



Five Adams National Merit Finalists display a mixture of joy and horror at the sight of the Tower photographer. L to R: S. Shapiro, M. Lucey, L. Thomson, A. Zent, K. Goerner. Missing - G. Sayre.
photo by Dan Kovas

By meeting all the requirements specified by NMSC, the National Merit Scholarship Corporation, all six of the Adams seniors named as Semifinalists earlier this year have been designated as Finalists in the 1978 Merit Scholarship competition. These six students are Katherine Goerner, Mike Lucey, Greg Sayre, Stuart Shapiro, Linda Thomson, and Aaron Zent.

The selection of Merit Scholars is now in progress and only Finalists are eligible to compete for Merit Scholarships. Over 14,000 Finalists are being considered for the one thousand National Merit \$1000 Scholarships and some 2,900 four year Merit Scholarships to be awarded this spring. Finalists selected as Merit Scholarship winners will be notified confidentially during March and early April.

All Finalists are also eligible for the award of some 1,550 college

sponsored four years Merit Scholarships. The institutions sponsoring these scholarships are solely responsible for their selection of the recipients. NMSC will announce the winners of these scholarships sometime in May.

In recognition of their achievements in the Merit Scholarship competition, these six seniors will receive certificates of merit from NMSC. In addition, the Adams Finalists will be officially recognized at the spring honors assembly. As Finalists in the Merit Program, these students have distinguished themselves among a highly select group of students representing less than one half of one percent of the nation's graduating high school seniors. They have demonstrated outstanding academic ability and potential. John Adams has reason to be proud of them.

the john adams tower

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John Adams High School, South Bend, Indiana

March 17, 1978

Project Business-A New Approach

As part of a nationwide project, certain classes in the South Bend Community School Corporation are trying a new approach to the study of Social Sciences.

Mr. Tim Mojzik's Introduction to Social Studies classes are privileged to be participating in this pilot program called "Project Business".

A business executive from the community comes in once a week to talk to the class about different facets of business such as economics, consumerism, and banking. The speakers are Bill Sonneborn, editor of the Michiana Magazine in the Tribune; and Larry Powell, from Powell Tool Supply.

The class chose three areas of study:

1. Banks and banking
 - How banks make money
 - What services they provide
 - How to use the 24 hour teller
 - How to write checks and make deposits
2. How to recognize forgeries
3. How to read financial statements
4. Careers

"I'm very excited about it. I think it's about time that businessmen explain to young people what makes this entire country run," remarked Powell.

Both Mojzik and Powell feel that the program is quite a success, that the students are really interested in it, and even that it should be expanded. "I'd like to see 10 times

the businessmen involved," said Powell.

What makes this class unique from the average textbook and teacher course is the unique resources it allows for. A different point of view is being brought in, an expert point of view. "Answers are given from today, rather than from a textbook," commented Powell.

This special teaching approach allows for resources from both inside and outside the school to be combined, to provide for a course never before able to be offered.

The major purpose of the program, according to Mr. Powell, is to show how all of these aspects of business apply to everyone in their daily lives, and will affect the students as well, no matter what career they choose. "The more familiar the kids get with the system, the better it will work," Mojzik pointed out.

"I think that having real businessmen to answer 9th graders questions has got to be good," concluded Powell.

"I think it's really a lot of fun!" added Mojzik.

The program is supported by a grant from the Kellogg Foundation, in association with Junior Achievement nationwide.

"The whole idea is to get a link between the educational side of business and the real live business world," said Mojzik.



Vica contestants proudly display their awards won at Gary. L to R: R. Mitchell, L. Klingler, R. Treash, C. Johnson, P. Laflin.
photo by Bill Panzica

Vica Members Compete

On Saturday, February 25, seven students from John Adams participated in the Vocational Industrial Clubs of America (VICA) Skilled Olympics Contest.

This year, the annual contest was held at the Gary Area Career Center. Each contestant was to show his or her skill and capabilities in a certain field and in a limited amount of time. The judges chose the top four finalists who will move on to compete at the state level. If

they are successful in the state competition, they will then proceed to the national contest.

The seven Adams students who participated in the 1978 regional competition are: Loren Shell - Plumbing; Laurie Klingler - Commercial Art; Robin Mitchell - Nurse Assistant; Ron Treash - Electrical Trade; Lynn Richards - Spelling; Penny Laflin - Essay; Colene Johnson - Dental Assistant.

\$100 Sweetens

NHS Candy Sale

This year, along with the Student Government's singing valentines, and the written ones in the *Tower*, love-struck (or even just interested) students were able to buy their valentine a box of candy, thanks to the National Honor Society. The candy was originally intended to be sold before Valentine's Day, but because of the weather, it didn't even arrive at Adams until February 13. A booth was set up in the cafeteria on the 14th and some candy was wrapped. What wasn't sold was later carried around school by members of the N.H.S. and sold to hungry students.

The goal of \$250 wasn't reached, but the grand total appears to be within a hundred dollars of it. The money earned will be used to induct new members next year and to aid *Footprints* magazine. The N.H.S. also hopes to pay the choir a small amount of money for its old robes which it has allowed the society to use for the past several years.

All the students enjoyed the various kinds of candy offered and hope that, come next Valentine's Day, that you can buy your favorite person another box of peanut butter cups.

Jazz Band Lights Up Theater

On February 21st you could hear the musical strains of blues drifting up the stairway into the cold porch area. The Jazz Band was performing in the Little Theater. With most conservative lighting and heating due to the coal shortage, the group lit up the stage with one brilliant number after another.

Putting on such a performance is not easy. Talented and dedicated musicians are necessary. Fortunately, Adams has them! The performance had been postponed once due to sickness among the group's members. Even on the 21st, two members were coming close to accepting bets on who had the higher temperature. None of this detracted from the program, which included jazz, rock and ballads.

Hopefully, the Jazz Band will be able to perform for an assembly later this year. If they do, here is who to look for: Anne Borkowski, Mark Osthimer, Kevin Rhodes, Marc Sanders - trumpet; Dan Neddo - trombone; Jay Harwood, Sam Bender - alto sax; Adrian Griffin - tenor sax; Nan Hendricks - flute and baritone sax; Robyn Moore - flute and keyboard; Ray Kovorkian - keyboard; Carl Weiss, Norm Sakara - percussion; Bill Albright - electric guitar; John Paul Hoyer - tenor sax.

Special thanks should go to Mr. Engeman, the group's director, providing this great performance and the last two concerts at the Century Center during the arts celebration. We wish you all the best of luck at future performances.



The John Adams Jazz Band in long awaited concert.
photo by Phil Bender

Adams Boasts Many Musical Winners

After doing so well at the regional contest, the pick of the musical crop at Adams traveled to Indianapolis for the state contest. The anxiety of state contest began at 6:00 on Saturday, Feb. 25 when students boarded a bus at John Adams.

Arriving in Indianapolis, the musicians prepared for a long, tense day. Many Adams students did not play until late in the afternoon. Still, lunch was a far away thought as butterflies were the more prevalent occupants of the performers' stomachs. Finally, the judging was completed and everyone boarded the bus. Tired, but happy the musicians returned to Adams.

