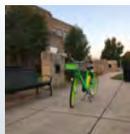




Dear Tower readers: remember, if you would like to submit a Letter to the Editor, we are always accepting them. See details on page 2.

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## NEW TEACHERS AT ADAMS

ALICIA KOSZYK - MANAGING EDITOR

As every new school year comes around, students and teachers walk through the familiar halls they left a few months ago. While most of us call Adams our second home, this school year, John Adams welcomes many new teachers and faculty joining us for their first year here.

### *Alexander Stopczynski*

Alexander Stopczynski is one of the many new math teachers here at Adams. This school year is Stopczynski's first year teaching math. Having recently graduated from Indiana University South Bend with a teaching degree in Mathematics, Stopczynski has had an interest in teaching since high school. Stopczynski states, "On the campus, I was able to work in the tutoring center and that's where my joy for teaching grew." This year, Stopczynski's classes include Algebra I, Pre-Calculus and Pre-Calculus Honors/Advanced. "One reason I chose Math was because it is all just facts. 2+2 will always be 4," added Stopczynski. When he's not in the classroom, Stopczynski loves to play golf and cook for family and friends. One goal this year Stopczynski wishes to achieve: "I want to build relationships with the students so that they see everyday that I want them all to succeed."

### *Bruce Urban*

Starting his 35th year of teaching, Bruce Urban currently teaches AP and Honors Geometry as well as Regular Algebra II. Along with teaching every level of Math offered in the SBCSC, Urban has also coached Varsity Volleyball as well as Track and Cross Country at Adams. Previously, Urban left Adams to teach at Riley for six years. Since coming back, Urban added, "I love being home. My time away from Adams allowed me to make new relationships, and help students. I am proud to

say I have 25 undergrads [sic] at Purdue, my alma mater, from my Calculus classes." Another reason for Urban to celebrate being back at Adams? "I have been welcomed here and appreciate Mr. Seitz - a former student of mine here at Adams - for allowing the opportunity to become an 'Eagle' again!"

### *Jason Chrapliwy*

Born and raised in South Bend, Indiana, Jason Chrapliwy is another new teacher in the mathematics department. Chrapliwy has been teaching for three years at the W-A-Y Forward program in Niles, Jackson Intermediate school, and Veritas Leadership Academy. One reason why Chrapliwy chose to teach Math is because "Math is the concrete nature of the subject and the fact that it helps the students at John Adams truly lead a better life." One goal that Chrapliwy would like to accomplish this year is for his students to "become self-sufficient and learn to become successful adults."

### *Maria Caponigro*

Beginning her first year of teaching, Maria Caponigro jumped at the opportunity of teaching Spanish at her old high school. "When Mrs. Stanton-Verduzco reached out to me, I jumped at the chance because I have wanted to teach since I wrote my Extended Essay about student protests in Chile during my senior year at Adams under her direction," added Caponigro. During college, Caponigro spent a summer and a semester in Chile learning about education policies from other countries. After graduating from Notre Dame, Caponigro now teaches Spanish 1, 2, and 3. She continues by adding, "Teaching here at Adams is an exciting opportunity to share my love for the language and cultures of Spanish-speaking countries." One goal Caponigro has for this year is for all of her classes to "develop the skills to be able to communicate with people who come from different cultures and speak different languages."

### *Mackenzie Keller*

Mackenzie Keller is also starting her first year as a teacher in the Family and Con-

sumer Science (FACS) Department. Keller grew up in Southern Indiana and always liked the idea of becoming a teacher. Being in the FACS department, Keller teaches Child Development, Interpersonal Relationships, and Human Development and Wellness. In her spare time, Keller likes to read as well as be in the Dungeons and Dragons group. At the end of the year, Keller would like to accomplish effective communication. "Across all three of my courses I really want to convey the importance of effective communication and writing in our everyday lives. Especially with phones and social media - we are communicating with one another almost 24/7," Keller explained. In these first couple months at Adams, Keller is pleased with seeing the diversity in a school community. "I like our diversity - I think it's really unusual and special to have so many students and teachers of different backgrounds all together in one building."

