



Environmental Club Pursues Projects



Courtney Duffy and Sadie Rooney stand next to a poster they made for the event to promote electric vehicles. The event occurred on 4/30 and it consisted of an electric car show and educational messages.

By Alana MacKay-Kao

ARTS EDITOR

On a beautiful, warm, breezy Saturday afternoon April 24, about 30 volunteers worked together to plant over 300 trees in total, exceeding the initial goal of 256 trees by nearly 20 percent.

The initiative was run by the Environmental Club at AHS, headed by co-presidents senior Yashvi Gosalia and junior Eva McKone. They worked with an organization called Tree-Plenish, a platform created to help students offset the carbon footprint of their school's paper

usage. For AHS this means offsetting the use of 2.6 million sheets of paper.

This isn't the first time the Environmental Club has tried to plant trees on an enormous scale. Last year, their goal was to plant a tree for every student at AHS. Unfortunately, while there were no shortage of saplings, the trees that were available would have needed routine maintenance, and the logistics of caring for that many trees could not be worked out. The Environmental Club tackled the task again on a smaller scale this year, and partnering with Tree-Plenish allowed them to accomplish their goal of plant-

ing a huge number of trees. Andover residents purchased either a douglas fir, river birch, or red maple tree to be planted on their private property. April 24, the volunteers drove around and planted the more-than-300-trees they ordered.

While working with Tree-Plenish to accomplish this huge project is one of the more complex undertakings the Environmental Club has pursued this year, it is far from the only one. They have also worked to get electric car charging stations implemented on the AHS

ENVIRONMENT / page 4

College Life During COVID-19

Former AHS Grads on the Campus Experience in the Pandemic

By Erin Li

STAFF WRITER

We remember saying goodbyes to the seniors who graduated last year and the years before that, but do you ever wonder how they're doing in college now? As this crazy school year is coming to an end for the high school class of 2021 and the college students, have you ever wondered how the pandemic has affected them? What does college even look like now and what struggles do they need to face? ANDOVERVIEW interviewed past AHS graduates to check in on their college experience under the pandemic and to see if they had any tips for the upcoming freshman students going into college.

This year, most colleges went remote with a choice of hybrid classes and living on campus. Even though it was expected that the pandemic would change the whole on-campus life experience, Rebecca Song, a 2020 AHS grad and a freshman at UMass Art, told ANDOVERVIEW that she still chose hybrid over remote: "The experience is obviously not the same, but I feel

like if I were in person I think I will be more focused and attentive."

According to Song, in her school, most of the upperclassmen chose remote classes but a lot of freshmen chose hybrid to fill their first-year class requirements. Her only hybrid class this year is figure drawing, which is a freshman year required class for art students where they bring their art materials into a room and draw different models every two weeks. You can take this class online too; however, when it involves nude models, the teacher won't be able to host a zoom meeting.

When asked about what she dislikes the most about college during the pandemic, for her it's the absence of engagement in class, and lack of motivation. Song said, "Sometimes I felt like I didn't have access to help, or like I couldn't ask for help." With online classes, students tend to find it awkward to stay after class to ask questions. Since the teachers can't help the students physically face to face,

COLLEGE / page 5



STAFF PHOTO / Erin Li
Former AHS 2018 grad Sherry Wang holds a whole plate of food she received during Bentley's Spring Day Event on April 17th, 2021.

Summer Plans Are in Session!

Students Share Activity Ideas Planned for Upcoming Break

By Shravya Sathi

ASSOCIATE EDITOR

"I can't wait for this summer," said Riley Caruso, a junior at AHS, who hopes to spend the summer with loved ones. "With the vaccine rolling out and the cases decreasing, we can finally get out and do more things with friends and family-- safely, of course."

After a long wait and the loss of summer 2020, this vacation is especially exciting for us all. With the year coming to an end, students have begun planning their summer by partaking in a wide variety of unique experiences from camp counseling, to internships, to international trips.

Hanna Saad

Junior Hanna Saad hopes to attend welding school this summer. "I want to do specifically fabrication welding at [Lawrence Technical High School]," he said. Welding is one of his hobbies and it is his safety net for a future job.

In addition to welding school, Saad will be biking a lot with his friends. He has a goal of hitting 1,000 riding miles over the summer.



COURTESY PHOTO / Hanna Saad

Hanna Saad, a junior, practices welding with an exhaust pipe at his gas station.

Tatum Shaw

For senior Tatum Shaw, this summer will consist of working at Faz's HoopTown Camp where she will be coaching children in basketball and playing games with them. "The camp is so fun to be a part of and I love hanging with the kids and giving them guidance. I look forward to it every year," she said.

The HoopTown experience is not new for her. She has been attending HoopTown since a young age and when she got old enough to be a coach, she couldn't wait to apply to the position. Other than working at HoopTown for seven weeks, Shaw hopes to "hang out with friends and family, go to the beach, hike, and [play] in some basketball tournaments."

Tomas Loureiro

Similarly, senior Tomas Loureiro will be working for the Andover Youth Services (AYS). "At the youth center, I help run programs that include basketball, workouts, boys group, and more," he

SUMMER / page 5

EDITORIAL

Back to school... in May

Considering the pandemic and schedule, it's been an interesting year for the students at Andover High School; and with little over a month left, it became even more interesting.

On May 17, with a month left of school (just two weeks for seniors), most AHS students switched from hybrid to fully in-person classes. The change sparked many opinions regarding the safety, school capacity, schedule, and student transportation. While some were excited to go back, others worried for the safety of themselves and others, wondering what the remainder of the school year would look like.

The staff of ANDOVERVIEW feels that the thought of coming back feels overwhelming, unsafe, and that there isn't enough space. Considering we've heard the max of overflow is 8 kids we're concerned for students safety, it's been very nerve-wracking.

Other students feel that they don't have enough information. The schedule is something students haven't been fully aware of in regards to Wednesdays. Personally, we think students should have been involved in how their schedule is going to change as it affects how their time will be managed.

The last thing to consider will be student transportation. With parking lots being double booked because of cohorts, juniors will have to find new ways to get to school; carpooling, walking, and busing. This could be unsafe, as it breaks social distancing guidelines, putting students at risk.

Still, with all the commotion regarding the switch, many students who have been fully remote are excited to be physically back in school. This school year has been incredibly hard, and going back in to see everyone again will be a nice way to end the year and prepare for what the next might look like.

Overall, the transition was run smoothly by the administration, but having the sheer number of people in the building double overnight was overwhelming. The hallways and classrooms feel crowded, and it is strange to be expected to continue learning with half a class full of new people.

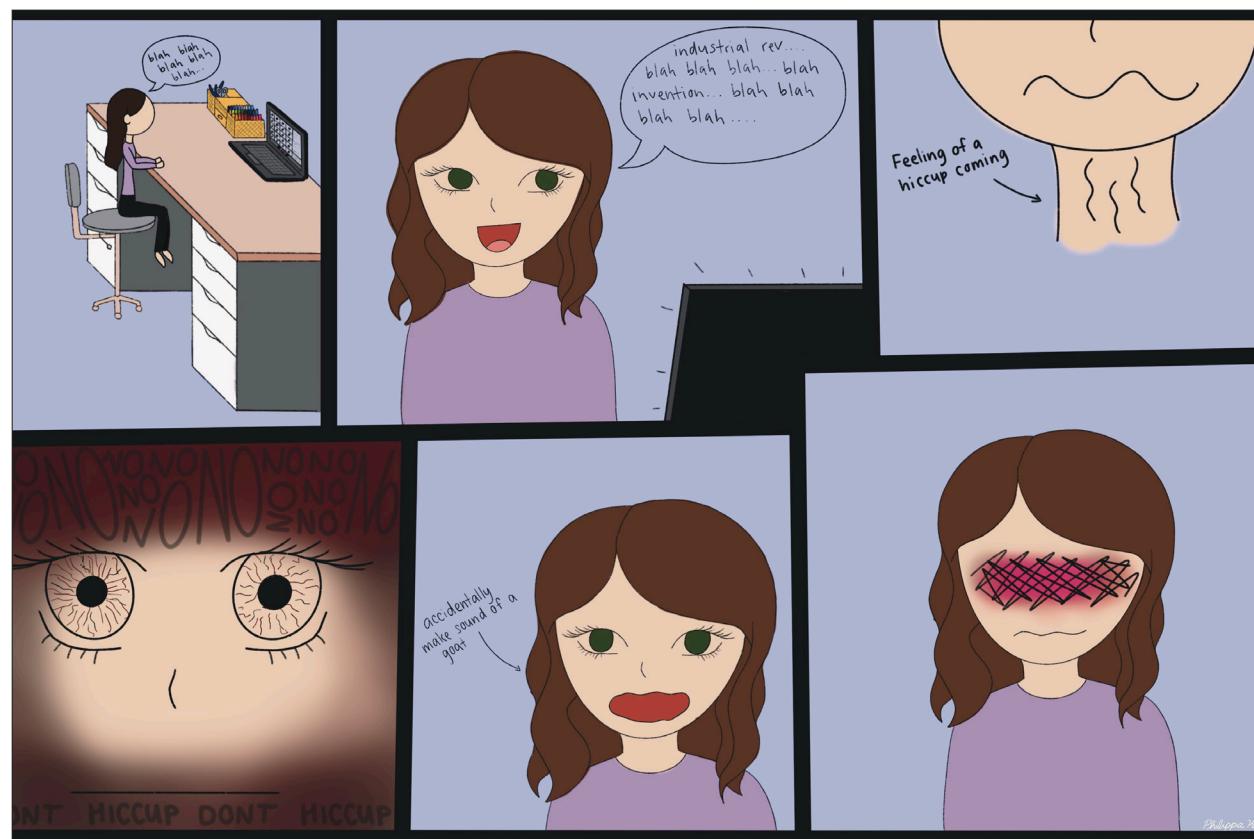


ILLUSTRATION / Philippa Konow

Time to Talk: Cameras On or Off?

By Philippa Konow

STAFF WRITER

I can remember it clearly. It was the middle of my Modern World History class. It was presentation day! We had worked on group projects for the Industrial Revolution all week, finding information on the revolutionary inventions. I was in the middle of presenting the first part of my project when I felt a pain in my chest. It hurt. While I'm trying to hide it, I hiccuped so loud, it could be heard from the other side of my house. My hiccups aren't the normal quiet ones. No. Far from it. They sound like a goat bleating, so you can imagine the embarrassment I felt when my camera AND microphone are on, displaying my horrified, strawberry colored face to the 25 other people in the class. And. My. Teacher.