These musicians certainly had a right to be proud of themselves. Out of the 17 entries from the band

department, there were 11 first place ratings and 6 second place ratings. All 15 entries from the string, piano, and vocal division received first place ratings. Listed with this article are the participants in this state contest. Congratulations to all those who entered this music contest on either the regional or state level.

STATE SOLOS

Karen Funk I
Irene Yang I
Martin Pollak I
Robyn Ollman I
Jeff Sanders I
Anne Sniagowski I
H. Chris Fisher I
Phil Bender II
Jeff Sanders I
Sonia Carlson II
Nan Hendricks I
Norm Sakara II
Betsy Colapietro I
Jeff Atkins II
Theresa Schilling I
John Paul Hoyer I
Mary Demler I
Alicia Gary I

STATE ENSEMBLES

Richard Houghton
Steve Miller
Robyn Ollman
Eleanor Pollak I

John Corona
Karen Funk
Richard Houghton
Robyn Ollman
Martin Pollak
Irene Yang I

Vaughn Bryner
Dana Button
John Corona
Robert Demaree
Karen Funk
Richard Houghton
Emily Johnstone
Vicky Nee
Nancy Nevel
Steve Miller
Eleanor Pollak
Martin Pollak
Robyn Ollman
Mary Puchala
Lily Raymond
Mary Whitfield
Irene Yang I

Jeff Sanders
Phil Bender
Sonia Carlson II

Betsy Colapietro
Susan Henry
Kelly Kerrihard
H. Chris Fisher
Sonia Carlson I

Karen Funk
Richard Houghton
Emily Johnstone
Jeff Sanders
Irene Yang I

Nan Hendricks
Eileen Manley
Barb Kovacs II

H. Chris Fisher
Nan Hendricks
Barb Kovacs
Eileen Manley I

Betsy Colapietro
John Paul Hoyer
Theresa Schilling
Tammy Calvin
Jeff Atkins
Martha Schilling
Tammy Calvin
Jeff Atkins
Martha Schilling
Philip Devers
Sheri McLochlin
Andrian Griffin
Linda Gable

Jeff Sanders I

Gina Germano
Adrian Griffin
Anne Sniagowski I

Anita Barrett
John Corona
Mary Demler
Robert Funk
Steve Laven
Steve Marino
Elizabeth Nee
Robyn Ollman
Martin Pollak
Irene Yang I

John Corona
Robert Demaree
Theron Henry
Jeff Sanders I

Tammy Calvin
Susan Henry
Robyn Moore
Kelly Kerrihard I

Phil Bender
Mike Lucey
Tammy Calvin
Susan Henry
Robyn Moore
Kelly Kerrihard I



Betsy Brazy is Junior Rotarian for March.

Mary Skudlarek is Junior Kiwanian for March.

photos by Mr. Tompsett



the john adams tower Opinion

March 17, 1978

page 2

Letters to the Editor

ERA has been under debate lately. Should women have less pay for equal work? Should men be the dominant sex in business? No, to both questions. ERA is a just law.

Sure women will be drafted, but (under the upcoming law) they can be drafted now. Even then the women will not be put into combat, unless they, the women, ask for it.

Even then it is only a small chance with men thinking, "the little girls" might hurt themselves. Sure, they will get hurt. Some will die. But if a man can fight for his country, why not give the same right to women? This is done in Israel.

Is it so unbelievable for a woman to do the same job for equal pay? If a woman can do the same work, why not? In a country with an energy crisis, why are we wasting a super resource? Women!

Plus, lets get rid of some of these stupid laws. In one state, our senator's example, if a man gets drunk, he can expect up to thirty days in jail. But a woman, who has had one too many, three years. Justice?

Does this shock you? It doesn't seem strange to me. I could quote you laws, just like that one, for forty days and forty nights, and then some.

Does it make you angry? It should. If you are a woman, this is happening to you. Not the girl down the street, but you. If you are a man, is should sicken you that this can go on in a free country.

Something must be done, and ERA is it. All we ask is equal rights. Is that too much to ask? Women do not want reverse discrimination, just equality.

by Anne Beck

Another Spirit Week has come and gone and in retrospect a few interesting thoughts come to mind. For instance, how could a class that failed to mention Adams High School or basketball in its' skit, which almost doubled its' allotted time limit, be determined the winner? Also, of the many decorations on their side of the auditorium only four signs mentioned our outstanding basketball team. Their conduct is also questionable as a couple of their actors ran around the auditorium floor destroying everything that did not proclaim the superiority of their class. It is the opinion of this student that although a winner was declared, four losers can also be accounted for. Among the losers are the three other classes who are not totally innocent either. However, the one big loser was our tremendous basketball team that got cheated out of the praise and support it so richly deserved. Spirit Week should most definitely be a part of our school, but a re-evaluation is needed, in order for it to be effective. Emphasis must be put in the right places so we can boast of five winners and no losers.

Greg Casimer
Sophomore class president

Today's thoughts make words



False,

Beauty and actions cheap;
but true Love is persistent.

UFOs a valid phenomenon

by Stuart Shapiro

A 'Close Encounter' with Dr. J. Allen Hynek

Do you believe in flying saucers? Dr. J. Allen Hynek of Northwestern University does.

Well.....not quite. What Dr. Hynek does believe in is the existence of unidentified flying objects (UFO's). Hynek was once a strong skeptic of those who had claimed to have had contact with UFO's. But the man who coined the phrase "close encounter" turned believer when he encountered the mass of data accumulated by the Air Force's Project Bluebook. Today, the former skeptic is one of the world's leading authorities on the UFO phenomenon. As such, he recently lectured at IUSB on what he terms "the UFO experience."

Dr. Hynek stresses that in order to approach the phenomenon of unidentified flying objects scientifically, it is necessary for one to accept the seemingly impossible as possible. Society has always been plagued by a condition he refers to as "temporal provincialism", a tendency to look upon the unknown as impossible. The prevalence of this "disease," in his opinion, makes it extremely difficult for people to see UFO's as a viable scientific phenomenon worthy of careful study. In order to approach them in any kind of objective manner, a humble frame of mind is required. Such an attitude allows a person to accept the unknown as possible and helps avoid the labeling which can cripple one's objectivity. As proof of the temporal provincialism he fears, Hynek read aloud an editorial of a century ago ridiculing an invention as fantasy and its inventor as a crackpot. The inventor - Alexander Graham Bell; the invention - the telephone.

According to Dr. Hynek, the problem with most people's attitude toward UFO's is a "failure to look", to ask what UFO's really are. Hynek stresses that what he investigates are UFO's reports, not UFO's themselves. He explains that there are only two established facts concerning UFO's as far as he is concerned. These are that UFO reports do exist and that these reports exhibit evidence of some form of intelligence. He emphasizes that whether such intelligence is extraterrestrial in nature has yet to be determined. As Hynek phrased it, "we are not dealing with a theory, we are dealing with a

phenomenon." He did express the opinion that there should be life somewhere else in such a vast universe, but quickly added that this did not answer the question of whether UFO's come from other worlds. At the same time though, he commented that if they do originate in another galaxy or even another solar system, they must be the product of an incredibly superior technology, perhaps even the power to manipulate time and space.