### *Christopher Berg*

Along with our new teachers, Adams also welcomes a new assistant principal, Christopher Berg. Before starting his first year as an assistant principal, Berg was a teacher for 8 years. "I have taught for four years at Riley and four years at Washington as an English teacher, predominantly teaching sophomores," said Berg. Being a passionate advocate for education, Berg added, "I enjoy discussing ideas for lesson/unit plans, teaching practices and methodology, and I wanted a new opportunity to grow and learn as an educator." When he's not at work, Berg enjoys spending time with his family. A few of his other hobbies are disc golfing and playing the guitar - which he has been playing for about 20 years. One thing Berg enjoys at Adams so far is the faculty and students he works with everyday. "I enjoy the passion and respect that people have for John Adams, and I want to contribute to that culture."

We welcome all of Adams' new teachers and wish them the best in their first year here!

THE JOHN ADAMS

## TOWER

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## EDITORIAL POLICY

*The Tower* is a student-run newspaper publication and a voice for the Adams student body and staff. Letters to the Editor must pertain to Adams lifestyle, student/staff opinions, or local issues. Letters to the Editor must be sent to [jnowicki2@sbcsc.k12.in.us](mailto:jnowicki2@sbcsc.k12.in.us), or submitted physically to room 1831 or mailed to John Adams High School, 808 S. Twyckenham Dr. Letters to the Editor for Issue 2 must be submitted by Friday, September 22. Letters to the Editor are mildly edited for clarity and grammar.

Editorials are written by the Editorial Board of *The Tower* (comprised of Kaity Radde, Casey Carroll, and Alicia Koszyk) and are designated as such.

*The Tower* thanks the *Herald-Palladium* for printing services.

We at *The Tower* also request that readers consider donating to help pay for the printing & production of our newspaper. Your donations will help the growth of a voice for the local community; your help and contributions are greatly appreciated.

# WELCOME BACK, TOWER READERS!

## KAITY RADDE - EDITOR-IN-CHIEF

As you can see if you look at the bi-lines throughout this issue or the reporter list to the left, we have an almost entirely new staff this year. The only returning staff members are the Editorial Board - myself, Casey Carroll, and Alicia Koszyk. The class is full of fresh faces and a slew of people who want to change the aspects of the paper that were lacking in years past. While maintaining the high standard of quality set by previous volumes of *The Tower*, we have a set of goals we'd like to accomplish over the course of the year, not the least of which are to include programs besides athletics in our Senior Spotlight series, to make our opinion section more varied and more relevant to the Adams community, to establish an online presence, and to expand our readership.

We hope that this year will be our best yet, and we want you to be a part of that.

If you have any suggestions or things you'd love to see in the paper, tell us. If you know of other locations in the school or community where *The Tower* would reach more of the Adams community, let us know. If something happens in the school or community, good or bad, that deserves attention but isn't getting it, tip us off. We want the paper to be as appealing, accessible, and relevant to the student body as possible, and we will act upon suggestions if they are feasible and popular.

Also, our Letter to the Editor policy isn't there to fill up space in the side column of this page - if you have something you think the student body needs to know about, we want you to submit a piece that will be considered for publication. Mrs. Hernandez wrote a moving Letter to the Editor about the Women's March last year, and it provided a perspective that we simply couldn't as students and teenagers. Letters to the Editor are our ode to citizen journalism, and they widen the viewpoints that we are able to share. In short, we'd love for teachers and students alike to help us expand this aspect of the paper.

Last but not least: *The Tower*, as regular readers already know, is completely self-funded. Don't worry - I'm not naive enough to ask you to throw money our way for nothing, though if you'd like to, we would be thrilled. But if you enjoy the paper, we'd appreciate it if you participate (and compel your friends to participate) in our fundraisers throughout the year, which you'll hear about in the paper and around the school as they come about.

And, as ever, thank you for reading, complimenting, critiquing, sharing, and otherwise interacting with *The Tower*. Have a great year, and make us a part of it!

