."

When I asked Sarah whether or not there were any specific incidents that she remembered in high-school, she responded with many tales of adventure and excitement (Well, not really, but this is what she did say). "I remember in Mr. Goodman's class my sophomore year, I was working with Ursula Emery and our bunson burner started a fire. Mr. Goodman put the fire out, but the whole incident was pretty funny."

During her senior year in Mr. Reed's psychology class he said that if Vicky Goldsmith, Dale Jacquay, and Sarah

could remain silent for the entire class period, then the class would not have their scheduled quiz. "It put a lot of pressure on us. We didn't have a quiz, and unbeknownst to him, we talked anyway, just to spite him."

The dances, according to Sarah, weren't spectacular, but the Morps were fun because they were informal, and the people went just to have a good time. "I remember I went as the little girl who lost her tooth one year as a last minute costume. I had bows in my hair and a little puppy dog. The Morps were just plain fun."

Sarah was a photographer for the publications staff. "I liked taking pictures at games and during school. We (the photographers) had a lot of fun in the dark room. I had some really interesting conversations in that dark room. I also enjoyed (sarcasm) staying until eleven o'clock at night developing film and printing pictures."

The Class of 1989 was different from all of the other graduating classes at Adams in a couple of ways. Mr. Przybysz said that their class brought school spirit back to the student body. All of the seniors went to the football and basketball games, and other athletic events. This prompted the other classes to follow suit. The Class of 1989 was also the last class of the eighties, the last class of an era in John Adams history.

David Szumski





## STUDENT LORE

**L**illian Toth Fahey was the first valedictorian at John Adams High School in 1942 and was honored once again at an Adams Honors assembly in 1990.

**T**erry Rothermel was named President of the Student Council, which made him unusual in a list of such honored students because his father, Russell Rothermel, was principal of Adams at the time. Mr. Rothermel noted tongue in cheek that the students finally found a perfect way to get even with the principal.

**S**cott Shawhan, 1965, said, when he entered Adams as a freshman from River Park, "I'm going to be somebody in this school." He ignored the class distinctions between the Sunnymede crowd, designated somehow as class leaders, and the River Park crowd, better known then as River Rats (followers), and decided to run for Senior Class president in 1965. He was popular and an easy win over the candidate from Sunnymede, who was a serious, quiet intellectual type; but unbeknownst to the students, the election results were changed by school officials, who were concerned that mob psychology was taking over the school, and Scott lost. This was revealed to Scott ten years later by Gordon Nelson, and at the twenty fifth class reunion, the president was impeached, and Scott was reinstated to a standing ovation. But even as a senior, Scott had his revenge. He was elected Booster Club president that year. The club became so popular that its previous membership of 57 increased to 400 members. He organized his club into a huge cheering section that created so much commotion at the big Central-Adams football game that everyone felt they actually inspired the team to beat Central in a huge upset.

**C**heryl Wood in 1983 after a pom pon squad was picked, became very upset because they felt that the

best students were not being picked at tryouts, perhaps because the sponsor manipulated the vote due to a previous conflict on the squad. The students asked for a recount of votes, but the sponsor claimed the ballots had disappeared. Several students and one of the parents led by Cheryl Wood came to Adams and spent the night searching through the dumpster outside the school, found the ballots, recounted them and proved to the principal in the morning that fraud existed. The sponsor decided to quit, and the resulting winners took their place on the pom pon squad.

**G**aynell Rothermel, Class of 1966 recollected that one day, enmeshed forever in her high school experiences, was the day John Fitzgerald Kennedy was killed. She was a sophomore at John Adams, sitting in Morris Aronson's Geometry class when Gordon Nelson, the assistant principal, came over the PA to announce that JFK had been shot in Texas. "I still remember the shock on Mr. Aronson's face," Gaynell commented. Later in her Latin class, Mr. Nelson announced the death of JFK, and Gaynell spoke of a rush of images: "Everyone regardless of age or gender cried in shock." School was dismissed early. It was late fall, and all the leaves had fallen off the trees along her walk home to South Street except for one tree whose large dark green leaves still remained. "That day when I walked home from school, I saw that the tree's leaves had fallen." She felt the fall of leaves that morning symbolized the tears of her classmates and teachers at Adams, which had fallen in grief over the passing of an era where dreams still seemed possible.

**G**ordon Sechrist, according to Maurice Cordell, a counselor at Adams in the 60's and 70's, is symbolic of the change in student behavior that occurred during the late 60's. He was brought into the office before the principal and counselor wearing a shirt labeled BULL SHIRT. He asked Cordell, "Does this say anything indecent?" Mr. Cordell said, "Well,



no, but there certainly is an inference of something indecent." Gordon says, "But does it say anything indecent?" This willingness to argue for their own rights marked a basic watershed in John Adams history, as students became more and more assertive about what they thought their lives in school should be like.

Teachers over the years at Adams have had their own feelings about the students who passed through their classes, and sometimes those feelings were tinged with more than a bit of irony. Mr. Rothermel has saved some comments that reflect the flavor of some of the teacher-student relationships, recorded in the anecdotal records teachers once kept on students before the courts ordered an end to the practice:

"All that will save her is a husband and that is extremely unlikely."

