

Senora Agüero leaves Adams to pursue bilingual education

Room 130 and the Foreign Language Department may never be quite the same again. Mrs. Luisa Agüero, an outstanding teacher and a real asset to John Adams, has left South Bend to further her personal studies in Miami, Florida.

After teaching at Adams for nine years, Mrs. Agüero has taken a sabbatical. The sabbatical, a leave of absence with pay, will be for one year. Although she hopes to return to Adams, she made it clear that "the Administration may feel I am more valuable in another school."

Mrs. Agüero's trip to Miami will involve her in a study of a bilingual program. She will be conducting research into this field and upon return to South Bend, will share her experience. In Miami she will be an assistant teacher in elementary schools during the morning and doing research during the afternoons. Her research will include investigating curriculum and choosing better textbooks. Mrs. Agüero commented that she was extremely happy to be chosen for the program because it gives

her an opportunity to delve into an area she likes.

Mrs. Agüero, a native of Cuba, feels that bilingualism is extremely important. She has a double degree in Spanish and counselling and this has helped her to become involved in different programs in the South Bend area. She has been involved with bilingualism and a program for parents called **One Step at a Time**.

The bilingual program here was started three years ago. Mrs. Agüero truly believes in the philosophy of bilingualism, since it helps humans come closer together.

There are many misconceptions about the bilingual program. Most people think the teachers in the program just teach a particular foreign language. In actuality, they teach foreigners the English language and the American customs. To Americans they may teach their own foreign culture and language. The program becomes one of cultural exchange.

Mrs. Agüero feels strongly that people should be regarded not by

their "accent", but by their capabilities and education. A lack of communication evolves when selfish attitudes are formed. Mrs. Agüero commented, "The political situations in this country now are due to a lack of communication. The young are the future of this country."

The other program in which she assisted attempts to create better communication at home. **One Step at a Time** is a parent effectiveness group. The sessions get into the problems faced by parents today. Mrs. Agüero worked with two counselors from the mental health center. So far the turnout has been good. It's what Mrs. Agüero likes; a new challenge.

A new challenge to Mrs. Agüero is met directly and upfront, and she handled her biggest challenge when she came into this country. As a little girl, her conception of America was that it was a "fantastic place" where "everything was perfect". Twenty years ago she left Cuba because of the political situation. She came to this

country with just a suitcase. Here in America she learned the language and the customs and found that people everywhere are very much the same. The freedom in America, however, is very dear to her, and she says this is where she would rather be.

America gave her the opportunity to once again live a comfortable life, a life which she earned. Now, her husband has a good retirement and she has a good job. Her family is close-knit and loving. Her daughter is happily married to a diplomat for Uruguay, has a masters degree in both economics and foreign service, and resides with her husband in Korea.

Mrs. Agüero's feelings about the family institution are very strong. The "siesta time" of Spanish speaking countries, she says, is misunderstood. It is a time for the family to come together. What results is a more open and closer family with secure members. This family time helps a lot and is respected by youth. Kids here do not usually have this opportunity,

which is unfortunate according to Mrs. Agüero.

Mrs. Agüero also commented that she felt the kids here at Adams are "just terrific". While Adams does have its problems, she feels the majority of kids are good students who are prepared to fulfill their lives. "There is always an open door for those who try hard," she believes.

It is certain that her students and her colleagues will miss her greatly. Mrs. Wills, a close friend and associate, says that she has "enjoyed working with Mrs. Agüero." She feels that the "Foreign Language Department has had an advantage having a native speaker within it." Department Head Mr. Brady commented that Mrs. Agüero is "a wonderfully nice person, not only as a teacher, but as a colleague." Mr. Przybysz said, "The whole department is great and it's a shame we're losing her. We'll all miss her." Wherever she goes, it will be Adams' loss and someone else's gain.

the john adams tower

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John Adams High School, South Bend, Indiana 46615

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Raymond, Traub named in science talent search



Raymond



Traub

This year, Adams had two students recognized in the prestigious Westinghouse Science Talent Search. Through their work in the areas of computer science and biology, Ken Traub and Lily Raymond were two of 300 students included in what Westinghouse calls its "1980 Honors Group."

Ken's project was named "An Implementation of a Distributed Communications Network Using Single-Chip Microprocessors," and was completed entirely on Ken's own time.

The idea for this project was suggested to Ken by Dr. David L. Cohn, who has worked with him for three years. The research was started in May and ended in December of 1979, and was done at Notre Dame.

Ken plans to either go on with his work in computer science, or to major in electrical engineering. He has applied at the Massachusetts

Institute of Technology, and Stanford University.

Lily's research was entitled "The Effect of Incremental Applications of Four Antibiotics on the Survival Rate of Four Different Strains of Bacteria." She grew interested in this project through the work of other students, and the suggestions of Mr. Longenecker.

Lily first heard of the competition last year when she was doing the basic research that won her the award. She had to work through the summer, however, in order to complete the different types of research that Westinghouse required.

Lily hopes to either major in the biological sciences, and continue doing research, or to go into pre-med. She hasn't decided where to go to college yet, but has applied at the University of Michigan, Notre Dame University, and Carleton College.



Exchange student welcomed

For those of you who have not yet noticed, Adams has a new face roaming its hallways. It belongs to Francisco Comacho, a foreign exchange student from Asuncion, the capitol of Paraguay. Seventeen year old Francisco is staying with hosts Teo and Electa Sevier. Although he just arrived in the United States for the first time, in the fourth week of January, Francisco says he likes America very much. A new experience for him is South Bend's weather. The snow and ice familiar to all of us, are unusual to him.

Asuncion is the largest city in Paraguay, as well as being the cultural center of the nation. It's school system is quite different from ours. In Paraguay, Francisco attended school from 7:00 AM to 11:30 AM. After school is dismissed, it is home to lunch and an authentic "siesta". (Many students at Adams have been quite successful in breaking the cultural barrier, and have been practicing this tradition for some time.) Afternoons are spent reading, listening to music, (the same music that is popular in America) or doing things with friends. Francisco also laughingly added that sometimes he even did his homework! (He'll

definitely have NO trouble fitting in at Adams.) He hopes to participate on the Adams track team, but added that he loves to play soccer.

Comparing his school at home to Adams High School, Francisco said that Adams is much larger, as well as being more structured and organized. Although he has attended classes for only a week he commented that he enjoys them very much. While he has yet to master the language barrier, he is getting to know South Bend pretty well. In particular, he enjoys McDonalds food. He commented that although they have similar restaurants in Asuncion, it just isn't the same.

Francisco's immediate plans for the future are, of course, a six month stay in America. He hopes to master the English language and learn about the culture and traditions in the United States. When he returns to Paraguay, Francisco will attend his own school for three additional months before graduating. He hopes to one day become a medical doctor.

We at John Adams High School extend a warm welcome to Francisco, not as a stranger in our midst, but as a friend.

Crime in the hallways/Przybysz speaks

A message to all Adams students: think twice before bringing a valuable watch, coat, or ring to school. Then leave it home, where it's safe. According to Mr. Przybysz, though students SHOULD be able to bring valuable items such as these to school, the threat of theft is imminent. He does not know how the crime rate at Adams compares with those of other are: schools, but he feels that it is enough of a threat that students bringing large sums of money, expensive jewelry, or other valuable items to school are taking an unnecessary risk.

Students who do not use locks on their lockers are begging to be victimized, as are students who do not report defective lockers to the office. It doesn't take a professional to break into a locker with no lock on it. Also, someone leaving an expensive watch in a gym locker and hoping to find it at the end of class is probably going to be

disappointed. Mr. Przybysz points out that gym locker rooms are criminal hot spots because of the movement of students and seclusion from main traffic routes through the school. Though most students do put combination locks on their lockers, many will tell their combinations to anyone who will listen. No one has to know it except the owner of the locker. Key locks are unacceptable because keys can be lost or stolen. Furthermore, don't put your expensive leather coat in some unlocked locker you found vacant, just because it's closer to the lunchroom. Students bringing any valuable items to school should leave them at the office and they will be put in the office safe.