*Letter to the Editor:*  
**SUMMER  
 SCIENCE  
 PROGRAM AT  
 NOTRE DAME**

DAN WALSH

Alex Ammerman, Fiona Hughes, and Anya Kresny participated in a Research Experience for Students at the University of Notre Dame this summer.

Alex Ammerman conducted Astronomy research with Physics teacher Mr. Walsh which involved tracking and observing variable stars, as well as tracking sunspots and asteroids. During the course of the summer, Ammerman discovered no less than six unknown asteroids. Not only will he eventually get to name each of them his efforts added to a NASA database of known threats to our planet. Ammerman is continuing his sunspot and asteroid research during the 2017-18 school year in a Science Research class that is being directed by Mr. Walsh.

Fiona Hughes wrote computer code for a training demonstration that was utilized in the Digital Visualization Theater (Digital Astronomy Theater) at Notre Dame. Her team was asked to provide their presentation at a number of different forums this summer. The presentation that her team completed also received special recognition with an award by the National Planetarium Association.

Anya Kresny helped Chemistry teacher Mr. Kallenberg to design, manufacture, and assemble an automated robot that will be used to test optical detecting equipment that will be installed in the Large Hadron Collider (Particle Physics Accelerator) at CERN Switzerland.

For their efforts this summer they were paid a stipend of \$1,500, received undergraduate research credit from Notre Dame as well as a letter of recommendation from the chair of the program.

## THE LAUDABLE LIMEBIKES

RYAN DOWNEY - REPORTER

Based in San Mateo, California, Limebikes have hit the city of South Bend like termites in a woodmill. For anyone who doesn't know, Limebikes are rental bikes that charge one dollar for every 30 minutes that you choose to ride. After being purchased by the city of South Bend, they were placed on common street corners and in local parks. As of now they can be found from the north side of South Bend towards Clay and the state line to the south side past the Highway 20 bypass. They can even be found in the St. Joseph River! Unfortunately, people will always find a way to misuse new ideas for vandalism or personal laughs.

All over social media are photographs of Limebikes that have been dismantled (one was sitting outside of John Adams High School) and lawns that have been overrun with them. There was even a photo of a bike's wheels buried in a home-owner's personal garden. With the city spending close to "\$5,000 per bike" according to the company, the fact that vandalising these machines is even a remote possibility makes that a risky investment.

In an interview with a St. Joseph County Dispatcher it was revealed that "[The station] gets multiple complaints on a daily basis about them

being misused or even thrown in [the] river. The fire department has had to assist the company in getting the bikes out of the river which should ultimately be the responsibility of the company that supplied them." The Limebikes have been a huge hassle for the police and fire departments of South Bend. It seems as though the "smart bikes" have been doing more harm than good for the community.

However, other people's opinions were heard. After talking to several random strangers in downtown South Bend who decided to remain anonymous, the majority of views on this matter are quite opposite to the one previously mentioned.

One person, who seemed to summarize the views of the others, said, "Limebikes have made the community more active. They are an affordable way for people to get around from point A to point B. The great part about it is that it doesn't matter where either of those points are. You can take them anywhere!"

There are still some negative reviews, but they were mostly involving the same statements. For example, "Strangers keep leaving these green bikes in my lawn."

More dramatically: "I moved one and it warned that it was going to alert the police department," which would be a problem for anyone.

Love them or hate them, Limebikes have spread all over the city within months - and according to the majority of the people interviewed, they have helped the community in more ways than one.



Letter to the Editor:  
**HERE'S TO  
 THE ONES  
 WHO DREAM**

REBEKAH AMAYA

I am writing to express concern about the recent decision made by President Trump to end the DACA program, otherwise known as Deferred Action for Childhood Arrivals. This program has been the topic of debate for some time. In light of recent decisions made concerning the program, it can no longer be ignored.

This past Tuesday Attorney General Jeff Sessions - on behalf of President Trump - announced that DACA would be ending. DACA was an executive decision made by the Obama administration following inaction in Congress on the potential DREAM Act. The DREAM Act would have allowed minors who were brought illegally into the United States by their parents a comprehensive path to citizenship.

