

Discussion Continues around Turf, Other Facilities

By CHARLIE MCWEENY

After a full year in the new building, construction continues as final touches are applied to the main structure, a multi-purpose building to house equipment and district offices is considered, and the school committee has approved sending the construction of a new turf field and improvements to the softball field out for bid.

After a year of harsh New England weather, the stone pathways that connect the school with the perimeter road have proved that they are not up to the task. Principal Mary MacDonald said that the paths are "not proving successful for ADA accessibility - its hard to get wheel chairs over those. And from a practical standpoint its hard to snow blow those." In addition to the pathways, problems with air conditioning and dehumidification continue to be addressed, and all carpet tiles in the building will have to be replaced over the summer.

Despite the near completion of the school building, the surrounding grounds remain littered with piles of material and construction equipment as improvements continue to be made to landscaping and plans are set in motion for a new round of construction on the multipurpose building and district office. The projects are funded by a five-million dollar gift made by Williams College before the construction of the new building. John Skavlem, the chair of the Phase II Subcommittee, described the gift as "without any restrictions. The idea was that it would help cover for a lot of things that were not in the scope of the original project."

The fund was not used to finance the construction of the new school as it would replace funding from the MSBA (Massachusetts School Building Authority). When asked how the money came to be used for



The turf field at the Williams College athletic complex. The Phase II Capital Gift Subcommittee decided that a turf field was the way to go. Photo courtesy of Charlie McWeeny.

facilities improvements rather than for classroom needs, MacDonald said that "it was specifically focused on broad building needs ... It wasn't designated as academic money." MacDonald said that part of the reason for this was that the school is in its third year of a yearly \$200,000 gift from Williams, which is put towards technological needs and professional development, therefore freeing-up funds to be used for classroom needs. The gift will continue for seven more years.

Last year, Mount Greylock regionalized with the two local elementary schools, meaning that one district administration

would cover three schools. During the planning of the new school it became apparent that a separate building would be needed to house the office space for the district administration, as the MSBA would not cover the cost of a district office. When the Williams capital gift was received, it was decided by the school committee that it should be used to cover the cost of the district office space in addition to other facilities improvements.

Since the demolition of the old school and the construction of the new building, the district offices have been housed in

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2 in 650: An Interview with Clare Sheedy and Adam Cohen

By JACKIE WELLS



Clare Sheedy and Adam Cohen were chosen to be this year's senior class speakers. The Echo sat down with them to discuss their time at Mt. Greylock and their plans moving forward.

Echo: What's your favorite or one memory that stands out to you from your time here at Greylock?

Clare Sheedy: I'd say probably last year at the walkout. That was probably one of my favorite memories because I think everyone at the school came together to talk about something that they believed in.

Adam Cohen: Probably the bus ride to and from Gettysburg. Those were some great, really fun experiences because I was still in eighth grade -- middle school -- so I hadn't really known everyone for that long. I feel like that was the start of our coming together as a class.

E: What was unique about your experience at Greylock, and how did it differ from that of your peers?

CS: My experience has been different, because I transferred after freshman year so I've only been here for three years, and I went to Pittsfield public schools beforehand. When I came here sophomore year, it wasn't hard to make friends, it was just different because there were so many established friend groups and people knew each other for the longest time because they went to elementary and middle school together. so I think that was a little different for me transferring in. But overall, I've enjoyed my time here tremendously.

AC: A couple other students from

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Seniors in the Arts

Graduates reflect on their Greylock performance highlights

By EVA MYERS

With the senior class's time at Mount Greylock coming to an end, all attention is on students' achievements in multiple categories, including academics, sports, and college acceptances. One important category that the Echo is shining the spotlight on is the many achievements of students involved in the arts, including physical art, band and orchestra, Fall Festival of Shakespeare, the winter musical, and the spring drama. Whether they are on stage entertaining or behind the scenes running the show, students have shared their stories of how they got involved in Mount Greylock arts programs and how the programs have affected them during their time at the school.

"I think being able to play every day with a group of really talented musicians has helped me to become a much better violinist," said Ella Dudley, a member of the

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Girls in the Hallways

By MADDY ART and CLARA MCWEENY

Mount Greylock is frequently exalted as an exceptionally progressive school: a place in which girls feel empowered and boys are respectful. Over the past few months, as the Echo has heard this praise, the Echo began to question whether it matched the experiences of the girls at Mount Greylock. This is part two of a series of features in which the Echo is delving into the female experience at Mount Greylock by investigating girls' impressions of their environments. Part one, about female experiences in the classroom, can be found on the online Echo. In this installment, the Echo sought to hear from girls about their social experience at Mount Greylock. Subsequent pieces will examine similar trends in athletics.

Through the Echo's interviews, most students' general attitude was one of equitability; they felt that their social experiences during their time at Mount Greylock had not been notably different than those of their male peers. When speaking about more specific cases, though, students recalled incidents in which their gender shaped their social circumstances.

