

THE TOWER

**John Adams High School 808 S. Twykenham Drive
South Bend, IN 46615**

**There's Hope
for South Bend's homeless.
For an exclusive interview
at Hope Rescue Mission
see page 2.**

Project TEACH makes Adams documentary

by Matthew Trinh

On October 30, 1986, the I.S.T.A. introduced Project TEACH to area high school students. Students attended a meeting at Century Center and then a luncheon at Saint Mary's College.

The I.S.T.A.'s aim was to get students to understand what teaching is all about.

"We tried to answer most of questions incoming students have

Most students who attended the meeting found it very captivating and interesting.

"It was a rewarding experience where I learned new interesting facts about teaching that I never knew before," states sophomore Scott Scheel.

As a result of the meeting, Project TEACH clubs were formed throughout the school corporation. Each school has a certain goal to promote about teaching.

Adams Project TEACH students plan to make a film for incoming freshman.

"Our objective is to make next year's freshman feel welcome when they come to Adams," says junior Mike Buchzalowski.

The film shows the different classes that Adams has to offer and what Adams is all about.

"It offers an idea of what Adams is like," says junior Martin McNarney. "We tried to answer most of the questions incoming students have by interviewing this year's freshman."

The project is conducted and expressed by students of Project TEACH. Students get to do a little reporting and acting on camera.

"This gives us a chance to express our creativity," says Project TEACH student Janine Butler.

One drawback of Project TEACH is that there's not enough student input. The club lacks members.

"Filming requires a lot of class time and there are not enough people to lend a hand," adds Janine Butler.

The problem is when students are video taping, they



Back row - Katrine Gottwald, Kari Miller, Scott Scheel, Janine Butler, Amy Gaglio and front row-Matthew Trinh, and Mike Buczakowski are part of the camera crew for the Project TEACH film.

Tristine Perkins/Tower

have to do it during their class time. Some students cannot take time off from some of the important classes.

"If more students are available, we might be able to arrange a schedule, where students can take turns," points out Scott Scheel.

Anybody who is interested in Project TEACH should contact Mrs. Maza in room 216.

Adams teacher elected NSOA chairman

by Sean Beimfohr

Recently Mr. Lloyd Palmeter, the orchestra teacher at John Adams, was elected chairman of the National School Orchestra Association. This is a teacher-oriented professional organization which is basically a group of directors who conduct in service meetings. There are currently twenty-six members in the state of Indiana.

Mr. Palmeter's prime objective is to "establish a formal state unit of the organization." At the current time there is not really an Indiana organization with bylaws and officers, just members that live in Indiana. He says that "I pretty well have that ready to go."

Lloyd Palmeter became involved while at Kentucky University through the national president of the NSOA, James Godfrey. Since then he has been an involved member, attending chats, seminars, and sessions. According to Mr. Palmeter, he was chosen for the position of chairman because the National High School Honors Orchestra will be in Indiana and because, "I have expressed an interest in promoting it, the organization in the state; they appointed me state chairman."

The NSOA sponsors the National High School Honors Orchestra which was in Anaheim, California, last year. Sabrina Lackey, a cellist and senior at Clay, was selected, by tape and then live audition, to take part in the orchestra. Mr. Palmeter's current project as chairman of the NSOA is to get the National High School Honors Orchestra rolling for next year's debut in Indianapolis.

Mr. Palmeter has a Bachelor of Music in Chamber Music and String Pedagogy from the University of Evansville. By the time he had received this degree, he had attended Kansas University as well as Samford (Alabama). From Western Kentucky he received a Masters of Music in Performance and currently he is working on a Masters of Science in Administration of Non-Profit Organizations at the University of Notre Dame, "To develop the skills necessary in promoting the arts." Mr. Palmeter is a Clay High School graduate.

Mr. Palmeter studied under Vsevolod Lezhnev, a Russian defector, who was the assistant principle cellist of the Pittsburgh Symphony. His most recent cello teacher, whom he looks upon very highly, was Wolfgang Laufer from the Fine Arts String Quartet in Milwaukee.

