

Selection Procedure Changed

by Mike Lucey

The John Adams chapter of the National Honor Society will hold its induction for the present school year, Tuesday, Nov. 15. The NHS is a nationwide organization founded with the intention that it "would have a strong tendency to improve scholarship and to place the regular and faithful performance of academic work in its proper place in the estimation of the student body." Its basic purpose is to give recognition for outstanding academic achievement.

The founders of NHS also decided to add three other categories in which members must be outstanding. These are Service, Leadership, and Character. Scholarship alone, they thought, would be too limiting, and not really provide for the type of organization that they wanted. The candidates must, of course, be outstanding in the classroom, but if that were to be

the only criterion used, NHS would simply be a glorified Honor Roll.

Instead, being inducted to the National Honor Society is a recognition by the school that the student is truly an outstanding member of the student body. It is the only such honor given by the school up until the time of graduation, and is recognized by employers and by universities across the country as an indication of excellence.

One problem which exists in any organization of this nature is that of selection. What is the fairest way to select the members? Obviously, no system is absolutely fair; mistakes will always be made. Since the Adams chapter of NHS was reinstated several years ago, the selection procedures have been changed each year. This year's process is an attempt to correct the problems of the past methods, and to establish a

consistent procedure for following years.

The policy at John Adams is to induct 15% of every class into the Society. The question is when to induct them. The opinion of many teachers is that it is fairest to induct students at the beginning of their senior years. Not only are the teachers more familiar with the students and their capabilities at this time, but also the students have all had a chance to mature and to become involved in their school, something many don't do until their junior year.

All seniors with a 3.0 GPA or better meet the established scholarship requirements, and are placed on the ballot. The teachers then rate each candidate in the three other categories: service, leadership, and character. In each of the three categories the teacher has two columns he can check; one is for a "yes" or "no" vote, the other

is for a "do not know" vote. A "yes" vote counts for the candidate, a "no" vote counts against him. A "do not know" vote counts **neither for nor against** the candidate. A teacher can rate a candidate in one, two, or three categories, checking "don't know" for any of the others, depending on how well he or she knows the student. The ballots are then all tabulated by a complicated percentage procedure not worth going into here, and the top 15% are the accepted candidates. The number of teachers which rate a candidate does NOT affect his or her chances of selection.

There is one problem with this system. If only seniors are inducted, who is going to induct the seniors? Inductions are supposed to be run by the current members of the Society, but under this system, there are no members at the beginning of the year, as they all graduated.

For this reason, it is necessary to induct a small number of juniors who will then induct the rest of their classmates the next year. Five percent of the junior class will therefore be inducted each year, the remaining 10% to be inducted as seniors. The procedures for selection will be exactly the same as outlined above, except that the juniors must have a 3.5 GPA or above instead of the 3.0 required for seniors.

On November 5, then, 5% of the Class of 1979 will be inducted into the National Honor Society. To accommodate the change from last year's selection procedure to this year's, all present seniors with a 3.5 GPA or better who are not already members have also been placed on the ballots which have been distributed to the teachers. Those students who are selected will be notified through a letter mailed to their parents.

the john adams tower

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John Adams High School, South Bend, Indiana

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Drama Club Will Present "The Good Doctor"

by John Corona

The Drama Club is opening its '77-'78 season with its production of Neil Simon's "The Good Doctor," based upon stories by Anton Chekhov. Simon, best known for his smash hits, "The Odd Couple" and "Barefoot in the Park," spares none of his comic genius here. He has taken Chekhov's otherwise droll stories and transformed them into scenes of insane humor. The play appears to be an attempt by the writer/narrator/character, Anton

Chekhov, (Aaron Zent) to justify his being a writer. The stories are written about the people he knew and admired in 19th century Russia. Zent, notorious for engaging audiences in laughter, adds his own wry style of humor to the character.

"The Good Doctor" is the most recently written play performed by Adams in recent years, having opened on Broadway in 1973. It is part of an attempt by the director and sponsor of the club, Ms. Bradshaw, to perform well-known

plays by famous playwrights. Ms. Bradshaw, a newcomer to Adams, is very active in other theatrical organizations as well. She has performed with South Bend Civic Theatre and Presbyterian Player and has worked backstage for both of them. Her first year at Adams will be an eventful one.

Ms. Bradshaw is not the only one who will be busy this year. The crew is also hard at work constructing the multi-level stage necessary for the quick changes of scenery. Because of the complica-

ted stage design, an equally complicated lighting system is needed. Mary Ann O'Malley, a student in Central Career Center's Advanced Theatre Arts Class is more than occupied with this task.

Due to the influx of new talent, this is perhaps the best production Adams will have ever done. It is certainly the best in recent years. Others in the cast headed by Aaron Zent are: Luann Duesterberg, Bea Bosco, Richard Houghton, Ted Manier, John Corona, Dan Jacoby, Mike Lucey, Emily Johnstone,

Judy Spigle, Peter Bosco, Kate Goerner, Bill Panzica, Willie Johnson, Sherry Bolden, Phil Bender, Theron Henry, Cindy Elliot, and Linda Thomson.

The curtain opens at 8:00 p.m. on November 10 and 12. Tickets will be sold by the cast and Drama Club members. They will sell for \$1.00 in advance and \$1.50 at the door. If you've never seen a Neil Simon play and would like to, or even if you're just looking for **inexpensive** entertainment, it will be well worth your money.



Century Center, the new cultural and convention center, has greatly changed the face of South Bend. Located along the banks of the St. Joseph River downtown, this spectacular structure will be the scene of many great performances in the future. Finally South Bend has a center where true Theatrical Companies may

perform. And many an interesting and important exhibition will be seen at Century Center. There is also a museum within the Center. Century Center will bring much new excitement to this city.

