

Why Co-Presidents? Examining Andover's Past Gender Disparity In Student Leadership

ELYSE GONCALVES & SARAH HASSANEIN

In the 40 years between the Andover and Abbot Academy merger in 1973 and 2013, only four female-identifying students held the position of Student Body President.

The stark gender disparity in student leadership sparked student discussion about sexism on campus, multiple Letters to the Editor, and even, coverage by "The New York Times," in the spring of 2013. Discussion ultimately culminated in a 20-3 Student Council vote for the implementation of the current co-president model to encourage diversity in not just gender, but race, socioeconomic class, and other identities.

"If the 50-50 female-male ratio of the student body does not translate into the equal partitioning of leadership positions, we cannot expect other statistically underrepresented demographics to be reflected in student leadership," wrote six students in a 2013 Letter to the Editor.

MJ Engel '13, Teaching Fellow in English, was a Senior at Andover when she helped lead the Feminism=Equality

(F=E) movement on campus. Inspired by the sexism she faced after running for student body president where strangers implied she was not qualified for the role, according to a 2015 *Phillipian* article, Engel worked with current Student Body President Hemang Kaul '13 to create a co-president model.

Engel said, "During that race, which was in the Spring of 2012... I definitely encountered a lot of sexism, whether it was comments people would say to me or behind my back, specifically about me being a girl running. When we were Seniors, the president and I really wanted to tackle this head-on and do what we could to advance gender equity. One way we thought that we could do that was by actually having co-presidents instead of only one president."

Despite the push for gender equity, the first co-presidents in 2013 were both male-identifying. Students at the time had a range of explanations for the gender disparity, including that female-identifying candidates were viewed as traditionally less charismatic.

Continued on A6, Column 1

Head of School Dr. Raynard Kington's First Head of School Day Deviates from Tradition



B. MCKEE/THE PHILLIPIAN

While Head of School Day is traditionally announced the night before, Head of School Dr. Raynard Kington notified students three days in advance.

ERIN KIM

Head of School Raynard Kington sent a video to the Andover community on the evening of Friday, April 9 announcing his first Head of School Day (HOSD) at Andover. The video featured Kington unboxing a giant blue banner with "Head of School Day" printed in big white letters. The video revealed that Andover's 30th HOSD would be on Monday, April 12, canceling all classes and most extracurricular commitments.

Followed by the HOSD announcement was another email from Kington, detailing the schedule and logistics of the week. Included was a new four-day schedule, with shifted meeting times for academic classes, All-School Meeting, Advising, and Empathy, Balance, and Inclusion classes (EBI). The four-day schedule maintained the two class meetings for the week—however, with no faculty meeting, department meeting, or third homework deadlines.

The extraordinary circumstances given the pandemic made it necessary for Kington to make changes and create new legacies rather than follow previous years' traditions of HOSD. One significant shift from past years was postponing HOSD until Spring Term, as the tradition is usually celebrated in the winter.

"So [Head of School Day] is usually apparently called in

the winter. And only Seniors were here, so that didn't seem fair. And I relied on the senior leadership since I don't know the system well, to lay out a few days where it would work, and so I had to rely on others' advice. I know that wasn't perfect—I understand that normally everything stops. But for a number of reasons, this is a weird year, some things got pushed away, and so it wasn't a perfect Head of School Day. Next year, I'll do better," said Kington.

Another shift was Kington's use of the big blue banner to announce HOSD. 14th Head of School Barbara Chase raised her blue field hockey stick for 18 years, followed by 15th Head of School John Palfrey who waved his squash racket for seven years. Last year, Interim Head of School Jim Ventre '79 decided to wear his Andover varsity sweater as a way of announcing HOSD.

"Well, I don't play squash. I actually do have two squash rackets, because I did take lessons years ago, and I've kept them ever since. But that wasn't a possibility. And I didn't have any sports equipment—so there weren't a lot of options. And so we decided to do something different. Someone suggested a flag, and that may become a tradition of just putting a flag up on Head of School Day. But I may become more creative and something may come and inspire me to have a different way," said Kington.

Kington continued, "I also couldn't walk through Paresky Commons; no one's there. I mean, it's not the same... this may be a once-in-a-tenure way of doing it. So it seemed like a reasonable thing to do."

Despite the "gift of time" HOSD gave to students on Monday, some students, such as Frank Zhou '22, found that because the new four-day schedule kept the usual two meetings per class in a shorter four-day span, the schedule of the week felt tighter.

"While my personal academic workload was manageable despite the denser school week, I've heard extensive accounts from friends, peers, and faculty members who I've been close to overwhelmed with the scheduling difficulties of this whirlwind four-day schedule. Faculty members have had to change grading schedules for much of the term to redistribute workloads; students find themselves with numerous major assignments in ever-shorter time frames," said Zhou.

Zhou continued, "Whereas HOSD [last year] seemed to slow the pace of campus life, HOSD [this year] may have done the opposite. This week, as our EBI groups demand focus-group evaluations the institution's anti-racist efforts, I find my capacity for those conversations dwindling as assignments mount; HOSD

Continued on A6, Column 4



L. OSPINA/THE PHILLIPIAN

Faculty giving out cookies to students on April 15 to mark the blossoming of the cherry tree beside Samuel Phillips Hall.

New Peer Listener Program Aims to Foster Meaningful Conversations Across Campus

JAYDEN CHYU & ERIN KIM

The Peer Listener Program is a newly implemented role for the 2021-2022 school year to provide a peer support system across campus. Selected Uppers and Seniors will be trained to listen to their peers in an empathetic, respectful manner and help to educate students on various wellness topics.

According to Kate Dolan, Assistant Dean of Students and Residential Life, the driving force for the creation of the program was student interest. Several years ago, a few students applied for an Abbot Grant to look into a similar system of peer support.

"It's something we've thought about for a couple of years. I think a lot of other schools have them, on slight-

ly different things. I think there's a need for it in the community... just a role that's really suited for help, to both provide literally a listener and also provide education," said Dolan.

Nicole Jeter, Director of Wellness and Prevention Education, plans to spearhead the new program to support student transition into the Andover community. Jeter, along with Vivian Baez, Psychological Counselor and Wellness Educator, and other adult supporters of the program, will additionally host weekly meetings with Peer Listeners as part of the training protocol.

"We really wanted to provide students here with the opportunity to serve as peer support to their peers. And we know that there are roles on campus, like Prefects and EBI seniors, but we really saw this

one as a role where students can go in and support student transition into the community and help with community building and have a sense of allyship," said Jeter.

According to Jeter, while the logistics of the program are yet to be outlined, a possible plan is to have office hours for peer support available in different locations on campus, such as in Paresky Commons and the Oliver Wendell Holmes Library. Students would then be able to engage in individual or group conversations with the peer listener of their choice.

After participating in a 12-hour training process at the beginning of the Fall Term to become a Certified Peer Educator, Peer Listeners will also educate students in dorm and day student talks on wellness topics like transition, stress management, self-care,

healthy habits, and more.

"I'm hoping that the program can help kids have meaningful conversations and let kids find bridges where they need them and really help to educate kids on wellness issues. It normalizes conversations around physical health, mental health, tapping into resources that are already here, and helping kids be resources for one another," said Dolan.

William Situ '22 believes that the Peer Listener Program will be a workable solution to the stressful environment of Andover, given the stronger bond formed between students compared to adults.

"Given the stressful nature of Andover, it is very important to have such a support system to help those who are in need. Students are much more likely to share their struggles

and troubles with a peer because it usually involves less pressure when compared to sharing with an adult or a counselor in [Rebecca M. Sykes Wellness Center,]" said Situ.

However, Giselle Jones-Molloy '22 believes that the Peer Listener program might add to the stress that Andover students already face.

"How are minimally trained teenage students, already coping with the stressors of Andover, supposed to offer more support to students than actual counselors? Should this responsibility and labor not fall on the qualified mental health professionals, all grown adults, who have spent years training to listen to students?"

Continued on A6, Column 4

Check out our feature on the Student Body Co-Presidential candidates on A4 and A6 before voting!

Commentary, A2

ASM Reform

Jaehoon Lee '24 argues that there are changes Andover could make to remote ASM structure to increase student engagement.

Eighth Page, A7

4 Stars for the 4-Day Week

4 stars out of 1 million stars, this was terrible. Anyways read the Eighth Page!!!

Sports, A8

Athletic Program Resumes

Read about how coaches and players feel after their first week of sports on campus.

Arts, A11

Slowly Returning to Normal

Isabel Chin '21's senior recital marked Andover's first in person recital in over a year.

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Editorial

A Bittersweet Head of School Day

This Monday marked Head of School Day (HOSD), an annual event in either Winter or Spring Term where students have the day off from classes and athletics to sleep in, catch up on assignments, and get ahead on work. Despite these intentions, this year's HOSD fulfilled none of these expectations for many of us, leaving students stressed and anxious for the week to come. At its very core, this day is meant to bring the Andover community together and act as a time to destress, but with this year's planning, students were not allowed the time to relax and instead had to worry about completing assignments in a four-day week that were originally designed for five days. Despite the administration directing teachers to not assign "Third Homework," an asynchronous homework assignment between meeting periods for a class, many teachers did not have space in their syllabi to drop an entire assignment from the curriculum, leaving students with more work to complete in less time.

Ultimately, Head of School Day should not serve as a placeholder to push back work but rather as a day where all classes and assignments due are canceled. HOSD should have been a day in which students had the opportunity to spend time with friends, enjoy their other past-times, and focus on taking care of themselves. This HOSD, however, was not an extra day of relaxation and was instead time for students to do more work. It seemed as if teachers were pushing students to "utilize" HOSD to get ahead in the curriculum and catch up on past work, with an equal amount of work, if not more, given to students the following week. The entire point of HOSD is to reduce the amount of work and lighten the burden for students. Students don't need more time to do the same amount of work; students simply need less work.

A day created to help alleviate the workload of students became counterintuitive, as the need to retain the same amount of academic content was prioritized over the well-being of students. To

compensate for the time lost, some students had five classes on one day, having no allotted time to eat lunch and with the four-day week schedule. Rather than giving students space to look after themselves and their mental health—what HOSD traditionally represented—students have to worry about the increase in assignments they need to turn in or even what time they will be able to eat their meals. The planning that went into HOSD speaks to the larger issue of the lack of understanding between students and the administration. Andover needs to provide students with meaningful and helpful ways to better care for their mental health.

We understand the flexibility a school year in the midst of the Covid-19 pandemic requires, and that we all must adapt to the circumstance's demands, but students still need time to care for themselves. We, as a student body, need time to rest without feeling the pressure to complete assignments or study for the onslaught of quizzes perpetually looming over our heads. Rather than condensing the usual amount of assignments into the four-day week, teachers should have assigned students less work to give students the opportunity to truly enjoy their HOSD.

We recognize the challenges in scheduling, as teachers must adapt their curriculum to fit the new pace and reduced class time while teaching courses in a productive way for the students. After all, Andover is a school known for its rigorous and enriching education. Yet, Andover is more than that to students, and our roles as members of this community are not simply defined by what we learn. We share our greatest and most valuable moments with our peers and teachers, moments of pride, strength, unity, and healing. Andover must allow its students to have more time, to be more than just students.

This editorial represents the views of The Phillipian, vol. CXLIV.

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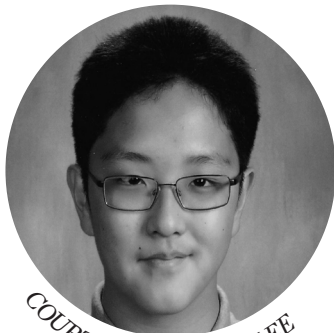
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Lend an Ear

JAEHO LEE



“I SORT OF HALF listen? Maybe three quarters? It goes in one ear, hangs out for a couple minutes, then goes out the other.”

Dear reader, what do you suppose this quote is describing? Hint, it's from an Andover student, and nearly all of the dozen or so students in their vicinity agreed with the statement. It's describing All-School Meetings (ASM)! Though the student body as a whole appreciates ASMs, there are issues in the online webinar format that make ASMs less useful and beneficial than they might have been if they had more opportunities to actively engage with each other and the presenter on the subject matter.