Mr. Palmeter taught at Greenville High School in Greenville, South Carolina after he received his Master's degree. He then took the job of orchestra director at Mishawaka High School where he doubled the enrollment in the orchestra program. He resigned this job without any intention of taking another one, "But Rocco (Germano, the Adams orchestra teacher at that time) twisted my arm to consider this position, (Mr. Germano was ready to retire)." Mr. Palmeter had been a student teacher under Germano.

Lloyd Palmeter has received the President's Award for Outstanding Achievement in Music from the University of Evansville, as well as many other awards. He is a member of the American Council of the Arts, Music Educator's National Conference, and American String

What's News

Research grant

Betsy Furlong, a junior, has been selected as an American Heart Association Kleckner Award Recipient for her work in the research biology program.

4-H Scholarship

The St. Joseph County Homemakers Association will award two \$300 scholarships for the 1987-88 school year. To apply, students must have been 4-H members for five years or be the child of an Extension Homemaker, must live in St. Joseph County, must be enrolled in a Home Economics or Agricultural related curriculum in an Indiana college by June 15, 1987, be in the upper half of his or her high school class, and have financial need. Application blanks can be obtained from high school counselors or by contacting the St. Joseph County Extension Service, 646 County-City Building, South Bend, 46601. Applications must be received by April 1, 1987.

Junior Rotarian

Guy Hamilton has been named Junior Rotarian for the month of February.

Carnation sale

Student government will sponsor a Valentine's Day sale. Carnations will be sold for \$1.00 a piece from February 6th to the 12th. The carnations will be sold at the cage during A and B lunches and will be delivered during homeroom on Friday the 13th.

Teacher's Association. He attended the International String Workshop in Innsbruck, Austria, in the summer of 1984 as well.

Mr. Palmeter had been thinking about putting together an orchestra that would take fifth and sixth graders from the Mishawaka schools and make one orchestra from them. As it turned out, the South Bend schools already had plans for an orchestra of this sort with Denise Kuehner as the conductor and chief organizer. On Monday, the twelfth of January, the Academy Youth Orchestra met for the first time. He has offered his assistance to this effort.

Right now, the long-standing South Bend Youth Symphony is held at IUSB every Saturday morning for seventh through ninth graders. As an expanded program for students, beyond this and the Academy Youth Orchestra, a High School Core Orchestra for tenth, eleventh, and twelfth graders is being considered. "I think that there is a need for it (a core orchestra) in the area. As I attend conferences and workshops and hear Honors Orchestras from other communities, I realize that this community could put together a world-class high school age honors orchestra." Mr. Palmeter said that he, "Would be very willing to help out in that project in any way I could." He does express some concern in that students are so busy with school work, outside work, and other orchestras that they would not have the time for a core orchestra but, "I feel that if we get a quality group established that students will forego other things to be in this orchestra."

Local organization helps teens' troubles

by Gabrielle Mickels

Have you ever sat down with your friends and discussed such serious subjects as teen suicide, alcohol and drug abuse, or eating disorders? Probably not, not many of us have, but there is a group of Adams students who do on a regular basis. These 8 students, along with their sponsor Mrs. Weldy, the nurse here at Adams, belong to a larger group of students who attended the Matthew Lane Youth Conference. Along with students and their respective sponsors, from the 9 area high schools, they attended workshops, seminars, listened to speakers, and participated in activities related to the problem subjects. The seminar was sponsored by the Mental Health Association, and by the memorial contributions sent to the Lane family when their son, Matthew committed suicide last year.

Instead of just talking about these problems, this group is actually doing something about

them. They are trying to inform and educate other youths and peers on the dangers concerning drug use, alcohol abuse and suicide. By visiting the 5 elementary feeder schools, and talking to the 3rd grade classes, the Adams students hoped to leave an impression on the children's young minds. On December tenth, the group planned a visit to Dr. Randy Isaacs' Adolescent Psychology class and speaking on what troubled teens are actually thinking, and why youths don't ask others for the help that they need.

Future plans include the participants of this conference to merge with the local S.A.D.D. chapter, and sponsor a community awareness week.

