

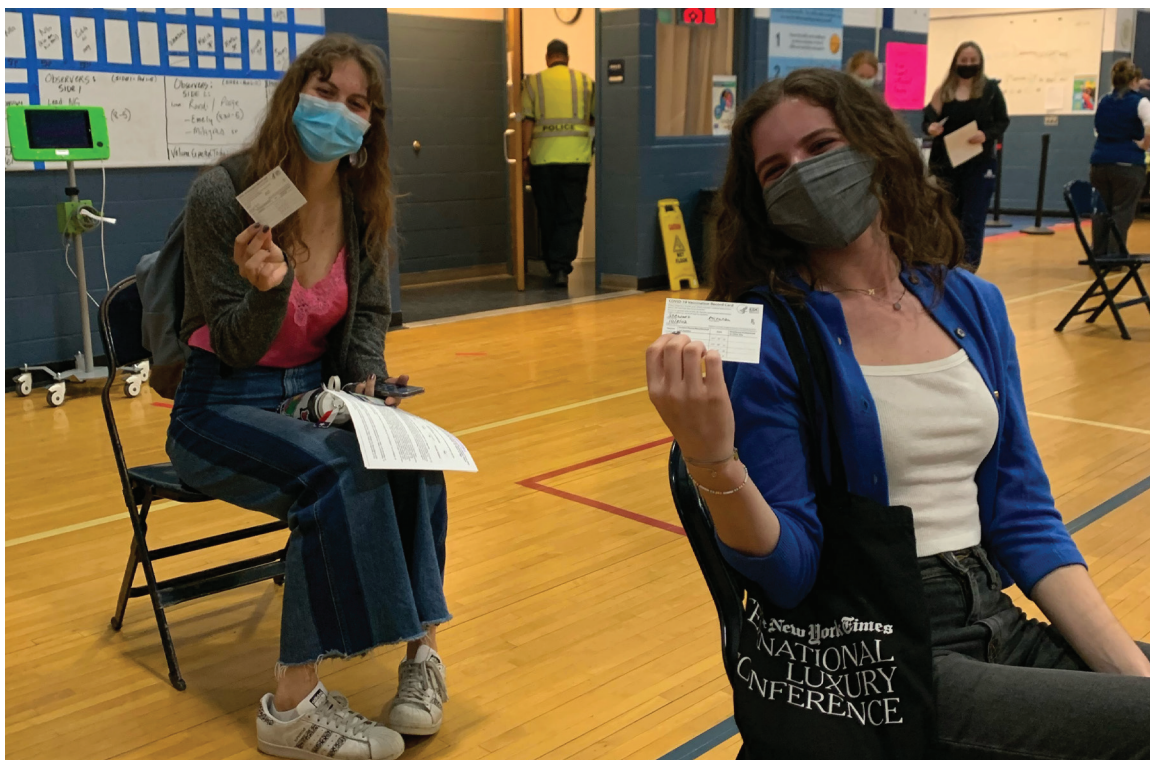
## Andover Partners with Lawrence General Hospital to Provide 474 Students with Covid-19 Vaccines

ERIN KIM

With the third phase of Massachusetts' vaccine rollout plan making those aged 16 and older eligible for the Covid-19 vaccine, Andover partnered with Lawrence General Hospital to make the Pfizer vaccine accessible to 474 students, according to Medical Director Dr. Amy Patel. Eligible students were administered the vaccine on Wednesday, March 28 and Thursday, March 29. According to Patel, the Rebecca M. Sykes Wellness Center team has looked into every potential option for vaccine access since December.

"We applied to be a vaccine site for Covid-19 for our community members; we applied to try to be a site for individuals outside of [Andover;] we looked at partnering with hospitals, urgent care centers, other health centers... so we've already been in contact with all these different entities for the last four to five months. And then once the vaccine eligibility expanded to 16 and up, a number of these sites were able to then help us develop a plan around collaboration and partnership," said Patel.

The key factors that played into Andover's decision to collaborate with Lawrence General Hospital included making sure that there is the opportunity to offer the vaccine to every one of Andover's eligible students, as well as making sure students



Students will receive the second dose of the Pfizer vaccine on May 19 and May 20. Above, Mia Levy '21 and Miranda Stewart '21 holding Covid-19 vaccine cards after receiving the vaccine.

were getting vaccinated safely.

"We've been so careful to limit our community members' interactions with individuals outside of our testing and symptom tracking pool. We've been trying to look for sites that can either offer vaccination just for our individuals, which is actually what Lawrence General will offer, for there to be a smaller number of individuals that will be potentially interacting with our students," said Patel.

Patel continued, "[Lawrence General Hospital] has been doing such a great job vaccinating individuals in the Merrimack Valley region or Essex County. And they have a very well defined system already. So I feel really grateful that they're expanding their expertise and their access to vaccines."

Students were given the option to choose between two blocks of time: Wednesday, April 28, 2:40-4:40 p.m. EST

and Thursday, April 29, 12:40-4:40 p.m. EST, to receive their vaccinations from Lawrence General Hospital. The second dose is to be scheduled when students get their first dose, and Lawrence General Hospital has set aside time for these second appointments on Wednesday, May 19, and Thursday, May 20.

According to Patel, these six hours offer every eligible student on-campus an opportunity to get vaccinated, given that

Lawrence General Hospital can accommodate just over 120 students per hour. As of April 27, 2021, 442 students have signed up to receive the vaccine through Andover's collaboration with Lawrence General Hospital, and Sykes is aware of 186 students who have received at least one dose of the vaccine.

Multiple students, such as Siddhant Sinha '21, reacted with joy to these plans, however, were not expecting any shifts in safety guidelines. However, Jennifer Elliott, Dean of Students and Residential Life, announced on Wednesday that boarders will be allowed to go to downtown Andover and campus will allow visitors.

"I was obviously disappointed last week when we found out that Exeter was getting vaccines and we weren't, but I'm really glad that Andover's been able to arrange the Pfizer vaccine for us next week. Though we're getting vaccinated, I doubt many of the on-campus safety guidelines will change because I think the vaccine takes a few weeks to become effective. Anyways, I hope the vaccination process goes well, so that a lot of us can be immune by the summer," wrote Sinha in an email to *The Phillipian*.

Jada Aryee '22, a New York resident, was expecting to have to wait until this summer to be vaccinated. She echoed Sinha's

*Continued on A4, Column 4*



As the weather warms, more students can be spotted on the Great Lawn. Above, students playing nine square.

## 'Reclaim the Magic': AAPI Community at Andover Strives for Solidarity

ERIN KIM

In light of the recent rise in violence and harmful rhetoric targeting Asian-American and Pacific Islander (AAPI) communities, Andover's AAPI students, faculty, and staff have fostered a sense of solidarity and belonging in many ways: a Stop Asian Hate Community Vigil, various town halls, an art exhibition, a writing workshop, reading group discussions, and a film screening.

Coreen Martin, Instructor in English, is spearheading the "New Narratives at Andover: Reclaiming Asian Identity through Story" art exhibit, which, inspired by the New Narratives exhibition curated by former Andover staff member, Leslie Condon, featured artworks by Andover community members that touched upon "the many complex issues that Asians and Asian Americans navigate daily as part of our lived realities" (Condon, Curatorial Statement).

"[Leslie Condon] had this amazing exhibit, and so I brought her to my Asian/American Literature and Film class to share this exhibit with us. And then I realized that it was such a powerful story—

that art can convey so much about the complexity of Asian identity. So I thought, well, we have all those stories here on-campus.... why don't we do it? and Leslie was like, 'Oh my god, yes, go for it.' So we call it the 'Andover Edition,' because we really want to honor the original exhibit, and its intentions—to reclaim our stories, the diversity, the beauty, the pain, the joy, the creativity, the magic, solidarity, of our Andover Asian community," said Martin.

The exhibit can be viewed online at <https://www.aapi-andover.com/> and features a diversity of creative expression, including that of Victor Tong '22. Tong submitted an oral version of a poem that he wrote over the summer when numerous instances of anti-Asian violence occurred in his hometown of Vancouver, Canada.

"The piece includes a list-poem. I chose to write a poem in this format to represent my own experiences as a child of Chinese immigrants. I remember grocery clerks patronizingly repeating instructions to my mother when she needed help. I also remember

*Continued on A4, Column 1*

## Boarding Students Permitted to Travel to Downtown Andover, Visitors Allowed on Campus

STAFF REPORT

After weeks of encouraging Covid-19 test results, Andover transitioned to a level yellow risk category on Saturday, April 24, meaning the Covid-19 virus is at a "lower" risk of transmission. Due to this change, boarding students will be permitted to walk to downtown Andover, according to an email sent to the Andover community by Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students, on Wednesday, April 28.

Boarding students have not been authorized to travel downtown while on-campus since the 2019-2020 Winter Term. Additionally, a limited number of visitors will now be allowed on campus. These new protocols will go into effect after classes on Friday, April 30.

"Per the risk stratification tool that has guided our decision making, our on-campus data, and our local community data, as [Medical Director Dr. Amy Patel] announced on Saturday we have shifted into the next risk level: yellow. Moving into the yellow zone means that our boarding students will have increased movement off campus and visitors will be allowed on campus with

guidelines. Please understand that, at any time, we may need to pull back on these expectations and adjust course," wrote Elliott in the email.

While students may access indoor facilities while masked, indoor dining is prohibited for boarding students. Campus rules of masking and social distancing also apply to the downtown area. Students may travel downtown as west as Whole Foods and as north as Stop & Shop, according to Elliott. Although students may go beyond these boundaries, they must receive permission from their house counselor or class dean to do so. However, boarding students may not enter any residences or cars, including those of day students.

Serena Lee '22 looks forward to traveling downtown to avoid expensive food delivery fees.

"I'm super excited to go downtown because the delivery fee for most food from downtown is equal to or more than the cost of the actual food, so I'm excited about that. I'm a little nervous that we're going to go from yellow [risk category] to red, but we'll see," said Lee.

Each student may have a maximum of four visitors, and only outdoor contactless visits on the Great Lawn are per-

mitted, according to Elliott. Thankfully, however, students may come into contact with visiting pets. Visitors must be masked and may not be a close contact, meaning they cannot spend "more than 15 cumulative minutes in a 24 hour window within 6 feet" of an Andover student. Elliott reiterated that visitors are not permitted in any residential spaces.

Elliott called on the Andover community to foster a "community of care," encouraging students to follow masking and distancing protocols, treat others with kindness, and respect the campus. This follows multiple instances of green Paresky Commons containers being left on public spaces, such as the Great Lawn, instead of being placed in designated retrieval bins.

"In our community, we have always been proud of our students for their independence, deep sense of responsibility, and commitment to each other. These suggestions are small, regular, and essential ways that you can live up to your strengths and our expectations," wrote Elliott. "To keep our community and our neighboring communities safe and healthy, we must promote and cultivate a community of care."



Boarding students will have access to restaurants, hair salons, grocery stores, and more in downtown Andover after classes end today.

Commentary, A2

**A Gift of Time?**

Jaeho Lee '24 reflects on the pitfalls and problems with this term's Head of School Day.

Eighth Page, A6

**The Real Co-President Pair**

John and Loulou For Copres: Not Siblings, Just White.

Sports, B1

**Game Coverage**

Read about Andover's athletic competitions from the last week, as well as the Ultimate and Golf captains.

Arts, B8

**Diversity in Film**

AAPI students reflect on representation in media during Andover "Minari" screening.

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Editorial

A Greener Andover

# The Phillipian

The oldest preparatory newspaper in the United States. Founded 1857.

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Phillips Academy

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With last Thursday marking Earth Day, we cannot help but reflect on the recent disarray of Andover’s campus: green meal boxes scattered across the Great Lawn, trash bins across campus overflowing to the brim with food containers, and tables left covered in napkins and used plastic utensils. Though these sights are upsetting as we work to become a more eco-friendly school, these incidents also point towards a lack of respect for Andover staff who work to keep this campus clean everyday. As Andover students, we must hold ourselves accountable and remember in what ways our actions affect others.

This entire Spring Term, even with its flaws, was only possible through the coordination and work of Andover staff members. The green meal boxes, for example, are an example of Andover’s efforts to distribute food to its students in a more sustainable manner and reduce the community’s overall ecological footprint. However, if students do not perform the simple task of disposing of the green meal boxes in the correct manner, the work that has gone into distributing and packing these meal boxes becomes useless. The food and meal boxes that students litter across campus are ultimately disposed of and collected by workers who have to spend more energy picking up after students than they really should. While students reside on campus for a temporary amount of time, it is of utmost importance that we recognize that the Andover community is also home to faculty members, staff, and their families. Considering all of the efforts they have put forth to allow students to return to campus safely, the least we students can do is respect their work and keep Andover as clean as it was before.

Though it is ultimately the students’ responsibility to correctly dispose of meal boxes and other trash, there are methods

that can be employed to further encourage students. Helping Paresky workers collect the meal boxes, as well as picking up trash after outside events, can be considered a work duty or a community engagement activity. While there are no work duties assigned to students this term, keeping the campus clean can be adapted into organized activities for students to participate in. For example, the student council can host class-wide competitions as to who can pick up the most trash and meal boxes, or picking up trash can become an actual spring sport, such as dog-walking or theatre basics.

Ultimately, with or without incentives, it is our responsibility to pick up after ourselves and not take for granted the amount of planning and work that has allowed us to return to campus. It is now easier than ever to transport our meals, whether it is to our dorms, to Harrison Rink, or even outside; thus, the correct disposal of all meal boxes should take minimal effort. Containers to dispose of these green meal boxes are in every dorm and in every tent. If there isn’t enough space and containers are overflowing with green meal boxes, just go to Paresky and return your green boxes there. There are simple, clear alternatives that we can take rather than leaving our waste for the next person to pick it up for us. Before this term, it had been almost a full year since so many students were allowed on campus, and now that we have the privilege of returning, it is our obligation to show our appreciation. Together, we must commit to a greener Andover.

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

Head of School Day: A Gift of Time?



