

The Tower

John Adams High School • South Bend, IN 46615

Athletes and Proposition 42:
are their academic rights
being violated?
See page 4

NHS nose how to help

by See-Ming Phan
news editor

John Adams's National Honors Society will be lending its efforts to yet another community service this March. During the week before Saint Patrick's Day, March 13 through March 17, NHS will be selling "green noses".

The sale is going to be called The Great Logan Nose-on, and all profits from it will be contributed to Logan Center.

Green noses are just what they sound like; soft noses that are colored green, in celebration of Saint Patrick's Day. They will be sold for \$1.00 apiece, and the Adams student body will be encouraged to wear them on St. Pat's Day, March 17.

The idea of selling green noses is not a new one. The fund raiser originated in Ireland, and it met with such huge success that the idea caught on quickly in the United States. NHS hopes the idea will catch on at Adams.

President of the National Honors Society, Christine Yarger, is excited about the fund raiser; she said, "I don't think people are aware of how much Logan has done for South Bend, and I'm really interested in helping them."

Yarger refers to the impact that Logan Center has had on the area since it was started in 1950. Logan provides special services for developmentally disabled children and adults.

Some of the services that Logan provides for the disabled, are rehabilitation for the developmentally handicapped. Logan is responsible for services like Adult Rehabilitation, which trains handicapped adults to build skills that increase their potential for productive lives.

Logan supports Logan Industries, which offers vocational training to handicapped adults, mainly in a packaging facility for other businesses. Logan also runs the Home Start program that provides early therapy for disabled infants.

Yarger further commented, "I really hope that the student body of John Adams gets involved in this to help Logan Center, and to help the community."

Other members of NHS are enthusiastic about the fund raiser as well. "There have been many fund raisers this year to help many people and organizations, such as the baby, Patrick Renschaert, and I hope the green noses to support Logan Center will also be a success. Instead of just donating cans or money, we can make Saint Patrick's Day more enjoyable by trodding around school expressing our spirit for the Irish," said senior Jackie May.

"Fund raisers are always more successful if the people involved are having fun donating."

Varga builds wind tunnel

A new addition to Mr. Longenecker's Biology lab has just been completed. Students in his research Biology class have finished building a wind tunnel that will be used for research.

Senior, Steve Varga, whose research was primarily responsible for the wind tunnel's construction, designed and built it. "I spent the whole year working on the wind tunnel," said Varga.

However, the task of building the tunnel wasn't easy. Varga said, "There's not much written information on the design or construction of wind tunnels." But eventually, he was able to put together an 8 foot by 15 foot prototype of the actual tunnel.

So far, the tunnel has cost the science department \$75; many of the materials that would have drastically driven up the price were contributed by other faculty members. Art teacher Mr. Thomas donated the industrial fans that run the tunnel, and woods teacher Mr. Berry contributed the wood used on the tunnel.

Mr. Longenecker maintains that the idea for a wind tunnel has existed for a long time. "Several students over three years have been inquiring about having one built, but because of lack of plans, we weren't able to have one."

It is one of the only wind tunnels in an Indiana high school science lab. Mr. Longenecker said, "The wind tunnel will allow students to measure flow of fluids through vessels, such as arteries, or Physics students can test air flow around certain objects."

Varga will be testing the effects of different angles formed on the wing of a plane by a part called the strake. The strake is an addition to the wing of an aircraft that connects it to the body of the aircraft; the angle formed by the strake connected to the body, directly affects



Steve Varga works on the wind tunnel.

Michelle Hurd/Tower

the air flow around the aircraft. Varga will alter this angle with different strakes, which will in turn alter the lift that the wing will afford.

The wind tunnel's permanent addi-

tion to Adams's science lab is very popular at the moment. Mr. Longenecker said, "It has attracted quite a bit of interest; several people have been in and out, asking about it."

CAS lifts every voice

by Paula Winicur
feature editor

In celebration of Black History Month the John Adams Cultural Awareness Society presented "Lift Ev'ry Voice and Sing", a tribute to Black music and singers. The program was held on February 6, in the school auditorium.

Each year the Cultural Awareness Society picks an honored guest who is a minority to honor at the program.

This year the guest of honor was Bertha Norman, the famed mezzo soprano and South Bend resident who has traveled extensively around the country on concert tours.

The program featured a historical background of the evolution of black music. Spirituals, Gospels, Blues, and R&B, as well as many other types of music were highlighted.

Members from the John Adams Cultural Awareness Society joined in the program. Kasi Bolden sang the theme song and the Cultural Awareness Society Ensemble sang songs to honor famous black singers like Nat King Cole and Ethel Waters.

The program was a success because



Angela Hamilton, Gus Giger, George Davis, and Maurice Scott sing for CAS.

it showed young members of the community what dedication and hard work can bring and gave a role-model for them to look up to. Mrs. Linda Murphy, the sponsor of the Cultural Awareness Soci-

ety since 1979, said it was "a challenge, but, as always, it turned out to be a rewarding endeavor. The joy that we brought to the honoree by showing her to the community made it worthwhile."

Shrimp project wins big award

by Grant McDougal

Long known for success in biological research, "Longenecker's Legion" has added another grant to their burgeoning list. Molly Duman, a junior, has been awarded the T.A. Kleckner Grant of \$125 for her research study, "Utilization of *Artemia salina* as an Alternative for Identifying Teratogens." She was also honored at the February 1st board meeting of the American Medical Association.

The purpose of the investigation was to determine the effects of caffeine sodium fluoride, and benzophenone on

brine shrimp and to compare the results to similar experiments with laboratory mice and the hydra. Duman hypothesized that the growth of the brine shrimp would be inversely proportional to the concentration of the teratogenic compound to which they are exposed. Her study also determined which chemical has the most significant effect.

The experiment used brine shrimp, as opposed to laboratory mice, to identify causes of birth defects. According to Molly, "Using an invertebrate such as brine shrimp is more humane, requires less time and expertise, and is cost-effective."

Birth defects occur in 3% of human infants, with approximately 6% of these defects being caused by teratogenic agents. Using either vertebrates or invertebrates in experiments does not necessarily indicate that the results would apply to humans and vice versa.

In a related experiment entitled, "The Development and Refinement of Invertebrate Assays for Identifying Possible Teratogens," different concentrations of the same three compounds were used on sponges. The sponge cells were separated by passing them through a grid. Under normal conditions, the cells would aggregate when

placed in the same medium.

Molly tested the different concentrations of the compounds to determine their effect on this aggregation process. Her research will continue through next year.

