

the john adams tower

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John Adams High School, South Bend, Indiana 46615

May 18, 1979



Mr. Wesley



Mrs. Nelson



Mrs. Klein

photos by Rick Peltz

Staff members plan retirement

After working at Adams 14 years, Mrs. Nelson is retiring to spend more time with her granddaughter and travel. She will be traveling to Arizona, as well as becoming active in social service groups and her church. Mrs. Nelson has worked as a volunteer with migrant workers.

At Adams, Mrs. Nelson's job consisted of keeping a complete set of books for the entire school including extra-curricular accounts. All of which is no small undertaking!

Mrs. Klein, who has worked as a matron for 11 years at Adams, is sorry she has to retire. She says she

has had no trouble while at Adams, and has worked for "a good boss."

Mrs. Klein is looking forward to her golden wedding anniversary and relaxing at the lake this summer.

Mr. Wesley is resigning from the Adams teaching staff after what he says were "the best 7 years of my life."

Mr. Wesley enjoyed teaching the lower level courses, because he preferred having students think, "Gee, I like science," as opposed to striving to make "science geniuses" out of them. In the lower level courses, Mr. Wesley found less pressure to "make an 'A'

student or an honor roll student.

Mr. Wesley considers himself to be a "hard teacher," because he "demands as much as possible, performance wise" from his students.

Mr. Wesley enjoyed his fellow department members and his students, and could not think of a department or school where he would rather have worked.

For many people, retirement comes too quickly, and the three staff members leaving Adams feel that they will miss their work. The Adams community joins in wishing all those leaving Adams happiness, success, and good fortune.

Drum majors elected

There seems to be a natural progression of almost everything, and leadership of the Adams band is following suit. Upon the June graduation of the present drum majors, two new drum majors will assume the positions.

The new drum major is Missy Kevorkian and assistant drum major is Jean Pawlak. Although both Jean and Missy are sophomores, it is not necessary that the drum majors be sophomores, nor that they both be from the same class. They will, however, hold their positions until

they graduate.

Tryouts were held to select the new drum majors. The present drum majors teach basic commands and drills to all those interested in taking over. For two weeks, these commands and drills are practiced at 7:30 each school morning. For the tryout itself, each person must lead the band in the school song. The band then votes.

Missy and Jean are planning to attend a drum major camp at Camp Wallbridge in Syracuse this summer to prepare them for next fall.



New pom pon girls beam over the results of their try-outs.

photo by Rick Peltz

Athletic department plans remodeling

Present facilities updated

The athletic department is planning to make some major changes in the Adams sports facilities. Major remodeling will take place over the summer.

Plans include remodeling the gymnasium floor.

The basketball court will be torn out and moved away from the foot of the stage. The floor will be completely sanded and revarnished to make it appear new again.

Collapsible baskets, suspended from the ceiling, will replace the old baskets, which have been used

for many years.

The court will be lengthened to regulation size. As it is, it is three feet too short.

The office of the athletic director, Mr. Szucs, will move opposite the office of assistant principal, Mr. David. The former office of the athletic director will be refurnished with two whirlpool baths from the boy's basement locker room.

These baths are being moved upstairs to make them available to any student who would benefit from their use. The front area of

the office will then be used as a bandaging room in the event of a medical emergency in the school.

Students will be needed next year to take care of any minor injuries that might occur. Anyone who would like to help should contact Mr. Szucs for training information.

The athletic department's plans should provide the entire Adams student body with athletic facilities, which will be better, safer, and more convenient for everyone.

'80 pom squad named

Half of this year's pom pon squad will be returning next year. Eight new members will join the eight former ones, as they provide spirit and entertainment during half time shows.

Those returning are, juniors: Denise Banke, Julie McCaige, Nancy Nevel; Sophomores: Candy Bonek, Tammi Forrester, Ronnie Kimmons, Arlene McCoy, and Kelli Woolridge.

New to the squad are, juniors: Kathy Nicholas, Karen Spaethe, Renee Was; sophomores: Sandy

Eggers, Stephanie Phillips, Lisa Swanson; freshman: Patty Nicholas and Jodi Roman.

The squad is planning to attend a summer camp to improve their skills. They also plan to have various fund raisers to acquire enough money to purchase new uniforms and pom pons.