Photo by Ken Traub

Steve Miller "Stampedes" into the A.C.C.

by Tom Ostheimer

A brilliant light show, two impressive rock bands, 8,000 screaming people and many decibels of superb music were the ingredients for a spectacular concert on October 21 at the A.C.C.

The Steve Miller Band, on a minor stop from a large midwestern tour, played to a capacity on an electrifying Friday night. His first set started out with "Swing Town" and then drifting into several cuts of his

latest album "Book of Dreams" including "Jungle Love," "The Stake" and "True Fine Love" Miller also included some of his earlier hits, "Living in the USA" and "Space Cowboy."

Between sets, the band's keyboards player, Bryon Allred amazed the crowd with a stunning synthesizer solo accompanied by an amazing array of lasers.

The second set included "Take the Money and Run," "Rockin Me" from his "Fly Like an Eagle" album and ended with "Jet Airliner."

His three encore performances consisted of "The Joker," "Fly Like an Eagle," and finishing with a blues tune dedicated to the rock group Lynyrd Skynyrd, whose members were either killed or seriously injured in a plane crash earlier that week.

The backup band was the Norton Buffalo Stampede. A new group on their first tour, the "Stampede" combined a country sound to a hard rock beat. The highlight of the performance was their encore, a fantastic rendition of "Messin' With the Kid".

Views on Steve Miller

by Olin Calvin

Concerts come, concerts go, every now and then they leave an impression like Grand Funk did. So who is to judge what a great concert is? Those persons attending Adams who saw Steve Miller jam have thoughts on how well his concert went over.

A question - "What did you think of the Steve Miller Concert?" - was asked between twelve and one o'clock 10-25-77 getting these results.

Since Steve Miller didn't do much with his guitar and sang

words that got drown-out by instruments which were cranked to loud, Dr. D. Lim said, "It reeked." going on to say "Gary Richrath kicks out the best jams."

Because he went to Chicago, checking out Yes's light show (which surpassed Steve Miller's laser show), J. Moriarty explained, "I've seen better."

D. Knox, a goer of concerts mainly for the percussion side, claimed it was "Good. Nice set of drums but the dude wasn't as good as me."

T. Chavez sez, "It was pretty

good. I liked it.", D. Wright "...thought it was pretty good." and to C. Simeri "It was better than good but it wasn't great."

A. Fonacier "...had a good time," N. Bickel thought, "It was really good....very good...excellent.", and A. Slowey "...put it this way. I was dancin' the whole time."

The last person asked gave the reply sought because the concert wasn't spectacular but then again it wasn't terrible. P. Cottrell let it be known that Steve Miller "...was alright. I've seen better."



Steve Miller and Band jams for the audience.

Photo by Dan Kovas

Spain Comes to South Bend

by Colleen Johnson

On Friday, October 21, 1977, after Ms. Wills and Mrs. Agüero had sorted out the confusion, the Spanish classes went on a field trip to see the Boston Flamenco Ballet at Central Career Center.

When we arrived and finally entered the auditorium, we found at the foot of the stage young men, dressed in costumes copied from the Middle Ages, selling posters and signing autographs. Finally, after the last girl had finished drooling over the gorgeous young men, the show began.

At the beginning, five young women did a complicated dance while playing drums strapped over their shoulders. The women went on to do other dances which were much enjoyed, especially the one in which the women used bolos - long ropes with hard balls attached to one end. Bolos are used by the gauchos (Argentine cowboys) and are similar to the cowboy's lasso.

Next came the Tunas. Tunas are small choral groups comprised of young men of the Madrid University of Law. They play to schools in the United States because, when they are here,

they can't work on a regular job and have to earn money by giving performances and selling posters.

The men sang songs that are traditionally sung in Spain. Each man wore a cape and hanging down the back were different colored ribbons which signified how many girls enjoyed his serenading.

The dancing and singing were marvelous; the brilliant colors of the costumes were beautiful; but the best thing of all (according to the wild applause and the lusty screams of the girls) was a male flamenco dancer named

Timo. Now there was nothing special about Timo. He was just an ordinary young man who liked to make suggestive gestures with his body. Later on, Ms. Wills told us that how he danced was best described as arrogance and self-love. She said that Timo danced the way flamenco dancers usually danced but he added a little extra (in other words, he was an exhibitionist). But considering the loud applause and the screams, the girls didn't mind it one bit.

Excluding some catcalls, the whole show was very enjoyable

and at the end a raffle was held in which six tickets were drawn from a box. The names which were written on the tickets were called. One young lady from our school, Sylvia Torres, was lucky enough to win a pennant and a kiss from one of the Tunas.

And so, from all the students that were able to go, a big tip of el sombrero to Ms. Wills, Mrs. Agüero, and Mrs. Bures for taking the time to organize the field trip (and, of course, special thanks to Mr. Przybysz for clearing the trip).

Stokely Carmichael

by Deseret Smith

Music has always been known to relax and stimulate the mind and discussion has been known to bring out the facts. Put them together and you have a comfortable, intellectual atmosphere.

That is the way it was on October 25, 1977 at 7:00 in the Hansel Center, where Stokely Carmichael spoke on "Black Power to Pan-Africanism." He was sponsored by the All-African Peoples Revolutionary Party, who also featured music by "Race."

There was big crowd and plenty of participation. People in the audience played tamborines, morrocos and rocked to the beat of the bongos. Afterwards, Stokely began his "seminar" and there was even more participation.

Stokely told of how disorganized the black race was, saying we must be a determined, organized people for eternity because our enemy is organized (Speaking of the capitalist system). He said that we must organize, discuss and bring out

the "truth", so that the masses of people will think the same and create the revolution.

