



AHS Offers Intro Podcasting Class

By Megan Jones
CORRESPONDENT

Michael Scarfo, one of the ELA teachers at Andover High School, will be teaching a new elective course, Introduction to Podcasting, this upcoming year.

The course will be a half year course that is available for 10th to 12th grades. It will allow students to practice different styles of public speaking while simultaneously being able to follow their own interests. Furthermore, the class will give students the ability to pick a topic that they care about and base their podcast on it. Once the podcast is created, the episode will be posted on a host site.

Not only will students be creating their own podcasts, but they will get the chance to analyze and critique other podcasts. Scarfo said, "You can see a lot of parallels with poetry" because both subjects look at the way in which you say something and the delivery of certain words.

Scarfo has said that he wants to utilize this class to "build a tighter school community" because of the collaborative aspect with other writing classes. For example, in an audio essay project, a student who takes the podcasting class can work with a creative writing student whom they have never met before. So, this class can also be a way to build a more well-rounded school community.

Scarfo hosts the podcast Turntable Teachers, where he interviews musicians and reviews music. Joanna Ganci, the school's ELA program director, presented Scarfo with the opportunity to teach his own podcasting class in the school. Originally, he wanted to keep this passion separate from his school life, but when students found his podcast, they loved it.

Even though Scarfo doesn't enjoy singing or playing an instrument, he loves listening to music. Scarfo aimed to further his passion with a podcast all about music. His podcast allows singers, producers, etc. to have a free flowing conversation about whatever they are passionate about. Scarfo has always learned so much from all of the interviews he has done with musicians like Jasmine Ortiz, Roc Kartel and Amanda Shea.

Podcasts are a new and creative way to learn something about a topic that was never known before. Scarfo also noted that podcasting could be a way for his students "to use their voice for whatever issues or passions that they want to raise awareness for".



COURTESY PHOTO / **Brittany McNally**

Kerry Cashman (middle) talks to student athletes about the plans for the rest of the day.

Student-Athletes Visit Schools

By Jacqueline Zhu
COPY EDITOR

Andover High School (AHS) students participating in the Warrior Way program visited Andover's elementary schools on Friday, April 15.

According to physical education teacher Brittany McNally, who advises the Warrior Way program along with Assistant Athletic Director Kerry Cashman, Warrior Way is a student leadership, community service, and mentoring program designed to promote positive values in Andover Public Schools. Founded in 2009 by AHS physical education teacher Carol Martini, it aims to foster leadership among AHS students while encouraging students of all grades to demonstrate the ideals of the program.

Every year, Warrior Way participants visit the elementary school that they went to. If there are too many students at one school, the upperclassmen will be prioritized and the underclassmen will be assigned to a different school. If students did not attend elementary school in Andover, they will be assigned to a school that needs more students.

During the April 15 visits, Warrior Way members performed a variety of activities with the elementary students and accompanied them during their classes, lunch, and recess. "We showed [the students] a video filled with clips from different clubs, sports, and activities at the high school," stated Emma Reilly, a junior.

The elementary students were also given lessons which varied based on their grade. Each grade level focused on a specific theme — "Friendship and Caring" for kindergarten, "Enthusiasm and Effort" for first grade, "Teamwork" for second grade, "Cooperation" for third grade, "Sportsmanship" for fourth grade, and "Character" for fifth grade. Fifth grade students also completed a self-assessment reviewing the positive character traits they've learned throughout their years of being a part of the Warrior Way program.

"For fifth grade specifically, [students] played a directions game to illustrate the importance of listening to others and cooperating with peers," said Reilly.

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AHS Continues Planning A.L.I.C.E Drills

By Jillian Slotnick
CORRESPONDENT

Andover High School has not had an ALICE drill since COVID due to remote learning in 2020 and 2021.

ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuate, and is used when a threat has entered the building. Assistant Principal Scott Darlington shared that the Andover Police Department and Andover Public Schools collaborate to schedule the ALICE drills for each school.

Health teacher Candice McVeigh commented, "I think everybody being on the same page with options is helpful, and I think practicing [them] is good...they're one of those things that you hope you never have to use, but if you need to, they're right there. And [we know] having been in similar situations has helped people, and we know they work. So I know [ALICE drills] aren't great for people. Or they make people anxious, but I think they're important."

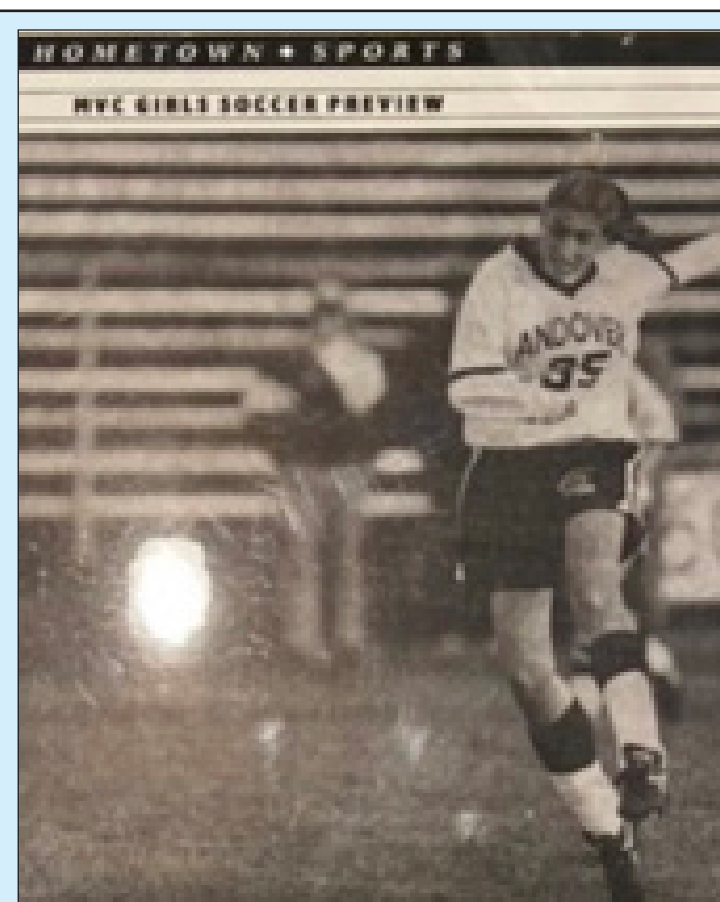
Fire drills happen every school year, but it was before COVID when AHS last had an ALICE drill. They are also arguably more important than fire drills as only one civilian dies every year from school fires in the United States, according to statistics from 2014-2018 released by the National Fire Protection Association; whereas in November 2021, four people were killed from just one school

shooting at a high school in Oxford, Michigan. Additionally, ALICE drills have not been a part of the Andover Public School system for very long — ALICE drills have been performed since 2014, as opposed to fire drills, which Andover has had for decades.

"Although I am not scared that we haven't had an ALICE drill in a long time, I do believe that they are a foundational piece of school safety," said Harry Merrill, a freshman. "They help people feel more prepared in case of an actual emergency, and they can make it easier if the worst case scenario happens. ALICE drills may be hard for some people and can cause unneeded panic, but in the end our safety is more important, then a full period."

According to Darlington, ALICE drills are supposed to resume sometime this calendar year, either during this school year or the beginning of the next. The exact dates were not shared with assistant principals to gauge how well everyone at Andover High would react to one.

"I do think [ALICE drills] are very helpful to practice. Just watching a video isn't enough. To have the actual muscle memory of going through it is what can really make a big difference," said McVeigh, "I know it can be triggering for some kids, but I think it's one of those things like CPR. You learn it and hope you never have to use it."