While Hynek, in conjunction with the Center for UFO Studies, investigates thousands of UFO reports each year, the vast majority consist of identified flying objects (IFO's), which make isolating the genuine UFO cases difficult. The center now has over 60,000 UFO reports in its data banks, with a large percentage of them identified. An amazing number of UFO reports have proved to be nothing more than cloud formations, photographic illusions and accidents, planetary bodies, and outright frauds. But these sort of reports must be endured due to the very nature of UFO investigations.

All sciences make use of instruments in order to investigate related phenomena. However, in the case of UFO's, human observers are the instruments that must be employed to study them. Hynek believes that just as mechanical instruments must be calibrated to produce reliable results, so must the people who report UFO experiences in order to determine the reliability of these reports, and according to Dr. Hynek, prevent many people from taking the study of the UFO phenomenon seriously. Unfortunately, he says, this opens up the entire field to ridicule.

Despite the ridicule, however, Dr. Hynek presented some revealing statistics which tend to indicate very strongly that the "UFO experience" is a valid phenomenon. Although the majority of people still seem to believe that UFO reports are the exclusive realm of crazies and frauds, Hynek's figures show that the large majority of sightings are witnessed by more than two individuals, and in many cases, people who have never met previously. These are, for the most part, not crackpots and fakes, but normal level-headed

citizens. When skeptics attempt to discredit the reports with claims of illusion and mass hallucinations, Hynek is quick to point out that the witnesses were often separated by whole city blocks, and in some cases, even miles.

Dr. Hynek went on to explain that reports finally classified as genuine are those which have survived a thorough and ruthless examination. The method used by the center in weeding out the true cases from those involving IFO's and frauds is simply to do everything possible to prove the report false or unreliable. Although investigators can never be absolutely sure of their findings, Hynek believes that the reports which they fail to discredit or identify can usually be assumed to be accurate and genuine. The investigations made by the center are based on skepticism, but not, however, on cynicism or ridicule. In this way, the center manages to isolate genuine UFO reports, but not at the expense of the study or the observers.

The most difficult part of UFO investigations, once a report has been verified, is attempting to find plausible theories behind the phenomenon. One of the best methods the center has for accomplishing this is the placement of subjects under hypnosis. In nearly all cases, the person under hypnosis confirms the report made. Even more important, however, is that under deep hypnosis many subjects recall complete details of the entire incident. Using this method, investigators can probe the subconscious of people who have had UFO experiences in order to help determine exactly what UFO's are. The whole purpose of the center is to attempt to identify unidentified flying objects.

Hynek has his own pet theories and ideas on what UFO's might represent. But at the same time, he cautions that UFO's are a 'depicted phenomenon' and that we do not at the present time, or may never, know exactly what the explanation behind them is. One of the favorite theories is, of course, the possibility that UFO's are the products of intelligent extra-terrestrials. Subjects under hypnosis have related accounts involving generally humanoid creatures, usually spindly and short with large



Dr. Hynek is mobbed by terrestrial beings.

photo courtesy of THE COMMUNICATOR

heads. Many claim to have been taken aboard spacecraft by various creatures of this general description and given what appeared to be a form of medical examination. As fantastic as this may seem, most of these stories have held up under extremely close scrutiny. After considering it though, these would seem to be logical actions for alien visitors to take. Hynek, however, stresses that all that has been proved is that these experiences have been shown to have been real to those involved. He was emphatic as he pointed out that reality is a relative experience. What may seem real to one person may not be real to another. This further complicates the study of UFO reports. Still, the extra-terrestrial concept remains the most popular among both scientists and cranks. This is dramatized by the "we are not alone" type propaganda.

Hynek's second favorite theory is that of parallel realities. He proposes that the physical world in which we exist may not be the total sum of our environment. At times, these realities which exist on a parallel dimensional plane may become interlinked with ours. At such times, he theorizes, contact is possible with the occupants of these alternate universes. This contact is in the form of UFO

experiences. But, again, Hynek reaffirms that this is all pure speculation. Simply put, no one yet has any idea of the real answers to the UFO phenomenon.

At any rate, Dr. Hynek strongly contends that the study of UFO's constitutes a serious scientific investigation which must be continued. In order to continue, the Center for UFO Studies must receive reliable reports of UFO incidents. He urges potential subjects to overcome the "wall of frustration" society has succeeded in erecting against the serious study of the UFO phenomenon. He is convinced that it is everyone's scientific duty to report a UFO experience to the center. Above all, he reminded the audience that they must learn to accept the unknown as possible and not to limit their thinking by applying labels. As science fiction author Arthur C. Clarke once expressed it, "Any sufficiently advanced technology is indistinguishable from magic."

Anyone wishing to report a UFO experience should write to the Center for UFO Studies, 924 Chicago Avenue, Evanston, Illinois 60202. All names and addresses are totally confidential.

... And He Shall Make Music Wherever He Goes

When first informed that I had to do an article on Mr. Allen, I immediately protested. "But I've never had him as a teacher," I argued. The answer to this was pushing me out the door in the general direction of the choir room.

At 7:10, I stood in front of room 138 apprehensively. Mr. Allen laughed in disbelief when I explained what was going on, but I was shown to a seat in the back of the choir. Here, agreeable members of the bass section told me, "Mr. Allen provides an interesting experience for those daring enough to brave the early morning hours."

Mr. Allen insists that he is a "quiet, uninteresting person." His choir members later revealed, though, that he was very witty, at the same time demanding, and involved in many activities. He used to be the ticket manager, assistant tennis coach, and assistant golf coach, along with once being offered the job of directing the South Bend Barber-shop Choir. Another one of his

"attributes" is that he is a great talent scout. ("He picked me, didn't he?" is what one choir member brags.)

Mr. Allen's hobbies are photography, canoeing, skiing, wood-working, etc., etc., etc.. He is the sponsor of the Michiana Ski Club and often can be seen around school taking pictures that later appear in the Album. With all this, it seems unusual that he even considers teaching music. But somehow, Mr. Allen has found time to teach five classes a day, remain head of the Music Department, and take charge of all the singing in the spring musical. He appears to be tireless, especially when he looks at a student who is just standing around doing nothing. With an inexhaustible air, he orders, "Don't just stand there, dance!"

If you're interested in biographic detail, Mr. Allen was born in Alabama, but later moved to Kentucky, where he went to Elizabethtown High School, and then Murray College. My



photo by Phil Bender

undisputable source also tells me that the choir director has very interesting facial expressions. (I had an illustration of this in my notes. It showed one side of the teacher's mouth up by his eyebrows, while the rest was in the general vicinity of his neck.) I've been informed that he isn't as nervous as most directors before concerts and that his mood depends on how well the choir is singing at the time. (I take this to

mean that if someone misses a high C, the choir immediately falls to its knees to avoid being hit with a flying score.)

After observing, interviewing, and hearing about Mr. Allen, I find it hard to believe that he's really as uninteresting as he claims to be. I've even considered joining choir. Then I decided not to. I have a feeling that no self-respecting choir would want a soprano that sounds like a horse with strep throat!