Mrs. Weldy is extremely pleased with her group and believes they should all receive the recognition they deserve. They are a boy and a girl from each grade including: Liz Sweeny, Chip Dunfee, Angela



Mrs. Weldy and her seemingly short group prove that they, too, can handle tall problems.

Steve Hartman/Tower

Holmes, John Anella, Vicki Bybee, Angela McDonald, Pat Kuel, and Mike Buczowski. Mike even commented, "Kids never really realize how close to home these problems are until

they learn about them. They always think it will never happen to them, but it could."

Besides being hard workers, Mrs. Weldy is proud to be a representative of these kids who

like what they are doing. She revealed, "It's been a good group. They don't shy away from responsibility, and they are very willing to do the work they put out."

Helping the homeless is a great experience

by Jim Cowen

The thought of homeless people is often characterized with large cities such as New York or Los Angeles. However, South Bend also shares in this increasing problem.

The Hope Rescue Mission located on 532 S. Michigan provides help for the homeless. Known for the slogan "Not a flop house," the mission offers an impressive amount of services including shelter, meals, clothing, counseling, social services, spiritual enrichment, and transportation.

Feeding and clothing someone may get him through the night, but the mission strives to help the person with the complication that brought them to their present situation. "We'll put someone up for the night," explains Chaplain Arnold R. Bolin. "But if they plan on staying here we want to go into their history. The only way to help them is to find the source of the problem that got them here and correct it." Going into their background includes reviewing medical history as well as former education. The majority of the people here haven't graduated from high school and lack basic learning skills," explains Mr. Bolin. In this case the counselors would arrange for schooling. Other services include welfare, food stamps, job training programs, and vocational training.

What kind of people come to the mission? "Most of the people are alcoholics, mentally ill, or habitual drug users," explains Mr. Bolin. "Some are simply wanderers who are alone and have



Victims of poverty find comfort and a roof over their heads at the Hope Rescue Mission.

Jim Cowen/Tower

no place to stay." One such wanderer named Jim spent sixteen years in the Navy where he served one tour in Korea and two tours in Vietnam. After his duty, he suffered two major heart attacks in the same week and had to have a double

bypass surgery. Now unable to do any heavy labor, Jim sits in the recreation room watching television hoping to get his disability pension from the government. "I could do phone work or something like that," states Jim, "But

that's not me. I'm used to driving a truck or doing heavy labor."

Probably the hardest people for the mission to help are the mentally ill. "Hospitals save money by releasing mental patients who aren't considered 'dangerous.'" The patients don't know what to do and can't survive on the streets so they come to the mission," commented Mr. Bolin. "We don't have the facilities or the staff to accommodate the more serious cases so we have to refer most of them somewhere else."

"The people who come in here basically haven't developed any responsibility or learned a sense of self-discipline," states Mr. Bolin. "One regular at the mission received his disability pension and then disappeared. A few days later, he returned with no money explaining that he had been staying at the Marriott Hotel down the street." Through counselling and social service programs the mission hopes to give a person the ability to understand responsibility. Some of the cases, however, are not able to be corrected. In his career, Mr. Bolin has had two medical doctors stay at the mission who have simply folded in under the pressure of the job.

Since its opening in 1954, the Hope Rescue Mission has served over 21,000 different people. Although the work isn't easy, the feeling of self-satisfaction gained from helping is incredible. When asked how he felt when one of the residents at the mission got back on their feet, Mr. Bolin simply nodded his head, smiled and said, "Great."

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Jessica Mock rides high to glory

by Rita Deranek

What started out as a simple interest is today a major part of junior Jessica Mock's life. Horseback riding has become an intriguing facet of her daily schedule. For the past five years she has been training in hopes of achieving her ultimate goal.

Jessica became interested in riding when she visited Camp Eberhart during sixth grade year. She then took lessons for two years and leased her first horse, Cricket, until early 1985. And because riding was so important not only to her, but to her mother as well, the Mock's bought Juan's Pride. Pride, as he is called, is a black and white paint gelding. He is also the horse she jumps with. She is now jumping four and a half feet high and five feet wide. That is good news to Jessica, because Olympic jumping hopefuls jump anywhere from four and a half to six feet wide.