COURTESY PHOTO / **Jennifer Deschenes**

Jennifer Deschenes (35) as an AHS senior playing for the school's soccer team in the MVC's.

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EDITORIAL

New Athletic Director For Andover

It has been recently announced that Wayne Puglisi, a longtime physical education teacher at Andover High, will become the new Athletic Director for Andover Public Schools beginning next school year.

Our current Athletic Director, Bill Martin, will long be remembered for his dedication and hard work he has put in during the past five years at AHS, specifically helping keep the athletic department alive and successful as the school faced restrictions during COVID. Martin’s organization and strong encouragement for all teams, has been clear throughout his time at AHS. Martin, alongside Assistant Athletic Director Kerry Cashman, would show up to watch and support as many of our Andover teams as possible, which always made athletes feel driven and appreciated for their hard work.

While this role has big shoes to fill, Puglisi has a great amount of experience to help him get off on the right foot. He has been working as a physical education teacher for the past 24 years at AHS, and has also been a long time coach in not only Andover, but also in Londonderry, N.H., and Winchester, and currently at Timberland Regional High School.

As a physical education teacher, Puglisi, also known by students as Pug, is known for his overall kindness and caring personality During the remote learning period at the beginning of COVID, Puglisi would check up on all of his classes, constantly keeping up with the well-being of each student. Puglisi is also known as being a motivating teacher, pushing students to step outside of their comfort zones to try something new.

The role of Athletic Director is not an easy task to take on, yet Puglisi has consistently embodied important traits that are key to success in the role. Taking on the role of AD includes coordinating all games, teams, coaches, and players, along with enforcing rules and regulations regarding athletic standards and expectations. The AD is also the main contact for any parent, coach, or athlete in a state of conflict, therefore having a strong quantity of patience, empathy, and discipline is important. Puglisi exemplifies these traits, especially including demonstrating outstanding leadership and earning the respect of his athletes, students, and colleagues alike.



STAFF PHOTO / Shravya Sathi

Seniors walk down the path at graduation after getting their diplomas at AHS’s 2019 graduation. A soon to be experience for the Class of 2022.

Editors Bid Farewell To Andover High Moving Too Fast Looking Forward

By Shravya Sathi CO-EDITOR IN CHIEF

When the current seniors started their time at AHS on August 29, 2018, the four years to come -- 1,367 days, 32,808 hours, 1,968,480 minutes, 118,108,800 seconds -- felt like they would last an eternity. However, by May of 2022, it felt like it went by way too fast.

Freshman year was the time for a lot of firsts. First time going to a high school sports game (before Triple EEE hit Andover), first time staying after school, first high school dance, first party, and it seemed like a dream. It was the preview season for the next three years.

Sophomore year only got better. While freshman year came with trying new things, sophomore year gave me my first real taste of freedom: my driving permit. Additionally, with everyone turning 16, the fun continued, as sweet-sixteen invitations were traveling around the school. However, that stopped when the news of COVID started being carried around instead. Then, came the fire alarms for a whole week. By the time we finished making bets on who the culprit was, the announcement was delivered: School is canceled for the next two weeks due to COVID. At first it was exciting, the endless facetimes, family walks, disinfecting groceries, and sitting behind the computer with the cameras off because for some reason it was uncomfortable to turn them on. And before you knew it, school was officially over.

By the time we returned to junior year, whether you picked hybrid or online, it was an unexpected situation. We never thought we would have to wipe our desks at the end of class with cleaning spray, eat six feet away from friends in the Dunn Gym, have classes under large tents, have assigned seats for the whole year, and hope for no “close contact” emails from the school nurse. However, a little bit of normalcy continued in our lives when it was time to get our licenses (unless you got caught in the North Andover Auto School scandal). With this freedom, however, came the realization that we need a job in order to pay for gas, and soon enough we were all working our first jobs.

Senior year thus far has been a mixture of all the previous years: exploration of freshman year, freedom of sophomore year, and responsibility of junior year. The college process at the beginning of the year was a type of stress I would not wish on my greatest enemy. However, the time between submitting college applications and decisions coming out hardly exists— it goes by so fast. Then, it’s April and it’s time for all the senior events. By the time the AHS Grads Instagram starts rolling with commitments, it really hits that this is goodbye. Soon enough, prom will be over, and it will be senior events week, graduation, senior safari, and our last goodbyes. By May 27, 2022, we’d have gone through our last high school sports game, last time walking through the school doors, last high school dance, last party, and the dream is over.

In the end, it truly goes by faster than you think. The same kids that you went to elementary school with, drew on shaving cream covered desks with, made Valentine’s Day cards with, are all going to be spread apart across the state, country, continent, and some, even the world. Take a moment to enjoy where you are and take it all in because as you’ve year a million times, it will be over before you know it.

By Camille Storch CO-EDITOR IN CHEIF

When I first stepped foot into Andover High School my first day of freshman year, I had a rush of emotions hit me like a wave. I felt scared, nervous, and confused, apprehensive about being able to make new friends, settle into a new environment, and enjoy my four years. I had a feeling in the back of my mind that the time would fly by extremely quickly, yet in the moment, just the first quarter of freshman year alone felt daunting.

Throughout freshman year, I made more friends than I thought was possible, and joined different clubs and extracurricular activities, where I met even more people, including both students and teachers. I also was hit with a blunt reality of time management, and the inevitable struggle for balance between school and social life, a balance that probably will never be equal.

Sophomore year, I began to hit my stride, settling into a comfortable rhythm between running cross country after school, staying on top of my classwork, continuing to make progress taking piano lessons, and hanging out with friends. I was able to get involved in more clubs, including Mock Trial, which became a favorite part of my weekly routine. In addition, I found myself dealing with a knee injury from running and learned how to deal with the obstacles and annoyances of being unable to do something I love.

March of sophomore year, I, along with the rest of the world, was faced with a new obstacle, greater than any obstacle I had ever faced; being in quarantine at home. With COVID and the first couple of months of at-home learning, I was able to adapt to a new way of taking in information and simply living. Being online for school had its benefits, but I also struggled with staying on top of my work if no one was there to enforce it. I got to see friends over Zoom, but that was nothing compared to hanging out with friends in real life.

Junior year, I began to start looking at schools to check out prospective colleges and locations I either liked or didn’t like. At the same time, many of my friends who were seniors were making their college decisions, which piqued my curiosity in the entire process. I began to spend a lot more time with these friends, trying to make the most of our time together before they graduated. With school being hybrid, I only got to see half of my school, which meant only seeing half of my friends when I was in the building. As I entered the summer post junior year, I was swept up with working at my family’s bakery, working on my college essay, and trying to wrap my head around entering my last year of high school.

Now, I am grateful for all of the opportunities and fun experiences that have been provided to me as a result of being part of the Andover High community. I have worked hard this past year, but I finally feel that my hard work and effort has paid off, and I am looking forward to the future. I know it sounds cliché, but our high school years truly do fly by in a blink of an eye, and as Ferris Bueller once said, “Life moves pretty fast. If you don’t stop and look around once in a while, you could miss it.” When I look back after four years of high school, the memories, experiences, learning curves, and growth makes it a time worthwhile. And, the memories throughout the years will never be forgotten.

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Aspen Change Addresses Name Pronunciation

By Naomi Bloom
STAFF WRITER

A new feature has been added to the Aspen Parent Portal that allows families to input the pronunciation of students' names.

Both the typed phonetic pronunciation and an audio recording of names can now be added. Currently, this feature is only accessible to the families of seniors, but it will become available district-wide over the summer as part of the back-to-school permission forms. Seniors should have their parents or guardians fill out the phonetic section before graduation.