WHEN I ENTERED my dorm on a Friday afternoon a few weeks ago, everyone I saw looked exhausted. Then, all of a sudden, I saw my roommate scroll through his phone and instantly grin from ear to ear. Was it a funny Tiktok or meme? As I opened the new email that had just popped up in my own inbox, I understood: Head of School Day had finally arrived. Initially, I joined my roommate in celebrating and was excited to make the most of the extra free time. However, due to the challenges of virtual learning, Head of School Day did not live up to many students’ expectations for the holiday. Instead, it added to stress and packed schedules to the point that some struggled to find time to maintain their well being. Many students struggled to manage the workload during Head of School Week, even with the day off. None of the Juniors I’ve talked to were able to enjoy the “free time” that Head of School Day supposedly granted us, and when I discussed the matter with an older stu-

dent, he echoed this sentiment. Because the compressed schedule Head of School Day happened during a time when students would normally be preparing for Midterms, the day off forced us to play catch-up to an ever growing pile of other homework. Combined with the fact that EBI and Advising were scheduled during lunchtime, it made for an especially stressful few days. Any benefits that EBI and Advising, two of the key student wellness programs

at Andover, might have provided were limited by the rushed format. With an accelerated pace of classes, EBI, lunch, and advising compromised, the first thing to suffer from this compressed schedule was our quality of life and mental health. A few advisors organized advising during lunch so that students wouldn’t go hungry, while others cancelled advising as a whole, opting to let students eat while forgoing the benefit of meeting with their

group. Both merging lunch and advising and cancelling advising altogether are detrimental to student well being, as the first option leaves little time to enjoy either activity and the second option eliminates a meeting that can provide help in such a rushed week. After a hurried advising-and-lunch on the steps of Sam Phil (which I was late to because I had math right before), I had to dash right to Music Theory. EBI class meetings only caused more of the same issue. Students should not have been expected to rush to Commons after ASM on Wednesday, grab food, eat it, and log into Zoom for EBI all within the span of an hour. Hard-pressed to keep up self-care or find assistance, many students found Head of School Day a disappointing experience.

While I haven’t experienced a pre-pandemic Head of School Day myself, to my knowledge, Head of School days usually diminish student stress levels. According to my prefect Bryan Jimenez, during a normal Head of School Day, the Head of School would come into the dining hall (which would serve a popular food that day) to announce the beginning of the day off, and the day would be widely celebrated among students as well. He seemed to have fond memories of the last “normal” Head of School Day, then went on to say how this one was a bit of a letdown. While at first I wondered how he enjoyed it even with

the four-day schedule, I understood his perspective once I learned that normally, all of Monday’s classes would be cancelled instead of rescheduled into the rest of the week. When exploring where exactly Head of School Day planning went awry this year, it is clear that the virtual learning timetable is the culprit. The two class meetings per week schedule design meant that cancelling Monday’s classes would have disrupted pacing for the rest of the term. Given that some periods meet on Mondays and others do not, there also would have been a gap in learning between class sections. This gap is usually negligible, given that meetings are more frequent, but this year missing one period was much more significant. Head of School Day, though a relaxing “gift of time” in normal years, turned out to be difficult to implement under current circumstances. Despite the administration’s good intentions of giving us a day off, Head of School Day’s impacts on our workloads and mental health did not align with the purpose of this originally-beloved holiday.

*Jaeho Lee is a junior from Rexford, NY. Contact the author at jlee24@andover.edu*

ABBIE CHENG / THE PHILLIPIAN

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CORRECTIONS:



# One Dollar is Not Enough

TINA ZENG



IN THE FALL, THE ONLY options for meals on campus were Paresky Commons food or oxygen, and to be honest, sometimes oxygen was my choice. This spring, however, I have ordered food more times than I am willing to admit, even to myself, and I know the same is true for many others on campus. Speaking to the other students at this school, however, I have realized that many of us only tip a dollar—or even less.

Many years before I was born, my mom waited at restaurants in Binghamton, New York, and Illinois. She often told stories about her appreciation for customers who tipped generously. I would not be surprised if some—if not all—of her tales were exaggerated. But because of those stories and my own experience growing up in the wealthy Bay Area, I have always tipped at least 25 percent. It shocks me when

people just as privileged and wealthy as me do not impose the same rule upon themselves.

I am extremely lucky to have been born with the privileges I have, but also recognize that with privilege comes a responsibility to recognize I did nothing in particular to earn what I have. I have kind, understanding, wonderful parents who are wealthy enough that I never am forced to worry about money. That is not the case for everyone, even at this school. Many of us, however, have not ever needed to weigh need against want. Many of us don't even order these delivery meals from our own pockets.

While we all hail from a wide range of backgrounds, the majority of this school is lucky beyond belief and rich beyond many could begin to imagine. Yet we joke that we are "too broke" to tip or that the server did nothing to earn any more money. For those of

I am extremely lucky to have been born with the privileges I have, but also recognize that with privilege comes the responsibility to recognize I did nothing in particular to earn what I have.

you who use this reasoning, let me ask: what did you do for the money you are using to order McDonald's?

UberEats and other deliv-

Many of us, however, have not ever needed to weigh need against want. Many of us don't even order these delivery meals from our own pockets.



MEILING CHEN/THE PHILLIPIAN

ery service apps already pay their drivers close to nothing because they are registered as independent contractors rather than employees. In many cases, the driver handing us our Chipotle order earns even lower than minimum wage and drives no matter the weather to meet strangers during a pandemic to make a living. On top of that, as independent contractors, drivers receive no insurance benefits, no guaranteed wages, and are not protected under labor laws. In an interview with the New York Times, driver Edgar Usac stated that in four hours he earned \$11. The

Those of us rich enough to attend this school without financial aid, rich enough to order food nearly daily, and rich enough to ignore the price on that McFlurry owe it to ourselves to tip more than the minimum.

federal minimum wage is \$7.25 per hour.

I am where I am today because of the resources and support I have received throughout my life. Those of us rich enough to attend this school without financial aid, rich enough to order food nearly daily, and rich enough to ignore the price on that McFlurry owe it to ourselves to tip more than the minimum. Tipping should not be optional. The next time you open DoorDash, choose to tip more. We, safe and sound here on campus, owe at least that much to the drivers bringing us Taco Bell at any hour of the day.

Tina Zeng is a Junior from Palo Alto, CA. Contact the author at [yzeng24@andover.edu](mailto:yzeng24@andover.edu)

# Acknowledgement Necessitates Action

KARSTEN RYNEARSON



AT NEARLY EVERY ALL-School Meeting (ASM) or other major school event this year, facilitators have made space for an acknowledgement of the fact that Andover occupies unceded Indigenous land. This milestone did not materialize out of the administration's desire to address the school's complicity in settler-colonialism but out of direct student action: after the administration refused to let Emma Slibeck '20 read a land acknowledgement before the 2020 MLK Day ASM, her demonstration outside Cochran Chapel forced the administration to address Andover's relationship with Indigenous land. Pushing the administration into even bringing up its complicity in settler-colonialism was a huge achievement on Slibeck's part, but I worry that the administration now sees the reading of these acknowledgements as adequate steps to confront Andover's continual occupation of Indigenous land. While the reading of land acknowledgements is a vital first step in addressing Andover's past and present participation in settler-colonialism, the administration has failed to live up to its

stated intentions of dismantling that oppressive system due to its lack of direct action beyond these acknowledgements.

In thinking about the need for more concrete action from the school, we need to think about why we read land acknowledgements in the first place. These statements are by definition acknowledgements of the history and present of the land that we are on. However, it is impossible to accurately and respectfully encapsulate centuries of complex history and culture into a roughly one minute statement. We have heard the names Wabanaki, Pennacook, and Wampanoag countless times this year at Andover, but the school has done nothing to teach us about their past and current culture, history, or existence. Furthermore, the history of the land that we occupy is more complicated than those three names: a search of Andover's address on [native-land.ca](http://native-land.ca), a website that matches addresses to the people whose traditional lands that they occupy, yields that Andover also occupies Massachusetts land, and makes no mention of the Wampanoag peoples. All of this is to say that the Indigenous history of our region is more complicated than the three names we read at ASM, and we need to make space in our curriculums to discuss that history in order to truly acknowledge it. The administration's reliance on these land acknowledgements as the only mentions of the pre-colonial history of the land we occupy squeezes an incredibly complex topic for study and reflection into less than 300 words.

Relying solely on the text of a land acknowledgement is insufficient in addressing Andover's relationship with settler-colonialism, and thus we must understand land acknowledgements as

not just statements, but also as calls to greater action in righting the wrongs of our continuous occupation of Indigenous land. After all, acknowledging wrongdoing without doing anything to remedy the harm that Andover caused in the past (and present!) is not a form of justice.

Furthermore, the school's lack of action goes directly against our stated values: it is knowledge of misconduct without the goodness to use our resources to right those past wrongs. The land acknowledgement read at most ASMs states that "With this acknowledgement, we are committing to work towards dismantling the ongoing legacies of settler-colonialism," and yet the administration has done very little to actually do so. We do not have a "day on" for Indigenous People's Day to more substantively discuss the ongoing oppression of settler-colonialism and the Indigenous history of Andover's land. With the curriculums as they are, students do not necessarily encounter conversations about settler-colonialism or read texts in English or History that center Indigenous perspectives. Beyond inaction, Andover actively participates in the continuation of settler-colonialism: the school has yet to openly divest from oil companies that exploit and destroy Indigenous lands. This cognitive dissonance between advocating for intersectional justice and participating in systems that make that justice impossible is the structural problem of Andover's administration.

What is fundamentally missing from Andover is real liberation-focused praxis. As an organization of such astronomical resources, Andover has an abil-

ity and a responsibility to apply those resources towards enacting its stated intentions to justice through tangible action. In this case, action requires sacrifice: the administration must put its desire for justice over its desire for profit through divesting from companies that continually demonize Indigenous groups and actively using its resources to aid causes that work to dismantle settler-colonialism. Teachers must remove texts from curriculums that reaffirm problematic narratives to make space for ones that recenter historically sidelined perspectives, even if that means reading less Joseph Conrad and more Chinua Achebe. This doesn't just apply to curriculums: in having this conversation, we must center Indigenous perspectives, and I want to acknowledge that the administration's response to this call for action shouldn't focus on my input as a white person, especially when many of the ideas in this piece are drawing on the ideas of Indigenous people. Until the administration is willing to enact this kind of structural change, its assertions of commitment to justice ring hollow. There is no excuse for Andover's optics-centered reforms: continuing to read land acknowledgements while doing nothing substantive to dismantle settler-colonialism will never lead to true justice. Only in taking radical rather than performative action will we truly live up to our school values—after all, words without praxis are just as empty as knowledge without goodness is dangerous.

Karsten Rynearson is an Upper from Norwalk, CT. Contact the author at [krynearson22@andover.edu](mailto:krynearson22@andover.edu)



DANIELA VELASQUEZ/THE PHILLIPIAN



# Andover’s Switch to Hybrid and In-Person Spring Classes

REPORTING BY BIANCA MORALES & ELYSE GONCALVES

**THAYER ZAEDER,  
INSTRUCTOR AND CHAIR IN ART**

I don’t have a single remote student which is, after last term, quite a miracle actually. It’s a double blessing because teaching ceramics remotely was quite a challenge. [Ceramics is] a tool and material intensive discipline, and [teaching] that [online] was pretty hard. I had to mail kits to everybody and everybody was working from their own little home studios, so that was quite an interesting challenge. So class is going great; the thing that I’m noticing with in-person classes is the limited contact time, with just two 55-minute classes a week, [I don’t] have a lot of contact time with my students. That seems like the biggest drawback.

**STEPHANIE CURCI,  
INSTRUCTOR AND CHAIR IN ENGLISH**

I can only speak for myself... but I have loved having in-person classes. Those of us teaching in-person seem to really enjoy it, and those who are teaching remotely appreciate the consistency of seeing everyone’s full expressions. I too miss seeing kids’ entire faces (and having them see my expressions as well), and there were many aspects of Zoom --like Chat-- that I miss, but it is so nice to see real people in person and not stare at a screen. To adjust to Covid-19 regulations, we have mostly had to move out of Bulfinch [Hall], and other departments have been so kind about sharing their classrooms with us. Bulfinch classrooms, except for the Tirana room, are just too small to accommodate a full class, so we’ve been teaching in [Samuel Phillips Hall], Pearson [Hall], Gelb [Science Center], and the [Oliver Wendell Holmes Library].

**MATTHEW LISA,  
INSTRUCTOR AND CHAIR IN MATHEMATICS,  
STATISTICS, AND COMPUTER SCIENCE**

I was able to teach in the fall and I had some Senior classes in the winter. It’s become apparent to me that students want to be in class, and obviously, the regular in-person [classes are] the best... That energy that I feel, I hope the students feel, by being in-person and being able to work with them; it just makes a world of [a] difference. Everything else I and my colleagues have needed to learn to do, like using cameras and microphones and speakers and iPads in different ways and maybe some other different technologies and applications have all been worth it... and I think there are things that we’re going to carry through going forward even when we’re in sort of non-pandemic times.

**LAYELLE ABOU-EZZI ’24,  
ON-CAMPUS**

In math class, when you go up to the board, it does become very bunched up really quickly. Generally, I feel as though it’s fine because there’s not much they can do about that without hindering our learning experience. And, there’s always wiping down [and following other precautions]. For example, in math, we have our own markers which we aren’t supposed to share. So, generally, I think we’re fine, especially when we’re sitting down. There’s not much else we can do without sacrificing an aspect of our learning.

**JADA ARYEE ’22,  
ON-CAMPUS**

I think that all of my classes have been following [Covid-19] guidelines; in most of my classes when we come in we either clean the desks before we sit down or when we’re leaving and we all get hand sanitizer so if we need to share things in physics we can do that. The desks are also all evenly spaced so that also makes me feel better. I also think that the energy in class is just better than remote [classes], especially in [the] humanities where there [are] discussions. I have English in-person and history remote and I can definitely see the difference. History feels like you’re forced to speak and English feels like a discussion. In-person classes allow you to go to class without feeling like it’s a burden.

**CHLOE KINDANGEN ’23,  
REMOTE**

[Classes feel] the same, especially because I was a remote for the last three terms, but I feel like this term, in particular, was a bit hard for me to adjust to socially because most of my friends [are] back on campus. But other than that, the teachers have been really understanding because there are just so [few] remote students in comparison to in-person students, and they’ve been reaching out to me and always telling me to join conference periods which makes me [feel] a lot better.

**KEITH ROBINSON,  
INSTRUCTOR AND CHAIR IN BIOLOGY,  
INSTRUCTOR IN CHEMISTRY**

People have been more spread out throughout the room. I’m assigning seating. And so you just sort of work around them and make it work the way it is, so today, we were doing a lab in [Biology 100] and they were working in lab groups. So, they brought all their [equipment] to the tables and had their setups on their tables. It works [differently] with chemistry, which has individual setups, or a bit more spacing out across the labs because the spacing there is not as good. I found that it’s a little more awkward but it still works fine.