What is being done about theft at Adams? Though there is no increase in the number of hall guards planned, student monitors, instead of wasting away in study hall, are allowed to roam the halls

and report to the office if they sight any suspicious characters walking around in school during classes. Hall guards are assigned specific areas of school to watch during classes. However, despite these safeguards, catching and pressing charges against thieves remains a difficult task for the school administration. Stolen purses and wallets, which could be used by the school as evidence against an individual, are usually discarded after all money has been removed. Witnesses of crimes in school are very reluctant to report to the office, and this makes finding and pressing charges against a suspect difficult. Because of these obstacles, Mr. Przybysz roughly estimates that in only one to five percent of reported thefts is the guilty party caught and reprimanded. He adds that this problem of theft is due mostly to student carelessness.

What person, living or dead, would you like to meet?

by Mark Weisman

If you could choose anyone in the world, alive or dead, fictitious or real, to meet and hold a discussion with, who would it be? The TOWER recently posed this question to several John Adams students and faculty members, and as might be expected the selections encompassed a wide spectrum of people from many different segments of society. The choices ranged from Jesus Christ to the Ayatollah Khomeini.

Junior Liz Gundlach would choose to meet Jesus Christ due to the fact that, "he is the most important person in world history." Another religious figure was also named, this time by Sophomore Richard Conklin. He would like to meet the Ayatollah Ruhollah Khomeini. "I would like to meet Ayatollah Khomeini and ask him for an explanation of the Iranian crisis. I want to know when the hostages will be released." Mr. Goodman wants to meet the Apostle John because, "I'm currently studying him. I would

also like to meet the Apostle Paul because I have a few bones of contention with him. One would be on the role of women."

Very popular on the list of those to be met were entertainers. Beth Duesterberg said, "I really admire Jerry Lewis because of what he does for children. I'd like to help him." Theresa Engeman also cited Jerry Lewis because, "He is really funny and I admire what he has done for muscular dystrophy--he's great!" Mrs. Germano wants to meet Robert Redford, but would not elaborate further.

High on the list for several females was ballet dancer Mikhail Baryshnikov "I would like to meet him because I admire his dancing ability," said Martha Dunbar, a senior. Sophomore Lisa Macri said, "I would like to meet Patricia McBride so that I could be the partner of famous dancers such as Baryshnikov." Several other girls also mentioned Baryshnikov.

Mike Deren would like to meet John Wayne, "because I've never met a movie star before, but I'd like

to." Joan Forster wants to meet Billy Joel and Norman Rockwell. "I really love Billy Joel's lyrics and music. And Norman Rockwell is one of the great artists-I really admire his unique style."

Number one on John Rckstroh's list was Jaclyn Smith. "She's got to be a sex goddess!" But Marla Podell will be content with Fred Astaire and Ginger Rogers. "They dance so well together, and I really like to dance." Sue Farmer would like to meet Clark Gable because "he has charm."

Connie Forster wants to meet Henry Winkler. "I admire his morals and values. From what I've read he seems to be a very charitable person- he uses his talent to help other people such as those in hospitals etc. He has worked hard for what he has accomplished (he attended Yale University and is a fine Shakespearean actor.)"

Senior Bob Demaree would choose to meet Sir Winston Churchill. "His sphere of influence touched upon every area of society.

He was a fine author, intellectual, and a great world leader." Sandy Gyorgyi tabbed Presidential Candidate Howard Baker as the person she wants to meet because, "He has the same views on the Iranian crisis as I do, and our general views are similar. He's got charisma."

Other popular political figures were former United States Presidents. Tom Devitski said, "I would like to meet John F. Kennedy if he had not been assassinated. I would like to see what he would have accomplished. I would also like to learn more about his views on Viet Nam." Sarah Broecker also cited Kennedy. "I think he did an admirable job as President. I would also like to meet Adolph Hitler to see what his motives were."

Mark Miller would like to meet Thomas Jefferson. "He is one of the prime organizers of our country and I admire his innovations." Phil Bender, a senior, would like to talk to Ho Chi Minh. Said Phil, "I would apologize on behalf of the U.S. for the short sighted, ultra-conservative attitudes that kept the

U.S. from aiding Ho Chi Minh." Mr. David wants to meet Albert Einstein. "I admire him because he was able to accomplish so much on a limited education." Jane Alpern will talk with Sigmund Freud, if she gets a chance. "I'd like to carry on a conversation with Freud because I'm interested in psychology."

Mr. Allen would enjoy the opportunity to talk to any great composer, namely Mozart, Bach, and Beethoven. Eleanor Pollak, if Bach were to walk right up to her, she would not hesitate to enter into a discourse because, "He accomplished so much, and wrote so many scores. I would like to listen to him improvise."

Russ Pyles wants to speak with Johnny Bench. "I've liked him ever since I was a child. He was the prime motivating factor behind my love for baseball." Brad Sakaguchi would like to meet Kurt Thomas. Billy Martinough will talk about gridiron exploits with Larry Czonka, and John Dreibelbis would like to get some pointers from Walter Payton.

Olympic boycott opinions aired

As a result of recent political struggles in Afghanistan, President Carter is presenting the Senate with a resolution to boycott the Olympics. The resolution would allow the games to be postponed, transferred, or cancelled but the International Olympic Committee has indicated that it will refuse such requests. Several John Adams students have commented on Carter's proposal:

I think it would be a big mistake if the U.S. boycotts the Olympics. There are some fields, like science and athletics that should be kept free from the influence of politics. World peace is already jeopardized, so why cancel one of the few events that involves peaceful cooperation.

Because the world should take a strong stand against Soviet aggression in Afghanistan, the

Olympics should be moved to another host country.

If I were an athlete chosen to go to the Olympics and represent the United States, I would be very upset if we boycotted the games. For many people this is a once-in-a-life-time chance. These athletes have spent many years in vigorous training for the Olympics, and all that work would go to waste.

The games should not be held in Moscow. They should either be moved or boycotted but letting them take place in a country at war is ridiculous.

I really don't feel that our boycotting the Olympics will have the impact on the Russians that Carter hopes. We are no longer the great awesome America that we

once were, as the crisis in Iran clearly shows. My main concern therefore is with the athletes. If their safety can be guaranteed, the Olympics should continue as scheduled.

On hearing Carter's opinion regarding the Olympics, I was upset. Politics are being brought into sports, and this should not be done. Sporting activities are for enjoyment, not for political purposes. If there is any danger for the athletes involved I would support a change of site of Olympics, but I feel it is totally unfair to our athletes as well as those from other countries.

I honestly can't say that I know of a solution to this problem, but whatever action the president decides to take he must avoid at all costs a war with Russia.

Fee collection arouses terror

by Kerry Kinney

Try to describe in three words or less the infamous event which occurs for about an hour every day for the first couple weeks of every semester. It is sure to bring an epidemic of sneers from all the bright-eyed and bushy-tailed students out there. My fellow students, and not-so-adept followers of the learned, I present to you, without great pride, the Mardi Gras of John Adams, the fee-collection festival.

Those great little sessions blurred-in somewhere between first and sixth hours, where usually the only things exchanged are glances, are just enough to make life worth living.

The festivities include the

rousing fee-collecting activities while listening to the constant soothing words of administrators on the public address system gently reminding us of the great importance of all this chaos. They conduct their reign of terror using catchy little phrases like "pay up or else..." Hearing that the payment deadline was two weeks ago can really give that ulcer of yours the jolt of a lifetime and at the same time give you indigestion just reminiscing about it.

I would also try to relate to you the awesome magnitude, the terrific interest, and the mammoth significance of this monumental process from a student's viewpoint, but it doesn't have any.

To be fair to both sides, however,

fee-paying obviously is vital to the school's finances. And, teachers aren't to be blamed for the tediousness of the process, as they are as innocent and susceptible as are the students to the symptoms brought on by this event i.e. sweaty palms, nausea, etc.

Why should fee-paying be such a hassle and be brought upon us with so much overly-boring emphasis? If it's so much trouble for the school corporation, why not try something else? For instance, whatever happened to the good old days when the dungeon was the reliable cure-all for unpaid debts and the torture chamber was the latest fad for debtors? Surely that would be a more interesting way to kill an hour. Agreed?

Hey! Everybody, this weekend is the trade fair-February 9 & 10. Now I know you are probably wondering what a trade fair is. Well, I am just going to say a little something about the trade fair. I just want YOU to come on out to Scottsdale Mall and see for yourself. A trade fair is where all the achievers from Junior Achievement of Michiana get to gather and sell their products that they have been working on all year. So come on out and support the achievers of the South Bend area.

Rhonda Wilson

Student forum ...