Since 2012, DACA has allowed these minors to pursue an education, find employment, and obtain valid drivers licenses without the fear of deportation. With the

new decision, this is was all put into jeopardy, and the path ahead is unclear. Around 800,000 DACA recipients nationwide have been left wondering in fear what their future holds. These people - who are Americans in every sense aside from mountains of paperwork - fear being sent back to a country that they have never called home, a language they don't speak, a place they don't know. Worst of all is the stigma that accompanies their undocumented status, which has led to the decrease in opportunities available and the safety of being accepted in society.

However, this is a quandary faced by people much closer to us than we think. Out of the 800,000 DACA recipients, over 9,000 are right here in Indiana. In Adams, around thirty students are DACA students. The people that are now living in fear are our neighbors, our peers, our friends, and even our family members. This is no longer an issue concerning bi-partisan politics - it is an issue of basic human rights that no one should have to fear being denied.

This past Friday, many Adams students joined in a walk-out. That is only a preliminary step toward change. The real change happens when words are turned into actions.

The first step is to earnestly understand and educate oneself on DACA and how it af-

fects our community and the United States at large, economically and socially. The second it to call and write to Congressmen and women asking them to defend DACA and to fight for the young people facing uncertainty. Lastly, spreading the word and being an ally to DACA recipients can truly enact change.

I urge everyone to take these steps in hopes of raising awareness. It is time to take a stand to defend our friends and their futures. No one should ever be denied the opportunity to pursue educational and economic success. For if success isn't attainable for all, then what is the fulfillment in reaching our own?

*“It is time to take a stand to defend our friends and their futures.”*

PICTURE BELOW FROM FRIDAY'S WALKOUT



# THE VIEW OF CIVIL RIGHTS FROM ADAMS HIGH SCHOOL

SETH KIRKPATRICK - REPORTER

Due to recent events, I interviewed three African-American individuals from Adams to see what their thoughts and feelings on racial tensions in modern America were. The first was Ms. Tracie Hoston, who teaches business law and ethics. The second was Indy Brown, a current IB student and senior. Finally, I spoke to Sahara Mackey, another senior and the current leader of the L.O.V.E. group. I asked each of them the same four questions to collect more insight on how they view Charlottesville, freedom of speech, and racial tensions.

*“Following the events of Charlottesville, do you feel demonstrations such as the white supremacy protests, should be protected by free speech and the 1st Amendment?”*

Ms. Hoston explained that “The First Amendment of the U.S. Constitution provides us with the right to the freedom of speech as well as the right to assemble peaceably.” She then added, “However, unprotected speech can be interpreted differently, depending on who is interpreting. [...] I appreciate the rights that the first Amendment provides, yet I believe we need to strongly examine those speeches and assemblies that incite hatred and violence towards others” She then ends with, “You are entitled to your own opinions and free to speak them, yet do no harm to others.”

Indy was along the same lines, saying that “because it’s impeding on other people’s lives, that can be very harmful to them, [...] When it’s harming other people and it ends up [becoming] physical, or even just like mental or emotional abuse it can be bad.”

Sahara agreed with Indy’s point of view on the matter, saying, “No, [...] I feel like you’re allowed to voice your opinion [...] until it oppresses other people, until it makes somebody scared to leave their house. That’s a problem.” She elaborated further by saying, “[events like Charlot-

tesville are] racism in the streets and that should not be supported or protected by the law.”

*“What are your views on Black Lives Matter [BLM] and groups like it? Do you think they’re efficient in what they do?”*

Ms. Hoston believes that Black Lives Matter are efficient, but also says, “when people take the name of an organization and use it for their own purposes and it skews the view of the original organization and what it stands for.” She also points out a large misconception about the group. “It’s not saying that no other lives matter, what it’s saying is that with the current situations and how they are, black lives matter, everybody’s life matters.”

Indy agreed with Ms. Hoston about the group and also said, “The problem with them becomes when people join or become a part of that group but they don’t really know what the purpose of the group is.” Sahara has the same views on the group as Ms. Hoston and Indy and also cleared a misconception by saying, “I think a lot of people believe that we’re saying our lives matter more than other people. [...] We’re saying that black lives matter as well.”