Stokely and his audience agreed that in the struggle to unite for equality we must use reasoning instead of reacting from our emotions. They also listed some important points about organization.

1) Meet with people and express your purpose.

2) Using various ways of communication, express yours goals, principles and values.

3) Form a common ideology and develop leadership qualities among yourselves. Everybody is capable of being a leader; someone to represent the masses of the people.

You may wonder why all this organization and revolution? Stokely explains it like this: The capitalist system strives on Profit (money) and in the process "exploits" the labor class (predominately black). It is creating pressure. We work hard and sweat and they sit back and enjoy. But, where there is pressure there is resistance.

Stokely told of how the black

race lacks a very important possession - land. He says that blacks are being oppressed all over the world, having no identity or homeland for support. He told how other nationalities in America can identify with their race and homeland. The Irish here are helping the Irish in Ireland by sending them money and arms. The Jews here are helping the Jews in Israel, but the majority of blacks here have no automatic response to help their black brothers and sisters in Africa. In other words we need togetherness.

Stokely believes Pan-Africanism, the total liberation and unification of black people under scientific-socialism, is the solution. It calls for identifying yourself with all blacks in the world because we are one nation and it calls for working together for each other, not for the super-rich.

Stokely's message was very deep and it was relayed through discussion, (Stokely and the Audience) and the Exposure of "Truth."

A Message to Our Readers

As part of our continuing effort to produce the best high school newspaper ever, we on the TOWER staff have made more changes at the request of our readership. It is you who determines the quality and contents of your newspaper.

You wanted bylines to know who was writing our articles. This issue we have begun to byline. We will byline all feature and sports stories, however, we will not byline news stories except in special cases. There is a very good reason for this. News is news, it doesn't matter who wrote it, the writer doesn't change the news. In order to give credit where credit is due, though, we will byline any news stories so kindly written for us by persons not on the staff. All other stories will in all cases be bylined.

You wanted classified ads, personals, where you could call attention to something you have or want, or write little notes to your friends. Classified ads are now available in the TOWER news bureau [first floor, across from Mr. Barnbrook's room] for 2c a word.

You didn't want to read the same old boring editorials every week. So we've cut back on our editorials and will only have one if there is a very pressing issue that urgently needs attention and action.

And you wanted concert reviews. Well, they're finally here! We will attempt to review every concert that comes through, for your increased enjoyment.

The TOWER is your paper. We listen to what you the readers want. And we try our best to satisfy everyone. Now this isn't always possible but we're trying as hard as we possibly can!

Keep telling us what you want because we want to know!

Thank You,
The TOWER staff

CLEP EXAMINATIONS

The College-Level Examination Program (CLEP) was established in 1965 as an activity of the College Entrance Examination Board. It is supported by the Carnegie Corporation of New York and the National Institutes of Health, and is administered with the help of the Educational Testing Service, an independent nonprofit testing agency in Princeton, New Jersey.

Every month CLEP examinations in college subjects are given at conveniently located centers in every part of the United States. Anyone may register and, for nominal fees, take one or several of these examinations. CLEP does not grant college credit itself, but more than 1,700 educational institutions in all 50 states now offer college credit on the basis of CLEP scores. If you decide to take the tests for credit you should call, write, or visit the institution you wish to attend and inquire about its policy on CLEP scores as well as its admissions requirements.

CLEP was originally conceived to serve post-secondary students who acquired certain kinds of knowledge outside the usual formal educational channels--those who did not move directly from high school to college but learned through correspondence and university extension courses,

educational television, on-the-job training, and independent study. Growing numbers of college entrants are getting college credit before attending their first class (a whole year's worth of credit is not uncommon) for CLEP examinations taken at the time they enter. They save not only a year's tuition and fees and other expenses but also a year's time in the pursuit of their educational goals. Students already attending college are, in some institutions, meeting their general education requirements by means of CLEP examinations. These are just some of the most common uses of CLEP. There are numerous others.

The College-Level Examinations are given during the third week of each month at more than 1,000 CLEP centers in the United States. Special arrangements to take them can also be made for people living more than 150 miles from a center. A person taking an examination may have his scores sent only to himself if he wishes. He can have them sent to someone else if he so decides.

There are two types of CLEP examinations, the General Examinations and the Subject Examinations. Both kinds measure factual knowledge and understanding, as well as the ability to see relationships and apply

basic principles to new problems. The examinations are based on typical courses in a variety of colleges throughout the country.

Many colleges require all their students to complete some study in certain fields that are important for everyone, regardless of special interests or occupational goals. Such required study is usually called "general education." The CLEP General Examinations provide a way to show that you have acquired some general education, the equivalent of what is given in required freshman and sophomore courses at many colleges. There are five CLEP General Examinations. The subjects are English composition, mathematics, natural sciences, social sciences, and humanities. Each examination consists entirely of multiple-choice questions. The General Examinations may be taken singly or in any combination.