With the experience of the returning members and the fresh vitality of the new ones, next year's squad should prove to be an exceptional one, keeping the fans in high spirits.

Weighted grades issue revived, decision postponed again

by Eleanor Pollak

One of the major issues among high schools in the South Bend Community School Corporation is the problem of whether or not the schools should have a weighted grading system. A weighted grade is one which assigns a specific numerical value to a grade in relation to the difficulty of the course and is used in computing a student's GPA and class rank. The crux of the problem lies in the question of the function of grading students. The question is if the primary purpose of grades is to reflect achievement acquired, the argument of those in favor of weighted grades, or to reflect the effort, interest, and local expectations, as argue those opposed to weighted grades.

Adams High School has gone through both periods of weighted and unweighted grades. As it stands now there are no weighted grades. Recently, there has been interest shown in once again instituting weighted grades into our present grade system.

This year's freshman were supposedly to have started with

weighted grades in the math courses but during the school year it was decided that this type of grade weighting would be unfair to those students who excel in areas other than math. It has been decided that if they start with weighted grades it will be for all solid subjects and start at the freshman year.

In April, 1979 the school board voted to hold off for at least another year on their decision.

The weighted grading system works by expanding the grading scale in order to reflect more on the talent of the students. An A in an advanced placement course is given 6 points, 5 points in an honors course, 4 points in a regular course, and 3 points standard of evaluating the knowledge gained while still enabling the students to feel that they have excelled to their potential. People avoid failure at all costs and grade weighting attempts to create the possibility for success on all levels while also putting the success in its proper perspective.

One of the disadvantages of weighted grades is that it discourages some students from taking useful electives because the

unweighted grades might bring down their GPA. This could prevent a talented student from improving his musical, artistic, business, and language abilities. The students would be afraid that they would possibly endanger their class rank by taking a course without a weight on the grade. This leads to the argument that weighted grades discourage a student from acquiring a well rounded knowledge during high school.

Another disadvantage to grade weighting is that recognition for effort is not equalized. The effort of a regular or slow student may be the same as an honors student since they are both working to their capabilities although they do not receive the same recognition.

Another argument against weighted grades is that they discriminate. However, this could be argued either way because although weighted grades do discriminate against the mentally less able, non-weighted grades discriminate in the same way against the talented individuals putting their extra time into their subjects.

One of the positive arguments for weighted grades is that the grade is given more value because the weighted grade gives more of an insight into the actual amount of knowledge acquired in a specific subject. This then makes it easier to compare our local achievements to those of the national standards.

Another plus for weighted grades is that they enable courses to be taught on a high level and also give compensations for those talented individuals who achieve success.

Weighted grades may also encourage students to give their lives more challenge. If a student knows he will get a B in an honors course and realizes he can get an A in a regular class, He will often opt to get the A in a regular class although he will most probably learn less. Weighted grades would equalize those two grades and therefore allow a student to challenge himself at no loss.

Another plus for weighted grades is that it gives the possibility for success on all levels. An A can be given on all levels of challenge, which creates a feeling of personal success, while still

allowing others, such as colleges, to evaluate the amount of knowledge the individual has gained in a particular subject.

In the athletic department there are varsity and B team players. Although some players do move from one team to another, the B team players are best challenged when playing against a team at their own level. People feel that individuals are also best challenged mentally when competing at their proper level. As there is no hesitation to recognize the outstanding players on a varsity team, people in favor of weighted grades feel that students who excel in school work should be given their due recognition and challenged accordingly. They feel that weighted grades are the best way to give recognition to students at all levels of the game.

No system of grading is perfect for all students at all times but schools are encouraged to find the best grading system -- one which benefits the majority of the students the majority of the time. With a new superintendent, Mr. Scammon, weighted grades will continue to be an important issue.

Solar power too strong for unscreened skin this summer

by Luanne Kenna

With summer looming ahead, one basic question arises: Will I tan like the little Coppertone girl, or will I fry like the girl in the Solarcaine ad?

Getting the "perfect tan" is becoming a favorite sport for those who are too lazy to jog. With the increase in sun-worshippers, the amount of people who over-use the sun increases too.