*“Do you feel the effects of racial tensions on your everyday life?”*

Ms. Hoston says both yes and no. She explained that “there’s always the constant thought or concern that is in the back of your head,” and the current racial tension “causes you to look at people differently and wonder, ‘what do they think of me, and how do they view me?’”

Indy says she does feel tension in both school and her family. Being mixed, she said that there is a tension within her family and explained that there is tension “where people want you to pick a side, but you don’t necessarily have a side to fit on. [I] kind of fit in that grey area.” She then talked about Adams and the advanced or IB classes, which tend to be mostly white students: “I remember in 9th grade where we talked about African-Americans, and everyone looked at me and asked what I thought about it. [...] I don’t think we should put that kind of pressure on students.” She also brought up that some African-American students don’t think they can fit in IB classes because “when they see the kids in IB they

*“I think a lot of people believe that we’re saying our lives matter more than other people. [...] We’re saying that black lives matter as well.”*

don’t see anyone that looks like them.”

Sahara stated that even though her advanced classes were mostly Caucasian, she doesn’t feel out of place. However, she also said that “when Donald Trump was running for president, some of the kids that I thought were honestly good people started saying things in class that were insensitive and were a little racist. So I do feel tension sometimes, like when I’m in a class that’s all caucasians and they see that I’m one of the only minorities, and they stay in their groups and don’t add any of the minorities, I feel like that alone, is racial tension.”

*“Do you feel as if racial tensions have gotten progressively better or worse throughout your lifetime?”*

Ms. Hoston believes it has changed over her lifetime, but also stated, “to come this far and to still see the racial tensions happening across the United States is just mind boggling.”

Indy said, “I’d say that they’ve gotten worse over the last few years.” She also comments on more political views, saying, “A lot of people want to say that it’s because Donald Trump became president, but I think what people need to remember is that the hate never went away from the civil rights movements...”

Sahara agreed more with Indy. “If I had to pick a side I’d say they have gotten worse. [...] It’s 2017, I wouldn’t think that people could walk down the streets and Hail Hitler. That’s terrible. That’s something I would have seen in the 1940’s. I don’t think we’ve progressed with this at all and I feel as time passes it’s getting worse.”

The events of Charlottesville highlighted the fact that we as a nation haven’t made as much progress as we often believe we have. However, we can all work toward a better future and contribute to a better present.

# HURRICANE HARVEY

SAMI MIRZA - REPORTER

Whatever words used to describe the Category 4 behemoth that made landfall three weeks ago typically include the devastation that has accompanied the largest recorded rainstorm in the continent's history. As the flooding begins to slow and the wind begins to subside, thousands of displaced Texans are trying to piece together the shattered remnants of the days before August 25. But they will not be alone.

Thousands of volunteers from across the nation have mobilized to help, flocking to Houston and other affected areas. Organizations from the Red Cross and the Salvation Army, to the Islamic Society of North America and Lakewood Church, have opened their doors and given aid to those left stricken by the disaster. The National and Coast Guards have moved in, providing logistical support and performing breathtakingly dramatic helicopter rescues, some caught on camera.

Among this multitude of relief workers are several dozen of Michiana's own engineers and volunteer aid workers. Indiana Michigan Power, a utility company based around five and a half miles northwest of John Adams, sent about 30 electrical workers to powerless areas just inland from the coast, between Houston and San Antonio. The team is working with local electric corporations to restore power to the area, bringing some of their own equipment and supplies. This enables construction, aid, and volunteer workers to rebuild quicker and more efficiently.

To ensure that Texans devastated by the disaster stay alive while they rebuild and regroup, thousands of food and monetary donations have been sent to those in need. Among the local groups collecting those donations is the LeSEA Global Feed The Hungry charity. The evangelical organization has already sent three semi-trailers down to the stricken areas, and is collecting donations for more. While monetary contributions are welcomed, Feed The Hungry is also taking donations of nonperishable food, new clothing, and medical supplies. Such contributions let the charity focus on shipping the donations and ensuring the supplies reach Texas safely.