The 47 CLEP Subject Examinations now offered are comparable to the final or end-of-course examinations in particular undergraduate courses. A student who has completed one of these courses successfully in college can probably earn satisfactory scores on the corresponding CLEP Subject Examination. So can the person who has learned the subject in some other way,

such as by independent study. The Study Examinations are given in the following subjects:

BUSINESS:
Computers and Data Processing
Elementary Computer Programming - Fortran IV
Introduction to Business Management
Introductory Accounting
Introductory Business Law
Introductory Marketing
Money and Banking

DENTAL AUXILIARY EDUCATION:
Dental Materials
Head, Neck, and Oral Anatomy
Oral Radiography
Tooth Morphology and Function

EDUCATION:
Educational Psychology
History of American Education
Human Growth and Development
Tests and Measurements

HUMANITIES:
American Literature
Analysis and Interpretation of literature
College Composition
College French - Levels 1 and 2
College German - Levels 1 and 2
College Spanish - Levels 1 and 2
English Literature
Freshman English

MATHEMATICS:
Calculus with Analytic Geometry
College Algebra
College Algebra - Trigonometry
Statistics
Trigonometry

MEDICAL TECHNOLOGY:

Clinical Chemistry
Hematology
Immunohematology and Blood Banking
Microbiology
NURSING:
Anatomy, Physiology, Microbiology
Behavioral Sciences for Nurses
Fundamentals of Nursing
Medical - Surgical Nursing

SCIENCES:

Biology
General Chemistry
SOCIAL SCIENCES:
Afro-American History
American Government
American History
General Psychology
Introductory Macroeconomics
Introductory Microeconomics
Introductory Micro-and Macroeconomics

Introductory Sociology
Western Civilization
Other Subject Examinations will be added as the need for them is recognized and the resources to develop them are found.

The materials with which a Subject Examination deals can be found in courses of the same name or similar names, in many colleges and universities, and also in the textbooks or other reading material assigned in these courses.

The fee for taking one General or Subject Examination is \$20; for two it's \$30; for any three to five it's \$40.

COLLEGE-LEVEL COURSES AND EXAMS

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of the nation's colleges that most AP candidates attend give credit and/or advanced placement to students whose AP examination grades are considered acceptable.

The courses offered in the AP Program are:

English
American History
European History
Calculus (two courses)
Biology
Chemistry
Physics (three courses)
Music
Studio Art
History of Art
Classics (two courses)
French Language
French Literature
German Literature
Spanish Language
Spanish Literature
Individual "Course Description" booklets describing the essential

content of each course are prepared by committees of college professors and AP teachers. These booklets also contain sample exam questions.

Only about 15 percent of the nation's secondary schools have college-level AP course work, and they offer only those AP classes most appropriate for their college preparatory students; the average is three or four courses. At this time, the only formal AP course available at Adams is Calculus I and II. Check with your counselor to find out if any other AP courses will be established here in the future.

An AP course may not even be called that. In fact, it may not even be a course. It is a special college-level learning experience that most often takes a full academic year. It can take the form of an honors class, a strong regular course, a tutorial, or independent study. It is usually challenging and thought-provoking and-- compared to other high school courses--it

often takes more time, requires more work, gives greater opportunity for individual progress and accomplishment, goes into greater depth, and is generally more stimulating.

In all subjects except Art, the AP exams contain both multiple-choice questions and free-response questions that require essay writing, problem solving, and so forth. In History of Art there are only essay questions--some based on projected color slides--and there is an option between an essay based on a required text and an individual study. In Studio Art there is no exam; rather, students submit portfolios of their work. Tape recordings are used with certain portions of the music and foreign language exams.

Most of the examinations are three hours long, but some take only an hour and a half or two hours. They are given every year in the third week of May, at one of the local high schools.

Probably the best way to

describe the exams is "tough but fair." Each one is carefully developed to match the AP course description by a committee of examiners made up of college professors and AP teachers who specialize in that field. It ordinarily takes between one and two years to develop a single AP Examination.

The multiple-choice answer sheets are scored by special scoring equipment. The essays are evaluated by more than 550 carefully selected professors and AP teachers who spend a week each June grading answers in the more than 100,000 essay booklets. No matter how many answers there may be in a booklet, each is graded by a different person who has been especially trained to assess this question; the typical booklet is evaluated by four professors and teachers. No grader ever knows the scores given by another grader.

Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly

qualified), and 1 (no recommendation). An AP Grade Report is sent in early July to each student at his or her home address, school, and, if the student requested it, to his or her college.

The fee is \$32 for each exam taken. A limited number of fee reductions that reduce the cost to as little as \$15 per exam are available to students with financial need.

The benefits that go with advanced placement and credit are numerous. Advanced placement means that in college you can avoid the boredom of repeating work you've already done. You can also take advanced courses in your AP subject, explore other subjects that interest you, and join honors and other special programs. If you earn the required grade on an AP Exam, you may receive the equivalent of 6-8 semester hours or 10-12 quarter hours of college credit, probably worth between \$300 and \$600. If you're granted a full year of college credit, the savings could be anywhere from \$2,500 to \$6,000.



Mr. Benko, head guidance counselor, explains some aspects of the upcoming college fair to news editor Stu Shapiro.

Photo by Bill Panzica

Soldiers Wanted

As you know, we need good young people who want to serve their country. We need some to serve it in the United States Army.

We may not have a draft. But we still have a need. Army life is not for everyone. You may get up early in the morning, work hard all day, and hit the sack, dog-tired, long after the sun has disappeared.

But for those who are up to the discipline Army life demands, the rewards are great. Job training. Good pay. Travel. In-service educational opportunities. And a chance to grow as an individual.

If you're interested, give us a call. We think you'll be a better person for it.

Call Army Opportunities

SSG James R. Emberton
US Army Recruiter
111 E. LaSalle Street
South Bend, IN 46601

Join the people who have joined the Army

FIRST COLLEGE FAIR AT CENTURY CENTER

LOCATION: Century Center

DATE: November 8, 1977

TIME: 1:00 P.M. - 8:00 P.M.

TOPICS: Admissions, Financial Aid, Programs of study

Representatives from all colleges in Indiana plus some in nearby areas will be there to answer your questions. Financial aid specialists will make special presentations every two hours concerning the new Financial Aid Form [that replaces the Parent's Confidential Statement], avenues for financial aid, etc. A movie entitled "Let's Talk About the S.A.T." will be shown at the beginning of each hour.