Meeting on Zoom inherently makes it more difficult for students to pay attention to ASMs, but the webinar structure, where students can only view the panelists and speakers, exacerbates this issue. Although in-per-

son meetings are not feasible due to the pandemic, our attention spans are undeniably diminished when distractions are just one click away.

Many of us are unable to concentrate on screens for long periods of time, so nearly all of my friends gather, talk, or do homework during ASMs instead of listening to and learning from the speaker, wasting the time of Andover students, the staff who organized the meeting, and the presenter. While I always try my best to stay engaged out of respect for the speaker, no matter how compelling their lecture may be, it is extremely challenging to retain focus when someone is speaking at you for an extended period of time. Though holding ASMs

in-person is not realistic, there are online alternatives to the current dry format that might better engage the Andover community, rather than prompting students to skip ASM entirely.

Thus, in order to make ASMs a productive use of time, we must ask ourselves how we can raise student interest and attendance. According to Faculty Focus, a peer-reviewed blog run by teachers, "more than 70 percent of students perceived a positive relationship between their own participation and learning," which means that students learn more and feel more fulfilled simply by the virtue of speaking in class.

This is not backed solely by statistics—I see this result

all around me as well. If my conversations with friends about ASM are any indication, opportunities for involvement in ASM should be increased for better student engagement. For example, if ASMs included time during the meeting for students to ask questions and engage in break-out room discussions about the subject matter, perhaps we would struggle less with remaining focused and retaining the speaker's message. While this time to reflect on ASMs as a group is sometimes provided during Empathy, Balance, and Inclusion programs (EBI), EBI alone does not adequately engage students with the material covered in ASMs. EBI classes often meet too long after the ASM for stu-

dents to recall the material. As one of my classmates described a recent ASM, "Everybody forgot about it an hour after it ended." Therefore, delaying the forum long beyond the end of ASM reduces its effectiveness.

Though one large logistical obstacle in involving students is the member limit on non-webinar Zooms, this could be fixed by dividing Andover into large groups that rotate weekly as Zoom participants, with the rest of the community watching a recorded version. Then, the whole Andover community could engage in small break-out group discussions immediately following the meeting's conclusion. The group that participates during live ASM could even act as panelists, engaging in discussions with the speaker throughout the meeting. While each of these proposals obviously comes along with logistical challenges, they also each have potential to vastly improve the quality and impact of ASMs, and therefore, ought to be further explored by the Andover administration. Though ASMs are helpful, the pandemic has prevented them from reaching their full potential; letting students pitch in would improve their learning value and increase engagement.



JANIE TOMPKINS / THE PHILLIPIAN

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CORRECTIONS:

The First Essay



ENGLISH ESSAYS. SOME of us love them, some of us hate them. But regardless, we all write them. Fear not, however, because I'm not writing to provide advice, or make you feel bad about the quality of your writing. Instead, I'd like to reflect upon the aspects of English classes that have room for improvement, specifically the absence of guidelines surrounding the first essay of the term.

It always takes a certain amount of time to adapt to a new teacher. This is understandable, as no teacher teaches or grades the same way as another. Math teachers have different opinions on how much work students should be required to show, chemistry teachers have varying views on units, and so on. However, this disparity is larger among English teachers, who often look for different things in students' writing. Students often struggle the first few weeks to understand what is expected of them. English teachers tend to forget that students come from different teachers with unique standards of writing.

This confusion about expectations often manifests itself in the First Essay.

The First Essay is always a frustrating moment of uncertainty. Students will stare at their essay topic, aimlessly searching for the best approach to meet the teacher's expectations. They read and reread instructions, wondering what writing style and structure their teacher will like best. After a period of dramatics, perhaps including a sigh or two, the student will let words flood their page, hoping the writing expectations they abided by will lead the teacher to make the coveted comment: "this is exactly what I was looking for."

The First Essay of the term is a source of unnecessary stress for students, and with clarification of expectations, it is easily preventable. The dearth of clear guidelines on what type of writing the teacher is looking for forces students to waste time trying to read their teacher's minds.

As students, our job is to learn and improve, and we can learn so much more if teachers were to effectively communicate their expectations early on.

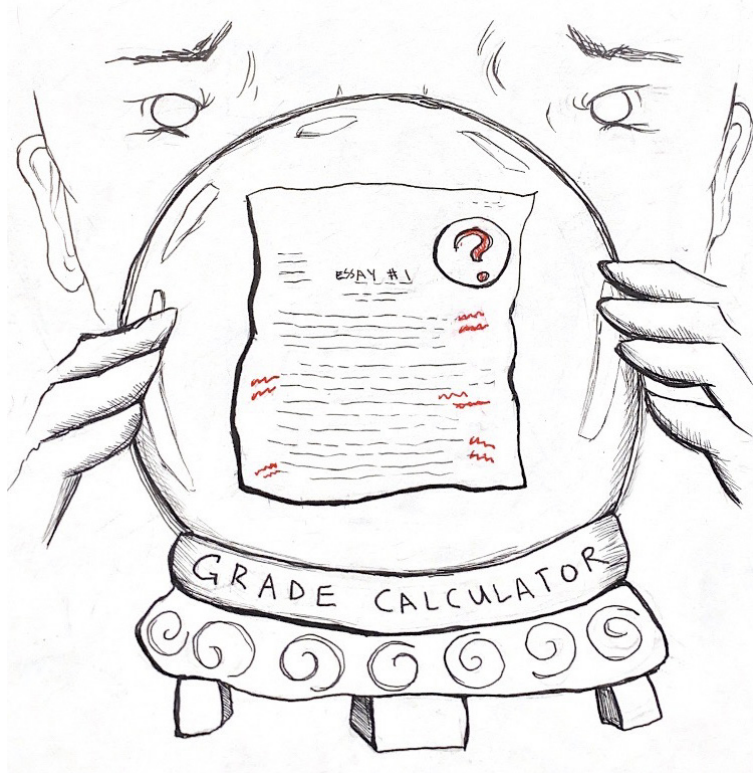
Some teachers encourage structure, some encourage creativity, and some prefer a combination of both, but

without clear communication, students have no way of knowing what approach they should take. Before the First Essay, it's almost impossible to understand what the teacher seeks out, and it's therefore difficult to even begin learning from the teacher until after receiving feedback on the first paper. This might only happen weeks into the term. Inevitably, when this first paper is returned, students discover that their teachers had a slew of additional expecta-

pectations can students work towards improving their writing.

There are so many ways to avoid the initial stress of determining the expectations for a new English class. As someone who has read a lot of syllabi in the past few weeks, I think it would be easy to explicitly integrate writing expectations into the curriculum. Simple techniques, like providing examples of essay structures the teacher expects, or including a brief

played. For instance, if I were writing a syllabus for my previous class, I would write the following: "In my class, I encourage students to explore new ideas in their essays. I think it's important to play around with structure, and add some creativity into your essay. Your thesis doesn't necessarily have to appear in the first paragraph, nor do I require you to write a specific number of paragraphs. Keep the basic idea of an essay, but you do not need to abide by a set of strict rules." This shows both what the teacher is looking for, and what to avoid. This goes beyond a typical rubric, which often overlooks these more subjective elements of an essay, and creates clear guidelines that more adequately support students in their writing. As students, our job is to learn and improve, and we can learn so much more if teachers were to effectively communicate their expectations early on. Having teachers employ these techniques would encourage open communication between students and teachers, allow for a smoother start to the term, and bring students one essay closer to success.



JESSICA XU / THE PHILLIPIAN

tions that did not appear on the rubric. Only after understanding these additional ex-

paragraph about the specific teacher's ideas regarding essay writing, could be em-

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The Polls are Wrong. Here's Why It Matters.



THE DAY BEFORE THE most recent presidential election, I spent hours in my common room skimming over polls and trying to map out every possible outcome of the election. It was stressful to say the least. I remember how early estimates predicted around an 8 percent lead for the Democrats, according to 270towin. However, after votes were cast, the lead turned out to be much less significant; at only 4.5 percent, the disparity between the polls and reality left many people confused.

The 2016 election shows just how great of an extent the polling system is flawed. The vast majority of the polls seemed to predict a Democratic landslide win over the Republicans. A month before the November election, "The New York Times" estimated that Hillary Clinton had a 91 percent chance of winning. In the end, however, the Republican nominee was victorious, with 306 electoral college votes, flabbergasting political pundits and everyday Americans alike.

How did this happen? Was it just a product of inaccuracy, or was there simply a silent majority among us? These discrepancies between actual results and polling data seem to be due to a lack of consistency between surveys.

Polls are all asking different things, and all have different ways of asking. One of the most blatant examples, according to Nate Cohn, a domestic correspondent for "The New York Times," is in the definition of "Hispanic," which seems to change from poll to poll. As a result, the public is confused about what polls actually mean, and folks will interpret statistics incorrectly. This is a recurrent issue in polling methodology that has affected many significant elections in the past, and without change, it threatens to impact elections in the future.

Current polling systems are clearly flawed, and as a result, they have drastically impacted American politics.

This fault in the polling system prevents American democracy from reaching its true potential. Incorrect polling directly affects voter turnout, and in turn, significantly impacts real election results. In 2016, my parents, who voted in every election since they turned 18, chose not to vote. Looking back on the election three months after that, I asked them

This fault in the polling system prevents American democracy from reaching its true potential.

why they had withdrawn from their civic duty, and they respond-

ed, "Well, everyone thought Clinton would win by a landslide, so why go out and vote if it's already decided?"

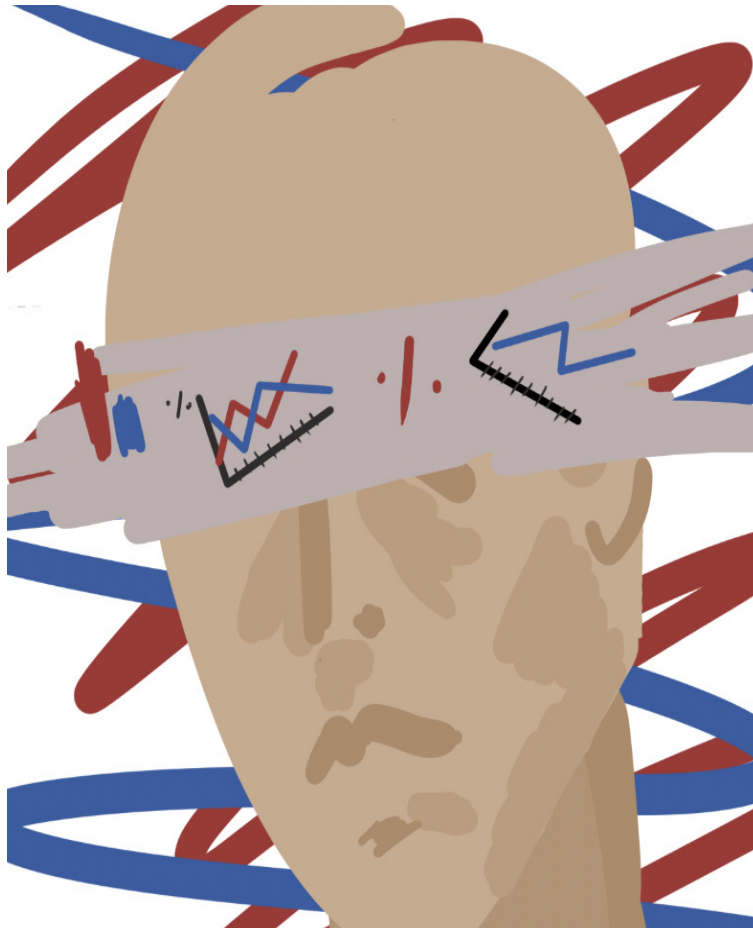
When someone is predicted to have a wide lead, their supporters ease up on turnout, assuming that their individual vote will not be impactful. If you are playing soccer and it looks like you'll win by 15 goals, most people on the winning team would be less driven to score more goals, as each additional one becomes less impactful. Of course, if everyone on the winning team were to sit out,

that 15 point lead might disappear. In the past couple of years, early polls sucked Democrats into the illusion that they were 15 goals ahead, and that their victory was therefore secure. However, this

Polls aren't accurate, and they shouldn't be the model everyone looks to when trying to calculate election results.

oversight allowed Republicans to steal the victory in the end.