This feature was developed by administration, the IT department, and an Aspen consultant, with input from the Diversity Equity and Inclusion Student Advisory Committee (DEI SAC). This was also proposed by Hannah Tolla, Director of Data, and Aixa Hilario De Kelley, the

Director of Guidance, who has been advocating for this feature for over twenty years.

"Our goal was to give feedback from the perspective of students and users," said a statement from Jennie Wang and Sophia Nguyen, seniors at Andover High School and co-presidents of the DEI. "Once we discussed and shared our ideas with Ms. Tolla, they were presented [to school administration], and eventually, some of the suggestions we gave ended up being in the feature, such as the audio recording for names." The DEI members felt that a recording feature would be especially helpful for parents who are not native English speakers that may not know how to type out the phonetics of a name, and Wang and Nguyen also said that it would provide a better understanding of how each name is pronounced. Additionally, they explained that while for some, students having their names

mispronounced may just seem like a nuisance, it may be much more significant to those getting their names pronounced incorrectly. But, they hope that this new feature will help to resolve this issue.

For seniors that are graduating this year, their names being pronounced correctly is even more important. During graduation, students' names are called and they go onstage to receive their diplomas. In the past, however, many people have had their names pronounced incorrectly. Senior Apoorva Hegde, who has had her name mispronounced frequently, was excited about this feature. "This definitely will make graduation better," she said. "I would hate to graduate after working so hard just to have someone pronounce my name wrong." Hegde added that she was "happy to see that people want to protect the cultural significance behind names" and "the respect that goes behind pronouncing a name."

AHS freshman Roos Klaarenbeek, for example, said that her name gets mispronounced nearly every time it is read. Although she noted that it doesn't bother her much, she thought that this new feature would be helpful. This was the opinion of most of the interviewed students: The majority are used to their names being mispronounced, but are still looking forward to the new feature.

De Kelley, Wang, and Nguyen said that they are looking to implement more features in the future. "Although there remains the need to ensure that using these resources becomes common practice... we believe that this Aspen feature was an amazing first step in the process," said Wang and Nguyen. De Kelley also said that they were planning to try to have the school include the accented letters in the names of students with accents in their names on Aspen.

Andover's Seaperch Team Headed for Internationals

By Grace Wang
STAFF WRITER

From June 3rd to June 5th, the team will be heading to University of Maryland for the International Seaperch Competition.

After an outstanding victory at the regional qualifiers hosted at the University of New Hampshire, the 8 members of AHS' team Orcas; Alex Tong, Aadarsh Arasu, Sarah Zhang, Sasha Dikovistky, Raven Diaz, Vismay Ravikumar, Alex Yu, and Shashwat Ghevde, are preparing for internationals. "They won the whole thing. They won every category which qualified them for the National and International Seaperch challenge," said Stephen Sanborn, the district's science program adviser for grades 6-12.

The Seaperch Competition is a timed underwater robotics course where the robots need to complete a list of tasks successfully. Each year, the teams are given a kit and allowed to spend a certain

amount of money to build their robots.

Furthermore, the competition is a two-part competition with an obstacle course and challenge course. Held in a swimming pool, the obstacle course is a series of hoops that the robot needs to go and come back through. Meanwhile, the second part is the challenge course which changes each year with different tasks done to obtain points. Ultimately, the teams with the most points rank higher.

The club, Seaperch, was founded a few years ago. Andover's Orcas will be competing this year in hopes of bringing home first place. In the past, the club has been extremely successful. Arasu said, "Every year we've done this competition, the club has gone to nationals since they've been founded." Unfortunately, the club last year didn't participate in the competition because of COVID. However, back in full steam, the club is looking forward to crushing it on June 4.



COURTESY PHOTO / Andover Townsman

Photo of the Seaperch team taken by Andover Townsman after their victory at the Regionals.

Some Classes To Change Focus After Seniors Depart

By Ethan Zabar
STAFF WRITER

After the Andover High School senior class departs from the school, teachers of upperclassmen and mixed grade classes have all sorts of plans for their remaining students.

After the AHS senior class graduation on June 6, AP Psychology teacher Katy Vives thinks the rest of the year will be relaxed but engaging. "It's hard to hold a 'formal' class with only a handful of students," Vives said. "It's a great opportunity to connect with the remaining students and get to know more about their interests in or out of school. Some nature walks are also a great way to hold class discussions." Vives also stated that students left over after seniors graduate will have more of an opportunity to speak up and be heard in class.

Vives stated that in order to keep her

AP Psychology class productive but enjoyable, she will give her students some elbow room to look forward to. "As I'll only have a handful of students left, I'm going to allow them to pursue a topic of their choosing to investigate further or perhaps to create their own psychological experiment within the school," Vives said. "An activity that could be fun for students, and myself, would be to conduct a film study that looks at movies that include psychological concepts, but not overtly so. Choosing a topic from the class that held interest for them, students could find a film that highlights or shows an application of that concept woven throughout the movie."

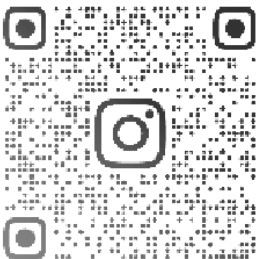
AP classes aren't the only classes where leftover students should be excited, though. Physics teacher Michael Wall spoke on his plans for the final weeks of school after the seniors graduate. "Once the seniors have finished with their aca-

demics there will still be several juniors in my physics classes," Wall stated. "At this time of the year, we will focus on one or two topics in a bit more detail and I tend to take a more hands-off approach, and I don't want to give too much away yet, but I do have a project in mind. There is also the potential for some bonus points, so the juniors that do a good, thorough job, should have a nice way to end the year with a high grade in physics."

Wall also seemed confident that classes would still end on a high note when summer vacation comes around, even with the seniors gone. "The end of the year is a good time for being in school and it goes by very quickly for both students and teachers," he said. "There is an expectation of summer vacation, but because the days are longer and warmer, and life has again bloomed all around us, the mood is cheerier. The juniors are now the oldest students in the building and

the notion of being the school leaders is beginning to settle in for them. Even though it's the end of the school year it's really the time of new beginnings for them...a perfect theme for spring!"

As both teachers, Wall and Vives, said, there's plenty of room for fun in the last few weeks of school, even with the seniors off and graduating. AHS junior Joey Martellucci spoke on his experiences in his mixed grade class from last year. "I took Music Production last semester of last year, and I barely even noticed the seniors were gone, to be honest," Martellucci said. "That class was always very fun, so our teacher made sure we were busy and engaged even once the seniors graduated. The class was also more relaxed, although the topics we covered in class stayed the same." Martellucci went on to express his excitement for the last few weeks of school in his Music Theory class this year.



Letters to the editor and guest commentaries are encouraged. Please email submissions to andoverview@andoverma.us

AHS Environmental Club Hosts Tree Plenish Fundraiser

By Angela Mac
STAFF WRITER

The Environmental Club partnered with Tree-Plenish, a nonprofit organization, to plant 225 trees around Andover to offset the paper usage at Andover High School.

This was the second annual tree-planting event, and it took place over April break on Saturday. Prior to that, anyone could donate \$5 to buy a tree for the Bellevue Reservation or other small reservations in Andover, or even for their own homes. The Environmental Club's goal was to counteract climate change by planting trees to reduce carbon emissions. This year, they succeeded in offsetting about 2.25 million sheets of paper.

In addition to reducing carbon emissions, planting trees also helps counteract heat islands, which occur when structures like buildings and roads re-emit the sun's heat more than natural landscapes such as forests and bodies of water. These urbanized areas soak up all of

the heat and cause the surrounding area to become a lot warmer than an area with a lot of greenery.

Eva McKone, co-president of the Environmental Club, said "heat islands are prominent in Andover" and this event is "just a way to give back to the community."