In addition to conducting interviews, the Echo surveyed girls at Mount Greylock to reach as many voices as possible. The surveys were anonymous and asked whether respondents feel like their typical "high school experience" - in terms of

dating, parties, clothing, extracurriculars, etc. -- had been different from that of their male peers as a result of stereotypes about their gender. The survey also questioned whether their experience on social media had been different from that of their male peers. Space was given to elaborate if desired. Of the thirty-four responses in total, nine checked no for the first question and 25 checked yes for the first question, while 10 checked no for the second question and 24 checked yes, warranting a closer look at the social culture.

Several girls spoke of feeling pressure for their high school experience to resemble that which is portrayed in popular movies aimed toward teenage girls. Junior Brooke Phelps said, "you're watching these movies and TV shows, and you see these high school expectations of parties you're supposed to go to or games and you're like, 'Oh, I'm just sitting here watching Netflix, watching these things happen, like, should I be doing these things?'"

Other girls shared a similar anxiety that, if they did not go on dates or go to parties, their time in high school would not be worthwhile. One student, who wished to remain nameless, wrote that she is "always expected to want a relationship and am judged when I don't. My male friends

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RACE AT GREYLOCK

In response to events at Williams, Krishan Rai takes a look at the Greylock atmosphere.

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ADVERSITY SCORE

Saville Keyes discusses College Board's new measure.

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LET'S TALK TONYS

Sam Tucker-Smith takes a last-minute look at the nominees.

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"MS. P."

Laura Dupuis writes about a new face at Greylock this year.

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Mounties Perform *Tartuffe*

By EVA MYERS

On Thursday May 23 and Friday May 24, students involved in Mount Greylock's spring drama program performed *Tartuffe* in the new auditorium. The play, which was written by French poet Molière, is a comedy about a mismatched family of parents, children, and servants that learns a lesson of trust when inviting a strange "Holy One," Tartuffe, into their household. Senior Colette Stapp played the title character of Tartuffe, while fellow seniors Cathy McPartland, Sage Bohl, Katrina Hotaling, and Grace Miller and juniors Julia Donati and Logan Gould played an assortment of other lead characters.

While the play covered intense plot points like marital affairs, fraud, and family drama, it is well known for being one of the most prominent comedies of its time. Each character is integral to moving the story forward in a comical way, whether it be an extravagant and loud housemaid helping two lovers reconcile or a pair of Tartuffe's minions stealing objects while their master is turning heads.

Tartuffe follows Orgon, the father and master of the household, who is played by Logan Gould, and his interactions with his family and community. He is insistent about Tartuffe, the suffering religious devotee whom he saved from the streets, staying with the family despite his relatives' warnings. "All sorts of calamities occur between Tartuffe and people of the household, and Orgon kind of sits idly by," said Gould on the plot of the play. As both the character of Orgon and the audience members are able to see the truths of Tartuffe's schemes unravel throughout the night, the play resembles a drama as well as a comedy.

"I think it's the funniest show I've ever been in, and it's one of the most physical," said eighth grader Kiersten Simpson, who played one of Tartuffe's minions. "Even when I did Tarzan, which was a very physical show, there was nothing as intense as [Tartuffe's] fifteen part fight call... I learned a lot of comradery and how to trust your scene partners," she explained. The show did involve many physical scenes, including a surprise twist ending in which servants of the house rose up against their masters. With the help of Stapp, who doubled as the fight call choreographer, and Ali Howard, the spring drama's new director, the show ran smoothly.

"Usually Mount Greylock doesn't put on comedies, and if they do it's a combination of different themes in which comedy is somewhat introduced in there... I think there is just a lot to enjoy with it. Everybody tried really hard on it. I think that, with Ali Howard's directing, it was really great, and I think it's going to be a performance to be remembered," said Gould.

The show engaged audiences by directly interacting with them, giving them slips of rebel papers reading "WORKERS RIGHTS," or speaking secret soliloquies to them.

With the direction of Ali Howard, help from Shakespeare and Company and Friends of the Arts with props and costumes, and the hard work from actors to make their performance intimate and comical, students involved feel satisfied with this year's spring drama performance of *Tartuffe*. ■

GMSU, Jackson, District Plans Address Diversity, Inclusion in Community

By OWEN TUCKER-SMITH

Both administrative agendas and school activities have placed an emphasis on promoting diversity and inclusion this year. The introduction of Mt. Greylock Regional School District's Strategic Plan to the School Committee in May and the rapid development of the Greylock Multicultural Student Union throughout the spring have represented this trend.

In the last months of 2018, the School Council and the Strategic Planning Group began the process of developing and implementing the School Improvement Plan and the Strategic Plan, respectively. Both plans include the pursuit of an inclusive school climate as important objectives.

Goal 1 of the School Improvement Plan was to "identify and understand areas for growth within Mount Greylock's school culture," which would be made possible by the administration of a survey. The School Council ended up deciding not to do a survey as the Strategic Planning Group was already distributing one, so instead the Council identified areas of potential improvement on their own. Division and school climate quickly emerged as important topics to address.

"We looked at what we perceived as challenges to the school, and we wanted to look at climate," said Principal Mary MacDonald. "We thought about race issues and LGBTQ issues, and one of our conversations included classism. We wanted to look at any elements that could potentially divide the school - not just with students, but with the adults in the building."