Many students, like myself, dislike being on camera because it can be incredibly stressful. Many stress about the background around them, feel like everyone is secretly judging them, or become embarrassed when a parent or sibling walks by. Many of us have had those little times when we forget our camera or mic is on, and that wave of embarrassment washes over us. It's normal! However, even with this system being in use for over a year, many, like myself, still feel it's a very abnormal way to learn. Students and teachers are missing the in-person feel and the connections between each other, as well as the quick feedback environment. I certainly miss the engaging conversations in the classroom.

"Online schooling is different," said remote junior Mishaal Khan. "When we are sitting in a classroom a majority of the time, the students are all facing one way, toward the teacher. However, when we are on a Google Meet, everyone can see each other, and you never know when someone is looking at you."

Many students, like myself, can be very self conscious, and feeling like anybody could be staring at you can be very uncomfortable. However, there are also many students who don't mind the cameras and actually find it difficult to concentrate with them off. For example, Shanon Chu, a remote sophomore, said, "It's easier for me to get distracted when my camera is off." Another student, who wished to be anonymous, commented, "I think cameras are important for both the students and the teachers. Remote learning is already hard due to distance, so by turning on our cameras, we can get a better sense of belonging so that we can feel like we [are in a] classroom."

Some students are neutral on the topic. Senior Alex Grenon said, "I feel uncomfortable having my camera on depending on how I feel that day... When other students have their camera on, I feel more comfortable having my camera on."

Many teachers dislike remote learning as it is harder to connect with students, especially when many have their cameras off. As the daughter of an educator, I have seen my father upset on occasions when his students don't have their cameras on. Many teachers at the high school share the same reaction. Krista Hibino, a math teacher for remote and hybrid, feels that having cameras off makes it much harder to read the room. "It definitely helps me as a teacher when I can see people's faces, and I don't like talking to a screen or wondering if anyone is even listening."

Ralph Bledsoe, a chemistry and physical science teacher for remote and hybrid, added, "When I'm using the Big Blue Button and no one turns their camera on, I'm just talking to a computer and that's just not right. I would like to see [the students] frankly... I'm not exactly going to go to their house and hit them on their head and make them turn on their cameras... but I would rather that they would have their cameras on." Talking to a screen full of student icons can make an educator feel lonely.

Toni Kirby, a social worker for AHS, has had many conversations with students this year about cameras. She said, "I would say about one-third of the students on my caseload have at least some concern about the camera being on, from being mildly uncomfortable being seen and talking on screen, to being petrified to talk and feeling almost paranoid about being judged by others."

Paranoia can be very restraining for a person and can cause a huge amount of anxiety and mistrust. I myself feel paranoid with the camera on. Kirby mentioned, "Some students have diagnosed mental health conditions that can make it very difficult to speak up in large groups... so communicate with teachers." Teachers are willing to help their students feel comfortable during these calls which can be very stressful for some. Just reach out to your teacher and communicate what is going on. Also, reach out to your guidance counselor! They are a great resource for tips and tricks and can help reach out to your teachers as well. Kirby added, "I could see a student's learning experience be diminished if they are so concerned about getting called on that they can't pay attention to what's going on in class."

I know that remote learning isn't an ideal way of learning, but it is certainly a great option. You can still get the education you deserve and a bit of social interaction during the day. As a remote student, I find that it is great to see my fellow classmates' faces because I get some sort of normal feeling. Even though the fact that I'm in my room doing classes on a computer and not in an actual classroom is a bit strange, it's created a sort of constant which has helped a lot.

Having anxiety myself, unorganized schedules and hectic environments can make my symptoms much more intense. However, other people have it differently. Anxiety is different for every individual which is why it is a serious thing. It can be almost mentally debilitating for many. If you are stressed with anything going on in school, whether it's cameras during class or an assignment, communicate! Guidance counselors and teachers are willing to help.

This is a difficult year for everyone, but we can get through this as a team. (I know it sounds cheesy and like a fortune cookie told you, but it's true.) Remember to focus on the good things that have happened this year and remember the funny moments. I will always remember my goat-hiccup in the middle of my history presentation for how hilarious it was and how embarrassing it was... and how it is now in a newspaper article that everyone can read.

OPINION
COLUMN

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ANDOVERVIEW is a publication written, edited and designed by the Newspaper Production class to serve as an open forum for students to discuss issues relevant to the Andover High School community. Letters to the editor and guest commentaries are encouraged; please email submissions to the following address: andoverview@andoverma.us. Include contact information for verification purposes. The staff of ANDOVERVIEW reviews letters to the editor and guest commentaries and reserves the right to refuse material for reasons pertaining to length, clarity, libel, obscenity, copyright infringement, or material disruption to the educational process of Andover High School.

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OPINION

STEM & Humanities: The Battle Continues

By Katie Budinger

EDITOR IN CHIEF

Andover High School offers nearly twice the number of STEM AP classes as it does AP classes that fall under the umbrella of English and history. Do me a favor and think about that for a moment.

The ratio is 5:9, with English and history APs making up the lower figure and a combination of math and science contributing to the other. The science department alone offers six different AP classes, which is more than English and history combined. Unless you are an upperclassman who has a passion for the humanities, you might not have even noticed this disparity; I had to go through next year's course catalogue in order to obtain the numbers to support such a statement.

One of the things that makes AHS great is that we have so many classes available to us; there is something for everyone! This becomes especially apparent when it comes time for course selections, especially to rising juniors and seniors who are delving into the world of APs and other upperclassmen courses that open up as requirements loosen their hold.

"There are all sorts of interesting courses that we offer," said guidance counselor Heather Dwyer. "You don't necessarily have to have an AP designation for the course to be rigorous and really interesting."

The real problem arises when you find what you love and want to completely submerge yourself in one particular field.

"I've always been a reader, and I've always been a writer, and that's just where my interests lie.

I just find history and language a lot more interesting than equations and numbers and atoms," said one junior, who is currently going through the process of selecting courses for their Senior year. They have an interest in taking AP Literature & Composition, Senior Capstone, and Multiple Identities in Text, all of which are classes with English credits attached, thus meaning that they would receive three English credits towards their graduation requirements. "I'm fulfilling all my requirements, so I feel like that shouldn't be a problem. I feel like I should be able to pursue that if that is an available option.... There's no such thing as too many humanities!"

Meanwhile, Senior Erin Currie is living a very similar route by taking three, full-year classes in the sciences. Much more comfortable with the S in STEM — "TEM kind of scares me," she admits — Currie opted to take Marine Biology, Anatomy and Physiology, and Forensic Science her senior year.

When asked about the process of fitting all three courses into her schedule, Currie said, "I was talking to my guidance counselor about this and she was telling me, 'Don't expect to get them all. List alternatives. There's like an 80% chance,' she said, 'of getting two, a very low chance of getting all three,' so she told me to prepare to not get all three." Currie knew her chances were slim, but decided to try her luck with the system, which her guidance counselor had no issue with. "I did get all three.... It was a funky process."

However, the Junior currently deep in the selection process has had a very different experi-

ence. "[My guidance counselor] literally said that I might not be able to take that many English classes," they said.

Now, perhaps my own judgement is a bit clouded, since I had the exact same experience as this Junior. When I tried to take three English courses, I was told that it was, without a doubt, impossible. Why is it, then, that in a different department Currie is able to take the same amount of science courses? Perhaps her guidance counselor was more open to the idea than some, or less worried about what college might think.

"Over my years of being a guidance counselor— which is going on seventeen— we have a lot of communication with college admissions officers and representatives... and really the consistent message is that they don't want a student really 'majoring' in a particular subject in high school," Dwyer said. She encourages students who want to pursue an academic niche to find ways outside of the classroom, such as clubs.

Senior Olivia Ventre, who plans to major in English in college, has found a different way to further explore her love of English. Her Senior Capstone project focuses on women and diversity in literature, but she hasn't taken nearly as many humanities classes as she might have liked. "I've never really had room on my schedule," Ventre admitted. "It never really seemed like an option for me. It wasn't that my guidance counselor was like, 'No!'"

You might be wondering what ny of this has to do with the numbers I threw out early on, but it all boils down to the same problem. It's the elephant that no one

seems willing to acknowledge, and yet it's in the room. It's the reason that we have more STEM APs than humanities, and that one student can take three classes while the other's request is refused. The superiority of STEM in our society has bled over into the AHS system, leaving the Humanities at a disadvantage.

When asked if students tended toward one discipline or the other, Dwyer observed, "Year to year we have a bit of everything, but within my last five to six years I've seen a lot of students focusing on STEM."

This disparity is evident in the fact that the College Board only offers two English APs (both of which AHS offers). However, there are a total of nine history APs available, only three of which will be available next year, compared to the twelve math and science APs, of which we offer nine. If enough students came forwards and vehemently expressed interest in these courses, Dwyer seemed to believe that it would be possible to add more APs as long as they did not overburden teachers. She also emphasized that AP courses are not the be all and end all, but they do very clearly show how our society tends toward STEM and leaves the humanities in the lurch.

If you disagree, then chalk up this column as the rant of a bitter Senior who wanted to spend her senior year writing and reading as much as possible before going to college to do the same thing: write and read. All I ask is that you don't dismiss me as a complete conspiracy theorist and go forth into the academic world with your eyes wide open.

Sports vs Arts: Superior or Similar?

By Sonja Kruecker Green
GUEST COLUMNIST

Full disclosure— I am not the keenest participant of team sports.

But don't get me wrong. That doesn't mean I don't highly value physical activity and sports. I love to hike, swim, bike, and I play a mean game of badminton. I love watching soccer and I have been even known to watch the occasional football game, eliciting groans from certain family members.

What I don't understand about American culture, however, is why sports are elevated to the level that they are. It seems to be a national obsession. If I were to say "who's Tom Brady?" can you imagine how jaws would drop? But if I were to talk about the violinist, Hilary Hahn, I would get unabashed, blank stares.

Starting at an early age, children in America have been taught the value of athletics. Young kids are expected to choose their team sport, and from that moment on, they are encouraged to practice, compete, and rise to the top. Yet, this same sort of energy does not seem to apply to the arts. I mean, how many times have you heard "what is your sport"? I have heard it a lot. However, I have never heard "what is your performing art"? Why is this? The

implication is that everyone should have a sport, but having a performing art seems completely optional. Why else would PE be a requirement every year but not the fine arts, much less the performing arts?

