

The Tower

JOHN ADAMS HIGH SCHOOL



Thursday, May 4th, 2017

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PARKING WOES

ALICE GOULDING - MANAGING EDITOR

Every weekday morning, Wall St. and Twyckeham Dr. – the streets that border John Adams High School – are lined with cars. From parents dropping their students off at the cafeteria doors, to teachers pulling into a Wall St. parking spot, to student drivers parking in one of the back lots, the morning commute to Adams during the seven o'clock hour has always been a busy one. Lately, however, this daily ritual has become stressful for some students who have been unable to find parking spots within Adams' parking lots. As the parking lot reaches its maximum capacity, cars begin to spill out onto Wall St., parking parallel to Potawatomi Park. Some students have found so little parking they've actually parked at the Potawatomi Zoo.

Not only is it frustrating for students to have to search for alternative parking in the mornings, it can also cause a logistical nightmare. "When I'm late, the parking lot just further delays me because I'm either searching for parking or walking a ways [into school]." said senior Sarah DeHorn. The cafeteria doors lock at 7:45 in the morning, so students who are forced to park over five minutes away from the building might have to walk around to the front entrance of the building, which only exaggerates their tardiness.

According to a Twitter poll conducted by The Tower, 91 percent of 140 respondents believe that there's an issue with parking at Adams. 82 percent of 117 respondents reported that they have at some point been unable to find a parking space before school. Finally, 59 percent of 146 respondents believe that seniors should have assigned parking spaces.

Students aren't the only ones who are upset with the administration's handling of the parking situation at Adams. IB History, Philosophy, and Theory of Knowledge teacher Heath Weaver has found the parking lot to be chaotic at times. "Every morning, the parking lot reminds me of the wildebeest migration in Africa - people trying to kill each other to get into a spot," he said.

Weaver also experienced the negative externalities of parking shortages first hand last year when

he had a run-in with a student who attempted to park in a space reserved for teachers. "The parking is so atrocious that teachers have to enforce the rules themselves for teacher-only parking outside door 20. And when I enforced it once last year, for my trouble I got about a seven-foot key job on the side of my vehicle that cost about 1,100 dollars in damage," he continued.

John Adams principal Mr. Seitz acknowledges that there is an issue with parking, and he believes that there are several contributing factors. First, "We have students from [Indiana University South Bend] parking in some of our spots. We do our best to patrol them." He also pointed out that "We have 1800 students, and when the school was renovated, the parking lot was built, the enrollment was only 1200 students."

A senior student who wishes to remain anonymous disagreed with Seitz's assessment that IUSB students are a contributing factor to the parking problem. "I don't think I've ever seen an IUSB student park at Adams. I mean, really, what college student is up parking at some random high school at seven in the morning?"

Seitz also believes that every year the number of students who need to park at Adams will increase. "We have students driving to our campus for the two CTE programs that we offer ... as the school year progresses more students (mainly the sophomores) receive their licenses and drive to school," he explained.

Senior Summer Abu Sheikh believes that students not following traffic rules are also contributing to the problem. "People make their own parking spots along the side of the parking lot, which makes it impossible to leave the lot because you're essentially boxed in. Don't make your own parking spot."

In the past, according to Seitz, students have been asked to park on Hoover Ave. and Greenlawn Ave. when the lot was full. He acknowledges that this is "not the best scenario."

Technically, all students at Adams are supposed to purchase a parking pass if they want to drive themselves to school. Parking passes at Adams cost fifteen dollars and are valid in both the large parking lot behind the cafeteria, at the row of parking adjacent to tennis courts, and at the row adjacent to the cafeteria.

Mr. Cass, the school's accountant, is responsible for facilitating the purchasing of parking passes, as well as keeping a record of who has purchased one. According to Cass, 137 students have purchased a parking pass for the 2016-2017 school year. While he does not know exactly how many parking spaces exist for students at Adams, he is positive the number is higher than 137.

However, senior Ana Marie Broden doesn't see the point of buying a parking pass. "I'm not going to purchase a parking pass if I have to do the Hajj to English every morning," Broden explained. She isn't the only person to express this view; many students asked a similar question: why should I purchase a parking pass if I am not guaranteed parking?