It is essential to take precautions when seeking the sun's rays. Overexposure causes not only the short-term discomfort of sunburn,

but also the long-term damage of leathery, prematurely aged skin. Extreme misuse can even lead to skin cancer.

One method of prevention is the sunscreen. But which ones are effective? With so many products flooding the market, it is easy to be confused.

Two proven winners are Sea & Ski and Este Lauder U.V. Screening Lotion. Sea & Ski, the more effective, contains the active ingredient called p-aminobenzic acid, so it may be useful to look for this when shopping.

Any preparation that claims to

speed up tanning, or to actually tan cannot be believed. Without the sun, tanning is impossible. There are some products that dye the skin, but these do not provide an effective sunscreen.

Just one application of a sunscreen is not enough. Apply it about 30 minutes before you go out in the sun, and reapply about every two hours, or after swimming or perspiring. If you don't reapply the preparation, the first application is useless.

But having the right sunscreen does not guarantee total protection. According to your skin type, your

exposure to the sun should be gradual. 15 minutes the first day if your skin is fair, 20 minutes if it's medium-toned is advised. Add five minutes each day, and don't overdo even after you get your tan, because you can still burn.

Clothing can be a good sunscreen, but only if it has a tight weave to prevent absorption of ultra-violet rays. What about those big beach umbrellas? These are not effective by themselves, because the sun's rays radiate from all sides. Although make-up does decrease the danger of sunburn, it is a good idea to apply a sunscreen

underneath for added protection. Remember that when and where you soak up the sun affects your burn rate. The nearer the equator, the more intense the sun's rays are, and the risk of burn increases. Be careful of clouds. They don't block out the sun, only scatter the rays. The hours between 10 a.m. and 2 p.m. are the most dangerous hours to sunbathe, and should be avoided.

So whether you plan to brown yourself at the shore at the pool, or while mowing the lawn, use caution and effective sunscreens. A tan is nice, but a burn is no picnic.



Posters such as this one were found in protest of orders to cut staff and curriculum. photo by Rick Peltz

Opposition demonstrated

by Anne Haines

Because of the declining birth rate, high school enrollment will drop next year. Where fewer students are enrolled, fewer teachers are needed.

Mr. Przybysz recently received the order from downtown that the teaching staff had to be reduced.

Despite recent improvements within the department and an excellent rating by the North Central evaluators, fewer students selected art classes on the preliminary surveys for next year's classes. Therefore, the cut is expected to be made in the art department.

Along with one teacher, four art classes will probably be eliminated.

Several art students became upset when confronted with this prospect, and decided to take action.

On May 9, during third hour, a large number of hand lettered signs appeared in the Adams corridors, proclaiming, "Save art! Take art classes!" The signs were removed by school personnel due to the lack of proper authorization.

"They're ripping apart our art department!" said one student

protested.

"People don't take art because they're told it's less important than academics," said another student. "Art is as important and challenging as anything else. But it's considered an easy class."

"Art, especially drawing, prompts eye-hand coordination," an artist said. "This can be helpful even in other classes, and throughout a student's life."

"Art has helped me think creatively," said one student. "Especially in science, this is important."

Another student, complaining that the "system" inhibits free expression, said, "There may come a time when we won't be able to paint our views because of the 'social norms' of school administrators and their politics."

Obviously the students feel strongly about this matter.

As no decisions have yet been finalized, it remains to be seen whether school city will see the students' protests as important enough to justify overlooking the sheer numbers of enrollment and to find some other way to justify the economics of education.

Priorities put forth for Scamman

by Patrice Davies

"What do you think Mr. Scamman, new South Bend school superintendent, should do for our schools?" was the question posed to Adams students recently.

"I believe Mr. Scamman's first challenge will be to get a state grant for school repairs. Facilities such as ceilings and locker rooms need improvement," said Scott Eggers.

Another student said, "I believe that Mr. Scamman's first challenge will be to get used to the never

ending responsibilities of being superintendent."

Patti Fenters said, "I think he should spend less time on school segregation and spend more time on quality education."

"Take out the middle schools. They're messing up the whole system," said Robyn Moore.

Sanders Elliot said, "Schools should be updated more and exterminated for bugs and rats."