"Unless a miracle occurs she will enjoy that unhappy multitude that weekly exalts in the mediocrity of the Ed Sullivan Show."

"He'll be laughing as the devil roasts him over the fires."

"The infinitesimal decimal in the social system, unloved, unwanted, afraid. Heaven help him."

"She'll never know what hit her, but it will probably be best that way, for reality would shatter her."

"Like a whipped spaniel, I think that somewhere along the line he is headed for real trouble."

## STUDENT PRANKS

Przybysz's favorite student prank concerned one of the student projects to help wild life survive in Potawatomi Zoo. Ernie Litweiler, a biology teacher and science department head at Adams for many years, got involved in bringing a live Golden Eagle to the zoo, which was named Oedipus Rex. Designated students would bring the Eagle to assemblies and games as the school mascot. He was trained to fly from his trainer and return so he would swoop

down over the auditorium to thrill the fans with the symbolism. But one day a student prankster placed the name Oedipus Rex on an IBM card, used in the 1960's to keep track of students. The card went through the system and printed out a schedule and data information on Oedipus Rex each semester until guidance finally realized what had happened.

One prank in 1962 that upset school officials and caused suspensions was a group of students, dressed in suits, who brought a table cloth with candles, complete settings of china, crystal goblets and cloth napkins into the cafeteria to protest cafeteria food and the general lack of atmosphere in the cafeteria, which they claimed had the "ambience of a hog lot."

Another prank, recalled by Peter Holmgren, involved the model United Nations, sponsored by the Debate Club and the National Education Association, South Bend, in the late 1960's, when students would dress up in costumes of various cultures and debate issues that were important at the time. As part of the debate, students fired a shot gun, containing wadding, which blew holes into the ceiling tiles, which was not favorably viewed by the administration, as students were suspended for disrespect of school property.

A student prank that the Class of 1965 indulged in because they couldn't afford prom decorations was repeated at their 20th reunion. They stole park benches from Potawatomi Park, painted them silver and sprinkled them with glitter and decorated the prom in a garden motif. When they repeated their feat at their reunion, a South Bend policeman (once an Adams teenager) carried out the nefarious deed in his patrol car to reiterate no doubt that the rebellious teenager within never dies.

Another infamous student prank that generated controversy and amusement was the ingenious scheme of the Senior Class of 1990, who frustrated by four years of the lock-out policy for tardies and student parking problems, decided one day late in the year that they would lock teachers out of their parking lot and charge admission, a sum which would then be donated to the school. Teacher reaction ranged from revenge, parking in the student lot; anger, "Przybysz, you have to do something about these kids!"; to humor, "I'll pay the dollar, but you have to park my car."



## CLASS OF 1990

As we go through our high school years, we often become so concerned with all of the little tests in store for us that we forget about what's really important. I was no exception during that nine month period known as the senior year. With images of physics tests, possible prom dates, and college interviews continually swirling around in my brain, it was easy to lose sight of the big picture.

Of course, I didn't realize that I was the victim of such myopia until the end of the first semester. This was a gloriously freeing experience, knowing that my high school performance was no longer of any consequence to the hallowed universities I was applying to.

But now I didn't have anything to do with myself. First, I thought I would let my overworked mental side rest while I worked on my much neglected physical side. But after three days of lifting weights, this became too tiring.

Then I attempted to improve my social understanding with the 263 other members of my class, but this didn't help much either; after all, I would probably never see them again when I went away to college.

And although my teachers tried to remedy the situation by giving me new projects to work on such as term papers and demonstrations of the utility of logarithmic equations, these

new bits of knowledge just didn't pack the same punch as those before them. I was a lost student without a purpose.

But then I had an experience which showed me just how important my senior year and all the people involved in it were. In early March, we began working on the Senior Edition for Publications. Often it was just a select group of seniors meeting up in room 216 who had to decide how to provide just the right memory of our senior year. And as I read the ambitions of my fellow seniors and laughed at the gag gifts they willed to themselves and to my teachers, I saw that these people were not as unimportant as I had tried to make them. They had become a part of me and were a constant reference point in my thinking.

Whenever I hear about equal rights for women, I think about the battle between the guy voted Most Chauvinistic of our class and girl voted Most Liberated. Even the people voted Most Likely to Sleep in Class made their own contribution by reminding me of the continual struggle to stay awake and how many hours of my high school career I spent in dreamland.

And so after spending many rainy spring mornings sorting through the thoughts, feelings, and characteristics of my senior class, I saw that the acquaintances made over four years cannot be forgotten. The people of Adams are just as much a part of me as the education I received. And I know I'm destined to remember them, friends, enemies, and even the guy four lockers down who I never said hello to, no matter how my thoughts might change in the future.

Mark Bartholomew





## CLASS OF 1991

As the Class of 1991 takes one step closer to ending their high school careers, it is time to reflect. Fifty years ago, the students here at John Adams set traditions such as a great school spirit, many of which have changed drastically over the years. The Class of 1991 got off to a rough start in their freshman year. They started off with a tremendous amount of school spirit, only to get shot down by the upperclassmen. I remember one specific incident where the Freshman Class officers decided to challenge the mighty seniors to a class competition. Ending on a bad note, we as freshmen, lost and had to polish the seniors' shoes in front of the whole school. This was not the end of misfortune. A few months later, the freshmen went bankrupt on a pen sale. Not to mention we didn't have a very good Powder Puff team either which went along with the lack of school spirit.