I will reiterate that I do, in fact, value sports. In addition to providing an outlet for physical activity and entertainment, sports teach their players important lessons in teamwork, leadership, perseverance and resilience. What many may not fully appreciate, however, is that the performing arts can teach these same important life skills and lessons. In fact, leadership, teamwork, practice, persistence, and resilience are all vital in the performing arts.

Both musicians and athletes alike understand that in order to improve, one must practice. And practice. And then practice some more. As a violinist, rigorous practice must happen regularly. Training my fingers daily is key to learning the notes for a piece, whether it is a chord where the intonation needs work or a tricky rhythm that is just not intuitive. It may not always be fun, but it is what must be done to make progress. The reward will never come instantly. I will admit— when I was much younger, I did not have the best practice habits; it was never very focused practicing

and I easily became distracted because— let's face it— practice can be monotonous. However, just like for athletes, the perseverance eventually pays off. I have learned how to improve my practicing and appreciate the value of persistence even when it is tiresome, a skill that is essential in so many aspects of life.

Just as sports do, the performing arts also build character. Playing the violin has helped me to place myself outside of my comfort zone. I can still remember my 7-year-old self, absolutely terrified to walk on stage for my first violin recital. I did not like the idea of being watched or heard by so many people. But every time I have performed on stage since, it has gotten a little bit easier. I have learned ways to deal with the anxiety and I have become more resilient. I think this is also an important life skill that is also said to be honed when doing competitive sports.

So what about leadership or teamwork? You cannot learn those skills through the performing arts, can you? Well sure you can!

When I play in an orchestra I am a team player. In a large ensemble like this, teamwork and leadership are vital for the music to come together in the end. I'm responsible for knowing my part, but the whole is

so much greater than the sum of its parts. Not only must I learn my part to fit in with my section of the orchestra, but within my section, we must collaborate with each other. And not only must our own section collaborate, but the many sections within the orchestra must all work together as well. We must listen to each other in order to understand how our parts come together seamlessly. Teamwork and some leadership are crucial. In my chamber ensembles, these skills became even more necessary. There is no conductor to help keep the musicians together. Every player is responsible for their own single part, but must also listen very keenly, must respond to, and lead the other musicians. We must give cues and take cues. It is a cooperative effort. If, for example, the violist and second violinist are not listening to the cellist for the tempo, or the first violinist does not give the proper cue, the music will immediately derail. We are all pieces of a puzzle that fit together, and through teamwork, leadership (and practice, of course) that puzzle can eventually be assembled to produce something great.

The next time you watch a theater production, or a show choir performance, or an orchestra concert, I hope you will appreciate that athletes and fine arts performers are not so very different.

AHS Environmental Club Strives to Create Changes

ENVIRONMENT / from page 1

campus for future use by students and other Andover residents with electric cars. The goal is to make it more convenient to have an electric vehicle in the hopes that more people will decide to use them. There are 12 buildings in Andover running entirely on solar energy sourced from a solar panel field in Palmer, including AHS. Since the charging stations will be on the AHS campus, they will be in the same electricity zone and will run on 100 percent solar energy.

Not all of the projects the Environmental Club takes on are as monumental ones. They regularly do trail cleanups, an exercise junior Claire Dolan, a member of the club, really enjoys. "It's always really fun after school to walk around and talk to everyone in the club and pick up some trash just to keep that area [of Baker's Meadow] clean," she said. "I also really like working in the garden with students from the club."

The Environmental Club has truly come a long way, being revived under Gosalia and McKone's leadership after having no clear direction in their sophomore and freshman years respectively. Gosalia recalled, "I had gone to a couple of meetings and the thing that I remember the most about that was just how empty the classroom always was. We had maybe 5 or 6 people that were coming consistently." When she discussed this with McKone one day, the two became determined to change the way the club was run. They approached Melanie Cutler, science teacher and advisor for the club, and they have been co-presidents ever since (that's three years running!).

Throughout experience organizing events, volunteering with various organizations, attending strikes and more, McKone said that her favorite part of advocating for the environment is "having a group of like-minded people working toward one goal. It's really rewarding to see everything follow through and to see that we can make an impact in our community."

Getting Involved

Senior Sophie Rainville is taking the Environmental Sustainability Internship

course this year. She has been using a grow cart with four racks in a room next to the cafeteria to grow lettuce, basil, and cilantro, which is being used in school lunches. The goal was to provide fresh organic food to the AHS cafeteria. "Working on this project is very fulfilling because the process does not take long and it is fun to see the plants grow," Rainville said. "My favorite part is being able to bring the food into the cafeteria knowing it will

the classic 'go out in nature and save the earth' kind of thing," she said.

On the political side, Dolan had a few tips for how you could get involved. For example, you could volunteer to phone bank for candidates who champion green legislation you support, or you could write postcards to voters. She said, "Climate change is an issue that isn't really visible in our government. And state-wise, we have a very small percent-

ty-based group of volunteers with all sorts of projects. Dolan helps to write the blog about ways people can help in Andover. Dolan said, "Even joining one organization can get you very far, because people have great connections and everyone's really helpful with tips."

On a personal level, there are a number of ways you can make the way you live more sustainable. Sustainability can easily be intimidating, but Gosalia made a fantastic point to remember when it feels this way: "The aesthetic of being sustainable is often a lot more work than it actually is to be sustainable...a lot of times, people feel like in order to be sustainable, you need to buy new things. But that's actually the exact opposite of what you should be doing...Sustainability really comes with using what you have to the most that it can be used. So instead of buying new clothes that are ethically or sustainably made, just keep wearing the ones you have and mend them...it's a lot easier than it looks online."

You can also try going vegetarian one day a week. According to Kathy Freston, health and wellness activist and author in the Huffington Post, enough water to supply every home in New England for four months could be saved if everyone went vegetarian for a day. You can see the article here at https://www.huffpost.com/entry/the-breathtaking-effects_b_181716.

McKone emphasized that the most important aspect of doing this kind of work is not to give up even if you feel disheartened. Dolan echoed this sentiment, saying, "You can feel not very valuable in the issue of climate change because it's very large, on a global scale. Your work matters a lot no matter how big or small it is. All people are valuable to the movement and working towards combating climate change."

For more information on projects and progress Andover has made, see a summary of accomplishments on our website at: <https://projectgreenschools.org/chapter-profile/andover-high-school-environmental-club/>.



STAFF PHOTO / Erin Li

A line of electric vehicles meet up at the AHS parking lot to drive down to main street to promote electric cars.



STAFF PHOTO / Erin Li

AHS Environmental Club members organize the electric car drive-by event. From left to right: Eva McKone (president), Courtney Duffy, Yashvi Gosalia (president), Ravi Diaz, Sadie Rooney

Tips From AHS Grads

"Bring your spices, bring your salt, bring your pepper, bring your chili bean sauce, sriracha, because they don't have that in college."

- Rebecca Song (2020 grad)

"If you're struggling, others probably are too. Reach out to your peers even if it seems intimidating."

- Henry Chen (2020 Grad)

"Don't miss any of your classes."

- Sherry Wang (2018 grad)

"Find your roommate ASAP or rent a house ASAP!"

- Christina Zhou (2020 grad)

"Form study groups. Learning on your own is going to get harder from here on out."

- Henry Chen (2020 Grad)

"Be prepared to feel overwhelmed but also know that you are never alone."

- Alice Yu (2020 Grad)

"Random roommates are pretty, well, random. Learn to get along with people that frustrate you, at least to be able to amicably resolve conflicts."

- Henry Chen (2020 Grad)

COLLEGE / from page 1

it became an effort to reach out and email the professors or social workers for help.

This struggle to connect is also true with making friends especially for the class of 2020 going into a brand new environment. Usually, you would make friends through in-person classes, school clubs, and activities, etc. But this year everything shifted online, changing the main source of creating friendship to school Discord servers, Instagram direct messages, and other social media platforms. Even though you can't hang out with a huge group of friends to grab food or study together in the library, people are trying to make it work. "In Discord channel, people will coordinate little things like going to the Blick store to get art materials, running errands together... a few people go and that sparks conversations," Song added.

Along with all the struggles of finding motivations or making new friends, oddly enough, there are also perks to the pandemic college life, such as being able to attend online classes more easily or having bigger dorm rooms all to themselves. Sherry Wang, a 2018 AHS grad and a junior at Bentley University, said, "To be honest, I haven't missed a single class this semester because they were online classes. Before when they were offline it was easier to not go to classes when all your friends didn't want to go."

Of course, another big part of the college experience is residential life. Because of the pandemic though, there are strict restrictions on college dorms and visitors. Students from outside the school are not allowed to enter dorms, they are required

to take COVID tests every week and show an indication of the negative result when entering any buildings on campus. The public facilities on campus changed too: libraries are often not open now but only available for curbside pickup, the study rooms are limited to fewer than four people, and these restrictions differ for each school. For the students studying in Boston, some of their social activities during the week are running errands, grabbing food and drinks, or just hanging out with

because it's a reason for her to leave her room and breathe in some fresh air from the outside.

To provide a better experience for the students, colleges have also been trying their best to create student bonding activities to relieve stress, make opportunities for friendships, or just create some kind of normalcy during this abnormal year. Some of the common activities are online bingo, movie nights, or even arts and crafts nights. According to Wang, Bentley University continued its annual Spring Day event, which this year was April 16-18. Usually, they would have an in-person concert where all the students come together but this year they had a virtual concert featuring Tinashe, 24kGoldn, and Jeremy Zucker. During the three event days, there were different free food trucks every day on campus serving ice cream sandwiches, burgers, fries, tacos, fried chicken, whoopie pies, etc. These are some great activities to bring students together in a safer way during this special time as well as providing some late-night snacks to fuel up their motivation again.

The past AHS grads sure have had a very special college year under the pandemic, there are lots of struggles they had to face and resolve but there are also little surprises they found on the way to make isolation a bit better. What will the college class of 2025, this year's high school seniors, experience next year? Who knows, but it may not be a bad idea to start reaching out to make new friends on the internet, go grocery shopping, or try to cook (without burning your kitchen down)!