MacDonald, who serves on the School Council, was also one of two members of the Strategic Planning Group working on the Diversity and Inclusion goal of the Strategic Plan. The goal, which is "to create a respectful, inclusive school environment where students, staff and community members recognize and appreciate the diverse attributes and identities of each other," includes student, staff, and community objectives. The objectives stress the value of inclusiveness in and out of the classroom and a need to revisit curricular content with diversity in mind.

The Strategic Plan is a multi-year agenda. This year's developments will set the stage for more progress as the Plan's evolution continues. "We have had the [Professional Development] and the presenters," said Grady at the May 9 School Committee meeting. "Going forward and making sure this goal and objective can be met over the next couple years, we have a solid plan in place here."

The School Improvement Plan, in contrast, is a year-long plan. And while "diversity and inclusion" is not one of its three goals, the "areas of growth" referenced in Goal 1 have largely centered around cul-

ture. School-wide programming this year reflects this. In October, even before the implementation of the School Improvement Plan, Regi Wingo and Rudi Bach from the Elizabeth Freeman Center provided the faculty with professional development in cultural competency. The Peer Team received the Anti-Defamation League's World of Difference training and used their training to engage the middle school. Throughout the year, Williams College students met with freshman during PE classes and Directed Studies in their Community Matters program.

A lot of these programs, said MacDonald, asked similar questions: "how do you take responsibility for your actions, how do you take responsibility for your classmates' actions?"

It's a work in progress, she admitted. "Williams Community Matters have reconvened and evaluated what they did this year," she said. "I think some of their goals were met, some of their goals didn't neces-

something helpful."

MacDonald said that there had been a desire to form "a student group that could have the strength and dynamism that we had with GSA," noting that the GSA (Gender-Sexuality Alliance) "has made large strides in addressing homophobia and anti-LGBTQ sentiment from the school... We were looking to address racism and anti-ethnic sentiment with the student group as well."

The GMSU, with the help of the SEE Fund, brought Ty Allen Jackson, who had spoken to parents and other community members earlier in the year, back to Greylock to speak to the student body. Jackson delivered a presentation titled "Racism: My Truth," and explained the nature of racism and how to deal with it, interspersing within his presentation personal anecdotes and baseball analogies.

Jackson explained that his understanding of race and identity emerged in childhood when he observed the widespread whiteness of the characters he was supposed to look up to.

"What do superheroes stand for? Strength, nobility, honor, courage, good will," he said. "All those attributes were only reflected in people that looked like that - and didn't look like me. It really shifted the narrative for me, from being 'cute little ten-year-old' to 'young black man.'"

Jackson spoke to students about the "anti" problem - that too many people are anti-other instead of simply pro-themselves. "There is nothing wrong with being pro-white. I am proud to be pro-black, as I hope every Latino, every Jew, every Muslim is proud of who they are," he pointed out.

"The problem comes when you're anti-somebody else. When you take your time - your effort and your energy - to be anti-somebody else. It just shows and reveals exactly who you are."

In response to racist incidents, Jackson urged students to "love [the person causing the incident] harder. But hold them accountable. Love doesn't need to be soft."

In the question and answer period, seventh grader Caleb Low noted that "we see at Mt. Greylock that students as well as staff have outdated narratives about not only history but about the present as well. How do we go about addressing and changing those narratives?"

Jackson responded by explaining that in Hollywood, black people often are the ones who need saving. "As long as that narrative exists, it is really hard for black people to get out of the 'we need help'" perspective.

These issues of representation have also come up in the curricular scene at Mt. Greylock. Goal 3 of the School Improvement Plan involved revisiting curriculum documents. According to MacDonald, this often meant understanding how to represent new voices in the core texts at the school. The English department, for example, expressed that "we are committed to exclusively introducing new texts that diversify the voices and perspectives that are included in our curriculum."

"Five years ago, when you looked at the entire English department, we certainly have books from other parts of the world, from women, from people of color, but we had an extreme majority of texts written by white men," said Rebecca Tucker-Smith, curriculum leader of the department. "We're trying to change that."

While The GMSU's big events ended with a marimba concert that they sponsored two weeks ago at Greylock Plays, Rhie said that they are planning on continuing the conversations that they've started.

"A lot of people of color feel that there's this sort of subtle lack of attention paid to minorities - that this entire place is built to serve white people. We're going to work to identify what we can actually do to help that, and then do it over the course of the rest of this year and next year," he said. ■



Caleb Low plays in the GMSU-sponsored Greylock Plays marimba performance. Photo courtesy of Charlie McWeeny.

sarily make sense for Mt. Greylock."

Moving forward, these programs will continue to develop. Ms. Pardalis Johnson and Ms. Leitt will work with Williams students over the summer to see how the program can be successful for next year's freshman class.

"We had a lot of ideas, we implemented them, and now we're reflecting on them and we're also trying to bring people together so we can share what we learned and have a more comprehensive discussion about what's next," explained MacDonald.

But one of these ideas - an idea that led to the development of a vibrant program centering around diversity and inclusion within months of its creation - wasn't developed by the School Council, the Strategic Planning Group, or faculty in the building. The Greylock Multicultural Student Union's existence is largely due to students.

