

Adams Students Dominate City Science Fair

MUELLER, GUENTERT, DARSEE RECEIVE GRAND AWARDS

Adams students walked off with three grand prizes and seven first place ribbons at last Saturday's city-wide Science Fair held in Washington High's gymnasium.

Greg Mueller and Bert Guentert, Adams sophomores, won the two grand prizes awarded in the fair's Senior Division (grades 10 to 12), while John Darsee received one of the grand awards in the Junior Division (grades 7 to 9).

Heart-Lung Machine

Greg won his grand prize in the fair's biological division with his model of a heart-lung machine. Greg constructed his project, a machine used to take over the heart's functions during heart surgery, with the help of a \$100 grant from the Heart Foundation.

Bert's award came in the physical science division of the fair, with his exhibit concerning the distillation of sea water into fresh water. His exhibit included a distillation system suitable for use in lifeboats.

John, winning the Junior Division biological science award, exhibited his experimentation with the production of cancerous growths on mice

with the use of tobacco, tar, and acetone. John's project also won for him a special award given by the County Medical Society to a student in the junior division human physiology and health division who shows the best promise for a medical career.

Other Winners

First-prize winners from Adams in the Senior Division were the following: Phil Armstrong, microbiology; Greg Mueller, physiology and health; and Bert Guentert, chemistry.

The following Adams students won first-place ribbons in the Junior Division: James Vargo, general zoology; John Darsee, human physiology and health; Doug Nimtz, mechanics; and Steve Raymond, earth sciences.

IU Names Martin Science Finalist

The Indiana Academy of Science and Kappa Kappa Kappa have named Dick Martin, Adams senior, a finalist in the sixteenth Indiana Science Talent Search.

Dick and Mr. Ernest Litweiler, Dick's school sponsor, were invited to participate in the Junior Scientist's Assembly, held last weekend at the Indiana University Medical Center at Indianapolis.

During the assembly, each finalist was required to exhibit materials related to his project. Dick's project concerned the effect of barometric pressure upon white rats. Each finalist was then interviewed by the Science Talent research committee.

Award and honorable mention winners were recognized at the Honor Luncheon on Saturday, March 16. Dick was given honorable mention.

Undergoes Tests

There has been an unconfirmed rumor reported to the TOWER concerning the whereabouts of Aquila Chrysaetos Rex, Adams eagle and mascot. An Adams senior reported that, upon visiting the cage at Potawatomi Park Zoo he found the cage empty. Trainer Dick Martin revealed that Rex is undergoing certain medical tests. The TOWER will have further information concerning Rex in next week's issue.

JUNIORS PLAN CLASS DANCE

The junior class will present "Ebb Tide," its class dance, in the Adams auditorium on April 19, from 8:30 to 11:30 p.m., with Eddie Knight's band providing music.

Crowning of Queen

One of the highlights of the dance will be the crowning of the junior class queen. A court will be chosen in junior home rooms, and the queen will be selected by a vote of students at the dance. Bruce Montgomerie is in charge of the crowning ceremonies.

In order to attend the Junior dance, at least one member of each couple must be in the Junior Class at Adams. All those who do not attend Adams must be registered before the dance in the office.

Don Schultz is general chairman of the dance. Other committee chairmen are the following: publicity, Barb Tomber and Jackie Minkow; decorations, Janice Firestein and Nancy Naus; refreshments, Sally Lumm; and clean-up, Tom Poulin.

On Sale Next Week

Tickets for the dance will go on sale next week. The sale will run until the day of the dance. During the week before the dance, the tune "Ebb Tide" will be played in all junior home rooms. Also during that week, juniors will give skits in the halls to advertise the dance.