COLLEGES ATTENDING:

1. Adrian College [Adrian, MI]
2. Albion College [Albion, MI]
3. U.S. Air Force
4. U.S. Army - Project Ahead
5. Ball State U. [Muncie, IN]
6. Bethel College [Mishawaka, IN]
7. Butler U. [Indianapolis, IN]
8. Davenport College [Grand Rapids, MI]
9. DePauw U. [Greencastle, IN]
10. Earlham College [Richmond, IN]
11. Eastern Michigan U. [Ypsilanti, MI]
12. Franklin College, Franklin, IN]
13. Goshen College [Goshen, IN]
14. Hanover College [Hanover, IN]
15. Herron School of Art [Indianapolis, IN]
16. Hillsdale College [Hillsdale, MI]
17. Holy Cross Jr. College [Notre Dame, IN]
18. Hope College [Holland, MI]
19. Huntington College [Huntington, IN]
20. Illinois Wesleyan [Bloomington, IL]
21. Indiana Central U. [Indianapolis, IN]
22. Indiana State U. [Terre Haute, IN]
23. Indiana U. [Bloomington, IN]
24. Indiana University at South Bend
25. Indiana Vocational Technical College [South Bend, IN]
26. Kalamazoo College [Kalamazoo, MI]
27. Kenyon College [Gambier, Ohio]
28. Lake Forest College [Lake Forest, IL]
29. Lawrence U. [Appleton, WI]
30. Lincoln College [Lincoln, IL]
31. Manchester College [North Manchester, IN]
32. Marian College [Indianapolis, IN]

33. U.S. Marine Corps
34. Marion College [Marion, IN]
35. Marquette U. [Milwaukee, WI]
36. Michiana College of Commerce [South Bend, IN]
37. Minneapolis College of Art and Design [Minneapolis, MINN.]
38. U.S. Navy [NROTC] U.S. Navy Scholarship Program
39. Nazareth College [Kalamazoo, MI]
40. Northwood Institute [Midland, MI]
41. Oakland City College [Oakland City, IN]
42. Olivet College [Olivet, MI]
43. Purdue U. [West Lafayette, IN]
44. Rose-Hulman [Terre Haute, IN]
45. Saint Joseph's College [Rensselaer, IN]
46. Saint Mary-of-The-Woods College [Saint Mary of the Woods, IN]
47. Siena Heights College [Adrian, MI]
48. Southwestern Michigan [Dowagiac, MI]
49. Taylor U. [Upland, IN]
50. Tri-State U. [Angola, IN]
51. U. of Chicago [Chicago, IL]
52. U. of Dayton [Dayton, Ohio]
53. U. of Evansville [Evansville, IN]
54. U. of Notre Dame [Notre Dame, IN]
55. Upper Iowa U. [Fayette, Iowa]
56. Valparaiso U. [Valparaiso, IN]
57. Vincennes U. [Vincennes, IN]
58. Wilberforce U. [Wilberforce, Ohio]
59. William Penn College [Oskaloosa, Iowa]
60. St. Joseph County Scholarship Program [South Bend, IN]
61. State Student Assistance Commission of Indiana [Indianapolis, IN] Hoosier Scholar Program

State Scholarships

The Indiana Scholarships Act was created by the 1965 General Assembly to recognize scholarship, encourage post-secondary attendance and assist State residents who are deterred by financial considerations from attending the institution of their choice in the State.

TYPES OF AWARDS:

Monetary State Scholarships are awarded in annual amounts ranging from \$100 to \$1400. No scholarship may exceed the cost of tuition and regularly assessed fees. The determination of a monetary scholarship is based on the Commission's evaluation of the financial data submitted by the student and his/her parents or guardian and the resident or commuting budget of a specific institution. The scholarship is also contingent upon the student's scholastic performance while in high school.

Honorary State Scholarships with no financial assistance, are granted in recognition of a student's past academic achievement and may offer several advantages to the student. A student winning an honorary scholarship retains his/her eligibility in the program and may apply for monetary assistance whenever he/she feels

his/her financial circumstances may justify such application. A student may qualify for an honorary scholarship if he/she:

- (1) Does not submit information for financial need analysis, or
- (2) Files information for financial need analysis but fails to demonstrate financial need, or
- (3) Plans to attend an ineligible Indiana institution or an out of state institution.

Top Twenty Hoosier Scholarships are \$500 awards that are not renewable and are granted to the twenty applicants who are the most academically qualified as demonstrated by their composite scores which consist of the combination of their class rank (at the end of the junior year) and their Scholastic Aptitude Test (SAT) scores. The student's financial need is not considered.

Indiana Educational Grants are awarded in annual amounts ranging from \$100 to \$1400. No grant may exceed the cost of tuition and regularly assessed fees. The determination of a monetary grant is based on the Commission's evaluation of financial data submitted by the student and his/her parents or guardian and the resident or commuting budget of a specific institution. In order to

qualify for a grant, a student must demonstrate financial need and must be admissible to an eligible institution of post-secondary education.

Freedom of Choice Grants provide additional funds to students receiving maximum monetary State Scholarships and Indiana Educational Grants and who plan to attend eligible independent institutions of higher education. This program is designed to permit a financially needy student to select an institution without regard to the different amounts charged for tuition and fees.

Application forms and information sheets for Indiana State Scholarships are now in the guidance office.

PRIORITY DATES:

State Scholarship Program - application - December 1, 1977
SAT - prior to January 1, 1978
Financial Aid Form (FAF) - March 1, 1978

Indiana Educational Grant - application - March 1, 1978
Financial Aid Form (FAF) - March 1, 1978

FINANCIAL AID

This fall, students seeking financial aid for the 1978-79 academic year will be able to apply for institutional, state and federal aid through the use of a single application form and will face a new timetable and set of procedures for application. Forms for reporting student and parental financial information, which were formerly available earlier in the fall, will be available to schools and colleges after December 1, 1977, and the individuals will be instructed not to file the new forms until after January 1, 1978.