"Hannah Locklear had the idea of starting a group here to start conversations about issues relating to racism," explained junior Max Rhie, an involved member of the new organization. "She went to Ms. P with that idea and they spearheaded the formation of the Greylock Multicultural Student Union."

The Union, or GMSU, worked on a variety of projects related to race and racism. They started with something big - the N-Word. The group traveled to middle school directed studies to explain the word's connotations and impacts. "We wrote up a quick lesson plan about the N-Word that involved explaining the charged history behind the word and giving a factual and historical sense of why you shouldn't use it," explained Rhie. "The second half of that lesson was a more personal, emotional approach - you don't use it because it makes people feel bad."

Rhie admitted that their lessons may not have been a 100 percent success, "as indicated by people still using the n word," but noted that many of the students appeared to be listening and engaged and that the activity "helped cement our chemistry and make us believe that we're actually doing

After Prom would not be possible without the following businesses' and organizations' support.

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- Mt. Greylock Middle School SOC (Students Organizing Change)
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- Where'd You Get That?
- Wild Oats Coop
- Williams College Food Service
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Race at Greylock

By KRISHAN RAI

Racial discrimination has created a tense discussion in the past year at Williams College.

At the College, concerns began when two African American professors, Kai Green and Kimberly Love, protested against racism at Williams by canceling their classes and going on medical leave. The two professors reported racist interactions with a local mechanic, who refused to tow them and to take checks from them, claiming that he did not “trust” them. This incident prompted a discussion about micro-aggressions on campus and has gathered controversy over the past months.

The conversation at Williams led the Echo to look into students and faculty of color’s feelings about the atmosphere at Greylock.

Mt. Greylock’s student body is only 11% nonwhite, but the proportion of nonwhite faculty is smaller, with only 4% of faculty being faculty of color. “Every single teacher I have is white,” said freshman Rina Hatakeyama. “It’s kind of sad how I can probably count the number of minority teachers here on my right hand.”

She explained that if she had more teachers of color, she would be able to see things from different viewpoints because “teachers tend to be opinionated in their views which spills out into the teaching... some teachers tend to brush over what they feel is not important.” She said that minority issues are often glossed over in the classroom. Hatakeyama also strongly disapproves of some teachers’ uses of slurs in the classroom, saying she felt uncomfortable when a teacher used the word “Japs.” “It’s not okay, but it is okay here because of the students’ background...most people either think that it’s not important because it’s just a word or brush it off as a generation thing.”

In addition, the school has recently experienced issues with students using the n word as a slur, raising questions about its use in the classroom. Hatakeyama does not support the use of the n word by teachers, even if it is in a book, “because it has a history.” She referenced an episode where “a 14 year old was reading a short story when they came across the n word and they said ‘am I allowed to say this?’ [The teacher] replied ‘Yes, you can say it if you want to’ in a passage so they take time to say it because it becomes socially acceptable.” Hatakeyama was surprised and angry at

the first day of school say my last name... they never try because they are afraid they’ll embarrass themselves.”

In addition, some students have claimed to have experienced profiling from some white faculty. Hatakeyama said that “one teacher asked me ‘Are your parents chicken coopers in the West? When did they drop out of college’...[another teacher] thought me and Rona were sisters” just because of race. Sophomore Priya D’Souza explained an incident in which “a close friend of mine made a joke saying that I ‘Wouldn’t have to deal with boys,’ because I’m in a relationship with a girl. This specific teacher overheard and asked ‘Oh, are you having an arranged marriage?’ ... It was so uncomfortable for me and my friend.”

To address these issues, D’Souza advocates for more minority teachers at Greylock. Hatakeyama, D’Souza, and Rai agree that more faculty of color would influence curricula to focus more on minority viewpoints, be less afraid to talk about race issues, and help students be less ignorant.

On the other side, 10th grader Nima Darafshi generally does not feel discriminated against for his race, although he “would definitely love the school to embrace other cultures and holidays.” Similarly, substitute faculty of color Ms. Jain feels her students are “mature enough” to treat her respectfully despite her race.

Events like Ty Allen Jackson’s visit strive to teach everyone about racial issues, but some students feel that there is still much work to be done by faculty and students to create an inclusive environment at Greylock.

“Listen more,” D’Souza said as a word of advice to peers. “If you just open your mind up and are open to changing your opinions, we can do a lot of good.” ■

“It’s kind of sad how I can probably count the number of minority faculty here on my right hand.”

Rina Hatakeyama

this incident and feels that a faculty member of color would have handled the situation in a more understanding way. “The teachers are making it acceptable... once an adult says it’s okay, [students] will just say it because they’ll get the idea that if it’s okay in the classroom, maybe it’s okay outside and with my friends and as a joke because it’s [just] a swear word.”

Teachers constantly mispronouncing names is a problem for freshman Tashi Rai. She said that she hates that “everybody calls me ‘Ray’ instead of ‘Rai.’” Hatakeyama said, “I have never had any [teacher] on

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don’t have to deal with that.” Another anonymous student explained that because popular movies link girls’ happiness to their relationship statuses, she and her peers felt like they had to have similar relationships to those portrayed in movies in order to achieve the happiness that the characters ultimately achieve.