One of the more high-profile stories of local support for victims of the storm is that of the Red Cross. Volunteers from Plymouth to Elkhart, nearly twenty in number, have gone to work in impacted townships in the Lone Star State, with more expected to go. As floodwaters recede, and life begins to return to normal, their work and the work of thousands of others will help rebuild those hit hardest.

**Supplies can be donated to Feed The Hungry at 61250 Ironwood Road, or by calling (574) 299-4251. Online monetary donations can be turned in to [feedthehungry.org](http://feedthehungry.org).**

**Donations to the Red Cross can be made online at [redcross.org](http://redcross.org) or by calling 1-800-RED CROSS. To volunteer and donate, call 888-681-1441. To make a \$10 donation, text HARVEY to 90999.**

## IT

SIERRA WEAVER - REPORTER

In 1986, Stephen King released his 22nd book, *IT*, and four years later the book was adapted into a television mini-series. The story centered around a killer clown named Pennywise who kidnapped and ate children, living in the sewers of Derry, Maine. In 2009, production began for a 2017 remake of the mini-series. The remake is split into two films, one of which was released on September 8, 2017. The first part of the remake was a great adaptation that added some terrifying scenes to the original, some jokes in between, and excellent character development.

Both films follow a group of seven children: Bill, Eddie, Ben, Richie, Stan, Beverly, and Michael. Bill is Georgie's brother, who is looking for Pennywise to figure out the mystery of his brother's death. Eddie struggles with an array of health problems. Ben is new in town and joins the group after Bill, Eddie, Richie, and Stan help him after he is hurt by a group of bullies. Richie is the loudest of the group and makes most of the jokes. Stan is usually the most frightened out of the group. Beverly is the only girl of the group, she has a strong friendship with Ben and Bill, and she is not afraid of Pennywise. Michael joins the group about halfway through the movie, when they save him from the same bullies who attacked Ben.

The remake starts out with the same scene as the original, with Bill and Georgie talking as Bill makes Georgie a paper boat, the *S.S. Georgie*, but in the 2017 version Bill sends Georgie down to the basement to get him wax. While in the basement, Georgie thinks he sees something and runs out of the room. Bill waxes the boat and Georgie takes off outside to play with his new toy. The boat ends up going down a sewer drain, which also happens in the 1990 version and Georgie meets Pennywise the Dancing Clown who attacks and kills Georgie.

Pennywise looks much different in the remake. He is shown in brightly-colored clothes in the original. In the remake Pennywise is shown wearing a mostly white outfit with a few colored details on the top half of his outfit. His teeth are also much larger in the 2017 version. Along

with Pennywise's actual outfits, he appears to each of the characters differently for a good half of the film, being a physical representation of each of their worst fears, which is different from the original, in which he always appears as a clown.

The 1990 original was given a TV-14 rating, which limited its ability to show gore and foul language. The remake was given an R rating, which allowed the 2017 version to show more blood, such as the opening scene where Georgie's arm is ripped off by Pennywise as he gets dragged into the sewer. The rating was also used to increase the amount of mature language used by characters.

In the 2017 version, there are many scenes in which Bill is shown dealing with the loss of his brother and talking much more about his feelings regarding Georgie's death. Bill is also shown with a stutter. The stutter leads to many encounters with bullies, which is shown in the original, but focused on much more in the remake. Beverly's relationship with her father is also developed more in the remake. Eddie is also shown dealing with his illness much more in the 2017 movie. He has many scenes where he talks about his medication and his asthma. Eddie's relationship with his mother is depicted in the remake, while in the original, Eddie's mother is never shown. There is a much larger commitment on character development in the remake.

In addition, the remake has a much longer runtime than the original. The 1990 version has a runtime of a little less than three hours. The three hours include both parts of the story - the first part with the children and the second part with the adults. The 2017 remake is two hours and fifteen minutes and only includes the story of the children and their encounter with Pennywise. The time allows the film to really focus on the development of all seven characters.