Dear Editor:

After spending the greatest portion of my first school day of the second semester either watching teachers check off lists or sitting in homeroom watching students not pay their fees, I wonder why I didn't just take an extra day of vacation.

Fees are necessary, but I have never seen an entire homeroom pay its fees on one day. Even if thirty students decided to pay up on the same day, the process should not take the full homeroom hour allotted during the first days back from break.

And, is the school system really in such bad shape that if more students decided to pay them time allowed, the school would still feel obligated to rake in the money? Don't they trust high school students to keep mommy and daddy's check out of the mud puddles until the next day?

Afternoon classes are never cut,

so afternoon sections of the same class get far ahead of their morning counterparts. Teachers, besides never knowing how much class time to allow to learning instead of paying, are turned into bank tellers.

Perhaps fee collection is an opportunity for adult volunteers to become involved with the working organs of the school system. Members of Adams booster clubs and publishers of the newsletter could staff the upstairs cafeteria during lunch for the first two weeks of school and accept payments there. After two weeks, fees have to be handled by Adams office personnel anyway.

Some revision in the fee collection system should take place so that teachers and students don't have to wait two weeks for learning to "get back to normal." If there is no alternative to homeroom, then the afternoon classes should be cut as are the morning classes.

Jazz Band concert planned

Ain't Misbehavin' is the theme of the concert being presented by the John Adams Jazz Band, Thurs., Feb. 14 at 7:30 p.m. in the I.U.S.B. Recital Hall.

Conducted by Mr. Larry Dwyer, the evening will be a collection of

fine jazz tunes, pop melodies for jazz ensembles, and, of course, the productions theme song.

Donations are \$1.00 for adults and 50c for students and children. Plan to attend what promises to be an evening of fine entertainment.

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Attend the
JA Trade Fair!

Black History Month

THE JOHN ADAMS TOWER, February 8, 1980-3

Black contributions recognized during historical celebration

by Luanne Kenna and Mary Stewart

Black American History Month is a celebration dedicated to black historians in the United States. One such historian is Dr. Daniel Hale Williams.

Dr. Williams (1856-1931) was an American doctor who pioneered in surgery of the human heart. In 1893 he became the first surgeon to repair the sac around the heart. In 1891, he founded Provident Hospital and training school for Negro nurses and interns.

Dr. Williams was born in Hollydaysburg Pa. He graduated from Chicago Medical College in 1893 and began his Chicago practice. He was the only Negro among the original members of the American College of Surgeons.

Another Black American well known by his theme for the film "The Sting", and the leading

composer of Ragtime, a lively rhythmic kind of music written chiefly for piano, was Scott Joplin.

Joplin the son of a former slave, was born in Texarkana, Texas. He left home when he was 14 and played piano in various Mississippi Valley saloons.

In 1907, Joplin moved to New York City to find a producer for his stage words. He became increasingly depressed because no one would produce his folk opera, Treemonisha (1911). Joplin was committed to a mental hospital in 1916 and died there the next year. The popularity of "rags" ended at about that same time.

Born in Beaufort on Port Royal Island in 1839, Robert Smalls was also born into slavery. He worked as an errandboy until he was 12, when he then became a street-lamp lighter, a waiter, an operator of deck equipment, and a stevedore foreman. He learned to fit out

boats, and subsequently to pilot them.

When the Civil War broke out, Robert continued to hire out for his master on a Confederate steamship. As a wheelsman, which at that time was for a slave very close to being a pilot, Smalls began to thurst after the freedom this war promised him. In 1862, he aided his own family, and those of his fellow crewmen to safety and freedom.

Smalls continued to aid the Union soldiers who aided him in his flight, and he eventually rose to the rank of captain. After the war, he was elected repeatedly to the state legislature and then for 3 terms in the U.S. House of Representatives. He fought until he dies for the principals the Civil War was founded on and he did indeed advance the progress of blacks in America.

W.L.B. DuBois was born in 1863, a few years after the Civil War. He

never experienced slavery himself, but he did feel the imprisonment of his mind, the steel jaws of ignorance and prejudice. He was not the type of man to allow such injustice to survive.

DuBois became a teacher, and at the same time he studied the black people to prove to everyone that they were not inferior. He helped found the NAACP (National Association for the Advancement of Colored People), determined to abolish the barriers between blacks and whites.

DuBois became a hero in his own time. However, when he was 83 years old, he was accused of being a foreign agent when he, during the cold war, travelled in Europe, even to Russia. On the U.S. he was regarded as a non-entity, but in Africa, he was still revered. It was there, in Ghana, that he died, still believing in America and the future

of his people.

Born in 1900, Louis Armstrong became one of America's best loved trumpet players. Known affectionately as "Satchmo", his "big break" came when he was arrested at 13. It was then that he began earnestly to study music, which he had always loved.

Hailed as the "King of Jazz" he cut many records, rendering any music he played uniquely his own. Jazz was seemingly created for Armstrong and he returned the favor by popularizing it, and constantly improving it.

Armstrong became a good-will ambassador to Europe, Russia, and Africa, and he was indeed the trumpeter of good-will. This entertaining jazz player was just one more rung in the ladder to acceptance and admiration each black man and woman can claim as their due.

Awareness Club expresses the "Black Concept"

by Sandy Outlaw

Black Awareness. What comes to mind when you hear it mentioned. One thought might be, being aware of the status Blacks hold in the school or even the community. That is one of purposes of the Black Awareness Club.

The club is supervised by co-sponsors Ms. Bradshaw and Ms. Burress, who commented; The "Black Concept" is many faceted, and includes the heritage, culture, values, and accomplishments of the race. Black Awareness Club members not only seek a better understanding and appreciation of this concept, but also strive to show in attitude and conduct, pride in their Blackness. Further, B.A.C. members wish to bring out in others this same awareness and/or pride.

"The February 14 program in celebration of black history month

will present one effort by the club toward these goals."

The program mentioned in Ms. Burress statement will be held in the Little Theatre. The theme is "Lest We Forget," a reminder of our Black Heritage.

Black History Month will be carried out by the club not only by the program but also by a display case, a display of literature in the library, and they will attempt to distribute information to students about the achievements of Blacks through the help of the English and Social Studies classes.

The club officers are Phyllis Lighthall-President, Richard Scott-Vice President who commented; "I have a good time in this club. Being the oldest member and being in this club for four years, my last year has been the best." Connie Walls-Treasurer, and Pam Rouse-Secretary who stated that "The club is specifically designed for

Blacks but you don't have to be Black to join."

When I asked members what main point did they want to get across to fellow students by joining the club, LaTanja Flowers said; "I wanted to see more things done with Blacks so I decided to get more involved." Bridget Burnley said; "It's a good club for anybody. It lets them express their feelings about Black people."

In addition to the Black History Program mentioned earlier the B.A.C. will hold a semi-formal dinner & dance in which all B.A.C. in the South Bend area will participate.

The Black History Program will also feature the Black Awareness Gospel Choir which will soon be referred to as the John Adams Gospel Choir.

During intermission license plates with the John Adams Eagles emblem on it will be sold for \$1.50.

Black past rich with achievers

by Mona Eskridge

Negro achievements were made by colored scientists and scholars. Most of them were educated at leading Northern Universities. The historians Carter Woodson and Rayford Logan received their doctorates at Harvard.

Many became teachers in Negro colleges. Dr. Daniel Hale Williams, after his graduation in 1883 from the medical school of Northwestern University, became an instructor in anatomy there. At the invitation of President Grover Cleveland he was the head of Freedom's Hospital in Washington D.C. But he returned to Chicago to help found Provident Hospital in 1891 and to set up the first training school for Negro nurses in the United States. He performed a famous pioneering operation on the human heart and became a "Fellow" of the

American College of Surgeons.

Dr. Charles R. Drew, who graduated from Amherst in 1926 became chief surgeon and chief of staff at Freedom's Hospital. As a leading authority on the preservation of blood plasma, Dr. Drew directed the medical division of the British Blood Transfusion Association and during World War I he aided the American Red Cross and was a surgical consultant for the U.S. Army.

Dr. Percy Sulian who was a graduate of DePauw University in 1920 received his doctorate in Chemistry at the University of Vienna. He made pioneer discoveries concerning the uses of the soybean. Relative to vitamins and sex hormones.