Weaver believes that it is incumbent on the administration, and not on students and teachers, to ameliorate the parking situation: "The only way the problem is ever going to be solved is if someone starts to enforce parking passes and the lines in the parking lot."

Acknowledging that it would be unrealistic to assume that all current students wishing to park at Adams would purchase a parking pass for the last month of school, Seitz is looking at different solutions to alleviate the problem for next year. He hopes to "speak with students for ideas [as this] is always a great place to start," and he is open to any feedback from students. Additionally he's considering limiting who can and cannot drive to and park at Adams, as well as allowing seniors to have designated spots.

Broden believes that parking spaces should be assigned to individual students. "Assign parking spots dependent on age, time at JA, or to people with more than one person in their car."

"We have spoken with the [South Bend Community School Corporation] and Grounds about expanding the parking lot [to] the fence by the tennis courts," continued Seitz, suggesting that adding parking spaces may be a plausible solution. "[We're hoping to] speak with IUSB about any space they may have in one of their lots," he concluded.

Until then, Seitz promises that security guards and other members of the administration will periodically be patrolling the parking lots for the remainder of the year.

THE JOHN ADAMS

TOWER

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UPCOMING SUMMER BLOCKBUSTERS

ALICIA KOSZYK - REPORTER

The newest installment of “The Fast and the Furious” franchise came crashing into the box office Easter weekend. Director F. Gary Gray, who has directed “Friday” and “Straight Outta Compton,” led “The Fate of the Furious” into topping the box office two weeks in a row. The original crew reprises their roles of Dom (Vin Diesel), Letty (Michelle Rodriguez), Tej (Ludacris) and Ian Shaw (Jason Stratham). There are also some new characters that came along for the ride: Hobbs (Dwayne Johnson), Cipher (Charlize Theron) and Eric Reisner (Scott Eastwood).

The film picks up where it left off with Dom and Letty married and Brian (Paul Walker) and Mia (Jordana Brewster) have retired. The opening scene is in Cuba where Dom and Letty are on their honeymoon. Before long, Dom challenges a rival to a street race and wins. Shortly after the race, Dom meets Cipher who ends up blackmailing him into working for her. The story then escalates to Hobbs at his daughter’s soccer game when a special agent approaches and informs him about a device in Berlin that can wipe out an entire city’s power grid. Afraid of it getting into the wrong hands, Hobbs and the crew fly out to Berlin and retrieve the device.

When another car race ensues, Dom betrays the crew and takes the device to Cipher. From then on, Letty, Hobbs and the crew work to-

gether to stop Cipher and get Dom back. Along the way, there are plenty of twists and turns throughout the plot and a memorable ending that remembers the late Paul Walker.

With a successful start for the box office this year, there’s still more to come this summer. Coming up this month is “Everything, Everything,” which is out May 19. The story revolves around Maddy (Amandla Stenberg) who is this ambitious teenager that is stuck inside her house due to an illness. Olly (Nick Robinson) moves in next door and quickly falls in love with Maddy. Together they form a strong relationship together that will make them risk everything.

Up next is the fifth installment of the “Pirates of the Caribbean: Dead Men Tell No Tales” which comes out May 26. Captain Jack Sparrow (Johnny Depp) is back again with a new arch nemesis Captain Salazar (Javier Bardem). The only way for Jack to defeat Salazar is by finding the Trident of Poseidon. Along the way, Jack will need the help of Barbossa (Geoffrey Rush) and Will Turner’s (Orlando Bloom) crew in this exciting new journey for Sparrow.

Next on the list is “Wonder Woman” which comes out on June 2. The story begins with the backstory of Princess Diana of the Amazons before she became Wonder Woman (Gal Gadot). Stranded on an island, Wonder Woman meets an American pilot (Chris Pine) who convinces her she can stop the war going on in the world. Leaving the island for the first time, Wonder Woman will fight alongside men and discover her true powers.