Current polling systems are clearly flawed, and as a result, they have drastically impacted American politics. Given that most people acknowledge that the system is flawed, why not fix it before it causes even more damage? Polls aren't accurate, and they shouldn't be the model everyone looks to when trying to calculate election results. You will never be able to predict the outcome of any election down to the tee, so at least until polls are sufficiently reformed, we need to stop relying so heavily upon them to predict the outcome of elections and make our voting decisions.



DANIELA VELASQUEZ / THE PHILLIPIAN

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2021-2022 Student Body Co-President Candidates

REPORTING BY ANANYA MADDURI AND HOPE NARDONE

In an email to the Andover Community on Wednesday morning, Kate Dolan, Assistant Dean of Students and Residential Life, announced the pairs running for the position of 2020-2021 Student Body Co-Presidents. Some pairs had already gone public through Instagram accounts.

In non-pandemic years, candidate pairs would introduce themselves to members of the Andover community by asking for signatures. To minimize contact and include the remote members of the community, Dolan included a link to each pair’s platform and a video introduction for the Andover Community to better understand each pair. The first round of voting opened this morning at 10 am. Four pairs will move on to the next round of voting.

SAM ELLIOTT ’22 + KENNEDY NDIAYE ’22



COURTESY OF SAM ELLIOTT AND KENNEDY NDIAYE

Kennedy: “Inclusivity is one of our biggest points on our platform, and we are thinking about it in that way, in terms of continuing to make Andover anti-racist, and then also inclusivity within grades and making sure grades are integrated and feel comfortable with the school and that no one feels new. So we would want to institute a buddy system to make sure there’s more connection between grades... [As a new lower,] I can empathize with feeling new and those ideas of not knowing where to go, or not knowing where to sit.”

Sam: “Kennedy and I, we’ve been Zoom-ing a lot over the past year, and I think the ways in which we challenge each other and push each other to think further about ideas and to really think things through has been good, and that’s been how we figured out we do work well together.”

MARY MUROMCEW ’22 + SEAN MENG ’22

Mary: “We’ve already met with some Deans — Sean and I have— to review our platform, and I’m already learning a lot just about Andover, and what the faculty want. So, I don’t really predict there will be a lot of negative feelings about it, but yeah, I don’t really think any other position would force us to get to know so many people, which is really nice... It’s really important to Sean and me that we get to know everyone, like people who maybe don’t really care about co-pres stuff- like them especially, because everyone will be affected by who wins.”

Sean: “For us, I think a huge part about it is just having this dialogue between faculty and between students. So I think at the moment, a big problem is students have issues that they discuss within themselves, and then faculty have these issues that they discuss within themselves, and faculty try to guess what students are struggling with, and students are frustrated at faculty, because often times if you assume you don’t particularly hit it right on the dot. And so for us, I think a lot of our improvements come from improving the transparency between faculty and students.”

Editor’s Note: Sean Meng is a Business Editor for The Phillipian.



COURTESY OF MARY MUROMCEW AND SEAN MENG

NICK KOOBATION ’22 + ADYA CHATTERJEE ’22



COURTESY OF NICK KOOBATION

Adya: “We feel like the campaign process is going to be pretty fun because we both really like meeting people, getting to know people and hearing their ideas. In general, the whole process of this campaign and selection is to get two people in this office that want to make a change at Andover and that will speak for the students.”

Nick: “We have five main categories [on our platform]: Mental health/well-being, Commons/Nutrition, EBI Reform, Accountability/Openness/Transparency, and the Andover Green Plan. So for the climate curriculum, the green plan, we want to make Andover a more sustainable community and school so that it treats the environment better. We plan on doing that by helping to implement the climate coalition curriculum, which has been worked on by students and faculty in the last few years and it has been a gradual implementation. The second main idea is mental health and well-being. We all know that mental health and well being is a very large part of all Andover students’ lives because under the stress of Andover, we want to make it a home where you can feel safe and comfortable.”

KIRAN RAMRATNAM ’22 + ELIZABETH CHOU ’22

Kiran: “I think I decided to run because I want to continue what has been done on campus to really create a community here with unified goals. This year I have really been inspired by a lot of student organising events that have happened in response to Anti-asian racism and anti-black racism, specifically and also organising by youth, in general. Additionally, being a prefect and having other leadership positions, I thought I would go a little bit further and try out co-presidency because working with the administration and working specifically with the student council has been something that I have always thought has been super cool and unique.”

Elizabeth: “I really look forward to getting to know the student body and the other candidates better as we campaign! It’s such an exciting process, and there’s so many amazing candidates this year. I hope that no matter what, we can support one another and build each other up in order to make andover a better place. I’m also excited to potentially get to know faculty and other adults on campus better, so that Kiran and I can be better equipped to enact change.”

Editor’s Note: Elizabeth Chou is an Illustration Editor for The Phillipian.



COURTESY OF ELIZABETH CHOU

A TASTE OF
ASIAN CUISINE
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WILL REMEMBER

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Co-Presidential Candidates Continued

AREN EGWUEKWE '22 + GAIA DOLENC-BUENO '22



COURTESY OF AREN EGWUEKWE

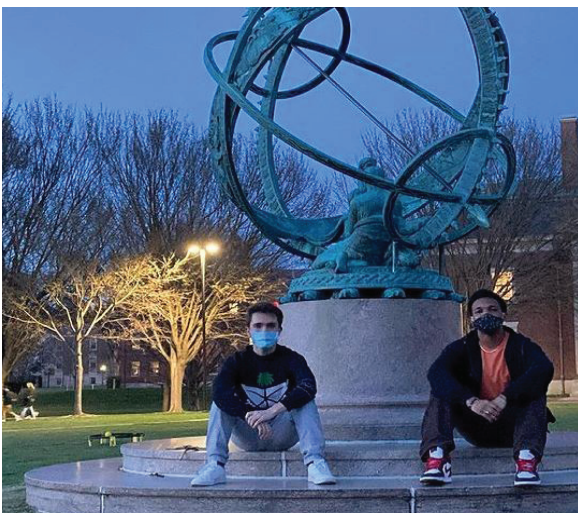
Aren: “Our main priorities are communication and accountability. Gaia and I believe that a good relationship between the school and the students is essential to achieving the most out of an education. That relationship depends on trust, communication, and accountability. Students should feel comfortable communicating their concerns and ideas to the administration, likewise, the school should be transparent with its students. It’s also important for both sides to be willing to take accountability for their actions and work together to grow,” said Egwuekwe.

Editor’s Note: Gaia Dolenc-Bueno did not respond to The Phillipian’s request for a comment.

VICTOR MVEMBA '22 + GABE LIMA '22

Victor: “We’re both super excited to run because running for Co-President is a very unique and once in a lifetime opportunity. It’s been fun getting to know more of the student body and having the chance to create change at Andover. We hope to bring qualities of leadership, understanding, and authenticity as Co-Presidents. If you see us around campus be sure to introduce yourself and say hi!”

Editor’s Note: Gabe Lima did not respond to The Phillipian’s request for a comment.



COURTESY OF @VICANDGABE

Andover Sees Gender Diversity Progress in Co-President Position Following 2013-2014 Election

Continued from A1, Column 2

In the 2013 “New York Times” article, Katherine Q. Seelye wrote, “[A student’s] group of friends agreed that the person elected president usually has stage presence and is entertaining, and they concluded that perhaps girls have to be more serious in order to be taken seriously, which makes them less electable.”

In an interview with “The New York Times,” Maia Hirschler ’13, another leader of the feminism movement on campus, said, “Right off the bat, it’s not a meritocracy for girls. They’re starting behind because we don’t associate leadership qualities with them.”

Former Head of School John Palfrey was also interviewed; he said, “We do not live in a post-gender, post-race, post-class society. Girls have not had equal access to top leadership positions.”

However, with the presidential system change at Andover, Engel saw an increase in gender diversity in the presidential elects. All seven pairs elected after the 2013-2014 school year were male/female-identifying co-president pairs, accomplishing

the goal that Engel and Kaul strived for.

Engel said, “The vast majority were mixed in diverse representations of gender, so that was really great... It’s really nice to see that become so normal. There’s all the representation reasons, but also I think ideally co-presidents help to make the work easier for the two people in the positions because it’s really tough to be there alone and I think it’s really essential to know there’s someone else who’s going through something similar and also just divide up the work.”

Co-president candidates for the 2021-2022 school year released platforms Wednesday, April 14, and the first round of voting occurs on Friday, April 16. Four of the pairs are male and female-identifying, one is female/female-identifying, and another is male/male-identifying.

Current Student Body Co-President Megan Cui ’21 looks up to other female leaders on campus, including students and female faculty figureheads. According to Cui, hypothetically, female figureheads tend to carry more burden, do more, and be more active than their male counterparts.

“And then even when they do more, sometimes—this is

all hypothetical—the female leaders feel like their voice can be more easily overshadowed, let’s say, by their specifically male counterpart... But for me, personally speaking, my partner Sal, has been so great in supporting me. We do our best to check and balance each other,” said Cui.

Now seeing Andover as a faculty member, Engel feels a sense of pride over Andover’s progress in gender equity and inclusion since she was a student. According to Engel, her and her classmates’ work has allowed Andover to dismantle some of its binary thinking, however there is more work to be done.

Engel said, “Even though I still think there is a long way to go in terms of curriculum, I do think there’s a lot more commitment to more diverse representations of gender and sexuality in the curriculum... There’s still a lot of space to dismantle binary thinking, and I still think that there’s a lot of work we can do to make Andover have a consent culture and more ways that we can structurally support our queer, trans, and nonbinary students. But I certainly can say that I have seen progress which is something to celebrate.”

Students Give Mixed Opinions on New Peer Listener Program

Continued from A1, Column 5

If Andover has the budget to build another athletic center, it seems like they should have the budget to hire more counselors,” said Jones-Mollo.

According to Ellie Cho ’23, the importance and merit of this program will depend on the ability for peer listeners to serve as a bridge between the adults and students as well as being able to empathize more with the rest of the school.

“Being in a similar age group, the peer listeners would give different kinds of help that adults may not offer. Healthy habits, stress management, and forming/maintaining relationships are all things the people around me and I sometimes struggle with, especially during a global pandemic So I’m happy to hear a

program will be dedicated to these topics. I’m curious to see how exactly the logistics or structure of the program will work out, and how it can be made so that it will be accessible and approachable to all, so I’m looking forward to seeing the development of it,” wrote Cho in an email to *The Phillipian*.

Jeter hopes that the Peer Listener program would encourage trust-building within the Andover community and normalize the practice of reaching out when in need of support.

“I really hope that this program would not only cultivate trust amongst peers and that if you go to a peer, they can also help you reach out to a trusted adult on campus, because we really want to build upon that sense of community,” said Jeter.

Kington Expects Future Head of School Days to Differ From This Year’s

Continued from A1, Column 5

scheduling may have compressed both our workload and the conversations that ought to remain at the center of our campus discourse.”

Alice Fan ’23 shared a similar sentiment with Zhou in terms of the compressed schedule, but she’s glad that the announcement came earlier so she could plan her schedule.

“While I definitely enjoyed Head of School Day and the time off, the next four days after were a little hectic. I appreciated that he sent out the memo on Friday instead of Sunday night so I had time to move around commitments and plan my week a little better,” said Fan.

Shreya Bajaj ’23 also appreciated the idea of Head of School Day but believed that the denser four-day week schedule did not help much.

“I think it was nice that they were willing to give us a Head of School day, but I don’t think it actually helped. If anything, it made the rest of the week more hectic—it

wasn’t like previous years since class wasn’t canceled, which lowers the homework load, so I’m not entirely sure there was any point. And if we were to have a more conventional HOSD which we don’t have classes on, then I would have liked it later in the term,” said Bajaj.

According to Kington, the whole schedule was more tightly managed this Spring Term because everything had to be done—this caused everything, including the schedule, to be different.