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"I can't wait for
Spring vacation."



If anybody has any information about the purse stolen on March 2 from the Album office, please contact Nancy Gyorgyi 234-6435.

The Show Mu

Backstage preparation

by John Corona

For several weeks in October and November and again in January and February many of John Adams' finer students separate themselves from the rest of the school to produce what are known as the small productions. The backdrop for the hours of preparation and eventual performance of these so called "minor plays" is the Little Theatre, or to those who frequent it regularly, "the pit." Under pain of failing circulation, the Tower staff has agreed to an expose'e concerning the production end of these plays: how they are chosen, how they are cast and finally how they are presented.

The safest, most pragmatic approach to said expose'e would be to explain a term used in the first sentence. Although "finer student", portends an air of snobbish pride, it is, nevertheless, an accurate description of a student involved in the dramatic arts. The preparation of a play for performance is perhaps the most time-consuming problem-ridden activity available to a John Adams student. Those who are involved accept a challenge that tests the utmost in responsibility and perseverance.

Unlike most other schools, the smaller plays at Adams are

extensively controlled by the students and their Drama Club rather than a group of faculty members. These students, along with their director, select a play and design their approach to it. The only area over which the students have no control is the casting of the play. An unwritten rule is followed here in that all those "trying out", for a role should be judged according to talent and insight toward the character, and that all bias must be removed from the process. Hence, the director is solely responsible for casting. This is not to imply that his/her only task is the casting of the play. The director is responsible for every portion of the play from beginning to end. This person must provide the guidance that leads the students toward a constructive end while giving them just enough license to be creative. The areas the student is held responsible for are publicity, tickets and programs, seating, set design and construction, light design and construction, procurement of properties and costuming.

In all of these areas the director as the final word. But it is up to the chair of each committee to create the final product. Set construction is a prime illustration. While most shows may be staged using flats already in stock (i.e. window

frames, doors, walls, and archways), many require extensive adaptation; a draped archway into a hotel lobby cannot be used as an entrance to a 20th century kitchen. Nor may a pair of french doors be used on a set depicting the Atlantic City Boardwalk. Thus many flats must be reworked and in several cases new ones have to be made.

"The Skin of Our Teeth", cancelled one day before opening because of the coal strike, was an especially difficult show. It required a complete change of scene from the interior of a house to the Atlantic City Boardwalk. The change would have had to take place within a ten minute period between acts. However the bracing, lashing and aligning of the original set which contained no less than seven separate pieces of wall, doorway and window took more than two hours to complete. Ted Manier, chairman of the set designing committee, decided upon the use of specially made cardboard sheets that could be attached to the original set while completely covering it. This solved the problem of storage and maneuverability as the sheets

were thin and lightweight. Another set related problem peculiar to this play involved a partial collapse of one wall. Since the movement of the wall was essential to the theme, of the play it could not have been deleted. So again, Ted Manier was left with the dilemma of designing a flat that would lean at a particular moment in the play, taking a cue from lines delivered onstage. Not only was this flat supposed to lean but it was also supposed to right itself upon the wall of a rope by an actor onstage. Ted arrived at a solution using stage hands in conjunction with actors onstage, timing the event to occur at the right moment.

Another area related to the environment of the play is lighting. The primary purpose of lighting is to illuminate the stage so that the audience may be able to see the actors. Yet above that, the lighting of a show must capture or project a definite mood for each scene. If there is no particular mood to project, the lighting crew must reproduce as accurately as possible the type of light that might be found in areas other than on stage. A lighting crew might be

called upon to mimic the fluorescent lighting of an office building, the harsh light of the sun or the pale cast of a full moon. It is a medium that definitely requires artistic dexterity. However, coupled with this, a lighting crew member must have an extensive knowledge of electronics. Because the Little Theatre has no provisions for special effect lighting most of the lights used are wired by the



Emily Johnstone wonders if it Spigle tries to find it in the s



Janet Bernitzke and Aaron Zent practice their parts for the now-cancelled play.

Take these words and make sentences

(like the TOWER staff does)

Another problem that teachers' business about electricity is a lot of electrical equipment, They aren't allowed. Przybysz pointed out in the halls, complain too much. we often comes up, stolen But don't of the week said Przybysz firmly. emergency in the building, we have a fire going!" locker "One problem," probably not. doors," can material they building so we get a traffic jam by the the winter, just a big inconvenience

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the john adams tower

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Donald Dake tells all

by Victor Goetz

Many questions asked by students go unanswered because they remain unasked—at least to the authority that can answer and correct a problem. The TOWER decided to take some of the more commonly asked questions floating around John Adams to the person most qualified to answer them, Superintendent Donald Dake. Here is a summary of what Mr. Dake had to say:

Q: What can be done by students about inadequacy or even incompetency of teachers?

A: The students' best and closest friend is their principal. The best thing is to inform him of the problem, which he may not be aware of, and allow him to check it out. Then he is in the position to correct the situation if he finds it necessary. The students' voice is heard!

Q: Why hasn't the new heating system at Adams been straightened out after all this time?

A: To the best of my knowledge it has not malfunctioned now for over a month. However, if it should malfunction again our only choice is to sue the company and replace the system.

We were informed before we installed it that this was the best system available, and when it is operational it is an excellent system.

Q: Do you support weighted grades for advanced classes, and what is being done toward this end?

A: The concept of weighted grades was originally enacted by the Board of School Trustees in

the hope that it would improve the academic quality of South Bend schools. Weighted grades served to set up an almost uniform course throughout the system so that no matter which school you attended, the course would cover the same material. Another function was to regulate class achievement so that every person in a course was at approximately the same level. In this way the class could move along more smoothly.

The problem with weighted grades is that not all subject areas lend themselves to the program. Some classes, such as mathematics, are very objective and much easier to work with than such subjective classes as English. The flexibility of the content and talent of the teacher are also factors in determining whether a weighted program would succeed in the course.

A weighted grades program in Mathematics is currently on trial and the success of this experiment will determine future moves in this area.

Q: If the school system is supposed to be so standardized, why is it that Riley students always have an option on finals, while Adams students must normally take their finals regardless of grades or attendance?

A: There are certain policies that have to be standardized among all schools, but we do not want to rule out individuality among the schools.

This particular program at Riley is an experiment which is currently in its final year. A decision on the success of the program will have to be made in

Just Go On???

not as easy as it looks

crew who also derive their own circuitry for controlling them. Before setting up lights on makeshift bars and poles, it must be decided where it is needed and what sort. If a certain part of the stage is to be illuminated it is important to know the angle from which the light must come, its intensity, its color, whether it will simply turn off (blackout) or slowly fade out (dim out). In each case, no

matter what the light, (except for special circumstances) backlighting is needed to ensure that there will be no shadows caused by actors walking through different lights and different light levels. For the past two years, Kenny Kuespert and Theron Henry have been wiring, setting and designing the lighting for the shows in the Little Theatre. Mary Ann O'Malley has taken over the design half of the department this year.