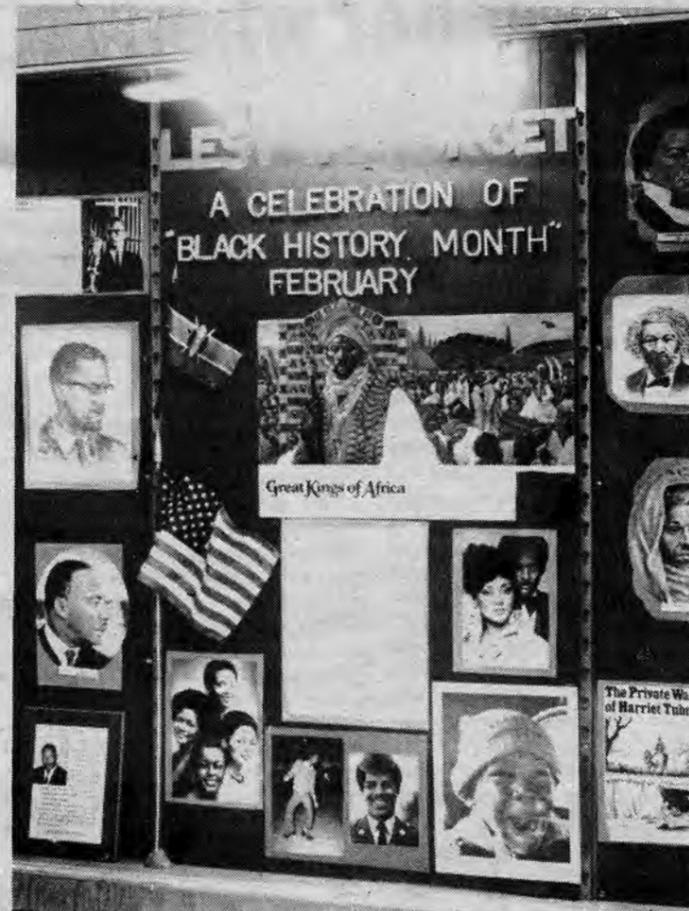
Other distinguished Negroes in scientific fields include Dr. William A. Hinton, a clinical professor at the Harvard Medical School and

originator of the Hinton test for syphilis. James A. Parsons a metallurgical chemist. Julian H. Lewis, a pathologist and Elmer S. Imes, a physicist.

In 1921 the first Negro women to receive a doctor's degree in the United States were Georgiana Rosa Simpson and Sadie T. Masell. Simpson received her degree from the University of Chicago while Masell from the University of Pennsylvania; and Eva Dykes at Radcliffe College.

In 1923 Charles S. Johnson founded the magazine Opportunity in which many young Negro writers and artists achieved first publication.

In the words of Ralph Bunche, "The kind of world we long for can and will be achieved...a world in which all men will walk together as equals and with dignity."



The Black Awareness Club's display serves as a unique reminder to all of Black History Month, and of the proud and important history and culture blacks in this country may claim.

Black History Program

7:30 p.m. Little Theater

Charles Martin, guest speaker

Custom, tradition surround rituals of marriage

by Lisa Parker

Valentine's Day points out our society's fascination with love, courtship, and finally marriage.

Customs of other cultures or times may seem to be very different from our own, but they all reflect this fascination.

Some Mideastern cultures, for instance, require a "proof of virginity" ritual. On the wedding night a cloth is stained with the bride's blood and given to the bride's parents to retain as proof of their daughter's virginity prior to marriage.

Shashinketsukon or picture wedding was another chauvenistic custom. A Japanese man would pick out the woman he wished to marry, immigrate to the United States, and then send his bride-to-be a picture of himself. The woman might leave Japan to meet her handsome prince, but arrive in the United States to find that her husband-to-be had sent her a badly outdated photo. After traveling so far, however, the woman usually consented to the marriage.

Within the boundaries of the

U.S., traditions have changed. Yesteryear's custom would seem foreign today.

Jesus Sanchez migrated to the United States from Mexico. He brought with him his six children and his Mexican traditions. Today Mexican traditions are prevalent in California.

Sanchez was a mariachi violinist, and remembers playing for serenades that young men organized for their young ladies. Sunday afternoons in the park, young men and women came to hear hired bands perform. "It was pleasurable and romantic," recalled Sanchez.

Compared to American marriage customs, the Mexican customs Sanchez remembers were both more tedious and more romantic.

The young man and his parents went to talk to the girl's parents. The father of the boy would be the spokesman. But, if the girl's family didn't want to give their daughter away, they would simply refuse such visitors. Such situations would often lead to elopements.

Even if both families agreed to the marriage, the couple faced a 6 to 18 week waiting period. During

this time, the girl was expected to pass an "apprenticeship" with her mother, learning to maintain a home and family.

While the mariachi bands still play in East Los Angeles, courtship has evolved. "I don't think that today's youth have made courting disrespectful or bad, it is just that my times were different. Today's generation lacks the romanticism of my days," said Sanchez.

Times have changed. Boys don't have to get daddy's permission to date his daughter, although some fathers still appreciate it. Few girls are marrying at the age of 13 and having six children by the age of 21.

Dating has changed. A girl should no longer feel the need to capture a young man's heart by her senior year in high school, since she is often going to enter the working force in a job of her choice. Women have the opportunity to meet the challenge of gainful employment, as well as the challenge of a family and home.

Boys are allowed to take a course in cooking, a skill they will be expected to utilize every day, instead of being relegated to a class

where they work with the "typical" male utensils of hammer and saw.

All of a sudden, role models have fallen apart.

High school students today are finding in the realm of love and marriage new freedoms their parents would not have imagined. For instance, some lucky guys can even convince the girl to pay at least half the cost of a date. Relationships seem to carry more equal financial and emotional responsibilities for both partners. The new freedom is often found within families, too.

Mothers and fathers share in the tasks of raising a family, and as women constitute a greater portion of the work force, they assume greater financial responsibility. The new freedom and its accompanying dilemmas have in a few cases touched a generation back beyond dear ol' Mom and Dad.

At the age of 72, Mildred Johnson was married for the first time. "I got a husband, a son, and two grandsons just by saying 'yes.' You can't do it much faster than that."

Mrs. Johnson had grown up

under the thumb of a very strict mother, while her husband, Alfred, had a more lenient childhood. At 18, he received his first car. Because most everyone had horse and buggy rigs, Alfred had to have an adult in the car when driving.

Although it is the new attitude surrounding marriage which has made stories like the Johnson's more prevalent in recent years, the Johnson's would not consider all of the changes positive. "Girls were much more feminine then, just as boys were more like gentlemen," said Mrs. Johnson of her teenage years.

"When I was in school," said Mr. Johnson, "girls would never dream of asking boys out or calling them. It just wasn't acceptable. I'll tell you one thing, though, they were pretty good at hinting."

Whether the straight forward approach is more to your liking than hinting, or you would rather have a serenade than half of the bill for dinner, changes in tradition seem as inevitable as the customs themselves Valentine's Day is one of the traditions which has caught on across the world ever since the Saint penned his name to the letter.



Happy Valentine's Day



Remember when ...

Remember the terror of Valentine's Day? Way back in elementary school? Back then, the little red and pink cards which didn't quite fit into their white envelopes only cost about a dollar for the whole package.

If you were a real big spender, you could spring for some of those candy hearts with those cute little phrases on them. (Now, six years later, you finally find out what some of them really meant. After all, you were lucky to be able to read them at that age. Comprehension didn't come until 8th grade, and promptly faded out before you took physics this year.)

Remember how each package of cards had a special one for your teacher. But, of course that wasn't good enough for **your** teacher. You had to make one special for her. Out came the construction paper and lace. Do you remember what you put on the card? It was probably something like "to my favorite teacher: Happy Valentine's Day." (Now, eight years later, you finally have something worth writing on a card to your **favorite** teacher, but a message like that signed "Guess Who" just doesn't go over very well. Wouldn't you just die if someone told you it should have been "Guess Whom?")

The real terror of Valentine's Day occurred with the distribution of the cards and candy. What if you didn't get any? Worse yet, what if a certain someone saw you give the

card to certain someone and told the little girl with the biggest mouth in the whole second grade? The Valentine box took care of such traumas. The box, decorated with red crepe paper, or in the classier fifth grade classes, in the shape of a clown (full-length covered with red pin stripe paper), housed all of the Valentines brought in by the young lovers of the class. The teacher got to deliver the cards. Did you ever wonder if she had prepared a pile of cards for each student just in case some poor little outcast was shunned by his fellow classmates?