“I asked a number of senior faculty who are involved in scheduling to choose a couple of days that would make sense, and then we knew it wasn’t going to be ideal. But I decided that I would rely on their advice rather than just do it. Might have caused all sorts of problems that I didn’t even know the implications of. So it was sort of a complicated decision. Nothing is easy this year. It’s like everything has 1,000 implications this year. And so we decided that we just tried to do the best we could and then we’ll try to make up for it,” said Kington.

CLASS PRESIDENT(S) 2009-2021:

08-09: MALIN ADAMS

09-10: FAIYAD AHMAD

10-11: MICHAEL MACKAY

11-12: UDAY SINGH

12-13: HEMANG KAUL

13-14: JUNIUS WILLIAMS AND CLARK PERKINS

14-15: REBECCA SOMER AND DAVID GUTIERREZ

15-16: ANNETTE BELL AND THEO PEREZ

16-17: ARTHUR PALEOLOGOS AND MADISON PETTAWAY

17-18: SAM BIRD AND EASTLYN FRANKEL

18-19: KEELY AOUGA AND NICHOLAS DEMETROULAKOS

19-20: SHAHINDA BAHNASY AND SEBASTIAN ROMERO

20-21: MEGAN CUI AND SALVADOR GOMEZ

DIDN'T SLEEP THIS WEEK BUT I LOVED THE EXTRA HOUR ON MONDAY, RAYNARD

How To Mention Your Presigious Ivy League College In Every Possible Situation!: An Eighth Page Madlib

By Mary Lord

Recently accepted to an Ivy League College and don't have enough of an Instagram following to fulfill your need for attention? Oh do we have the conversation starters for you!!!

This _____ reminds me of the new addition to the new _____ building that _____ is building.

Wow! This _____ we are eating reminds me soooooo much of the _____ section of the newly renovated _____ dining hall at _____.

It's funny, when I was touring _____ I saw that same _____ but better!

Yeah _____ was on my tour of _____, too bad they have _____ in their insta bio...

It's actually crazy how much this grass reminds me of the grass at _____.

Something great about this gum I'm chewing is that it's the same type of gum I'm chewing when I found out I was accepted to _____.

I can't wait to row crew at _____!!! I wonder what it's like!!!!

“Yeah, me too. I thought I was cool before I got to #69 on the SOTA”

“Four days late? On your homework Or your Period?”

“No, cloud paint is not a necessary item to bring when there's the buildings on fire”

“You probably don't even know what Kombucha is”

OVERHEARD ON THE PATHS

“Don't worry, I make up for my lack of personality with my supernatural spikeball abilities”

“All I've eaten in the past two weeks is white rice and a bottle of Pure Leaf ”

New Guidelines For Socially-Distanced Den Dances

ARIANA WHITE

This upcoming Saturday, Andover will be holding its first den dance in over a year and a half. Expect music, lights, action, and, most importantly, awkward budding romances between freshman girls and Senior boys on the crew team. But do not let this deter you! As the kids say, this “bish bouta be hype!” But there are a variety of rules and regulations that we, and the Non Sibi Pledge, expect you to follow.

Do not kiss! No matter how bad you want it, we will not be offering 30-second make-outs sessions in the booths anymore. You will be required to keep that mask on—unless you play baseball, football, or lacrosse, then the world is your oyster.

We will be enforcing a social distancing rule of six feet but in the end there “ain't nothing wrong with a little bump and grind.” If you are by any chance a freshman/ Lower boy who sees this dance as a chance to



This is what they look like... right?

make a move on that girl you see, but don't talk to, in your English class, I would recommend you leave her on read 24 hours before the dance to really get her in the mood.

If you really love staying up to date with the newest musical releases, prepare to be a little less disappointed than usual! We will be taking all your suggestions, and it is our intention to play the best songs possible. We know you all love YBN Nahmir, so listening to Soul Train for two hours should get everyone excited for a fun

term on campus.

If you are a part of the non-dance committee, a.k.a. those people who purely show up to den dances for drug deals and sneaky links, I would like to officially point you in the direction of the sanctuary for this particular night. The deans will be there so females will be required to wear parkas and snowsuits, and everyone else may show up naked. This dance should be the best of the year (we hope), so B.Y.O.B. and tell your friends.

THE WEEK'S TOP HEADLINES

- Casino Night Is Scheduled for Next Saturday! Sike, We Lied, Just More Mini Golf!!!
- As No Underclassmen Have Met Any Co-Pres Candidates, They Will Be Surprised to Learn They Are All Three-Foot Tall
- Head of School Day Huge Flop, Barn Babies Called in For Damage Control
- Day-Student-Run Laundry Business Hits Stock Market by Storm, Trustees Make Investments
- Anti-Racism Task Force Members Too Busy Making Committees to Actually Put in Place Any Anti-Racism at Andover
- Recent Deaths Have Prevented Andover From Hiring Prince Phillip as Diversity and Inclusion Head, and Bernie Madoff as C.F.O.

I don't hate a lot of things. But I do hate hair in the shower drain, being hugged by unexpectedly sweaty people, and dictators who commit genocide. But I have discovered something new I really really hate. Astronaut In The Ocean By Masked Wolf. That song is the WORST. I know that's an opinion and many people like it and blah blah blah. But How in Hell is that song the third most popular song in the WORLD right now?!? Have y'all heard Provider By Frank Ocean? Maybe any of My Beautiful Dark Twisted Fantasy By Kanye. And may I introduce you to a small indie band called... The Beatles? Please check those out before you give royalties to a song containing the lyrics to... And I Quote: “I believe in G-O-D, Don't believe in T-H-O-T” Please spare yourself. Allow this strange amalgam of teenage angst, slut shaming, and a garageband beat to fade into the zeitgeist of bad music we never have to talk about ever again after it leaves our For You page. Thank you, and goodnight. Love, Loulou Sloss

Places Day Students Visited While We Were Quarantining

- An active volcano
- Teddy Roosevelt's grave
- Florida
- The top of Mount Everest
- Your mom's house
- The Tower of Babel
- The afterlife
- Jay Aziabor's house
- The last open Blockbuster
- Chuck E. Cheese
- Florida, again
- Every grocery store, barber shop, and pharmacy on this side of the Mississippi

We're Not Mad, We Need You For Coffee Runs Anyway



The Phillippian SPORTS

Volume CXLIV | Number 7

newsroom-
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newsroom-
newsroom!

April 16, 2021

SPECIALFEATURE

Athletes and Coaches Alike Look Forward to Resumption of Interscholastic Competition

TRISTAN MARNOTO

Two weeks into the 2021 Spring Season, athletes have been able to train in-person again, and many have also had the chance to compete in interscholastic competition for the first time in over a year.

Lisa Joel, Athletic Director, hopes that during this term, students will be able to find joy through athletics, whether they compete on an interscholastic team or not.

“Competitive athletes like competing, they like the challenge of competing, so my hope is first and foremost that that outcome of competition is experienced by all of our student-athletes. We aren’t worried about the wins and the losses column. I think if anything, what we realized more than ever is that we love the thrill of having a competitive environment to participate in. I hope they find joy in it, I hope they find the importance of teamwork. I think more than ever we understand how as team members, our behaviors impact our teammates, so I think those would be the outcomes I would want in a [non-Covid-19] environment,” said Joel.

Like many athletes, coaches also look forward to re-

turning to competition. Andover Track and Field and Andover Boys Cross Country Head Coach Patrick Rielly expressed his excitement for the upcoming track meets.

“I [am] really excited, I coach distance runners, and distance running is all about repetition and routine, and they’ve been training a lot on their own this year. So having competitions was really exciting for me as a coach, and I think the runners are ready for it, and they are excited to do it,” said Rielly.

While athletics is a great source of joy, they are also a source of creating strong connections with peers, according to Joel.

Joel said, “What we know for many high school athletes, competitive sports play will end after their high school years, a smaller number will go on to compete collegiately, but what we know and what we remember are those relationships that were created in team environments. The games always end, the seasons always end, but what we’re very confident about, is that the relationships that are the result of the blood, sweat, and tears of training, gamedays, difficult outcomes, and huge successes, are very formative, and carry on well past the high school athletic

experience.”

Andover Girls Lacrosse Co-Captain Kennedy Everson ’21 also believes that sports are a place to create relationships with others and she hopes that the Girls Lacrosse team can be one such environment.

Everson said, “We are trying to build a community where we foster trust and try to encourage strong bonding and relationships between the players, especially now during the pandemic where people have been lacking natural relationships due to the inability to see others. One of our biggest goals is to have everyone be together and enjoy our time together and make the most out of what we have.”

According to Rielly, the resumption of competition has sparked enthusiasm amongst his runners as they prepare to race against other teams.

Rielly said, “I sense more excitement among the runners, I think their effort has been really high all year, and I’ve been really impressed with their effort and proud of them for sticking with it in a really difficult circumstance. One of my favorite things about coaching distance runners is that it’s a really big community of people, so I think that they’ve been



JULIA CARMONA/THE PHILLIPIAN

Andover looks forward to masked interscholastic competition. Pictured above is Andover Boys Lacrosse preparing for scrimmage against Belmont Hill.

training really hard all year, whether it be in cross country, indoor track, or outdoor track, but I do sense more of excitement with the possibility of competing against other teams.”

Joel agrees that competition is an integral part of athletics, and remarked on how it allows athletes to demonstrate the hard work that they put into training.

“I certainly think from an

athletic standpoint, competition is a great outcome of training, it’s nice when you’re training all the time to actually have a moment where you can compete, that’s why we don’t train all the time. So I think the fact that we actually have games, training is great, but at a certain point kids want to see the fruits of their labor, and competition is a great way to do so,” said Joel.

BOYSLACROSSE

Boys Lacrosse Falls Short 18-6 in Scrimmage against Belmont Hill



N.LOUMIDIS/THE PHILLIPIAN

Pictured above Liam Hall, #5, and Baron Abrishami, #31, attempting to score against Belmont Hill.

ETHAN QI

| SATURDAY | |
|--------------|----|
| Belmont Hill | 18 |
| Andover | 6 |

Playing the team’s first game in 686 days, Andover Boys Lacrosse welcomed Belmont Hill at Phelps Stadium for a scrimmage last Friday. Liam Hall PG’21 was awarded Offensive Player of the Game with three goals, and Preston Whitehurst ’22 was awarded Defensive Player of the Game with five caused turnovers and six ground balls in Andover’s 18-6 loss.

Having had just two practices prior to the game, the team faced challenges due to the limited number of practices prior to the game against Belmont Hill, a team already well into its season. According to Hall and Whitehurst, the scrimmage was a low stress environment with the intentions of helping the teammates feel more comfortable playing with one another.

Hall said, “I think the main goal of our team for the game was just to figure out what our strengths and weaknesses were. Considering it didn’t count towards our record, I think the main goal was just to figure out what we need to work on this week going into our first regular season game, and I think we accomplished that.”

Whitehurst added, “Heading into the game, it was only

a scrimmage, so we just wanted to go out there and play as a team because we hadn’t played or been with each other in so long... We only had two days of practice leading up to the game, so we hadn’t been able to put in that much of our playbook and utilize it. So, we just wanted to go out there as a team, play together, and put our best effort forward against a really tough opponent that was already well into their season.”

Despite suffering an 18-6 loss, the team put up a strong effort and identified places for improvement in their game, according to Jack Fates ’22.

Fates said, “I think considering the circumstances, we actually played pretty well. I think there’s a lot of stuff we need to work on, but I also think we have a lot of potential. I think after that, we can definitely bounce back and beat Cushing next weekend. Once the team gets to know each other a little more, I think we will be winning more and start playing better.”

Given the lack of time to bond as a team, multiple individual efforts stood out in the game, according to Whitehurst.

Whitehurst said, “A PG, Liam Hall, had a hat trick. He played really well and was shooting the ball well and was able to beat his man off the dodge and finish his shots. Jack Fates had two goals and brought a lot of energy, his two goals both came in the first quarter and kept us in the game at that point. Both of those guys on the offensive end had great games. Our goalies, [Co-Captain Will Rickards

’21] and [Ben Garozzo ’23], both had great games. We were on defense a lot and they faced a lot of shots, but they both came up with a bunch of huge saves.”

Ahead of their first regular season matchup against Cushing this weekend, the team looks to better familiarize themselves with each other’s playing styles and work on maintaining greater ball possession, according to Hall.