**ELIZABETH MEYER,  
INSTRUCTOR IN CLASSICS, DIVISION HEAD  
IN WORLD LANGUAGES**

Hyflex started out badly for my classes but has gotten a lot better. The biggest problem was with wifi; remote students kept getting dropped from the Zoom call. [The Office of Technology] was very responsive, and we haven’t had that problem lately. Another adjustment that made a vast improvement in our experience was a reshuffling of sections so that I have one fully in-person group, at least so far. The other section of that class is mostly remote, with 3 students in the classroom, and I conduct that class entirely on Zoom. Mr. Shows is absolutely extraordinary, and it’s difficult to imagine all this working without him at the helm of scheduling.

**BRYAN JIMENEZ FLORES ’21,  
ON-CAMPUS**

[Spring Term classes have] been better than I thought they would be. I was initially really nervous about going back in person and not having a mute button and not being able to turn off my camera, but if I’m being completely honest with you, I missed it. It’s been north of a year since everyone’s been able to sit down, and just being amongst other people regularly has been great.



W.DOUCKETTE/THE PHILLIPIAN

Check out other  
Scenes From Campus  
on B8!



# Campus Cherry Trees: An Auspice of Spring

HOPE NARDONE

A sign of the change in seasons, Andover's cherry trees mark the end of a winter, like pink welcome ribbons for the students' return. With over 40 cherry trees scattered throughout campus, the largest, most vibrant tree can be seen outside Samuel Phillips Hall. This cherry tree is called a *Prunus Serrulata*—a Japanese ornamental flowering cherry cultivar.

"The cherry trees bring nice color and livelihood to campus. Walking by them always brightens my mood. It's nice finally being back on campus and be welcomed with something so emblematic of spring," said Audrey Hsieh '23.

Standing out among other shorter trees, the flowers of the *Prunus Serrulata* litter the grass below it, its branches lightly sweeping Sam Phil's bricks. During classes, the antique windows of the academic building shed light to the soft pink haze of surrounding cherry trees. To Anna Bargman '21, these trees signal Spring Term.

"The cherry trees are beautiful when they bloom. It's a real sign of springtime. The cherry trees make me feel warm," said Anna Bargman '21.

Some of Andover's cherry trees date back more than 50 years. However, some of the trees were threatened to be cut down, as they can obstruct views of other parts of campus.

In response, Tom Cone, former Instructor in Biology, started a movement to prevent the threatened trees in 2004. Retiring in 2017, Cone influenced what students now know as the annual cookie celebration, which takes place annually underneath the shade of the Sam Phil *Prunus Serrulata*. This year, the celebration occurred on April 15.

"[To] remind people of the



A. BHAT/THE PHILLIPIAN

Tom Cone, former Instructor in Biology, helped create the annual cookie celebration under the Samuel Phillips Hall cherry tree.

beauty of something we have on the campus, I created this cookie festival around Earth Day... We pick a day when [the tree is] almost in full bloom, or it is in full bloom, when we're all here... There are new students every year, and it's great to have them all look at the tree and realize it's there, and see the beautiful addition it is to campus," said Cone in an interview with *The Phillipian* in 2016.

For returning students, the blooming trees bring a sense of familiarity and optimism for their remaining time at Andover. The trees remind the community of all the good that is to come: outdoor sporting events, Senior Prom, and for some, Commencement.

Sophia Blaine '22 said "I think that the cherry blossoms are a

sign that spring is finally here. The weather is getting warmer and overall, I think it's also a great way to start our last term of the year with everyone here."

"I like the cherry trees! I think that it adds a touch of color in the spring that usually you only see in the fall due to the leaves changing colors, you know? I have always thought that cherry trees are just overall beautiful and it's awesome that there are some on campus," said Ben Peréz '23.

However, Andover's cherry trees are not in bloom forever, as their pink flowers will come and go with the seasons. Weeks have passed since their initial blossom, and campus grass has become more strewn with falling petals.

# Andover Hopes to Give Covid-19 Vaccines to Students Who Will Turn 16 Before End of Year

Continued from A1, Column 4

sentiments and expressed her excitement towards Andover's vaccination plans.

"Even though there is some skepticism concerning the vaccine, I think that having something extra to help prevent me from getting Covid-19 is worth getting. Plus, my parents and aunt have been vaccinated and are completely fine, so why not," said Aryee.

The Sykes team has also been looking at subsets of the student body to make sure they can provide individualized vaccination options and advice. Those aged 18 and older will work directly with Sykes to schedule and consent for the vaccine, as the Lawrence General Hospital requires those individuals to sign directly for themselves. For students who are currently 15 but will become eligible by turning 16 before Graduation Day, Sykes will work with those students' families to select ways for them to get either one or two doses of the vaccine.

Another group that Sykes has been monitoring closely are juveniles who have a history of a life threatening allergy and are prescribed an Epinephrine Auto-Injector—these individuals

will need to be monitored for 30 minutes as opposed to 15 minutes after getting vaccinated. For students aged under 16, the Food and Drug Administration has not authorized any use of the vaccine yet.

With regards to faculty and staff, Andover had hosted one vaccine clinic on campus for higher risk employees, while others have been able to get vaccinated through local vaccine options. According to Patel, employees were anonymously surveyed in April 2021 about their Covid-19 vaccine status, and of those who responded, over 80 percent had received at least one dose of the vaccine—however, this number is likely higher now.

Madeleine Shaffer '23 sees the vaccination plan as crucial to Andover's commitment to student health and wellness.

"I am excited that the administration has figured out a way to vaccinate all eligible students. It has been very stressful for some students and faculty to learn on campus unvaccinated since they are very aware of the risks that we are taking. One of the things that Andover takes very seriously is everybody's health and peace of mind so I think this is an important step in showing their commitment to campus safety," said Shaffer.

Write for News!  
Email [hjusticz22](mailto:hjusticz22),  
[jchung22](mailto:jchung22), [wyue22](mailto:wyue22)

# Cathy Park Hong Discusses Asian American Identity, Addresses Her Book "Minor Feelings" At ASM

JADEN CHYU

"The indignity of being an Asian in this country has been underreported," Cathy Park Hong, author of "Minor Feelings: An Asian American" and a professor at Rutgers-Newark University noted as she discussed the recent surge in hatred towards the Asian community in the United States. Relating to the current social climate, Hong discussed the historical concepts of innocence seen in modern politics and recounted her childhood experiences as an Asian American from her book.

Hong said, "One characteristic of racism is that children are treated like adults, and adults are treated like children. Watching a parent being debased like a child is the

deepest shame. I can't count the number of times my parents were condescended to or mocked by white adults. This was so customary that when my mother had any encounter with a white adult, I was always hypervigilant, ready to mediate or pull her away."

Growing up, Hong adopted the role of a silent bystander while white adults denigrated her family for their race and ethnicity. Now, she urges others to learn from her mistakes and expressed that by not speaking up, the public perpetuates destructive and harmful myths that originated centuries ago. Hong then continued by relating Asian hatred with the criminalization and adultification Black children were historically and continue to be subjected to.

"More often the white child was contrasted with enslaved girls to emphasize

that only white children were children. That Black child is noninnocent, both feral and insentient, and doesn't need protection nor maternal care which slave owners used as justifications to tear them away from their mother's arms to be sold. This perception still persists today; white boys will always be boys but Black boys are ten times more likely to be tried as adults and sentenced to life without parole," said Hong.

When discussing the myth that the lives of Asians are easier than those of other minorities, Hong expressed the importance of displaying sympathy and recognizing the struggles of others.

"The lie that Asians have it good is so insidious that even now as I write, I'm shadowed by doubt that I didn't have it bad compared to others. But racial trauma is not a compet-

itive sport. The problem is not that my childhood was traumatic but rather typical," said Hong.

Resonating with Hong's childhood stories, Ty Halloran '21 shared his experiences with being of mixed heritage in Japan and noted how he found a balance between adjusting to American culture and remaining in touch with his Japanese roots.

"There is the balance between assimilating to a specific culture, but also staying authentic to yourself and not letting other factors affect your identity. Being authentic to yourself, you could fall into those stereotypes, but maybe you don't. I would be lying if I said I act the same as I did in Japan [as] I do here. When you are on a train in Japan, you don't say a word, versus on the train here you talk to your buddies, it's just differ-

ent like that. There are certain ways where you just go about things and there's nothing wrong in adjusting that based on where you are," said Halloran.

Evalyn Lee '23, who participated in the book club that read "Minor Feelings" over the summer, shared her experience reading Hong's work and connected them to Black and Asian Americans' shared struggles against racism.

Lee said, "In the book, she speaks a lot about Black and Asian solidarity and the relationship between the two communities, which I think is especially important and relevant this past year, with [the] Black Lives Matter movement, police brutality, Covid-19 and how people started targeting Asians and other minority groups for that."

# AAPI Community Hosts Empowering Events Following Anti-Asian Hate Crimes

Continued from A1, Column 2

teachers and coaches getting frustrated with me when I needed them to clarify. This piece primarily focuses on the victimization that Asian Americans feel in society. Asians often feel at fault and blame themselves for the prejudice of others. This piece does not shy away from the idea of self-blame. Instead, it uses it as a launching point for reclamation of identity," wrote Tong in an email to *The Phillipian*.

Another initiative on-campus was a writing workshop led by Writer in Residence R. Zamora Linmark, in which AAPI students contributed to the ArtRage Renga, a collaborative haiku, by adding a verse in response to contemporary and historical violence against AAPIs. The ArtRage Renga is currently on display in the Oliver Wendell Holmes Library.

Rhine Peng '24 found participating in the workshop to be a very impactful experience, as it encouraged her to reflect on her experiences and dig deeper into her personal stories.

"I think talking about race can be uncomfortable and admittedly for me it still is, but stepping outside my comfort zone to get personal really felt better than making generalizations, and I appreciate how the Renga project pushed me to do that," wrote Peng.

Another event, the screening of the Academy award-nominated film "Minari," was organized by Aya Murata, Associate Director of College Counseling. Many students, including Evalyn Lee '23, gathered in the Gelb Tent on Friday night to watch the movie.

"It was strange and almost empowering to have a large group of Andover students watch a movie so uniquely Korean American, and for the audience to actually be so captivated by the film. However, despite Asians/Asian American success in Hollywood, film, or music, there is still so much hate and violence targeted at the AAPI community that is largely underreported. This dichotomy leaves Asians hanging between being perceived as the model minority where our success is used to oppress other minorities or treated as inhuman, like be-

ing cussed at, called a ch\*nk, fetishized, exploited, and harassed," wrote Lee.

Most recently, Andover invited Cathy Park Hong, a Korean American poet and "New York Times" bestselling author of her book, "Minor Feelings," to speak at the All-School Meeting (ASM) on Monday. Many students, including Lee, found the talk empowering.

Lee continued, "When Cathy Park Hong came to speak at ASM, she discussed how racial trauma is not a competitive sport and the importance of solidarity between communities, specifically Black and Asian. I think personally as an Asian American, I'm learning to stop invalidating my experiences and to liberate myself from the shame that whiteness thrusts onto people of color."

Students and faculty have also been involved in off-campus efforts, such as participation in the annual Asian American Footsteps Conference (A.A.F.C.). The A.A.F.C., which was founded in 2011 by Murata, was hosted virtually by Phillips Exeter Academy this year. Over 50 Andover students and 10 campus adults

attended the conference.

Hazel Koh '21 led a workshop titled "Making Minor Feelings Major" at the A.A.F.C. with Amy Jiang '21, Melinda Zhang '21, and MJ Engel '13, Teaching Fellow in English. According to Koh, the presentation was inspired by reading group discussions that occurred in the summer of 2020 about "Minor Feelings."

"In ["Minor Feelings,"] Cathy Park Hong explores her Asian American reckoning, and she tries to put into terms all the feelings that she's felt as an Asian American woman. And so [Jiang, Zhang, Ms. Engel, and I] felt that this was particularly relevant—this feeling of invisibility, this feeling that what we're experiencing is not really important—was super relevant, especially in the context of this rise in anti-Asian hate crimes and what happened in Georgia. And so we thought it was particularly relevant that students participating in the A.A.F.C. could come to terms with this and realize that what they're feeling isn't minor," said Koh.

Koh, who is the former co-president of the affinity

group, Asian Women Empowerment (A.W.E.), has taken part in organizing many of the initiatives on campus.

"For each of these events that we've been holding, a lot of students have been showing up, which means students are looking for these opportunities to come together as a community and talk about what they're experiencing right now, so that's really good," said Koh.

Martin, one of the faculty advisors of A.W.E., agrees with Koh and feels hopeful about these efforts empowering the AAPI community, both inside and outside of Andover.

"The more we speak up, the more we want to speak up, and the more we want to speak up, the more we speak up; it's a momentum that's going to keep growing. And what's so great about it is that we've educated ourselves to be building solidarity internally and externally. That's what's so different about this moment—it's not just about looking inward, it's also about looking at our allies and looking at other people, other minorities and other communities of color and realizing we are all connected," said Martin.



# I DUCK MY MOM’S CALLS EVERYDAY, NOW SHE CAN COME TO CAMPUS?!? THANKS, JELLIOT.

## Un-Unhypnotised Student Speaks Out As No Amature Hypotists Movement Picks Up Steam

STAFF

There’s no better addition to the stress of mid-terms week than literally being hypnotized. But you’re probably wondering how I got here, so let me fill you in on last night.The Andover administration thought that it would be a great idea to have a hypnotist come to school, an event where you either fell asleep mentally due to hypnosis or physically due to sleep deprivation. I decided to make the bold move of going up on stage, effectively opening up my mind to the malevolence of a mid-tier hypnotist from Waltham, Massachusetts. Helpless in my state, I stood there as I was forced to run in place, forgot my name, and played the air-violin. After 30 minutes of this dignified public humiliation, the event finally ended and I started the long walk back to Abbot. However, upon my arrival to final sign-in, I found that I had forgotten my initials. I quickly scribbled in the box, my house counselor was incredibly suspicious but I assured her it was merely the hypnosis. I ran up to my room, confused at my ailing memory. However, I quickly forgot about my forgetfulness and fell soundly asleep. It wasn’t until the morning that I was reminded of my continuing dilemma. My math teacher asked us to solve a limit problem, but I proceeded to patriotically reenact George Washington crossing the Delaware. Then he asked for a sin graph and I started to break dance. It was at this moment that I accepted my situation—I had become permanently hypnotized. I spent the next two days tirelessly trying to get in contact with the hypnotist, but at the end of the week I was forced to accept my fate. I am now a proud hypnotized student at Phillips Academy, and I cannot control my actions. Ooga Booga. Sorry I didn’t mean to say that.