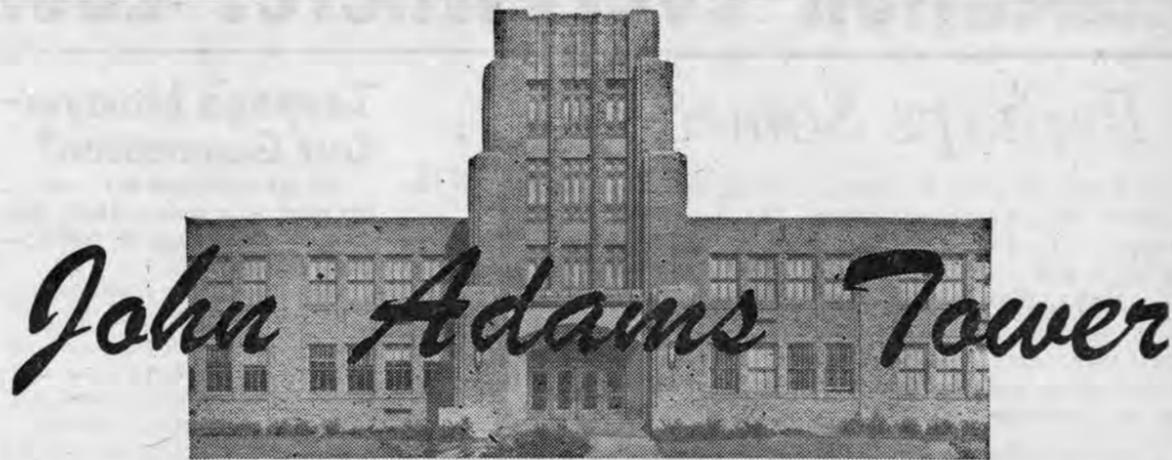
Mrs. Joseph Bunte and Mr. Charles Bonham are Junior Class sponsors.

First Prize Won By Adams Artist

Bill Olcott, Adams senior, recently won first prize in the Progress Club Art Exhibit. He was awarded a scholarship to the South Bend Art Center Summer Session, valued at \$25.

High schools in the South Bend Community School Corporation participated in the exhibit. Each school contributed about ten paintings. A Washington High School student placed second, while third place went to a student from Riley.

The artists will receive their awards at a Progress Club meeting on April 2.



Vol. 23, No. 21 JOHN ADAMS HIGH SCHOOL, SOUTH BEND, INDIANA Friday, March 22, 1963

Tower Achieves First Place Ranking

The John Adams TOWER has recently been named a first-place winner in the Columbia Scholastic Press Association ratings. The CSPA, at Columbia University,

New York City, conducts a yearly ranking contest for high school and college newspapers and magazines.

To be rated by Columbia, the TOWER sent in copies of the paper beginning with last year's May issues, which this year's staff put out. These issues, up to that of December 7, were submitted to a board of thirty highly qualified judges and were rated on the basis of 1000 points. The TOWER achieved a first-place ranking by scoring more than 850 points.

The TOWER's first place was one of eight in the state of Indiana. Mishawaka's ALLTOLD was the only other paper in this immediate area to receive a first-place ranking.

The staff will receive a booklet from the Association in a few weeks listing their exact score and giving a page-by-page analysis of the material in the TOWER.

News In Brief

Eagle Ethics

will sponsor its annual spring clean-up next week. Members will conduct a thorough check of all desks and lockers.

March 29

marks the end of the first nine weeks. Report cards will be issued after spring vacation.

Spring Vacation

begins next Friday at 3:00. School will resume on April 8 at 8:10.

Washington's

Drama Club will present "I Remember Mama," by John Van Druten, on March 21 and 22. Tickets are 50¢ for students and 65¢ for adults and are available at the door.

English contestants

who will represent Adams at the Indiana University Achievement Day Tests are the following: Carol Gebhardt, Claire Cook, Mike Welber, Dave Larson, Pat LeKashman, and Margie McHugh, seniors; and Diane Mundell, Wayne Parker, Ann Partridge, and Mike Jones, juniors.

MONOGRAM CLUB SOC-HOP TONIGHT

Tonight the Monogram Club will present its annual soc-hop in the Adams Little Theater. The dance will begin at 8:00 and last until 11:00.

The main features of the evening will be entertainment provided by students. Several singing groups, bands and skits will be presented. Records will provide the music.

Tickets for the dance may still be obtained through the home rooms and at the Four Corners booth and are 50¢ apiece.

John Blair, general chairman; Don Martens, tickets; Rick Myers, decorations; and Jim Naus and Vicky Van Horn; entertainment, are dance chairmen.

Mr. Duane Rowe is Monogram Club sponsor.

Hi-Y to Present Spring Assembly

The Adams Hi-Y will again present its Spring Assembly for the Adams student body on Friday, March 29. The assembly is presented in conjunction with spring vacation and the Easter holiday.