"I think [the event] really contributes to making Andover a greener place and making Andover High School a more carbon-neutral school," said Sadie Rooney, vice president of the Environmental Club.

Another, more involved way of supporting the fundraiser was to volunteer by delivering and planting trees yourself. Groups, most consisting of two people, went out and helped the Environmental Club plant trees all over Andover. The trees, which were still saplings, were about two feet tall. The three species planted were Dogwood, American Sycamore, and Paper Birch.

Melanie Cutler, a teacher advisor of the Environmental Club, said that the majority of her role in the event was supporting. She said that McKone and Courtney Duffy, co-presidents of the club, along with Rooney,

did the planning and the organization. Though Cutler let the students run the show, that didn't stop her from donating and buying trees herself.

Cutler remembered, "I got, I think, five last year, and then my well-meaning neighbor mowed our lawn for us. Right after, he killed all the trees I planted, so I had to buy some more this year."

Jake Chisholm, a junior in the Environmental Club, donated and planted trees as well. At one of the locations, he planted trees for a woman buying trees for her entire neighborhood. The way the fundraiser is set up allows people in the community to create connections with one another. It offered an opportunity for the volunteers to talk to the people of Andover and explain the purpose of the fundraiser and its goals.

"Maybe you donate to a college or something like that, you don't see the change, physically happen. But even just looking outside and seeing their tree grow over time, they're gonna be able to see that change happen right in front of them," said Chisholm.



COURTESY PHOTO / Eva McKone

Junior Amelia Hanscom, Environmental Club Vice President Sadie Rooney, and freshman William Yu plant trees at a reservation.

Key Club Wins Video Contest

By Caitlin Connell
STAFF WRITER

Key Club at Andover High School won an award for creating a promotional video for Key Club International. On April 9th and 10th the club traveled to Springfield, for the District Educational Conference for Key Club, also known as DECON.

Key Club is "a community service club that just tries to spread kindness and build community within our school and outside it," says Co-president Dia Arora. Club Co-President Isabelle Galgano instated the club her freshman year. She says she "wanted to find something that was representative of what I was passionate about" and started Key Club because she wanted to "bring something to the school."

The Key Clubs in the surrounding area make up the division and those divisions form the New England and Bermuda District of Key Club. There were contests held at the conference and Galgano says that the club is "really creative and so we wanted to go for one of those awards, and so we made a Key Club promotional video and submitted it to the contest and we actually won first place." This video will be sent to the international Key Club convention to be considered for that event. Vice President of the club Mara Duran-Clark also won an award for Outstanding Vice President. Galgano was elected as the district secretary for the New England and Bermuda district of Key Club, and won an award.

Key Club has done many services for the community, one being the food drives

they do with the Lazarus House like the one they did last year for Thanksgiving. They received over 700 cans of food. Key Club is also doing another food drive with the Lazarus house for the spring to be "our final hoorah... to kind of end off our good year," Galgano said.

In the past, Key Club also ran a COVID-19 relief drive for India and received over 1,000 items. Arora says this was a "big project for them". The kinds of products that were sent to India were "masks, hand sanitizer, tissues... a variety of items they might have had a shortage of during COVID times."

Another project Key Club worked on locally was writing affirmations to "brighten people's day," Arora said. The affirmations were attached to lollipops which the club members handed out after school to students. This small act of kindness was enough to make a lasting impact on someone's day and is a nice act of community service to help out the community at AHS.

Key Club strives to be more than a community service club; it is also a place to make friendships and build a community of their own. Galgano says, "I think our biggest thing is trying to be inclusive and our emphasis is on having a place in the school where people can feel comfortable going and a group of people where these are my friends but also working together to achieve our passion of service and helping others." The club has become an outlet to not only help and serve those in need in Andover, but also a place to make friends and enjoy helping the community.

EV Charging Is Usable By All

By Angela Mac
STAFF WRITER

The electric vehicle charging port was installed on March 11 near the entrance of the Andover High School field house.

There is a Schoology page that directs those who are interested in charging their vehicle to a spreadsheet to sign up for a time slot. There is a morning session and an afternoon session. If a student's car is fully charged, they can get a pass from Assistant Principal Scott Darlington to move their car. This way, another person can fill their spot.

"We charge a flat rate of \$1 per hour," stated Eva McKone, co-president of the Environmental Club. "However, after hours, it may be a little bit more or less depending on the different time of day."

Darlington has an electric vehicle and has been using the charger often since the installation. "We're trying to make sure that it breaks even. So I figured by charging that hopefully, I'll set, like, an example that hopefully other people that have cars with a plug on it will come in to charge."

Currently, AHS has one Chargepoint Dual Charger that can charge two vehicles at once.



COURTESY PHOTO / Eva McKone

Co-president Eva McKone shows off the new EV charging port at AHS.

Girls Golf Team Tees Up For Success In 2022 Season

By Jocelyn Barton
STAFF WRITER

The newest addition to Andover High School's athletics, the girls golf team, led by Morgan Nusky and David Fazio, has inspired more female students to take on golf in the spring season.

Fazio, also known as Coach Faz, was brought the idea of creating the team by his Phys Ed student, Morgan Nusky. Fazio, with ten years of golf coaching experience from the Boys Golf Team, said he simply exclaimed, "Let's do it!"

Even though Nusky has only been playing golf for two years, she is extremely excited to be leading the season. Her leadership in the team mainly came from her "role in bringing the team together and organizing this season," she said.

Both Nusky and Fazio brought their idea to AHS's Athletic Director, Bill Martin, to get the project rolling. Martin had seen on multiple occasions female athletes trying out for the boys golf team. "It was to a point where we are looking to see if there's an opportunity to have a stand-alone girls team," Martin explained.

This idea has been brewing in the minds of the AHS athletics administration for a few years, but for the 2022 spring season, Martin, Fazio, and Nusky decided to give it a run. "Right now, it is set up like a club, just an opportunity to see what the interest level is, and I believe Coach Fazio has had a great turn out," Martin said.

Both Fazio and Nusky are excited to see what the future holds for this team.

So far, the team holds 19 athletes that practice at the Garrison Golf Center in Haverhill once a week. "This first season my main goal was to just have a bunch of girls be able to get together and have a fun time outside practicing and making great friendships while learning golf," Nusky said.

Unlike other sports at AHS, you do not need to be experienced at golf to join. Nusky said she found it "so amazing to see so many girls that play all different sports and have all different skill levels come together to learn something new together and help each other learn." This season, Fazio and Nusky are working to encompass everyone who has interest in learning golf. However, next year, all athletes trying out in the fall will need skill in order to make it onto the team.

Right now within the state, the number of girls golf teams are starting to grow. But, it's still small compared to the number of schools who have male golf teams. AHS hopes to start a wave of interest that will ideally spread to schools throughout Massachusetts. "Maybe [Andover] can be the first of many to get going on this," Fazio said.

It is to be determined whether competitive matches will be held for this season. However, efforts are being made to get the girls team from Austin Prep to join AHS's in a few matches.

As both the school year and season come to an end, Fazio ultimately wants "to get everyone excited about golf, build the game, build the brand, and build a community."



COURTESY PHOTO / Lauren Adams
AHS' Girls Golf Team gathers for a team photo with Head Coach David Fazio (front).

Andover High's Warrior Way Visits Elementary Schools

WARRIOR WAY / from page 1

"The third graders that I was with [gave] us examples of respecting/cooperating with others," stated Nasha Palsetia, junior. The students later drew their examples out on a piece of paper.

McNally and Cashman worked with elementary school administrators and student leaders to organize the visits. "We communicate with the elementary school administrators to schedule the visit and get lists of how many classrooms,

students, etc. there are at each school," explained McNally. "Our leadership team prepares a folder for each individual elementary classroom. The folders contain all materials necessary for the grade-level lessons that will be taught during the visit."