Mike Rodriguez wants weighted grades for those in honors classes.

Rosa Hernandez wants Mr. Scamman to push the bilingual

system in elementary schools. The program would allow elementary children to learn to speak two languages fluently before reaching high school.

Because opinions differ concerning Mr. Scamman's top priorities, not everyone will receive what they want, when they want it.

At least students seem to be taking an interest in the quality of their educations, and want their voices heard in the administrative offices downtown.

Cashing in on graduation

by T. Datan and T. Doering

As Graduation approaches the question of a proper gift is often asked. The range of possible gifts is quite extensive.

Traditional gifts include watches varying in price from \$75 to \$200. An elegant pen is always appropriate, ranging from \$15 to \$35.

The college bound student is always happy to receive typewriters, books, and calculators, to aid

him in his studies. These gifts may be priced anywhere from \$15 to \$200.

An elaborate gift which any student would be grateful to receive would be a car, stereo, T.V., or complete fall and winter wardrobe. Obviously these items are desirable but very expensive.

Anyone wishing to purchase an appreciated but not so expensive gift might want to look into something more original. Several graduates have requested many,

unusual things such as cowboy hats, electrical pencil sharpeners, waterbeds, and a special party.

However, if your budget is almost non-existent, you might want to give a more personal gift as Electa Sevier has decided to do. Electa offered a kiss for any male graduate as her practical solution.

Basically, graduates will be happy to receive anything even if it serves no apparent purpose. After all, it's the thought that counts.

Cinnabar's: a memorable night

by Eric Solliday

When one walks down the alley towards the entrance of a little place in downtown South Bend, one doesn't think much of the atmosphere he is entering, but still there is an excitement, like that of the unknown.

As you open the rear door to the brick building you hear something, more like a shudder from the building itself. "It's nothing," you think as you enter the red lit elevator. You press the button for

the second floor, and you feel the elevator rise, and then stop. As the doors open, you are greeted with lights, mirrors, and the best disco in town.

This is the effect one gets when they go to Cinnabar's Disco. As you go in after paying the \$5 cover charge, a bit steep, but worth it, you grab a table, or go right out and dance with whomever you want. By the way, the drinks are free, but non-alcoholic.

There are two dance floors, one

small one which is usually less crowded than the main floor. The main floor has little tracer lights in a star pattern and is surrounded by flashing colored lights. Everything is mirrored including the ceiling. Also, if you happen to notice on the right side of the floor, you will see a laser light show going on.

Then as all things must, the night comes to an end all too soon. And as you say goodnight to all the new friends you have made, you just can't wait for next Sunday.

Group expresses anti-nuclear opinion

by Anne Haines

One of the hottest news topics in the past few weeks has been the use of nuclear power. Since the well-publicized accident at Three Mile Island, anti-nuclear groups have been on the increase across the country.

A group, recently formed in South Bend, the Bailly Downwind Alliance, sponsored a rally and march protesting "nukes" on Saturday, May 5. About 200 people, including current and former Adams students, assembled at Leeper Park to hear speeches by anti-nuclear leaders and then marched downtown, where they passed out leaflets and petitions.

Although several policemen were seen eyeing the demonstrators, their presence was not required, as the protest was peaceful and generally well-organized. This is not to say that the marchers were not enthusias-

tic. Many carried signs, and as they marched, the demonstrators chanted, "No Nukes, Healthy Kids!" and "Nukes No, Solar Yes!"

The Bailly Downwind Alliance, so named because South Bend is directly downwind from the proposed Bailly nuclear plant, is affiliated with the Bailly Alliance, which also has chapters in Gary, Hammond, and other northwest Indiana cities.

The alliance's main objective is to stop construction of the Bailly plant near Gary. They feel this plant is unsafe because, among other things, it is to be built on sand, with pilings that do not reach down to bedrock. The group says that, built this way, the natural settling process could cause the cooling pipes to crack, resulting in a core meltdown or "China Syndrome." In this case, many surrounding cities, possibly including South Bend, as well as the Bethlehem steel plant would have

to be evacuated.

According to a spokesman for the alliance, the purpose of Saturday's demonstration (which coincided with a Washington, D.C. rally attracting 75,000 people) was to show that there is local organized opposition to Bailly, and that it is serious and not "a bunch of crackpots." A larger rally is planned in Chesterton early this June.