Max Arens will open the assembly with a prayer. Tom Calder, Hi-Y president, will introduce the guest speaker, Reverend E. Richard Haley, pastor of the Epworth Memorial Methodist Church.

Junior and Senior Glee Clubs will provide music for the assembly.

Weaver to Paint Mural for Waltons

Mr. Larry Weaver, John Adams art teacher, has been commissioned to paint a mural to be hung in Mr. Ernest Litweiler's biology room. Adams Waltons are financing the mural.

The mural, which will measure nine feet by six feet, will depict mallard ducks flying over a pond. Mr. Weaver will complete the mural in April.

Art Course Offered

The South Bend Art Center is now offering an art appreciation course for high school students. The class, which will be held at the Art Center's temporary quarters in the old YWCA building, will begin on April 6.

The class, taught by Mrs. F. Richard Kramer, will be an introduction to great art in terms of painting, sculpture, and architecture. There will be ten weekly lessons on Saturday mornings from 10 to 12 o'clock.

The course costs \$2.50 for Art Center members and \$5.00 for non-members. In order to register, interested students should call the Art Center by March 25.

N.D. Sponsors Collegiate Jazz Festival

The University of Notre Dame will again present its Collegiate Jazz Festival, "The New Stream in College Jazz," on March 29 and 30.

The Collegiate Jazz Festival is a series of four sessions including a jam session and a jazz forum. During the sessions, held on Friday afternoon and evening and on Saturday afternoon, a panel of five judges will rate entries in eleven different groups. Entries, who come from all over the nation, are college students who have formed jazz groups, bands, or combos.

On Saturday night, finalists in the different areas will again be judged and winners determined. Scholarships and instruments, as well as national publicity, will be given to winners.

Tickets for the festival, which will take place in Washington Hall on the campus, are available through Linda Rowe in home room 109 or at Central 3-5380. Tickets cost \$2.50 for all four sessions.

Education Everywhere: Looking To The Future

Perhaps Someday . . .

He died in May, but on the day of the funeral snow was falling — the radiation in the air causes strange things to happen, you know. Not many people came to his funeral; not many people cared. Just one less person to pick on, they figured. Poor soul — the world was so cruel to him. Why, just the other day I was saying to him, "Joe, we teenagers can't even enjoy a good cigarette any more without having to worry about lung cancer." But after a serious philosophical discussion we decided that we might as well "eat, drink, and be merry" for tomorrow we may die — the adults in this world will probably see to that!

I gave the elegy at his funeral. I may have trouble writing themes, but I was inspired writing this . . . I merely told the truth: Teenage Tensions led to his death. He had a miserable childhood: first his parents made him smoke; drinking beer was next, then MIXED DRINKS. Every morning he took pep pills with his coffee, for his parents wouldn't let him do homework until late at night. And as if family problems weren't enough to contend with, the poor kid had to worry about the world, too. Everytime he was a bad boy his father threatened to release the bomb, and he just couldn't have his usual blast at Fort Lauderdale during Christmas vacation with Cuba so near . . . and now I. U. was requiring College Boards!

All we kids were in tears by the end of my elegy for our buddy Joe Teen and for ourselves. He certainly was representative of our plight — symbolic of the sad situation the cruelty of the adult world has placed us in. Joe, you were a martyr and perhaps someday you will be made a saint . . .

—PLEK

A TV SET INSTEAD OF A TEACHER?

Another one of our improbable little tales: what if we replaced our teachers with TV? What if a student merely pushed a button and tuned in an hour's lecture?

There would, of course, have to be a few bugs to iron out first. The system would probably have to work on a remote-control basis to insure its being turned on and kept on. This could be done by having a transmitting system in each classroom connected to the central office, which could break into the program by flashing cards on the screen with appropriate admonitions: go get an admit, go down to the office, put that comic book away, and so on. This would also enable the office to check on attendance and to insure that the "scholars" were actually watching the sets. Then there should be insurance against re-runs, interference, and spending the hour watching a card which proclaims: "The trouble is not in your set, but when it is . . ."

Having established these fundamentals, we shall now proceed to examine the system in operation.