STAFF PHOTO / Erin Li

An example of the variety of food Bentley provided during their 2021 Spring Day Event to help students to bond together and relieve stress.

friends around Newbury Street or at the Boston Common Park.

According to Wang, "It feels more like living your own life and surprisingly grocery shopping became my favorite activity." As an upperclassman living in a suite with her own individual kitchen, Wang started cooking more during the school year. Grocery shopping became the number one activity she looks forward to

Student Plans For Summer Vacation 2021

SUMMER / from page 1

said, adding that this year, many of the programs that will most likely run are outdoor trips and adventures.

As a child, Loureiro spent a lot of his time at the center, and received the opportunity to work there at the start of this school year. Therefore, this will be his first time working over the summer at AYS.

"COVID will likely make it more difficult to do certain activities as it has over the fall and winter, but either way, it'll still be a lot of fun," he said.

Shohini Lala

Some students are taking on academic and enrichment experiences this summer. Junior Shohini Lala hopes to take a physics class through a local community college.

She would like to major in a biology-related field and hopes to take this class to help build a good academic foundation before she enters college. "I didn't get the chance to take it through the school and with everything online it is easier to [get this opportunity]," she said. "We are so close to normalcy. I'm positive that this summer will be amazing!"

Saima Rahman

Junior Saima Rahman hopes to be working at Shawsheen School with the Bridge preschoolers. "It's a really great learning experience and the kids at Shawsheen are amazing," she said, adding that Bridge is a half-day school where they teach, play, and work on skills with the children.

Her mother has been working at Shawsheen for several years and Rahman has been able to get to know the school and the teachers there. Many of them encouraged her to apply for a summer job at Shawsheen. She was supposed to start working last year, but due to COVID, there was no summer school.

Pritha Yalakkishettar

Junior Pritha Yalakkishettar will be helping out with the COVID vaccine this summer and hopes to continue this job through the next school year. She will be working at one of the Greater Lawrence Family Health Care Centers, which is an organization her mother works with. This is the first time Yalakkishettar will be working. "I would be registering patients coming in for the COVID-19 vaccination," she said.

In addition to working at the clinic, Yalakkishettar would like to spend much of her time with friends and family. "I hope I get to hang out with my friends a lot more," she said. "We have many activities planned like paint nights, pool parties, picnics, a day in Boston, etc. We've written them all out and are determined and excited to do them. Since COVID ruined any and all 2020 summer plans to do with everyone, we're hoping the things we do this summer will make up for that."

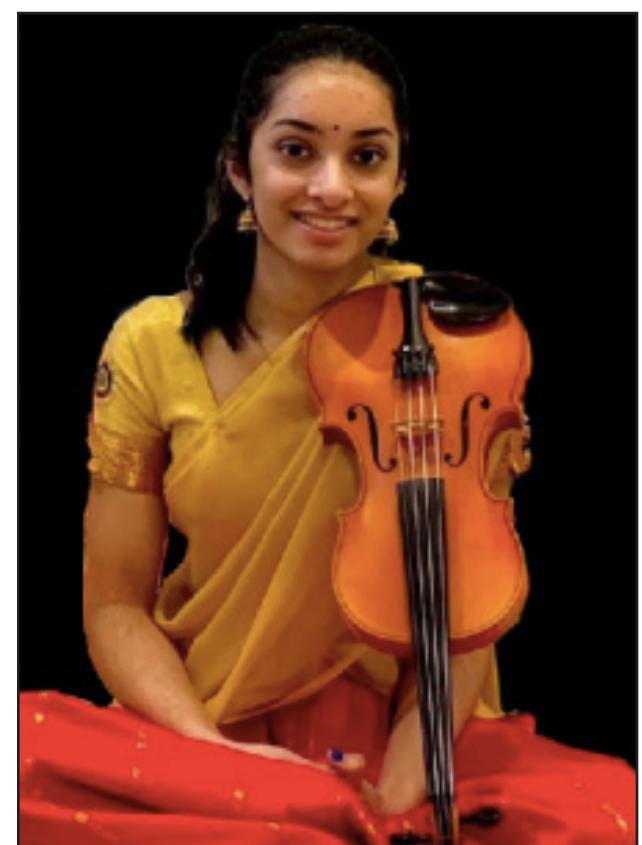
Sadhana Venkatesh

Junior Sadhana Venkatesh has two unique experiences planned out this summer. She will be teaching violin to children and adults and will be conducting a personal project on education. She will be continuing to teach Indian classical violin to children and adults, as she continues her own training in this art. She has been learning for the past seven years, and started assisting and taking classes a year back. All the online teaching "[has] really helped [her] to understand perspective and how to communicate better and how to allow [her] intentions to come across well," she said.

Inspired by this year's learning and teaching, Venkatesh wants to start a personal project on education. "With the pandemic, it's become really apparent to me, and to many other people, that grades have been our biggest motivators in learning," she said as she talked about her own learning experiences.

Venkatesh remembers that she used to be very

excited to learn, and definitely lost that after middle school. She hopes to reverse that by understanding why children get demotivated to learn and also hopes to bring this to a greater level and fix a bigger issue. "I really want to see if this can be taken anywhere and see if there is any reform that could happen with this," she said.

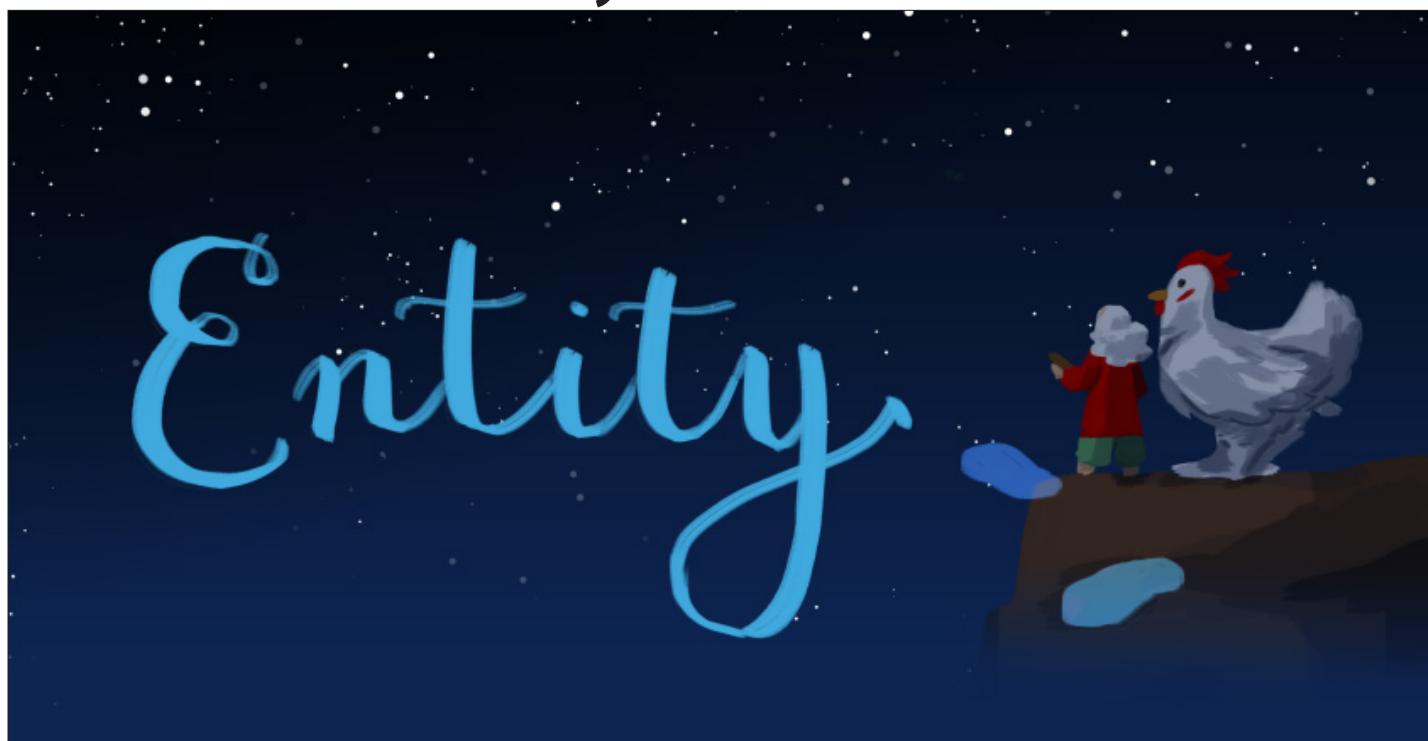


COURTESY PHOTO / Sadhana Venkatesh

A screenshot of Venkatesh's performance recording. She was performing for the virtual recital at Chinmaya Mission named "Thyagaraja Aradhana."

ARTS

Upcoming Webcomic, Entity, Made by AHS Seniors



A banner created for the comic that features two of the main characters on the right hand side, with a couple of luminous creatures known as entities floating nearby them.

By Naomi Bloom
STAFF WRITER

Do you like comics? How about wholesome stories? Amazing character design? Or perhaps... giant chickens? Then Entity will definitely be the story for you.

Entity is a soon-to-be-released webcomic made by AHS students Alana MacKay-Kao (who serves as the Arts Editor for ANODVIEW) and Abby Chou. The story is about a girl named Apollonia (Pollie) Agro, who lives in an isolated but



STAFF PHOTOS / Alana MacKay-Kao
Some of the first concept art for Pollie and Zitto, her giant chicken companion.

tight-knit community.

The two seniors have been playing around with this idea for a long time. It all started last summer when Chou saw the concept art for Pollie and Zitto, her giant chicken companion, in one of MacKay-Kao's sketchbooks. The drawing Chou saw is the first one included here.

In the winter, they started discussing it again, and started calling regularly to work on it. They split up the work, MacKay-Kao doing the art and Chou doing most of the script writing.

"I was so unbelievably stuck," said MacKay-Kao, adding that she wanted to make this comic and she knew the direction she wanted the characters to go in, but she couldn't figure out how to get the characters' motivations to come together. But Chou had ideas that resolved every issue and within just a couple of hours.

"It was amazing! She is the organization to my chaos," MacKay-Kao said.

The two of them agreed they made an excellent team. Chou said that she thinks it's because "Alana's always coming up with cool ideas and I have the executive planning skills to make those ideas happen!"