The Nuclear Regulatory Commission is currently weighing the value of safety hearings on the Bailly plant. In the meantime, as has been demonstrated, the anti-nukes do not plan to sit back and hope for the best; they will be fighting all the way.

Whether nuclear power is the answer to the country's energy problems or whether it poses a deadly threat to public health is an issue that must be decided before either a nationwide blackout or a dangerous meltdown occurs.

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Guaranteed personal rights interpreted for students

by Leah Lorber

Courts once took the position that young adults were not entitled to all of the safeguards of due process since they were not subject to adult penalties upon criminal prosecution.

This attitude has changed in recent years, due to the realization that some juvenile penalties, such as detention, can be as severe as imprisonment for adults.

Not long ago, in a landmark case, the Supreme Court decided that juveniles were entitled to the same procedural rights as adults.

The arrest procedure for juveniles is the same as for adults. Arrest amounts to a restriction of a person's freedom of movement.

Interrogation is usually the next

step after an arrest. Before a policeman is entitled to question a juvenile, however, he must advise the person and his parents of the following *Miranda* warnings: 1) he has the right to remain silent, 2) anything he says can be used against him, 3) he has the right to the presence of an attorney, 4) he may refuse to answer questions at any time.

Before a juvenile answers any questions, he has the right to consult his parents or a lawyer. Even though a parent may advise his child to answer questions, the child is not required to do so.

It is advisable for a juvenile to remain silent and not answer questions which seek information other than identification. He should, however, give his name

and address, because the police may be less likely to detain him if they know where he could be found for future questioning.

Sometimes the police may be so interested in getting information to solve a crime that they violate a suspect's constitutional rights by illegal questioning. In that case, information they discover can not be used against the person in court. Incriminating evidence found during an illegal search is also excluded at trial.

Police usually need a search warrant to make a search. There are exceptions to this rule, however, which include searches which accompany a legal arrest, emergency searches, and searches made with the person's consent.

Searches of school lockers are also considered legal. Courts have ruled that since schools assign lockers, the student lockers are controlled by school administrators.

Under extreme circumstances, searches of a student's person are also protected.

The best way to respond to an illegal search is to object loudly to it. One should not resist, however, if the police continue with the search. It is a crime to resist a search, even an illegal one.

The following procedure generally applies when a juvenile is arrested and brought up on charges.

The individual is taken to the Juvenile Aid Bureau in the police

department. His parents are called and he may be questioned. Then he is usually released.

He may receive a summons to appear in court, where the charges are read to him. He can plead innocent or guilty, after which he will stand trial.

Some charges are so serious that the prosecutor will ask that the juvenile be tried as an adult and be subject to adult penalties. This would be an extreme procedure, and a judge would give serious consideration before permitting a juvenile waiver of jurisdiction to upper court.

Awareness of one's rights and responsibilities under the law is the best protection from illegal procedures.

Adams student to live, work, learn on kibbutz in Israel

by Mary Gregg

This summer, a group of 30 people between the ages of 18 and 25 will be going to Israel for six months. Included in that group is Adams junior Jimmy Roland.

"I've always been interested in Israel," says Jimmy, "and this will give me the chance to find out if I want to move there."

He is going to Israel on a trip sponsored by the American Zionist

Youth Foundation. The program is designed for high-school graduates and college students, and gives its participants an opportunity to experience communal living and to study the Hebrew language while living on a kibbutz in Israel.

A kibbutz is a self-governing unit where people live together and share the work. Children under eighteen live in dormitories, and their parents have small apart-

ments. Jimmy explains that they are separated, because, in the case of shelling, the children can reach safety sooner.

The kibbutz provides medical and financial assistance for all those who live on it. The people on it try to live by the ideal, "from each according to his ability, to each according to his need."

A typical day for Jimmy will start at six in the morning, when he will

go to work in either the fields, kitchens or orchards. After eating lunch in the cafeteria, he will have between three and four hours of instruction in the Hebrew language. The volunteers also get time off on Saturdays to relax, travel or participate in special activities that the kibbutz offers.