After our first-year disasters, we thought nothing else could possibly go wrong. We began to pull together as a class when we finally weren't the babies. Things began to look up for the Class of 1991. We were still not the loudest class at the pep assembly, but we weren't the quietest either. After the blow out in Powder Puff as freshmen, sophomore year brought about a sense of pride in our class as well as ourselves. We were no longer the worst players. A lot of responsibility in turn came with sophomore year.

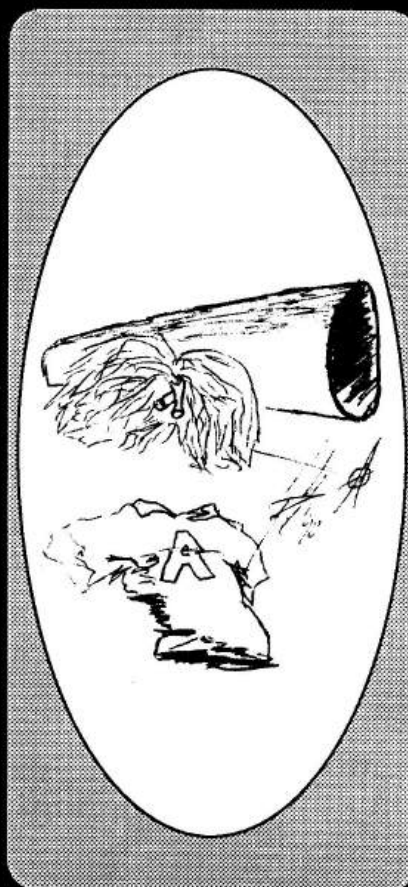
Still struggling after two years, the juniors attempted to climb another step. We kept up with the school spirit by coming in a close second in every competition. School spirit wasn't always

first on our minds though. We were upperclassmen now, and people finally looked up to us. Beating the little freshmen in Powder Puff was an accomplishment in our high school history. Our senior year finally came, and this year we got to stand on the floor at the pep assembly, and this time we were loud. The Junior-Senior Prom was also something new. For many, that night made a lasting impression of high school and also a night they would never forget. As the graduating Class of 1990 walked down the aisle at the Honors Assembly, we knew that it wouldn't be long before we were also walking down that aisle.

Now the time has finally come, and it's time to say good-bye. The rest of the school will be left to follow in our footsteps. Over the last four years, the Class of 1991 has stuck together through everything, maybe not always coming in first, but giving it our all. John Adams High School has

brought joy to everyone who has attended and even those who will be attending. High school years may or may not be the best four years of our lives, but these are times we shall never forget! Happy Anniversary, John Adams!

Kelli Mumaw





## *Love's True Colors*





*As editors of this magazine we wanted to add a special, personal touch, something that everyone, young and old, could relate to. What could be more appropriate than love? Everyone can say that they have felt it at some point in their life. Love is a constant emotion, something that flourishes throughout all the years. It is built upon daily in our associations with people and in their dealings with us. We, therefore, can say that John Adams High School is established upon love, for a countless number of people over the years have interacted within the walls. The only way to see the "true colors" of Adams is to search for this love.*

*We readily found it in the John Adams sweethearts who graduated and went on to marry. We researched each decade, even back to the first graduating class. We chose one couple from each of the five decades this building has existed, to represent all other couples who contributed to the "true colors" of J.A.*

*Julie Duman and Jessica Kapsa*

Mr. and Mrs. Ray Emrick are a remarkable couple who dated at John Adams in the early 40's. They had to withstand many trials that young lovers face. Today, sweethearts are often separated by different colleges and job choices. The Emrick's, however, faced something that plagued many relationships in their era. Not only did they survive the normal hardships all couples face, but World War II put an ocean in between their relationship. "It sure made us grow up quickly," said Mr. Emrick, referring to leaving his family and his girl friend, Eleanor Akre Emrick, behind to go and fight for his country. A constant flow of letters and their devotion for each other kept them close together. During all the years they dated they never once broke up.

Mrs. Emrick willingly ended her college career at Indiana University, Bloomington, when Mr. Emrick came home in December of 1945. They married on August 11th of the following year. After his graduation from college, they had two children, one boy and one girl. Currently, the Emrick's have four granddaughters, who enjoy spending the summers at their grandparents' cottage on Diamond Lake. These happily married former J.A. sweethearts say, "Kids have a lot of opportunities to take advantage of" nowadays, and "shouldn't be in a hurry to get married." Their advice is to "have fun, enjoy [high school] life because "those are the best years."

In the 1940's high school sweethearts didn't have the freedom of always having an automobile at their disposal like many teens do today. The Emricks say, "...getting a car [for the evening] was like pulling teeth." Only one student at Adams had a car on a daily basis; therefore, there was no parking problem at school. Couples walked to school-sponsored activities, which everyone attended because school spirit was high at the young school. They sometimes had the opportunity to ride the bus downtown to catch a movie and go out for ice cream afterwards. Unbelievably, a date in the 1940's cost the guy only one dollar!!! "Ye Huddle" across the street from Adams and "Flemmings" in River Park were popular "hangouts" for these J.A. sweethearts. Girls always dressed in skirts or dresses on dates, for pants and shorts were considered inappropriate attire. Athletes had to be off the streets by 9:00 and in bed by 10:00, and "everyone's parents always knew where they were."