Of course, along with the technical portion of each show there is the actor's performance onstage. Each actor walks onstage fully aware that far above the throng of people working backstage to ensure that props, costumes and make-up are all in order, there is an audience somewhere in the darkness who have paid to be entertained or and enlightened. He/she knows that much of the play's success depends upon his/her performance. A play is judged more by the actor's performance than by anything else. Only after the audience feels secure in the portrayal of a character is it able to appreciate the lighting, costuming, make-up or

set design. This is more true of school plays than any other type of play. Weeks of research and invention go into the making of a character. The actor may use any model he/she feels from any medium of communication in order to effectively execute a character. Every second in front of an audience must be spent within the confines of this character. Every twitch is picked up by the audience and if that twitch does not fall within the mannerisms established beforehand, the illusion of the scene is lost and the actor has failed. It is with this fore knowledge that every actor addresses a character and applies himself/herself to it.

But for the advantage of seeing one's name in a program, there seems to be very little gratification for such work. However, at the completion of each show an actor is soothed by his successful portrayal of a character, the set crew is relieved at the condition of its scenery and the light crew is glad of a chance to sit and breath. The best reward of all, though, comes as love from the audience, in the form of applause.



ould he the Russian flu as Judy ript.



Is Mike Lucey pretending to be Hercules as he holds up the wall?

(or at least some of it)

the near future. But this is something that the Riley administration decided that they would like to try.

Q: How to students involved in a relatively small organization go about getting an improvement in their facilities?

A: Again, they must work through their principal.

Q: What can be done about false alarms, bomb threats, and the like in schools? Why isn't anyone ever arrested and prosecuted?

A: I don't know what can be done other than an alertness for the problem. Students can help in the situation, too, if they know who is tripping those fire alarms. We are not asking that they necessarily inform on their friends, but maybe just point out to the person how dangerous and stupid it is.

Q: Why is no disciplinary action taken against students who come to school activities drunk or high and begin to cause trouble?

A: I see no reason why disciplinary action should not be taken.

Q: A question on the minds of many students at this time is, of course, will we have to make up the time we have lost for various reasons this year?

A: Unless we miss a really great number of days, there is little chance that the days will be made up. The funds are just not available. A proposal was brought before the Indiana state legislature recently to allocate more funds for education in

order for schools to make up lost days, but it was rejected and is now dead. Without additional funds our budget will not allow us to pay teachers for additional days. Unless the proposal is revived and passed very soon, it is doubtful that make-up days will be added.

I really don't think that this will prove to be such a handicap if we just settle in now and work. If we buckle down we can easily cover everything that needs to be covered before the end of the year.

Q: Will any action be taken in coming years, such as extending the school year, just in case?

A: Many proposals have been made and they are all currently under consideration.

Q: In general what is the best way for students to be heard?

A: I urge you to work at the local school level. Your own principal is in the best position to help you, because he is directly concerned with your problems and knows the proper officials in the administration who should be informed and whose aid should be enlisted.

Work with an organized body within your school such as Student Government or form your own representative group to present your complaints.

If you have questions which you would like answered by the administration the TOWER would be happy to present them to the superintendent during future interviews. Please submit any questions you have to any member of the staff.

Mary Ann O'Malley and Judy Spigle look over a script.

photos by Phil Bender



Germ Warfare

or Détente?

by Luanne Kenna

Aside from "The Blizzard of '78," the coal strike, and the unmentionable Sectionals, another side effect of this winter has surfaced. Jokingly called "the Russian answer to détente," the Russian flu has stricken at least one-half of the student population. If this strain of flu hasn't "gotten" you, there are at least two other kinds left.

I, myself, was the unfortunate victim of Russian flu. I'll admit that I've never looked forward to school; but on Friday school was pure torture. My head felt more swollen than usual, my back felt as if 200 Towers were on it (that hurts), and I thought those little guys pounding inside my head would never stop. Not only did I feel awful, I must have looked it, because everyone observed, "You sure look sick. You should've stayed at home." So

encouraging, aren't they?

Saturday, the little men had gone on strike. (just like everyone else) and I'd lost the Towers (sorry, Vic!). Even my head was only normally swollen. This false peace lulled me into thinking that I had shaken my body's small comrades. Actually, they'd set up collective disease farms all over my body, and I was the one who felt like she was in Siberia.

Unlike the miners, my little pounders were happy and enthusiastic about returning to work. And I wasn't alone. My brothers were both sick, and my mom threatened to charge the going rate for a hospital room--and she deserved it! My head hurt so much that I couldn't move it, and reading to relieve the boredom was out of the question. I didn't have much time to be bored, though, I was

too sick! I ate like food was going out of style (maybe it is, with the farmer's strike). Moving became an art. I first had to break the news to my body, then cajole it into moving--and that wasn't easy.

Those little comrades had made their first two-year plan because I thought it would take that long to recover. Then, when I felt better my fever dropped, was ready for school, but my mom took my temperature and discovered it was below normal.

When I finally returned to school, I found myself slightly crazy self. I thought I'd been through a war. I found my little comrades had lost a leader, and they'd been sent to a prison camp! I felt great, and it was wonderful to see healthy people again. But I still have the feeling that the Russians (and their flu) will return!

In Case of Fire, Break Glass

by Victor Goetz

"Fire streaks through school, 20 dead, hundreds injured." Will such a headline follow if fire should strike our school?

1700 people; a large, two story building; FIRE. All the elements for a disaster!

Granted, school fires are rare, but some have happened, and with tragic results. Rarity does not rule out possibility!

If fire should strike our school, would we be ready? "Yes," according to our principal, Mr. Przybysz. With the system that we have designed "we're prepared to evacuate this building in case of emergency in two and a half minutes." The building has been cleared as quickly as 2 minutes, 15 seconds. "We can almost get down to two minutes."

The way we all become ready for such an eventuality (in the hope, of course, that it will never happen) is by having occasional fire drills. "I schedule them trying to vary the schedule as much as we can so that students aren't in the same place every time," said Przybysz.

School officials have worked out an evacuation plan which provides for the most efficient path from each classroom outdoors. Everyone has seen, or perhaps taken for granted, the little red card on the bulletin board of each classroom listing the fire exit from that room. The directions on this card may turn out to be a lifesaver in case of emergency.

The present plan was worked out when our school had 2100 students and facilitated evacuation in less than 3 minutes, a very good time. Now that there are but 1700 students we should easily evacuate the building in less than 3 minutes.

Mr. Przybysz continued by pointing out that this evacuation plan has been approved by civil defense and other agencies involved.

However, the only thing that allows this evacuation plan to work properly is everyone's willingness to follow instructions.

"The most important factor," according to Przybysz, "is that everyone keeps moving." The evacuation plan is carefully worked out so that if everyone is moving at a steady pace (no need to run) the first floor will clear just in time for those on the

second floor to come down and move out the doors. "One problem we often run into is that the first people out don't move far enough away from the building so we get a traffic jam by the doors," Przybysz pointed out.

Another problem that comes up, especially during the winter, according to Przybysz, is that students are reluctant to go outside in bad weather. Fire drills are planned in advance and listed in the



teachers' bulletin at the beginning of the week, "but we will change our plans if the weather is really bad out," the principal commented.