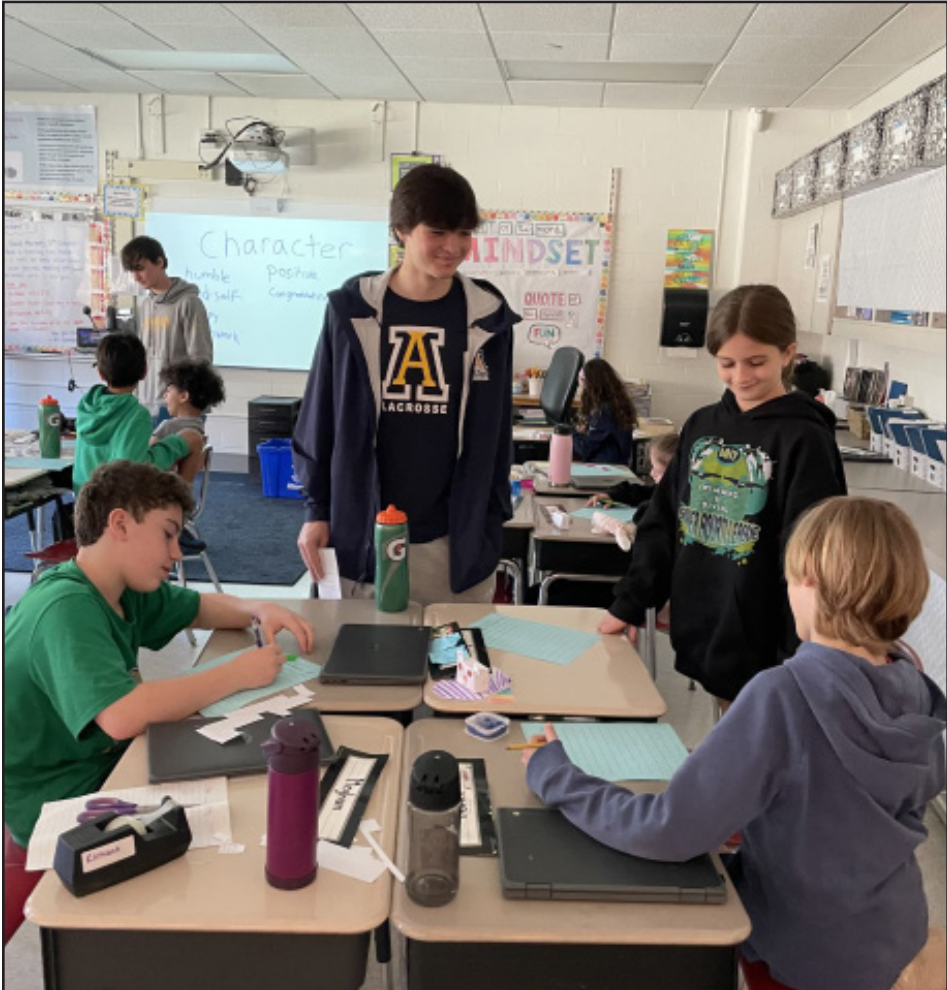
"As a Warrior Way chairman, we organized the event and selected all of the participants," said senior Charles Higgins. Students are selected based on a variety of factors, including attendance, character, leadership, and extracurriculars.

This year's visits were the first in-person visits since before the COVID-19 pandemic. "Our last in-person visit was in 2019," stated McNally. Virtual Warrior Way programs were created in 2020 and 2021.

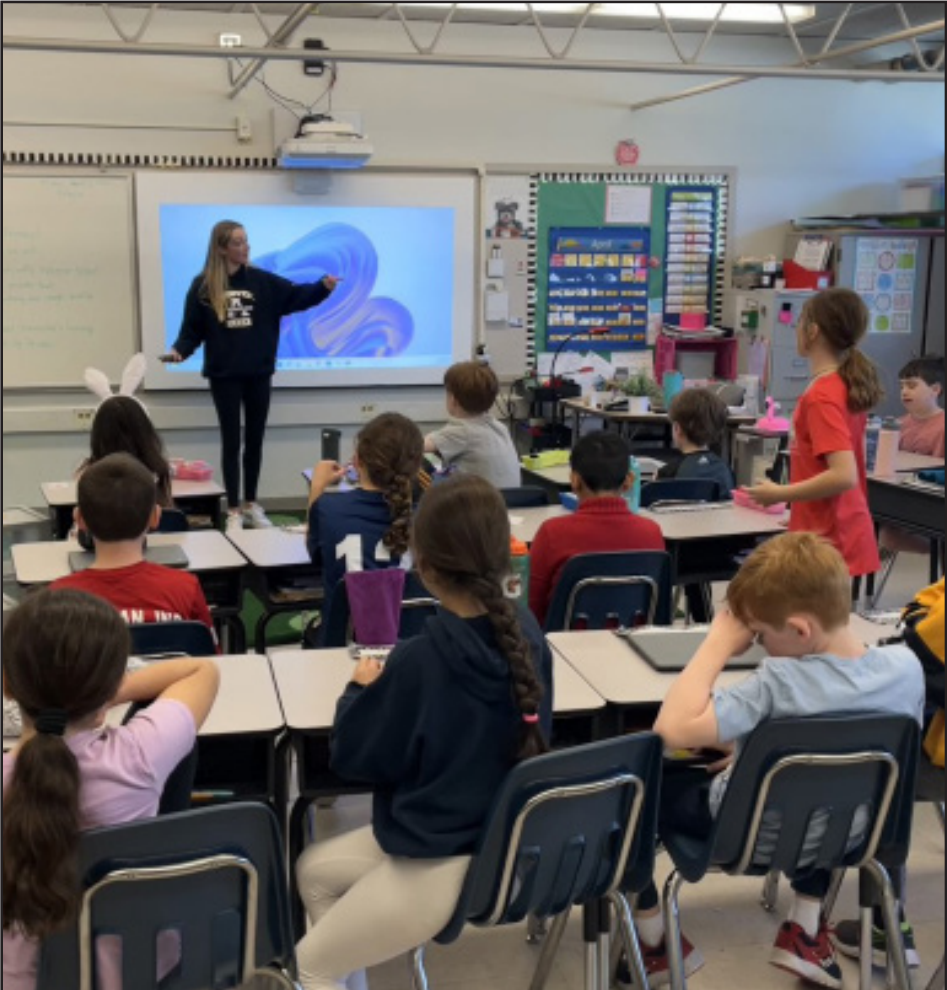
When asked what their favorite aspects of the visits were, Warrior Way participants gave a variety of responses. "One of my favorite parts of the visit was recess," said Palsetia. "Many of the students wanted their leaders to play several activities with them, and my class's favorite was duck duck goose. The game

had become so popular that third graders from other classes joined in!"

Reilly's favorite part of the visit was giving back to the community. "I went to South Elementary myself, so being able to go back to the place that fostered my love for learning and the town of Andover was really special," she said. "All the elementary school teachers told us over and over again that Warrior Way was the students' favorite day of the year, and being part of that was amazing."



COURTESY PHOTO / Brittany McNally
Warrior Way participants performing activities with fifth grade students.



COURTESY PHOTO / Brittany McNally
Warrior Way participants teaching a lesson to South Elementary School students.

Teachers Express Concern Over Organization Of Fire Drills

By Grace Wang
STAFF WRITER

Teachers expressed their concerns and critique on the plan and execution of fire drills. They mentioned the growth mindset and that there is always room for improvement.