Carol Hertel and Brian Hedman were two John Adams sweethearts who dated in the 1950's. These J.A. graduates dated for 5 1/2 years before tying the knot. Mr. and Mrs. Hedman met through the Album Office at Adams, while working on the yearbook. He was a junior when she was valedictorian of her senior class. She vividly recalls standing in the hallway outside of the cafeteria when her future husband approached her to ask for a date. Now 28 years later, he can still remember what she was wearing. As the Latin teacher at Adams she can reminisce daily about her high school years. The Hedman's now have four children, Hugh, 24, Holly, 22, Heather, 18, and Heidi, 16. Three of the four children have already followed in their parents' footsteps with a diploma from Adams High School. Heidi, the fourth child, is now in her junior year. When asked what she thought about marrying her high school sweetheart, Mrs. Hedman replied, "I knew that I wanted to marry him. It's different for everyone though. Be patient."

In the 1950's many couples "went steady". Elvis Presley serenaded the country with "Blue Moon", and the Righteous Brothers released their hit "Unchained Melody." Men wore sweaters with matching socks, while they escorted girls in plaid, pleated skirts to Frankies in Niles and The Volcano in downtown South Bend, the two popular places for John Adams sweethearts' dates. Drinking a Coke was a common thing to do, considering drinking was abhorred. During this time, either Friday or Saturday was strictly devoted to studying. School was very important in the 1950's, and as a result very few students held jobs in high school or college.

Two J.A. Sweethearts, Thomas and Mary Ann Miles





Poulin have been married now for 21 years. These 1960's graduates met at one of the many dances held at the First Methodist church. Mrs. Poulin jokingly says, "He was interested in my twin sister, but he got stuck with me!" Mary Ann was homecoming queen of 1966 while her husband was voted the "Best Dressed" of his senior class. On weekends everyone liked to gather at the Miles' house to play Euchre. They dated for six years before marrying. Currently, they have two children, Brandon, who is now a sophomore at Adams, and Brie, who will be ten years old and is currently in fourth grade. When asked if they felt it wise for students to marry their high school sweetheart, Mrs. Poulin commented, "Take your time and be patient, explore; if it is right, you will get back together."

With songs like Bobby Vinton's "Blue Velvet" it was impossible not to fall in love during this era. "Everybody" went steady and exchanged rings in the 60's. Wearing their boyfriend's letter jacket was the "cool" thing for girls to do. Teenagers tended to become serious early and often married soon after high school. On dates guys usually wore sweaters with color-coordinated socks and penny loafers. The girls were the ones who had to endure the real torture. They had to start getting ready the night before by sleeping in uncomfortable curlers, for hot rollers were not yet popular. When they finally were ready to go, they usually had on an A-line skirt, a starched button down blouse, knee socks, and tennis shoes. Chaperoned dances, which everyone attended, were held weekly at The First Methodist Church after the major sporting events. A normal weekend would cost the male about \$5.00 and would cover a movie and "a cherry Coke and fries" at the local Bonnie Doon's or a trip to the newly opened McDonald's on McKinley.

All of the kids at Adams stayed here at school for lunch and enjoyed it because they did not have the option of leaving as students today do. During the 60's there was very little drinking and drug abuse; therefore, there was no need for the athletic code of conduct. Mr. Przybysz, the principal, was admired and considered

"a father figure to many students." Everyone always knew to whom they could go if a problem ever arose. Having him around was comforting to many students, including Mrs. Poulin.

Thomas and Barbara Farmer Cassady both graduated from Adams in 1979 and have been married for 7 years. They both went to Indiana University, Bloomington and married after 6 1/2 years of dating, which interestingly began in a J.A. gym class and remarkably contained no break-ups. They have been going "steady" for 13 years and have never regretted it." Currently, the Cassadys have two boys, Thomas III, who is three years old, and Robert, who interestingly is named after his father's best friend from high school. They moved from Chicago so that they could raise their children in their

home town and send them to Adams. When asked if they thought it is a good idea for high school sweethearts to marry, they said: "Not right out of high school—after college. Don't be so serious, enjoy the lack of responsibility, if it's not good, let go. High school is too short." Tom and Barbara have come to the conclusion that, "your high school sweetheart is your best friend in life."

The 1970's were definitely an era of great change in the lives of the Adams' sweethearts. The role of cars in dating emerged because mobility happened to be the key to a successful social life with

the opposite sex. Mr. Cassady said, "I never had a date until I had a car." Many students went "steady," but frequently the "steady" changed and with that the exchanging of class rings dropped from the picture. It was simply understood when "territory" was established. Permed or long hair came into style, and in general kids dressed casually on dates, although no one wore sweat pants or sweat shirts. Girls usually wore pointy collared shirts and cowl neck sweaters. Men liked cowboy boots, jeans and crew neck sweaters. Many of the rock groups "died out" and Stevie Wonder, Lionel Richie, and Steve Miller replaced them. The number of dances held yearly dropped to three, Sadie Hawkins, a mid-winter semi-formal and the Prom. Junior and Senior Proms were no longer separate





because the senior class needed to combine with the juniors for financial reasons.