As the two worked more on the story together, they were able to resolve another of the biggest issues, which was how the main characters would act. "I couldn't figure out how Pollie would act and speak, and I had struggled so much with writing her that I hadn't even tried writing any of her friends," MacKay-Kao said. However, after more teamwork on the project, she said "It was like I was watching this perfect representation of exactly how I imagined Pollie being come to life right before my eyes that I hadn't been able to write myself. It was absolutely magical!"

Speaking of Pollie, "Exploring is her passion," Chou said. "She knows all the best paths to take and sights to see for miles around, and everyone in the community knows her as the nature expert. After years of leading hiking tours out beyond the city's bounds, her instincts in nature are sharp, and she relies on

them often."

She and her best friends, Skyla and Sanrin, are about to turn 20, meaning that they will get to transition from school and community service to careers. Pollie can't wait to start doing nature tours, "until a startling discovery upends her plans and launches her into the adventure of a lifetime," Chou said.

Chou and MacKay-Kao explained that Pollie discovers there is another entire civilization hundreds miles east of their city, and she goes out to find it. All that hiking beyond the city's bounds is sure going to pay off.

They also told ANDOVERVIEW their inspiration behind the title of the webcomic. They decided on the name Entity because in the world the story is set in, there are little semi-sentient blueish, glowy, magical blobs, called entities.

"Not much is known about them, but they're generally revered in Pollie's culture," Chou said. "They can inhabit items and make them move, and when they inhabit certain items they can pull out and show people memories associated with that object from the past."

Chou and MacKay-Kao both hinted there's a connection between entities and memories that will be explored later on in the webcomic.

As for the genre of the story, the two of them settled on the "heartwarming" one. "We're intending it to be generally wholesome and kinda funny, and just fun to read," Chou said. "There's nothing dark or spooky or intense or anything. It could also be called fantasy, since it's set in a different world than ours."

"This story has grown into something infinitely more fun to make," MacKay-Kao said. "I think it will be something that we'll really be able to be proud of!"

They're expecting to release the first season (several chapters) of this over the summer. They're planning to have it available on WEBTOON and possibly some other sites as well. To get updates on this and be notified when they post, you can follow MacKay-Kao on Instagram @Sprout4631.

Travel Through Paintings

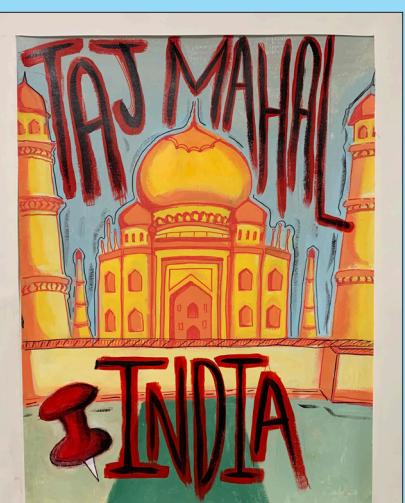
The AHS National Art Honor Society created a series of beautiful posters showcasing destinations around the world through different art styles and a variety of art materials.

"We can't do a mural this year because of COVID so we decided to do different places around the world as posters to let people see the other places in the world without leaving Andover," said Madison Redler, senior and vice president of NAHS.



Zermatt, Switzerland

STAFF PHOTOS / Erin Li
Zermatt, Switzerland, painted by junior Aimee Lu.



Agra, India

STAFF PHOTOS / Erin Li
Agra, India, painted by sophomore Dia Arora.



Rome, Italy

STAFF PHOTOS / Erin Li
Rome, Italy, painted by junior Grayson DiNino.

ARTS

New Music Era Begins With Departure of Catherine Revetria

By Eliza Marcy

MANAGING EDITOR

How many people does it take to replace one AHS music teacher? Turns out, more than you might think.

After an eight-year run, Catherine Revetria left her numerous musical posts in early April after announcing her pregnancy and her plans to take care of herself and her family. She was the director of the high school's band and orchestra, the remote instrumental program, the Golden Warrior Marching Band, Tri-M Music Honor Society, and all middle school bands.

Replacing her until the end of the school year are Dennis Shafer, Dr. Derek Voigt, Sean Walsh, and David Rice. Shafer, one of the school jazz band instructors, has taken over Revetria's teaching assignments. Voigt, the middle school orchestra teacher, has assisted with the high school's orchestra. Walsh, the Fine Arts Program Coordinator for Andover Public Schools, has been working with Tri-M students. Rice, the Assistant Marching Band Director, has stepped up to fill out the year and helped cheer on the varsity football team.

So that makes four men replacing one woman. Fierce!

Walsh told ANDOVERVIEW that the district is in the process of hiring permanent replacements and hope to have final candidates by the end of May for the 2021-2022 school year. In the Tri-M Honor Society, Walsh has overseen the annual Instrument Donation Drive and is currently planning to get the high

students. With no regrets about leaving AHS now, she told ANDOVERVIEW that she planned to return to teaching music one day when the time was right. But one of her greatest challenges over the years was, in fact, "time and the schedule."

"Having a limited number of students signing up [for band] has always been tough," she said. "The challenge is having this robust middle school program and then not being able to have the time to take a band class in high school. On the other hand, my greatest accomplishment here is the shift in the culture of the marching band. It used to be very 'drum corp-centered'—people had to do push ups when they messed up. The culture shifted to be much friendlier and we doubled the membership. The younger and least experienced players felt more welcome and were lifted up to the rest of the group. We grew because of that. And finally, I'm also very proud of the transition of the orchestra from an after-school program to being in the school day. It's small but mighty."

She also told ANDOVERVIEW that she was very proud of her colleagues and working together with them to grow the middle school band so big that they can't fit on the Collins Center stage anymore.

"We can't even have All Bands Night anymore like we used to because there's too many people in the audience and too many people on stage," she said. "We maxed out the capacity even before COVID!"



STAFF PHOTO / Eliza Marcy

Catherine Revetria (née Hofius) leading the Andover High School Marching Band.

school musicians over to the elementary schools this month to encourage fifth graders to continue their involvement in band and orchestra.

"We are [also] excited about new courses next year at AHS, including 'Beginning Instruments' and 'Rock Ensembles,' and looking to expand programs at elementary and middle school levels," he said.

No Regrets

Revetria came to AHS from Georgia and brought with her a fiery passion for music that she passed down to all her

In a letter from the Andover Band Association, President Matt Scully wrote to students and parents about his appreciation for Revetria.

"Catherine has been an inspiration to all of our children over the past eight years," he said. "Whether in lessons for Elementary, or band and orchestra in Middle and High School, she's been there with them teaching and cultivating their love for music in their early musical years. I wish her and her family all the best in the world."

For now though, music students see Shafer—or Crazy Dennis as he's af-

fectionately called in jazz band—teaching high school band and orchestra each day, and all middle school bands (co-teaching with Kaitlyn Sicinski).

"I have thoroughly enjoyed working with all the students, and it is a joy to be teaching in-person again," he said. "I have enjoyed in particular with the orchestra/string students, as I have conducted orchestras in the past, but it has been a while."

Shafer has three degrees in Saxophone Performance. He told ANDOVERVIEW that he has a Bachelor's in Music (BM) from Boston Conservatory (2004), a Diplôme d'Etudes Musicales (DEM) with prize in saxophone from the Parisian Conservatory of Boulogne Billancourt in France, and an Artist Diploma (AD) from Longy School of Music which is next to Harvard in Cambridge, Massachusetts.

"I thoroughly enjoy playing the saxophone, which I've worked on perfecting for 30 years, and I've almost got it," he said. "Right now, I'm working on klezmer clarinet, however, I'm getting some tips from Kaitlyn Sicinski about clarinet playing and from some other artists on Zoom and YouTube. Most of what I learn these days is from YouTube—and it's free!"

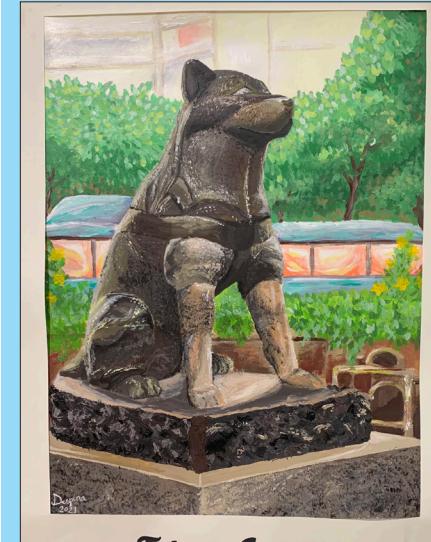
All About Fun

What's the most important thing Shafer wants to convey to AHS students in the short time he has with them? The most important thing is scales.

"If, by the time I leave here at the end of the year, every student can play all major scales (percussionists included, there are plenty of mallet instruments here), I would consider that a great success," he said. "Scales unlock the kingdom for playing anything on any instrument. Right now, I'm learning the Freygish scale for klezmer, on clarinet the most popular key for that is E. So its E, F, G#, A, B, C, D, E—Try it! It's lots of fun! It's a major scale but sounds minor because of the augmented second in the beginning of the scale."

In a letter to students in the band classes, Revetria wrote she was saddened to say goodbye as the community in Andover had been such a large part of her life the past eight years. Like Shafer, her parting words are all about sticking with music over the long haul.

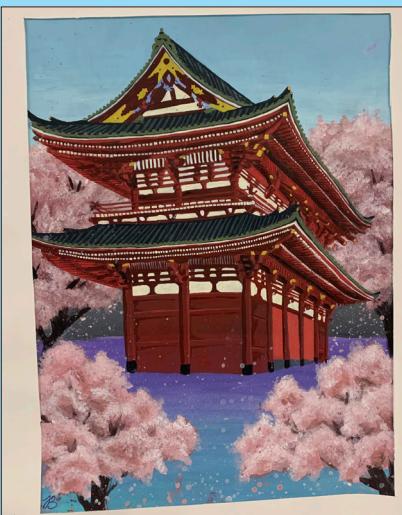
"I am nothing but confident in the future of the music program in Andover," she said. "The program's growth that I have witnessed is immense and it will continue to grow in the years ahead. I am truly excited knowing how much music can, and will, enrich your lives if you stick with it. I have yet to meet someone who regrets the time they spent learning music—only people who regret giving it up. So keep playing!"