Currently, Molly is preparing to compete in the science fair at Notre Dame. The final paper on her investigation will also be sent to Indiana University Medical Center, where she hopes to participate in another competition. The funding for this experiment helped to remove the financial burden from the student as well as the science department.



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In Brief

■ **The Young Author's Conference** will be held on March 11 from 12:45 to 3:15. Authors Gordon Harman and John Peterson will be in attendance.

■ **Matt Laherty, Troy Smith, and Jessica Stevens** won Gold Keys in the Regional Scholastic Art Awards. Karl Marti and Pradeep Sen received honorable mention.

■ **Several DECA students** performed well in a recent competition. Joe Jones, Jay

Meade, and Eric Christian placed first in the Merchandise Decision Making Team. Dale Jacquay received a first in Advertising Layout. Scott Conroy was fourth and Julie Lootens place fifth in the Free Enterprise test.

■ **Jackie Wheeler** placed third in the Business Professionals of America Legal Applications test. Carrie Fox placed third in Personal Finance, and Lori Thornton placed sixth in the same event.

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Macbeth haunts Cwidak's seniors

by Vicki Goldsmith

Yet here's a spot... To bed, to bed, to bed... Tomorrow, and tomorrow. These lines sound very similar to seniors of John Adams High School, or at least to those who are taking Honors English with Ms. Cwidak. They have just finished reading and acting "Macbeth". Two soliloquies were chosen by Ms. Cwidak for each and every student to perform.

When the students first heard about the assignment there were mixed reactions. Some were excited, others were anxious, but more were scared. "It's very nerve-racking to have to get up in front of your classmates and act," said Heather Lackman.

The students did not just simply stand up in front of the class and recite their soliloquies. They went down to the Little Theater and acted them out, with full costume, in front of a video camera. The students will see the results in April when Adams holds its Shakespeare Festival.

The students began memorizing the soliloquies before Christmas break. When they returned, they went down to the Little Theater and began blocking and using the stage. "Using the stage was a new experience, because it let us utilize the drama facilities," said senior Kristen Mitchell.

The students had to perform both a speech made by Macbeth and a speech

made by Lady Macbeth. Many guys found it difficult to "become" a woman, although there were several good attempts. Some of the guys wore wigs, which sometimes seemed more of a

"It's very nerve-racking to have to get up in front of your classmates and act."

- Heather Lackman

burden as they kept pushing the hair off their face. "I found it extremely difficult to play the part of Lady Macbeth, because I had to overcome my own masculinity as well as try to transform myself into Lady Macbeth," said Matt Frankiewicz.

When the guys finally got to act out their Macbeth speech, they were a little more at ease. "As I played the part of Macbeth, I felt more comfortable and was able to become more creative and have fun with it," said Jamie Laskowski.

For Lady Macbeth's sleepwalking scene, costumes ranged from a simple nightshirt to fancy and regal-like nightgowns, with veils for an added touch. Many students used candles as a prop. For Macbeth's "tomorrow" speech, the costumes ranged from a simple robe to an extravagant warrior's outfit. Many carried swords or shields and wore

crowns. Everyone showed individuality and it was obvious that great thought went into many of the costumes.

As students learned, acting is never easy. Many now have a greater appreciation for any actor or actress on stage. Although there were many qualms about doing it at first, most students agreed that it was a lot of fun. "Yes, it was a lot of fun and after I was on the stage, I was fine. But I am glad it is finally over," said Sarah Szumski.

What does Ms. Cwidak have to say about all of this? "Each year I am surprised by the enthusiasm and talent in students," she said. "Some really put all they have into it. They carefully pick costumes and try to be authentic and imaginative."

"This year's group gave birth to new talents. We had some fascinating changes of character. Even the quiet students gave explosive performances on stage. Each student also acts as a critic. I noticed, especially this year, how students grew in their awareness of performance expectations. The Little Theater lends a certain reality to the performance that cannot be replaced by the ever-secure classroom walls.

"I always enjoy this part of the senior course and plan to keep the assignment alive and well. See you next year, juniors!"

The seniors who have completed the acting portion of high school would like to wish next year's seniors luck.



While sporting his spandex, Dale Jacquay plays the part of Macbeth for his second-hour English class.

Sarah Szumski/Tower

Special teaching has its rewards

by Kristin Mitchell

It's a Monday afternoon, and a bell rings the end of lunch. While most Adams students are hitting their lockers and heading to their next class, I head for my car with Shelley Berlincourt. It's time to go to school.

Every day after lunch, Shelley and I go to McKinley school for an hour of cadet teaching. We are volunteers in Special Education. We spend the first half of the hour eating lunch with a class and the final half running programs and playing games with the children.

When I first started going to McKinley, I wasn't sure what to expect. I thought I would go and sit in a classroom and watch the teacher teach and the children learn. Instead, much to my surprise, after a week of learning about different disabilities, I was put to work.

Since I was relatively inexperienced in working with handicapped children, I was scared to death. I had no idea what I was doing. I was placed in a class where my teacher put me one-on-one with a student. My job was to help him eat. I never thought watching someone eat would end up being a rewarding job, but it is. Since he is not a consistent eater, when he does eat, my pride is at a high.

The class I am in has students who range from six to eleven years of age. None of them can speak in sentences, and some of them can't speak at all. Their levels aren't all that different. Some can function higher than others in one area, but they may be on a different level in a different area.



This boy's smile is just one of the many rewards Kristen Mitchell receives from working with the special students at McKinley.

The different levels of ability make the job challenging. All of the children are taught separately by a method called "Clipboard." The clipboard method is literally taught off of a clipboard. The program and the instructions are all on the board. Each of the programs on the board is run once a day, five times a week. The games are all basically learning games. Once or twice a week we use