Junior Sarah Egan articulated that because those movies that promote unrealistic ideals of the high school experience “are aimed at girls, they affect girls more.” Students felt that the pressure to embody the archetypal high school girl extends to social media. Most girls that the Echo talked to agreed with freshman Ava Howard that “girls compare themselves on social media more than guys.” Senior Clare Sheedy specified that, on social media, “there’s so much less pressure on males to have a specific body type compared to women.” Sheedy mentioned that this pressure can manifest harmfully in girls’ brains when it’s only the “stereotypical bodies that are drilled into [a girl’s] head.” In junior Lily Edge’s experience, “everyone posts perfect images on their best days, or like, ‘what we should look like.’ And I think we compare ourselves. I mean, I’m sure guys do it too, but maybe to a different degree.”

Students tended to hypothesize that they perceived girls to feel immensely more pressure on social media because of a fundamental distinction between boys’ and girls’ relationships with the social media platforms. Most students believed that girls put much more time and effort into maintaining their online profiles, and senior Sage Bohl said that girls felt so much stress to achieve a certain number of likes that, sometimes, people would “start arguments if you don’t like their post.” Freshman Kate Swan clarified that “girls’ posts are more serious,” while senior Lauren Jacobbe analyzed that “girls use [social media] more and care about it more.” Senior Sam Whittum echoed this, writing, “there’s more pressure on getting likes and

followers [for girls].”

Several students said that difference in each gender’s relationships with social media led to an exaggeration of the differences between male and female students themselves. Eighth grader Elena Caplinger noted that, while “girls hype each other up more,” boys and girls remain in separate online spheres with “a barrier between them.” That barrier, girls said, makes students feel pressure to conform to the stereotypes of their gender.

One student discussed how the internet and social media allowed boys to make discriminatory jokes: “They call girls thots in memes and stuff like that. It creates a mindset that it’s acceptable in humor, so it

“There’s so much less pressure on males to have a specific body type compared to women.”

Clare Sheedy

must be acceptable in real life. There really is no line on social media, but there should be.”

Off of the internet, girls also felt a sense of pressure surrounding school dances. Many students noted the pressure to find a date to a dance, particularly in freshman year, when many students go in couples. While sometimes a girl will ask a boy, girls who responded to the survey and with whom the Echo spoke tended to feel that they should wait to be asked to Homecoming rather than speak up. One girl noted that female students feel coerced by the predominant school dance culture to say yes when asked by a male student, even if the girl did not want to go with the boy. This student saw the phenomenon as “an interesting societal comment around consent” and questioned, “what does that say if an entire school targets someone for saying no?”

When asked whether they experienced objectification during their time at Greylock, students had mixed responses. Ju-

nior Anna Welch said that she had not felt objectified here, which she attributed partially to the relatively large proportion of students who are involved with athletics. She explained that she feels participating in sports creates “a mutual respect between girls and guys, like they know that they both can perform well.” One student, though, shared that she felt girls receive attention based on how they present their bodies, not who they are as a person. Another student divulged that she remembers times in middle school when “big groups of people would sort of target a girl and objectify her and make her feel like she wasn’t human.”

Part of this, she explained, came from what she saw as younger boys “not understanding the difference between flirting and sexual harassment,” which “affects girls a lot more than boys.” At that time in their lives, she said, “people don’t really know how to handle these new emotions or feelings toward people, and it manifests in dangerous ways or really harmful ways.”

Many girls discussed the dress code as an everyday source of discrimination, saying that the no-tank top rule in gym class unfairly targets girls. One student said, “Only the girls are talked to about tank tops in gym, even if a guy is wearing one.” A second student shared this sentiment about clothing, saying that girls are primarily judged for what they wear and are automatically labeled based on their clothing. “Why can’t people come to school being exactly who they want to be?” questioned the student.

Most students agreed that the problems they perceived were not specific to Mount Greylock but were likely representative of pressures girls face everywhere. Girls said that certain expectations are advertised and promoted through the media, which can often spread to high school hallways.

The conversation regarding gender- and peer-driven expectations is not new, and it will likely continue. But one thing’s for sure: people are talking, and they’re not all happy. ■

Turf, District Office

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leased trailers behind the school. Plans for a new multipurpose building have not been finalized yet but include district office space, bathrooms, storage space, and a wax room for the nordic ski team. At a May 23 school committee meeting, Superintendent Kimberly Grady and committee members addressed concerns that the district office space was costing too much - taking funding away from students - and that a cheaper off-site location had not been thoroughly considered. Acting chairperson Regina DiLego said that “the superintendent has gone out and looked at numerous places” for the district office, but none had been suitable.