Out on June 30 is “Despicable Me 3.” In this third movie, Gru (Steve Carell) and Lucy (Kristen Wiig) work together to stop villain Balthazar Bratt (Trey Parker) from world domination. In this comical animation, audiences will get to see the minions again along with Gru’s brother Dru.

COME TO
National Honor Society’s
NIGHT *of the* ARTS
May 4, 5-9 p.m.

MARCH *for* SCIENCE

KAITY RADDE - ASSISTANT EDITOR-IN-CHIEF

On Earth Day, April 22, crowds gathered in over 600 cities - including South Bend - across the world for the March for Science. Its organizers described it as a non-partisan movement celebrating science and advocating for evidence-based government policies across the globe.

While this march did not have an explicit political affiliation, it was initially organized in the wake of the Trump administration's denial of climate change, unfounded suspicion toward vaccines, and some of its policies that are perceived as hostile to science. The most imminent proposed actions that inspired the march included potential restrictions on the publication of peer-reviewed scientific findings and threats of budget cuts to some federally funded scientific projects.

In South Bend, approximately 1,100 people attended the march, tripling the organizers' expectations of 300 to 400 marchers. It began in Howard Park and ended in front of the Morris Performing Arts Center, where there were a series of speakers from both the University of Notre Dame and Indiana University South Bend as well as stations for children and adults alike to learn about a variety of scientific topics.

Signs and the people who held them were varied and creative; some referenced things from popular culture, like Dr. Seuss's "The Lorax," a creature who spoke for disappearing trees, while some - like "girls just want to have funding" - were plays on common phrases. The most popular phrase to parody was "make America great again," which was changed to say "make America smart again" and "make America think again."

A common complaint about teenagers is that they're "slacktivists" - people who believe in something, but do nothing about it. However, some Adams students attended the march, in spite of the expectations of their elders.

One such student, Adams senior Alice Goulding, attended the South Bend march despite her lack of a personal affinity for science. "I marched because I believe that the current presidential administration is undermining - or completely ignoring - scientific facts, deeming scientific and statistical research that doesn't support their agenda 'liberal bias,'" she explained. She went on to speak of the proposed budget cuts that would "cut major funding for science and education programs in favor of military spending, a measure I do not support."

On the usefulness of marches, she pointed out two reasons that marches are effective. "One, media outlets often cover them for several news cycles, bringing issues that normally might not attract all that much attention to the national stage." She then went on to point out the constant reelection efforts of politicians: "if they see that a large percentage of their constituents march or support marchers for a particular issue, I believe they will listen."

JA teacher Beckie Hernandez also attended the march "because science is fact-based, evidence-driven critical thinking, and I believe our society is steering away from that as a whole; because the earth is warming and it's causing some disastrous effects and it is at least partially our fault; because renewable energy must be made a priority over fossil fuels; because water is life and we need to take care of our freshwater



SIGN BY: LIA BEATTY

resources; because there is so much more we could be doing to reduce/reuse/recycle; because I have children, and I want them to see that it is okay to make mistakes, change a variable and try again; because everything we do and everything we have can be viewed through the lens of science to make a more complete picture."

She went on to praise the march: "I enjoyed the March for Science. As a nerd, I thought the signs were awesome." She did not believe that the March for Science had an impact on our government, but she did say that "I think the greatest civil rights marches in our history - the march(es) to Montgomery, the migrant worker marches - actually covered a great distance and were more of a pilgrimage lasting several days. Those have more impact than a march around downtown." As far as the importance of marches, she said, "Marches are still a part of the American landscape because they allow us to be a part of something bigger, a movement, [...] and it allows them to be in community with like-minded people."

THE NUMBERS GAME: THE PROBLEM WITH COLLEGE ADMISSIONS

OPINION

MARIAH RUSH - EDITOR-IN-CHIEF

The dreaded process that plagues seniors every year has come and is on its way out - it's a classic topic of conversation between any adult and student, and encompasses a senior's final year in high school: college decisions. The process of deciding which schools a student is interested in applying to may begin for some as early as freshman year, but for most, the panic begins to set in during junior year. For seniors, it's a period of time marked by deadlines, and then by release dates. Most can agree that the college admissions process is one that is overdone and exhausting.