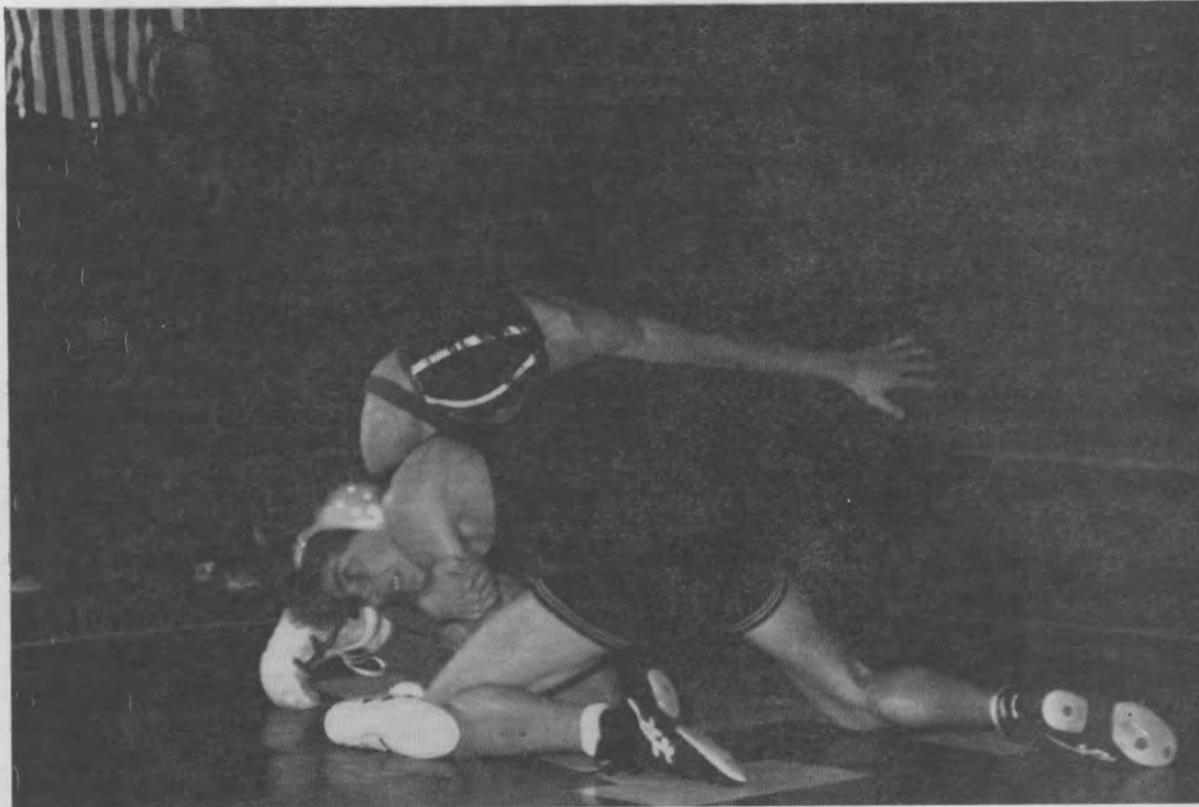
a computer on which the children love to play games.

The progress the children make isn't apparent all the time every day. It is shown by little incidents here and there in which something we have taught becomes an instinct rather than something they have to do.

More than anything else in my life, this has been the most rewarding experience

of my life. Not only am I benefiting from this program, but I am also helping to teach children who otherwise would not have the opportunity to learn. Knowing that I'm there to help is rewarding in its own sense.

Students who are planning a career in teaching should definitely consider cadet teaching. I've had nothing but great experiences with it.



Ike Trinh wrestles his way to victory against Phil Kyle of Penn. It was the same scene at Sectionals, as Trinh again got by Kyle to collect a second place Sectional finish.

Trinh wrestles to Semistate

by Brendan Addis and Matt Trinh
sports editors

Twenty years ago, just the mention of Adams wrestling would strike fear in opponents. Under the guidance of Moe Aronson, the Eagles dominated the NIC. Adams won the state championship in 1965 and 1967.

For the first time since 1986, when the now-graduated Troy Lynch went to regionals, Adams had two regionals qualifiers, sophomores Ike Trinh and Kirk Golden.

Within the last few years, however, Adams wrestling has not shown a competitiveness that defines success. But now it may be on its way back. For the first time since 1986, when the now-graduated Troy Lynch went to regional,

Adams had two regional qualifiers.

Sophomores Ike Trinh and Kirk Golden both took second in one of the toughest sectionals in the state. This sectional include teams that are ranked in the state, such as Penn and Mishawaka.

"Last year, Ike and Kirk were two of the hardest working and disciplined freshmen. They were both in the same

weight class, which created a competition in which both wrestlers improved," said Coach Rollie Lichnerowicz.

Adams Assistant Coach David Manspeaker had expected to have senior Brian Gregor make it out of the sec-

tional as well. He was disappointed that Gregor didn't qualify for regional, but he was more than pleased to have two wrestlers make it to the regional meet.

In the first round of the sectional, Trinh, who has a record of 20-4-1, pinned Phil Kyle, a senior from Penn, in the third period. Golden, with a record of 17-7, pinned a 112 pounder from Penn as well. In the championship round, Trinh lost to sixth-ranked Kevin Taylor of Mishawaka, while Golden lost to #1-ranked Tom Keeley of Mishawaka.

In the regional meet in LaPorte, Golden lost in the first round to Todd Graham, who later took second. Trinh lost in the second round to Clay's Jake Borkowski, but was able to snatch a third place finish from a Culver Military opponent.

By finishing third, Trinh will be competing in the semistate tournament this Saturday. "I have worked hard all season," said Trinh, "and I hope to get to STATE!"

Injuries cause mental pain

by Julie Short

The last thing an athlete wants to worry about is an injury which keeps him from competing. An injury of any degree affects him in one way or another. Whether he competes with the injury or withdraws from competition for a period of time, the situation is hard to accept and deal with.

An athlete goes through a period of depression after an injury because he cannot cope with the extreme let-down he experiences. Being out of competition is an emotional struggle for him.

"I can tell you from first-hand experience that it is not easy to sit on the sidelines and just watch, knowing that you cannot play," said sophomore Ernie Mudis. All the long hours and hard work an athlete has put in seem useless since he will have to start over again when he recovers.

The need for competition really shows

when an injured athlete has to sit and watch his team play. He feels very frustrated when he must simply wait for an injury to heal. "The worst part of getting through the healing process is realizing that there is no real cure but rest for some injuries," said junior Sue Austgen.

Sometimes, an athlete chooses to play or practice even with an injury. He takes the pain and accepts the consequences of his actions. Junior Susanne Borowski, who swam with tendonitis in her shoulder, said, "It was really hard to ignore the pain and try to compete to my abilities at the same time."

Some injuries can permanently impair an athlete's ability to perform in the playing arena. He has to live with and adjust to his problems if he wants to continue to compete. The goals he had set need to be altered to accommodate his reduced abilities. He must also realize what he can realistically expect from

himself.

Senior Colleen Harding stated, "After tearing the ligament in my leg I had to realize that I must start all over again. I realized that I would never be as good as I once was, but now I am happy with being as good as I can with my injury."

The most difficult part for some athletes is accepting an injury. Part of being an athlete is the need for competition. When this need is not fulfilled, he is not satisfied.

Athletic injuries cause mental pain as well. An athlete faces emotional problems which sometimes lead to problems at home or in school.