The typical home room situation may not be much changed: you get to school after finishing Continental Classroom, go down to the office for an admit, and goof off while the instructor reads the bulletin and gives instructions for filling out a form. The study halls would be monitored by a set on a swivel platform which would keep its baleful eye upon the entire assemblage. In a biology class, you try to do your grasshopper as the instructor does his and copy the diagrams of the circulatory system as it is shown on the screen, but heaven help you if the set breaks down in the middle and a test is scheduled for the next day. A social studies class might be shown a newsreel in which teachers are picketing the television stations and school administration offices.

There is no question that school would be different. For instance, prestige would depend on whether or not a school had color, and Adams Eve would feature the Hi-Y against the TV Repairmen's Union. But the question is: would we be able to tell the difference?

—Lois Hacker.

Teenage Martyrs— Our Generation? PROGRESSIVE EDUCATION — A CHALLENGE

By DIANE HUSTER

"We are sacrificing our youth on the altar of a future which they are not given time to build."—Margaret Mead.

Last December, approximately ninety students in Mr. Schurr's English classes were asked to write interpretations of this quotation. The resulting themes presented an interesting pattern of thought evidently prevalent among teenagers today.

Of eight-six who wrote themes, seventy-nine students said, in effect, Yes, youth are being cheated by adults who:

- exploit teens' value as consumers (Madison Avenue motivation psychology approach which uses commercials in which radiant teenagers are shown using the advertiser's product)
- try to relieve their youth by pushing their children into things at which they have either failed or were very successful
- have left the world in such a horrible shape that it's going to be extremely hard for youth to patch it up.

Being accustomed to the conventional school system, it is difficult for us to imagine the existence of a system of education in which there are no required courses, no tests, and no grades! Wonderful, you say? You'd goof off all day and never do a stick of work? Chances are that if you were subjected to the progressive educational system at this stage, the above thoughts would be foremost in your mind. Yet, at the present, this progressive movement in education is being used successfully in an experimental stage.

Makeup of Class

A progressive class is made up of about 25 children of no special abilities, placed under the guidance of one teacher who carries the class from kindergarten to the 8th grade. The success of progressive education upon the use of the belief that throughout this time the student's interests are primary and at all times placed before any established plan or curriculum. The progressive teacher does not force any knowledge on her students. She only arouses their interests and their curiosity until they ask her about a particular subject. At this point, she guides them to the proper source and suggests that they look into it.

Though the papers were not all as extreme as this, they generally presented the teenager as "Martyr Number One." However, seven people decided that the teenagers could not blame adults and take a defeatist attitude. They said, in effect, We have a responsibility to start where we are and to strive to make this world better. We can't fritter away the mental and physical acuteness of youth, which after all is the time for making discoveries (Cont'd on page 3, col. 5)

Yet, understandably, all students' interests are very different. Due to this, a stranger walking into a progressive classroom might be shocked to find groups of students about the room, each engrossed in research on their own particular fields of interest. The majority of progressive schools are directly connected with a college or school of education. In such instances, it is not at all unusual to find elementary progressive students in the campus library during the school day, busily reading in connection with their project.

Reading by Curiosity

How do they learn to read in the first place, if the teacher does not force this on the class as a whole? Reading is taken on by a student as he feels the curiosity to learn it. The teacher may read to a group from a book, leave the book lying on a table, and go out of the classroom. Upon her return, she may find several students gathered around the book asking her how the story ends. The teacher usually suggests that they look through pictures. In time their curiosity is aroused to the point at which they ask about the various words on the pages. The teacher then begins to show them several phonetic sounds and letter combinations on the board. By this method, several students in the class begin reading far sooner, some much later than others.

Before reading is learned, the students spend their time freely exploring various areas, and, under the guidance of the teacher, they try to discover in just what fields their interests lie. When reading is fundamentally behind the student, he is given the complete freedom to spend his school day as he wishes. Some may go to a public library downtown to do research, others may stay in the classroom and work. This work is centered around a project which each student chooses from intellectual curiosity about the subject. These projects range from a fourth-grade boy's fifty-page research paper on space travel (which, by the way, had to be taken to a college professor in physics to be checked) to a third-

(Cont'd on page 3, col. 4)

Exchange Students Discuss Their Schools

How do schools in Pakistan and Sweden compare with the ones we know? I asked our exchange students, Farida Agha and Edward Broms, about this, and their answers were interesting.