After he spends the six months on the kibbutz with the other Americans, Jimmy will be on his

own for five months, during which he will travel to other parts of Israel, visit friends on different kibbutzim and participate in archaeology.

Jimmy has been on a kibbutz once before, when he was thirteen, but that was only for a weekend. As a Zionist (a person who supports Israel), he is looking forward to the opportunities that this trip presents him.

Personal experience enriches senior government class

by Debbie Ditsch

One of the Democratic candidates running for third District Councilman, in the primary elections May 8th., was Adam's Senior Government teacher Richard Thomas.

The campaign technique he used gave him name recognition and the attitudes he took towards the other candidates.

Other times the campaign techniques used by a candidate are the most important source of obtaining supporters apart from his views on the issues.

Thomas used several techniques of reaching the people. One of the more important was putting up

signs. Continually seeing them would help people remember him.

He said the best technique he used was going door-to-door, meeting and talking to the people. "Then," he said, "if people want to ask questions on specific issues you're right there."

Thomas also liked going door-to-door because when talking to someone who liked his ideas that person would tell his neighbors about Thomas and more supporters would be gained.

Thomas said he ran ads in the local newspapers during his campaign which also tended to make the people take notice of him.

On election day, for one last

time, he talked with the people, visiting most of the precincts and answering any questions they had about his campaign or what his views were.

Thomas took a positive attitude towards his opponents.

"I made up my mind that I was going to run a positive campaign, and that I would not slander or say anything derogatory about my Democratic opponent or Republican opponents," he said. He also said unfortunately this attitude didn't work.

His opponent, Beverly Beck, hit the Republican opponent hard by denouncing his proposals and his voting. Beck told the people what

they wanted to hear.

"She took a very negative approach. I took a very positive approach. And I've found in politics you have to be somewhat negative," he said.

Thomas' positive approach turned out to be a weak point in his campaign.

Does Thomas think that discussing campaigns and elections and things that his students have picked up from his experiences encouraged them to take an active stand in their government and to vote? "I think so," he said. Three government teachers had registered seniors in February and March to vote. Time was taken in these

classes to inform the students how to vote and how to use the machine.

Thomas said he put up the literature of the other candidates and talked about them and what their qualifications were.

Thomas said the seniors were really interested. The responses he received after the election were all, "I voted." Definitely the seniors were encouraged to vote, and will hopefully always continue to do so.

Will Thomas run again? Smiling, he said, "Everybody's been asking me that question." He added, "If I had it to do all over again I would. I'd change my tactics a little bit. I think I'd do it all over again if I had to."

Spring sparks creativity among many Adams students

by Lisa Parker

With the arrival of spring, Adams is inundated with a variety of creative projects undertaken by the student body throughout the year and reaching their culmination during the fourth nine weeks.

The literary magazine, FOOTPRINTS, is published. The musical and an accompanying art show is presented. And from many other departments rises the flood of news about the various awards and honors students have won for their imaginative efforts.

What is it that makes a student creative?

Mr. Seely, head of the art department, says that all students are creative, but that creativity in some students is dormant. "More creative students read, go to concerts and movies, and generally are interested in everything. They see things, and react differently than other students," he said.

"Creative students possess a willingness to question established ideas," said Mrs. Germano, sponsor of FOOTPRINTS. As might be expected, she feels creative students have good imaginations.

Both Mrs. Germano and Mr. Seely feel that creative students

tend to be non-conformists, although Mr. Seely feels this is often only an outward appearance.

"Creative students see beyond and go deeper than surface values," said Mr. Seely. Perhaps this is why they seem unconcerned with outer appearances.

If imaginative students are placed in an environment which tends to stifle their natural abilities, they can become frustrated and discouraged, resulting in much of their abilities going to waste and society not benefitting from their contributions.

The question arises: how does Adams measure up in providing a climate for creativity? One need only attend a band concert or listen to the pit orchestra at the musical to know that creativity is a part of life at John Adams. Still, is this because of or in spite of classroom structure and curriculum?

"My creative writing class was more loosely structured," said Mrs. Germano of the course which she used to teach.

"Only beginning art courses are structured," said Mr. Seely. He feels it is important to offer a climate where students "feel that they can express themselves without criticism or fear of their

grades dropping." In the creative writing course, Mrs. Germano said she was "more lenient."