Basketball and football game attendance was on the rise because of Adams' new-found success. As a result, Spirit Week was an unbelievable achievement. Each class was assigned a hallway to decorate and had to perform a skit at the pep assembly. On designated days students roamed the hallways dressed according to their class themes, The Wizard of Oz, The Adams Family, Star Wars, etc. Spirit week brought unity to not only the classes but to the whole school.

David and Jane Overholser Strom were another couple who both went to John Adams and ended up getting married. They met each other at a graduation party outside on a farm in 1979. At the time, however, they were both dating other people. She knew him from her neighborhood, but he graduated three years before she did. Their teenage romance was rocky because, "he didn't want to be tied down," like she did. They doubled with friends to Jane's senior prom. They went to the same college and have always lived in South Bend. Dave ended up proposing to her at Great America, and they were married in 1984. Currently, the Stroms have three children: Nicholas who is 5 and just started preschool, Neil who is 3, and Katie, who is nearly two. When asked what she thought of high school sweethearts marrying Mrs. Strom said, "Date other people. A lot is out there. Don't be in too much of a hurry to get married."

The early 1980's and the last couple we interviewed presented yet another decade of great change at John Adams, which was quite similar to what students do and feel now, in the early 1990's. Kids had considerably more freedom compared to prior years. Parents let their children borrow and sometimes even bought teenagers cars. MG midjets were popular automobiles, either for riding up to the lake or just cruising South Bend during the summer months. Mrs. Strom said, "You'd get blown to bits, but you loved it!"

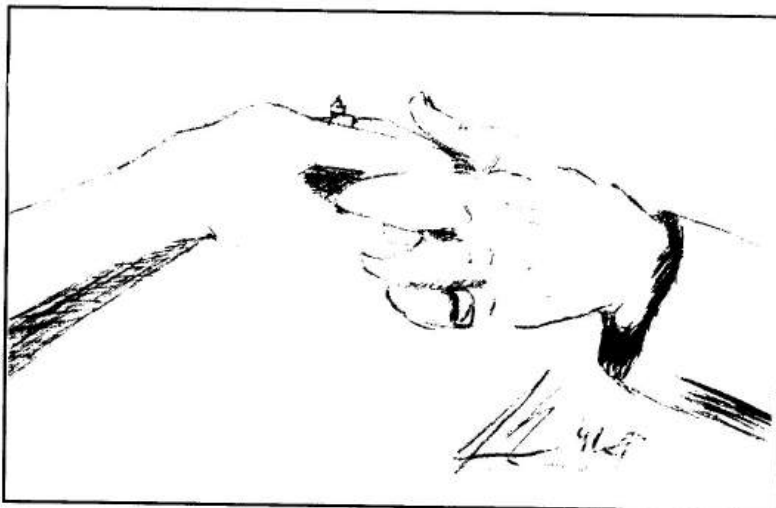
The change in decades also brought a change in attire for dates. It went from "church clothes to casual. Blue jeans, sweaters, and flannel shirts replace dresses and skirts. Only on very special occasions did couples get "dressed up." Teenagers liked to go bowling and follow up with pizza from Pizza Hut on Edison. Cruising became popular because "There wasn't much money to do anything else." Due to the fact that cars became readily available, drive-in movies became a new and exciting form of entertainment for teens. The 1980's kids broke the ice for the children of the 90's.

In conclusion, the role of the John Adams sweetheart has transformed in a major way since the day its doors first opened. In the 1940's only one student attended

Adams who had daily access to a car, and now we have so many students that drive to school that there's nowhere for them to park. Kids no longer wear dresses and slacks on dates, but jeans and tennis shoes. Sweethearts are free to stay out later and go out where they please, in most cases. In the last 50 years kids have

gained the trust and admiration of their parents. We, as children of the 90's, can thank these students for setting the standards for us. Without them we could never have won the freedoms we now have, but don't always appreciate.

The one constant in all of this metamorphosis has been the love. Even in a half-century nothing has affected it the slightest bit. Not even World War II could, when thousands of miles separated lovers. Maybe the bricks forming the walls of John Adams confine something special. It certainly seems that way because each of the five couples who started relationships at the school were truly remarkable. We just hope that someday we can develop the kind of friendship and love these people share for each other. Nothing on Earth can come remotely close to surpassing it. The "true colors" of John Adams High School will always linger in the hallways.





## CONCLUSION

And so as I conclude this particular narrative and reread the contributions of so many others, I keep wondering if John Adams is different from any other high school. So much of what has been said could perhaps be said about any large urban school in this century. Does John Adams have a separate identity? What does it mean to be a part of the Adams community? What has Adams contributed to South Bend, and perhaps in a larger sense to the stream of humanity (if it is not being too grandiose to envision that, but it does occur to me because so many of its graduates, former teachers and parents do move on to other communities; therefore Adams must be a part of their reality as they continue on through life)?