School attendance is not compulsory in Pakistan, but Farida says that most people do attend, for only in this way can they expect to get ahead in their communities. Children begin kindergarten at five and continue it for four years — similar to our first four grades.

Called Standards

Then, before entering the next seven grades, which are called standards, each student must choose between two systems. One system, called the Cambridge, is the British standard of education. In this system, all examinations are obtained and graded in London. Very few students enter this system, for it is taught only in private schools in large cities.

The other system, called the Matric, offers a course of higher math and sciences. It is taught in English in the private schools and in the public schools in the native language, Urdu.

Farida states that most of the people in the upper and middle classes go to private schools, while those in the lower classes go to public schools. Since there is only a six-week break in the summer, Pakistani students graduate from high school after the tenth grade. In the last seven grades, they take at least five or six solids — with no study halls.

Change Undertaken

It had been the custom for a student to go on to college for five years after he graduated (three years if he came from the Cambridge system). However, last year it was decided that students from the Matric system should go to a higher secondary school for two years before entering college — mainly because they weren't old enough for college. The students strongly objected, though, and this idea was later dropped.

In Pakistan, Farida says, most students go on to college. Higher education is not expensive, and almost every sizable town has a college. Farida also mentioned that there were almost no dropouts in her educational system.

In Sweden, Ed related, students start school at seven and attend kindergarten for two years. Students then spend four years in grade school. At the age of ten, each Swedish student must take very thorough tests. Then, on the basis of grades, they are separated into two schools. Those in the lower 50% of their class go on to what eventually develops into a vocational school. Students with higher grades go to a more academic school, where they stay until they are fifteen, taking about ten solids in the process. Regardless of the system, all students start English at 11, and their programs are planned for them until 13. At 13, those in the academic school also start German.

Graduate at 15

After graduation at 15, Ed says, about 60% of the students go to trade school. However, those with good enough grades go to the next school, called the Gymnasium, until they are 18. Here, one takes 10 to 12 solids (Cont'd on page 3, col. 1)

JOHN ADAMS TOWER

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Segregated Study?

I can see it now. The wall . . . cruelly separating loved ones and enemies, friends and foes. The wall that separates the sexes, that's what it's called. Let's peek into each sector of this divided home. . .

In the back of the room, two boys crowd around the six-by-twelve foot mirror and apply Greasy Kid Stuff to their hair. One group is playing cards (Old Maid) and another is huddling around a transistor radio listening to an opera. Three fellows in the corner try to outdo each other with clean jokes. The teacher is incoherent because of the ear-phones in his ears and the newspaper on his lap. The process of studying and learning is clearly evident.

In the female section of the room, two rows of girls glance through notes and books as they sit under hair dryers. A serious problem is being considered in the last row: how many outfits can be made from four skirts, six blouses, and three sweaters? Of course the answer is two, and the girls must convince their mothers that they are badly in need of clothes. The rest of the chatter, of course, consists of boys, cars, money, and algebra. Algebra? Oh yes, some odd ball in the corner can't get a problem and has the nerve to ask one of the other girls who is busy.

School City, you can separate the ill-mannered, criminally minded, intellectuals, existentialists, and transcendentalists, but please don't segregate the study halls!

—Andrea Schneider.

TEACHERS: M OR F

Which do you prefer, male or female teachers?

Cyndee Miller—Men — women are more set in their ways.

Judy Miller—Male — if they're good looking, they hold my attention.

Mary Dee Liss—Males — opposites attract.

Cynthia Olcott—Females — men are too distracting.

Gene Morgan—Females — they talk more so we get less done.

Dick Mueller—Females—they're easier to persuade.

Ken Price—I can't get along with either.

Jim McNaughton—Males — nobody can understand women.

Edgar Kowalski — I'm for mechanical teachers.

Pat Harrigan—Male — they are more strict because they're males.

Dick Foley—Females — I can wink at them.

Kris Peterson — I don't know. Ever since my alarm clock rang under the wrong pillow, I've been rather flustered.

EAGLE QUILLS

"Surely you can't be serious!" my mind screamed the words again and again, and finally they forced their way through my pallid lips. "This must be a joke!"