Hall said, “I think the biggest part is just getting time on the field with our teammates. So just building that chemistry, running our offense and defense, and just getting more comfortable playing with each other. We haven’t played in over a year and a half, and me personally, I haven’t played with any of them. So I think it’s going to help a lot this week just being on the field together and building that chemistry.”

Whitehurst continued, “Against Cushing, we really just need to work on being more competitive when the ball is on the ground... We didn’t have possession that often in the game, but when we did have possession, we were able to put the ball in the back of the net. So, I think we need to be a little more aggressive on the ground and get more possessions for our team.”

Looking ahead, Andover will face Cushing away this Saturday at 3:30 p.m.

Editor’s Note: Preston Whitehurst ’22 is a Copy Editor for The Phillippian.

BOYSTENNIS

Boys Tennis Sweeps Belmont Hill 7-0 in First Scrimmage with Support from Blue Key Heads and Students

CHARLIE FERGUSON

| SATURDAY | |
|--------------|---|
| Andover | 7 |
| Belmont Hill | 0 |

Eddie Wang ’24 swiftly defeated his opponent in a thrilling three set tie breaker in the last match of the day to secure a 7-0 victory in a scrimmage against Belmont Hill this past Saturday as fans gathered to cheer on Andover Boys Tennis. The April 10th home victory was the team’s first competition after a canceled season the previous spring.

According to Co-Captain Mac Katkavich ’21, he made the most of his opportunity to play competitively in his senior season and noted the energy of the scrimmage that was created by cheering students and Blue Key head chants.

“It was a highlight to just be out on the court playing after our season got cut short last year and to start our senior season with a win was great. We also had more people from Andover at our tennis match than I had ever seen in my time at Andover. The big thing for me was that it was the first time a blue key head chant had happened at a tennis match in my time. For my first senior match, it was great because of the energy,” said Katkavich.

According to Kian Burt ’24, the older players have acted as mentors to the younger members as each match was fueled by the senior voices on the court. Burt described how lively the atmosphere was in his first tennis match at Andover.

“I think that [senior leadership] has been really helpful because there are three seniors on the team and the rest of the five of us are four freshman and one lower who have all not had a season. It is extremely motivating. In the middle of the singles matches you would hear the Seniors cheering for us. It was a new experience which was very fun,” said Burt.

According to Burt, Wang was able to end the scrimmage with a close match that went into a tiebreaker while a nearby group of Andover students rallied behind him.

“Eddie Wang had a very tight match that went to a third set tie breaker and that one was the last match that we

stood around cheering him on. I think he did a really good job keeping his mind on the match because when it goes to a third set tiebreaker it could really go either way,” said Burt.

According to Katkavich, the short timespan in which the team prepared for gameplay proved to be a challenge, but the team was able to focus on competitive practice matches to get ready for its match against Belmont Hill.

“We started tryouts on Tuesday and only finalized the team on Thursday. We did a lot of singles challenge matches to just get in the mode not only to create a ladder for ourselves going into the weekend but also just to get some match play in and get that competitive edge back against each other. On the final days on Thursday and Friday, we did a lot of doubles because that is obviously important in a tough match against a school like Belmont Hill,” said Katkavich.

According to Wang, he found success in his return skills and serving, but mentioned that the team will need to focus on getting back into full form after not playing competitively during the quarantine period.

“I think I was hitting really well in doubles. I had some really good returns and I had a decent first serve percentage. The whole team played really consistently. We weren’t giving [Belmont Hill] anything and we were really positive overall. I think some of us are definitely shaking off the quarantine rust and some of our serves are a little shaky. I think a goal of mine is to work on my serve and my movement,” said Wang.

Katkavich described the immense individual talent that will drive the team to push each other going into the next matches of the season. While he looks to make each player better, he noted the importance of creating an encouraging team environment that will result in success.

“We have a lot of depth on our team with three seniors, three freshman, and one lower. Any of them could beat anyone on any given day, so I think that the goal is to keep the competitive nature of the team while also fostering a supportive culture on the team,” said Katkavich.

Boys Tennis will look to secure a victory away at Cushing on Saturday, April 17.

Boys Lacrosse Co-Captain Baron Abrishami '21 is the 'Big Brother' of the Team, Energizing Teammates On and Off the Field

DAIGO MORIWAKE

As Andover Boys Lacrosse Co-Captain Baron Abrishami '21 starts a season that will bring his three years on the team to a close, he strives to lead by example, both on and off the field. According to Abrishami, setting a good example off the field is especially important this season, with the threat of Covid-19 and potential cancellations as a result of it.

"[The most important challenge to deal with is] making sure everyone is following [Covid-19] protocols, like wearing masks everywhere, just doing stuff that is required to be on campus, because the last thing we want is for a game to be canceled because of lack of responsibility by someone. So just holding everyone to a high standard with that," said Abrishami.

According to Co-Captain Will Rickards '21, Abrishami is an integral part of the team with his communication skills and leadership abilities while simultaneously bringing unity and positivity to practice everyday.

"I think [Abrishami] brings a great sense of leadership. He's a great guy—he really talks to the other kids well, he really leads the team. It's really unfortunate... that he got concussed in the last game. Our prayers and thoughts are with him, but I think he brings a lot to the team," said Rickards.

According to Co-Captain Troy

Pollock '21, Abrishami's off-the-field energy inspires his teammates and lifts spirits; his dedication to the team resulted in his injury in Andover's latest game against Belmont Hill.

Pollock said, "Baron brings the best energy on and off the field. He is a great big brother to everyone on the team. Everyone looks up to him and he's just a fun person to be around. He knows how to inspire and he knows how to get people ready for games. He brings it every day at practice. He got injured going hard to the net, but he really cares about the team. He cares about all of our teammates, the coaches, and everyone respects his dedication."

As the season progresses, Abrishami hopes to demonstrate the team's tenacity throughout practices and games, emphasizing one of the team's biggest strengths: its willingness to approach the sport both mentally and physically.

"Mentality-wise, we know that we're underdogs, so we play with everything that we have and we play with nothing to lose because we know that we're underdogs and we love that, we're gritty. We love to get after it, if that means going after a ground ball in a game against two kids or being able to score a goal with a second left in the quarter. We're all about the grit," said Abrishami.

Looking ahead, Abrishami will continue his lacrosse career next year at Emerson College, and he

hopes to end his Andover career on a strong note as Co-Captain in preparation for college.

"I'm going to be playing college lacrosse, once I graduate from Andover, so just training myself so I can play at the next level as well and perform there. But also just to keep everyone motivated. We have a very good schedule this year—we have [Deerfield Academy] coming here in a couple of weeks, and they're ranked number two in the country, and we play [Phillips Exeter Academy] two times, back to back at the end of the season, and it's always good to beat them as a way to go out and graduate," said Abrishami.



COURTESY OF BARON ABRISHAMI

Captain Baron Abrishami is actively recovering from a concussion.

Co-Captain Troy Pollock '21 Leads His Team Through 'Gritty' Work Ethic

MONISHA KATHIKA

Inspired by his brother's love for the game, Andover Boys Lacrosse Co-Captain Troy Pollock '21 began playing lacrosse in first grade. From playing as a first grader to becoming co-captain during his Senior year in high school, Pollock has developed a strong work ethic and sportsmanship, two qualities his brother and father have encouraged throughout his career.

"I started playing lacrosse when I was in first grade and I grew up watching my brothers play lacrosse. I look up to my brother, Ryan... My dad and my other brother both inspire me in different ways and... [teach me] to be a leader and have good sportsmanship," Pollock said.

According to Liam Hall '21 and Preston Whitehurst '22, Pollock exemplifies leadership to his teammates through his actions both on and off the field.

Hall said, "His leadership ability is really great. Being new here, even though I'm one of the older kids on the team, he's helped me adapt to the [Andover] community both on the field and in the classroom as well."

"Troy's contributed to the team by being a really selfless leader... He leads by example and it's great to watch him interact with the younger players on the team and be motivational for everyone," Whitehurst added.

Hall and Whitehurst praised Pollock's worth ethic, adding that he is always working to improve and describing his athletic performance as "gritty."

"Kind, hardworking, and grit-

ty. I think all three of those words describe [Pollock's] playing style and personality. I've never seen him in practice take a drill off or take a rep off, he's always going 100 percent," said Hall.

Whitehurst said, "The first word that sticks out to me is gritty, just because he's always working hard... He's a really hard-nosed guy that works really hard at the little things and the things that might not be as flashy or make the crowd go crazy. But he does the little things very well and some of the things that may not get all of the glory."

Pollock's hard work and determination are reflected in his desire to participate as much as he can in games. According to Pollock, his favorite position is midfield because the position offers more action during games.

Pollock said, "I play attack right now at Andover. It's not my favorite position, [but] I do like playing attack because at attack you're behind all the plays, almost like a quarterback. But I do love playing midfield because, at midfield, you're more involved in the game. You're playing defense, you're playing offense, you're playing a lot more scenarios."

Despite the ongoing pandemic, Pollock and the other co-captains continue to lead the team in intense practices. The team works to follow Covid-19 protocols by wearing masks and filling out the school's daily symptom tracker.

Pollock said, "Everyone is wearing their masks and following safety protocols. We've all been doing the daily symptom tracker... I think that as long we keep the safety protocols, we're

allowed to play lacrosse at its fullest."

According to Pollock, although he has been put in unusual circumstances due to Covid-19, he enjoys being co-captain of the team and is grateful for the opportunity.

Pollock said, "I love the situation I'm in now. I think Coach Bolan, who was new last year but didn't get to coach, I think he's done a great job rallying us together. We have little groups where we compete against each other. I love being a part of that and I love having the opportunity to lead this team with the other captains. As of now, and focusing on the now, that's what I am most excited about."

Pollock will continue his lacrosse career at Hamilton College this upcoming year.

Editor's note: Preston Whitehurst '22 is a Copy Editor for The Phillipian



COURTESY OF NATA LOUMIDIS

Captain Troy Pollock dodges down the alley on a Belmont Hill defender.

Andover Baseball Return from 685 Day Hiatus with a 2-0 Win Over Belmont Hill

STAFF REPORT

| FRIDAY | |
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| Andover | 2 |
| Belmont Hill | 0 |

After a 685 day break since its last game, Andover Varsity baseball returned to the diamond for the first time for a scrimmage against Belmont Hill on Friday.

After such a long break, it was a relief to be playing baseball again according to Head Coach Kevin Graber.

"It had been 685 days since our last game, so mainly, it was just fun to be out there playing baseball and representing Andover. And it was a great challenge, as Belmont Hill is one of the strongest teams in New England," wrote Graber in an email to The Phillipian.

After less than one week of practices, the team did a good job of working together productively on both offense and defense according to Graber.

"With only four days of practice before our first game, I think we did a good job installing our offense and much of our team defense concepts in a short amount of time," wrote Graber

The win over Belmont Hill was a team effort according to Graber, with countless players making valuable contributions on both offense and defense.

"On offense, Sebastian Mexico '21 and L.J. Keegan '21 ripped two hits apiece...Tommy McAndrews '22 was outstanding behind the plate, and Keegan '21, Mexico '21, White '23, Jack Palfrey '21, Jack Penney '21, Larry Hotaling '24, Trevor Grady '23, and Jonathan Santucci '21 all made nice plays on defense," wrote Graber.

The team's excellent pitching also contributed to win, making the team very difficult to hit against according to Graber.

"Our pitching was outstanding, as Matt Sapienza '21, Jacob Lapp '21, and Thomas White '23 limited Belmont Hill to just two hits...Given the quality and depth of our pitching,

we're tough to score against," wrote Graber.

"Our defense and our pitching were our strengths. I think our hitting will get there; it's been a while since we had seen live pitching but the hitting will definitely come along. Our defense definitely played well and [there were] not a lot of errors and our pitching absolutely dominated," Thomas McAndrews '22 added.

And most importantly of all, the team played with a lively dynamic despite such a long gap since the last game according to McAndrews and Graber.

McAndrews said, "It's been a long time since we had played a game and the boys were definitely pumped up. It was a lot of fun to be back out there, everyone wanted to be back out there and we just had a lot of fun."