Injuries, no matter how minor or severe they are, cause emotional strain and anguish. "I became very uptight and irritable around people," said senior Kelli Leader. This anguish cannot be overcome unless the athlete can come to terms with the injury and learn to live with it.

Controversy flares over Prop 42

by Jason Kelly

Recently the National Collegiate Athletic Association (N.C.A.A.) passed an amendment to the controversial eligibility rule Proposition 48. This amendment is known as Proposition 42.

In 1986, Proposition 48 required incoming college athletes to have a 2.0 grade point average or a score of 700 or better on the S.A.T. to receive a scholar-

"Academic requirements need to be toughened, but taking scholarships away is not the answer because too many people can't afford a college education."

-- Brian Blandford

ship, although they needed to meet both requirements to be eligible to play or practice during their freshman season.

In August of 1990 Proposition 42 will be incorporated. This new rule forces high school seniors to meet both the G.P.A. and S.A.T. requirements to be eligible for an athletic scholarship. Although it is not scheduled to go into effect for more than a year and a half, Proposition 42 has been the subject of intense controversy.

The overwhelming opinion at John Adams has been in favor of the amendment. Adams sectional runner-up Ike Trinh, sophomore, said, "I think it's a good rule because it forces athletes to work harder in academics, which gives them something to fall back on when athletics is over."

Junior swimmer Steve Jones is also in favor of the new rule. "I think it is a good rule because some athletes need more incentive to be productive in the classroom," he said.

Some students, including track team member Tanya Colt, sophomore, feel that the rule should encompass all extra-curricular activities, not just sports. "A student should do well in school to be able to participate in any extra-curricular activity," said Colt.

Many people, however, are opposed to Proposition 42. Georgetown University basketball coach John Thompson has been the most vocal opponent in the nation. He even went so far as to boycott two of his team's games in protest.

There is opposition closer to home as well. Adams basketball player Brian Blandford, sophomore, is one person against the new amendment. "Academic requirements need to be tougher, but taking scholarships away is not the answer because too many people can't afford a college education," said Blandford.

Because of the controversy surrounding Proposition 42, the N.C.A.A. is considering a revote on the amendment at its next convention. With eleven months ahead before the next convention, the controversy is far from over.

Depth takes Eagles to top of N.I.C.

by Jason Kelly
and Brendan Addis
sports editor

The 1988-89 boys basketball team has experienced quite a turnaround when compared to last season. After winning just eight games all of last year, the team returned seven lettermen who, along with newcomers senior Terry Burton and sophomore Mike Bush, have already posted eight victories with six games yet to be played.

The team has proven itself as a force to contend with in the N.I.C. with a 5-1 conference record, which puts the team in a logjam for the lead with rivals Clay, LaSalle and Penn.

Under the leadership of veteran head coach Dave Hadaway and assistant Dennis Tansey, the squad rebounded from a heart-breaking double-overtime loss at Gary Andean in the season opener to win five straight, including victories over perennial state powers Gary Mann and Fort Wayne Northrop, and defending N.I.C. co-champions Elkhart Memorial and Penn.

The winning streak ended abruptly in the first round of the Holiday Tournament as the team was defeated by Northern Lakes Conference power Warsaw. Following the loss to the Tigers, the Eagles fought back to beat Riley and conference co-leader LaSalle before losing at home to seventh-ranked Gary Roosevelt and N.I.C. co-leader Clay, creating the four way tie for the lead atop the conference. After the two straight losses, the Eagles exploded to

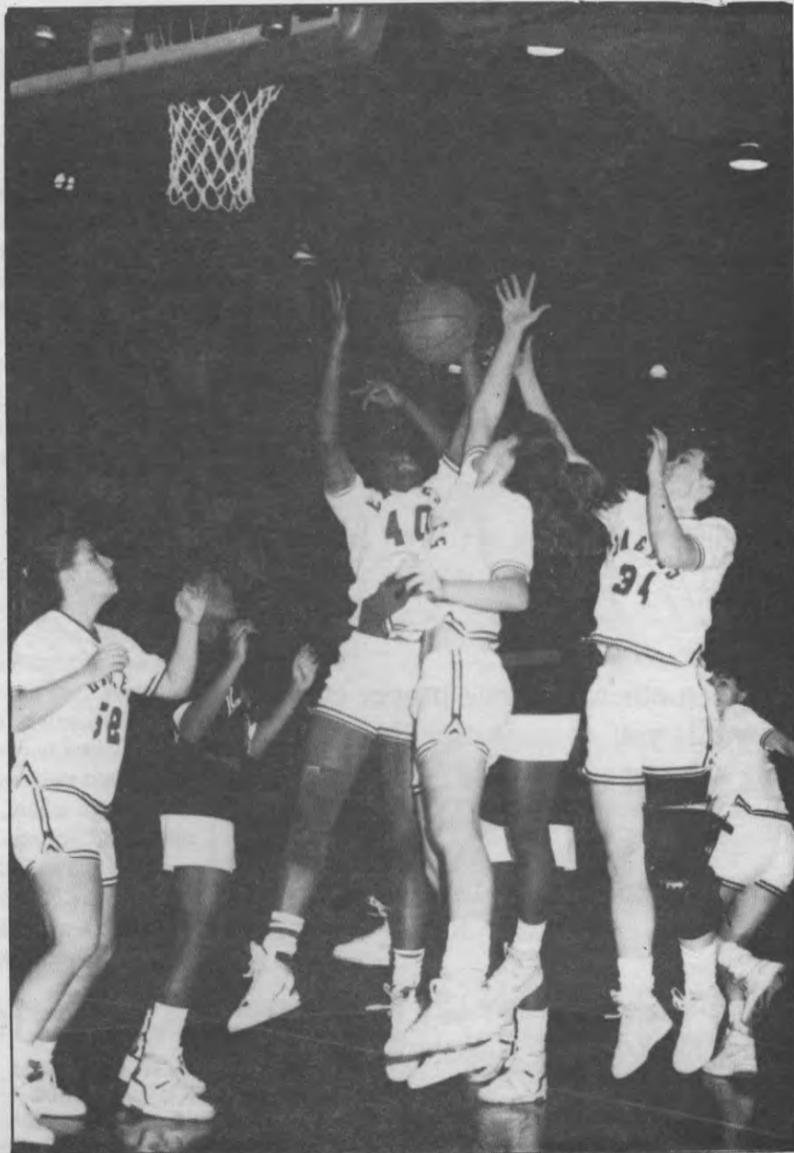
beat Mishawaka before succumbing to 1988 state runner-up Concord, leaving the squad with an impressive 8-5 record.