Of course it was. It was all a big prank. It had to be. The man at my side pinned my flailing arms down and grinned affably, as much as to say, "Sure it is, buddy. Sure." And we walked on. A sea of unsympathetic faces swam before my eyes. My appearance brought forth sharp exclamations and rough laughter from the throng. Sitting demurely in the background was the little school-house, whose bell would soon be tolling the mournful death chant —my death chant. With a wry smile I recalled the days when I had wished never to see that place again.

All of a sudden it didn't seem so bad. My eyes continued to sweep across the old familiar buildings, even pausing at the old post where I had once carved my name; now the name was barely discernible after the wear of the years—rubbed out, as I was soon to be. And in the very center of it all stood the platform, with a path obligingly cleared through the shoving throng so I would be sure to reach the steps without any trouble. Funny, I thought as I advanced. Funny. I had long since ceased my gyrations, and now I was walking upright, boldly. But brave as I seemed, it took all I had to climb the well-worn steps and over to the structure that loomed high and foreboding in the center. With a sinking feeling I stood by it, watching the warden approach, and felt the noose slip over my head.

A last desperate glance showed me the people I had once known and loved, the town in which I had lived, familiar things causing my brain to whirl. Many incidents of my past flashed across my mind in rapid succession as I stood staring at the ground. Staring at the strange shadow I made—that of a condemned man and a gallows, outlined in sharp detail on the ground by the golden fingers of sunlight. Strange that it should shine so brightly today. Or was it really? Suddenly I knew that it fitted in with the rest, completing the picture; it was for me to die.

—Chris Larson.

Progressive Education

(Cont'd from page 2)

grade girl's three-year project of reading the World Book Encyclopedia. (The three year time span is due to the fact that she did extra reading on all subjects which she found especially interesting.)

Does Not Rob Student

The intense concentration on these projects would seemingly rob the student of a background in fundamentals such as writing, spelling, and arithmetic and keep him narrowly confined to knowledge in one minor field rather than a well-rounded background in all subjects. This, however, is not the case in a successful progressive system. For example, a boy interested in outer space would get necessary spelling and writing skills through the teacher's comments on his writing project. Similarly, should he want to know how far one planet is from another, the teacher could show him to subtract their respective distances from the sun. In this manner, the basics are woven into the students' interests to make the whole learning much more enjoyable.

Students in the progressive system of education develop acute curiosity and interests which are often lost in the conventional school system. Their school day does not end at 3:15, because this highly developed curiosity within them refuses to let them be content with a mere surface knowledge. They become so interested in their research that they find themselves constantly sharing their knowledge with their classmates. As a result of nine years in the progressive system, they are better-developed individuals who

know their abilities and are not afraid to go beyond the accepted mode of learning.

Since 1920

This progressive movement of education has been in experimental use in the United States since 1920. Students going into the system with below-average intelligence have been known to place far above average in their high school and college classes. Yet there is little hope for any great transition from conventional to progressive education. This is due to the lack of teachers qualified to teach a progressive class, for these teachers, besides having a degree in psychology, must have a solid background of knowledge in a great variety of fields. Although the progressive system will probably never take over as the accepted system of public education, numerous methods are being borrowed and added to conventional classrooms. Sociograms, ability-grouping, counterquestions, and even getting-off-the-subject are being borrowed from a system of "organized confusion" — progressive education.

(We wish to express our thanks to Miss Rosemary Zerbe, student-teaching under Mr. Truex, who furnished a great deal of helpful information for this article.—Editor.)

Teenage Martyrs — Our Generation?

(Cont'd from page 2)

and formulating ideas, and then scream "I wuz robbed"—by selfish adults who are sacrificing and rushing us.

Consider. Are we teenagers being molded to conform to the values of an adult world, or are we shying away from our responsibilities?

—Jan Hadley.

• Mrs. Weir really encourages showmanship in her classes. During Jerry Wallace's book report, for example, Mike Roessler held up a sign which read "Do we applaud now?" This was certainly unnecessary. Of course, we applaud!

• According to one literature class, Lucius Brutus was to the Romans what George Washington is to us — DEAD!

• We hear that Charlie Pfeleger won the part of Portia in the play "Julius Caesar." Lots of luck Charlie (you'll probably need it!).

• With all the fire drills, storm drills, and electric drills, things can get a little confusing. Someone was heard to remark during last week's drill, "Gosh, I can smell smoke!" "Don't panic," a passerby replied, "this one a storm is drill and you're just passing the boiler room."