I turned to people who have a basis of comparison. Dorothy Perkins, who has worked as a paraprofessional in three South Bend high schools including Adams from 1973-79, who was a parent of two Adams students and a grandparent of another one, noted the strong sense of caring, of welcome, of involvement by teachers and administration. She noted how, Alan Rensberger, counselor, Dr. Beverly Wills, Spanish teacher, and others would care enough to report problems with her children or grandson. For example, Mr. Przybysz called her to tell her he saw her daughter, Penny, Class of 1970, with other students of whom he knew she would disapprove; Mr. Rensberger told another daughter, Patricia Perkins Adams, Class of 1968, and her that Matthew Adams, Class of 1987, their son and grandson, was not turning in his college applications because he wanted to stay at home, something Matt himself had been unable to reveal to his family, who were puzzled by his disinterest in college. Thus forewarned they were able to get him into Holy Cross, where he is currently happy and successfully in his junior year.

Mrs. Perkins does not see just the good in Adams. She remembers with a shudder the turmoil of the years between Patricia's and Penny's graduation after the Kent State trauma, the chaos and fighting in the halls in the years she worked after various changes in school membership, the time she took a gun away from a boy in the school, and the big worry of her grandson's years, when it was no longer possible to pinpoint students on drugs or alcohol as being undesirables for her grandson's companionship as she did in his mother's years at

Adams because it was so much more widespread, but overall she feels that there is "a common bond" that unites "the largest student, parent, teacher, alumni following in all of the three high schools I have been at." She added that Matthew still will call his grandparents to go to an Adams football game. That her grandson still cares about his high school and wants to share his experiences with his family, she noted, says a great deal about the high school itself.

Mr. Przybysz and Mr. Rothermel both commented on the stability of administration, the remarkable faculty and the loyalty and support of parents and alumni. Mr. Przybysz remarked that he often gets calls about the boundaries of Adams by alumni, who want to buy a house within the Adams boundaries so their children can continue the tradition.

Larry Wygant, full of nostalgic tales about his days at Adams, still remembers how upset he was when his daughter Jane Wygant, Class of 1983, came home after being hit by a student at Adams in an incident aggravated by racial tensions. The way the incident was resolved tells much about the nature of Adams itself. He insisted on a confrontation between the boy, Jane, Przybysz and himself. One of the points that Mr. Wygant made that he felt helped the boy to understand the error of his ways was his assertion, "I know your family from way back, and they wouldn't like this any more than I do." Typical of Adams, black and white families have long-standing ties with the community and have a long history of dealing with each other that helps them to understand and relate to each other even in trying times.

Tom Molnar, a 1986 graduate and currently I.S.S. teacher at Adams, noted that the school has changed in the past few years, but mostly in positive ways. He thinks it is not only a smaller but a much closer school. For example, he commented that the football team didn't have the best record, but he was impressed by how well they worked together and what a sense of unity they displayed on the field. He noted the same cliques, but "they seem to get along together better now." He also added how the community seemed to be more involved in the school and especially liked the addition of the Life program and SADD groups, which have en-





larged student consciousness of problems among their peers. He said, "We could have used programs like that in my era too."

Adams has both strong academic and athletic traditions, derived from different eras, which has made it unique. The history of Adams has been equally complex and identifiable as it has gone from being an elitist, academic, fairly small, brand new neighborhood school with certain prejudices and limitations in the 1940's to a large, turbulent inner city school, stretching rapidly with all the accompanying chaos with a wide variety of students from all different social classes, engaged in an equally wide variety of activities in the 50's, 60's and 70's, to a smaller school once again at the end of its 50 years, now housed in an aging building, but learning to forge a balance between its widely differing neighborhoods, to give its strikingly individual students a voice in their education and still maintain the academic excellence and strength of its athletic programs so characteristic of earlier decades.

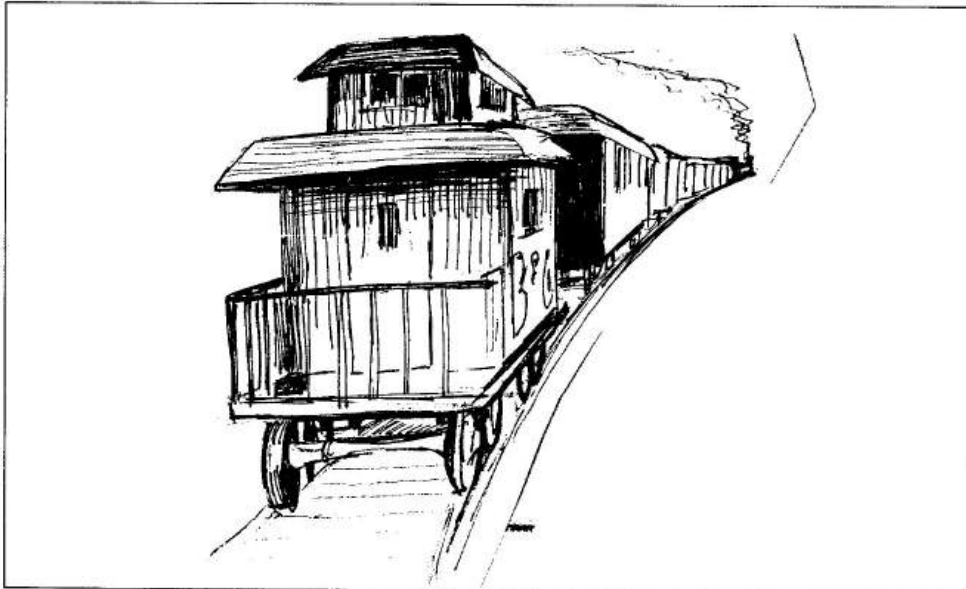
### The Little Red Caboose

One day when I was teaching my senior English class, the word anachronism came up. I tried to explain the word by using the analogy of the passing of the little red caboose. My students looked at me blankly.