The real ostracism occurred when invitations to parties were distributed. Again, it would have been more effective to have merely informed the big-mouth of the second grade of the date and time and had her engineer the rest. Those were the parties where your mother was still shocked if you wanted to serve soda pop with your chocolate cake, instead of milk. The party favors were put in the mouth back then, too, but you exhaled to blow the horn instead of inhaling to blow your mind.

The traumas of childhood are still with us. Some people still measure their popularity by the number of flowers or cards sent or received. Fortunately, however, the big-mouth of the second grade has grown up. The candy hearts don't taste quite as good as they used to, but the friendship we have found is so much sweeter.

Practices of Valentine's Day observed

by Lisa Frieden

February 14, better known as Saint Valentine's Day is filled with numerous traditions which have stemmed from the first Valentine's Day card sent in the year 270 AD. The author of this original greeting was known as Saint Valentine. He was a Roman priest who during his imprisonment for refusing to renounce Christianity sent a farewell love letter to a girl and signed it "From Your Valentine". Hence, the traditional salutation was born.

This ancient form of greeting, sparked by a short note of devotion, has grown into a holiday which is recognized throughout the world. During the Middle Ages the women of Europe placed their names in a box, and a young man would draw the name of his sweetheart, and wear this name pinned on his sleeve.

The decorated Valentine card was created by a Frenchman, Charles duc d'Orleans. He was held prisoner in the Tower of London on February 14, 1415 and composed love rhymes which he sent to his wife. The English,

learning of this practice quickly adopted it and began exchanging letters decorated with poems, lace, hearts, and flowers.

The Valentine card made its first appearance in the United States as an English tradition carried across the ocean by the first colonists. But, it is here in this country that it has developed a style of its own. Up until 1870 the cards still carried the familiar lace, hearts, cupids and poems. Then a humorous version, called the Slam card, came into being. These cost only a penny and were printed with tasteless designs on cheap paper. Nevertheless they became popular.

Ready-made Valentines were originated by Esther Howland, in 1847, in Worcester, Massachusetts. The public found this type very convenient and responded very enthusiastically. As a result, assembly line cards flourished.

The sending of notes is just one type of many traditions practiced on Valentine's Day. Superstitious rituals found their way into the festivities also. The English had a belief that if a girl found a pod containing nine peas, and hung it above the door, the first man

through would have the same first name as the man she was to marry. German girls had a method of determining the height of their future husband by gathering a pile of sticks, and pulling one from the middle without looking. If it was a long stick he would be tall, if short he would be lacking in height.

Maidens of France had a ritual of dancing around a bonfire and then tossing straight pins into a fountain. If the pins rose to the surface, she was destined to marry well. To discover the identity of her future husband a girl would take a friend to a well and crack an egg on her head, allowing the contents to fall into the water. An image of her spouse would then appear in the well.

It was impossible for the devout Roman priest to foresee the impact his simple closing words had upon the entire world. Saint Valentine has inspired a holiday whose festivities range from gift giving, to predicting one's future husband. The Valentine is a precious tradition and is treasured by all who give or receive this token of love.

Junior Kiwanian Chosen

Katherine Grubb has been chosen as this month's Junior Kiwanian. When told of the selection, Kathy's first reaction was, "Junior Kiwanian? Great!" Then, a few seconds later, she added, "What's a Junior Kiwanian?"

Junior Kiwanians are representatives from area high schools who attend the weekly Kiwanis meetings. Kathy attended her first

meeting on January 24, where plans for the new airport were discussed. The students are invited to ask questions, but are otherwise not really involved in the meetings.

Junior Kiwanians are usually students who have been involved with extra-curricular activities. Kathy's include yearbook editor, newspaper work, and her church youth group.

<p>Benner's Food Market 288-8111 3004 Mishawaka Avenue</p>	<p><i>Billie Jo's Shop</i> Fashion for Mother & Daughter 2502 Mishawaka Ave.</p>	 <p>Cavaller Camera lower level Scottsdale Mall Mon.-Sat. 10 - 9 Sunday 12 - 5 Cameras & Dark Room Supplies</p>
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Rome survives - Latin class stages trial with roots in past

by Debbie Ditsch

"How long, O tell me, Sue, will you abuse Mrs. McLemore's kindness? How long will you elude us with your lies? To what end will your immoral cheating bring you? Mrs. McLemore knows you took the final and yet you remain, not to contribute to the Latin class, but to harm it," accused Prosecutor Conrad Calvin. The scene, authentically real, was a trial of a noble Roman citizen (Sue Ushela) accused of stealing a Latin final found in her book.

"What time did you see her come into the room?" questioned Defense Attorney Katie Raymond. "I don't remember", or "maybe it was possible" were responses given by witnesses Julie Demler, Trich Keresztes, Cecelia Alford, Nick Marino, and Jill Warrell to questions from the defense. Therefore, due to insufficient evidence the court and Doug Whiting found the verdict "Not Guilty!"

This trial took place last week in Mrs. McLemore's third and fourth year Latin class. The traditional Roman togas were donned by the

participants to enhance the trial, which was from Cicero's First Oration.

Latin students agreed that government and law seem to be major contributions of the Romans to American society. There were other things too. "Latin helps you study for PSAT's because most of the vocabulary words that are on the test are Latin derivatives. Also we can see what made the Roman Empire fall and by doing that we can eliminate some of the problems that we have," commented Cecilia Alford. Nick Marino, Julie Demler, and Jill Warrell all noted that many English words are Latin derivatives thus helping them with their English Grammar. Conrad Calvin remarked that studying Latin keeps people in touch with society that existed a long time ago. It's not a dead language he says. "I think people speak it every day without realizing it," he adds. Trich Keresztes said, "I took it because I'm going into medicine."

This is just one example of how serious Latin students are about their language and its value today. It's a fact that Latin is the root of

many languages. In addition, Roman culture and influence dominate literature, architecture, and engineering. The Romans were best known for their organized system of government, a great contribution to our western world. With Roman Democracy came a need for a judicial system.

Arriving at that time were "The Twelve Tables," the first written Roman Law. Besides Julius Caesar, other reformers brought change to the Romans. They included Octavian, Augustus, and Aurelius.

All of these emperors created a type of government which is the ancestor for many governments today. Hence, Rome built a civilization that survived for a thousand years, giving the world two of the greatest contributions ever-law and government.

Latin has made an impression on these students. The study of Latin has preserved the ancient heritage and culture of the world. The Cicero mock trial was just one example of the vital role Roman law played in the development of American government.



"Judge" Doug Whiting presides as "Defense Attorney" Katie Raymond cross-examines Julie Demler, the "witness" in the Latin class mock trial.

Alumnus promises continued life after high school

by Stuart Shapiro, '78

A year and a half ago I finally completed my sentence at this fine institution and after four long years was released to face the grim realities of the cruel world. It certainly seemed as if I had written my last article for this high quality publication of journalistic excellence. (Wait. It gets even more ludicrous.) But in a typical exhibition of the rotten judgement for which it has become famous, the TOWER has requested me, a former news editor and general deviate, to once more share my brilliant and insightful commentary with all of you. (What did I tell you? We will now pause while those unfortunate enough to remember me fall out of their chairs laughing.) For my encore I would like to discuss a burning question of great importance to absolutely no one. (Anyone crazy enough to be reading this piece of trash certainly

doesn't qualify as anyone). And now, the envelope please. The question: is there life after high school?

Simple logic would seem to indicate that there must be life after high school if for no other reason than the fact that I appear not dead. Many would point out, however, that my lack of death in no way entitles me to claim that I am alive. Rather than attempt to laboriously prove that I am indeed alive, I will concentrate on a description of what passes for life at an institution for higher learning. That's right, college.

One of the most interesting phenomena of college life is the eight o'clock class. After four years of managing to be in class by 8:10 five days a week (and even managing to stay awake occasionally after I got there) one would think it wouldn't be so difficult to be in class by eight just three days a week. But when the average

college student goes to sleep at 2 AM, the eight o'clock class becomes almost as feared a circumstance as running out of beer. Registration is often remarked by screams of anguish as people find themselves stuck with the dreaded eight o'clock lecture. People will kill to avoid facing a lecturing professor at eight in the morning.