The team's experience has been a key factor throughout the season. Seniors Pete Tulchinsky and Gary Watkins provide a strong backcourt attack, while seniors Terry Burton and Scott Scheel and junior Michael White carry the load up front. Depth has also been important this season, with seniors Gus Giger and Maurice Scott and, sophomore Bush providing strong support off the bench. "We have eight people who can score," said Coach Hadaway, "but this team's greatest factor is its unselfishness."

The final six games of the season are on the road, including the last three conference games against Michigan City Elston, Elkhart Central and Washington. The long road trip also features showdowns against number 1 ranked St. Joe, Michigan City Rogers, and a rematch at Warsaw.

Although the Eagles don't boast one of the best won-lost records in the area, their strong conference play along with a difficult non-conference schedule has prepared them well for post-season play.

"All four teams (Adams, St. Joe, Clay and LaSalle) have a good chance to win Sectionals," commented Coach Hadaway. "The team that gets the best draw will have the advantage, but I think we have a good chance." No matter what their draw, the Eagles will be a powerful contender when Sectionals roll around.



Girls within points of Sectional title

Senior Megan Moloney, junior Mona McFarland, and freshman Kristi Miller crash the boards for a rebound against LaSalle in their first Sectional final ever. Led by senior Jackie May and McFarland, with 13 points apiece, the Eagles came within points of defeating the Lions. The Eagles led the first quarter and trailed the second and third quarters by only a point. Although the Eagles fought hard, they couldn't hold off a LaSalle victory and lost 54-50.

Roots Photographers

Volunteer coaching can have its rewards

by Megan Moloney

While looking over my college applications in the fall, I noticed that I was lacking in one department. My grades were good, my extra-curriculars were good, my SAT scores were fine, but I just could not think of anything to write in the space for community activities.

I was not involved with any church groups or any service clubs, and excluding the Special Olympics, I really had not done much. So, rather than leave a gaping hole in all of my applications, I decided to find a service project that I would enjoy.

A friend of mine had been a volunteer basketball coach at the YMCA for a few years, and he suggested that I give it a shot. After all, I play myself, so I would probably do a good job, and it could be a lot of fun. I agreed, and we signed up to coach together.

My team consists of eight, nine, and ten-year-olds. They are all boys, and most of them have played before, but not together. It was really a lot of fun getting to know them and watching them learn. We have had about five or six practices, and they are all very enthusiastic about the game. They always work hard. They listen to my friend and me and trust us.

I never really thought about it until recently, but a bond like that between a player and a coach is very important, especially in a case like this. It makes me want to help them that much more.

Besides teaching them some of the fundamental

athletic skills, such as dribbling and passing, the psychological groundwork is also being laid. They are starting to grasp the importance of sportsmanship and the concept of a team. Most of the kids have known each other for a while, since the teams are usually arranged by the neighborhood, but a few were strangers.

At our first practice, it was very obvious which of them were friends and which were not. After a while, however, they caught on to the fact that they are all supposed to be friends on the court, because they are teammates.

After our first win, they realized that the only way to play the game is with five people working together. Any less than that does not amount to anything. They are also beginning to respect the other players and their abilities, which is very important, particularly if they continue to compete athletically in years to come. One of the kids said, "It makes me want to be a better player. I want the players on the other teams to remember me when I get to middle school."

When I signed up to coach, I had no idea how rewarding it would really be. I realize now that I have taken almost all of my coaches for granted all my life. I never knew how much of themselves they invest to provide a bunch of kids with an opportunity to achieve and learn some important lessons about life, until I did it myself.

I really value this experience; I'm glad that I have the chance to help a few kids get started out in the right direction, and maybe when they grow up they will do the same for some other kids.



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Students Speak Out

"All of the people I associate with practice good manners almost always...but if I ever felt the need to let go, I would do it at home."

Dana McDonald, senior

"If proper etiquette is forced or too formal, I don't appreciate it."

Sonia Johansen, junior

"When others practice proper etiquette towards you, it expresses them as having a better personality."

Kasey Travis, freshman

"Bad manners are a turn off."

Kelly Keiser, freshman

"If a student doesn't like another then they really don't care how they treat them."

Tracy Gillis, junior

"Good manners show respect for other people and show that the person cares about what others think in some ways."

Kelli Mumaw, sophomore

"I feel that practicing proper etiquette shows respect for others and that the person has been brought up well."

Randy Whiteford, freshman

"You should treat someone the way you want to be treated."

Gary Watkins, senior

"I don't think that manners are that important unless someone's manners are so bad that they make others feel uncomfortable."

Dave Wilson, junior

School etiquette a class act

by Amy Golden

Don't put your elbows on the table, use your napkin, don't throw peas at your sister, chew with your mouth closed! These are those all-too-familiar demands that our parents required us to meet as youngsters. They were the demands made in hopes that we would learn proper manners. As time progressed, we learned what was acceptable and what was not through example or trial and error.

By the time we became teenagers, we knew exactly what was and was not acceptable; it's simply a matter of complying with our parents and general etiquette. Some teenagers have never been taught the social norms, as far as manners are concerned, but they have probably learned them anyway.

In high school, however, it's not "cool" to exemplify proper manners; we're still rebelling. Of course, there is also the contest to see who can make the nicest color combination with their food upon

chewing it.

How about the one with the big appetite, making his way through a ten-inch pile of food? Yeah, the one who, after that first carton of milk, proceeds to take his arm and run his set of dripping lips across his sleeve.

Vulgarity such as this does not occur in the cafeteria alone. In fact, a lot of it can be seen in the hallways of the high schools. Because social control is maintained fairly well in the classrooms, the only place students can let loose, besides the cafeteria, is in the hallway. For, in the hallways, as long as they don't harm any other students or break a school rule, students are free to behave, or misbehave, as they wish.

Of course, what constitutes misbehavior or a lack of manners? How about a couple sticking to one another like Saran wrap to a wet noodle, displaying their intimate affection to one another, not to mention the rest of the school? Maybe the eternal, inevitable string

of profanity and rude gestures? Also, there are constant struggles in the hall, be they serious or friendly. The kind where you walk by and, no matter how you try to avoid the wrestlers, you are always shoved without apology.

Finally, there's the "typical teen," the ones who think they rule not only the school, but the world too. They're the ones that walk down the hall and will not yield to a passer-by walking in their path. They act as though the passer-by should move. If they do not choose to move, well, then no one moves...until the collision.