"We played with energy and enthusiasm and supported one another throughout," wrote Graber.

The team will return to the diamond for its first home game in nearly two years this Saturday against Cushing Academy.

Co-Captain Jayme Wilde '21 Believes Lacrosse is 'More Than Just Athletics'

JACK ROGUS

Beginning his lacrosse journey in the fourth grade, Andover Boys Lacrosse Co-Captain Jayme Wilde '21 has been playing competitively since a young age. Prior to Andover, Wilde played on club teams and was also chosen for the Under Armour All-American team, where he went to showcases and was recruited by Andover coaches.

According to Wilde, lacrosse has always been more than just athletics and he values the connections that he has created through the sport.

Wilde said, "Besides the feeling of being on the field and the adrenaline pumping through your veins, my favorite part about lacrosse is just the people that I've met. I've made some great friends and I'm sure they'll always be my friends because of lacrosse."

According to Co-Captain Troy Pollock '21, Wilde supports the team through his expansive knowledge about the sport.

Co-Captain Troy Pollock '21 said, "He's observant, he knows so much and he loves to share it. I learn a lot from Jayme. He could be a really good coach too. He cares, just like all the other captains."

While Wilde enjoys spending time with his teammates, before games, he prefers to step away from the group to mentally prepare himself to perform to his highest capabilities.

He said, "I used to have a pretty specific routine. Now in the locker room, we get hype to music and pump each other up. When everyone goes out on the field, I like to take a few minutes to myself. I get in the right headspace and clear my head."

Wilde acknowledges that the past year has been tough but he believes that the team is as ready as ever to be back on the field. If anything, their return to the field has served to fuel their motivation and improve discipline.

Wilde said, "[Due to the pandemic], we need to be a lot more strict with the guys, but that also teaches them

discipline. Pulling your mask up, keeping it up, maintaining distance, I think that is different, but the energy that the team is bringing is better than it's ever been because people haven't played in one or two years."

According to Co-Captain Baron Abrishami '21, Wilde leads by example in that he trains hard and expects everyone else to do the same.

Abrishami said, "He holds the team to higher standards as well, just making sure that everyone gets [inaudible] in practice, the weight room and on the game days, and that no one lacks energy and he makes sure that everyone gives 110 percent."

As his time at Andover comes to a close and he looks forward to college, Wilde plans to make the most of his last season by continuing to work hard and learning from those around him. Wilde also looks forward to resumed competition and a chance at beating long-time rival schools.

Wilde said, "I haven't beaten [Deerfield Academy] in my time here or [Phillips Exeter Academy], so I'd love to beat both of those teams, especially Exeter as they are our rivals. I also want [Head Coach James Beaudoin], who is our new coach, to give me all the knowledge he has on lacrosse, so I'm mentally prepared for going to the next step."



COURTESY OF JAYME WILDE

Jayme Wilde did not play in the scrimmage this past weekend but will rejoin the team against Cushing this weekend.

Boys Lacrosse Co-Captain Will Rickards '21 Leads the Team as a 'Silent Killer'

DAIGO MORIWAKE

Andover Boys Lacrosse Co-Captain Will Rickards '21 prides himself on guiding his teammates through his actions rather than through meaningless expressions. According to Co-Captain Jayme Wilde '21, Rickards' commitment to leading by example is what gains his teammates' respect.

"Will Rickards... is a silent killer. He's not the most outspoken guy on the team, but he is insane at goalie and knows what to say and when to say it. But he never says too many words and is always in the right state of mind," said Wilde.

Rickards savors the privilege of leading the team and believes his tendency to motivate and guide his teammates with his actions rather than his words is central to his leadership style.

"It means a lot to be a captain of the team; your team looks up to you, I feel a sense of responsibility there, and I'm responsible to lead by example. You can say as many good things as you want, but if you don't do those things, it really doesn't mean much. So I'd say my main responsibility is to do what I think is the right thing, and hopefully, they follow," said Rickards.

Rickards' mentality, commitment, and conservative use of voice help his words inspire his teammates, according to Co-Captain Troy Pollock '21.

"He doesn't say much, but when he does it's super impactful. He's kind of like our rock. At the net, he makes huge saves. I think because he talks so little, the few words he says I really value. When he tells me something, when he tells other kids, our teammates really respect what he says. He played here for three years and he played his [Junior] year as well. The three captains are some of my best friends, and I've had the pleasure of being able to lead the team with them," said Pollock.

According to Rickards, the

hard work which he displays within the team environment stems from his love for the sport and desire to get back what was taken away by Covid-19 last year.

Rickards said, "I really like the speed of [lacrosse], you go down and back so quickly, but there's also like a settled, almost strategic sense to the offense and the defense."

"I've always loved the sport—I've been playing since I was four years old. Whenever someone asks me to play lacrosse, I always want to play... I've been on this team the past three years, and especially after losing last season [due to Covid-19] [I am motivated] to make the most of my last year," Rickards added.

According to Rickards, he shares with his teammates a drive to compete, something which strengthens the team's dedication to success and improvement.

"I'd just say [the strength of our team is our] hard work. Every kid that is on the team, they're happy to be there in practice, and you don't hear groans if we're trying to do sprints or anything—everyone's just happy to be out there, happy to get better," said Rickards.

Rickards will continue his lacrosse career at Colby College next year.



COURTESY OF WILL RICKARDS

Captain Will Rickards plays goalie for the Andover Boys Lacrosse team.

GIRLSLACROSSE

Captain Lily Rademacher '21 Leads with Enthusiasm and Persistence

SIA GANDHI

Throughout her time at Andover, Lily Rademacher '21 has had a passion for lacrosse that spreads to all of her teammates. Rademacher admires the game and even through Covid-19 has never let her spirits down. She is looking forward to returning to the field, according to Head Coach Wall, and will continue to create an inclusive and comfortable Andover Girls Lacrosse's team environment.

"Lily is full of energy and enthusiasm, she is definitely a spirit leader on the field. She really likes to be encouraging of other players and she works really hard herself when she's on the field. So, we are definitely going to be looking to her emotional leadership this season," said Wall.

Going into this season, Rademacher wants to make sure that everyone is comfortable on the field and transition into the team as smoothly as possible. According to Rademacher, it is very important to have a great team culture and ensure that everyone on the team has a place.

"There might be an initial period of discomfort with the new setup, but I think it will go away pretty fast. We should be able to get into regular season play like we have had for years pretty easily... I would say my biggest goal is just to set up a really amazing team culture, especially with us having lost last years season and because we are playing at the highschool level, my biggest goals is just to foster a love for the game and to make everyone feel supported and like they are part of a community, a community that supports and cares about them and that wants to celebrate their success that people can enjoy being a part of, and be proud to be a part of," said Rademacher.

According to Co-Captain Abby Ryan '21, Rademacher is a welcoming and kind hearted captain for the team.

"I think Lily's humor is definitely unmatched. I



COURTESY OF LILY RADEMACHER

Captain Lily Rademacher

would say that is definitely her most salient quality. She is able to lighten up any space that she enters. She makes everyone feel so warm and relieves any tension in any environment. I think that is so important this year as a lot of people haven't competed for a very long time. She is going to be that person that relieves all of that tension and makes you feel loved and appreciated because of that infectious humor and positivity," said Ryan.

According to Rademacher, an important aspect of the game is communication and positive feedback. She says she wants to make sure that everyone on the team is comfortable where they are, and are not afraid to speak out.

"I am really mindful of positive communication. I would rather wait until someone asks me for feedback than to just give it because I know that people have very personal preferences about the way they receive feedback, especially teammates, and it can very quickly shift the team dynamic and make people feel less at home on the team as they should be," said

Rademacher.

Rademacher and Wall are equally excited for the ongoing season.

"I love that it's an opportunity to pull girls together that have played on different teams together because we are a spring sport. A lot of the girls have played on different teams together and so it's a great opportunity just to have experiences from different teams come together and I think that's an advantage. I love coaching in the spring, people are really excited to be out and see the sunshine after a long winter," said Wall.

Rademacher added, "I think the game is really beautiful and when it is played well, it is gorgeous. When the players on the field work together and there is a really high level of passion and communication, the ball just shifts around and it looks amazing. I love that the best way to play it is just to play with other people."

Rademacher will help lead Girls Lacrosse in its first away game at Cushing on Saturday.

Andover Co-Captain Kennedy Everson '21 Has 'Super-Human' Skills as Girls Lacrosse Goalie

JACK PEARLSON

Although the 2021 season has been affected heavily by the Covid-19, Andover Girls Lacrosse Co-Captain Kennedy Everson '21 wants it to be a memorable one.

Since the team lacks returning players this year, Everson looks forward to seeing and helping many of the younger players on the team get to know each other and the program. In addition to being a resource for teammates outside of lacrosse, Everson hopes to help her teammates develop their skills from her unique position as a goalie.

"I aid towards the style of coaching and using my lacrosse knowledge to help other people on and off the field... But the best way I lead at lacrosse is off of my knowledge of the game and being able to help people in their specific position from what I see from the goal," said Everson.

According to Head Coach Heidi Wall '94, Everson is a strong leader on the defensive end of the field.

"Kennedy is a very skilled and experienced goalie. Her knowledge of the game and the defensive game, in particular, allows her to help direct and lead players on the field. The team has great respect and admiration for her skill and dedication to the sport and they are eager to follow her lead. We will rely on Kennedy to help lead this new defensive unit," wrote Wall in an email to The Phillipian.



COURTESY OF KENNEDY EVERSON

Captain Kennedy Everson plays goalie for Andover Girls Lacrosse.

Girls Lacrosse Co-Captain Abby Ryan '21 Feeds off of Energy From Teammates and Prioritizes Team Chemistry

CHARLIE FERGUSON

Abby Ryan '21 shuts down opposing players as a defensively minded midfielder while feeding off of the energy created by her teammates on Andover Girls Lacrosse. In her Senior season, Ryan places emphasis on seizing the opportunity to develop younger players in the program and connect with new team members.

According to Ryan, working as a team is imperative to reaching success as she con-

sistently looks to make team minded plays. She credits her competitive spirit on the field and connection to her teammates as her best skills.

"I am best when I am working with everyone else on the team and I really feed off of the energy of other people. I think I am pretty tenacious and I always try to be there for my teammates. I like to back people up on defense and I always look to assist someone rather than to score," Ryan said.

According to Head Coach Heidi Wall '94, Ryan continuously makes efforts to

reach out to teammates to build chemistry. Ryan is also described as a leader with unparalleled work ethic that sets an example for the team.

"Abby is the heart and soul of our team. She cares deeply about her teammates and the team and goes out of her way to care for each and every member of the squad. Abby is one of the hardest workers out there. She gives 110 percent every time and the team really admires this dedication and work ethic," said Wall.

According to Ryan, the combined team effort achieved by athletes with many different abilities fuels her love for lacrosse.

"I think it is a beautiful sport to play and I love connecting across the field with a teammate. I think there are not many sports that allow you to appreciate the beauty of them while playing them like lacrosse. This team makes me love the sport. We all have that competitive spirit and we are all multi talented athletes. We aren't just lacrosse players. I think that once you age up in a lot of sports, you have to specialize. This team is so unique because everyone is such a talented overall athlete. Everyone loves competing, training, and connecting to one another," said Ryan.

According to Lily Rademacher '21, Ryan utilizes physicality and strength to defend players on the field while exciting her teammates to reach their full potential.

"Abby is a fierce player, she is dogid and unrelenting and really physical in a really great way. She is extremely

athletic, she's one of the most athletic people I know, she amazes me. As a captain, she connects with people so well emotionally, and knows how to motivate them and make them feel supported and to really rouse them up," said Rademacher.

Ryan noted that playing experience accumulated since Junior year has enabled her to develop a close relationship with the other Seniors on the team.

"I think I am strong working with other Seniors on the team and we have really good communication going on. We have played with each other for a long time now and have known each other since [Junior] year. We are all pretty communicative and feed off of each other. The three of us love the sport and this team means so much to all of us," Ryan said.

Ryan looks forward to playing games with a young

team that is learning to work together for the first time. She values the lowerclassmen as being the face of the program in coming years.