Registration and anguish seem to just naturally go together. The number of closed courses is directly proportional to the number of screams echoing through the room at any given moment. It doesn't take long before one learns to ignore the pitiful cries of "But I've just GOT to have this course!!" Somebody is always standing by with a straitjacket in case someone just can't take it anymore and becomes a walking fruit salad.

But of course, what would college be without the joy of final exams. Don't make the mistake of

assuming these are the same as the piddling little things they give in high school. These are two hour fun filled monsters which can count for as much as two thirds of the final grade. People react differently to the pressure of finals. Some scream at regular intervals, some cry, while others prefer to alternate. Some simply sit and stare at their toes for a few days. Those who laugh hysterically for 24 hours or more are restrained and taken to a soundproof room for treatment. Strangely enough, these same reactions also characterize the state of mind of a number of people the majority of the time.

But never fear, there are diversions for study weary students.

Picking up members of the opposite sex is rarely a problem although it usually takes place in rather novel locations, the library for example. (For those of you

planning on attending Northwestern, the reserved book room of the main library at nine o'clock on Tuesday nights is considered THE place to be if you're interested in this type of activity.) And what would college life be without the refined and civilized custom of losing all control of yourself at one of those swell frat parties. If the cops don't raid the place the party is considered a monumental failure. As punishment for such a disgrace, all members of the offending fraternity must keep a pound of margarine on their heads for a week (five days for butter).

So be consoled all you lucky college prospects. There is certainly something after high school. Whether or not it can be classified as living is a question best left to all you would be philosophers. But whatever you choose to call it, it sure is a lot of fun! I think.....

The Drama Club's entire

costume collection was destroyed in

Tuesday's fire. If anyone has any old

clothing or costumes, please contact

Debbie Burke at 233-1525

or Lisa Fujawa.

Integration

Little change for high schools

Have you ever thought of what it would be like to get up at 6 o'clock in the morning, get dressed, eat breakfast, and then catch a bus headed for a school on the other side of town, with new teachers and different classmates?

This could very well happen, because the South Bend Community School Corporation is working on a plan that will integrate the schools. Eventually, students will be transferred from one school to another so that the racial composition will be relatively equal throughout the city.

The natural question, of course, is "How will this affect Adams?" Mr. Przybysz admitted "it's hard to say. There's been no decision yet on which students will be moved." However, he added that "there will not be as big an effect on the high schools as there will be with the elementary."

Besides having to trek across the city to go to school, a major complaint in conjunction with the proposed integration is that the teachers and facilities at other places may not be as good as they are here. However, Mr. Przybysz, "the school board will take a look at the curriculum, staff, and facilities throughout the corporation, and will try to bring things into order so that there will be equal educational programs at each school." This means that teachers, as well as students, may be moved from school to school.

When will it all take place? Black leaders would have liked the integration to begin this fall, but the U.S. Department of Justice has said the earliest date possible would be 1981, and it may take until 1892. So it looks like it will be at least one more year until changes are made.

Teenage pregnancy poses threat to mother, child - Part 1

by Sandy Outlaw

An epidemic has risen among high school students. This epidemic is teenage pregnancies. Last year over 1½ million teenager girls became pregnant. Reason: there isn't one. Experts attribute the epidemic to increased sexual activity among teenagers today. Elvin Wylie director of Community Education Services of the Planned Parenthood organization in his opinion states the following: "I know there are enormous amounts of pressure on teenage men and women today. They're bombarded through the

media with the idea that if you're not involved in sexual activity you're missing the boat, and that most teenagers believe in the statement 'Everybody's doing it.'" The truth of the matter is of all teenage women age 19 and under, 55% are consistently sexually active which means nearly half aren't. The portion of U.S. births attributed to teenagers has been increasing. One in five births in the U.S. is to a teenager out-of-wedlock. A pregnant teenager can encounter many obstacles. The greatest obstacle could be a loss of

a much needed education. Most girls who find themselves pregnant eventually drop out of school to bear and raise the child, leaving them unable to avail themselves of job training and other opportunities for economic advancement. Social problems might often occur because of disapproval among peers. Health risks are another major problem. Both the adolescent mother and infant child face greater risk of death, illness, or injury than do women in their 20's. The maternal death rate is 13% greater for 15-19 year-olds than for women in their early 20's.

Teenagers giving birth are twice as likely to die from hemorrhage and miscarriage and 1.5 times more likely to die from toxemia (blood poisoning) than mothers in their early 20's. Most teenage pregnancies would be prevented if they received contraceptive services, which may be obtained from Family Planning organizations such as Planned Parenthood. They provide education, counseling, and medical services to assist each person in making informed decisions regarding methods of contraception. Full information is provided regarding all contraceptive methods, their

uses, their advantages and disadvantages, and their risks and benefits. A health assessment is provided for each person, including laboratory screening, a physical, and follow-up care. Elvin Wylie also stated that most girls who go to an organization such as Planned Parenthood for methods of contraception don't come until after a year of engaging in sexual activity with no use of contraceptives. In fact, the main reason they come then, is in fear of being pregnant. But at least they then have a chance to prevent another unwanted pregnancy.

Student journalist stalls for more time as deadline approaches

by Annie Mousely

If you've ever had an English teacher tell you to write "about anything that comes to mind," you know how I feel. Minds are marvelous creations, separating humans from all other animals, but they also possess the talent to go completely blank when confronted with such freedom to create. Minds are very easily bogged. Well, you see, my situation may be even worse than yours. Editors are far more dangerous than mere mortal teachers; they know ways to destroy entire lives by a single slash of the razor blade. And the number one offense? Of course, it's not having an article to turn in. Why do you think journalists have one of the highest mortality rates in high school? What with fanatic

teachers, cafeteria food, and editors, we just do not stand a chance. But enough of such levity. Let's get serious. You don't read the paper to hear about my personal problems. (That's o.k., at least my mother loves me). You may ask, "Where is this leading?" Well, I'm taking suggestions. The best one receives a life-time position on the staff as a writer, an all-expense paid trip to the restroom of your choice, and a lecture on the merits of communism by one of Adams' most illustrious teachers. Am I stalling? The truth is - of course not. A good journalist can take a stone and create a literary masterpiece. Not belonging to this category, I am instead trying to bluff my way out by cheap, unethical methods. (I'm a politician

at heart). Well, only about a page to go. I'll think of something, I'm sure. (Someone has to be my fan; my mother's just not enough). Remember what I said about the human brain? (Psst, wake up, you'll miss the rest of this work of "art"). Well, the brain may be marvelous, but let's not forget the fingernail. Useful for breaking, for scratching one's head when one has no ideas, for breaking, for removing paint, for breaking, for sustaining the nail polish industry, for breaking - the fingernail is the most useless instrument of the human body - with the exception of the toenail, of course. For the small portion of you who have not gone to the next article or found something more exciting to do, like homework or tying one's

shoes, I shall persevere. Have you ever noticed how funny some words are? Like squash, or jurisprudence, or rutabaga? Say one of those five times fast, and see how silly you'll feel, especially when people realize where you got the idea - from this article. (Even my mother has deleted rutabaga from her vocabulary). Kids, only about another half-page more. Aren't pencils one of man's most amazing inventions? Pens are all right, but let's face it, pencils are infinitely more interesting. Some pens are actually transparent, and you can see the ink, and all the other innards. Why do they insist on removing all mystery from life? First they explain why it rains, now this. But pencils - they're still enigmatic. If

you try to see inside, you have to break it, and then you can't use it anymore. I'm sure there's some symbolism here, and some great analogies could be drawn, but I'll let you do it for yourselves - you need something to justify this "article." Well, folks, it's the homestretch. (I never thought applause could hurt - even my mother is clapping. Oh the shame). It's time for bed, and I've got to go brush my teeth with the toothpaste four out of five dentists recommend, get into the bed that'll make me scream something about Sealy's in the morning, and pull up the blankets at least 100 little polyesters gave up their lives for. My article? Oh fiddle-dee-dee. I'll worry about it in the morning . . .