Once decisions are out, seniors can breathe a sigh of relief - that is, if they received admission into either their top choice, or another solid option, and can effectively afford to even attend the school of their choice. Besides all of those factors, preparing to even apply to a university is extremely taxing, especially on top of all the regular schoolwork that is required of students. My mother, who went to an Ivy League school and will not let you forget it, told me for years that it would be easy for me to get into an Ivy League caliber school as well. To this, I would always whine, "But you don't understand the way things are now!" and I stand by this.

Nowadays, numbers are everything, and schools are accepting less and less applicants every year. I am convinced that if you do not have a "hook" or a stellar grade point average, you are tossed aside in that room where it all happens. When you think about it, it's truly ridiculous. We are forced to attempt to give each college a clear picture of who we are and why we should be admitted through scores on tests, our grade point average, and a host of extracurriculars. And, if we are lucky, there are multiple essays required where we can get creative.

But, in addition to the application process, many have to consider financials and the amount of aid given. College is getting more and more expensive every year, with tuition fees rising by 9 percent since 2012 for public four-year institutions, 11 percent at public two-year

colleges, and 13 percent at private nonprofit four-year institutions, after adjusting for inflation. Some universities offer need based aid, meaning that if you are admitted they will give you the money needed for you to attend, but sometimes this includes loans. In order to avoid hundreds of thousands of dollars in loans, many students opt for public state schools or community colleges, making price a weighty factor in decision making. Of course, state schools like Indiana University are often of extremely high quality, but for some students, state schools are their only option. Or, in some cases, students will not be able to afford college at all because of the steep tuition rates.

But then comes the dreaded acceptance rate factor. The number I myself put too much emphasis on these past few years, and spent too many hours googling. I was determined to prove myself to everyone by getting into a college with a low acceptance rate, as if that had any indication on how smart or capable I am. Comparing acceptance rates turned out to be an enormous waste of time in my case, as I was waitlisted at a school with double the acceptance rate of another school I was later accepted to. During my junior year, I would cry to my mother about how I would certainly never get into my dream school because of my grades, and I believed I knew this because I simply could not reach the standards and statistics provided to me on the college's website. We put so much emphasis on numbers and activities that some do just to put on a college application, that we lose sight of what the whole point of this is. The point of college is not to attend an Ivy League school so we can show everyone how smart we are. Acceptance rates in no way are indicators of the amount of promise a person has. The point is to go to a place that we love, and that offers what we need in order to get what we want for our future.

One of my closest friends got into an Ivy League school after going through the taxing process of applying to about twenty schools in total. She worked extremely hard her whole life to get to this point.

Another one of my friends is essentially getting paid thousands to attend a state school, and is majoring in what will lead her to her life's goal. She has also worked tirelessly for her entire life to get here. I can say I am equally overjoyed for their respective opportunities and accomplishments, because they both are doing amazing things and what they have chosen to do is right for them- and that is what this process is supposed to be about. We cannot change what this process has morphed into; a tireless brigade of comparing rankings on websites and joining organizations just for the name. But, we can recognize that it will soon be over, and we will be out in the real world accomplishing what we want and what is actually important. We can try to remember that the school with the lowest acceptance rate is not necessarily the best fit for you, and just because a college rejects you, you are still worthy. It's a numbers game, and a terrible one. But to all the students still in process of determining your future, remember that it is not life or death. Choose wisely, but it is just a name, and you are in control of what happens once you step foot on campus.

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TRUMP'S FIRST 100 DAYS

CASEY CARROLL - REPORTER

April 29, 2017 will mark the 100 day mark for Donald J. Trump's presidency. Just hours after he was inaugurated, Trump jumped to action by taking the first step in repealing the Affordable Care Act, suspending a scheduled insurance rate cut for new homeowners, which was set up by Barack Obama's administration, and ordering a freeze on all new federal regulations that had not been finalized.

On January 23, he signed a presidential memorandum reviving a rule that prevents U.S. funds from going to certain health charities around the world that counsel on abortions. Mostly known as the Mexico City Policy, it was first instituted in 1984 and has been on and off since. Trump also signed off on withdrawing the U.S. from its trade deal with Asia, relieving the criticism the pact received from lack of benefits and its potential to destroy U.S. jobs. Although skeptics are alleviated, many people are worried that breaking this pact will damage our relations with key allies.