But don't complain too much about the bad weather. Nothing can be done about it. After all, "if we have a fire emergency in the building, no matter what the weather, we're going!" said Przybysz firmly.

A similar source of difficulty is the prevailing "it'll never happen to me" attitude that is such a basic part of human nature. This causes people not to take drills seriously enough so that if the real thing should occur they may not be prepared. It may be appropriate to point out here that several years ago there was a fire at Adams which was luckily caught in time and did little damage, although the school had to be closed. And just two weeks ago a minor fire in a couch was put out before doing any damage. This serves to prove that it can happen and that the knowledge of the evacuation procedure can come in handy.

And one problem **definitely should not exist**, but does - pranks, false alarms. These pranks are the most important threat to our safety in case of fire. In an emergency situation, speed is of the essence. We cannot afford the hesitation caused by a history of false alarms. When it's the real thing, reaction must be immediate.

"We feel that any student who pulls a fire alarm is jeopardizing the lives of everyone in this building," stated Przybysz.

Asked if any gimmicks had been tried to catch those responsible for these pranks the principal replied that "people who do these kinds of things are going to find a way to do it anyway."

But this does not mean that those involved will not be punished. Anyone caught will be suspended up to five days, and could be excluded from school for the remainder of the year, according to Przybysz. "The only way to stop it is to catch someone doing it and take all the disciplinary action as an example to others," he continued.

In case of a false alarm Mr. Przybysz will generally announce on the P.A. to ignore the alarm. However, anytime the alarm sounds immediately move through your assigned exit - you never know when it may be a **real fire**. No one will tell you in advance about that alarm.

Evacuation plans have been drawn up, tested, and approved. Students are drilled in carrying out these plans, at least once a month, according to state law. Everything has been provided for. So if, God forbid, fire strikes our school will we become such a headline, or will ours read "no injuries"? According to what our principal has told us, it should be the latter.

Nation's top teens speak out about big business

America's outstanding teens want the federal government to get its fingers out of the private sector's pie but they don't want the corporate slice to get any bigger.

This is among the findings in a nationwide survey of 23,900 high school juniors and seniors listed in "Who's Who Among American High School Students."

The majority of teens polled feel the government should maintain a hands-off policy in the areas of housing, wage and price control, guaranteeing jobs and health care. At the same time, almost three-quarters (74%) think the top 500 U.S. corporations hold too much political power and 62% say their power is too great economically.

If politicians really are provoking anti-private enterprise legislation, then there's a great gap in the understanding of these kids, because 66% are convinced

that elected officials are influenced by the wishes of major corporations.

So where would the teens like their tax dollars spent? If they could choose, almost all (90%) would allocate funds to education. Eight out of ten would fund energy conservation and 69% would back environmental preservation.

Preservation and protection of the country's free shores, takes precedence with the teens, too. Fifty-four percent would allocate tax dollars to defense and if a Third World conflict involving Communist support for one faction were to erupt almost half (47%) would give military aid to the pro-West, non-Communist forces. Another 45% would send military advisors.

This conservative stance extends to President Carter's position on several key world issues. While human rights gets the nod from 72% of the teens, they agree with little else on the

President's international agenda.

Some 44% do not feel we should re-establish ties with Viet Nam. More than half (54%) either don't think or don't have an opinion about reducing forces in Korea and 57% aren't sure about the establishment of a Palestinian homeland.

Back home again, the kids favor a great government shape-up and for the most part, agree with Carter's domestic proposals. Sixty-eight percent think government should be reorganized; a little over half (52%) opt for tax reform; two-thirds say the budget must be balanced and 59% think the welfare system ought to be overhauled.

If these kids make any kind of an impression, perhaps Big Brother won't be looking over the shoulders of budding entrepreneurs in the next few years.

Data courtesy of WHO'S WHO AMONG AMERICAN HIGH SCHOOL STUDENTS, 3202 Doolittle Drive, Northbrook, IL 60062.

Punk Rock?

Bye-bye!

by Jamie Apt

In today's world of music the pace is fast and hard. Many of the performers, it seems, are in the music business only for the quick buck. There are bands though, that still care about their music and pleasing their fans. Although I think today's music and musicians are the best ever, some of the performers are concentrating less on the quality of the music and more on their shows and images.

Classic examples of this would be the rock group, Kiss, and the new wave of punk rock which is sweeping the world like wildfire. Both feature non-imaginative, three-cord, hard rock combined with their bread and butter: the stage show. Kiss' show is expensive (running tens of thousands of dollars) and extravagant. Some typical happenings at a Kiss concert: the drums rise thirty

feet high over the stage, blood supposedly oozes out of one of their mouths, and to top off the evening's entertainment, Gene Simmons, the bass player, breathes fire. Punk rock uses a barrage of swearing, spitting into the audience, and sticking pins through various parts of their bodies.

The music coming from these flash and punk groups is horrendous because of the lack of concentration and just plain bad musicianship. Therefore, I would say that within the next five years, the fans of these misguided musicmakers will wander off and this type of music will die.

Through it all, the steady performers, who stuck it out defending their music instead of giving in to the fads, will again surface and put music on the level where it should be.



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Mr. Aronson: Discipline the Key

by George Patton

When a teacher has been at one school for 22 years one wonders a little. When that teacher is closing in on 65 and he is also the coach for a demanding wrestling team you wonder a lot. That's Mr. Aronson. Tough and mean are two of his major nicer points, at least that is the way in which he likes to make it seem. He scares many people, for stories about him are passed from generation to generation. This geometry teacher stacks up the homework unmercifully (usually around two hours worth) and as a treat if you forget or didn't finish you get a zero. On the wrestling mat he is even tougher.

Mr. Aronson has somewhere over 200 wrestling team victories, and he got those 200 odd victories by weeding out the boys from the men. He then has to keep those men in shape which also means that he has to be in shape. Then he has to give those wrestlers the

incentive to win. Mr. Aronson has had about 15 state champs and he pushes those young men to goals that could only be reached by hard work. Discipline is the difference between a good wrestler and a great one. Anybody can work hard for a few days of the season but the real test is to work hard all season. Through the discipline in himself, Mr. Aronson builds up the discipline in his wrestlers. He is the leader and all the winners have followed him on the road of discipline. Often he has to insult and harass the wrestlers to make them mad so that they will wrestle to their true potentials. In other words, Mr. Aronson will do almost anything to get that sweet taste of victory.

Mr. Aronson, a member of the Indiana Wrestling Hall of Fame, has been coaching for 37 years, with 22 years at Adams. This is his final year of coaching but he will

continue to teach Geometry. Ron Mitchem has let Mr. Aronson go out a winner for Ron won the state championship in the heavyweight division. Ron's brother Rick also won under Mr. Aronson in 1973 in the same weight division. In fact, Mr. Aronson has a lot of people who have been coached by him that are very successful in sports. Mr. Aronson thinks that sports are a good and healthy way to learn to work and work hard. He laments often about how the discipline of kids has declined over the years. This has something to do with the time in which he grew up in, a disciplined society which has loosened its grip, and the fact that Mr. Aronson is a physical fitness addict. His biggest complaint is that after a hard work out most of the wrestlers call their parents for rides instead of walking a couple miles home. Mr. Aronson may be right, for when you're 62 you are

not supposed to be able to keep up with high school kids, as he does with the kids on the wrestling team during calisthenics.