"I am really looking forward to meeting a lot of new people and playing with people from different classes. I am really excited to compete again one last time for Andover. The program in general is so rich and has a lot of depth this year. We only have seven returners so I think it will be an awesome opportunity to develop team chemistry and plant seeds for the future because there are a lot of new additions to the team with younger players. I am so grateful for the opportunity provided by the coaches and the administration at Andover," said Ryan.

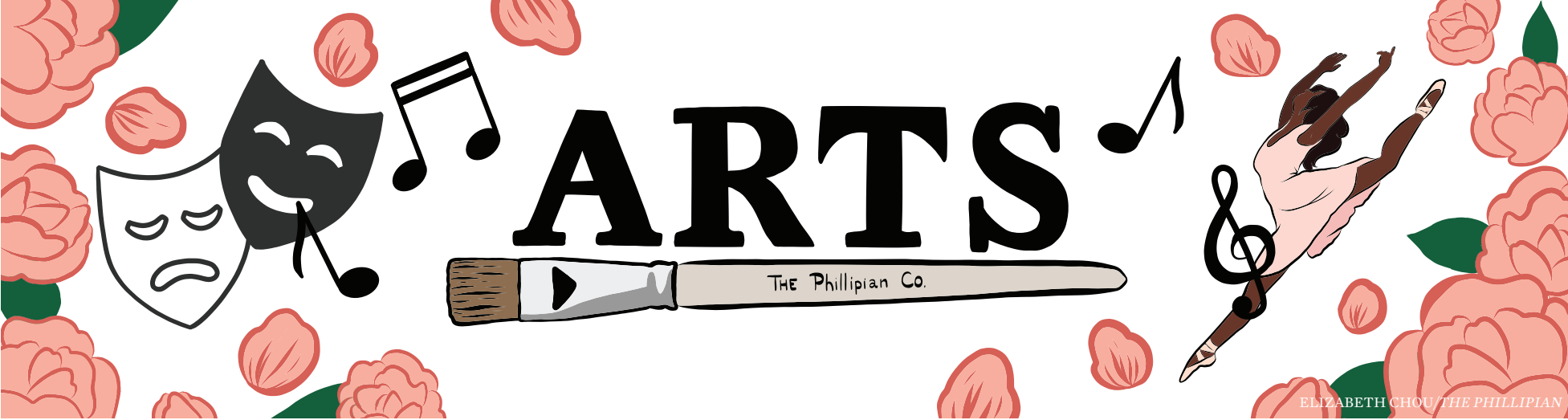
Ryan will lead Girls Lacrosse in its first game when it hosts Cushing on Saturday.



COURTESY OF ABBY RYAN

Captain Abby Ryan is also the captain for Andover Girls Swim & Dive.

Write for Sports!!!
Email ttang22, lboshar22, or csadowski22!



Director Spotlight V: Stanley Kubrick

LOULOU SLOSS & EMILIANO CACERES MANZANO

Column description: Director Spotlight is our self indulgent way to watch movie after movie, do minimal work, and call it productive. We are two great friends who both often enjoy the 90-minute long worlds created by these directors more than the one we are in. We spend most of our time together watching movies, talking about movies, or one-upping each other in our strange encyclopedic knowledge of independent film. We hope that our enthusiasm and love of movies can help encourage readers to perhaps step out of their (Avenger-heavy) comfort zone and join us in the world of pseudo-intellectuals and cinema.

Director Background: Stanley Kubrick, born in 1928, was a defining director of the 20th century. In 1961, despite his success in Hollywood, he moved to the U.K. to gain more creative control in his films. There, he went on to direct his most iconic films, like “2001: A Space Odyssey” (1968) and “The Shining” (1980). Kubrick was known for his cruelly demanding perfectionism, shooting dozens of takes for even the smallest scene. He became renowned, though, for his innovation, including his experimentation with special effects and Steadicam shots, as well as his distinct visual style.

Lou and Emi’s Picks:

“A Clockwork Orange” (1971)

“Clockwork” is one of Kubrick’s most controversial and well known works, delivering a terrifying dystopian vision that has since become a cult classic. He plays with music, violence, and language to tell the story of the leader of a young gang of criminals, his arrest for murder, and his punishment and reform.

“The Shining” (1980)

“The Shining” is one of the essential horror movies of the 20th century and Kubrick’s most accessible film. It tells the eerie story of a family who is hired to look after a deserted hotel for the winter. Over the course of the movie, the entire family devolves into insanity as increasingly surreal events occur and the line between reality and hysteria is blurred. It is a must watch for any moviegoer.

“Lolita” (1997)

Now we know what you’re thinking— isn’t this what Madison Beer was cancelled for? But we promise, it’s a surreal satire making fun of a strange old man and his sad, unrequited affection for his young stepdaughter. It’s filled with hilarious situations and dialogues as well as Kubrick’s essential perfectionistic and painfully unsettling filmmaking style. Although it will make you cringe for multiple days at least, this movie is a fantastically well-made satire with many of Kubrick’s trademarks.

Reasons We Love Kubrick:

All work and no play makes Loulou and Emiliano dull boys.
All work and no play makes Loulou and Emiliano dull boys.
All work and no play makes Loulou and Emiliano dull boys.
All work and no play makes Loulou and Emiliano dull boys.

Haha. Jk.

Kubrick is known for his distinct visual style and how he employs visuals to tell his story. In “The Shining,” Kubrick’s hovering camera movements help create the sense of another presence in the scene; when Danny gets chased down the hallway of the Overlook Hotel, for example, the camera becomes its own character. Steadicam shots during fight scenes in “A Clockwork Orange” help create the sense that the camera—and thus, the viewer—are active participants in the action.

Kubrick’s use of color, too, immerses the viewer in the heightened world of the film. The vivid reds and oranges in “The Shining” serve to build a sense of danger and to add to the drama of climactic moments. Details like the bloody elevator show Kubrick deploying every detail of the film for maximum emotional impact. Perhaps his most notable filmmaking technique is the “Kubrick Stare.” The stare is usually accompanied with a slight camera zoom and a downward head tilt, creating a pause in the tempo of the scene that sets an off putting mood and allows for a view into the minds of his characters.

Kubrick’s stories are as intricate as his visuals; he wrote all three mentioned above. “Lolita” was a sensation of a book and when he turned it into a movie, Kubrick truly understood its intended absurdity. This movie uses Peter Sellers’ acting ability and

Kubrick’s attention to detail to create an intricate and captivating storyline. The use of the first scene as a no-context version of the last one forces the audience to attempt to figure out the mystery of the movie before knowing the story.

Kubrick also has a knack for creating worlds around his storylines that put the viewer’s emotional state in his command. “A Clockwork Orange” uses a cockney-adjacent vernacular and various reoccurring oddities to create an atmosphere of slight discomfort. The viewer is supposed to accept the characters reference to sex as “the old in-out” without any initial explanation, creating a strange but still believable world.

In conjunction with world-building, Kubrick creates uneasiness through his scores, a staple of all of his movies. Even before it is introduced as a horror film, the score in “The Shining” gives it away. With the lingering notes and off putting intervals, the score of this film prepares the viewer for the insanity that ensues. Classical music plays a major role in the plot of “A Clockwork Orange”; the score takes note of this and contrasts it by playing lingering sounds along intricate classical rhythms. All together, Kubrick’s balance of uncomfortable moods and satisfying characters and storylines make him one of the most unique and reliable filmmakers of all time.



ELIZABETH CHOU/THE PHILLIPIAN

Art for Expression Club Offers a Relaxing Space for Creating Art

SARAH HASSANEIN

Every Friday evening, students gather virtually to explore art, play games, and most importantly, relax after a week of school. Led by Alex Park ’21 and Jerry Shu ’21, Art for Expression (A.F.E.) is focused on meeting with other community members to have fun and create art. Board member Katherine Bell ’22 gave a description of what virtual meetings due to Covid-19 entail.

“A.F.E. is just to give a space for students to wind down at the end of the week, and also do art...For online, specifically, we’ve been moving towards more online activities we can do, because obviously, it’s hard to do art over a computer screen. So sometimes we’ve just done games that are like scribble.io, to compensate, or we do art by ourselves, and then we present them at the end of the meeting,” said Bell.

A.F.E.’s purpose is for students to have a non-judgmental and relaxed place to explore art, whether that be working on new projects, or just on their art homework. Participants can have fun exploring art outside of class without worry about grades or following the guidelines of an assignment.

“I think really just the freedom students have to choose what they want to do, as I said earlier because I’ve certainly utilized that time to work

on my art homework, for instance, or if I was doing digital art, I use that time just to have a block of time where I could do it myself,” said Bell.

A.F.E. allows students to build community and connect with others through their common passion for art. The relaxed environment created is favorable for participants to share and create their artwork. Park commented on his own experience on finding a sense of community through A.F.E.

“I think that the most valuable thing that I’ve seen, is just the community that’s built and, and the sort of an environment, that communal environment built around art that I see on Friday nights, is really what I want everyone to take away with as well,” said Park.

Recently, the club has been trying to grapple with including both in-person and remote learners and making sure everyone still feels welcome. Some ideas floating around for this term are outdoor exhibitions or small art events. For now, the club is focusing on finding an in-person space to meet.

“So with current plans, we’re just trying to get back into [Elson Art Center] to set up in-person meetings, but we don’t know yet. We’ll have to wait and see whether we can use that space. So if we can’t, we’re just going to do just more virtual things like we’ve been doing all year,” said Shu.

Isabel Chin’s ’21 Senior Recital Is First Live Concert at Andover in Over a Year

MIA PAO & ZOE YU

As violinist Isabel Chin ’21 and pianist Rebecca Plummer, Instructor in Music, played the G-flat chord of the last piece, applause and cheering echoed throughout the Cochran Chapel as socially distanced audience members rose from their seats for a standing ovation. Chin, being one of the many Andover musicians unable to perform live in the past year due to the Covid-19 pandemic, expressed gratitude for the opportunity.

“I am just really grateful for all of the support, especially after the pandemic and everything. I think I had not performed in-person in over a year, so I just really appreciate everyone coming and just getting the chance to perform again in person,” said Chin.

Chin aimed for a program with a diverse repertoire that reflected aspects of her identity, as she feels that a recital should feature a variety of pieces. According to Chin, she chose the last piece on the program, “Estrellita” by Manuel Ponce, from a documentary.

“First of all, I’m Latinx, and so I wanted to incorporate a work by a Latinx composer and Manuel Ponce is Mexican, so I decided that that would be a cool piece to incorporate as well as the fact that I first heard that on a documentary

of a famous violinist, Jascha Heifetz,” said Chin.

In usual school years, senior recitals would occur in the Timken Room at Graves Hall. However, due to social distancing protocols, the Timken Room had a reduced capacity of 20 people, making the Chapel a more optimal space. According to audience member Alex Park ’21, he found this space to be more suitable for better acoustics.

“Timken is a nice room, but it’s nothing compared to the acoustics of the Chapel. Just the overall vibe of the performance is very different inside the chapel,” said Park.

Since students on campus got out of quarantine a week ago, Chin only hadw two rehearsals with Plummer on the two pieces they played together. Despite the lack of time, Plummer found their rehearsals efficient and enjoyable.

“She is so well prepared, she is so musical, so easy to work with, and clear about what she wanted,” said Plummer.

Holly Barnes, Director of Music Performance and Instructor in Music, the organizer of the Senior recitals, is continuing to work out ways for music ensembles across campus to perform as much as possible in-person. After a year of not being able to attend live performances, she found it sentimental to be able to support Chin in-person.

“That is the first live con-

cert I’ve been to over a year, so I got a little teary, I have to say. It’s emotional, you know. When you’re used to performing and going to concerts and then you suddenly don’t, it’s weird to not go,” said Barnes.