Tokyo, Japan

STAFF PHOTOS / Erin Li

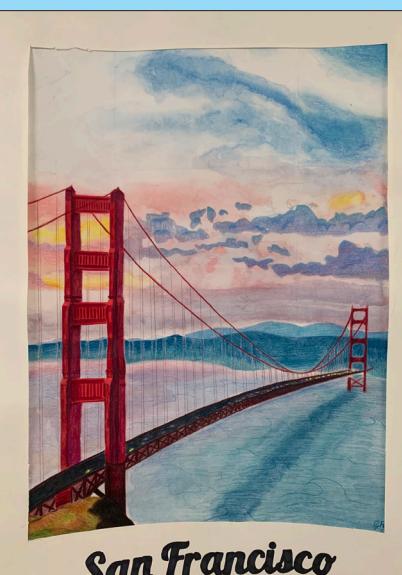
Tokyo, Japan, painted by junior Despina Tasiopoulos.



Tokyo, Japan

STAFF PHOTOS / Erin Li

Tokyo, Japan, painted by junior Jillian Boyer.



San Francisco

STAFF PHOTOS / Erin Li

San Francisco, painted by junior Giulia Maria Panzica.

May Showers Bring AHS Gardening Hours

By Elisabeth Shin

STAFF WRITER

In the midst of a pandemic, the planting season has come as an opportunity for the AHS community to step away from the screen and into their gardens.

According to Alan Kalf, biology teacher, the period between Mother's Day and Memorial Day is the most opportune for planting vegetables for the summer. During this period, he said AHS students can benefit from caring for their plants and find a renewal in themselves through nature.

"It is just amazing to see different things come out from the ground," Kalf said. "Tomatoes, cucumbers, basil."

Kalf is an avid gardener who experiments with various crops. Working with eggplants, arugula, and even artichokes, he shared tips for both advanced and beginner gardeners. Kalf recommends using compost with soil to increase chances of abundant crops and planting warm weather plants like tomatoes and cucumbers.

Kalf also has recommendations for the unfortunate case in which your plants come face to face with fury pests. He recommends spending "some extra money to put a fence up to keep out rabbits and chipmunks and bigger animals. If the pests are bugs, a little bit of dish soap and water put in a spray bottle [should kill them]."

Fellow science teacher Melanie Cutler, advisor to the AHS Environmental Club, had additional advice on easy vegetable plants to grow and ways to take care of them.

"Peas tend to do well [in the garden], same thing with radishes because they grow and come out quickly," Cutler told ANDOVERVIEW. "We plant those [in the AHS courtyard] so students can see the fruit of their labors."

Cutler offered more advice to avoid frost and further chances of good growth. "A lot of people," she said, "will start their seeds indoors at this time of year, let their plants grow inside, and let it grow outside when it's warm out."

In the case where help is needed in the garden, both teachers recommended using external sources for advice in planting or taking care of them.

"There is no shortage of information on the internet," Cutler said. "They sell easy-to-grow seed kits, where



STAFF PHOTO / Erin Li

they'll send you the medium [fertile soil for plants] and the seeds to get started."

Reaching out to the local gardening community is another way of finding support.

"Whatever you're having trouble with, everyone in your town is having trouble, too," Kalf said. "Share and ask for advice and ask the people around you what problems you have."

Gardening means a lot to the students who have participated in this activity. Manavini Panguluri, a sophomore in the Remote Academy, has been gardening for much of her life. Planting okra, tomatoes, jalapenos, and much more, she offered her own view on gardening:

These vegetables were grown and used in the cafeteria last year. "People who are connected with nature should do [gardening], because I think nature can heal you."

Sophomore Miella OrShahar told ANDOVERVIEW that "gardening can give you a sense of accomplishment when you grow something by yourself and get to see and eat it if it's a fruit or vegetable."

But there is no need to have the "green thumb" in order to have a great garden. "The sign of a good gardener is not a green thumb; it's brown knees," Kalf said. "It's about how much time you spend on the garden, digging, and everything else. It's not going to turn out perfect, and that's okay. We're all learning."

Beloved Teacher Retires to Make Room for Nature

By Sonja Kruecker Green

CORRESPONDENT

One might say Nancy Walke's first cherished book of poetry, *A Child's Garden of Verses*, by Robert Louis Stevenson, foreshadowed two of her great passions—gardening and teaching literature.

However, Walke, a beloved and recently retired AHS English teacher who had been teaching in the district for more than 30 years, did not always know she wanted to teach. As an English major in college, there was an implicit assumption that teaching would be her most likely career move. But Walke wasn't so sure.

"I didn't necessarily see myself as a teacher, and in a way, I almost thought, 'I am not going to be a teacher because it is what everyone thinks I will be,'" she said.

Given Walke's desire to march to her own tune, it is not surprising that as a child she was attracted to books featuring heroines with strong independent spirits; book series like *Little House on the Prairie* and *Nancy Drew* mysteries. Later, reading Jane Austen's *Emma*—again a heroine who is no shrinking violet—was a turning point for Walke, upon the revelation this was not a book about women getting married, but rather an astute social commentary. Walke described her understanding of both *Emma* and Virginia Woolf's essay, "A Room of One's Own" as

personally transformational.

After college, Walke started a job as an advertising copywriter at the Harvard Coop. It was not until after a "series of unfortunate events and happy accidents" that she was led to teaching. She first came across an opportunity to substitute in North Andover. She anticipated this being a temporary position but gradually found that she had an affinity for teaching and was eventually given a permanent substitute position at the high school in North Andover. Later, there was an opening at a small private school where she taught math, science, and reading, and it was then that she came to the full realization that she wanted to pursue a teaching career.

In time, she got her certification and master's degree and was hired at Andover High School. She moved to the middle school level for 25 years until eventually returning to the high school. Over the course of her career, she helped scores of fledgling readers and writers take flight.

When not nurturing her students, Walke lovingly tends to her flower garden. In gardening, one must prepare the soil and sow the seeds, water, and weed, the same way a teacher must prepare a fertile environment for learning. Teachers plant the seeds in the form of ideas and nourish students with books.

She found that keeping rabbits away

from her garden, though, is not always simple, and they must ultimately learn to coexist. In the same way, we must learn to coexist with modern technology; Walke believes it is vital that teachers help students develop a lifelong love for reading in the age of the internet. She suggested that what is important is that students understand reading itself is so very empowering regardless of the medium; it is transformational and, in Walke's words, it is "transportational."

"What is important is to, right out of the gate, get students to think about their identities as readers and the role that reading can play in their lives," she said.

She mentioned an activity she had her students do at the start of the school year, where they created a list of books that were significant to them; this helped the students to realize who they were as readers. Walke also added, "You want to be giving students a variety of experiences in the classroom" in order to ensure students are engaged.

Walke will miss teaching but is looking forward to tackling the pile of "books in waiting" on her nightstand and having more time for gardening. She would love to do more traveling and mentioned that Ireland is definitely top on her list.

As the Roman scholar and consul Cicero noted, "If you have a garden and a library, you have everything you need."

Three Questions with Ms. Walke

What books are currently on your nightstand?

"Gardening books, some Barbara Pym books, and a lot of books in waiting."

If you could have a picnic with 4 writers, dead or alive, who would they be?

"Jane Austen, Barbara Pym, Rachel Carson, and Harper Lee."

Is there one piece of literature that you particularly enjoyed discussing with students?

"The Giver, To Kill a Mockingbird, Lord of the Flies, 1984, Night, and Frankenstein all sparked very insightful discussions among students."

A Peek Into This Year's Capstone Projects

By Madeline Shin

STAFF WRITER

After nearly a year of researching and mastering their project topic, the senior students of Capstone have finalized their projects.

Capstone, a full year English elective course for seniors, offers an opportunity for those to research a certain topic that they have been interested in, such as the regenerative properties of a snake, and create presentations on their projects.

"We believe fundamentally that research doesn't belong in a vacuum," said Rebecca D'Alise, the Capstone advisor. As much of the student's work is done independently, she prefers to go by advisor instead of teacher.

In Capstone, D'Alise's statement proves to be true as the end result of each project is sharing what has been learned with as big of an audience as possible. By the end of the year, students will have created websites, done TED Talks, 15-minute presentations, and more. In whole, the yearly process follows the principles of Stanford's Three Ds: discovery, design, and deliver.

ANDOVERVIEW contacted four of these Capstone students and briefly feature their work below: Daniel Ivanovich, Emmanuela Pitts, Hayley Katz, and Kirk Hillson.