In the classroom Mr. Aronson teaches the only way he knows: hard work. He is an outstanding teacher who believes practice is the key to any situation. So all the homework is just like wrestling practice, the more you practice the better you get.

Wrestling coaches are a special breed and Mr. Aronson is a special coach. To work under Mr. Aronson whether in the classroom or on the wrestling mat is a learning experience. That experience is true hard work which is going out of style in our computer society, but for every second in hard work there is at least two seconds of feeling like you have really done something. That feeling is very high on the list of emotions and that feeling is what Mr. Aronson gives everybody.



Coach Aronson in his final season as coach.

Wolgammott Leads Eagle Icers

by Joe Taylor

On Sunday, Feb. 12, the Eagle Icers took on Clay before more than 600 at the Ice Box for the City Division title. The Eagles scored their most impressive victory of the regular season, thoroughly trouncing the Colonials, 3-1. Eagle goals were scored by Geoff Wharton, Dave Dziubinski, and George Scheel. But perhaps the best performance was turned in by Tom Chomyn, whose flying offensive rushes and savage checks buried the Colonials.

On to the league playoffs. First, Adams dogged Penn 5-2.

Next on the draw was Clay again. This time Clay had the revenge motive and the Colonials crushed the lackluster Eagles 4-1.

The first period ended scoreless, but Clay jumped out to a 2-0 lead after two periods.

At 11:46, Mark Wolgammott cut it to 2-1, weaving in and out down the right side, then

beating the Colonial goalie upstairs on his stick side.

A couple of missed opportunities for the Eagles drove the last nails into the coffin.

The Eagles still were alive in the playoffs, and before you say "losers' bracket," it must be made clear that there is no such thing in this league. Any team can still go all the way unless it loses two games.

However, the loss to Clay forced the Eagles to take the back roads through the tourney. The detour first led to LaSalle. The Eagles nearly had their wings clipped. It took Adams three overtimes to drop the Lions, 4-3.

Dziubinski and Wolgammott got two goals apiece - Dziubinski got the equalizer in the waning moments of regulation and Wolgammott tallied the winner.

It was the second game in a row that Adams played bush league hockey.

Such was not the case against their next opponent, St. Joe. The Indians probably were sorry they ever stepped on the ice. Adams snapped out of the mini-slump with a 5-3 victory, which might as well have been 473-3. Total domination.

At 3:20 of period one, Tom Beyrer lifted a Dziubinski rebound over the goalie for a 1-0 lead.

17 seconds later, St. Joe tied it. This particular goal magnified the fact that the Adams stock of defensemen was, for one odd reason or another, depleted. This was the only reason St. Joe scored at all.

At 0:42, Wolgammott ripped a short one into the net with an excellent pass from Chomyn.

With 2 seconds left in the period, Dziubinski scored after picking up a loose puck at the blue line, 3-1.

After St. Joe cut it to 3-2, Adams busted loose for two

more. Wharton shoveled a pass off to George Scheel and at 5:35 of period two it was celebration time and a 4-2 lead.

Finally, Chomyn, after being frustrated twice, hitting the post, stalked the St. Joe net long enough to wing a satisfying 15-foot wrist shot for goal number 5. St. Joe scored one more time in the last period. Final: Eagles 5, Indians 3.

So, naturally, the next opponent was again Clay. This time there were no "over-confidence blues" for Adams. Adams shelled Clay 6-1, led by Vezina Trophy goaltending by Dave Green.

At 10:27, Scheel turned a steal into a goal and a 1-0 lead.

Clay pressed, but Green was a brick wall in the nets.

At 6:48, still in period one, Chris Collier fired a slap from the point and Wolgammott tipped it in, 2-0.

Clay scored its lone goal at 5:55. But 28 seconds later, Beyrer deflected a slap for a 3-1 lead.

With 3 minutes left, Clay forward Jay Dubois took a cheap shot at Collier with his elbow. Collier then landed two hooks before they went to the ice.

Clay again went to the attack, but Green came up with some tough saves.

Wolgammott tipped a Beyrer backhand at 8:42 of the second period. Green kept the Colonials in total frustration all through the period.

Wharton scored 3 minutes into the third period. Forty seconds later, Wolgammott picked up his hat trick on a rebound to seal it at 6-1.

Well, Adams finally had to face their old nemesis LaPorte, who played a fierce game and won 3-1. Wharton scored Adams' only goal.

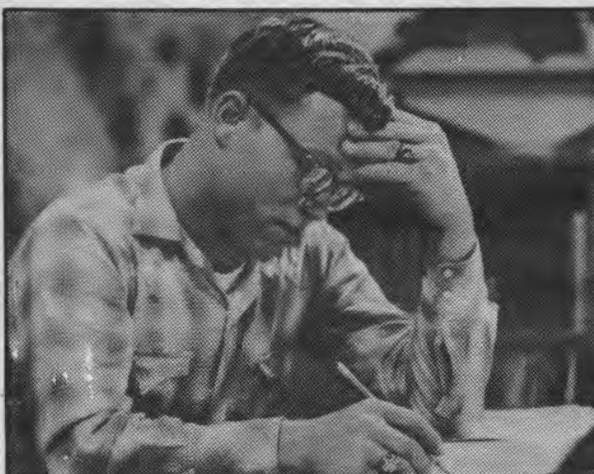
From here Adams went on to the state tourney. Their first game was against Lake Central, who played generally lousy hockey. Adams shellacked Lake Central, 11-2.

Wolgammott had a hat trick by the end of the first period. Scheel fired two pucks into the net past a bewildered goalie whose strong point in that game was his flaky mask. Adams led at the end of the period by a mere 5-1.

Period two opened with a Beyrer goal. Then Wolgammott picked up his fourth. Wharton bagged one at 5:58.

Well, by now Central must have been tired of watching Adams score, so they did-on themselves. Beyrer picked up credit for a goal which a Lake Central defenseman fired past his own goalie.

Scheel collected his third at 7:17 of the final period. Coach McMahon sent in the SWAT squad to finish up. The rout was marked by the return of defenseman Ned Dooley, who plays Mafia-style hockey. Dooley recovered from a fractured wrist.



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Seagles Close Season

The Seagles closed their season on a high note with an impressive 3rd place finish at the state meet. The most remarkable part of this 3rd place was that the Seagles, with only four swimmers, were able to beat teams with as many as 15 participants. The top five team scores were, S.B. Riley 128, Crown Point 101, ADAMS 87, Muncie North 79, and Kokomo Haworth 67.