• Judy Groves is the proud possessor of a "Learn to Play Bridge" handbook, which she made the mistake of bringing to World History last week. Everybody else, frantically memorizing treaties, peaces, conventions, and meetings for the test that hour, was thrown into momentary panic when Judy innocently inquired, "Hey, what's the Blackwood Convention?" Nobody had ever heard of the thing until Judy elucidated: "That's when you have four no-trumps and want to know how many aces your partner has!"

• Teen-ager's definition of parents: The sum of the squares on both sides of the family.

Exchange Students

(Cont'd from page 2)

in the liberal arts. Again there is a separation, and those who want to study for the priesthood, to become librarians or teachers, take the Latin branch. The remainder of the students take the science branch. After two years, these two branches also separate into more specialized subjects.

Seven Universities

Finally, there are the universities, of which Ed estimated there are about seven in Sweden. These are very complete and are like our professional schools. Here one studies from four to eight years for his degree. Students study specifically for their career and don't take liberal arts as we do, since they have already had the arts in the Gymnasium. Tuition, books, and sometimes lunches are free in the universities.

From what Farida and Edward have said, it seems countries all around the world are anxious to provide good education for their people. —Carolyn Burgott.

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Award Announced
Not to be outdone by the Progress Club, Ladies' Auxiliary, or the Daughters of American Revolution, the Chess Club will present DARE award to a deserving student. The initials stand for Distinguished Achievement Through Reluctant Effort (There should be a good deal of competition for this high award). Anyone who is a regular stick of furniture on the wall and is forced to study, is eligible. Contact any member of the Chess Club for further information.

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Central Bids For State Title Tomorrow

Crown Awaits One Of Four Powers

Butler University Fieldhouse on the north side of Indianapolis is the scene for tomorrow's climax of "Hoosier Hysteria," the 1963 Indiana State High School Basketball Tournament. Saturday's first game, scheduled for 12:30 p.m. matches Muncie Central and Lafayette Jefferson, while the second afternoon contest, beginning at about 1:45, pits the South Bend Central Bears against surprising Terre Haute Garfield. The two winners meet at 8:15 Saturday night to decide the successor to Evansville Bosse's state crown.

All of the teams have previously appeared as members of the final four. Muncie's Bearcats are seeking their 10th appearance in the championship game and their fifth title, both records. Lafayette has won two crowns and taken runner-up honors four times. South Bend also owns a pair of championship trophies, and was a runner-up once. Garfield never has won the coveted title, but twice made it to the final game before losing.

Muncie Central, ranked second in the final U.P.I. poll and third in the A.P. ratings, owns a 27-1 season record. The Bearcats, under the direction of first-year Coach Dwight Tallman, have been beaten only by South Bend Central, 71-66, on January 19.

Lafayette, the Bearcats' first game opponent, stands 22-5 for the campaign. One of its five defeats came at the hands of Muncie. Veteran Jeff Coach Marion Crawley is seeking his second title at Lafayette and the fourth of his career in Indiana.

Central's Bears now are 25-2 and Coach Jim Powers' club boasts the longest winning string of the four entrants. Central, state champ in 1953 and 1957, has won 18 straight.

Garfield's Purple Eagles, coached by Willard Kehrt, possessed a lowly 3-9 record going into February. Since that time, however, Garfield has ripped off 13 consecutive victories for a 16-9 season mark.

Muncie Central won the Indianapolis semistate by tripping Indianapolis Broad Ripple, 76-67, in the title game. The Bearcats eliminated unbeaten Columbus in the afternoon 79-70. Lafayette walloped little Royal Center 81-66 for the Lafayette semistate crown after edging 1962 finalist East Chicago (Continued on Page 4, Column 5)

Varsity Finishes With 11-10 Record

With two monogram winners returning and the need present for both experience and height, the outlook for Coach Warren Seaborg's 1962-63 basketball team was not particularly bright. But the Eagles surprised many people by posting an 11-10 record for the past season. A 4-5 mark in conference play was good for a fifth-place tie.

Bob Gilbert and Bill Fischer, a pair of juniors, led the squad in scoring with 15.5 and 10.1 averages respectively. Seniors Mike O'Neal and Ken Bradley spearheaded the rebounding, and junior guard Don Schultz contributed strongly to the attack. Other team members were juniors Jim Anderson, Roger Cox, Dick Beale, and Alex Oak, sophomores Chuck Bolin and Vic Butsch, and freshman Emerson Carr.