Jessica trains under Barb O'Day and boards three horses at Dan-Bar Farms. The Mocks now own three horses. Juan's Pride, Tag's Cutie, a brown and white paint mare that is pregnant, and Titan's Flirt Too, the world class

paint stallion.

Jessica has been competing for four years and the past summer she won the high point award for the fourteen years and older division of the Run Jane Run sports events sponsored by the YWCA. She said, "It was very rewarding to win, many times hard work gets unnoticed and this makes it all worth it." She also has been involved in the area 4-H competitions. Her bedroom walls display her many achievements in form of ribbons and plaques.

Jessica hopes to continue training throughout college. She is presently considering Purdue or going overseas to major equestrian areas of Germany or England. She is planning on studying communications and maintaining her horse training. Jessica Mock's other major goal is to qualify for the equestrian team of the 1992 Olympics. Both her trainer and her mother feel, "That with proper training, hard work, and determination, Jessica will someday make the Olympic team." Her optimistic attitude and her drive should help Jessica succeed. Jessica's ultimate goal is the Olympics and nothing will stop her.



Jessica Mock, aboard Juan's Pride, trains for a dream birth on the US equestrian team of the 1992 Olympics.

Picture courtesy of Mrs. Mock



Freshman center Jamie Jameson soars over St. Joe defenders for an easy basket during the Eagles 60-45 win. This first round victory of the city freshmen boys basketball tournament advanced Adams to a second-round loss to Schmucker. Steve Hartman/Tower

Basketball team forges ahead despite mumps epidemic

by Karl Roemer

A mump epidemic can do dangerous things. The boy's basketball team attests to that so far, with 4 players sidelined. This particular mump virus has plagued the whole school system, with one high school reporting 40 cases. But even though starting seniors Ted Scheel and Gary Giger have been infected, the Eagles boast an impressive record.

The Riley matchup before Christmas showed good signs. Adams beat the 19th-ranked Wildcats in a nailbiter at "Hadaway's Shack" by one point. "That was our biggest win up to date," said Coach "Flake" Hadaway. Next at the ACC, the Eagles dominated the Holiday Tournament, with 5'9" guard Alphonso Mack working wonders with the ball. Adams dispatched St. Joe and Warsaw (who they lost to earlier in the year), and rolled over LaSalle in the finals. The city now knew that the Eagles were real.

But then in early January, Adams confronted a tougher opponent—illness. After rolling over LaSalle, Adams travelled to Lake Central the next day. The Eagles lost a close game, despite two starters and a 6th man's absence. Clay proved to be tough, but the handicapped Adams prevailed. The following day, Adams took on 14th-ranked Gary Roosevelt, and lost a close game. In the big NIC matchup, the Eagles lost to Mishawaka 78-60.

"I think our progress is great," said senior Ted Scheel. "I think the performance shown without two starters was incredible. To compete with Lake Central, Clay, Gary Roosevelt, and Mishawaka shows a lot of team effort and mental attitude."

As a result of the scant varsity lineup, B-teamers have

gained valuable game experience, and have proved themselves. For example, Brian Frye came in the Roosevelt matchup and shot 5-6 from the floor. Lenny "Big Foot" Kalber has started, and scored a career-high 16 points against Clay. Hadaway commented, "Frye, Kalber, and Orlando Buchanan have all played tough basketball. Because of our illnesses, we've shown our bench to be very deep." Also, Peter Tulchinsky, Scott Ricks, and Bernie Smith now play both B-team and varsity.

On the team's progress, Flake commented, "The Clay win was a BIG win for us. It put us in charge of the conference. And against Gary Roosevelt, we converted only 7-15 free throws, which obviously hurt our chances."

When asked about the big Holiday tourney win and the following games, Scheel said, "We can't get a good win and go downhill. It's not fair to say we're not improving because of our losses. We're sometimes tired, especially during Saturday games. Our senior leadership is hurting because of our injuries, but this (the illnesses) may be a blessing in disguise. During sectionals and regionals, we might be playing two games a day, and the more experienced people we have to put in, the better off we'll be."