In her class, Mrs. Germano spent most of the semester course time on the study of the short story. "No one can write without seeing how others write," said Mrs. Germano. She had students "look at literature, as opposed to analyzing it." Students also wrote poetry and a short play or script.

Mrs. Germano cites creative writing as a "valuable tool," and "a voyage to self-discovery." She feels self expression is important, and that it is "good to have the guise of literature to do it in."

She feels creative writing should be an elective. When a few students strayed from the honors English program last year to take creative writing, Mrs. Germano admits that she was a bit nervous about how not writing formal papers for an entire semester would affect their ability to succeed in the honors course the next semester. She was quite pleased with the results. Their writing was improved, because "they learned about the writing process," she said.

Despite the benefits those students seemed to reap, the

creative writing course fell victim to the back to basics movement, in which only strictly academic courses are offered, supposedly because colleges won't recognize other courses in filling requirements for admission.

Competency tests and weighted grades concern Mr. Seely because they could "cause the art enrollment to go down." He feels the freedom for original expression will be stifled if competency testing becomes a reality within a few years, as some people predict. Students will hesitate to take art courses if they don't carry the same weight as a course which is considered more academic. When Mr. Seely has talked with people who are designing competency tests, he has mentioned the idea of including basic questions about art or music on the tests, and the designers admitted the thought had never occurred to them.

As it stands now, there is a great deal of freedom for creativity in the art department with painting being the most creative course. A course entitled "design" includes weaving on handmade looms and stitchery from student designed patterns. No one could find a "kit" in this class! While a few projects

are required in the jewelry, sculpture, and ceramics classes, there is total freedom concerning how each student fulfills each requirement.

Mr. Seely said more creative students tend to choose more challenging subjects to work on, and even when they attempt a more ordinary project, they make it a personal creative challenge. When a creative student begins a project, it is probably already organized in his mind. He has probably visualized the finished project and then will adapt as problems or challenges arise.

Adams and the South Bend community provide high school students with a variety of opportunities to explore their individual expressions. The art center with its new facilities in the Century Center will soon open summer registration.

If formalized creativity isn't your style, this is a perfect time to do as Mrs. Germano does with her creative writing class. Take a walk through the park, and record your observations and feelings. Start a journal of reflections on yourself and those around you.

Explore your environment, and then try to make it more beautiful—that is creativity.

Track captures NIC

by John Byers

The Boys Track Team finished the regular season with yet another NIC title, this time sharing it with Elkhart Memorial, both with 8-1 dual meet records.

The key meet that gave the Eagles a share of the title came against Memorial, with Adams winning 65-62. James Dixon proved again that he is the one to beat in crucial meets, as he took both the 100 and the 220. His times in those events were 9.8 and 21.7 respectively. His 220 time is only one-tenth of a second off the current state best time.

Other winners included Soloman Anderson in the 880, who has won 8 or 9 dual starts, Robert Murphy in the 440, Randy Forbes in the mile, and Jason Woodford in the long jump.

Five days later the Eagles finished their NIC schedule, as they shot down Elkhart Central 76-51.

Dixon and Woodford both won two events, as Adams appeared invincible in the running events.

The 880 and mile relay teams also proved their prowess, as they chalked up victories.

In the Penn Invitational, which replaces the disbanded NIC championships, the Eagles finished second to the Washington Panthers. Adams amassed a total of 82 points, 12 behind Washington, but was able to pick up two first place finishes, along with some other excellent performances.

The two firsts were turned in by Jason Woodford in the long jump, who broke an old Penn field record with a leap of 22-5, and the 880 relay team of Banks, Woodford, Scruggs, and Dixon, who also broke a field record with a time of 1:28.2.

Some excellent second place finishes were turned in by Emmitt Dodd in the high hurdles, James Dixon in the 100 and 200, and Dave Dziubinski in the 400. Tony Banks also had a fine day, as he finished third in two events.

Hopefully these excellent performances will continue, as the Eagles follow the road downstate.