Fire drills, in theory, are great because they prepare teachers and students to react accordingly in time of emergency. The goal is to have the proper actions be an automatic response whenever fire alarms sound, so that everyone safely evacuates the area in an orderly manner. Moreover, the purpose of a fire drill is to familiarize and reinforce proper evacuation roots and practices. Research has found as well that well-implemented drills can improve children’s knowledge and execution of emergency response actions and build their confidence and resilience. The high school is required by law to have four fire drills per year. However, AHS’ fire drills aren’t going the way teachers want them to.

For the new, current fire drill system, each class was given a letter location to group at. The fence was supposed to be labeled A-Z and classes lined up along the fence at their respective location. Unfortunately, the letters got taken down twice by people over a recent weekend. This forced teachers and students to have to guess where their letters are instead of knowing.

“Nobody knows where to go,” said AHS teacher Nicole Campbell. “The numbers aren’t up and it’s hard to get through.” She mentioned that students often get lost from class and don’t know how to find it again.

In response, Scott Darlington, vice principal, said “We will be putting the letters back up, probably not until the summer because we want to find a way that they don’t get taken down right away.” The administration is trying to come up with a better, more permanent solution

to the previous paper signs. They’re planning to get plastic, metal, or even painted signs. Darlington thought that perhaps the signs were taken down as vandalism. Additionally, the administration is thinking about painting on the letters.

In comparison, there used to be an old system where the class lined up their room number to a parking space. Before getting repainted, Campbell mentioned that the senior lot used to have all the parking spots labeled. Then, the classes could find their parking spot which would be the same as their class number. “When you went to your parking spot everyone knew where they would go, and they knew the routine...as opposed to ‘am I N?’” explained Campbell.

On the contrary, Darlington revealed the reason they switched the old system. “A lot of the classes were coming out of the building by the cafeteria, and they were meeting by the senior lot. So, they were crossing the driveway, and that’s the same place the fire truck came in a real emergency. So, we redid the plan so that nobody’s crosses the main driveway,” stated Darlington.

In addition to assigned locations, teachers are given a green thumbs up and red thumbs down sheet. Supposedly, someone would check each group to make sure every class has all their students signified by a green thumbs up. If all the students are not present, the monitors would radio to the school. However, there’s a shortage of monitors this year because many retired. “I’ve held my thumb down the entire time and nobody’s checked on me,” said AHS teacher Thomas Gardner. Campbell said that once they get out there, she usually doesn’t see all her students nor does she see people checking for the green thumbs.

Ultimately, the root of the problem for the teachers is the confusion that takes place during a fire drill. “People need places so that the checkers know



STAFF PHOTO / Grace Wang
Andover High School Sophomore Hannah Lehmann mock pulls the fire alarm.

where to check...but again it’s hard because once we get out there and we’re “N”, there’s no “N” and you’re guessing,” emphasized Gardner.

Darlington mentioned that the teachers are given diagrams where they can explain to the students on where to meet for a fire drill except he agrees that “it’s just harder to find when you’re outside and there are over a thousand students.”

Finally, Darlington explained that pre-COVID, the school was better at the organization aspect of fire drills. However, after COVID hit, the administration was more focused on combating covid itself than ALICE or fire drills.

Fortunately, the students are still doing a great job at getting out of the school fast. “The priority concern is to get everyone out quickly...The second concern is meeting up outside,” said Darlington.

All in all, “We do need to get better at it though...we were really good before COVID, but we are not as strong after COVID,” said Darlington. As agreed upon

by interviewed teachers, there’s a lot we as a school can improve upon like getting the signs up and monitors checking all the students again.

Adding on, in the student perspective, AHS junior Ankee Zhang said, “Sometimes they can be very disruptive of classroom material, like when teachers are giving lectures, it can destroy the flow.”

Continuing on, Zhang backed up the opinions of the teachers and said that fire drills were disorganized because of the missing signs. She explained, “People get scattered around and students can’t take attendance well because students don’t know which letter they are.”

In the end, students interviewed didn’t have much more to say about fire alarms. Of course, one common opinion is that students are less happy when fire drills happen during their lunches, when they’re absorbed into class, or during bad weather. Although, another AHS Junior Athena Yung concluded, “Depending on what class, I love them.”

Ink Editors, Advisor Reflect On Magazine’s Progress Thus Far

By Anusha Sambangi
STAFF WRITER

After a successful year, the leadership of Ink, Andover High School’s literary magazine, expresses their pride in this year’s activities, as well as hopes for the future of the magazine.

From poems to artwork, Ink offers an outlet for students to express their opinions and feelings in an artistic way. The club meets every Tuesday after school and has released two issues this year. Co-editors Abinaya Ganesh and Avanthika Suryadevara run the club, along with teacher advisors Erin Niles, Rachel Gelinis, and Eric Pellerin.

Several years ago, a literary magazine called Fonts existed within AHS but was ultimately discontinued. In 2018, AHS’s main news magazine, The Warrior, was split into separate bodies. One of these bodies took the Warrior title and has now become Ink. According to Ganesh, “leadership last year started the transition into a literary magazine, and now [they are] Ink Magazine.”

Ganesh and Suryadevara are both very proud of Ink’s progress this year. “We have really evolved from what the magazine was in the past,” said Suryadevara, “[we] shift[ed] from research-based articles and some art to much more creativity.” Ganesh shared similar ideas and also added that this year has been a learning experience and challenging at first. However, after a few months of brainstorming and hard work, Ink magazine was back on track.

“My favorite part about running the club is getting to hear all the unique expressions of the student voice,” said Niles. Niles has been a part of AHS’s literary magazine since 2019 and is very happy with the progress that has been made on the style and goals of the literary magazine. She explained that Ink has shifted into “a real literary magazine” this year and expressed her particular interest in the poetry showcased. “We don’t often digest a lot of art in literature in our lives,” Niles said, and Ink magazine is a great way for students to include art in their school lives.

For the co-editors, running this magazine after the leadership of seniors graduating was demanding but memorable. “Publishing our first issue was one of my proudest moments,” said Ganesh. “There were many moments in working on our winter issue where we had to scrap everything we were working on and start over with a new perspective.”

Suryadevara enjoys seeing all the different types of artwork that AHS students submit and publish the most. “When the first submissions start to trickle in, it always makes me so excited and I can’t wait to see how the final version of the magazine will turn out,” she said.

When asked about plans for Ink magazine’s future, Suryadevara said she hopes to get two or three issues out every year, and possibly even special editions such as poetry-exclusive issues. Suryadevara said, “I am really happy with what we accomplished this year and I’m excited to see where we go next year!”



You can find Ink Magazine issues with any English teacher and in room 112. Submit art or writing that you are proud of to the email ahs.ink.magazine@gmail.com at any time.

New School Committee Members Set Goals For APS

By **Eva Liss**
STAFF WRITER

Two new Andover School Committee members, Emily DiCesaro and Sandis Wright, were elected on March 22. Both members aim to aid communication between the Andover community and the district, with a hopeful outlook on their impact.

EMILY DICESARO

DiCesaro has experienced listening to, advocating for, and asking questions of the community she serves as a user experience designer at IBM, which may be helpful in meeting her goal of improving interpersonal connections in Andover. She said she decided to run for School Committee after she participated in the search for the new Andover superintendent through a town subcommittee; she was attracted by the optimistic and mutually beneficial relationship between the School Committee and the superintendent. She expressed a strong desire to support Superintendent Magda Parvey and the Andover community to her best ability.

“[The School Committee members] have a common goal. We all want what’s best for the kids of Andover and the teachers,” said DiCesaro. “Starting to remember that and bringing us back to re-

spectful disagreements is important.” While DiCesaro has only been in office for a few months, she has already set her sights on helping the Andover community in a few specific ways: mending the damage done on mental health by the COVID-19 pandemic, finding new strategies for helping Andover get back on its feet, and creating a better dynamic between the school committee and the citizens of Andover.