January 23 also marks the day when Trump ordered a temporary hiring freeze for federal workers, excluding military and security positions. On January 24, Trump signed executive orders that would make it possible to complete the Dakota Access and restart the process for the construction of the Keystone XL oil pipeline from Canada, upsetting American citizens concerned with the effects on the environment and Native American peoples. Following the oil pipeline, he then signed an executive act directing federal agencies to prepare for "immediate construction" of a wall on the U.S.-Mexico border.

Sustaining his major promise throughout his presidential campaign, Trump planned to build a wall costing from \$10 to \$12 billion. He recently backed off on this pledge, for the time being, due to the pushback from Congress to pay for the 650 mile-long wall. He still plans to build the wall within the next year and a half. Just days after his inauguration, Trump signed an executive order to strip federal grants money from so-called "sanctuary cities," cities protect-



ing undocumented immigrants from federal prosecution. The order also called for the hire of 10,000 additional immigration officers, to build more detention centers, and to prioritize deportation.

Bringing his first week as president to an end, Trump signed executive orders to provide new and improved equipment and resources to strengthen the U.S. military and to enforce more intensive security checks seeking U.S. travel visas. The rest of January consisted of Trump reorganizing his council, signing an order requiring that for every new federal regulation on small and large businesses, two existing regulations must be removed, stating that he wants to end regulatory discrepancy between big and small business, and replacing Associate Justice Antonin Scalia with Neil Gorsuch.

February was also full of national changes. He signed the Wall Street Regulation to ease U.S. fiscal regulations in the Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010 and the Money Manager Rule, which ordered the Labor Department to review a rule from former President Barack Obama requiring financial managers to act in their clients' best interests when handling retirement accounts. Trump also ordered Police Protection, Crime Reduction, Foreign Crime Fighting, the Anti-Corruption

Repeal, repealed Obama's environmental rule to protect waterways from coal mining waste, ordered Regulatory Reform, nullified the rule blocking gun sales to people found to be mentally ill, signed two Women in Science bills, aiming to promote women's STEM fields, signed an order moving the federal initiative on HBCUs directly to the White House instead of under the Department of Education in order to "promote excellence," and signed the Clean Water Act.

In March, Trump signed a travel ban to people from six majority-Muslim countries for 90 days and from Syria from 120 days, rolled back on an Obama about public land, federal contractors, and education, rolled back on environmental regulations, signed an order establishing the President's Commission Combating Drug Addiction and the Opioid Crisis, signed two executive actions on trade, and on April 18, Trump signed the "Buy American, Hire American" executive order, an action aimed at enforcing domestic worker rules and ending "abuses" of the U.S. H-1B work visa program.

Throughout his short time as president, Donald J. Trump executed many acts and roll backs from Obama's previous presidency. The amount of work Trump has accomplished in a small span of time could foreshadow what's to come over the next three years.

What do we do? COMBATING HATE AT ADAMS

KAITY RADDE - ASSISTANT EDITOR-IN-CHIEF

We all like to pretend that prejudice is a thing of the past, or at the very least, a thing that doesn't pervade the halls of Adams. And while most students appreciate the diversity here, there are those who do not.

There are hate symbols that are mindlessly or otherwise carved into bathroom stalls and desks. There are comments and jokes about groups and atrocities that are too often dismissed as harmless, lingering in the air unchallenged.

Recently, Spanish teacher Mrs. Hernandez noticed a swastika on her way into the building. Disgusted, she notified the school's administration, and her first hour class removed it as best they could. The extent of the administration's initial response, an hour after they had already removed it, was that they would send maintenance down to take care of it.

The same day, she discussed the incident with her classes, focusing on the question: what do we do?

That question is tricky and often intimidating. "What do we do?" can have a plethora of tones - a pragmatic weighing of options, an opening to ideas, and all too often, a phrase of desperation that comes with a feeling of helplessness. The latter, unfortunately, seems to be most common when faced with the issue of hate symbols and speech. Especially when, as one student pointed out, "it's not just swastikas."