Grady expressed her disdain that “the story is reading [that] district office is getting a palace for 2.8 million dollars. District office is not getting a palace for 2.8 million dollars. We are about 3000 square feet. When the first feasibility study was done district office was a stand-alone building, but when people saw the building they thought if we are already building a building we’re going to add on to it. Adding the additional things on brings that cost up to 2.8 million dollars.” Grady pointed to health concerns of both the trailers where the district offices are currently housed, whose cramped conditions have reportedly caused her staff to fall ill, and off-site locations: “I’ve gone to places that would cause health concerns and spaces that would carry the same concerns that we had for the old Mount Greylock of water and mold and mildew. So I don’t think that it’s fair to ask a team that keeps the district running to go to a place like the place that these two communities needed to be torn down.”

Grady added that housing the office in either Williamstown or Lanesborough put one town or the other at an extreme disadvantage in terms of travel time. In closing her remarks, Grady said that “we just need to be in a place that we’re safe, effective, and efficient. I can’t sit comfortably having people say a district office is costing 2.8 million dollars because that is not the case.”

At the same May 23 School Committee meeting, Skavlem spoke to the progress of his phase II subcommittee, and recommended they be sent out to bid. “We are seeking the school committee’s approval to go out to bid with these documents. These include the construction of a turf field for the benefit of soccer, lacrosse, football, and PE. We’ve heard Brian Gill talk about the benefits of that for the broader student body. The renovation of the girls softball field is consistent with Title IX. Accessibility to all fields, largely baseball and softball, given that puts us in compliance with ADA code.” In addition to the turf, updates to the softball field, and new roads for ADA compliance, Skavlem proposed the possibility of a track. “The track is in there as an add alternate and that would be construction of a new all-weather track sited on the remains of the prior cinder track at the backlot of the school grounds.” Although initially Skavlem hoped construction would begin over the summer, with fields ready for fall sports, Skavlem said that “based on where we are in the process and the six weeks that have lapsed since the last meeting, the recommendation would be to not go out to bid until August. We would post it in July so construction take place in the fall, foregoing fall season. I’m not happy to report this. It’s taken a while to get to this point, not on my subcommittee’s part I may add.”

In response to Skavlem’s comment suggesting that the delay lay in the lethargy of settling the placement of the district office, Grady spoke “on behalf of the district office and the team of people who listen to these conversations and feel extremely marginalized,” in saying that “We as a district office support athletics. I don’t want the community thinking we don’t support it. It seems like we have locked horns on two very important things. It shouldn’t be the contention that it is. There are lots of people working hard on both sides.”

School committee member Dan Caplinger also expressed dismay at the delay, but stressed the need for cooperation, “No one on the subcommittee disrespects anyone in the district office.”

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FEATURES

Pardalis Johnson Leaves Mark on Greylock Students

By LAURA DUPUIS

With a new school building came new changes, including the hiring of school adjustment counselor Alison Pardalis Johnson, or, as students fondly refer to her, Ms. P. Students both recognize her by her smiling, positive presence around the school and see her as a reliable and approachable mentor.

Originally from Maryland, Pardalis Johnson immediately knew Mount Greylock was for her. Upon searching for a new job after moving, she found an advertisement for a school adjustment counselor position at Mount Greylock and knew it was the job for her.

"It was the perfect distance away, perfect job description," recalled Pardalis Johnson. "I was so excited, I thought this is it! This is my job!" She applied right away and was hired soon after.

Pardalis Johnson believes in using and maximizing student strengths. She believes that every student brings something special to the table, but they are not always able to show it in a school environment. Therefore, she uses strategies to bring out strengths and make students feel more comfortable.

She often uses play therapy with middle schoolers as well as "lunch bunches" in order to let students feel included.

"Being able to walk and talk is always great. Exercise and just talking is a great way to get out anxiety. I like to look outside the box," explained Pardalis Johnson.

"Ms. P. helps me so much. I'm coming to school and enjoying it a little more and I'm doing better," said one student.

"I have more of an idea of what I want to do when I'm older and what comes after high school," another student explained.

Pardalis Johnson maintains the professional role of counselor, but she also makes sure that students feel safe and comfortable talking to her. She feels that the role of an adjustment counselor is inherently different from that of a teacher's.

"When students enter the room, it's more comfortable, not test driven, and they're not being forced to do homework. It's more of a safe space to talk about anxiety, and what's going on in everyday life. It's important to be open minded to what's going on and not judging students," said Pardalis Johnson.

She works to meet students where they are and build a relationship with them in order to help grow from that point on.

Although cultivating student relationships is not always an easy task, Pardalis Johnson has found ways around this, like standing in the foyer in the mornings to greet students. In the beginning of the year especially, she could be found in all three lunches and occasionally in the classroom. Pardalis Johnson realizes that students often present well on the outside, but are having a hard time on the inside. By letting students see her as a friendly and positive presence around the school, it makes stu-



Photo courtesy of Laura Dupuis.

dents feel more comfortable to talking to her.

"Just saying 'hi' and being kind goes a long way," Pardalis Johnson said. "In the halls, it doesn't always happen, but it's so important."

Pardalis Johnson feels that the biggest issue among students is anxiety: "due to test grades, being the best you possibly can be, and the peer hierarchy, anxiety is a huge issue among students," she expressed.

The peer hierarchy, or the groups and cliques across the student body, is a particular issue that almost every student deals with. Although there is not a definite solution to the vast problem of students' anxiety, Pardalis Johnson works to lessen the problem.