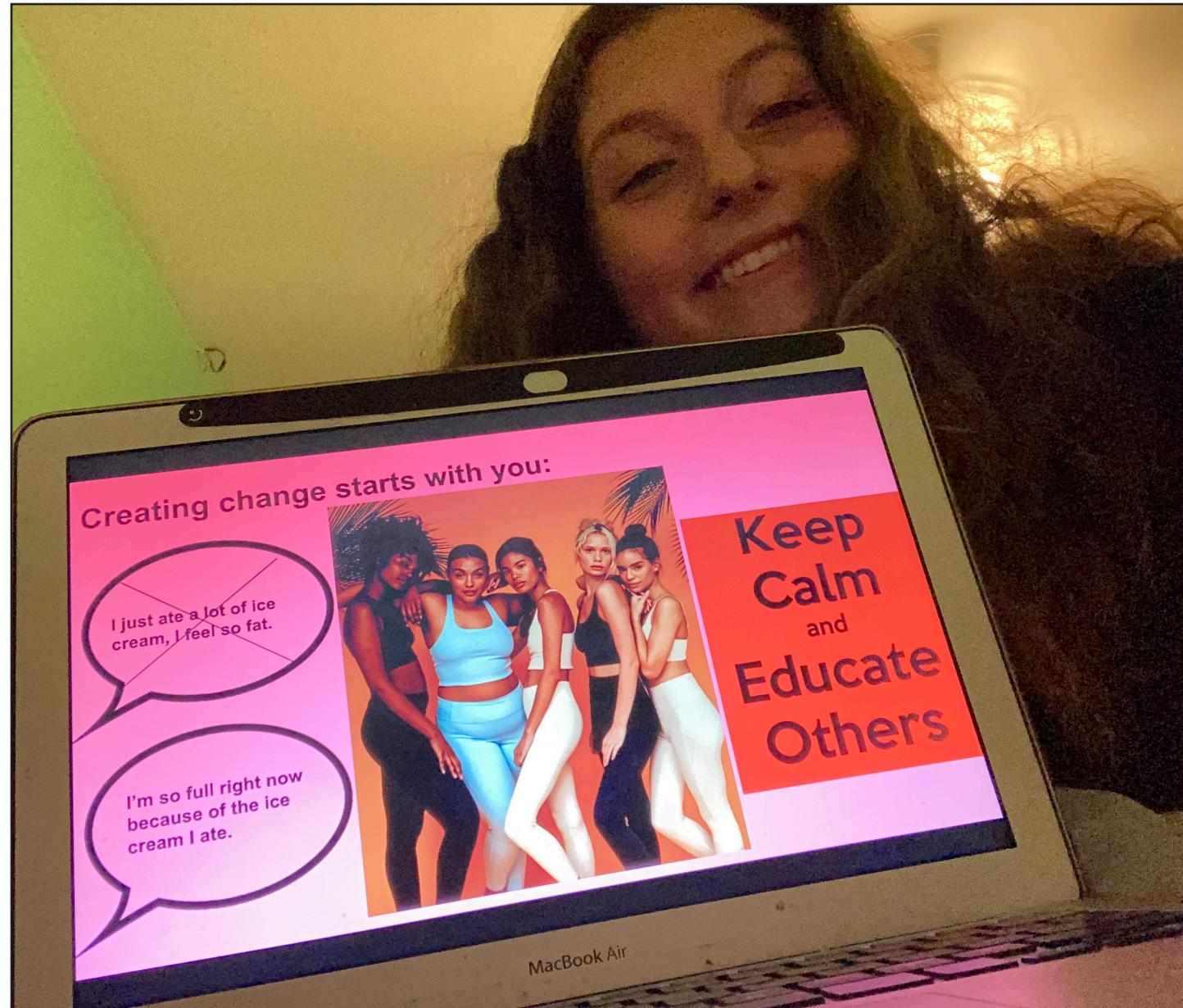
Daniel Ivanovich

With no initial topic in mind, Daniel Ivanovich was interested in joining Capstone to find a subject of interest and be able to investigate it at greater depths. During the year, he found his topic to be about predictive policing software. This deals with the fields of criminal justice and computer science, specifically on machine learning.

Ivanovich looked at the COMPAS recidivism algorithm, which is a machine learning algorithm that uses a 137-question survey to gauge whether a defendant will recommit a serious crime if released. There has been controversy with the COMPAS algorithm as some have noted a trend in people of certain races who were judged to be likely to recommit a crime, and never did. Still, Ivanovich states, "COMPAS is a black box-- being a machine learning algorithm, no team of developers explicitly programmed its behaviors," so it was never made to target a certain group of people.

Emmanuela Pitts

Emmanuela Pitts, or Emme, had an interest in genealogy since her youth, and she chose to make the focus of her project the relationship between identity and genealogy. Her research gives answers to various questions including why



STAFF PHOTO / Erin Li

Hayley Katz showing her presentation right after her CAPS virtual showcase on May 17th.

many are interested in one's family tree and how this knowledge benefits them.

"Do something that you're really passionate about," Pitts said when asked for advice for those who are interested in trying Capstone. She detailed how her passion for genealogy allowed her to jump ahead, as she already had an idea of what to research and what she wanted her project to be about. She saved days of time compared to those who weren't so sure about what they wanted to do or where to start. In addition, by taking on her passions, she discovered why she was so interested in genealogy from childhood: knowing one's family tree had a profound effect in shaping one's identity.

Hayley Katz

With eating disorders growing more prevalent in our society, Hayley Katz's project examines the relationship between clothing advertisements on social media and negative self-image, which

can often contribute to eating disorders. She has been examining how images on social media and advertising by companies create an unrealistic view of the human body for developing teenagers and how this can negatively affect those with eating disorders or in recovery.

While she was initially nervous about presenting on this delicate topic, the great support she received and the hard work she put in allowed her to grow confident that she could openly talk about this issue involving eating disorders and their causes in society without failing to represent those who struggled with eating disorders.

"There's so much that I've learned that I want to share with people," Katz said. In fact, she has gotten so much information that she found that putting all her facts and results into a 15-minute presentation is actually quite difficult!

Kirk Hillson

Kirk Hillson's project is on heteronormativity in the modern world with a focus on teenagers. This is the belief that everyone is born heterosexual and cisgender, which means that they identify with their biological sex. For his project, he did numerous surveys and interviewed many people. To reach a greater number of people, he contacted influencers on TikTok, who are people who create content on the app. He received much support from them, as they posted his surveys on their TikTok and Instagram accounts.

"Not only am I helping others be educated about this topic, but I'm also educating myself," Hillson said. As he went through his project, he found he had a surprising number of heteronormative behaviors in his own day to day life, so he is learning about himself throughout the process. Overall, he is very proud of his project and its success in reaching others.

Andover Groups Using Social Media to Plan, Advertise Events, Rallies

By Philippa Konow

STAFF WRITER

Social media has become almost unavoidable in today's society. Facebook groups in Andover, such as "Indivisible Andover" and "Andover Cares about our Schools and Town," have used social media to not only advertise but also organize their rallies and events.

Look back some months ago, and you can probably remember the Black Lives Matter rally at the Shawsheen intersection or the Stop Asian Hate rally later on. These two rallies were organized by "Indivisible Andover" and their many members. They used social media plat-

forms such as Facebook, Instagram, and Twitter to spread the information; the date, time, and location as well as what will be taking place.

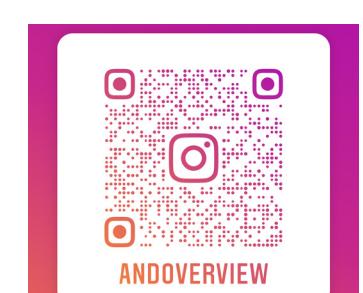
Recently, AHS has decided to have all hybrid students fully in person, as well as giving the option for remote students to join in person. This decision was heavily encouraged by the amount of students switching over to remote, as a result of the encouragement of "Andover Cares about our Schools and Town". They were supposed to have a rally on April 29 for the reopening of the school, but opted to cancel when APS decided to reopen the high school to all students.

Heather Ferro, one of the main orga-

nizers in Andover cares, used Facebook to organize and advertise the rally. "The most helpful part was being able to reach a large and relevant audience," Ferro stated. Although the rally didn't occur, social media was a huge help bringing it together. She believes that if social media wasn't used, "getting the word out and having people turn up would be more difficult."

Many students, teachers, and parents get a lot of their information about events and rallies from social media platforms because of how much they are used. Sophomore Anya Gupta has been to some rallies after learning about them from social media. "I've mostly heard

about protests through social media such as Instagram and Twitter. I also got to know about it through my friends," she said. "I share the information on my Instagram stories, texted my friends and family, and spread the word [of rallies] as much as possible."



Students Express Difficulties with H-block Changes

By Jacqueline Zhu
STAFF WRITER

Hybrid learning has given AHS students more freedom as well as some complications in how they use their time during H-blocks, especially on remote days. It, however, remains unclear how H-blocks will change when students return to full five-day learning.

The lack of teacher supervision on remote days has enabled students to spend H-blocks doing activities they wouldn't normally be able to do in school, such as taking naps or cooking breakfast. Other effects of hybrid learning on H-blocks include changes to teacher availability and loss of motivation to work on classwork.

One of the many things that students miss in H-blocks this year is that students haven't been able to schedule themselves into a teacher's classroom.

"Usually, the teacher that you wanted to see is sometimes occupied with other

students or out for a mask break, which limits the time they are available for help," said sophomore Vivian Tang, adding that she now has to ask her H-block teacher for permission to visit another teacher for help in a class.

Other students feel getting help from their teachers is more accessible than before, especially on remote days. "I think it is easier to visit teachers for help," said junior Janice Lee. "I can sometimes meet multiple teachers during the H-block period, which is something that can't be really done in school."

Another change for students is to use remote H-blocks to take a break from school. "During the remote H-blocks, I typically spend my time making breakfast and conferencing with teachers," said junior Jeffrey Connors. "If I do not have questions for any teachers during a given H-block, I might also just take the block to relax before my next class."

Senior Katherine Song enjoys the

breaks, too. "On remote days, I do homework or study if I need to, but usually I like to take a break, which usually means doing something that's not on the computer and getting a snack," she said.

These aren't the only changes to H-blocks this year. Health teacher Betsey Desfosse designed the H-block curriculum for this year and told ANDOVERVIEW that the process for organizing the curriculum involved "look[ing] at the needs of the students and ...[getting] input from other teachers/counselors as to what they think is most important right now."

She added that some of the difficulties in organizing the H-block curriculum were expectations. "Everyone has their own ideas. Some teachers and the freshmen have never done H-block before. Others think it should be like it was in the past but that wasn't possible this year."

So after a few years of H-blocks being done a certain way, the pandemic

changed things up and Connors is opposed to increasing teacher involvement during H-blocks.

"I think it is at the student's discretion about what they do with their H-Block period," he said. "If a student chooses not to complete any work, that is no fault but their own. I do not think it is an H-Block advisor's role to regulate what gets done during an at-home H-Block."

And some students aren't fazed by distractions and instead use remote H-blocks solely for school-related purposes. Tang utilizes time during H-block to try to get her homework done as best as she can.

"During H block on remote days, I usually do homework or go to meetings that provide extra help for a certain class," Lee said. "If I don't have homework that day, I organize my work and workspace. Sometimes I would read a book...for leisure or get prepared for my next class."

Relationship Changes During the Time of COVID-19

By Olivia Janasik & Naomi Bloom
STAFF WRITERS

With the pandemic, maintaining and creating relationships throughout the past year has been a tough experience for all of us. Whether it was with our classmates, friends, or even close relatives, COVID has torn apart many close and long-lasting relationships.

However, the majority of AHS students have managed to stay connected, and even had new relationships blossom over the course of the year. With fun, engaging, and most importantly safe, and COVID-friendly activities such as these, students were able to spend time with one another while staying safe and healthy.

Outdoor Ideas

With warmer weather on the horizon, outdoor activities are more popular than ever. When it was colder out, some students would have campfires outside their house. This can also be a great idea this spring, with s'mores and other yummy treats. Senior Ben Entner is all in for going to the beach. He and his girlfriend like to go watch the sunset together, since at night there aren't as many people around, making it safer than when it's super crowded during the day.