There are many scenes in the remake that do not happen in the original - the scene in the garage when the group is looking through pictures, the scene where three of the characters go into the burned house, or the scene in the beginning when four of the characters are searching the sewer for Georgie, to name a few. There are many times Georgie appears to Bill in the remake. Again, this shows shows more of a commitment to character development.

The remake takes the original story and adds all the elements it was missing. It contains great characters who each have their own backstory and are more developed. Pennywise was given a new look to create a more horrific persona. The film was a great horror movie with a terrifying villain, some added comedy - and at the heart of it all, a story of friendship.

## CROSS COUNTRY TEAM HAS STATE IN THEIR SIGHTS

CLAIRE STOWE - REPORTER

The cross country team has high hopes for this fall. After a great season last year and advancing to semi-state, the team has their sight set on state. On Thursday, August 31, both Varsity and JV girls won the City Meet for the second year in a row, hopefully foreshadowing the excellent season that is to come. Girls varsity won this year with seventeen points, only two points from a perfect score. Olivia Wheeler took first place, followed up with three more Adams runners: Lane McDonald, Adiyah Williams, and Maddie Mischak. All seven varsity runners finished top twelve in the city. JV, which also won, had a similar sweep, with five runners in the top ten.

Although both Varsity and JV boys placed third at City, behind Riley and St. Joe, only two days later the team bounced back to win the Caston Invitational on Saturday, September 2. Boys Varsity, Boys JV, and Girls Varsity all took the first place trophies at Caston, rivaling the girls' success at City. Sami Mirza led the Adams boys, taking sixth place in Varsity, closely followed by Momin Mirza and Julio Martinez to provide the winning margin. Will McCarthy took first place in JV with Brendan Quinn as runner up. Following Brendan was Vincent Calhoun in fourth place and Benjamin Fecher in fifth. On the girls side, Olivia Wheeler and Adiyah Williams placed 3rd and 4th respectively in Varsity, helping to deliver a third triumph to Adams. Although the girls JV team finished third, Claire Stowe placed first overall and Sydney Evans took third.

Before City, Adams Cross Country ran in the NIC Stomp and the Penn Invitational meets. At the NIC Stomp, a very large meet with much of the competition they will face in the upcoming NIC Finals, three of the top five Eagle runners placed, while the other two were unable to run. Although none of the Adams runners placed at the Penn meet, many great races and personal records were run, paving the way for last week's championships.

Head Coach Savino Rivera credits the team's success to the many hours spent in preparation during the summer and the fall.

"Due to the hard work they put in over the summer, the commitment and dedication, we are taking one Saturday at a time," he said. "Getting out of semi-state and to the state meet is the goal for the season that we have all put our minds to, and we have everyone, both boys and girls, on board."

Both boys and girls are on track to surpass last year, and if the team continues this streak of wins and personal records in the remaining meets of the season, the goal of reaching state will be met this season. Everyone on the team is determined to continue working hard, and all hope their efforts will soon pay off.

## SENIOR SPOTLIGHT MARY CATE VARGA

JULIANNE GROHOWSKI - REPORTER

Here at John Adams, our soccer teams have been known to succeed in their seasons and have been widely recognized for their accomplishments. More specifically, the John Adams Girls' Soccer team has an outstanding reputation at Adams and has never failed to play up to those expectations. One of the players on this successful team is Mary Cate Varga, who has been playing on Varsity since freshman year and has maintained that position in all of her four years at Adams. Now that she is in her senior year, she was chosen to be a captain along with four other seniors for the 2017 season which gives her a spot of authority and leadership for her last year on the team.

Mary Cate started playing soccer at an early age of four or five, and she has clearly been in love with the sport ever since. In her years of playing soccer at her middle school, Stanley Clark, she knew that she had the intentions of playing at the high school level.

"I always wanted to play high school soccer, so I knew which ever high school I went to I wanted to try and play," she explained.

While playing at Adams, she has been the recipient of many awards and recognition, including Rookie of the Year (2014), Best Attacker

(2014 and 2015), and Points Leader (2015). Now in her senior year, along with being a captain, Mary Cate has stood out in games - she leads the team at a record so far of 5-3.