“I think there’s relationships that need to be repaired,” said DiCesaro. “We have to figure out ways to show people we’re listening to them.”

She put forward ideas as to how she can bring about this change, such as reaching out to PTO groups or school events and using the district’s budget in creative ways to enhance community spaces like the Cormier Youth Center. Another idea is to research what other towns have done in the past to improve communication and cope with damage. DiCesaro said she knows there will be challenges to her goals, sometimes even from inside the community itself, but she still has hope.

DiCesaro also said she loves Andover itself, and often goes for walks on the AVIS trails with her dog and family. She enjoys gardening and traveling and has even been in a crowd used for sound ef-

fects in movies. She said she is excited to help Andover and its community in any way possible.

SANDIS WRIGHT

Wright said he knows how to communicate effectively and understand people’s needs, as that is a large part of the various Andover subcommittees he has participated in and the School Committee itself. He’s been involved in many public service groups in Andover, such as the Diversity Equity and Inclusion Committee (DEI), Andover Parent to Parent, and the board of the A Better Chance (ABC) program. Wright went on to say that he believes in public education and looks forward to continuing his “ability to impact and shape our community” through his term as a School Committee member.

“Sometimes people want to shy away from having difficult discussions if there’s something that’s not understood or perceived to be controversial or a taboo topic to discuss,” said Wright. “I hope I can help fill an opportunity with the community where maybe folks don’t feel like they’ve been heard.”

Hearing people’s thoughts and their values is one of his goals, along with “minimizing abrasion and frustration” between the School Committee and the

community of Andover, whether they be parents, teachers, or students. He said he was motivated to find a greater positive impact in the school committee position through his participation in DEI and ABC, and will look forward to continuing to help Andover.

Wright works as Managing Director of Information Management at Blue Cross Blue Shield Association, a health-care provider. He said he thinks this will help him to be a better school committee member because he already has experience searching for innovative opportunities. He also said he knows that both his day job and the responsibilities of the School Committee are aimed to achieve the best possible outcomes for personal and widespread groups of people, and that he is confident in his ability to handle whatever challenges may come.

Upon seeing Superintendent Magda Parvey’s results from the feedback survey she sent out to the district’s community, Wright said he was impressed by the thoughtfulness, and prominence of Andover students’ thoughts and needs. “I’m excited to amplify the student voice,” said Wright. “[and] I am reenergized when I hear from our young generation.”

In his free time, Wright enjoys gardening, traveling, and cooking or trying new foods.



COURTESY PHOTO / **Judge DiCesaro**

New school committee member Emily DiCesaro.



COURTESY PHOTO / **Sara Hinchey**

New school committee member Sandis Wright.

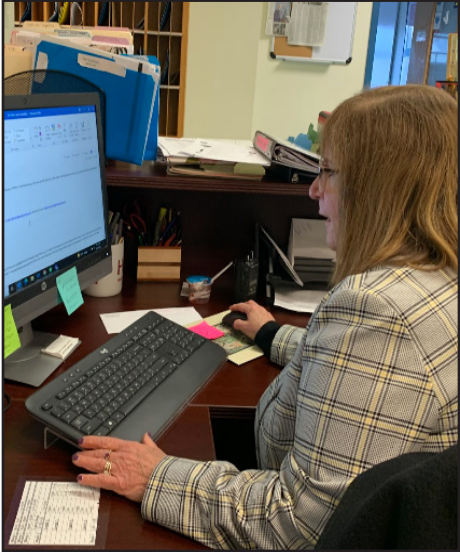
Diane Costagliola Announces Leave After Thirteen Years at AHS

By **Melody Tang**
STAFF WRITER

Diane Costagliola, Andover High School’s senior secretary, is leaving AHS faculty to be the new executive assistant to the assistant superintendent of curriculum and academics on June 30.

The role that Costagliola plays at AHS is certainly one of great importance. She manages much of the behind-the-scenes action to support students and faculty, from managing the school’s money to arranging senior graduation. One of her closest acquaintances at AHS, Deborah Lenzi, spoke on the importance of Costagliola’s role at AHS. “[Costagliola] is the first point of contact for everyone, so she is always being asked many questions a day,” Lenzi said. “[She] interacts with students, teachers, and staff constantly.” Costagliola is an Andover resident and has long been involved in the education system not only as an employee, but as a volunteer and advocate for education. Specifically, she has been working at AHS for thirteen years. “I’ve loved every moment of being here, and I still love every moment of being here,” said Costagliola. “I was not looking for an opportunity, but an opportunity... presented itself. So, I

decided to give it a shot.” Because of the important role Costagliola plays at AHS, she will certainly be missed by many. “Not only is [Costagliola] an extremely hard worker [who] always goes the extra mile to help others, she is also a wonderful, caring friend,” added Lenzi. “[Costagliola] is a huge asset to the staff and students at AHS, and her departure will surely not go unnoticed.” While her promotion is most certainly good news, Costagliola can’t help but feel a little bittersweet about the memories she has made at AHS. “I’m happy for a new opportunity, [but] I’m sad because I do love all the people and the kids and the work here,” Costagliola stated. “I like the energy [of AHS]. And the energy is all around the students and the faculty and the administration and, you know, I’ll miss that.” Being involved in both freshmen orientation and senior graduation, Costagliola will also miss seeing students grow as they progress through their high school careers—“from the beginning to the end.” That being said, there is still a lot to look forward to for Costagliola. Her new position, which focuses on working with teachers and program coordinators, includes providing new teachers with mentoring and helping existing teachers with professional development opportunities.



STAFF PHOTO / **Melody Tang**

Diane Costagliola, an active member of the community, has been offered a new opportunity outside of Andover High School.

Teacher Reminisces On High School Days

Ralph Bledsoe Remembers Time At Northfield Mount Hermon and University of South Carolina

By Angela Mac
STAFF WRITER

Science teacher Ralph Bledsoe is well known and loved by students and faculty members at Andover High School. Prior to high school, Bledsoe went to Southern California Military Academy (SCMA), a junior high boarding school. He then attended Northfield Mount Hermon (NMH), a boarding school in Massachusetts. After high school, he went to the University of South Carolina (USC). Bledsoe noted that his experience was out of the norm: boarding in high school and commuting to college when most students did the opposite. When Bledsoe made the switch from SCMA to NMH, he recalled that “all of a sudden, I was getting C’s and D’s, from A’s and B’s, because the work was upper level. It was no freaking joke.” Compared to AHS students, Bledsoe

had a lot more freedom and time off from classes. At NMH, students would only have classes three or four days a week. On some days, there would be free periods where Bledsoe “could go anywhere [he] wanted. You know [at AHS] every second is regulated.” Private schools like NMH would load up on schoolwork and then have days off for the students to complete it. Bledsoe admires AHS students for their constant work and compared it to a workday: “A lot of kids here will have 14-hour day jobs, where the job has to get done. Doesn’t matter the hours. You work through Saturday and you work through Sunday.” With the free time Bledsoe had, he didn’t spend it thoughtlessly. As a work-oriented person, he studied in the library and prepared for the next class. At USC he made sure to study at all 11 libraries on campus. Bledsoe’s favorite subject in college was organic chemistry. Though

organic chemistry may be regarded as one of the hardest classes, for Bledsoe, it came naturally. However, he reflected that his mind developed over time. “Don’t think your mental capabilities are going to stay static. Throughout your life, you’re still developing, and your mind is going to be clearer and clearer and clearer,” he stated. Physical chemistry was the subject that challenged Bledsoe the most: “It was just beyond my reach. A little bit. You know? So I blunted my drive, which was a mistake.” He explained that taking classes to get them out of the way is the wrong way to go about school. The right attitude was to take classes to learn a skill and to remember it, that way it could be used later on in life. To high school students, Bledsoe said, “You got to fight everybody. Got to fight yourself. You got to fight for what you need to do.” In NMH, Bledsoe enjoyed being a