The Seagles started the meet off with a much needed victory in the Medley Relay after having qualified first in the preliminaries on the previous day. Each member of the relay, which consisted of Tony Ellett, Ron Zhiss, Tom Manley and Gary Severyn, turned in lifetime best

splits. Their performance enables them to be considered for All-American honors. After having qualified 10th in the Individual Medley, Zhiss stroked to victory in the consolation heat earning him a 7th place. Closing out an exceptional year, Tony Ellett qualified 1st in both the 50 and 100 freestyles but wound up 2nd and 3rd respectively. This somewhat disappointing finish detracts little from the truly outstanding season that Tony enjoyed. Gary Severyn swam to a fine 8th place finish in the 100 free to close out another good year. There was still one event left to be swum in the Seagles season, the 100 breaststroke. In this event, defending state champion Ron Zhiss outdistanced

the field only to miss the state record by .016 of a second. His time, however, qualifies him for consideration All-American.

Another season has passed and it goes without saying that the Seagles have added another link to the long chain of success. Swimming is considered by many to be a minor sport at John Adams but simply by looking at the team's history of success this is easily disproved. It is an undisputed fact that the John Adams Boys Swim Team has brought its school more prestige than any other sport. With the loss of only one senior, it is a foregone conclusion that the Seagles will continue to represent John Adams as no other team has.



Mr. Faulkens congratulates Mitch on MSU scholarship.

photo by Dan Kovas

Mitch Bulls Way To State Title

by George Patton

On Saturday, February 25th Ron Mitchem won for Adams and all of South Bend, a state wrestling championship. He followed the steps of his brother who also won a title for Adams in 1973, yet he was even more convincing. Ron went down to the state meet and pinned his first two opponents he faced and then in the final match he whipped his challenger by a score of 14-3. This feat is equal to a 30-point win in the final game of the basketball tourney, and it was a fitting way for Ron to end his wrestling career.

Ron started his wrestling career in his sophomore year for he was on the basketball team in his freshman year. Ron finished the year with a 14-4-2 mark which was outstanding for a sophomore. In his junior year Ron was undefeated in dual competition. Mitch won the sectional and the regional but he came in 3rd in the semi-state.

He finished the year with a 24-1 mark which was the finest on the team. In Ron's last year at Adams in wrestling he recorded 21 pins with one pin in 16 seconds. He won the sectional, regional, semi-state and the state title. This 6-4, 250 lbs. senior beat most of his opponents with raw strength and some quick moves like the stand up and the headlock. Mitchem's best move was the cradle with which he scored most of his falls by.

Ron is also a 3-year starter on the football team and track team. He will be a blanket winner with 9 letters, 3 apiece in wrestling, football and track. People who have helped Ron along the way include his parents, his brother and Mr. Aronson, the wrestling coach. Ron's most memorable events were winning the state title in wrestling, the overtime loss to Washington this last football season, and winning a full-ride scholarship to Michigan State.



photo by Dan Kovas

Records Are Made To Be Broken

by Kevin Lennon

Here at John Adams, records are truly meant to be broken, and the John Adams basketball team is proof of that. Despite a disappointing sectional loss, the Eagles finished their regular season 20-1, the sixth Eagle team in Dave Hadaway's tenure of nine years to pass this illustrious 20 game mark. The Eagles also captured their sixth N.I.C. (Northern Indiana Conference) title in nine years.

In late December of 1977, Adams pulled off a double victory. They captured their 5th Holiday Tourney championship and captured the #1 ranking in the state of Indiana. This is the second time Adams held the coveted ranking, the last time being the 1974-75 season.

Among the records broken by the Eagles this year are: Most times over the 100 point mark in scoring in a single game, (5), most points averaged at home (98), most points averaged per game (81.6) and most points scored in one game (107 pts.-twice)

Leroy Sutton averaged 21.5 points per game with Lenny Mitchem plugging in 13.8 per game, (70% from the field, another school record). These two juniors each pulled down an average of 9 rebounds per game.

This year's varsity squad's assistant coaches were: Coach Jim

Waller, Mike Otolski and Steve Austin. Coach Greg Humnicky guided the freshman squad. Coach Otolski's B-team finished the season with a 17-3 record, the second best since 1965 and possibly longer. The 1968-69 B-team completed the season with a 21-0 record.

EAGLE ITEMS

Former Adams basketball players are now playing at colleges throughout the country. Do you remember.....?

Darryl Ashby - Valparaiso (1974 Adams graduate)

Val Martin - Valparaiso (1974)

Glenn Sudhop - North Carolina State (1975)

Try Moody - Cornell (1975)

Mark Risinger - William and Mary (1975)

Jim Szabo - Elmira College, N.Y. (1975)

Paul Daniels - South Western Michigan Jr. College (going to major college next year)

Kevin Bower - Bently College, Boston, Mass. (1976)

Brad Chambers - Carson Newman, Jefferson City, Tenn. (1976)

Doug Jackson - Huntington College (1977)

Note: Steve Austin, a 1973 Adams graduate, played basketball for Franklin College and is now on the faculty of John Adams High School.

A Tale of Two Seniors / Golba, Howell

On and off the court, Andy Golba remains the same. It may be diving after a loose ball or studying, but in everything he does he remembers one thing. "Tony Miller (a counselor at Tri-State basketball camp) really taught me to always try my best, no matter what. To be successful, he said, you must play hard and always have desire."

Golba has played four years of basketball at Adams, starting the freshmen, B-team, and twice on varsity. His leadership and hard-nose play have made him one of the best point guards in this area. Although Golba says basketball has provided great thrills, he still believes his playing has helped in many other ways. "It's been an enjoyable four years here at Adams and a great learning experience. Coach Hadaway and the other coaches not only just taught basketball, but they used basketball as a stepping stone to life. They taught us that winning wasn't everything, but that winning attitude was!"

Golba plans to play basketball in college and would also enjoy playing baseball. Although Andy has not determined which college he will attend, he feels that because of his parents, coaches, and many others he can have a success filled life.

Play Out Their Options

After four years of sweat, hard work, and determination, Ken Howell has come a long way. I spoke with Howell recently and he said emphatically, "Oh, yeah, it's been a great four years. I've had a great career with Coach Hadaway, Otolski, and Waller. They've really helped me out." Kenny Howell has been an integral part of the John Adams Basketball picture for the past four years. He was the seventh man his freshman year on varsity and then started for the Eagles the next three years.

Reliving his basketball memories, Howell still remembers one game more than all the others. "It was my sophomore year and we were playing Michigan City Elston. They had Tony Branch and I always wanted to play against him. That was fantastic." Tony Branch now plays now for the Louisville Cardinals.

Born in Clinton, North Carolina, Kenny Howell spent a great deal of time playing basketball. He began organized basketball in fourth grade at Perley School and continued to develop his skills. "I looked up to Jim Webb and that helped me alot," Howell adds. It is obvious that Ken loves the game that is so much a part of his life.

Known for his excellent passing and super ball control, Howell is not afraid to give credit where credit is due. "All my coaches really helped me improve myself as a ball player. Coach Byrd, my

elementary coach and Perley Coach Kowalski (Mr. K.), Coach Faulkens at Madison, and all the Adams Coaches gave me their time and they all aided me."

Kenny Howell surely has given Adams his best, filled with four years of exciting basketball but he feels he is the one who has benefited the most. He states, "If I had to do it over, it would still be Adams."

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