The new approach was announced last spring by the Department of Health, Education and Welfare as a significant step to simplify the complex process by which students apply for financial aid.

The purpose of this change is to make it possible for students to file

only one form to be considered for the various types of aid available from federal and state governments and institutions. In addition to benefitting student and parents, this will enable participating states to use the same form as the application for their state scholarship or grant programs. Thus institutions will be able to coordinate the packaging of aid from several sources, maximizing the use of public, private, and institutional funds. The single form will speed the processing of applications by reducing the amount of paperwork and eliminating much of the need for repackaging and readjustment of awards which now takes place. For all these reasons, establishment of a single application form was one of the major goals of the National Task Force on Student Aid Problems.

AID PLANNING SERVICE

The College Scholarship Service of the College Board is making the Early Financial Aid Planning Service available to high school students (primarily ninth-, tenth-, and eleventh-graders), but the information is beneficial to any family that has school-age children considering education beyond high school.

The Early Financial Aid Planning Service presents a coordinated approach to meeting educational expenses. The service seeks to inform students (whatever their economic circumstances) about the possibilities of continuing their education beyond high school and to encourage greater exercise of individual choice in selecting an institution.

To apply, the student picks up a Family Financial Reporting Form from the counselor. This folder explains the service and contains the application form that should be completed by the family. The Family Financial Reporting Form is a short form which collects details about a family's financial situation. After filling in the application form, families mail it to the CSS for analysis along with \$3.50 to pay for processing.

Based on the information

furnished by the family, the CSS prepares and sends to the family a confidential Family Financial Planning Report which contains the following information:

- a preliminary estimate of what the family can be expected to contribute toward meeting post-secondary education costs
- a Basic Educational Opportunity Grant (BEOG) eligibility index number
- a brief description of the state assistance program in the student's state of residence.
- an estimate of the student's financial aid need at different types of institutions.
- Participants also receive a Financial Planning Guide which gives:
 - an explanation of each item on the Financial Planning Report
 - an explanation of the "need analysis" process
 - a list of typical costs at different types of post-secondary institutions
 - a worksheet for determining probable financial need based on the estimated family contribution and institutional costs
 - capsule descriptions of selected financial aid programs
 - an outline of the steps a family can take to demonstrate eligibility for financial aid.

For further information on:

- Financial Aid Form
- Advanced Placement Program
- College-Level Examination Program (CLEP)
- Early Financial Aid Planning

Service
- Indiana State Scholarships

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Sports Commentary: Wrapping Up

by Kevin Lennon

As the fall sports season comes to a close, I would like to share some brief reflections with you.

Volleyball-congratulations to Mrs. Ganser and a super volleyball team. You have played all season long with class and have worn the name of Adams with pride. Game after game, you showed the excellence that makes John Adams a step above all the others. You come so close to winning the sectional title again this year, and with the

upcoming B-team prospects, next year looks pretty bright for the volleyball program at Adams. Special applause goes to coach Ganser for the Coach of the Year Plaque awarded recently to her in St. Louis, Missouri.

Football-it was a disappointing year for the Eagles. After the many hours practicing day in and day out, it was frustrating to lose, but brighter days may be ahead. Remember, in 1964 the Eagles had a mediocre season and in 1965, only a year later, they went 9-0 and were conference champions. Several

years after this turning point, they remained prominent in the state and received national recognition. At the same time, John Adams maintained scholastic excellence. It can be done Eagles, it can be done!

Tennis-1977 proved to be an excellent year for the John Adams netters. With the guidance of Coach McNarney they finished strong in the conference and many players really strengthened their game this year (J.T. might have been an exception). The tennis program is on the upswing and have a

growing number of tennis players coming up each year.

Cross country-improving last year's record and building a program were the pre-season goals of coach Wiand's cross country squad. They did improve their record and it would be safe to say that a respectable program is being built here at Adams. In a sport which takes great individual sacrifices, you paid the price to reach your personal and team goals. Keep up your efforts and good luck next season.

Special thanks to the cheer-

leaders, who were behind Adams win or lose. You always do an outstanding job in representing John Adams High School. And to the band, whose performance this year resulted in many positive comments, you added excitement to the fall sports season.

Finally to the fans (and the select group who follow the sports pages in the Tower), continue to support the John Adams sports program. Look for the winter sports preview coming up in the next issue of the Tower.

Frosh Department

FROSH VOLLEYBALL HI-LITES

by June Vascil

The 1977 freshman volleyball team, under the direction of Coach Pajakowski and aided by manager Karen Scheu, began practice on August 15th.

The team has compiled a record of 9 wins and 3 losses. It is interesting to note that all wins were made in just two games. The games lost were in three game matches.

The current season ended Monday, October 24th with a

win over Schmucker, 15-2 and 15-11.

Tournament play began on Wednesday, October 26th, Thru Wednesday, November 2nd.

Members of the team include: Liz Andert, Debbie Avancz, Patti Brademas, Vickie Cates, Pam Digirolamo, Beth Dziubinski, Cheri Helvey, Michelle Hurd, Denda Jones, Mary McDonald, Lisa McKnight, Anna Magaldi, Ingrid Marshall, Monica Neely, Christy Silvius, June Vascil, Angela Watson and Sharon Weiss.

FROSH FOOTBALL FINISHES SEASON

by George Patton

The freshman football team had a very difficult season, ending it 2-6. The Frosh won the first and the last games of the season, behind the running of Jerome Witaker and the defensive of Greg Hughes. The defense allowed only two touchdowns in those two games, while the offense scored 46 points in those two victories.