With such a time-consuming sport comes a lot of responsibility. Balancing school and sports can be one of the hardest tasks for a student-athlete, but Mary Cate has figured out how to balance the two efficiently.

She said that "playing a sport actually helps me to get my homework done because I'm more disciplined and efficient with my time during the season," which is a great mentality to have while being a student-athlete. Being a part of the IB program makes the task even more challenging for any athlete at Adams that decides to take on both, but Mary Cate has a great work ethic that will help her now and in her future.

In 2015, during her sophomore year, Mary Cate found out that she suffered from Non Hodgkin's Lymphoma. As a result, she wasn't able to play during her junior year. "It was hard recovering from all of the treatments, it took me a while and is still taking me time to fully get back into shape. I just had to start somewhere and get back to training as soon as I could."

Mary Cate will eventually graduate from Adams with some of the greatest memories of her life while playing soccer with her closest friends. Overall, being a captain for her last season has made her a great team role-model for the underclassmen as well as one of the most phenomenal soccer players Adams has seen. As for whether soccer will be in her future or not, she says, "I would like to [play in college], but I'm first going to find a college I like and if it works for me to play soccer there that would be awesome!"



## SENIOR SPOTLIGHT LIAM DRISCOLL

CASEY CARROLL - ASSISTANT EDITOR-IN-CHIEF

A wise man once said, “We are only as strong as we are united, as weak as we are divided.” Although these words were spoken by Albus Dumbledore, I believe that veritable Harry Potter nerd Liam Driscoll would agree with his words in correlation to the football team and how they need to work together to win. Liam Driscoll, John Adams Football’s left tackle, defensive end, and team captain, has been an important part of the Eagle family since his freshman year. He’s helped lead the team, and school, to astounding wins, supported his team through losses, and encouraged the team to work their hardest no matter what they are up against.

He started his John Adams football experience on the freshmen team but played on varsity his sophomore through senior years. Although Driscoll has been a star on our foot-

ball team since he arrived, football has been a part of his life for much longer. He said, “As long as I could remember, [my older brother] Jack and I were outside throwing around the football and going to watch Notre Dame on Saturdays. Football has always had a presence in my life because playing or watching football has been a family unifying event.” He also emphasized the fact that he’s eternally grateful for his brother Jack because he has had a huge

*“The biggest struggle is the daily challenge of practice, and the way you get through it is the friendships you build through the struggle.”*

role in molding him into the player and person he is today.

Driscoll started playing football in fourth grade for a pop warner team, moved to play-

ing for the American Eagles in fifth and sixth grade, and then played flag football until he finally joined the Adams’ team. He’s also considering continuing his football career in college. While he played on the varsity team, the Eagles have had an overall record of eight wins and four losses in 2015-2016 and an overall record of seven wins and four losses in 2016-2017. This year we have three losses but Driscoll claims that “the most important trait in football is mental fortitude, but as hard as it gets, it’s always worth staying on the football team,” so hopefully with these thoughts and the motivation from their captain, the John Adams’ football team has a great chance at turning this year around and getting some wins.

Thinking back on the time spent on the team, Driscoll says that his favorite part of playing was the friendships that football enabled him to make. These friendships were built on the time and hardships they went through together. He even states, “The biggest struggle is the daily challenge of practice, and the way you get through it is the friendships you build through the struggle.”

There have been many memorable moments throughout the years, but Driscoll said, “The most memorable moments would be beating Mishawaka and when the whole team came to my house to comfort and pray for me after my mother passed.” The bond the team has is apparent in this statement and gives an example of how they have grown close to one another. The family they have created has left its mark on the school over the years and will continue to do so.

Driscoll will leave John Adams High School with the knowledge that he has done his best for the school and has motivated his team to be the best they can be. His encouragement and leadership will be carried on through the underclassman that take on the captain position in the future. As for the rest of the season, Liam wants everyone to remember that “It is important to fight, and fight again, and keep fighting.”



Liam Driscoll (center) vs. Notre Dame Dons