That is the question that a group of her students, among others, tried - and try - to answer. While this cannot just rest on a handful of students in one class, the *what do we do?* that many of us ask ourselves is intimidating, and these are the thoughts of the group that attempted to answer it.

1: Take hateful comments seriously.

When one of the students in the group mentioned the swastika that Mrs. Hernandez noticed to his CTE class, a few laughed, one even asking, "What's the big deal? It's just a swastika."

"We have to bear in mind that we are reaching adulthood [...] and at some point we have to stop pretending that they don't know."

Before anyone can do anything about this, it has to be recognized that jokes of a hateful nature aren't funny. They're intolerant, and they don't deserve a place at Adams or anywhere else. "These things are actual catastrophes," one student said, anger palpable. "People died."

It's not uncommon to feel like you have to laugh at jokes that make you uncomfortable. The alternative is, of course, discomfort in the silence that ensues, especially if you're the only one who doesn't join in. But joining in only empowers those who would perpetuate the hatred that should have been left in the past.

2: Peer pressure works.

This ties in closely with the first one. As one student pointed out, "If you do something and you're embarrassed, how many more times are you going to purposely do it?"

It has to fall on the general population of any school to hold their peers accountable. If you see someone drawing a swastika or hear someone say something that has no place in the twenty-first century, say something. Tell them it's not funny, that the shock value isn't worth the damage. Tell them it reflects badly on them. They won't have any reason to do it again if there's no positive reaction.

"They don't see what they're doing as affecting actual people," another student said, and that realization can have sobering effects. "I wish we could send everyone to a museum," another added.

One rebuked the idea that ignorance is entirely at fault: "We have to bear in mind that we are reaching adulthood [...] and at some point we have to stop pretending that they don't know [any better]."

In an eloquent summary, one pointed out that as teenagers, we put "more of a focus on what our peers think about us, so if your peers are reacting negatively to something that you're doing [...] it's definitely going to make you think."

3) Teachers should confront the issue, too.

While it largely falls on students to notice the actions of their peers and do something, teachers are also in a position to hear and confront issues like these. Some teachers have already, leading to discussions like the one that prompted this piece. Others would rather push the issue under the rug, avoiding the discomfort that would come with discussion. But, one student continued, "teachers should bring it up as they see it."

Peer pressure and the cultural changes that come with that will be what make hateful actions and words disappear in the long run, but on a case-by-case basis, the reactions of teachers and staff will set the tone. As the same student who faced the "it's just a swastika" incident pointed out, "If a teacher had brought this up, they would've thought, 'oh, this should be taken a bit more seriously.'"

Will the school and those who work in it take every individual instance seriously, setting the example for students to do the same? Or will they wait for extreme instances, a swastika on the ground on the way into the school not worth class time?

The student who helped to lead and guide this discussion summarized, "The main ways that we hope to handle this are spreading awareness, having open conversations with adults, peer pressure, and just generally taking [individual cases of intolerance] seriously."

PROM PREVIEW

KAYLAN PARKER & KENNEDI KYLE - REPORTERS

This year's prom will be held on Friday, May 19, 2017 at the Century Center. The senior student body have been working diligently to make this year's prom very memorable. Many students at Adams look forward to having a wonderful night, and due to the student government's hard work, the night will sure to be a success. The theme for this years prom will be red carpet and there will be great features such as food, decorations, and even a different location. Prom will be located at the Century Center for many different reasons- One huge problem with the location was the size due to the number of students who attended prom last year. Last years venue, the Brick, almost caused a safety hazard due to the number of people attending. Student body president Alex Zavala said, "It was really packed and hot. People were stepping on my dress because of the size of the venue, but this year I hope there is more room to dance and that it is comfortable and fun. I'm sure it will be fun even if things do not follow through."