COURTESY OF CARTER GIAMPETRO

### THE WEEK’S TOP HEADLINES

- Student Co-pres Race Reminiscent of Your Hunger Games Phase in Seventh Grade... But Less Smut
- SAT Proctor Obviously Misread Her Role And Tries Out Her Netflix Stand Up Special on Test-Taking Students
- Lunch With Students Most Stressful Part of His Job So Far, Says Close Source To Kington
- Signing Up For Carrels in the Library Lasted About a Week If We’re Generous
- Administration Letting Students Go Downtown Proven to Influence Male Population to Get Haircuts
- End-of-Term EBI Survey Turn into Mistaken For Def Jam Roast by Exhausted Uppers
- CVS Body Lotion Section Doesn’t Know What It’s in Store For...

“Do you know how to cut a turtle’s nails?”

“Everything is okay in the background, just some play fighting.”

“I’ve legitimately never seen a worse fit in my life.”

OVERHEARD ON THE PATHS

“Your debut Soundcloud album is so good, you should totally drop out.”


“Is it okay for me to eat my french toast bagel right now?”

“I just dont trust E&R with my good supreme.”

“I don’t think I can get through a class without saying my internet is down.”

JOHN AND LOULOU 2022

WE ARE USING YOU TO GET INTO COLLEGE.




NOT SIBLINGS, JUST WHITE!

OUR PLATFORM: ★ ★ ★ ★ ★


- Hookups are allowed, but only in the abandoned group study rooms
- Stop vaccinations, no masks either. Herd immunity
- No grades, just highfives
- Farting in silent banned, and met with one strike policy
- Members of the administration’s responsibilities taken over by their dogs
- The Phillipian replaced by 10 blank pages. No one will notice, saves money on ink
- Co-Presidential pardons for DC cases of our friends
- Funds for big blue baseball redistributed to handbell choir

LOULOU ★



- Eight foot 2
- Smells like oranges
- Cooler than you unless you have a belly button piercing or a clear phone case or are from Europe
- Doesn’t have a tramp stamp... yet
- Will pay for your starbucks if you hang out with her
- Cuomosexual, jk, he sucks (but not in the fun way)
- Here for a good time, not a long time (genetic predisposition to cancer)

JOHN★



- Four foot 9 (and a half)
- JV something
- Asks for the Hank Hill at the barber
- Former creative director for The Washington Football Team
- Likely to try a bad pickup line on you
- Grace and Frankie fanatic
- Jello is my favorite food, followed close by applesauce (basically any hospital food)
- Voted least oppressed person by Oppression Monthly

MELISSA DAMASCENO/ THE PHILLIPIAN





# The Phillipian SPORTS

Volume CXLIV | Number 9

talented.

April 30, 2021

## GAMECOVERAGE

### In a Cohesive Offensive Performance, Girls Lacrosse Defeats Deerfield Academy in Powerful 19-5 Win

CHARLIE FERGUSON

The dynamic attack duo consisting of Tory Rider '22 and Isabela Miller PG'21 blew past the Deerfield defense, each scoring six goals to contribute to a 19-5 win. Girls Lacrosse traveled away for the first time this season to Deerfield on Saturday, advancing its record to 2-0. With 12 assisted goals, the offense worked as a unit along with stout goaltending and defense that held Deerfield to only five goals.

According to Co-Captain Kennedy Everson '21, the team focused on valuing the ball with long possessions that resulted in goals. Everson ensured the defensive side was working together through clear communication to halt any offensive strides by Deerfield.

"One key to beating Deerfield was that we really focused on taking care of the ball on the offensive end. We didn't want to have too many turnovers because that could allow Deerfield

to capitalize on our mistakes. Another key was that we communicated a lot more on the defensive end," said Everson.

According to Head Coach Heidi Wall '94, there were multiple factors that were points of emphasis which all connected to holding onto the ball through smart possessions.

"Possessing the ball was key. The efforts in the midfield from everyone was huge in winning draws, forcing turnovers, and picking up ground balls. Lacrosse is a game of keep away; the longer you have the ball, the less time the other team has it to score. And when we had it, we took advantage," Wall said.

According to Wall, the Andover offense capitalized on transitional situations in which the team scored assisted goals. Wall noted the standout performances that were crucial to the victory.

"We took advantage of gaps in Deerfield's defense. We scored on a number of fast breaks and unsettled situations. We also

took opportunities to be heads up and find free players when they started to double us. Tory Rider and Isabela Miller each were key contributors on offense each with 6 goals. [Gwyn Lapp '22] also had seven assists and two goals of her own. [Lulu Rourke '23] was a force on defense causing five turnovers and scooping up four ground balls," Wall said.

According to Miller, the defense has continued to demonstrate loud communication that has resulted in turnovers along with strong goaltending from Everson.

"The defense did a really great job containing Deerfield by communicating a lot and putting pressure on their offense. The defense had several stick checks and interceptions that stopped Deerfield from having any offensive opportunities. Our goalie Kennedy also had a lot of huge and important saves," said Miller.

According to Lucy Booth '23, the team maintained a high level of energy and excitement despite

controlling the game with a comfortable lead.

"Throughout the entire game there was a big disparity in the score. We were always up against Deerfield, but it still felt like a close game because we kept our intensity up and our energy on defense just didn't cease. We guarded our matchups well and

our attackers were great on our redefends. Each player played to their strengths. Overall, it was an amazing game to witness beating Deerfield and connecting so successfully," said Booth.

Girls Lacrosse will look to win at home against Worcester Academy on Friday and away at Governor's Academy on Saturday.



COURTESY OF ANNA BARGMAN

Lulu Rourke is pictured above playing her first and last game this season for Andover Girls Lacrosse this past weekend.

### Boys Lacrosse Collapses in the Second Half Against Deerfield

TRISTAN MARNOTO

While scoring first and putting together an impressive performance in the first half, fatigue proved to be fatal as Andover Boys Lacrosse conceded 11 goals in the second half, leading to a 4-15 defeat this past Saturday. Andover now stands with a 1-1-0 record.

According to Aidan Fenton '23, the team headed into the game hoping to overturn the expected outcomes and impress against a highly competitive team.

"We had a saying, 'It's family vs. factory,' because Deerfield has been a factory for Division I athletes, so we came into the game knowing that we were the underdog and we had a craving to prove to everybody that we could compete," said Fenton.

According to Peter Elliott '24, although the first half was filled with encouraging play, the second half performance was difficult to watch. Despite the loss, Elliott views the game as a learning experience for the future and an opportunity for further growth.

"It was a really close game for a long time, and that just showed that we have the potential [to keep up] with those high level teams, and that was promising, but it was definitely disappointing to see us go out like that. It was a tough second half, but we liked a

lot of stuff that we saw, and I think we learned a lot from it and it's going to really help us going forward," said Elliott.

Andover Boys Lacrosse Head Coach James Beaudoin said that a major factor in the second half performance was continuously losing face-offs.

"In the third quarter they kept winning face-offs and I think that's where they got about a seven-goal run on us; they'd score and win the face-off. I think their coaching staff realized where some holes were that they could capitalize on, and that was pretty much it; we couldn't get the face-off and they just kept doing what they wanted to for a seven-goal run," said Beaudoin.

According to Fenton, another issue in the loss was turning the ball over, which led to a worn-out defense by the end of the game.

"In that game because we were getting really tired because we kept on turning the ball over, it would've been helpful to slow it down and possess the ball and give our defense a break after we [force] a turnover, but we really needed to push because we were down so many goals and we had so little time left. So that game we definitely had to push, but in previous games we could kind of slow it down and give our defense a break," said Fenton.

Despite the final score of the

game, Coach Beaudoin felt that the team was beginning to foster effective communication with one another on the field during the game.

"I feel like they're all getting into the rhythm and understanding what the [coaching] staff is asking of them, and you felt that in the first half, where the kids were really communicating well and bringing their ideas to the group, that [the] motivation was there and [the] understanding [of] what our strengths are and what our weaknesses are," said Beaudoin.

Andover hopes to return to the winning column this upcoming Saturday at home against Worcester Academy.



COURTESY OF NATA LOUMIDIS

Andover Boys Lacrosse emphasised transition of the ball in its play this weekend.

### Andover Baseball Defeats Deerfield in Doubleheader with Outstanding Field Play

JACK ROGUS

With a triple base hit by Andover Baseball Co-Captain Matt Sapienza '21 in the top of the 12th inning, both Thomas White '23, and Thomas McAndrews '22 scored, extending Andover's lead to 3-1. As Sapienza closed out the game from the mound, Andover triumphed 3-2 in the first of two games against Deerfield and carried that momentum into the second game where the team earned a 2-1 victory. Andover's record now stands at 3-0.

Coming off of an exciting win at home against Cushing, Andover was looking forward to its games against Deerfield. Before the doubleheader, the team understood that to win, everyone needed to give their all, according to Head Coach Kevin Graber.

Coach Graber said, "We knew we'd face Deerfield's two best pitchers, and it might be difficult to generate offense, so our goal was to just play really hard – sprint out every batted ball, sprint on and off the field [and] communicate on every batted ball. Our goal was to take care of the little things so the big things might take care of themselves."

According to Co-Captain LJ Keevan '21, the pitching ability of Deerfield posed a unique challenge, but by adjusting its strategy and being fully committed,

the team was able to overcome it.

"In the games, we struggled offensively a little bit. Deerfield had [three Division I] arms that were thrown against us, but we were able to bear down as a team and scrape a couple runs across the board and play great defense to win the games," said Keevan.

Despite the challenges Andover faced on offense, the team was able to match Deerfield's dangerous pitching arsenal and limit its ability to score runs, according to Keevan.

Keevan said, "Our pitching staff is what won us the weekend. In game [one,] Thomas White '23, Jake Lapp '21, Jake Needham '22, Jonathan Santucci '21, and Matt Sapienza all threw in the first game, only giving up two runs total. In game [two,] I

threw a complete game... for a 2-1 victory."

Made evident by the close scores in both games against Deerfield, McAndrews believes a focal point of improvement is getting hits and scoring more runs.

McAndrews said, "A big challenge for us right now is our hitting; we are still trying to figure it out. We are doing what we have to to win the game, but we have so much talent on the team that we should be hitting the ball a lot better and getting more hits [and] scoring more runs to give our pitchers that [cushion] of not only one run but three or four."

The team will seek to improve its offense when it takes on Worcester Academy this Friday at home.



COURTESY OF KELLY GRABER

Andover Baseball hopes to improve its offense for future games.

### Softball Falls Short 3-4, Rebounds with Run Packed 15-5 Victory against Deerfield Academy in Doubleheader

CHARLIE FERGUSON

With her second home run, Kiley Buckley '23 helped Andover Softball secure a win against Deerfield after losing the first game of the doubleheader. Despite struggling in its first game, the team found its rhythm by scoring a large number of runs in the second game this past Saturday, finishing with a 15-5 win. The team's record now stands at 1-3.

According to Head Coach Lindsay Maroney, the team was able to build off of a tough defeat and capitalize in the following game. She noted numerous individual efforts that led to the win including crucial home runs to add to the score.

"Despite losing the first game in a tough fashion, we bounced back in the second. Defensively, we were sharper, and at the plate, we started to be more selective and really hit the ball. [Evalyn Lee '23] made some great catches in center, while catcher [Kylie Frank '22] threw out a pair of runners trying to steal. Kiley Buckley led the way offensively with a pair of home runs and five hits on the day, but we also had five other players with three hits apiece: [Fallon O'Connor '23,] [Katie Morris '21,] Kylie Frank, [Maris Moody '24] and [Liv McManus '23,]" Coach Maroney wrote in an email to *The Phillipian*.

Andover lost control of the first game in the final inning after letting up multiple runs. The close defeat fueled the players to compete at a higher level in the second game, resulting in an energized atmosphere, according to Co-Captain Katie Morris.

"We definitely brought the energy for the second game. We were ahead for most of the first game and then we lost because the other team scored some runs back in the bottom of the last inning in the first game, so it was a tough loss, but we definitely brought the energy and were ready to go after that. We had a lot of base hits after that in the second game and we won," said Morris.

According to Buckley, the lengthy doubleheader also pro-

vided an opportunity to fuel the overall team performance with high energy which created momentum. Buckley described her mindset before hitting her pair of home runs that led to Andover's ten-run win in its second game.

"With a doubleheader which is longer, keeping the energy up throughout both games was really important. I tried to focus on just attacking the ball and keeping my mind on nothing else and going after it. I think there are little things that we have to work on, mechanical things. I think the energy has been great and the team has really started to come together," Buckley said.

According to Morris, playing doubleheaders is a new aspect of the season as she has not experienced this type of play often. She strives to keep the energy high throughout the competitions going forward this season.

"[Playing in doubleheaders] is definitely an adjustment. We have only had one doubleheader in my first two years on the team, so this is definitely something new to the team. I am pretty sure all of our games are doubleheaders on weekends going forward. It is something I am adjusting to and the other girls are, so we just have to learn how to keep the momentum up for both games. We have yet to win two out of two, so that is a goal," said Morris.

According to Coach Maroney, the young team is continuing to gain knowledge from game experiences and will look to see lowerclassmen taking control of close games in the future.

"We are a very young team with only one Senior and one Upper on our roster, so experience is definitely something of which we don't have a lot. Sometimes I feel that we are hesitant and afraid to take charge, which I think is a result of being so young. But as we continue to play more games together, I think we will start to see that change, and they will have more confidence in themselves and each other," Coach Maroney wrote.

Softball looks to defeat Worcester Academy away on Friday at 4:45 p.m. and home on Saturday at 1:00 p.m.



COURTESY OF HAVEN O'SULLIVAN

Andover Softball is primary comprised of Lower's, accounting for 8 of 15 players.