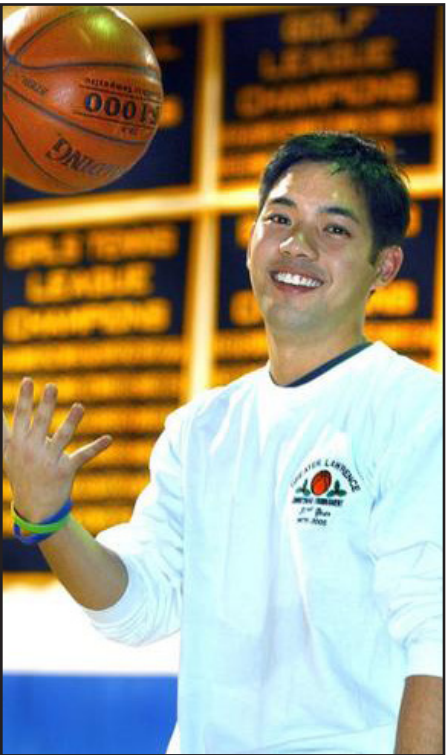
part of the Afro-AM, a club for African Americans. The club located in the basement of the Cutler Science Center was called Harambee Umoja. Members of the club would go to socialize and throw parties in between classes, and even go to Phillips Academy to beat the students there in basketball. Now in his 8th year at AHS, Bledsoe is proud of the students at AHS. In the mornings that he comes in tired, seeing the students energizes him and it gets him ready to start the lesson. As much as teachers love their students, each has their own pet peeves about them. However, Bledsoe’s pet peeve wasn’t about the students, but himself. He asked, “Why am I such a school person. Why do I enjoy faculty meetings? No teacher enjoys faculty meetings.” After a pause, he asked himself again, “Why do I cry every single graduation and miss the kids?”

AHS Alumnus Alan Hibino Shares Experience

By Grace Wang
STAFF WRITER

Alan Hibino is a math teacher, basketball coach, and tennis coach at Andover High School. He is also an AHS alumni. Hibino shared how AHS has shaped him and mentioned his favorite high school event. In high school, Hibino was “a pretty hard worker at school... who wanted to get good grades and played a lot of sports.” In his four years at AHS, Hibino played basketball, tennis, soccer, and ran cross country. Additionally, he took a “pretty rigorous course load in school.” Hibino said he was in National Honor Society and “pretty close” to being a straight A student. Now, he’s back at AHS. Hibino said his friends and teachers were the biggest things he took away from AHS. The people he became friends with in high school continue to be relevant in his life today. He explained, “I have a good, strong group of friends... that I still talk to from high school and they’ll be my friends for life.” Sometimes when they’re together, they reminisce about high school days. Hibino mentioned that compared to AHS in his days, the atmosphere never changed among the student body. Even some of the teachers were the same. When Hibino was a student, Coach Faz was his basketball coach. Mike Wartman, the current AHS boys tennis coach, was Hibino’s tennis coach. Peter Hall, who still works in AHS, is a memorable teach-

er for him. Hibino said, “I speak fondly... about having Señor Hall for Spanish. When I was a senior in high school I got recommended for [AP] Spanish, and I said no. I’m taking whatever class Señor Hall is teaching because I know I’m going to get more and that he’s a really great teacher.” He ended up taking Spanish 5 with Hall instead of AP Spanish, which helped improve his Spanish a lot. Ultimately, these teachers helped shape Hibino’s own teaching, coaching, and parenting. These teachers helped shape him as a person. In addition to teachers and friends being memorable, Hibino vividly remembered Senior Safari, an all-night graduation party that takes place in the field house. It started at 10 p.m. and went until 5 a.m. At the party, there were all sorts of games and activities, even hypnotists. Hibino loved Senior Safari. He said it was his favorite and most memorable event. “Senior safari, look forward to it... That’s the best thing, tell everyone that’s the best thing,” emphasized Hibino. Besides the academics at AHS, Hibino urged students to try the things they want to do and go out of their comfort zone. “Everybody should try to go to as many high school events as they can... clubs, sports, drama.” Before students graduate, he thought the most important thing to do is trying something they’ve never done before. Hibino also encourages students to talk to new people. “Find someone in one of your classes that you want to [talk to],” he said joking-



COURTESY PHOTO / EAGLE TRIBUNE

ly. “Well, they might think you’re weird and wonder why you’re talking to them, but try to find someone outside of your friend group.” For students, Hibino said that another important trait for success is recognizing your capabilities. “There’s no shame in saying, ‘That’s not the right fit for me; I gotta find something else to do.’ Some people call that quitting. I say no, that’s having the ability to recognize what you can or can’t do, which is an important

Krista Hibino Offers Students Advice

By Melody Tang
STAFF WRITER

Krista Hibino, a math teacher at AHS, experienced high school as the “quiet student.” Hibino attended high school at Lowell High School and enjoyed playing on the girl’s tennis team. She also remembers preferring STEM classes more than humanities classes, and pursued her interest in mathematics and education at Merrimack College. This led Hibino to teaching at AHS as a student teacher, and she has since decided to stay permanently in the AHS mathematics department. Hibino encourages students to try at least one activity that is out of their comfort zone. “If there’s some type of activity that the school’s putting on... and it’s really not something you think you’d like, if you just grab a friend and go, it might be something you end up liking,” says Hibino. “I wish I had done something like that.” When asked about any pet peeves, Hibino brought up a nuance in words that many students use. Specifically, when students ask if they “missed anything” after an absence from class. At first, some may be confused, but Hibino explains her point of view clearly. “You clearly missed a whole class; we didn’t sit here and do nothing,” she jokes. Instead, Hibino suggests students use the phrase “what did I miss?” as an alternative.

Señora Deschenes Reflects On Her Andover High School Memories

By Jocelyn Barton
STAFF WRITER

Traditions have been the glue that holds together communities such as our own. Jennifer Deschenes, alumnus of Andover High School, recalls what life was like back in the day for herself and other students. The most common traditions, as found in many other high schools, were the football games and school dances. Deschenes said, “It was the highlight of Friday nights: Going to a football game and then going to a dance was something that we all looked forward to.” House par-

ties in high school were a major event for students as well. Surprisingly, hanging out at McDonald’s “was the biggest thing to do back then,” she said. As most high school students are, Deschenes was sometimes a rebellious student. She explained that “telling [her] parents that [she] was going to a friend’s house to sleep over but really was going to a party” was something that she found to be extremely juvenile but fun. Additionally, sports were something that students commonly took part in. Deschenes herself was a three-sport athlete in soccer, tennis, and basketball through-

out her years at AHS. Although it did not leave her much time to relax, she enjoyed the structure and organization of her schedule. Another popular piece of AHS’s reputation was the exhilarating school spirit it carried. At pep rallies, the student body was found to be extremely energetic and proud to attend AHS. Compared to AHS today, the excitement for pep rallies is nothing as it was back in the day. However, the importance of these traditions seems to have disappeared over time. Technology and social media’s advancements potentially could have

impacted the evolution of these memorable traditions. “I feel like there would be more pressure today to think about what would be posted on social media, which we didn’t have back in the day,” Deschenes said. Deschenes thinks that the main reason why our traditions have faded out is because of these influences. “I think things seemed simpler than they are today. Like, that dance was a simple fun event and then today I just feel like people are thinking too much about what they look like or how they feel in front of