"Haven't you noticed?" I asked. "Very few trains have a caboose anymore. I don't know why it's no longer being used, but I assume it's because technology has made its function obsolete."

A storm of protest arose all over the classroom. Puzzled at first I began to realize this was part of their childhood: waving hello to the friendly conductor and waving

goodbye to the friendly man in the caboose; reading stories about the "little red engine that could, its caboose flying behind"; identifying with the smallness of the caboose and its attachment to a larger force moving rapidly through life. They had suddenly become aware at the ripe old age of 17 and 18 of the passing of time and the insistence of change. Traditions fall, and the little red caboose was becoming right before their eyes a thing of legend. They were realizing by the time that they became parents, they would only be able to tell their children about this part of their childhood. There would be no actual sharing of the unique experience of waving at the friendly man in the caboose and of the feeling that even little cabooses, happy in their own purposes, had to trail large trains intent on adult business, just as they had to trail their busy parents.



They were angry because the railroad had allowed this to pass without any notice, without any fan-

fare, without a goodbye. And as I heard them pass this information on to inattentive friends, I suddenly imagined Paul Revere, alias John Adams, passing the news via the telephone this time and as the news spread, large gatherings coming to the tracks near the school to shout one last "God speed," as the last little red caboose trailed off into the distance.

And it came to me then why this magazine needed to be published. We must not let 50 years of Adams striving for excellence, 50 years of love and anger, success and failure, teaching and learning, change and tradition go unnoticed. This is our goodbye to these past 50 years and our hello to the future.

Anne Slattery Germano

# Editor's note

We apologize to all those whom we didn't interview that we should have, to all who contributed so much but did not get recognized and to those people and activities we were unable to cover because after a year of work, numerous letters, phone calls, double checking, interviews, weeks of writing at a computer, and hours of proof-reading, we know we've overlooked a great deal, but our great enemy Time has caught up with us. The only way to do justice to these past 50 years was to have devoted a full year to this and to this alone, which was not feasible, but we did our best, and it was a once-in-a-lifetime joy.

Ann Germano and Editors of  
Footprints, 1989-90 and 1990-91

*Miss  
Mitt*  
*Jessica  
Piper*  
*Cory Meyer*  
*Julie B. Sumar*  
*Ann  
Germano*

*Hay Franger*  
*Evans  
Cattlett*  
*John  
Parker*  
*Brendan  
Adler*  
*Mary  
Gervelle*

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As a teacher at John Adams High School from 1961-67, as an assistant principal, from 1967-1972 and as principal since 1972, I have a good perspective of the changes at John Adams.

Facility-wise, the 1965 addition provided shop space, a second gymnasium, swimming pool, art rooms, choir, orchestra, and band rooms. It totally changed the appearance of John Adams. Over these many years, the turnover in staff, due mostly to retirements, has had an impact on the staff. We lost many outstanding staff, but have been fortunate to fill the positions with equally outstanding staff. John Adams continues to maintain its tradition of excellence. This is a credit to a very supportive community, a great student body, and an outstanding staff.

John Adams has been able to weather some difficult times with the social unrest of the 60's and 70's, two boundary changes, and desegregation of the 80's. We have come through all with successful programs through a continuous effort, striving to be the best.

We are proud of the numerous individual and team state and conference championships. Boys and girls swim, boys tennis, wrestling, golf all record state championships. Who could forget the trek to the state finals in boys basketball in 1973? Success has also come in academics with the many National Merit winners annually, consistent science awards, quiz bowl championships, literary awards, national mathematics award winners. Outstanding efforts by the Fine Arts Department has earned the Thespians the opportunity to perform at the International Thespian Convention for two years. Band, orchestra, and choir have all participated and received local and state recognition.