GOLF

# Golf Co-Captain Kyle Simard '21 Values Community and Brings Years of Experience to the Team

CHARLIE FERGUSON

As a Blue Key Head on campus, Co-Captain Kyle Simard '21 brings enthusiasm to the team along with an appreciation for golf. Beginning at a young age, Simard played golf for fun with his family but started competitive play as he entered high school. He uses the game to connect with friends in a casual way while also competing against high school competition with the same mindset.

According to Co-Captain Griffin Hout '21, Simard's vibrant personality is unique to the team.

"As Co-Captains, I think we both bring very different styles of leadership to the table. Kyle's one of the Blue Key Heads and he's always bringing us a ton of energy to everything he does, so I think that he's a really great energetic leader for our team in that way," said Hout.

Simard believes that the community aspect that connects friends is what is most special about the sport and fuels his passion for playing.

"I like the community it forms. I can go out with one friend, two friends, three friends, or just have a few groups out there and have a good time. It's very social. It can be competitive, but it doesn't have to be. You can do it alone or you can do it with a bunch of people, so there are a lot of options and you can make it what you want," said Simard.

According to Mason McCormack '23, Simard demonstrates confidence as co-captain on the team which sets an example for all of the younger players.

"He is very patient and confident in himself which you can see when he is playing and around other people.

As a younger player, I don't know him too well as it is early in my first season but I see that he is very confident and respectful to everyone on the team," said McCormack.

Simard attributes his ability to reach his full potential during competition to his poised mentality.

According to Simard, he also has a varied skill set and consistently focuses on improving all aspects of his game.

"My game is pretty fluid. Sometimes I am hitting my driver well, sometimes my wedges are good, and sometimes my putting is good. That is always shifting and I am always working on something. Something that is relatively constant is a positive mindset and a strong mind through good or bad shots which is pretty important in golf," said Simard.

According to Coach Brian Faulk, Simard has worked his way up to a key role on the golf team and progressed substantially during his time at Andover. Faulk mentioned his outgoing and energetic qualities that allow him to lead the team.

"As his teacher and coach, I have seen the type of tenacity Kyle brings to both his chemistry studies and his golf game. This is the quality that the coaches and his teammates admire most in his golf game—he has climbed the ladder from a JV player to a Varsity starter during his time at Andover. Our athletes value his sense of humor and thoughtfulness, certainly key attributes when playing golf in the early spring in New England when bogies are abundant. Kyle leads by example and he has set a high standard for future Andover golf captains," Faulk wrote in an email to *The Phillipian*.

According to Simard, he

will use his competitive high school golf experience to mentor younger players who have never played on this level before. Despite an imperfect start of the season, he has high expectations for the team going forward.

"We are off to a tough and slow start, but [there are things] I can do as a captain with a bunch of new players on the team because we didn't have a season last year and we have a lot of freshmen this year. With a young team, players are trying to get a grasp on what high school golf is like. I think there is a lot of value in showing them the ropes and helping them with things that I have learned along the way. We haven't had the best start, but I think there is a lot of hope for what is to come this season. We play a lot of teams that we [will later play] again so I think we have a lot of hope in improving not just our golf game, but our ability to play well in matches," Simard said.



COURTESY OF KYLE SIMARD

**Co-Captain Kyle Simard hit his first hole in one at the Brookside Club last Tuesday.**

# Co-Captain Griffin Hout '21 Leads the Team in a 'Passive, Yet Effective' Manner

MONISHA KATHIKA

Though he did not play for any competitive teams or clubs, Andover Golf Co-Captain Griffin Hout '21 often played golf recreationally with his friends before his high school career. Just over a year before he began attending Andover, Hout fell in love with the sport.

"I think I've played probably for most of my life since maybe I was around five years old... There was just one summer a year before high school where I started playing a lot and I just developed a little bit of an obsession with it," Hout said.

According to Hout, the ability to socialize with his friends while being able to spend time outside on the golf course are two of his favorite aspects of the game.

Hout said, "I really enjoy spending a lot of time outside and in nature... [and] spending a lot of time with friends."

As one of the more experienced members of the team, Hout tries to guide the younger players by sharing advice on the logistical aspects of the team's matches.

"Especially in our match yesterday, I was the only one who's ever played in a match before. So, it was nice to have that experience to be able to explain how these matches worked to my teammates," Hout said.

According to Alex Smyth '24, Hout has a calm attitude and uses his years of competitive experience to help teach players in a new team environment.

"Griffin is a great co-captain as he helps keep the group calm and focused which is needed greatly in golf. His years of experience on the team have helped us navigate the season with a

relatively brand-new roster," Smyth wrote in an email to *The Phillipian*.

According to Logan Eskildsen '24, Hout is a welcoming leader to the new players, and displayed strong mentoring abilities during the match against Deerfield on Saturday.

"I think it was on the ninth hole, I was down by four to the Senior and he told me that the next nine holes were my strong suit and that I would be able to come back and get back in the game... I think that really inspired me," Eskildsen said.

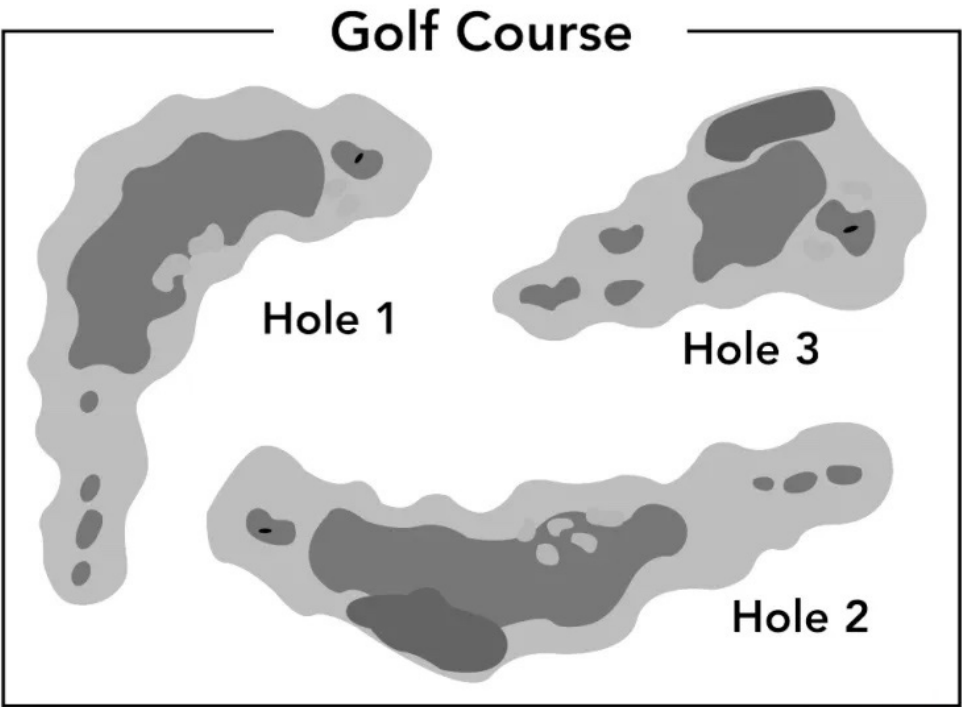
Eskildsen also added that while Hout is not the most vocal leader, his quiet leadership style is effective. Hout always makes himself available to his teammates if they ever need help, according to Eskildsen.

Eskildsen said, "I think he is very much of a passive leader, but his leadership style is very effective... He's there for everyone [and] he's there to help out when anybody is in need of it."

Nolan Sun '21 also agreed that Hout is a very encouraging and helpful teammate and always strives to uplift his fellow teammates when they feel like they are not playing well.

"When I feel like I'm not on my game, or when some of my other teammates don't feel like they're on their game, Griffin brings a supportive and encouraging voice to the team to make sure that we still battle and keep our head up and try to play as well as we possibly can," Sun said.

Although Hout will not pursue a collegiate golf career, he hopes to play at a recreational level during his time at the University of Florida.



J.Lee/The Phillipian



A.MARIANO/The Phillipian

**Despite first playing the sport at the age of five, Co-Captain Griffin Hout never played golf competitively before attending Andover.**

# Andover Golf Falls to Deerfield Despite Tight Matches

MONISHA KATHIKA

With a younger team consisting of mostly lowerclassmen, Andover Golf lost to Deerfield 2.5-6.5 this past Saturday despite putting up a good fight. Its record now stands at 0-2.

According to Co-Captain Griffin Hout '21 and Logan Eskildsen '24, the scoreboard was not an accurate representation of how the team played, as many individual matches were very competitive.

Hout said, "We ended up losing by a significant margin on the scoreboard, but I think that it was a lot closer than that... Most of our matches were really close, especially our first and second players Joey [Zheng '23] and [Alex Smyth '24]... If we had played a little better it would have been a lot closer on the scoreboard."

Eskildsen added, "We put up a good fight in the game... [The score] wasn't [too] bad; every game was close."

With a later start to the season than usual and fewer practices, Andover Golf has had fewer opportunities to practice as a team. However, athletes have found different ways to prepare and many

have been training on their own as well, according to Hout.

"We've hadn't had a ton of practices, but we've been able to play in the simulator a lot just on our own time... I think we just need a little more experience in actual matches," said Hout.

According to Eskildsen, the team had good communication this Saturday but still needs to work on familiarizing itself with the home course.

"I think we did a great job communicating with each other and helping each other out... If it wasn't for that, I'm sure the score would be a little bit lower... [However,] we need to get better at taking advantage of our home course because we get to play there three [to] four times a week. We can [start] winning if we get to know what the short-cuts are and what the secrets are," said Eskildsen.

Additionally, the team should work on starting off strong and then maintaining momentum throughout matches, according to Smyth and Hout.

In an email to *The Phillipian*, Smyth wrote, "Our team seemed to have played well during the first two thirds, but most of us fell behind in the

end and gave a few easy points to Deerfield. As a team, we need to improve on keeping our foot on the gas and closing out matches as we are often up a few holes going into the final stretch."

Hout added, "I think we definitely need to work on getting off to a faster start in our matches because oftentimes the first few holes are just really important in setting the tone for a match... I think we're struggling a little bit

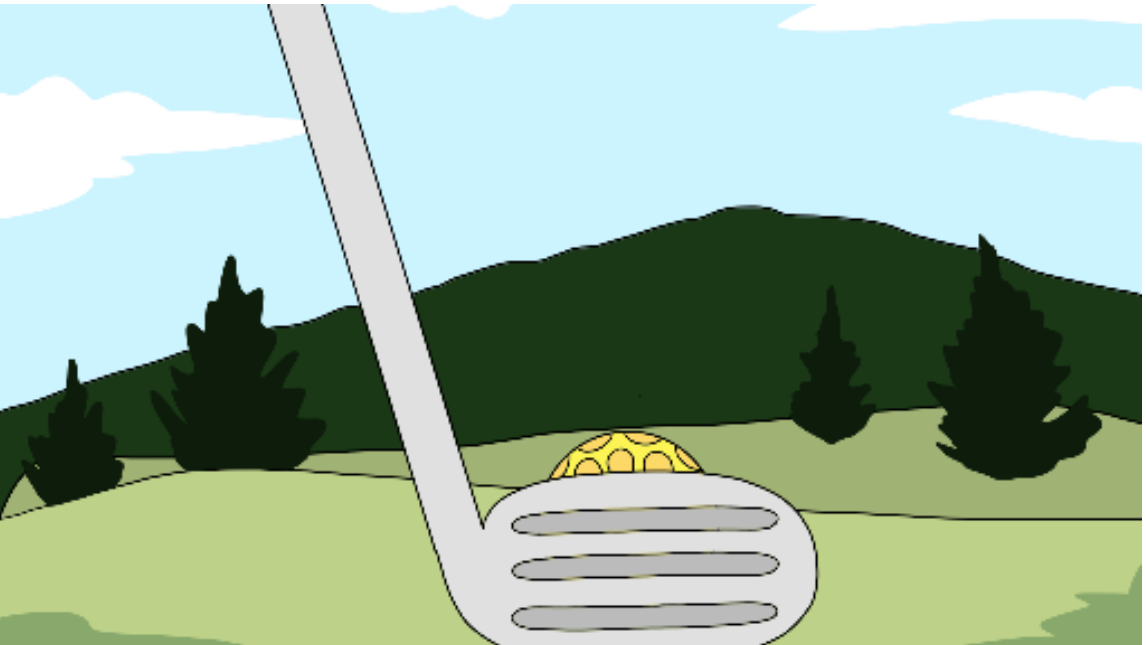
with getting behind the first few holes and not being able to recover."

In preparation for future matches, the team plans to complete the Trackman Combine, a standardized test that enables golfers to identify strengths and weaknesses, according to Smyth.

Smyth wrote, "This week, the coaches have us completing the Trackman Combine in our state-of-the-art golf simulators. This is a 60-minute

test that will help us evaluate our games and find our weaknesses. We will practice these weaknesses this week prior to our next match next Saturday against Worcester Academy. I believe we have what it takes to win our next matches; it is just a matter of putting together everything we have learned in our first matches."

This Saturday, Andover looks to secure its first win of the season at home against Worcester.



ELIZABETH CHOU/THE PHILLIPIAN



ULTIMATE

Andover Ultimate Frisbee  
Co-Captain Kameron Saalfrank '21,  
a Testament to “Practice Makes Perfect”

DAIGO MORIWAKE

Starting out as an inexperienced Junior Varsity player cutter his Junior year, Andover Ultimate Frisbee Co-Captain Kameron Saalfrank '21 has since improved immensely as an athlete.

“I think Ultimate is a sport that’s very easy to pick up and all you need to do is practice to pick it up. From my [Junior] year to now, I [have] worked on my overall fitness and being more conditioned, being able to run faster, jump higher, [and] be stronger. As far as throwing, during my first freshman practice, I couldn’t throw a forehand; I could only throw a backhand. Now, I can throw both, hammers, and scoobers; I feel much more comfortable with my throws. In freshman year, I was only a cutter – someone that catches the disc normally downfield – but now, I feel much more comfortable being a handler,” said Saalfrank.

Head Coach Scott Hoenig has watched Saalfrank’s development over the years and says that what separated Saalfrank from the others was his incredible work ethic.

“Kam is somebody who came to us in ninth grade really not having any organized ultimate experience. He played on the JV team his ninth-grade year and he made the Varsity team next year even though he was relatively inexperienced. He still was not that skilled with certain throws, but boy, he would just outwork other players out there on the field and [play] really good defense – half the game is defense, there’s a lot of the game that doesn’t have anything to do with throws. While he was still working on improving throws, he was able to make an impact on the team... He

doesn’t have a ton of experience if you think about the total amount of games played and time in the program, but it’s really amazing what he has done with the time that he has been in the program,” said Coach Hoenig.