The team's success has attracted Tribune attention. But many Adams students are not showing the same enthusiasm. "In past years, we'd fill the balconies, but this year, they've been pretty empty," expressed Hadaway.

"People need to come out, and we could really use their support." For those who insist on excuses, don't try the "sick" tactic. You won't get mumps if you come to the games.

Wrestling has new hope

As the season embarked, the John Adams wrestling team looked bleak. Last year's team was primarily composed of seniors, thus, this year's team returns only one letterman. As expected, the team was not highly successful in the win column.

The brightest spot of the team has to be first-year assistant coach Dave Manspeaker. Manspeaker, destined for a state championship until an injury

forced him to settle for 4th, brings the added knowledge needed to make Adams a winner again. Manspeaker's knowledge along with 3rd-year head coach Rollie Lichnerowicz's excellent recruiting abilities, wrestling is sure to thrive once again at Adams.

The team will definitely be back next year. The lone senior is Adam Bauer. The rest of the members will return next year. In fact, five varsity slots are filled by freshman. Jason Yurasac, Dan Schmittendorf, and Ben Webster

comprise the first three weight classes. Bill Smitley, whose wrestled every match, is at 185 pounds. Richard White, possibly the team's best grappler, wrestles the 132 pound weight class.

"The improvement is visible, too," explains Lichnerowicz. "I've had parents, friends, and colleagues all tell me that. My main goal is to teach these kids as much about wrestling and life in general as I can. I hope that these kids will believe in themselves."

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Editor's Column

Humans have universal understanding

by Gini Petersen

We were all sitting nervously in the living room waiting for him to come. We had been asked to host a Guatamalan refugee for dinner. He had been in South Bend for one week, and would be staying for a few months, before completing the last leg of his journey to Canada, where he would be seeking political asylum. We expected him at 7:00, and it was already 7:05. I kept glancing at the clock, for a part of me didn't want him to come. I was a bit anxious about him coming, knowing he didn't speak English. I hoped a translator would be coming with him. But even so, what were we going to talk about? I knew he was in some kind of trouble with his government, but I didn't know exactly what it was. Would he want to talk about it? Should I ask him about his life in Guatamala? How should I react if he does tell us about it? I looked at the clock; it was 7:10. A part of me hoped he had forgotten all about coming.

But then, I heard a car pulling in the driveway, and I knew I had to go through with it. I went to the door and immediately relaxed as I saw two people get out of the

car. I was hoping the second person was a translator. But my hope was shattered when I learned she knew little Spanish.

I immediately noticed that he was just as nervous as I was, if not more. He hesitantly walked in the door looking a bit disoriented with his Spanish/English dictionary sticking out of his pocket. It was easy to tell that he wasn't used to cold and snow as he clumsily took off his coat and boots.

We all relaxed a bit when the introductions came so easily. A primitive point of the finger and clear pronunciation of the name was all that was needed. His name was Gustavo and he indicated that we could call him Gus.

Our conversation was a bit strained not knowing a common language, but I was amazed at how well we could communicate, despite this barrier. I found myself repeating things louder as if Gus were hard of hearing. But Gus took a better, more interesting approach. He would get out of his chair and act things out. We didn't always grasp the details or events he was describing, but his emotions and attitudes were very clear.

With little use of language, Gus conveyed very well, the pain he had been through. Although, I couldn't understand all the circumstances involved, I could understand that his brother had been killed by Guatamalan police, that he had been arrested for writing about the rights of the Indians, that he had appeared on "death lists," and that his family had been split up. The language barrier kept us from understanding completely, but no words were needed for him to convey his pain and for us to understand it.

Then he began telling us about being in the United States. A look of peace and gratitude came over his face. He spoke of people who had helped him along his journey. We could sense how thankful he was, even though we didn't really understand in detail what they did for him.

When Gus left, I felt an inner peace within myself and was embarrassed at my prior anxiety. I realized that even with cultural differences, there exists some universal understanding among humans. I was reminded that if we transcend the cultural barrier, we can understand one another, allowing us to co-exist peacefully.