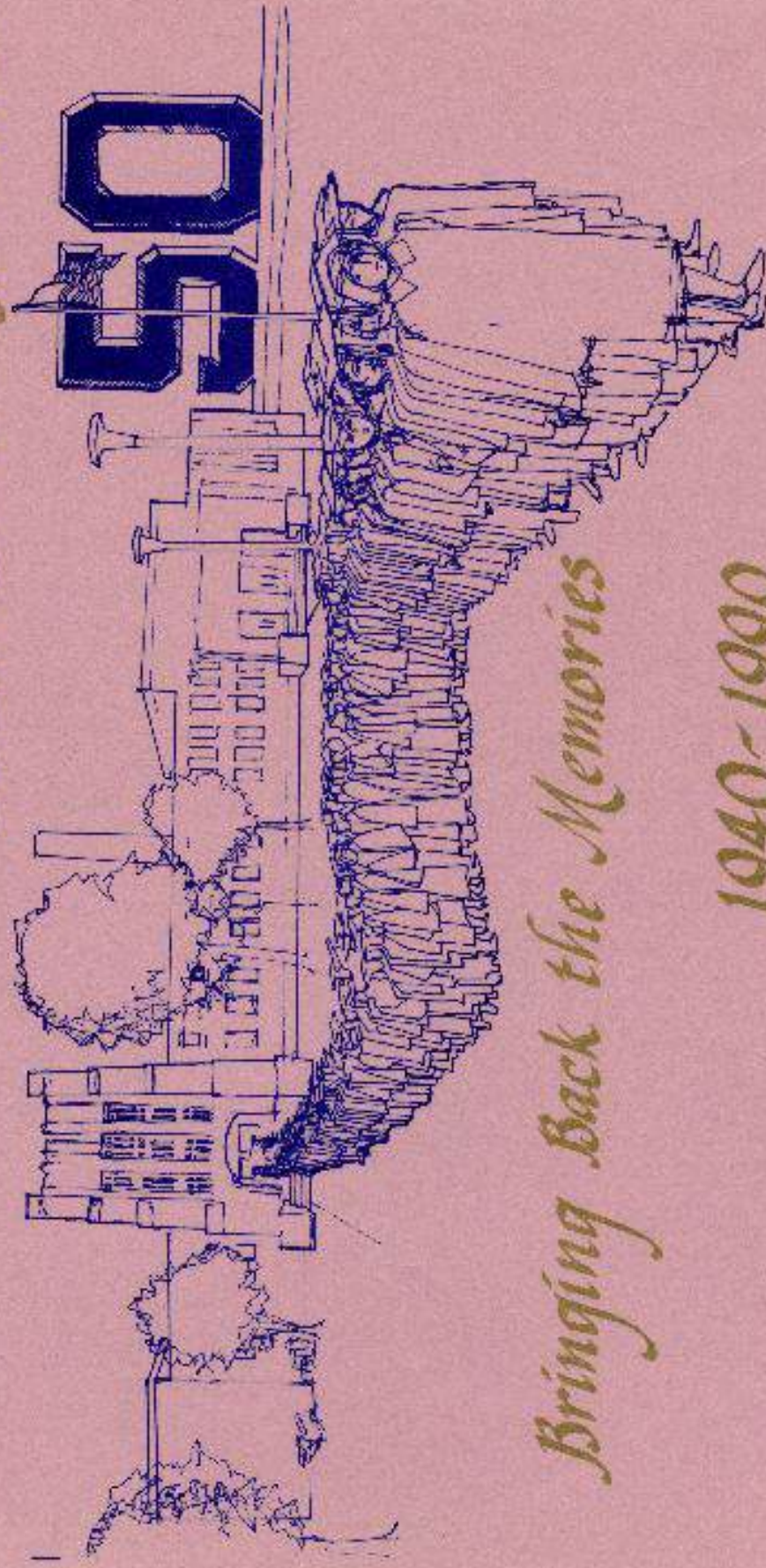
All in all, it's been a super thirty years. We have been able to continue the successes begun in 1940. Congratulations alumni, staff, and students on setting such a standard.

Bill Przybysz,  
Principal

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*John Adams High School*



*Bringing Back the Memories*

*1940-1990*

# BRINGING BACK THE MEMORIES

50TH ANNIVERSARY EDITION

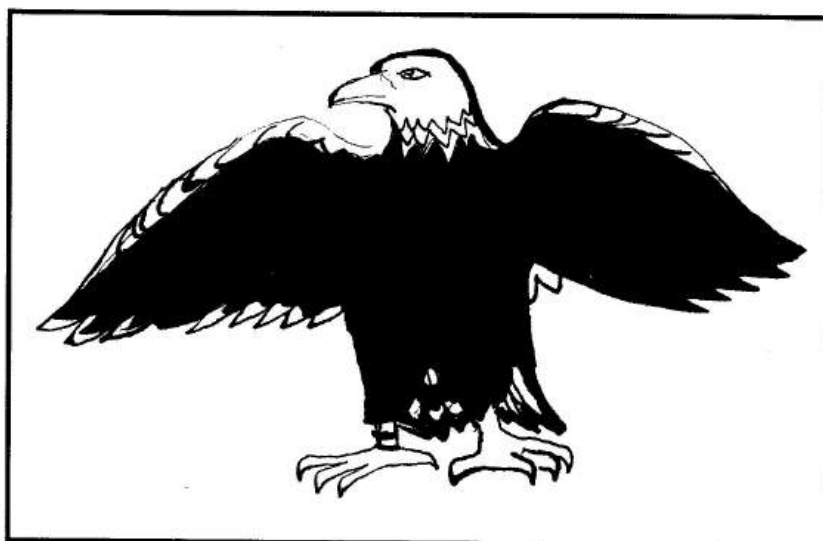
1940-1991

Ann Slattery Germano  
English advisor

Robert Thomas  
Art Advisor

William Przybysz  
Principal

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John Adams High School  
808 South Twyckenham Drive  
South Bend, Indiana 46615