The Freshman squad started the season by defeating Elkhart Northside by a score of 14-6. The team then lost six straight games: 14-12 to Smucker, 6-0 to Brown, 22-0 to Clay Middle, 13-12 to Jackson Middle, 28-7 to St. Joe, and 20-0 to Washington. In three of those six games the

offense did not score, in the other three games the Eagles had to settle for two one-point decisions and a 28-7 whipping by St. Joe. In the meantime the defense gave up a whopping 103 points in those six defeats.

Despite the poor team effort in the six games, the Frosh came right back and ended the season with a victory over Dickenson by a score of 22-8, thus ending the season in Eagle spirit. Some freshmen Dick Carpenter were excellent and they were helped out by quarterback Rick Forbes and Ben Laflin; on defense Greg Hughes and Mike Curl provided the power. All in all this crop of Freshmen should help improve the John Adams Football program.

Seagals Splashing Along

ATTENTION STUDENTS:

Did you know that your school has a girl's swim team? Yes! Their record now stands 4-3 with the season half over and their toughest meet yet to come against number 1 ranked Munster.

The 1977 Seagals have set many school records this year. Co-captain Sharon Sunderlin set school records in 200 yrd. freestyle, 100 yd. freestyle and 50 yd. freestyle. She is ranked 1st in 100 yd. freestyle and is ranked in the top 25 in her other

record breaking events. Co-captain Meg Fahey set a school record in 100 yd. breaststroke and is ranked 3rd in the state. But the Seagals also have strong divers with Martha Schilling leading the way by breaking Lindy Pauzek's old diving record of 194.5 points to 209.5 pts. Four of the senior Seagals broke the old school record in the 400 yd. freestyle relay with a team of Sharon Sunderlin, Meg Fahey, Pam Zigler and Debbie Wright.

But all of these records could not have been set without their

Seagles Set for New Season

by Ron Zhiss

The John Adams boys swim team has started another season after an excellent season last year which resulted in a 14-1 dual meet record and a 2nd in the state. Coach Steve Smith in his six years as coach, has compiled a record of 79 and 10. The season is a long one, lasting from October 1st until late in February. The first meet will be the Culver Relays on November 12.

The outlook for this year's team is somewhat questionable as the team is considerably smaller than in previous years. Although the Seagles lack depth, there are still several promising

people with the potential to make this year's team a success.

The 77-78 Seagles have nine returning lettermen. Tony Ellett will prove to be a valuable asset as he placed 5th in both the 100 fly and 100 back at last year's state meet. Mark Goodrich is the only other senior and will swim butterfly. The balance of the team will be composed of juniors. Ron Zhiss, who was state champion in the 100 breaststroke last year, will once again swim breast and will also be valuable in the individual medley. Gary Severyn, also a member of last year's state runners-up will be counted on heavily in both 200 and 500 free.

Other juniors include: Brad Tretheway, a butterfly; Dave Pauszek, fly and back; Tom Manley, sprint freestyle; and diver Peter Orr. Returning from the sophomore class are: Bob Manley and Tim Parent, both freestylers; and Tom Batdorf, a breaststroker. Rounding out the squad are Mike Deren, John Engel, and first year manager Sarah Broeker.

The Seagles are one of this school's most, if not the most, successful teams. How about giving them the support they so rightly deserve so as to make this year another link in the long chain of success of the John Adams Seagles.

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Photo by Dawn Weaver

Juniors Take "Powder Bowl" I

by George Patton and Joe Taylor

On October 17, 1977, at School Field, "Powderpuff" Flag Football was played for the first time. The first annual Powderpuff games were held at School Field in a driving rain as Freshmen, Sophomores, Juniors, and Seniors each were represented by some dedicated girls.

The set-up was as follows: game 1 was a Frosh-Junior battle; game 2 featured the Sophs and the Seniors; game 3 was the Powderpuff championship, or the "Powder Bowl," matching the winners of the first two games.

JUNIORS 13, FRESHMEN 6

The Junior Powderpuff football team defeated a confused bunch of Frosh Powderpuff players by a score of 13-6. Strong defense and some solid running by Desi Smith enabled the Juniors to easily overpower the Frosh. The Freshmen Powderpuffers came through disorder with some fine individual tackles and an interception return for a TD on defense.

The Junior team had the flankers bring the play into quarterback Candy Chrobot. Chrobot led the team using the I-formation to two quick touchdowns by Tailback Desi Smith. The first td was on a 13 yard run on 4th down. The conversion was good and the Juniors came

right back and scored on a 7 yard run, but the conversion failed.

In the meantime, the strong defense of the Juniors kept the Frosh offense at bay. The Junior defense did not allow a 1st down in the whole game. The Freshman team punted a number of times while the Juniors never did.

In the third and fourth quarters both teams were slowed down by the rain and the opposition's defense. The Freshman team seemed to make the big tackle on defense, while the Juniors were playing consistent defense. The only offensive progress was the first completed pass to Jill Barnes for 11 yards. Other than that, both offenses were stuck.

With 45 seconds to go in the game, Shirley Thomas intercepted a pass and raced 65 yards for the score. The conversion was stopped and that's how the game ended 13-6.

SENIORS 6, SOPHOMORES 2

In the second game, the Seniors took on the Sophomores. The Seniors operated out of a shotgun offense and went nowhere on their first possession. The Sophs took over and lined up in a student-body-left formation, an incredible concoction with a sole QB between the hashmarks and 10 women forming a something-or-other setup to the left. Unfortunately,

the offense bit the dust from this formation.