Amanda Brewster, a member of senior student government, along with three other coordinators have been thinking of fun ideas in order to make the 2017 prom a night to remember. Brewster said, "The planning for prom is going pretty well....we are still waiting on the centerpiece, and we are excited about the lights from the east race because they will be the school's colors of red, white, and blue." Another aspect the prom committee came up with was food, specifically a popcorn bar and possibly lemonade. Brewster continued, "This year we will still have McDonald's Studio available for pictures and like last year we will have a photobooth with props."

Students who are attending prom with people from other schools are required to get consent from the principals of both schools through a permission slip. If they have graduated from high school already, they can not be over the age of twenty. Tickets are 55 dollars for couples and single tickets are 30 dollars. The head director for prom this year is Mrs. Fisher, the class of 2017 sponsor. She said, "Students have been working really hard to make this year's prom a very memorable ex-

perience and I am hoping their endeavors pay off and we are trying to go over the top with everything because the theme is Hollywood. Luckily we will not have to do much because the Century Center is already a beautiful venue." Come on out to prom on May 19 from 8 pm to midnight at the Century Center!

THEATRE SPOTLIGHT

DAVID ENGEL - REPORTER

The JA Drama Department is coming out with a new show for the springtime. "A Family Show," directed by senior Taylor Waldron, will debut on May 26 at 7:00 p.m., and shows will also be held on May 27 at 1:00 p.m. and 7:00 p.m. Waldron is very excited for the production, and hopes that the actors will be able to perform in front of a large audience. The show is somewhat unique; instead of a usual play with a straightforward plot line, the production will be composed of various scenes in a "one-act play." "The theme is all about family," explained Waldron.

"It's sort of a double entendre, as it's kid-friendly, but it's also a about families," she continued. Each of the plays is different, but the overall theme remains constant. "We have a series of eleven plays and monologues, and each one relates to the overall theme of family life." The production will feature comical aspects of family life, while also delving into more serious issues such as incarceration of family members or deaths within the family. The group wanted to focus on families primarily because it's relatable. As Waldron explained, "We all experience these things, and we wanted to dramatize certain aspects of the family that everyone would be able to connect with." Waldron hopes that this will entice people to see the

show.

Impressively, the show is written by Waldron and others in the drama club, so it is completely original and entirely composed by JA students. "We've been working on it all of second semester; since the winter show," explained Waldron. "It's a compilation of plays that some of us wrote individually." Waldron praised the freshmen in the program, calling the group "fantastic."

"They're all extremely committed; some of them even wrote their own monologues. The program would not be as strong as it is without the freshmen presence that we have," Waldron said. She is proud of the work that the group has put into the production, and she hopes that it will be rewarding when it comes time to perform. This is the first time that the drama club has produced completely original work, and their creativity will surely be reflected on stage. Tickets are \$5 each.

The John Adams Drama Department Presents...



"A Family Show"

**A Series of One-Act Plays
Student-Written and Performed**

Directed by Taylor Waldron

**When: May 26-7:00 p.m.
May 27- 1:00 p.m.
May 27- 7:00 p.m.**

DOWNTOWN SOUTH BEND'S FIRST FRIDAYS

TAYLOR WALDRON - REPORTER

The start of First Fridays South Bend will be on Friday May 5 from 5:00 to 9:00 p.m. in Downtown South Bend. The theme of the night will be 'Celebrate All Things Vintage.' First Fridays South Bend takes place every first Friday of the month and always features new, fun things to do for every age group and families. Events will include a Studebaker Car Show, antique bicycles, a roving barbershop quartet, and a walking tour of some historic South Bend architecture. Hundreds of Studebaker cars will come home to where they were first manufactured for the event. Over 200 Studebakers will be parading from the 4-H Fairgrounds to Downtown South Bend between 4:00 p.m. and 5:00 p.m. on May 5, and participating in a giant cruise-in from 5:00 to 9:00 p.m. on Michigan Street between Colfax and Western. Several restaurants are offering dining deals both for the Studebaker Drivers Club members and for the hundreds of First Fridays visitors that are expected to come out and see this Studebaker Homecoming.

In addition to the vintage-themed events, the night will also feature the River Lights Music Festival and a special farewell tribute event to the Howard Park Ice Rink. Earlier this year, The Tower reported on the permanent closing of the establishment. The city will not rebuild a replacement rink, as it costs too much to maintain. The community will say a final goodbye to the rink. But, as to not forget that Cinco de Mayo, which is also on the fifth, there will be celebrations for that.