Teachers are negative

by Richard Primus

Ever since the publication four years ago of *A Nation at Risk*, the paper on the state of American education which triggered a mass movement of government and private efforts to improve this country's schools, people have expounded many different explanations for the perceived problems. After the cursory judgements concerning inadequate funding or lack of public interest or support, problems with teachers were usually named. It has been repeatedly asserted that we don't have enough teachers, we don't have enough college students training to become teachers, and that those who train for teaching are actually well below the national academic norms.

Many explanations for this phenomenon have been proposed. Many claim that teaching has become a relatively low-paying, low-esteem profession and therefore is not an attractive option to students surveying their futures. This is a reasonable claim to a certain extent, but it fails to realize that many prospective professionals are not primarily concerned with money or prestige, but other intangibles which accompany an occupation.

Most teachers could be working in other professions if they chose, and many could do so at higher salaries. Yet they remain teachers. Clearly, the primary attraction of teaching is not monetary. It is an inner motivation to be an educator, to help develop and train the minds of the next generation. It is the knowledge that a teacher can help open doors and broaden horizons. This is what could — and should — make teaching attractive to students.

Unfortunately, students rarely receive this view of teaching. Subconsciously, students are

aware that they are more familiar with teaching than with any other occupation because they deal with teachers in their professional capacity every day. Tremendous impressions about teaching are formed during the more than four thousand hours during which a high school student faces his teachers. And the impressions generally formed are not exciting ones.

Although many teachers do manage to convey excitement about and satisfaction with their profession, most do not. Without realizing what they are doing, teachers spend large tracts of time complaining about professional problems in front of

students. Teachers speak negatively about administrative bureaucracy in the department, building, and corporation. They speak about time being taken from classroom instruction for assemblies, homerooms, or other purposes. They tell horror stories about problem classes or specific students.

Most teachers' complaints are probably justified. Nevertheless, they severely color the image that students have of the teaching profession. How many students would care to commit themselves to working every day under the conditions which many teachers' attitudes seem to depict?

During my time at John Adams, I have had the luck to study under many teachers who exhibit a genuine relish for teaching. I have also encountered many who do not, and I am inclined to believe that the majority of teachers — unintentional though it may be — fall into the latter category.

I am confident that, if questioned, most teachers would respond that they enjoy teaching. But students are not as likely to ask as they are to observe and draw conclusions. And students are not likely to enter a profession about which the majority of their feedback — feedback which is received every day — is negative.



Sophomore Melissa Nemeth throws a forbidden snowball in the empty school parking lot.

Tristine Perkins/Tower

Lock-out policy reinstated to student's dismay

by Marc Conklin

"Due to the fact that students have taken advantage of the previous policy concerning tardiness, the school will begin a 'lock-out' policy effective second semester."

When hearing the administration use such terms as "lock-out," the student may begin to wonder what kind of institution he or she is involved in. "Due to the fact that students

have taken advantage of sounds more like pouting than policy.

The system adopted first semester was preferable to previous systems. It gave students more of a responsibility for their education and allowed them to learn as much as possible from a class period even if they had to be late for it. The attitude in the past and now with us again is that discipline is more important than education. It is more important that a student be punished for tardiness and

hopefully learn to be on time than it is for that person to learn the material covered that day. Granted it is discouraging and distracting for a teacher to have students constantly walking in late, but it's still better philosophically than being deprived of material.

"Lock-out" produces a lot of imagery - all of it negative. It was all summed up by the reactions of students immediately after hearing the new policy. One voice commented, "They make this

place sound like a prison!"

The idea of a teacher locking a student out of his/her room doesn't do much for student-teacher relationships, either.

The usual response by administration to complaints about policies like these is, "Well, this policy is designed to benefit those who want to learn. How? By getting rid of the trouble-makers who don't." First of all, it doesn't seem in the jurisdiction of the administration

to decide who wants to learn and who doesn't. And if a student appears unwilling to learn, it is not the responsibility of the administration to get rid of him.

In fact, it should be their responsibility to stay with him. Secondly, it is unrealistic to think that a role such as a lock-out policy only affects those who break it. Even if a student is never punished due to breaking the policy, he is still confined by it.

The Tower

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