On the second Senior possession, they pulled a double reverse and Lisa Santuro had nothing but 48 yards of real estate in front of her. Santuro galloped the 48 for the first score. The extra point was snuffed by the Soph defense and the score remained 6-0.

The next Soph series was unsuccessful. Sandy Gyorgyi came on to punt, and promptly thundered a shot to pin the Seniors deep in their own territory.

The Seniors threw their first pass of the evening, but Soph Roxanne "Rocky" Scarbrough stepped in and picked it off at the 19, and the Seniors were in trouble.

The Soph offense came to life. They poured in for a first down at the one. But the Seniors, not to be outdone, made a heroic goal line stand and soon it came to fourth and one to go for paydirt. Denise Golba barreled in for an apparent 6 pointer when a questionable call by the officials nullified it. The zebras said Golba's flag had been pulled at the one. The Seniors took over and fumbled the ball in the end zone and the Class of '80 collected 2 for a safety. The first half ended 6-2.

The second half belonged to the defenses. Senior Beth Anderson intercepted a pass, and was barely

stopped from scoring on the return.

The Seniors moved to the 10. But here, the Soph defense roared into action led by defensive captain Nancy Nevel and co-captain Tricia "Red" Mengel, who adopted a "forget-the-flag, go-for-blood" defense. Nevel made a rattling tackle for a 5 yard loss and Mengel landed a crushing jolt to a Senior ball carrier on fourth down.

But it went down the tube as the scoreboard ticked away the Soph's last gasps of life. The final drive ended at 0:08 with a second Beth Anderson interception, and the Seniors were in the "Powder Bowl."

JUNIORS 6, SENIORS 0

In the first quarter, the Seniors executed a 35 yard run for what seemed to be a TD. But that dreaded yellow ray laid on the field and the ref said "bring it back." From then until half it was defense.

And defense.

And more defense.

Most of the plays progressed backwards. At the half, 0-0.

In the second half, the well-disciplined '79 ers started a climactic 80 yard march. Towards the end of the quarter, the Juniors were faced with a crucial 4th and one. But the break of the night occurred when the Senior D

jumped offside and the Juniors had a first down. End of quarter.

In the final quarter, the Juniors kept moving. Then, Barb Farmer busted loose for a 17 yard dash to the one foot line and the Seniors were looking for a miracle.

A Junior penalty moved them back to the 5½. But then, as it had been the entire night, tailback Desi Smith took a quarterback Candy Crobot pitch, raced around left end, and streaked across the goal line. The Junior bench erupted as the incredible Class of '79 Powder Puffers took a 6-0 lead. The meaningless extra point failed.

The Senior offense took the field for the last hurrah, but the Doomsday Defense of the Juniors shined. Fired up and unstoppable, the Junior D gave the ball to the Junior offense, and a first down sprint by Farmer iced it.

Time ran out, and the Juniors stormed the field ecstatically. They had earned a hard-fought 6-0 Powder Bowl triumph in the cold and rain. QB Crobot, tailback Smith, fierce offensive linemen and slotbacks, and an incomparable powerhouse defense had overcome the Seniors 6-0. TOWER MVP - Desi Smith.

Tuesday night, October 18, 1977, truly belongs to the Juniors, the Class of 1979.

V-Eagles Tie for City Championship

by Victor Goetz

The John Adams V-Eagles fell short in their quest for a second, consecutive state volleyball championship when they fell to an always tough Riley team in last Saturday's sectional semifinals.

Aside from this heartbreaking loss, though, the V-Eagles had another outstanding season.

The varsity squad finished 10-2 on the season, having previously beaten Riley in a tough regular season match, 16-14, 14-12. Their only losses came to Washington and Clay, both in 3 game matches. They ended the season tied with Mishawaka for the city and conference championships.

The B-team also had another

outstanding season, finishing with a perfect 17-0 mark and bringing home the city championship. Adams won the B-team tourney by beating Penn, Mishawaka in a very close match, and Marian in the finals. Sandy Gyorgyi's two spikes broke a 7-7 tie in the final game vs. Marian and enabled the Eagles to win 9-7 with time run out. Other outstanding players were Erin Flanagan with her saves and Karen Kurzhals with her spikes.

In the St. Joe Invitational, Adams, as Mr. Przylysz put it, "like good guests, took home all the spoils," capturing both the varsity and B-team championships.

In the varsity competition, Adams beat St. Joe in the opening round and met Clay in

the finals. Adams' excellent key plays broke a highly contested game into a wide margin victory.

The B-team defeated Marian in the opening round and then knocked off St. Joe for the championship.

In the opening round of the sectional, Adams eliminated Penn 15-7, 13-10. Outstanding performers were Theresa Schilling with her powerful serve, Gina Fragoameni with her hands and sets, and Mary Skudlarek with her all around ability.

The V-Eagles were then themselves eliminated by Riley, the eventual sectional champions, 13-7, 13-10, in a game of non-stop excitement.

Congratulations to the entire team on yet another superb season.

Miss Ganser - A Real Winner

by June Vascil

All of America now is aware of our Miss Ganser. This month she was awarded the Kelloggs Woman Coach of the Year plaque. This was the first such award presented and it will become an annual event.

Eight Midwestern coaches were honored. Miss Ganser was

the only volleyball coach recipient. As part of the award she attended a workshop in St. Louis.

Her interest in volleyball was originated at a very young age and she enjoyed playing competitively herself. She has been a coach for the last ten years, but had not seen volleyball recognized as a competitive sport

in city schools until five years ago.

Duffy Daugherty, the former Michigan State football coach, presented the award. Although that must have been an unforgettable moment, according to Miss Ganser nothing can compare with her feelings at the moment Adams won the State championship last year.

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