It's really not that some teenagers don't know any better; it's that they think it's not "cool" to be polite or well-mannered when they're supposed to be rebels. So, be patient moms, dads, and teachers. We may eventually be able to use all those behavioral pleasant-ries you taught us, and show the world that you really didn't fail in that ever-so-important aspect of socialization-manners

Manners lie in eye of beholder

by Guy Loranger
feature editor

There's something that has been on my mind steadily ever since I was in the fifth grade at a private school. My teacher, mentor, and big toe was a bearer for discipline, manners, and all else sacred and holy in the world for that matter. I believe that she was given a specific list of manners at a very early age that should be displayed while in a public area. She practiced this list throughout her life and carried it to my class, expecting us to do the same.

Included in the list there were several rules and restrictions (mostly restrictions) on public behavior. Among the contents: Thou shalt not eat with thy mouth open; Thou shalt not display affection for thy mate in front of thy neighbors; Thou shalt not eject gaseous matter from thy mouth; and, of course, Thou shalt not EVEN use crude or vulgar language, child.

The list continued. My "fa-

vorites" were to never wear a tee shirt to school, always wear socks, and never be seen with your shirt tails untucked.

Needless to say, my fifth grade year was probably the most horrid year I will ever find in this lifetime. I sincerely intended to follow the rules to the best of my ability, but it's just that they always seemed to elude me. For instance, I would be in the cafeteria and start eating with my mouth open because I had just seen a couple displaying public affection in the milk line. The food would fall into my lap, making a stain. Crude or vulgar words would emanate from my mouth as I untucked my shirt tails in order to cover the stain. I would feel a cold shadow looming over me and when I looked up, it was always the my teacher scribbling my name in her black book of list offenders.

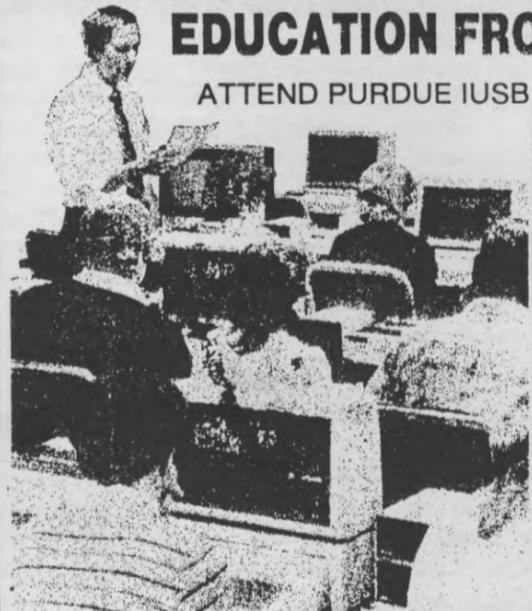
However, I have never been able to figure out what the big deal was and why people have long been concerned with upholding exemplary public manners. Contem-

porary America even goes so far as to turn to a "list" in various advice columns. The most widely syndicated of these ridiculous columns is "Miss Manners." The disciples of this column are composed mainly, I believe, of confused former fifth graders searching for answers to such "vital" questions as: What is the spoon above the bowl for?; Do I use my big or small fork for salad?; and Should I scratch my nose in public?

As I look back on my experiences with my fifth grade teacher and her list, there are several reasons for resentment. Proper manners are fitting for some occasions, but it is ludicrous to stress them with such an unrelenting attitude. It seems to me that one would have to be very shallow to judge a person simply by his habits for practicing such a petty rule of society such as manners. Basically, I feel that giving someone a list of manners to follow, and scolding him or her if for not following it, is an ineffective means of teaching an irrelevant lesson.

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Students must exercise democracy

by Ida Primus
co-editor-in-chief

The elections are over. We already made our choices and debated the issues; some of us worked for candidates, and others got to vote, but that's all over. November was our turn to make democracy work. Now it's up to the people we elected.

Editorial

Or at least, that's what many people seem to think, but that's not the way it has to be. We do not have to wait for two years before we can have a say in our government. Right now is our turn to make democracy work.

Think of the issues that were important last fall, the ones that were in the commercials and on the billboards. Add the ones that you throw around with your family or your friends, the ones the government classes debate. How do you feel about changing minimum wage? How about tax increases? How important is reducing the national deficit? What should be done with the state's surplus? What about abortion, the environment, Social Security?

If homelessness is your issue, consider the series of bills in the State Senate which could provide up to \$5 million dollars.

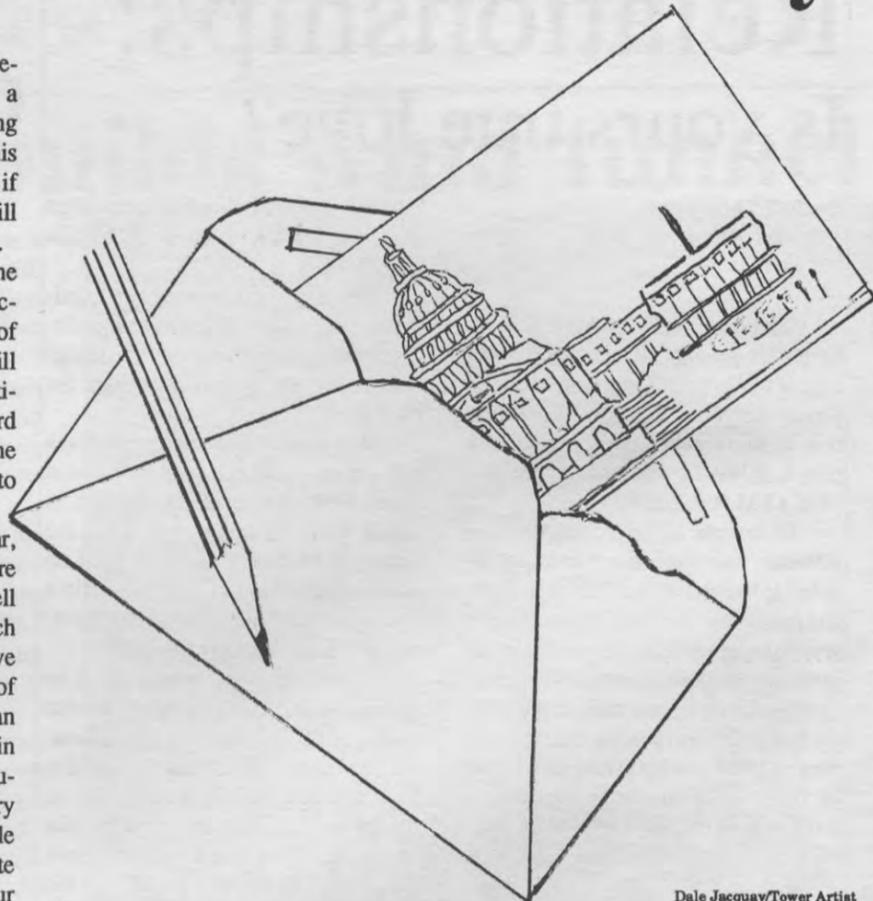
These are all issues which our representatives have to face. They must decide how to vote on the bills which deal with these and other topics. Our job is to let them know how we feel.