Saalfrank says that he hopes his improvement over the years inspires his teammates but also wants the younger players on the team to focus on themselves and build their own path.

Saalfrank said, “I hope [I inspire my teammates], because looking back at some of my freshman year highlights, I was not that good at Ultimate, so being able to get to where I am now and looking at where I am now, I try to push myself every day, remembering where I came from. [I try to] get as far forward and improve as much as I can [and] I hope my teammates can look at themselves too and not just me and push themselves.

According to Co-Captain Cory McCormack '21, Saalfrank’s work ethic and leadership have persevered even during difficult times. For example, when the team was unable to practice as students took classes remotely, he organized Zoom workout sessions with McCormack '21. According to Saalfrank, something he prioritized when doing this was trying to get his energy across the screen.

Saalfrank said, “I think the one thing that was really important was energy because it’s really hard to bring the same type of energy that you get from everyone being in the same room, working out, doing the same thing, versus having to stare at a screen and follow what other people are doing. So as long as we could create the energy that we needed, and translate it through a computer, which

took a lot more, then I feel like that is more effective.”

According to Coach Hoenig, the two co-captains came up with the idea of Zoom workouts and took the initiative to work out logistics.

“Our guidance to them was, basically, what can we do, given these circumstances, to try to help support all of these players – some of whom were on campus, most of whom were not – in feeling connected and physically preparing for the upcoming season? This was one idea that they had. Not only did they have the idea, but they actually went with it. We didn’t have to remind them about it, or ask them to do it; they’d try to figure out when it would work for students, and they just did it. It was great – they showed great initiative and leadership in doing that,” said Coach Hoenig.

Saalfrank looks forward to continuing his athletic career after graduating from Andover this spring and plans on playing ultimate in college.



COURTESY OF KAMERON SAALFRANK  
**Co-Captain Kameron Saalfrank also plays for Andover Football.**

Ultimate Displays Strong Sportsmanship in  
15-4 Season Opener Victory Against Deerfield

ETHAN QI

Sam Elliott '22 narrowly kept in bounds a pass from Brooks Robinson '22 and lofted the frisbee to the hands of Co-Captain Cory McCormack '21 in the endzone, securing one of many points in Andover Ultimate’s 15-4 season-opener victory against Deerfield.

In its first contest of the season, the team looked to give its best effort and identify places for improvement, according to Co-Captain Cory McCormack '21.

McCormack said, “It was the first game of our season in two seasons, so I just wanted to make sure that everyone was playing well. This was the first game for a lot of players, so I hoped that everyone would know what they were doing, and we could see the team dynamic from there. In terms of expectations, I knew that we were all going to have fun. [It was] a relatively windy day, so throws were a bit harder, but I’m really happy with how the team did.”

Missing last year’s season due to Covid-19, the team has welcomed many new faces to the program. According to Head Coach Scott Hoenig, all 16 of the team’s players were able to play, but finding chemistry between a specific set of players was difficult. However, he believes the intermixing of players will pay off for the team in the future.

“We probably had about 16 or so players who were actively able to play, we had a couple [of] injuries, but we had about 16 players. You only have seven on seven at a time, but we were in a position to be able to have every player who was suited up... play a good amount of points which is great. Of course, that introduces a challenge in that it is kind of hard to get in a groove with any particular group of players if we are constantly changing the lines around. So we understand that when we do that, it is gonna be difficult to get into a groove. But we think there is a long term payoff to that by having multiple different players play with each other,” said Coach Hoenig.

During the game, the team found success in both the offensive and defensive sides. According to McCormack, the team had clean throws all around and multiple individuals stepped up.

“I think a lot of things went very well. [David Owyang '21] had some great pulls, [and one play, he] pulled [the frisbee] all the way to the back of the endzone. Sam was playing very hard on defense. I’d say everyone was trying their hardest, and we had a lot of great throws out there,” said McCormack.

Playing against a Deermack team with only one substitute and limited practice, Coach Hoenig noted Andover’s outstanding sportsmanship and attitude throughout the game.

Coach Hoenig said, “Deerfield, they were in a tough spot because they didn’t have very many players; they only had one [substitute player]. And that is a really tough thing, to only have one [substitute], and it can be diffi-

cult for a team in that kind of circumstance to maintain good sportsmanship. They did, and I also wanted to make sure our team did as well. So when Deerfield did have good plays, one thing I really liked was that our players were really acknowledging those.”

Looking ahead, the team looks to clean up certain areas of its game before its next match-up against a tough Northfield Mount Hermon team, according to Ben Rowland '22.

“We weren’t super organized sometimes with our offensive and defensive sets, so we definitely want to clean some of that up. We’re playing N.M.H. next week, and we have played N.M.H. before; they are a very good team. So we need to make sure that we are playing well together and make sure that we are communicating while we are on the field,” Rowland said.

Andover will look to capture its second win of the season away at N.M.H. this Saturday.



COURTESY OF KAMERON SAALFRANK  
**Andover Ultimate Frisbee sang a rendition of “Watermelon Sugar” by Harry Styles to the opposing team.**

Co-Captain Cory McCormack  
'21 Leads Andover Ultimate  
Frisbee by Acting as  
the ‘Lebron James’ of the Team

JACK ROGUS

After playing ultimate frisbee at the Y.K. Pao School in Shanghai, China prior to Andover, Co-Captain Cory McCormack '21 worked his way up from the Junior Varsity to the Andover Ultimate team within the span of a year.

McCormack attributes his love for the sport to the team component of the game, stating that the trust, respect, and teamwork are the aspects he values the most.

“My favourite aspect of ultimate is the team culture that we have. We have this thing called the spirit of the game where we assume that no one is intentionally breaking the rules. There is a lot of camaraderie between the team as well as between other teams,” said McCormack.

In collaboration with fellow Co-Captain Kam Saalfrank '21, McCormack is able to incorporate remote players into the team workouts and keep everyone involved.

“Cory’s awesome, we’ve been on the same team for the past four years, and especially during February, we held as many team Zoom workouts or in-person workouts as we could. During practices, we split a lot of the work as much as we can down the middle; one day, he’ll lead the warm-up, one day, I’ll lead the warm-up, some days we split it in half and alternate,” said Saalfrank.

According to Head Coach Scott Hoenig, McCormack leads with his actions more so than his words.

“I think that’s a nice role that Cory plays as well, he’s not necessarily as loud and out there as Kam is, and yet he is no less able to connect with students and to serve as a role model as well. Basically, he is a role model, in that you watch what he’s doing and he’s a leader by doing. He

lets his actions speak louder than his words sometimes. That’s certainly the case on the field,” said Coach Hoenig.

According to McCormack, the team spirit is such an important part of the sport that he often finds himself dedicating time to helping his teammates improve and feel good about themselves.

“I think that on the field I help players take control and tell them where to go and what to do while building them up. Also making sure that everyone is playing their best,” said McCormack.

According to Saalfrank, McCormack’s leadership off the field and ability to connect with other players is what makes him a great co-captain.

“Off the field, he’s a super, super nice guy. I think he’s always willing to lend a helpful hand off the field if somebody’s looking for an extra practice. He’s always the first to give them really helpful pointers on how to adjust their throws and it really works. We have a running joke in our team that he’s the Lebron James of the team because, a) he’s physically huge and, b) he is really good for team camaraderie,” said Saalfrank.

According to McCormack, ultimate has always been about fun for him, and especially this spring, he hopes to keep that in mind as the team navigates the odd circumstance.

“Mainly, I just want to have fun, this year we don’t have a true season, it’s more just games here and there. So I just want to have fun and see our team grow and develop,” said McCormack.

McCormack looks forward to the team’s next game away at Northfield Mount Hermon School on May 1, away.



COURTESY OF KAMERON SAALFRANK  
**Co-Captain Cory McCormack plays handler for Andover Ultimate Frisbee.**

Ultimate Through  
the Years

NEPSUL CHAMPIONSHIP TOURNAMENT

2019 – 2nd place

2018 - 5th place

2017 - League Champions

2016- 2nd Place

2015 – 3rd-4th place tie

2014 – 4th place

2013 – 5th place

2012 – 2nd place

2011 – League Champions

2010 – League Champions

2009 – 2nd place

2008 – 3rd place

2007 – 2nd place

2006 – League Champions

2005 – 3rd-4th place tie

2004 – 3rd-4th place tie



GAMECOVERAGE

Girls Tennis Rebounds From a Slow Start, Wins 6-3 Against Deerfield

CHARLIE FERGUSON

SATURDAY	
Andover	6
Deerfield	3

Despite losing two of its three starting doubles matches, Andover Girls Tennis rebounded and won five of its six singles matches, earning its first win of the season. Andover's record now stands at 1-0.

According to Head Coach Deborah Chase, most girls on the team excelled in singles and struggled in doubles due to more competitive experience playing singles.

"All of the girls have much more experience in singles because that's what they play in tournaments. We will work hard throughout the season on improving our doubles, and that then helps us for the singles, so I think that by the end of the season, doubles is going to be second to none because of the type of work that we do throughout the season," said Chase.

Despite falling down early after doubles, the team was never flustered because of their faith in one another, according to Captain Reimi Kusaka '21.

Kusaka said, "We knew that even if we lost the first round of doubles, the game was far from over. I believe that the faith we had in each other gave us the confidence to win."

According to Coach Chase, the losses in doubles served as a source of motivation heading into the singles matches.

"My thoughts were that I knew we had a lot of work to do, I knew it was a good team, but I also knew that we were going to use the loss as motivation to start really strong in singles which we did, we actually won the first set in every match, so in all six of them, and I knew that the girls felt good and warmed-up after having played. Even though they lost, nobody played really poorly, so I saw it as, 'okay you got warmed-up, now the real work is going to begin,'" said Chase.

Despite being nervous

heading into her first competitive matches at Andover, Kareena Dua '23 found that it was helpful to play in a familiar environment with friends and teachers as spectators.

"It was scary, obviously,

and I was really nervous, but I think it was also motivating to see all my friends come by and watch, especially where the tennis courts are. I feel like people have to walk by and my teachers watched

some points which was really cool," said Dua.

Andover looks to secure another win against Worcester Academy this Friday.



W.DOUCKETTE/The Phillipian

Andover Girls Tennis prides itself on its comeback against Deerfield and hopes to perform equally as well throughout the rest of the season.

Young Athletes Shine As Andover Boys Track and Field Defeat Deerfield

DAIGO MORIWAKE

SATURDAY	
Andover	77
Deerfield	66

Andover Boys Track and Field started its season with a close win against Deerfield 79-66. Though this year's team consists of mostly new lower-classmen, for many many returning athletes, this was the first meet in over a year.

According to Co-Captain Zachary Moynihan '21, this meet was an opportunity for the team to gauge its weaknesses and strengths and have an overall better assessment of all the athletes.

Moynihan said, "I feel like the win wasn't the most important part, but getting back on the track with most of the team for the first time in over a year. I feel like winning was one of our lowest priorities, it was really to get reacquainted with the events and reacquainted with each other. That was the best part of the meet on Saturday."

Moynihan was impressed by how less experienced athletes performed last Saturday, such as Daniel Bae '23, who won long jump at his first Andover track meet with a jump of 19' 03.25, nearly a foot further than second place.

"Someone that I was really impressed with was Daniel Bae, he's new to the team and he ended winning long jump, which was really impressive for a newcomer and I'm excited to see what he has in store

for the rest of the season and seasons to come," said Moynihan.

According to Bae, his success was very much supported by older athletes on the team, including Moynihan.

Bae said, "They did a great job. Especially Zach Moynihan.... They really helped me figure out where to go to check in, the strategy of when should I do this event, how should I do this event, how I should warm up, all of that stuff."

Fritz Lalley PG'21 placed second in the 800-Meter Race with a time of 2:08.16, followed by Max Huang '24, another Junior who made a debut against Deerfield, with a time of 2:09.29. According to Huang, something he kept in mind during the race was to be confident that his hard work would pay off.

Huang said, "It was definitely a little frightening—I'm not tall either, so they were a lot bigger than I realized. I've

been training very hard for a while, so among Seniors and PGs, I knew personally I could do pretty well, so I just tried to be confident in my own race. The Seniors and PGs also pushed me a lot during the race because I look up to a lot of people who are older than me who are really fast, so I was just trying to stick with them for as long as I could."

According to Moynihan, it was really gratifying to see his team back on the track competing like in past years.

"[A word I would use to describe my thoughts about the meet would be] dynamic. After just three weeks of practice, it honestly felt like we never left the track, like we hadn't been gone for fourteen months. Looking around, it felt like we were back to normal, which was a great experience," said Moynihan.

Andover Boys Track and Field is scheduled to face off against Exeter on Saturday, May 15.



B.MCKEE/The Phillipian

Andover Boys Track & Field raced Juniors against Seniors and Post-Grduates in its competition this Saturday.

Girls Track Breezes by Deerfield 113-31 in Season Opener

ETHAN QI

SATURDAY	
Andover	113
Deerfield	31

Kiera Suh '22 leaped her way towards a new Upper girl's record in the triple jump with a 36' 04.75 attempt, becoming the second girl at Andover to break 36 feet in the event and assisting Andover Girls Track in its dominant 113-31 season opener victory against Deerfield on Saturday.

During the meet, the team was accompanied by a crowd of spectators cheering and providing support from the sidelines. After missing last year's season due to Covid-19, the typical nerves of a track meet were suppressed by the excitement to be back on the track competing, according to Co-Captain Myra Bhathena '22.

Bhathena said, "Most track meets [are full of] a lot of nerves and excitement. There's just so much going on, and everyone is excited to be there but also just nervous for their events. There's sometimes stress, but I think yesterday, there was very little nerves and just so much pure excitement to be back on the track. People weren't thinking about what place we were going to get or how we were going to do, they were just so excited to be able to be there. So it was such a great atmosphere, and we're looking forward to maintaining that type of spirit."

Although many distance runners felt strained after participating in multiple events, Andover's satisfaction in its results outweighed its fatigue, according to Natasha Muromcew '22.

Muromcew said, "Most of the distance athletes had to double up on their events, meaning everyone did two events. And for distance, that can be very physically and mentally taxing. It was a hard day for most people, but I think everyone is really happy with how they did."