An Eagle runner beats the pickoff attempt at first.

photo by Rick Peltz

Eagle baseball tops NIC

by George Patton

A string of N.I.C. victories has put the John Adams baseball team on top of the conference with but two weeks left in the regular season. The Eagles have a 11-2 N.I.C. record and a 15-5 overall mark.

Adams started their drive for first place with a 3-2 win over N.I.C. rival Clay. In the bottom of the seventh Gary Haygood singled with the score tied at two. Haygood was sacrificed to second, stole third, and scored on an error. Jim Parker picked up the victory on the mound.

Kevin Wasowski picked up his fifth pitching victory as the Eagles scored a 9-4 victory over Penn. Besides pitching the team to victory Wasowski also collected two hits. Bill Dragovich and Gary Haygood also had two hits in the win. Cary McMahon was the big RBI man as he knocked in four runs.

Jim Parker threw a four-hitter at the Elkhart Memorial Chargers and Bob Wiesjahn, Bill Dragovich, and Brad VandeSample combined for seven hits as Adams took a 7-2 decision at Elkhart. Dragovich led

the hitting attack as he popped three singles.

Adams led by Brad VandeSample's four for five day at the plate defeated the host Michigan City Elston by a 5-2 score. Tom Cates also had a fine day as he went three for four, but it was Kevin Lennon's two run single in the sixth that put Adams in the lead. On the mound Marc Simon picked up his second win of the season.

The Eagles then lost two non-conference games to Plymouth on a Saturday double header. Coach Buczkowski saved his two big arms, Parker and Wasowski, for the critical N.I.C. week ahead. The Eagles did get some batting practice though as they connected for three home runs. Kevin Wasowski had a two run blast, Joe Niemann a solo blast, and Frank Romeo hit a grand slam.

All the N.I.C. wins led to a showdown between Elkhart Central and the Eagles. The Eagles were in second place but the 3-0 victory placed the Eagles in a tie for the lead. Jim Parker threw a three hitter and Tom Cates had a two for three day for a couple of outstanding individual performances. Kevin Lennon had an RBI

as he stroked a triple to left center. The loss was the first of the season for the Central pitcher after nine consecutive wins.

Two days later the Eagles took a two game lead in the N.I.C. as two consecutive losses by Elkhart Central combined with a 6-2 Eagle victory over LaSalle provided for the change in the standings. In the LaSalle win Wasowski picked up the win to raise his record to 7-0 for the season. Kevin Lennon led the hitting attack as he connected on two hits, one a home run. Joe Niemann and Frank Romeo also had two hits in the win.

Bob Weisjahn and Cary McMahon had three RBIs apiece as the Eagles defeated a strong Washington team by a 12-4 score. Both Kevin Lennon and Brad VandeSample had two hits in the victory.

Adams defeated the Mishawaka Cavemen by a 6-1 score as Jim Parker threw a two hitter to raise his record to 5-2 for the season. Gary Haygood and Brad VandeSample had the bats to back up Parker as both picked up two RBIs in the win. Haygood tripled for his RBIs while VandeSample doubled for his two RBIs.

Girls finish 8-2

by Joe Taylor and Denise Golba

The Girls Track Team finished their dual meet season with an excellent 8-2 record. The team's only losses were to NIC foes LaSalle and Elkhart Central.

Adams lost to powerful LaSalle 56½-48½. Angela Watson took firsts in both the 80 yard hurdles and the long jump. Jenni Horvath took a first in the mile and a second in the 880.

Next, the team took on Clay and defeated them 59-46. Chris Buehler set a track record (at Adams) while winning the 440 at 1:02.3. Watson had a first in the 220 and two seconds, one in the hurdles and one in the long jump.

The team swamped Mishawaka 63-42. Buehler toppled both school

and track records with a 1:01.7 in the 440. Carol Payne won both the 100 and the 220.

Next, the girls traveled to Elkhart and wasted Memorial 69-36. The team took 10 out of 13 first places.

It was the other squad from Elkhart that doomed their conference championship aspirations. Central beat them in a heartbreaking 53-52 meet. Sherri Bolden tied the school record in the hurdles while Buehler bettered her 440 time to 1:01.6.

The team rebounded to crush Breman 67½-37½. Before the Central meet, the team participated in the Princess Relays in Mishawaka, where they placed third, but actually went to "have a good time."

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