Recent polls show that, when a representative must make a decision on a bill, the number one factor influencing him is how he thinks the voters in his area feel. Elected officials know that, if they want to win another term, they will have to answer to their own districts.

This means that power lies with the U.S., the people; that's what democracy is about. If Hoosiers get a wave of environmental awareness, Lugar will be much more likely to support anti-pollution bills. If everyone in the third district wanted to cut ties with the Contras, Hiler would find it difficult to vote for increasing aid to them.

The problem is that Hiler, Lugar, and all of the other officials we elect are not adept at reading minds. We can yell at each other every day about how much our Congressmen do or do not deserve higher wages. We can run hundreds of editorials on the environment. We can hold pro-choice vs. pro-life debates in our classes, but if we keep our conclusions to ourselves, they will not do very much good. We need to tell the people who are voting for us. We need to write them and call them. We need to let our state and national representatives know how we feel, and we need to let them know that, if they want our support, they need to keep our opinions in mind.

It is not terribly difficult. If you have an opinion on a state issue, write a letter to Doug Hunt. For national issues, we have Hiler, Lugar and Coats. No one will proofread your letter for grammat-



Dale Jacquay/Tower Artist

cal errors or criticize poor handwriting, as long as the letter is legible. You can also get your friends and family to write, or pass around petitions to show that you are not alone.

The government gets its power from the people - that's us. We can use it any time we want, but no one is breathing down our backs to make us use it. We

have the choice of sitting back and watching the government operate without us, but if we do, then the government will become "them," not "us." No one is threatening to take away the people's power, but if we do not use it, we might as well watch it slip away. And that is one loss that we simply cannot afford.

Public's revenge prompts execution

by Kathy Strieder
opinion editor

When the Supreme Court accepted capital punishment in 1976 as a measure to be used against criminals, it did not intend for it to become an act of revenge. The American public has proved otherwise in the case of the recent Florida State execution of Ted Bundy on January 24th, 1989.

People have been more than willing to comment on Bundy's death. An overwhelming majority approved it. The Florida State prison received over a hundred phone calls and many letters and telegrams approving the act, and as Bundy's execution was taking place, supporters cheered and lit firecrackers outside the prison gates. 48 witnesses watched as he was electrocuted, among them Officer Robinson, the first to discover the body of the young girl whose rape and murder for which Bundy died. "When [Kimberly's family members] were ready to hear the details, he'd be the one to tell them." (*Associated Press, South Bend Tribune, Jan. 24*) Bundy was a suspect in 36 murder cases, and the general feelings of those involved in his case were expressed by the Sheriff

of the county in which the crime was committed in his comment, "It's going to be payday."

Other than from discussions of Bundy's execution, questioning the genuineness of Bundy's final repentance ("Bundy had expressed 'great remorse' and had 'resolved his relationship with God' -" *same source*), of the significance of the gender of his hooded executioner, and of whether or not ending his life was indeed cruel and unusual punishment, the nation seemed little interested in how its reaction to Bundy's death reflected upon itself.

Bundy was certainly a menace to society, and the necessary funds to keep him securely imprisoned for the rest of his life would have been a burden on the country's taxpayers; yet people showed little interest in justifying their approval of his death with such rational arguments.

Rather, the cheering outside of Florida State Prison was an instinctive emotional reaction, one of fear. Hence the "bizarre humor" from Jacksonville's WQIK radio station, which urged listeners "to turn off unnecessary appliances between 6:45 and 7:00 a.m. to ensure plenty of 'juice' in the electric

chair" at the nearby prison. Such humor was an attempt to deal with Bundy's actions during his life and with the knowledge that America, as a society, would be held responsible for his death. Having foreknowledge of someone's death is a powerful experience of mortality; being indirectly responsible for it as a part of a society is frightening.

The general coarseness of the responses of those involved in the execution also displayed a startling mentality. *The Tribune* quoted Gerald Witt, mayor of the town in which the body was discovered, as saying, "It's sort of like the Super Bowl. It'll give everybody a feeling of relief, and make everybody smile, to know he's finally been electrocuted." Witt did not seem aware that the taking of a human life is a tremendous responsibility and not a source of mirth.

Even though Bundy was undoubtedly the source of unfathomable pain for many people in America, his death is also a wound upon the nation. His family suffers from the tragedy of his life and the deliberate and premeditated spectacle of his death. The event has certainly brought out the more primi-

tive, violent, and vengeful emotions of the American public who support Bundy's execution, a revealing portrait of what we consider justice.

No one has considered the role of the executioner, the willingness of the observers, or the motives of the supporters. Bundy was convicted for rape and murder, and we say he must pay with his own life, no questions asked. Perhaps this solution is easy to live with, but our attitudes toward it cheapen the sanctity of life make it a bartering tool, and fail to recognize the intentions of the Supreme Court when they legalized the act.

Capital punishment is not a disciplinary measure, since it eliminates any opportunity for change on the part of the disciplined; it also has failed as a deterrent, since murder rates have not fallen since 1976. It should not be an act of revenge, since this lowers the United States' courts to a level of violence.

If capital punishment is to be considered morally acceptable at all, it should be on the basis of the victim's being unfit to continue to share life with his or her fellow humans. The responsibility of making this decision is nothing to smile about.

The Tower

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Relationships: Is yours true love?

by Jeff Thompson
opinion editor

Relationships high school students have with the opposite sex could mean a lot of things to different people. Some people thrive on "going out" and getting to know other people, but other people abhor the idea, maybe because of a bad past experience.

Of course, different people have different relationships. Some are labeled as being just "fun" relationships, and others are "serious." Some people may fight, never fight, get upset a lot, or seem like the perfect couple. But for the "serious" couple, how can people tell if their relationship is on the right track, if they're on the road to loving each other, or if the relationship is impetuous? Basically, how can they tell if their relationship is healthy?

The first way to tell whether a relationship is healthy or on its way to destruction is determining if it's immature or mature. This will determine the relationship's long-term potential.

Erich Fromm, in "The Art of Loving," describes a mature relationship as one in which both partners care for the other person, respect each other, and develop joint understanding. Dr. Steinburg, professor of psychology at Yale University, believes that the three most crucial ingredients in a serious relationship are commitment, intimacy, and passion.