Literature provides teachers' career, recreation

by Lisa Frieden

Literature, its fluctuations in style, topic and theme enable a wide audience to find the enjoyment each individual seeks. An example of an individualistic audience exists within our school walls, within each corridor, and even more frequently found in the classrooms themselves; the teachers. John Adams teachers demonstrate a varying taste for reading material. The topics pursued reflect the personality each exhibits, and the knowledge acquired in these individual's particular areas. In other words, teachers read what they teach. However, this basic statement does not translate literally. English teachers do not read grammar books, just as history teachers do not read their field's texts, but they very often involve themselves in related literature. The classics,

are the library of the English teacher. The modern works of literature, to the craving public offer satisfaction, but to the English teachers they are just not worthwhile. On the other hand, teachers who deal with current events, rely heavily upon recent writings. Science and history, being two of these fields revolve their curriculum around current events. Various periodicals, journals, magazines, and newspapers can be found in these diversified classrooms. Up to date knowledge is essential, especially in the sciences due to the fact that new discoveries are not infrequent. How often is there an astounding development in grammar? It has been found that English teachers, generally, enjoy investigating not only the works of an author, but also the material reviewing these writings and discussing the author personally.

For example, an author is chosen, say James Joyce. Following the selection, his productions are sought and read, and then a complete study of the literary criticisms begins. Literary criticisms, such as, Stephen Hero's "A Portrait of the Artist as a Young Man," Richard Ellman's biography of James Joyce, and various works by Northrop Frye, an author who displays an archetypal approach to criticism. Books by Frye relate psychology, archaology and myth of Joyce's themes. Reading material, whatever the source, indicates the interests of the reader, while hinting discreetly at his or her profession. Not always is this reliable, but the majority of the time it is correct. John Adams teachers when reading works of literature, whether for enjoyment or for further knowledge of a subject generally choose books related to their field of teaching.

Debater club active

by Debbie Ditsch

Along with the athletic teams at Adams there is another team - the Debate Team. Those students who are interested in past or contemporary history have found the Debate Team exciting. This school year the national debate topic is on American Foreign Trade Policies. Beginning last week the Adams debate team competed in two debates at IUSB with other teams. Belonging to the Saint Joseph Valley League the team will continue to compete with the other area schools the rest of the school year.

Besides debating, the team offers other opportunities. These include Extemporaneous Speeches, Discussion, Humorous Interpretation, etc . . . Mr. Holmgren, the debate coach, comments, "We need people. It's awfully hard to get a team started after there wasn't one for a few years." Many students interested in history, political science, journalism, or other forms of writing find the debate club worthy of their attention. Students desiring more information about the debate teams should see Mr. Holmgren in Room 240.

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Join the people who've joined the Army

Four wrestlers advance to regional

by George Patton

Through their efforts at last Saturday's sectional, four Adams wrestlers have gained the right to advance to the LaPorte regional which will be held tomorrow at the LaPorte High School gym.

Mike McNarney wrestling at 115 pounds captured the only sectional championship that the Eagles could claim outright. Dave McNarney placed second at the Mishawaka sectional, after wrestling to a tie in both regulation and overtime. Both periods ended in a 4-4 deadlock, but the Penn wrestler was awarded the sectional title by virtue of capturing the first takedown in regulation.

Ryan Lane and Mark Sutton, wrestling at 135 and 148 pounds

respectively, also place second to advance to the LaPorte regional. Both grapplers claimed second place after winning two full matches to reach the finals.

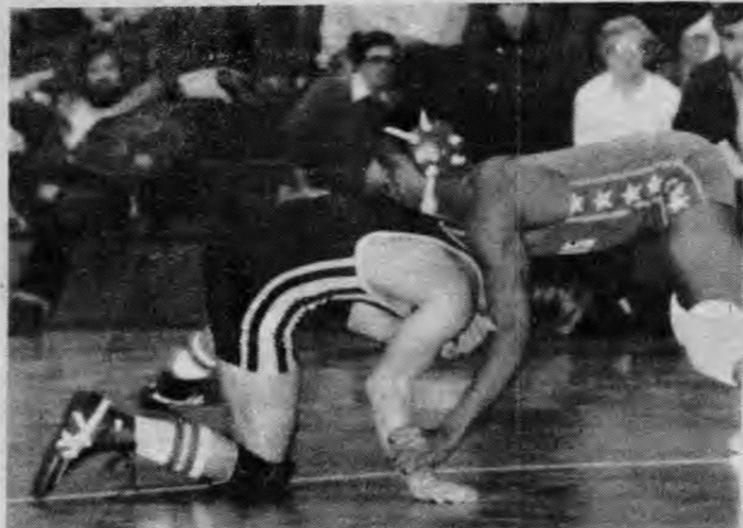
A week before the sectional the wrestling team had closed out the dual meet season with a 4-8 mark, quite a contrast when compared to last years 8-2-1 record.

The regular season ended with a 27-24 victory over N.I.C. rival Michigan City Elston. Brian Parisey started the Eagles off with a 5-3 decision, in a mild upset. Dave McNarney gained a forfeit to add six more points. Ryan Lane then picked up one of his patented pins in the first period, this one in 1:58. Don Kish and Mark Sutton both provided decisions to pad the

lead. Elston mounted a comeback, but Gary Haygood stepped in to stop the rally with a pin in 1:01.

Prior to that match the Eagles dropped two close matches to Elkhart Memorial and LaPorte. In the Elkhart Memorial match Mike McNarney, Jon Fonacier, Ryan Lane, Mark Sutton, Kevin Lennon, and Gary Haygood all won but the Chargers still took the match by the slim 30-29 score.

LaPorte proved to be one of the strongest teams in northern Indiana as they finished off the Eagles by a 33-23 score despite the fact that Adams won four out of the first five matches. Brian Parisey, Dave McNarney, Mike McNarney, and Jon Fonacier formed that impressive start.



Adams' Mark Sutton fights to "take down" his Riley opponent Dave Gassensmith, in what proved to be one of the most exciting

OOOOOH so close! / Girl's B-ball nipped in sectional final

by Russ Pyles

Not many people entering the Mishawaka gym for the girls sectional finals would have thought that the game they were about to see would be so close. In fact, many people came to the game to watch LaSalle star Debbie Walker put on a scoring show. But that was not to be, as the Adams Eagles fought endlessly, right to the final buzzer.

The first sectional game proved to be the best game Adams has played all season. Constant hustle, pressure, and all around team play proved to be the winning combination for the Eagles. From the very start, Adams played aggressive defense that forced the 11-5 St. Joe Indians to commit turnovers and senseless fouls. As Adams dominated the boards, so they dominated the scoring. More than once the Eagles ran off scoring spurts including 10-2, 13-4 and 15-2. Sue Thompson's fantastic rebounding and shooting provided much of Adams scoring as she scored 18 pts. Sue Ushella also provided a scoring show as she hit 6 of her first 7 shots en route to a 15

pt. game. Dependable Roz Dickens led the defense with at least 5 steals. The final score was 59-33.

The second sectional game turned out to be a little closer, but Adams again won going away, 49-42. In this game Clay stayed close until the final minutes when Adams outscored and outplayed their opponents. The Eagles had many key points from Roz Dickens including 10 from the free-throw line. Sue Thompson again had an outstanding night as she had 13 pts., and at least that many rebounds. After the game, Coach Hull said that "Adams is the best team in the city". Many people doubted that comment, until they saw a gallant Adams team bow to 10th ranked LaSalle Saturday night.

The final game saw Adams jump out to a three-nothing lead, then fall behind 10-5. Adams' defense kept them in the game as they held Debbie Walker to only 2 pts. in the first quarter. The defense was set up in a way that Adams stayed in a 2-2 zone with Denda Jones following and hawking Walker.

Adams had control of the ball most of the quarter, but they weren't able to cash in. Both teams were cold offensively, and the first quarter ended 10-7.

The second quarter saw Adams only score 2 pts. the entire 8 minutes. LaSalle took advantage of this and opened a lead up to 16-9 at the intermission. But there was something strange about this game. Walker only had 4pts., and Adams was out hustling and outrebounding the Lions. Despite many turnovers, a game Adams team was still in the game, when most people would have expected to see a blow-out.

Adams came out storming in the second half to narrow the gap to 20-16. The key to the comeback was the Eagles ability to keep Walker from scoring, to dominate the offensive and defensive boards and to come up with some key steals, namely Roz Dickens. More than once, when it seemed that LaSalle could put the game away, Roz stole the ball. LaSalle didn't score the final 4 and one half minutes of the quarter, and headed into the final 8

minutes of play with a shaky 4pt. lead.