Having to adapt to new meet restrictions due to Covid-19, the team faced challenges

with the timings of events, according to Esme Huh '22.

"The time thing was definitely a big one. I know that Charlotte Whitehurst ['22] and I both ran the same events, and we just felt like we would get off from one event and go right into our preparation for the next one. And I think you will hear that echoed throughout all the sprints too because everything was very close together. Then I know it was also a little bit windy, so that was hard for some people, but it was a nice day, the weather really came through for us," said Huh.

Coming up victorious in nearly all of the meet's events, the team saw notable efforts from multiple individuals on the team, according to Bhathena.

Bhathena said, "[Langan Garrett '24] was the [Junior] on the 4x400m relay, she ran three events during her first track meet which is super exciting. We also had Ari Phillips ['21] throw an incredible distance in javelin, so Ari is incredible. I think we had a really strong distance group, like [Caroline Empey '22], [Charlotte Whitehurst '22], [Esme Huh '22], [Tiffany Tang '22], and [Natasha Muromcew '22]. All of those people have been training so hard, and they got to show it off yesterday which was exciting."

With Andover's meets against Phillips Exeter Academy approaching quickly, Huh hopes to train well with her teammates in order to surmount its skilled rival and end the season with an undefeated record.

Huh said, "We only have two more meets, so I'm just trying to take it day by day. But I hope to get in a couple more strong workouts and some more [personal records] would be amazing obviously. I'm really looking forward to our Exeter meets because I think we can give Exeter a run for their money, and I hope that we can come out on top of that. Even though we have a short season, I'd like to go undefeated."

Andover will look to secure another victory at home against Exeter on May 15.

Editor's Note: Tiffany Tang is a Sports Editor for The Phillipian.



COURTESY OF ELLERMAN MATEO

Andover Girls Track & Field hosted spectators for the first time this season.

Read Andover Boys Tennis Game Coverage on phillipian.net!

SATURDAY	
Andover	4
Deerfield	3

HOME GAMES 4/30/2021

Baseball

4:45 p.m.

Boys Tennis

4:45 p.m.

Girls Lacrosse

5:30 p.m.

JV Baseball

5:00 p.m.

HOME GAMES 5/1/2021

Boys Lacrosse

1:00 p.m.

Crew

10:00 a.m.

Softball

1:00 p.m. & 3:00 p.m.

Volleyball

1:00 p.m.

Golf

1:00 p.m.

Girls Tennis

1:00 p.m.



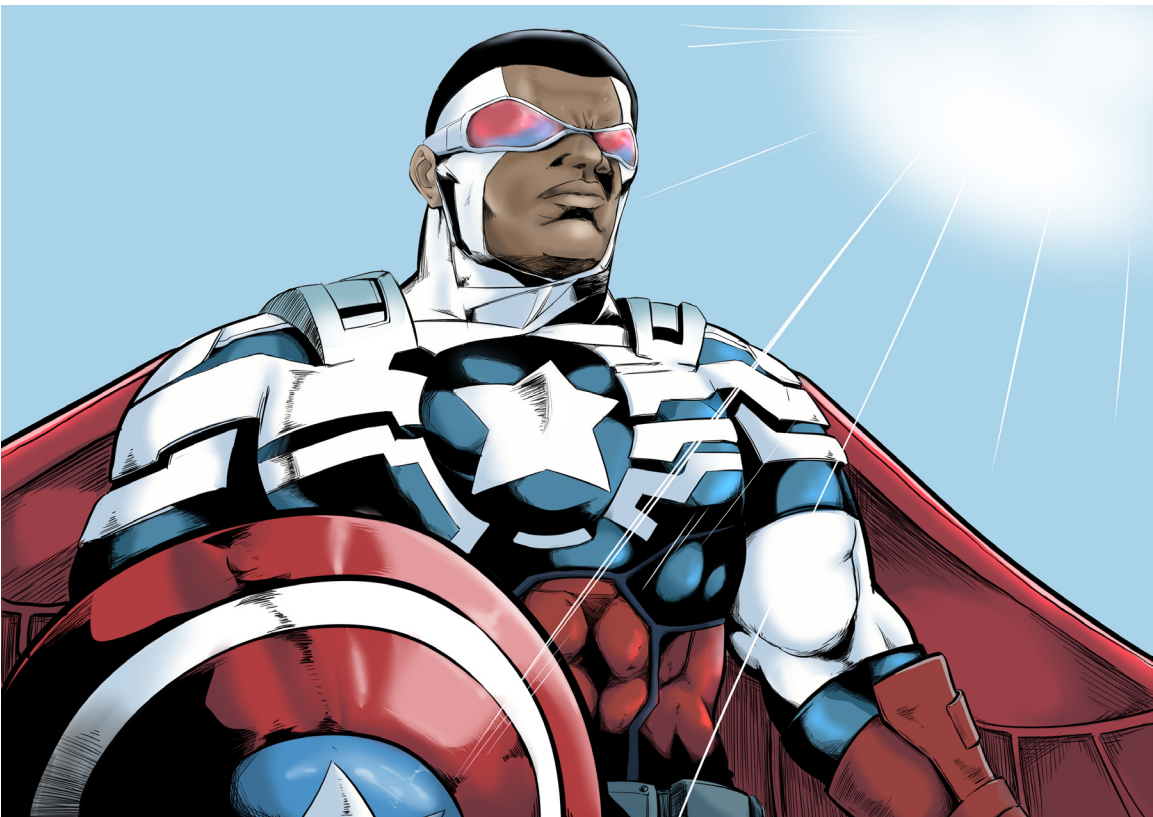
# Review: ‘The Falcon and the Winter Soldier’ Enhance the Action-Packed Fight Scenes

KEVIN CHEN

Caution: Spoilers ahead!

Created by Malcom Spellman and directed by Kari Skogland, “The Falcon and the Winter Soldier” is a down-to-earth action story, diving into the societal aftermath of half the world population returning after five years. The show deals with the impacts of the Super Soldier Serum while confronting issues of systemic racism through the characters of Sam Wilson/Falcon (Anthony Mackie), Bucky Barnes/Winter Soldier (Sebastian Stan), John Walker (Wyatt Russell), and Karli Morgenthau (Erin Kellyman). I usually prefer bizarre and cool superpowered beings in Marvel movies, but the first few episodes really blew my mind with how much the real world issues intrigued me. Even though it had a weaker ending, it was still a very enjoyable experience nonetheless.

There were many multidimensional plots set up at the beginning, but the one I found most interesting was the intertwining conflicts: Sam against Bucky, the two against John (and Lemar, kind of), Bucky against Zemo, and the ‘good guys’ against the Flag Smashers. It isn’t just the clichéd trope of evil villains against benevolent heroes; the villains are given more dimension through conflicts arising amongst themselves, and the



ERIN KIM / THE PHILLIPPIAN

heroes also experience character growth independent of the villains. There are even connections between the two opposing parties, such as Sam and Karli, who both strive towards the same goal with starkly different approaches. Additionally, the down to earth story between Sam and Sarah gives the show a more uplifting tone, but Isaiah Bradley’s (Carl Lumbly) story from the comics makes the story darker and heavier—all establishing an enjoyable con-

trast of tones.

However, the ending was quite... questionable. The good parts are good, but many arcs were left unfinished. John’s arc is thrown out the window, with him being helpful for no reason just to make things look better for the ‘good guys.’ Karli’s once relatable goal is executed way too unrealistically for her character, and she just regresses into more of an average villain. Sarah and Sam’s problem in Louisiana kind of faded away as well. My favor-

ite plot resolution is Isaiah’s, who shares many emotional and powerful scenes with Sam throughout the course of the series. Despite the awkward wrap up of some plots, the show was still extremely entertaining nonetheless, with action-packed scenes and notable dialogue.

Sam and Bucky’s characters are both thoroughly developed throughout the show—Sam dealing with the weight of taking the shield as a Black man, and Bucky trying to make

amends to his cruel past. The relationship between the two also developed nicely, but predictably. Sam and Bucky were struggling when dealing with their problems alone, but were inevitably brought together, and through this partnership, they were able to resolve both of their problems. Either heroically or depressingly, they both came to realise their newfound self.

However, some of the other characters feel like a missed opportunity. Sure, it’s very cool to see Zemo and Sharon Carter again, but they don’t serve a big purpose in developing characters within the show. John seems like he was created to be hated, and the creators did a good job because I did not like him. His character playing into the plot starts strong and it was quite a shocking moment when he kills a Flag Smasher, but he has no resolution at the end. His role as U.S. Agent sets up a future conflict in the Marvel Cinematics Universe, along with Sam’s mantle as Captain America and Bucky’s return as the White Wolf.

This show is action-packed and entertaining all the way through, and it was great to see the wings and shield in motion again. The good outweighs the bad in this four-star show, which seems more like a very long movie due to its sophistication. If you somehow haven’t watched it yet: Marvel fan, definitely watch it; not a Marvel fan, still watch it.

## Joyce Li ’23 Advocates for Social Justice Through Online Sticker Business, ‘Societal Stickers’

CHLOE KINDANGEN

Societal Stickers, a sticker business founded by Joyce Li ’23, all started with an outdated family printer. Inspired by signs she saw at a Black Lives Matter protest, Li used the broken printer to design and sell her first sticker on Etsy. Over a year and a half later, Li now works with her own printer, silhouette, and guillotine cutter, producing more than one hundred orders a week from her dorm room.

“Stickers are an interesting product because they are very visual and lucrative products. They are [a] part of most people’s lives, even if they might not realize it. [They are] on someone’s water bottle, someone’s computer... Stickers are easy to ship, they’re cheap, and there’s not much of a large starting cost. So, I already had a printer. I just bought vinyl and some laminate. I didn’t even need to buy a cutter, I was hand-cutting it to start with. [The] initial cost was probably under fifty bucks, [so] it was easy and simple,” said Li.

With her previous graphic design experience and an interest in social justice, Li’s purpose for selling these stickers is to raise awareness of societal issues while giving back to the community. Li finances, manages, and markets her business on Etsy, which is an online e-commerce for handmade crafts. From designing, laminating, to packaging, Li carefully goes through each step to ensure that the quality of her

stickers is consistent, but most importantly she focuses on trying to send impactful messages with her products.

“I have different sections of my shop where a sticker will be based around one organization... [And in addition to that,] a lot of the time I [also] rework vintage magazines...For example, if I find a woman doing a really sexist, kind of misogynistic ad, I’ll rework it to include a feminist message, instead. So, a lot of that is dependent on what the magazine is about [and] where the text fits in,” said Li.

Li also donates 100 percent of her proceeds to charities, including the American Civil Liberties Union, The Young Democratic Socialists of America, and more. According to her friend, Alma Fong ’23, Li tries to give to organizations that address institutional problems rather than individual ones, hoping her proceeds will be more impactful in the long run.

“Joyce doesn’t take any profits. She only pays herself what she invests in, and that’s it. I think that’s very unique... Joyce says that it feels wrong for her to capitalize off of the fact that she’s contributing to a cause. She invests all this time and energy into this and it’s only because she wants to donate. She [makes] no monetary gain from this and I think that’s really special,” said Fong.

According to Fong, Li has gradually invested in larger and better equipment as the company boosted in sales. Since last year, Societal Stickers has sold hundreds of stickers and generated thousands of dollars in sales. In the future, Li hopes to expand her business by possibly selling enamel and circular pins.

“I would love to run something like this where independent artists submit their art and I make a product for them and I sell them and do all the business side of things for them and give a significant cut of the money, as much as possible, back to the artist,” said Li.



COURTESY OF JOYCE LI

## ‘Minari’ Screening Helps Break Representation Barriers for AAPI Students

AVIVA CAI

A calming female voice hummed on screen, blending with the background noise around her. In the midst of playing card games and waiting for bubble tea, the chattering audience slowly lowered their voices. “Minari,” a Korean movie centered around the difficulties of immigrating to the United States, was projected in the Gelb Science Center Tent last Friday night.

Event organizer Elizabeth Chou ’22 said, “After the Asian town halls and the anti-Asian hate visuals, I was frustrated because I [felt] like there wasn’t that much on Asian representation, and what changes could be implemented to go towards that. So, one of the ideas that I had was to do movie screenings, because I feel like through film, people can really learn from other perspectives, and then be able to do so in a way that they can potentially relate to the characters, so it’s

more impactful.”

One of the attendees, Tina Zeng ’24, appreciated the choice of “Minari” and reflected on its importance to the community. According to Zeng, the movie was unique in a way that is not often seen in films.

“I’ve seen ‘Minari’ before, but I feel like it’s [a] really unique movie that I’m glad the staff were able to bring to this campus because I think it’s definitely important to watch. [‘Minari’ is] valuable in terms of not only its entertainment, but also its representation of a narrative that we don’t really see much in movies,” said Zeng.

Besides the movie, the “Minari” screening event also featured a bubble tea giveaway. There was a total of 50 boba for both rounds of the giveaways, and the first round began 30 minutes after the movie started. Similarly to Zeng, attendee and giveaway winner Leo Peters ’24 noted the importance of Asian representation in films.

“[‘Minari’ has] a lot of representation of Asian Americans...

I think it’s fortunate that this had a majority Asian cast, and I was able to identify with the characters,” said Peters.

Similarly, Chou noted that the main focus of the screening was representation of Asian Americans and Asian American identity. The movie acted as an introduction to Asian American and Pacific Islander Heritage Month, celebrated in May, according to Kiran Ramratnam ’22, a board member of Asian Women Empowerment.