Immature love is exhausting; mature love is energizing. In a mature relationship, people find it easy to tackle new challenges, enjoy being with each other, tend to get along better with family and friends, and are more apt to fulfill their responsibilities. Though they might argue from time to time, they genuinely want to please each other.

In contrast to a mature relationship, an immature relationship's potential is limited. In this type of relationship, the people are tired most of the time, and procrastinate a lot. Often, they have problems at work and are constantly trying to mend relationships with siblings, friends, and parents. Also, in an immature situation, the two people may be involved in a hostile, dependent situation where they can't live without each other. Arguing and fighting, along with mood swings and accusations of jealousy, accompany it.

Another clear way to tell what kind of relationship people have is the way they treat each other. In mature relationships, people tend to make an effort to be considerate, but in the immature ones they don't consider the implications of what they say, and are often cruel and selfish. These signs can add up to mean that an unhealthy relationship is developing.

Often, many of the self-help/personal development books stress the word "intimacy" for successful relationships. What is intimacy? Dr. James Dobson, in "Love for a Lifetime," defines it as "the mystical bond of friendship, commitment, and understanding. It occurs when a man and a woman, being sepa-

rate and distinct individuals, are fused into a single mind which the Bible calls 'one flesh.'"

Intimacy is the bond of communication that forms during a strengthening courtship along with the little things that people do to show they care for each other.

Intimacy might mean giving a person a rose for no special occasion, or an occasional backrub or two. Dr. Dobson, in "Love Must Be Tough," states that the bonds of intimacy must be built up over a long period of time to obtain a healthy relationship. The longer a person waits, the stronger the bond.

Communication, which can't be ignored, is included in this and is what makes up the intimacy a couple is looking for. People shouldn't try too hard to build it. Love can't be forced; but, on the other hand, it won't just happen naturally. "If you hold love too loosely, then it flies away; if you hold love too tightly, then it'll die," said Tom T. Hall.

One trait that is frequently seen in relationships which are included in the immature category is jealousy. Though there are many reasons why people break up, jealousy can be by far the worst. Jealousy itself isn't what knocks out the relationship, but it's what comes with it, including hatred, unwillingness to forgive, fear, and insecurity.

Florence Scovel Shinn, in "The Game of Life," states that the unwillingness to forgive "is the most prolific cause of disease. It will harden arteries or liver, and affect the eye-sight." Jealousy also causes a great deal of resentment for both parties and should be avoided, so that it won't cause early damage to a relationship.

The basic underlying concept relating to intimacy, jealousy, mature and immature relationships is the condition of a person's self-esteem. A person's self-esteem can determine how a relationship develops or how a healthy relationship can aspire to greater heights. This is true not only in boy-girl relationships, but rather in any kind of relationship.

The way you look at yourself greatly influences how people look at you. Sol Gordon, Ph.D. in "Why Love is Not Enough," says that "many people are surprised when they learn that the best way to attract someone else is to pay healthy, continuous, non-narcissistic attention to themselves, but it's true." A person with a high self-esteem will have, for example, a sense of humor, a high energy level, self-confidence, sensitivity to the needs of others, the ability to offer love unselfishly, optimism, and pleasure when he or she can spend time with loved ones.

Though these tips only cover the basics of relationships, taking into account that all relationships are different, they offer a foundation to those who would like to know just how their relationships are doing. Students who want to find a way to help a "dying" relationship, to get a little insight into how healthy their relationship is, or just to improve themselves as a person, may find them helpful.

New snow sport offers winter thrills



by Sarah Friend

It is once again time for Americans all across the country to bundle up, gear up, and tune up for good ol' winter recreation. Yes, it is that time of year, although you might not know it from our somewhat fickle weather.

Seventy-five years ago, this would have meant buckling on the tennis rackets and walking around in the woods. More recently, this idea provokes images of sledding, cross country skiing, ice skating, snowball fighting, and downhill skiing. Today, there is a new sport to be added to the list. Believe it or not, the future for winter entertainment is surfing. Okay, not exactly surfing, but its winter counterpart - snowboarding.

Snowboarding, as a term, is Greek to most people, including many winter sports fanatics. It is a new form of excitement, especially to thrill seekers and adventure hunters. So, what exactly is snowboarding? Snowboarding is a sport that, like skiing, requires a snowy hill or mountain to maneuver down. The snowboard itself is shaped like a surfboard, only smaller.

The mechanics involved are, too, related to those of a surfboard. Riding sideways, with arms extended horizontally for balance, a snowboarder in motion looks exactly like a surfer on snow.

Skateboarding is the other sport that comes into play when riding a snowboard. Tricks and various halfpipe moves are related to skateboarding. This

is probably why the vast majority of teenagers who are involved in snowboarding are skateboarders looking for a form of entertainment to keep them occupied during the winter months.

There is a distinct look to snowboarders. Oftentimes they are noticeable by the neon colors they wear, or the crazy designs on their boards.

Snowboarding is not a "cheap thrill" sport; in fact, it is quite the opposite. It can be a very expensive hobby. Snowboards run in the \$300-or-so range. This cost covers the board, and guarantees a very sore body for the first couple of days out.

"It is very hard to get the hang of, but it is a lot of fun," said Jason Mueller.

For the novice eager to explore this new world, there is an alternative to purchasing an expensive snowboard, only to decide it is not your cup of tea. They can be rented. The Outpost Trading Company rents snowboards for \$15 a day. At Ski World in Michigan, boards can be rented for \$7.50 a half day, or \$15 a full day.

"Snowboarding is a sport that has really taken off. The technology has gone from sub-lousy to the state of art. It is fun, it looks great, and it's a real challenge," said Outpost manager Gary Ander.

Snowboarding is the future. And it is here today! It is an alternative to skiing, and it is a new prospect to fight off the winter blahs. Sure, you might break your back trying; but after all you only live once. Make the most of it.

Shakespeare contest

Unscramble these letters to form the names of plays by William Shakespeare! **The first one to turn in a list of the correct answers will win a Shakespeare Festival t-shirt!** Turn in your answers to Mrs. Maza in Room 216. Members of the Tower staff and the first hour publications class are not eligible for the prize. This puzzle was created by Artheda Spencer.

1 J A I R C L A U S E	2 H M A L E T	3 B A T C H E M	4 H E M P E T E S T
5 M A I D I N G U S T R I A N	6 J O L T A M R O D U C T I O N	7 T H E W H I T E N L G H T	8 K I T E A L O U S Y
H A M M E R		9 L O T H O T E L	10 L A R K G I N