Enter Kathy Connolly, enter Sue Ushella, enter Beth Carter and the entire Eagles defensive unit. They hustled, forced turnovers, jump balls, forced missed layups and overall, dominated the play in the final minutes. With Adams down by 2pts. with only 3 minutes to play, Debbie Walker fouled out. Adams then tied the score 20-20 on a Beth Carter free throw. LaSalle scores, back comes Adams on a Sue Thompson lay up. LaSalle scores again, Kathy Connolly answers with a 15 footer from the corner LaSalle again scores, again Connolly hits, this time dribbling the length of the court and pulling up from 12 feet. The score is tied 27-27 when a mad scramble at mid court for the possession of the ball ends up with Adams fouling a Lion. Only 19 seconds show on the clock when Darlene Minnis hits both ends of a pressure 1-1 free throw. Adams still has a chance to be the Cinderella team of the state, but a Roz Dickens shot bounces off the rim, a Lion rebounds, and the game

is over. The Eagles are drained emotionally and physically, but they don't hang their heads as they know they have played the best that they can. The fans leave, but the memory of that game will stay with them for a long time.

The girls basketball season was one of highs and lows. Ending the season on a two game win streak was a high, the final regular season record of 5-9 was a low. The team showed flashes of brilliance during some games, and periods of mediocrity during others. The teams seemed to play at the level of their opponents. They played the tough teams tough, and the poorer teams in that same manner. But the girls showed they can suck it up and play 4 or 5 good games in a row. The final games of the season and the sectional play can testify to that.

With only 1 senior from the starting five leaving next year, this girls team can look to next year as a year of many wins, a possible N.I.C. championship, and hopefully getting over the hump in the sectionals and heading downstate.

Basketball team riding roller coaster

by Alex Liu

Bouncing back from a four game losing streak, the Eagles trounced Michigan City Elston and Elkhart Central, then dropped two heartbreakers to Indianapolis Ben Davis and St. Joe.

Elston came into Adams looking to improve their 8-2 record and move into contention for the NIC crown, but they were to be denied by a superb team effort from the Eagles.

Adams immediately took command of the game with a 6-0 lead sparked by Glenn Voreis' two steals. The Eagles utilized their speed on the fast break and hit from the outside as well to dominate most of the first half.

But a fierce Elston comeback cut the lead to 46-44 in the second half before the Eagles put the game away by reeling off ten straight points, climaxed by a slam dunk by Solomon Anderson. The final score was 66-61.

Anderson had a tremendous game, leading all players with 24 points and 11 rebounds, and Doug Hadaway set a new Adams school record with 10 assists.

Elkhart Central proved to be little problem for the rejuvenated Eagles. Again, Adams dominated the game with their quickness and aggressiveness on defense. The Eagles quickly built up a lead on steals by Rod Scruggs and Dyrell Reeves, and a Robert Murphy pop from the right corner gave them an 18-12 advantage.

But Central was able to pull within one before Adams forced four straight turnovers to snuff Central's best effort to catch the

Eagles. Central tried the press, but the Eagles had no trouble breaking it with their speed, and were able to build on their lead. Voreis' three-point play in the fourth quarter gave them their biggest lead, 64-47, and the game ended with Adams on top 64-53.

The performance against visiting Ben Davis was also outstanding, but the Eagles lost a heartbreaker in the final seconds.

Anderson's 10-foot shot off the glass gave Adams the early lead 16-15. But from then on, Davis' superb shooting took over and the Eagles found themselves trailing 37-29 at the midway point.

But after Davis hit the first shot of the second half to take a commanding 10 point lead, the Eagles' lightning-fast defense struck again. After a basket by Anderson, Scruggs stole a pass and drove all the way for the basket, drawing a foul for a possible 3-point play. A bench technical was called on the Davis coach for protesting the foul. Scruggs missed his free throw, but Hadaway connected on the two free throws from the technical to cut the lead to four. Anderson then intercepted a pass and dished it off to Reeves for the layup, and seconds later, Hadaway stole the ball and shoveled it to Anderson for the bucket to complete their string of 10 straight points and tie the game.

The lead changed hands many times for the rest of the game, with neither team leading by more than four. But Davis was able to grab a slim 59-56 lead with less than a minute remaining. Murphy got a goal-tending call with 21 seconds to

cut the lead to one, and Scruggs stole the ensuing inbounds pass and got it to Voreis. But his shot bounced off the rim, and Davis was able to nab the rebound and pull the game out, 59-58.

The Eagles again found themselves trailing at the half of the St. Joe game, 27-19, due largely to poor shooting.

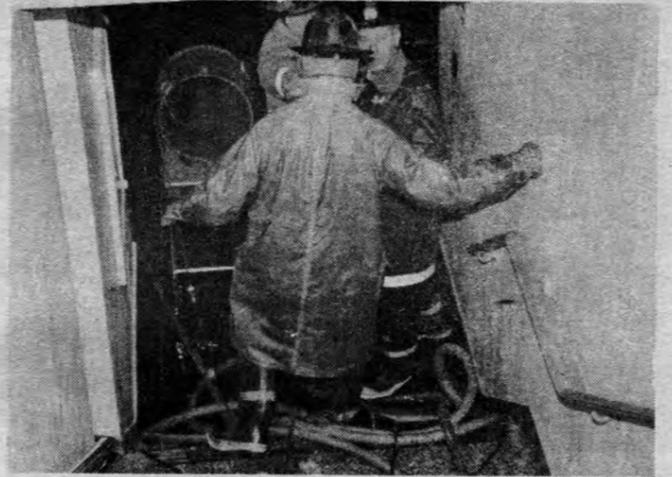
St. Joe was able to build it up to 33-19, but the never-say-die Eagles didn't let them run away with it. Hadaway put four straight shots in the bottom of the net to whittle it down to 38-27. Then guard Cary McMahon supplied the heroics by first stealing the ball and laying it up for two, then forcing a jump ball and tipping it to Anderson who turned it into a 3-point play and cut the lead to 38-32.

But St. Joe tightened up and the Eagles started committing costly turnovers, mainly from bad passes. St. Joe built the lead up to a comfortable 49-40 before Adams called a timeout with 3:47 left and staged one more valiant comeback. McMahon poped a 15 footer and Murphy stole the ball and passed it to Reeves, who banked it home to cut the lead to five. With less than two minutes left, McMahon hit a short jumper to narrow it down to 52-48, and, once again, the Eagles were able to steal the ball, this time by Jerry Alford, who dished it off to Scruggs for the layup that narrowed the lead to two with 1:32 left. Adams had a chance to tie it up after a St. Joe turnover, but a double dribble gave the ball right back to St. Joe, who scored on two fast breaks over the Adams press to seal the game, 56-50.



Glenn Voreis, Dyrell Reeves and Solomon Anderson watch Central's blazing masked avenger drive in for a shot.

UP IN SMOKE



At approximately 9:35 last Tuesday morning, the fire alarm went off in what many students thought was just a practice run. After standing out in 17 degree weather for forty minutes, however, people began to realize that we were involved in a real fire.

"Sometimes the students become apathetic toward these fire drills," said Adams principal William Przybysz, "But on the whole, I thought they reacted very well. I'm pleased with everyone."

The fire started in the basement, in a small storage room that the Drama Club uses to store costumes for the plays. The room was the only one fire-damaged, but it is estimated that about \$3,000.00 worth of cabinets and costumes are lost.

Although the room is easily accessible to anyone who wants to go down there, officials feel that arson was not involved. The cause of the blaze is still under investigation.

The students were released from school for the rest of the day after it was determined that the smoke from the fire would make it impossible to use that part of the building where a few classrooms

and the cafeteria are located.

The biggest problem encountered Tuesday, said Mr. Przybysz, was communicating to everyone outside. He solved the problem by informing a few staff members of the facts and sending them to various parts of the building to tell the students.

With the spring musical approaching, Drama Club members are worried about what the loss of the costumes could mean to their plans. "There were things down there that could never be replaced," commented Debbie Burke, "We had chorus costumes and stuff that would cost too much to have made again."

The Drama Club is planning a drive to start them on their way to rebuilding their supply of clothes. Anyone wishing to donate old dresses, shoes, etc., should contact Debbie Burke or Lisa Fujawa.

Mr. Przybysz wishes to commend the Fire and Police departments for their superior cooperation, as well as students and staff.

"This incident just serves to further convince me that when kids are asked to do something in an emergency they will do it--no questions asked," he said.