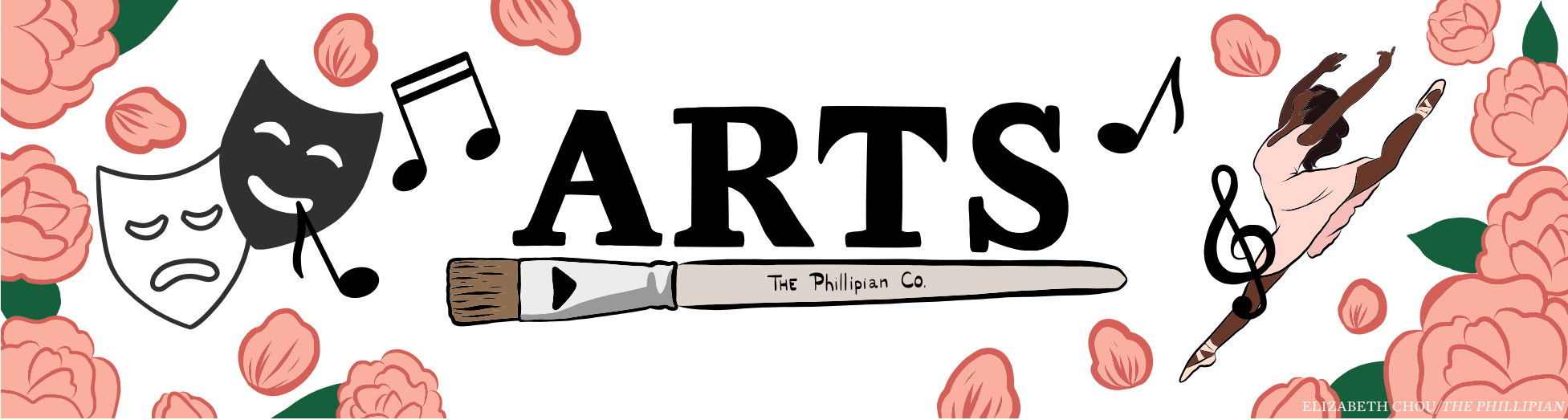
“May is Asian American Pacific Islander heritage month and... with everything that’s happening, like the surge of anti-Asian racism, it’s very important to talk about that, but to also talk about Asian art, Asian joy, and Asian film. So, I think it’s really important that the way we talk about the Asian identities at whole conversation about what it means to be Asian in all sorts of different ways,” said Ramratnam.

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



LAUREN LEE / THE PHILLIPPIAN





# New Theater Producers Selected for 2021-2022 School Year

SARAH HASSANEIN  
& ARIELSIE LI

Five new theater producers were selected for the 2021-2022 school year this spring. Producers meet weekly and are in charge of many aspects of the Department of Theater and Dance including organizing events such as Grasshopper and Drama Labs, producing theater shows, and leading the other students participating in Andover theater. The new producers, Kate Horton '22, Emiliano Caceres Manzano '22, Aleisha Roberts '22, Case Rosenfelt '22, and Melanie Garcia '22, share their thoughts on their experiences in the Theater Department and their hopes for the future.

## Aleisha Roberts



COURTESY OF ALEISHA ROBERTS

The producers approached me and they were like, ‘Hey, would you be interested in Drama Labs or just like theater at Andover?’ And at first, the answer was, ‘No, I have never done this before, why would I be interested in theater?’ But then they sort of roped me in. The Theatre Department, or at least the students involved in the Theatre Department, [has] since become some of my best friends. And after reflecting on the impact that those producers had on my life, I sort of want to have that same impact on somebody else’s life.

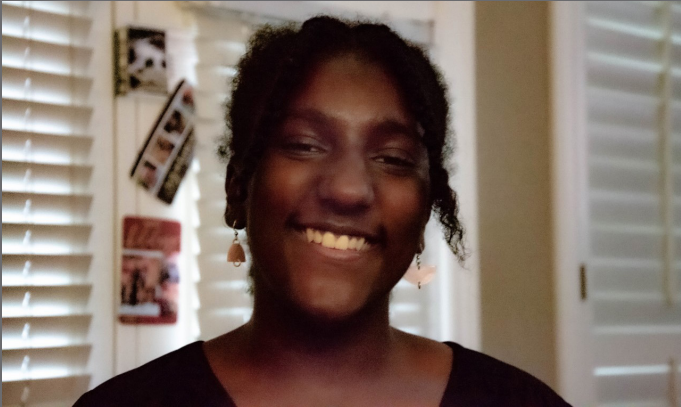
## Emiliano Caceres Manzano

The producers, in particular, [are in] a really unique spot where we can synthesize all of the arts together. And we can bring participation in from places all around campus. And I think that that’s a really great opportunity to build a sort of community between the music departments and really create spaces for art to really thrive and to have a community of people who all love this similar thing, to learn from each other, to grow, and to create these projects and share them with the world.



D.SWANSON/THE PHILLIPIAN

## Kate Horton



COURTESY OF KATE HORTON

I have picked up and started learning so many skills that I didn’t have. Before coming to Andover, I had a pretty narrow scope of what I thought theater was and what I thought I was interested in the theater world. But Andover has opened up so many other alleyways and possibilities for me to start exploring, which has been fundamental for my growth as an actress.

## Case Rosenfelt

In general, I think we, [producers,] want to re-establish our presence on campus, the student-led side of the Theatre Department. And more than anything, I think the main goal of Drama Labs as a whole, and a lot of the student-led Theatre Department is just to be a platform for performers both old and new, [and for] novice and very experienced performers to come in and learn, and meet new people, like-minded people.



D.SWANSON/THE PHILLIPIAN

## Melanie Garcia



D.SWANSON/THE PHILLIPIAN

[Before last year], I hadn’t even done theater, so the first thing I ever did was [in] Grasshopper, and I remember the producers being really welcoming to me then. They introduced me to what I can do in the Theatre Department. And I think that was the thing I really needed. It showed me how friendly the Theatre Department could be, and how [welcoming] the environment was.

# 1989, Ghibli: ‘Kiki’s Delivery Service’

TINA ZENG

Written, directed, and produced by Hayao Miyazaki, “Kiki’s Delivery Service” is a 1989 coming-of-age film about Kiki as she settles in a new city to complete her training and become a witch. Kiki, a thirteen-year-old trainee, starts a service in which she delivers goods with her black cat, Jiji, on a broom. Spoilers ahead.

The port town of Koriko draws heavy influences from Stockholm and Visby in Sweden—and it certainly sets the movie up for shot after shot of gorgeous, vibrant colors. From the brick texture of the roads to the fluffy bread in Osono’s bakery, the backgrounds of this film are enchanting and delectable. The picturesque paintings of Kiki’s new home—composed of soft lines and softer line art—also creates a coziness that elevates the homey tint of each frame.

Complementing the setting, the film masterfully employs sound—through silence, music, and background noise—to complete the experience of life in Koriko and her delivery adventures. For instance, as Kiki attempts to catch Tombo at the climax of the movie, Miyazaki uses silence to create tension just before she grasps his hand. Immediately after, the huge crowd begins to chant as they rejoice at Kiki’s saving Tombo’s life. Not only does the

sound elevate the movie’s experience, it also significantly raises the stakes and conveys emotion.

However, even with the beautiful details, the main story—involving Kiki’s relationships with the other characters—is often one-dimensional or unaddressed. The first time Kiki meets Tombo, he helps her and greets her politely, but she proceeds to ignore him for the majority of the movie. Yet later on, she is all of a sudden overjoyed at the opportunity to attend his party. Similarly, the baker Osono randomly agrees to house, feed, and hire Kiki simply because she delivered a lost pacifier to a customer. Another time, a stranger Kiki meets mends a stuffed toy for her while Kiki cleans her house. The next time we meet said stranger, she and Kiki end up in a sleepover at her house. It’s difficult and confusing tracking relationships between all the characters, throwing a major wrench in the film’s attempt to display themes of friendship and love.

Strangely enough, “Kiki’s Delivery Service” is visually gorgeous and audibly remarkable, but its plot and characters are lackluster and sloppy. It is a strange feeling to dearly feel a world’s beauty but not appreciate its characters. As Miyazaki’s third film under Studio Ghibli, the execution of this movie was a spectacular viewing experience but fundamentally flawed because of its story.

Three out of five stars.



OLHA YARYNICH/THE PHILLIPIAN

# Hypnotist Evan Gambardella Mesmerizes Andover Students With Comedy Trance

KELLY BU

This past Saturday, dozens of participants wandered around the Pine Knoll Tent stage waiting for hypnotist Evan Gambardella to snap his fingers and fall into his trance. Sharing several truths about the mind, Gambardella explained that hypnosis is truly about relaxing and accessing the subconscious mind.

Allowing any willing student to participate, Gambardella only eliminated those who failed to follow directions during his hypnosis performance. He performed several hypnosis comedy routines, and at any given moment during the performance, with a snap of his fingers and the word “sleep,” students would drop like flies on the stage without any hesitation.

One particular segment, titled “World’s Worst Superheroes,” sparked much laughter as students watched their fellow peers run around the tent pretending to be superhumans with useless powers, some even elaborating on their abilities to the crowd. As she reflected on the experience, participant Stephanie Li ’24 mentioned that she was fully conscious throughout, despite her silly response during the hypnosis.

“I kind of willed myself to really stay focused on his voice...nothing felt out of the ordinary. And I was happily going along with everything that he was telling us to do. So with the superhero thing,

I don’t really know, for some reason, I just thought grape popcorn. I wanted to be like Groot, but grape popcorn. So I’m just going to say group popcorn,” said Li.

Audience member Miles Palmer ’23, was one of many students who believed the entire show was a hoax, and that students weren’t really hypnotized. He had concerns about whether participants were actually under a trance, or if they were just going along with the show for fun.

“I came to the show because my brother got hypnotized before and I wanted to see if I could be hypnotized or not. This was my first time and I enjoyed it even though I still think it’s fake,” said Palmer.

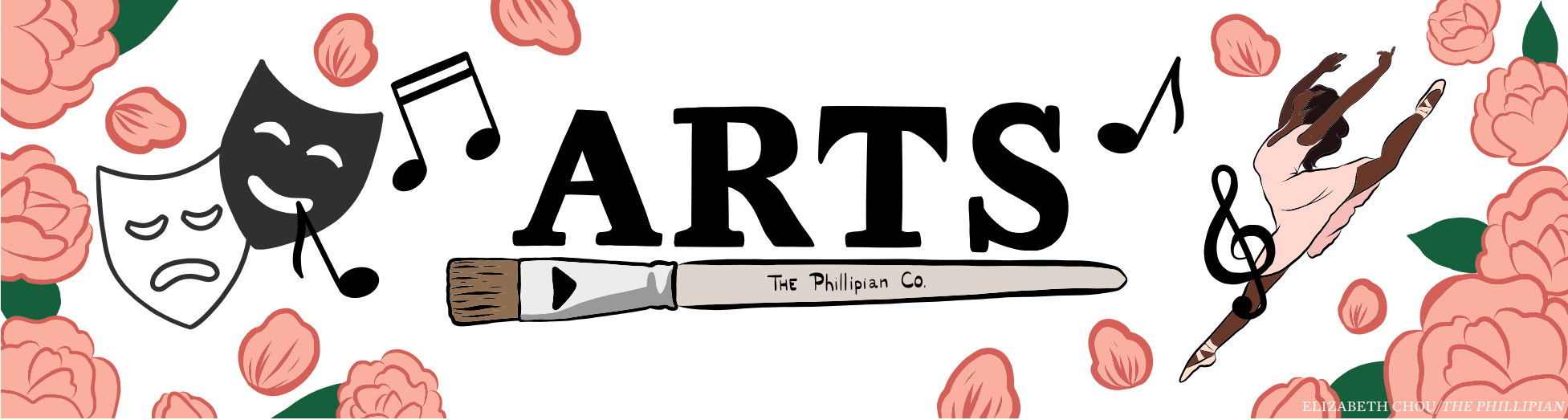
Despite the audience’s wariness, Gambardella put on a show that grasped their attention, even if it strayed from the portrayal of hypnosis depicted in modern media. He emphasized that anxiety was merely a figment of imagination, and that hypnosis was meant to ease that anxiety, rather than leave people dazed and in zoned-out trances often seen in movies and television. According to Li, this idea aided in the hypnosis.

“I didn’t really feel embarrassed and I was happily doing everything. I think a big part of that was because he was talking about anxiety being just imagination at the beginning...I think I enjoyed the experience; I would do it again, if I could,” said Li.



A.NEAL/THE PHILLIPIAN





Ariel Wang '21 Combines ‘Non-Standard’ Flute and Piano Repertoire in Senior Recital

DORIAN WANG  
& ZOE YU

As the last note of her flute rang through Cochran Chapel, Ariel Wang '21 bowed to the sweeping applause of a socially-distanced audience. Exiting the stage, she returned a few minutes later, this time sitting in front of a piano in a green silk dress, and began the first notes of Rachmaninoff Prelude Op. 32, No.5 and No.12.

“My flute half was mostly solo, unaccompanied flute—really modern pieces. Those are actually my favorite to play and I [usually] don’t get a platform to play them. For my piano half, I chose all these pieces from different times of my life that were my favorite to play,” said Wang.

Wang’s senior recital, which took place Wednesday evening, invited the Andover community to listen to her dual flute and piano performance. According to Wang, she enjoyed playing less conventional pieces during her recital, as she does not often have the opportunity to perform them.

“These are pretty non-standard, and pieces I really deeply enjoy playing... so it was actually quite a mishmash of [pieces from] different eras in my life, and to finally have



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somewhere to actually bring them all together was really special,” said Wang.

Holly Barnes, Director of Music Performance and Instructor in Music, when organizing Wang’s senior recital, originally planned for separate recitals for her two instruments. Due to scheduling difficulties, Wang and Barnes decided to hold a combined recital.

“Initially, we had two different recitals. But [for] her piano recital, we couldn’t get the Chapel on that particular day, so she decided ‘you know what, I’ll put them both together. I’ll do both the flute and the piano recital.’ We went back and forth on that, and this is what she decided to do,” said Barnes.

The inclusion of two instruments not only brought

about a longer recital, but also strong audience admiration, noted Koki Kapoor '21. Remarking on her diligence in practicing and polishing her music-making, Kapoor commented on Wang’s multi-expertise in both flute and piano.

“I am in awe of [Wang]. The fact that she could play not one but two instruments so amazingly is honestly mind

blowing. She’s such a hard worker, and never know when she’s practicing, but you know she’s practicing, which is the coolest thing about her,” said Kapoor.

Another audience member, Leverett Wilson '23, described Wang’s performance as “incredible,” and stated he observed that the audience especially enjoyed the recital.

“I really enjoyed listening to the flute and piano piece, and her other flute pieces... She’s just such a talented flautist... it was really incredible, just hearing how much work she put into this,” said Wilson. “I think it was a great audience, and everyone really enjoyed the performances, and everyone was really happy to be here.”

After the performance, friends congregated to congratulate Wang on her performance. Wang voiced her appreciation at seeing her friends amongst the audience members, attending to support her in one of her final performances at Andover.

“When I was up [on] stage, seeing everybody, all of my friends, different friends from all different places, in the pews of the Chapel, come and support me was so heartwarming. Afterwards, getting to see everyone was really heartwarming as well,” said Wang.

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