Impressive performances by the Eagles included victories over Mishawaka, Riley, Elkhart, and Fort Wayne North, and losses to Gary Roosevelt and Penn. Adams was eliminated from the state tourney by Riley in its first game, 57-50.



UNDER THE EAGLES WINGS

By STEVE SINK

Tomorrow is the big day of the whole year in Indiana high school basketball. Who will the state champ be — Muncie Central, Lafayette Jeff, South Bend Central, or Terre Haute Garfield?

After last weekend's prediction record in the semistates, we're just going to suggest Saturday's afternoon results. Muncie should get by Lafayette, and Central is the choice over Garfield. Then, in the championship game, why don't you pick your own winner? We're afraid to. Anyway, tomorrow should be an exciting day.

Only South Bend Central was successful among the four winners we predicted in last Saturday's action. Overall, we managed to call seven of the 12 games correctly to push the tournament forecast record to 43 right and 17 wrong.

Spring sports get under way early in April so schedules are in today's TOWER. Look for the season previews next week.

TRACK

APRIL

- 3—At Washington-Clay
- 5—At LaPorte
- 12—At Goshen
- 16—At Michigan City
- 18—Mishawaka
- 20—Goshen Relays
- 23—St. Joseph
- 25—Elkhart
- 27—ENIHSC Trials at Mishawaka

MAY

- 2—Central
- 4—NIHSC Finals at Gary
- 7—At Washington
- 10—Sectional at Mishawaka
- 17—Regionals
- 21—City Meet at Notre Dame
- 22—City Frosh Meet at School Field
- 23—At Riley
- 25—State Meet at Indianapolis Tech
- 28—NIHSC and NCC Meet at Purdue

BASEBALL

APRIL

- 9—At Central
- 10—Washington
- 11—At St. Joseph
- 16—At Goshen*
- 18—At Mishawaka
- 19—Michigan City*
- 23—At Riley*
- 26—St. Joseph
- 30—Elkhart*

MAY

- 1—Washington-Clay
- 2—Riley
- 3—At LaPorte*
- 7—Mishawaka*
- 10—At Washington*
- 14—Central*
- 17—City Tournament

* Denotes conference games

GOLF

APRIL

- 11—Central
- 16—Michigan City, Adams at Mishawaka
- 18—Riley, LaPorte
- 23—Adams, Elkhart at Goshen
- 25—Central
- 30—Adams, Mishawaka at Michigan City

MAY

- 2—Adams, Riley at LaPorte
- 7—Adams, Goshen at Elkhart
- 10—LaPorte Invitational
- 17—Sectional
- 25—State Meet at Indianapolis

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NCAA Field Down To Four Finalists

The top four college basketball teams in the nation gather tonight at Freedom Hall in Louisville, Kentucky, for the semifinals of the NCAA tourney. In the first game, Eastern regional champion Duke plays the best of the Mid-East, Chicago Loyola. Cincinnati's Bearcats, seeking an unprecedented third straight national title, take on Oregon State in the nightcap. Cincy represents the Midwest region, and Oregon State the Far West.

Duke, second ranked team in the country, matches its 26-2 record against third rated Loyola's 27-2. The Blue Devils made the finals by beating St. Joseph of Philadelphia 73-59, while the Ramblers made it by defeating Big Ten co-champion Illinois 79-64. The Bearcats, ranked number one all season, take their 25-1 mark against unranked State's 22-7. Cincy reached Louisville by dumping Colorado, 67-60, while Oregon State blasted Arizona State 83-65.

Consolation winners at the four regional sites were West Virginia, Mississippi State, Texas, and San Francisco. But now only the four finalists remain from the starting field of 25 teams. The championship game will be played tomorrow night after tonight's losers battle for third-place honors.

Central Bids For State Title

(Continued from Page 4, Column 1) Washington 73-68 in an overtime daylight contest.

South Bend drubbed Huntington 74-53 in the championship game at Fort Wayne, while Garfield surprised favored defending state champion Evansville Bosse 60-55 in the Pocket City finale.

Tomorrow's three games are all on television.



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