Transpo will be offering free shuttle bus rides on one of their new CNG (Compressed Natural Gas) buses throughout the event. In 2015, Transpo adopted 16 new buses that run more efficiently, cost less to operate, and emit fewer emissions than the old diesel models. They have been claimed to be more comfortable and quieter than the old buses. Transpo also just recently launched their new shuttle route, which includes the South Bend Museum of Art. The shuttle service will now have First Fridays Tour Guides. The guides will tell patrons about

the different activities and promotions that are taking place downtown that particular Friday, as well give general information about downtown businesses, mixed with historical tidbits and fun facts. The free bus rides during First Friday's will run from throughout the event.

SENIOR SPOTLIGHT ROBERT SWAIN

BRENDAN HAYNER-SLATTERY - REPORTER

Senior Robert Swain has been deeply involved in golf throughout his four years at John Adams. Since earning a spot on the varsity team his freshman year, Swain has continuously worked to support his teammates in both practice and competition. His dedication came to a peak last year when he won the team sportsmanship award, one of his primary achievements in the sport. Even beyond the recognition he's received, though, Swain places great value in the lessons he has learned from his time on the team. "I think I've learned to control my emotions more when I play by playing high school golf," Swain described. "I kind of realized that there's no reason to get angry about how you perform." He also emphasized the value of experience and work ethic, commenting, "I've learned that practice is really a crucial part of becoming a good player."

Swain has nurtured an interest in golf from a very young age, and credits his family for introducing him to the sport. "I started playing golf when I was six years old," he recalled. "My dad played, so I've played since I could walk and swing a golf club." He explained that joining the high school team was the natural step to take, remarking that "it was kind of just a given that I would play." In addition to golf, however, Swain has also been involved in several other activities at Adams. For several years, he has served as a member of the John Adams Show Choir and worked on the crew of the Drama Club. He also describes himself as "a big time rock climber," often practicing his skills nearby in Michigan.

Swain will be attending Purdue University in the fall, and plans to study landscape architecture. Although he does not expect to participate in golf on the collegiate level, he intends to continue playing casually in the years to come. Overall, Swain looks back fondly on his memories of golf at Adams, reflecting simply, "I've just really enjoyed getting to play." Swain

also remains optimistic about the school team's chances for the upcoming year, and expressed the belief that "this year, if everyone on the team that's on varsity steps up and matures a little bit, we could possibly go very far into the state competition."

BASEBALL UPDATE

HUNTER MELANSON - REPORTER

The John Adams high school boys baseball season is well under way with having played eleven games thus far. The team has an overall record of 5-6 and an in conference record of 2-2. So far the season has been a bumpy road for the young but talented team who can't seem to find a rhythm of consistently winning.

April has been a month of ups and downs for the JA baseball squad. The team had solid wins against classic rivals such as Riley (8-1), but also experienced discouraging at home blowouts against out of conference teams like Huntington North (6-12).

Senior player Matt Foulks has played on the team for all of his four years at JA. He plays first base, third base, pitcher, and designated hitter. He elaborated on the recent slump the team is enduring. "I think we just need to get more comfortable in game. It's hard for us to just settle down from the start of the game. Additionally we have trouble rallying back up when we are down," he said. This was true this past weekend in the 6-12 loss against Huntington North. After trailing early on, the Eagles reduced the game to a two point deficit, but they couldn't find the tempo to fully close the gap. "Despite our record so far I think we have a lot of potential as a team. We just need to learn to work together and play as a team," said Foulks.

Timmy Huppenthal, a sophomore and two year player, gave an underclass perspective about the varsity baseball team. Huppenthal, who is a clean up pitcher said, "We just need to stay in the right mindset when we are trailing in the 4th or 5th inning. If we can do that, we can win games." "We have some big challenges ahead of us, and I think that if we can polish the little things we can be successful." Indeed they do have some big challenges in store with Marian and Penn matchups in the next few weeks.