Alex Grenon told ANDOVERVIEW that she enjoys having socially-distanced picnics with her family and friends-- enjoying the food and each other's company.

"I love spending time outside with my friends, especially when we go on hikes and have a picnic at the top, it feels

really rewarding," she said.

Socially-distanced movie nights by using a projector has also been a nice way to get together for Alex McNally and his friends outdoors. A few other ideas students reported were going hiking, playing sports, or even just walking around downtown Andover. Even better, the Centers for Disease Control and Prevention (CDC) has deemed it safe to not use masks outside for people who are vaccinated or if you're not in a crowd.

Indoor Ideas

For those who are more indoorsy types, there are still plenty of fun activities to do with the social-distancing guidelines. Whether this be at work or after school activities, any human interaction out of school is nice at this point.

Sophomore Diya Ganesh said that since she does work at Kumon, she gets to interact with the little kids, and she also meets with her Destination Imagination team on some Sundays.

Going to restaurants or getting coffee with friends? It's still important to wear your masks indoors if you're not at home. Senior Lizzie Jones told ANDOVERVIEW that "it's really fun to rent a movie theater so that you can go with a group of friends, but still be able to socially distance very well."

At-Home Ideas

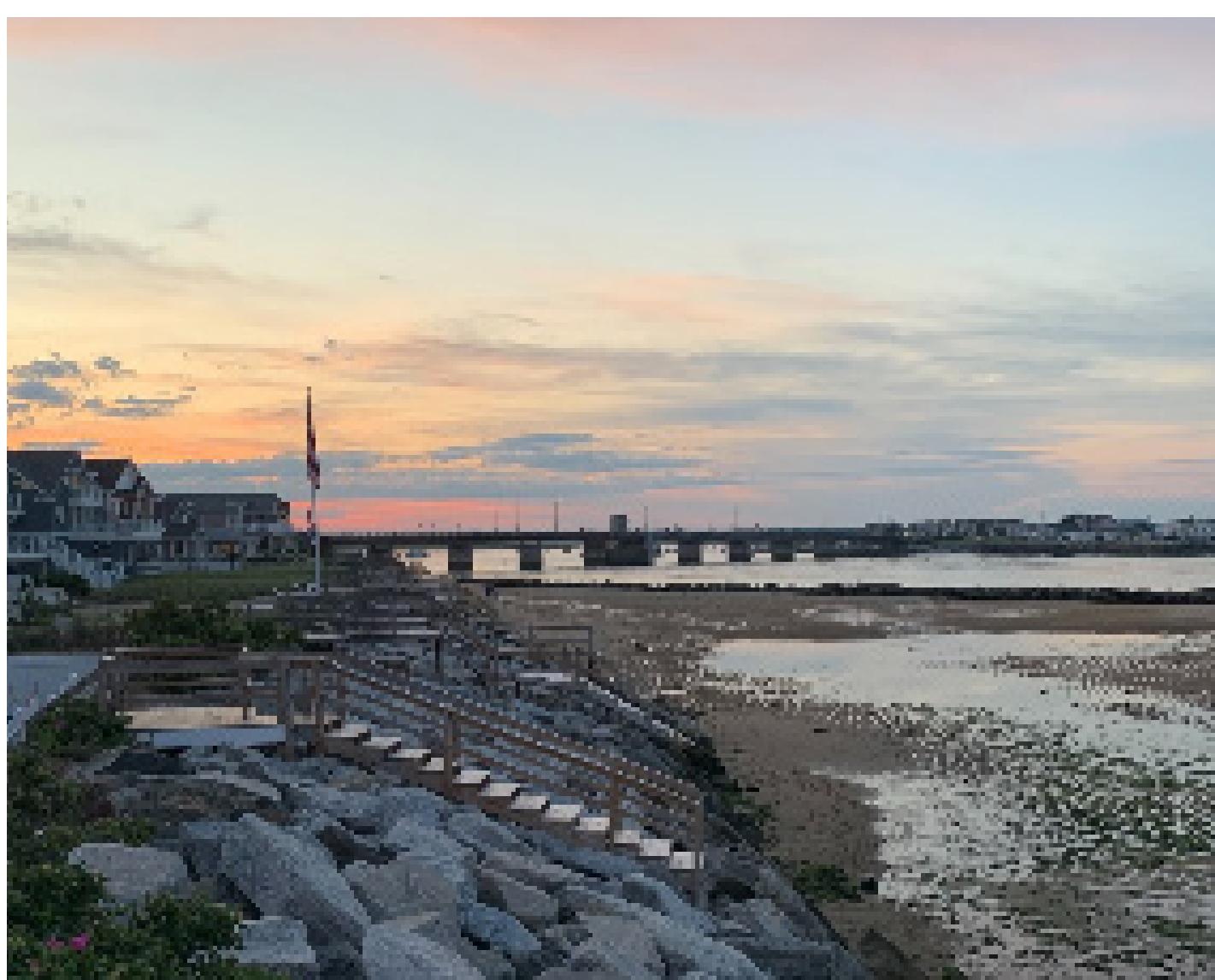
With new technology and specific apps created during the pandemic, students have found a multitude of ways to interact with each other from their own homes.

Among Us is not really popular anymore, but it really showed how much people could connect with each other from home, aside from video calls. Many students have resorted to Tik Tok, Instagram, Snapchat, and even iMessage games to interact with games or just simple conversations with each other. iMessage games are also a great way to enjoy your friends' presence; Crazy Eights for larger groups, or simply a 1-on-1 game of pool. Playing Minecraft or other multiplayer games with friends is another great idea for safely spending time together.

For example, senior Mila Mejia has enjoyed playing Crazy Eights on her phone with her friends, adding that "Crazy Eights is one of my favorite games to play while I'm at home and bored."

Discord is another popular and common, group-chatting platform. "I don't really FaceTime or video call people a lot," Ganesh said. "To be honest, the way I interact with my closest friends is by sending them half my Instagram feed through DMs."

While quarantine hasn't been easy, it's great to see how people have come together and found new ways to keep in touch with each other. Even though things are still changing with COVID, it will hopefully continue to become safer with the increase in vaccinations around the world, and more locally in Andover. Although things surrounding the pandemic have been getting progressively better, it's still important for us to stay safe without endangering ourselves and others during this time.



STAFF PHOTO / Camille Storch

SPORTS

Parrott Takes a Leap...to Nationals

Breakout track star reflects on journey, how she will make return to coveted competition

By Camille Storch

ASSOCIATE EDITOR

Championships. An achievement that most athletes strive to reach by the end of their season. Winning MVC's, moving on to the State championship, and in the world of track and field, going on to the National Championship, competing with the top elite athletes from all over the country. AHS Jodi Parrott, a junior at Andover High School, has achieved this goal not only once, but three times.

A one-time volleyball player who joined winter track and field freshman year to simply stay in shape for the fall, Parrott has turned into a breakout track star at AHS, and has broken a handful of records at the school, in both indoor and outdoor track.

For those who are not familiar with track, many athletes have a specific event that they excel in, and then participate in a couple other events with a less competitive mindset. For Parrott, her hardest event happens to be one she holds the school record in; hurdles. Therefore, the majority of her time during practice is spent going through the motions of this event over and over again. "[Hurdles] combines a lot of different skills all together and takes a lot of form along with speed," reflected Parrott. Parrott holds the school record in the indoor 55 meter hurdles, finishing in only 8.1 seconds, and that's just from this past season. She still has her whole senior year ahead of her to improve on that mark.

Parrott has worked with Peter Comeau, a coach and track icon at AHS, since freshman year. Comeau, known for his "It's not where you start, it's where you finish" quote, has been a motivating fac-



COURTESY PHOTO / Carl Russo

Parrott (left) takes a flying leap over a hurdle in the 100 meter hurdle dash.

tor for Parrott throughout the past three years. The coach and athlete pair form quite the dynamic duo.

During her freshman year, Parrott attended the National Championship for winter track and field held at the New Balance Armory, in New York City. "That year, we had a really strong senior class, so we brought a hurdle relay," said Parrott. "I think it was really important for me to see, freshman year, how competitive [this sport] can get."

Being in such an intense environment helped build her motivation for the rest of her high school career. The end goal of going to Nationals each year became Parrott's main motivation.

As a freshman, Parrott, along with

then-seniors Alyssa Grieco, Emma Joel, and Cassidy Brink, won All American during the 2019 Nationals, another huge accomplishment for Andover High and the girls track team in general. "The term All American is a hypothetical team of the top six people in each event," informed Parrott. She added that since Andover placed fifth out of sixth in their relay, they were included in winning the All American title. The All American team never actually competes, but they are recognized across the country as the top athletes in that specific sport, or event, helping to make their name and achievements wide known.

Fast forward one year to early March of Parrott's sophomore year after she had qualified for the second time. "The day

that school was shut down, March 13th, I was supposed to compete at Nationals," remembered Parrott. "Me and four other kids, we got up that morning, excited, ready to head down to New York to compete at the [New Balance Armory], and then we found out that it had been cancelled due to COVID".

"[The news] was super heartbreaking," stated Parrott, with a sad smile, but she is already looking ahead to this year's competition. New Balance is planning an outdoor National competition, which will occur late in the spring season. If everything continues to go as planned, Parrott will qualify and be able to compete once again at this coveted competition.

During the winter track season, Parrott fared remarkably well, despite the new COVID restrictions, and is grateful that the team is able to practice and compete outdoors, despite it being "indoor track."

"My long jump has been the standout for this season," stated Parrott. (She jumped an 18.9, which would be the new indoor school record. Because indoor track meets were held outdoors this year due to COVID, it technically does not count as a new record for the indoor season.) Additionally, Parrott said that each group, especially the distance team, has been pulling their weight to help Andover as a whole to continue crushing it at the conference meets.

"My end goal is to run in college, and really just have the opportunity to get another four years of competition," said Parrott.

Parrott's spring season started out as a success, but has been brought to a halt due to a broken foot. She hopes that she will be back in full swing by summer.

Charity Football: Surfers Ride the Wave to Victory



COURTESY PHOTOS / Wendy Hewes

ABOVE: Excitement was in the air as the surfers celebrated a major win with a concluding touchdown.
TOP RIGHT: Quarterback Paige Gillette rushed through a herd of snowboarders on a run to victory.
BOTTOM RIGHT: Manas Joshi stood tall at the top of the snowboarders pyramid during their halftime performance