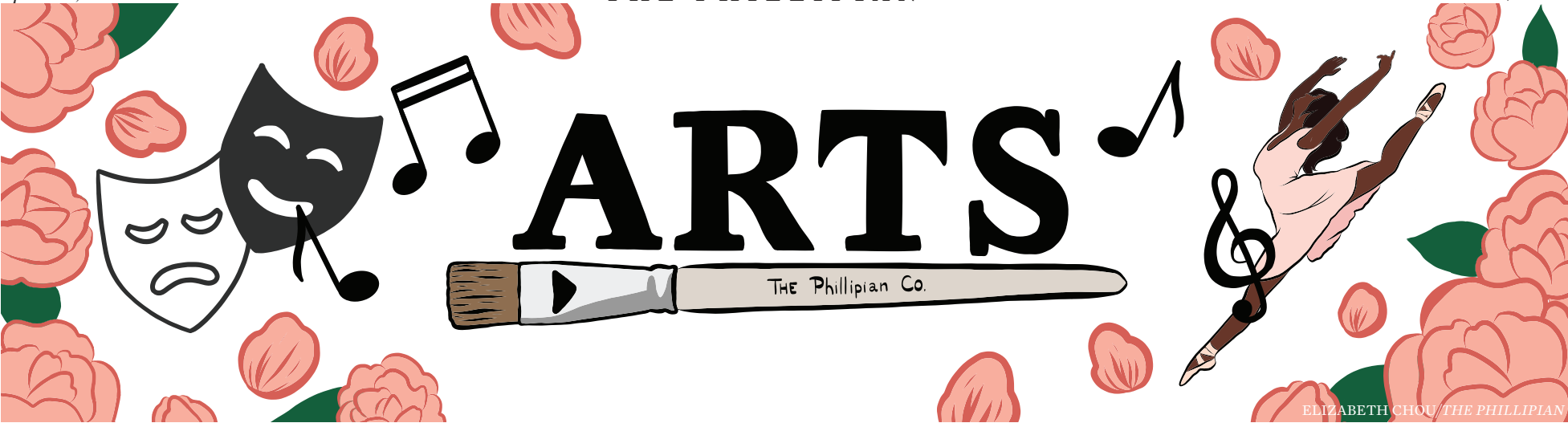
As an underclassmen, Chin frequently attended Senior recitals and looked up to former Senior soloists, who became an inspiration for her. Through her own recital, she hopes to do the same for younger musicians.

“I thought that if anything, I could just share my music one last time, also knowing that there might be younger musicians in the audience and inspire them hopefully in the same way that other Seniors have done for me in the past,” said Chin.



COURTESY OF ISABEL CHIN

Isabel Chin ’21 hopes to inspire younger musicians.



Review: ‘Godzilla vs. Kong’ Brings Spectacle and Action, Lacks Substance

DORIAN WANG

Two powerful titans go head to head in a flurry of lights, expensive C.G.I., and busy action sequences in Adam Wingard’s “Godzilla vs. Kong.” Released in U.S. theatres and H.B.O. Max on March 31, 2021, “Godzilla vs. Kong” is the fourth film in Legendary’s MonsterVerse Kong and Godzilla crossover series. As the title suggests, the film centres around Godzilla and King Kong’s dynamic as ‘ancient enemies,’ in a conflict that threatens the safety of the entire world. The film begins with Kong damaging his containment habitat on Skull Island and Godzilla launching a series of violent attacks on an Apex Cybernetics facility. Amidst the chaos, Monarch scientist Ilene Andrews (Rebecca Hall) and her adopted daughter, Jia (Kaylee Hottle), the last of the Iwi tribe, work with scientist Nathan Lind (Alexander Skarsgård) and Apex Cybernetics to harness the ‘hollow earth’ inside the Earth’s core to power a weapon that would defeat Godzilla. Millie Bobby Brown appears as Madison Russell, daughter of Godzilla scientist Mark Russell, who joins with Apex employee and Titan conspiracy theorist Bernie Hayes to unravel Apex’s shady dealings. Spoilers ahead.

All in all, “Godzilla vs. Kong” was solid enough, but didn’t bring much to the table. Granted, I haven’t seen any of the past films; I suspect if I had, I may be more partial to the movie. Still, its storylines are often muddy, its characters are scattered, and even



ERIN KIM/THE PHILLIPIAN

the (likely very expensive) fight scenes feel crowded and difficult to puzzle out. The volume of main characters and attached storylines bog down the movie’s momentum and leave us questioning what was the point of them in the first place. For instance, Madison Russell’s storyline involves her and her friend Josh teaming up with Bernie Hayes to discover what secrets Apex Cybernetics may be hiding. However, their ac-

tions have little to no bearing on the larger plot itself, aside from a moment where Josh, in a desperate effort to kill the Apex-built Mechagodzilla, dumps Bernie’s flask of whiskey on a computer and fries it, incapacitating Mechagodzilla for Godzilla and Kong to finish off together. Besides this moment, there feels almost no reason for the Madison Russell and Bernie Hayes plotline to exist; we don’t even get much from

them by way of characterization, aside from some backstory on Bernie’s late wife. Mostly, they feel more like floundering tools or flimsy excuses the film decided to show us around the innards of Apex with since they couldn’t figure out a smoother way to convey that information. The other leads are a bit sturdier and have more to them but don’t feel that substantial either, aside from a standout exception in Jia and her connec-

tion to and friendship with Kong. Most of the characters feel formulaic and repetitive, to the point that they feel less like characters to invest in and more like tools that serve a plot that wasn’t that strong anyway.

Despite its failures in character and over-abundance of plotlines, the idea at the core of “Godzilla vs. Kong” is compelling, and the initial set-up is admittedly, pretty interesting. The conflict is clear (it’s in the title!) and rife with potential for compelling payoff, with a sense that there is deep lore established in not only preceding crossover films, but also individual Kong and Godzilla films too (lore that, as a stranger to this series, I am sadly not privy to). In the first half of the film, though confused at times, I found myself invested and interested in seeing what came next, especially in Jia’s scenes with Kong. It’s solid for its genre, an action movie, hitting all the marks you’d normally expect: C.G.I. action, quippy protagonists, sleek villains (complete with a black and purple color palette), and more. However, its inability to balance its many plotlines, refusal to delve deeper into its characters, and overall lack of originality bog down its quality significantly. We may only wonder how a project with such a compelling premise turned out so mediocre... Watch, if you please, but it’s 133 minutes of time can be spent on anything else.

“Godzilla vs. Kong” receives a 3.5/5 for being a generally decent watch, but saddled with messy plotlines and bland characters.

LOTW Part II: The ‘Trendy Triplets’:

Nikita Muromcew ’21, Mary Muromcew ’22, and Natasha Muromcew ’22 Two Years Later

JASMINE MA & JENNY JIN

Since the Muromcew triplets’ Look of the Week feature published in January 2019, the three sisters, Mary ’22, Natasha ’22, and Nikita ’21, have each evolved in terms of their style and devotion to fashion. From diversifying their color palettes and sources of inspiration to embracing femininity, they continue to inspire their friends and peers around campus.



COURTESY OF NIKITA MUROMCEW



COURTESY OF NATASHA MUROMCEW



COURTESY OF MARY MUROMCEW

A triple combination of black stockings, heels, and a dress, paired with oversized sunglasses and a dainty pink purse complete Nikita Muromcew’s ’21 outfit. According to her friend, Ava Ratcliff ’21, Nikita has the best style among the current Seniors.

After her LOTW feature with her sisters two years ago, Muromcew reflected on changes in her fashion style and motivation. Instead of primarily drawing inspiration from Instagram and other social media platforms, Muromcew now is influenced by movies. In particular, she often enjoys dressing up and imitating the style of her favorite film characters.

“I do get most of my style inspirations from TV shows and movies, or at least the vibe I want to have with my outfits... [If] I really like this character in the movie, when I get dressed, I am gonna think about how this character is and what she would maybe wear if she had my clothing,” said Muromcew.

Additionally, wearing creative outfits acts as a source of motivation for Muromcew to be more productive, which is another reason that drives her to build up these “characters” and outfits.

“I realized that putting on an actual outfit where I feel really fancy and put together makes me more motivated to do my work, to be on time, and to just be more organized in general. Someone who is wearing this outfit needs to be put together because this outfit is put together,” said Muromcew.

According to Muromcew, by dressing up she isn’t trying to impress others or send certain messages. Instead, fashion is something that she truly loves and uses to work on and improve herself.

“I kind of just want to wear something that will motivate me to do better. At the end of the day, it is really about what I want to do and who I want to be, and not sending a message to other people,” said Muromcew.

Editor’s Note: Tiffany Tang ’22 is a Sports Editor for The Phillipian.
Editor’s Note: Amara Neal ’22 is a Photo Editor for The Phillipian.

In a cream knit button down, pink wide-leg jeans, black boots, and a beige plaid trench coat, Natasha Muromcew ’22 dons an outfit that consists of her favorite and most-worn pieces of the Winter Term. According to Muromcew, after seeing how Cher Horowitz organized her closet in the movie “Clueless,” she decided to use Google Sheets to piece together and keep track of her outfits.

“[The Spreadsheet] better helps me figure out my style more, [and] in general, my style is a lot more defined. I really get to know my clothes, since there’s so much statistical information on the pieces, so every piece of an outfit is really thoughtful and intentional,” said Muromcew.

Echoed by a friend of Muromcew, Hannah Ono ’22, the spreadsheet idea may seem fantastical or overly organizational to some, but it is “very Natasha,” given her frequent use of bullet journals and planners. Ono noted that the wardrobe-monitor speaks to Muromcew’s devotion to fashion and her thoughtful consideration in outfit planning.

“[Muromcew’s style is] unique, cohesive and thoughtful. I think she’s very into fashion history and the nitty-gritty details of fashion, which I think is really cool. Fashion is the way that she expresses herself. I know people have different mediums, and I think hers is definitely fashion,” said Ono.

After extensive research in the fashion section of the Oliver Wendell Holmes Library, Muromcew uses newfound information to compose her outfits. The evolution of fashion, particularly in the 1950s, remains a point of interest for her.

“The 1950s make me wanna dress less like a teenager and more like an adult, just because of how sophisticated it was. There was a huge fashion revolution during the era of the late ’40s to the ’50s, almost like a rebirth of fashion, and I think it’s really amazing to look at all these new ideas. It’s the femininity and new age ideas that I really love,” said Muromcew.

Citing Parisian fashion designer Christian Dior as the catalyst of post-World War II fashion, Muromcew also takes particular interest in the femininity of his silhouettes. According to Muromcew, she has been exploring ways to incorporate femininity into her own outfits after centering her sophomore fashion research around the Dior fashion house.

“When I dress [femininely], I feel like I’m taking a risk. Dressing more feminine is going out of my comfort zone, but I do like it more because it challenges me and it really pushes me to dress in a way that is me, even if it makes me a little uncomfortable in front of my peers,” said Natasha Muromcew.

Under an F1 racing hat, Mary Muromcew ’22 strides confidently in a black leather jacket, red motocross pants, and a pair of black square toe boots. With this self-described “stereotypically masculine” biker fit, Muromcew challenges the outdated gender boundaries in fashion and upholds her belief that clothing is genderless.

“I don’t think that there’s clothing that is necessarily ‘boys’ clothing or ‘girls’ clothing. I’m sure there’s a lot of boys on campus who wouldn’t wear skirts, but if you ask them if they want to be Blue Key Heads, they’d say ‘of course!’ Then they’d be super happy to wear a skirt. I think that’s a pretty good example of pointing out that it really doesn’t matter,” said Muromcew.

During her time at Andover, Muromcew moved away from her more feminine middle-school style. While she sometimes wore skirts or dresses in her Junior Fall Term, she now combines traditionally masculine and feminine styles, noted Amara Neal ’22.

“Mary’s style is very strong, [and] she [likes to] play with androgyny. It’s very edgy, not even intimidating, just very bold. It’s like in a sea of people wearing the same thing where you just stand out in the very best way, and she’s very good at experimenting with her style, and not being afraid to express herself through her style,” said Neal.

Used to wearing nearly all black and white outfits, Muromcew has also been incorporating different shades into her clothing’s color palette. According to her friend, Tiffany Tang ’22, the newly added colors speak to her personality while remaining cohesive with the rest of her black-themed outfits.

“She wears a lot of bold colors and fabrics, but it’s incorporated really well in a way that almost feels subtle. I think it really represents Mary well because she’s like a quieter, low-key person, but she’s very cool. I feel like the earth tones and the reds show a bit more of her warm side, because she is a super kind person, and I feel like these colors complement her really well,” said Tang.