She continues to reach out to students to help them find coping mechanisms, and she works with parents and staff members to lessen the pressure put on their students. The lack of diversity at Mount Greylock can lead to peer hierarchies, so Pardalis Johnson works closely with the Greylock Multicultural Union, a club formed to promote diversity.

"I try to see students and staff for who they really are and bring out the best in them. It's also important to be able to call out students and staff when they are doing something hurtful or unkind. Kindness is important, especially in a small school," Pardalis Johnson added.

One student concluded, "I'd recommend that kids go to Ms. P., especially if they need someone to help them out. Not necessarily just academically, but socially and emotionally especially." ■

Alternative Learning: Students Stray from Traditional Classroom Setting

By CLARA MCWEENY

This year, students at Mt. Greylock have begun to employ the school's resources to explore different ways of learning and gaining credits. Many have expressed interest in alternative opportunities outside of traditional learning, which haven't always been advertised at Greylock as strongly as students have hoped. Principal Mary MacDonald spoke to this, saying that "we're trying to figure out how to fit the needs of all the students." Some of these options include work-based learning, independent studies, and an alternative senior year.

Casey Bouchard, a senior at Mt. Greylock, pursued work-based learning to earn credits this year. Bouchard said, "I work at Big Y in Pittsfield. I check people out and do a little of service clerk, so being involved in the whole store. They're moving me up to customer service this summer." To gain credits, she has to work a minimum of ten hours a week and then get a signature from her supervisor to show that she went to work. When asked about her experience in alternative learning, Bouchard said, "it honestly helped with my mental health a little bit because being here all day every day can be exhausting." She strongly encouraged other students to explore these options.

Work based learning can act as a way for students to earn money for college or to discover a profession they may have an interest in exploring after college. MacDonald says, "Students can find something they want to pursue as a post-high school or post-college career." Bouchard emphasized this, saying "I'm going to be a hairdresser, so the customer service from [the Big Y] will look good on my resume."

Senior Cam Honiker is also exploring the work based learning option by volunteering at Flamingo Motors. He is being mentored by Kevin Leonard, who attended Mt. Greylock.

Another non-traditional learning option offered at Greylock is an alternative senior year, where students can attend classes at a local college instead of taking classes at Greylock. Three current seniors are taking advantage of this option, including senior Isabel Nicastro. She first learned of it from her guidance counselor, when they realized she only needed another year of English to fulfill the credits needed to graduate from Greylock. "I had exhausted all the math and science courses offered at Greylock, and MCLA seemed like the next best step." She takes all her classes at MCLA and is "free to choose all other classes." Taking these college classes will allow her to transfer some of her extra credits to her major at UMass Amherst, which she is planning to attend next year. In speaking about others exploring these different options, Nicastro said, "I think this kind of alternative learning isn't for everyone, but I encourage those who are passionate to

look into it."

Students also can use Independent Studies, which are classes proposed by individual students in topics that interest them and are tracked by faculty advisors. This year, junior Anna Welch is learning Italian using Rosetta Stone. Welch pursued this option because she "...wished that Greylock had more language options and [felt] like it's not really promoted to come up with your own ideas." Her dad, Greylock history teacher Jeffrey Welch, has experience in Italian and was able to act as her advisor. Welch explained, "Every couple of weeks I go to my dad and check in. He looks at my notes and quizzes me to see what I've learned." Welch urged students to go out and discover different ways to learn topics they are interested in, because they often aren't well advertised at Greylock: "I think the most important thing I've learned from this is to really advocate for yourself. If there's something you want to do and something you want to learn, do it. Don't wait for someone to do it for you."

Avery Powers, a senior at Greylock, has also taken advantage of the option to do an Independent Study. Having heard about the option from some friends of hers, she pursued a course in 3D modeling and animation using a design software called Blender. When asked about the structure of Independent Studies, Powers said, "The schedule is much more flexible than normal Greylock classes." Powers also mentioned the advantages and disadvantages of the class, saying "I really liked the flow of this set up, but I know others who have struggled with the less structured style of the Independent Study classes." Welch echoed this, saying "The hardest part [of Independent Studies] is that you are in charge of you. So you have to be on top of yourself."

Students who have explored these different ways of learning have all encouraged other students to go out and find ways to learn about the things that interest them. Powers said, "We are a small school so there are so many things that aren't offered, and I've found it really beneficial to explore other ways of learning." Students also emphasized the need for the administration to be more vocal in advertising these options. Nicastro, speaking about her alternative senior year, said, "I think these opportunities aren't advertised early enough. I stumbled upon [this option] by accident in all reality."

With heightened levels of success in alternative learning, Mount Greylock students are asking that these opportunities be put forth more by the school. These opportunities prepare students for life outside of high school and help them discover passions and interests that may not be found within the walls of a traditional classroom environment. ■

Six Years of Sports

We asked graduating seniors to share some highlights.

By MADDY ART and OWEN TUCKER-SMITH

Ella Dudley: girls' track, 8th grade

(Western Central Mass championship 4x800 relay)

"I think we were seeded 7th, maybe. Normally in a track meet you get points for each race, and that goes into a team score. But we didn't have a team, so how we finished didn't matter. I remember Laura saying, "we're probably going to lose, it's okay. Just have fun." So I was the first leg and ran at the back of the pack for like, a full lap. I'm not sure what happened, but I decided I should sprint. I passed the whole field, and handed off to Maddie. She increased the lead, and then too Margo and then to Laura. Basically, we won, which we weren't supposed to. And then we got to go to states. So that was pretty memorable." ■

Maddie Albert: girls' basketball, freshman year

(In tournament, the team, seeded ninth, was facing first seed South Hadfield)

"None of our friends came, no news channels came; the Berkshire Eagle didn't come, Masslive didn't come, because they all thought South Hadley was going to beat us by a lot of points. And then we won." ■

Samantha Trybus: girls' softball, senior year

"I think one of my most memorable games in the past two years in Varsity has been the Wahconah game a few weeks ago, because we shut them out and won 2-0. They're a division two school and have been our rival for a long time, so it was

really exciting. I was just so happy about it. In the past their team has gotten in our heads, but we were able to just focus on the game and shut them out, and it was just awesome. I was so proud of us. Coach was so happy." ■

Theo Sandstrom: boys' cross country, junior year

"When we were juniors, Coach Burdick got in the habit of bringing Jacob a hard boiled egg for after practice. Then one day, Coach Burdick brought Jacob a raw egg, told him it was hard boiled, and he cracked it all over himself. That was by far the most memorable experience I've had in Greylock sports." ■

Josh Cheung: boys' cross country, senior year

"When we came in third at states senior year, that was special because it was Coach Burdick's last year and it was our best finish at states ever and it felt really good because we worked as a team for so long." ■

Evan Sheridan, boys' baseball, junior year

"Last year for baseball at the end of the year, when we had like ten games in twelve days, it was really crazy. It was a lot of fun. It was pretty hard to stay focused later on in the games, but the fact that we persevered through that and ended up getting 500 and into the tournament, that was kind of a big deal for me - it was pretty great." ■

The Greylock Echo

GRADUATION

Where They're Headed - Senior Destinations

This list of students includes only those who were in school to grant the Echo permission to publish their plans.

Abriel, Cody Edward - Lincoln Technical Institute
Albert, Maddison Aleigha - Tufts University
Anderson, Hallie Xuechan - Bentley University
Auriemma, Gianna - SUNY Morrisville
Bath, Mitchell Robert - Milwaukee School of Engineering
Belouin, Nicholas Karl - Castleton University
Bisson, Rachel Nancy - UMass Amherst
Bohl, Sage Eliah - Wheaton College
Bouchard, Casey Leigh - McCann Tech Postgrad
Buell, Daniel Wallace - Western New England
Buffis, Marley Rose - Emmanuel College
Callahan, Taylor Marie - Western New England
Cangelosi, Catherine Grace - Siena College
Carrizales, Sonya Marisa - Mount Holyoke College
Cavalli, Giovanni Edward - Lafayette College
Cheung, Joshua Peter - University of Chicago
Cohen, Adam Tobias - Clark University
Cummings, Taylor Thomas - Coastal Carolina
Daley, Connor Richard - Oberlin College
Dalsin, Josephine Mackenzie - Smith College
Derby, Gabrielle Lee-Marie - Moravian College
Dudley, Elizabeth Kessler - Bowdoin College

Duncan, Aidan John - Williams College
Ellingwood, John Tobias - Colorado College
Falk, David Tobias - University of Chicago
Fink, Jacob Alexander - Williams College
Fisher, James Howard - The New School
Galvin, William Duffy - San Diego City College
Gilooly, Benjamin William - Wheaton College
Guest, Philip Jordan - Westfield State
Hadley, Caroline Cady - University of Hartford
Hoffstedt, Katharina Jana - Bridgewater State
Honiker, Cameron Jacob - SUNY Cobleskill
Hotaling, Katrina Noelle - Tufts University
Howard, Alison Jane - College of the Holy Cross
Jacobbe, Lauren Elizabeth - Elon University
Jones, Sophie Adelaide - Smith College
Kuster, Cole Andrew - Harvard University
Leber, Clint Vendel - Westfield
Macuch, Cameron Grace - UMass Amherst
MagnusdottirMcComish, Karen - Barnard College
Maruk, Michael Glenn - Lasell College
Masse, Brook Lynn - UMass Amherst
McGowan, Brennan - Saint Lawrence University
McInerney, Riley Joseph - BCC
McPartland, Catherine Alexandria - Gap year
Miller, Grace Elizabeth - University of Hartford
Miller, Jakin James - Norway/ Williams 1yr defer

Niemeyer, Walker Gerhart - Champlain College
Paglier, Elizabeth Rose - Siena College
Paris, Dominic Allen - Northeastern University
Powers, Avery Elizabeth - Smith College
Reynolds, William Carver - Western New England
Roberts, Shaelyn Laurel - University of Vermont
Sabin, Cameron Reid - College of Charleston
Sandstrom, Theodore Janssen - Yale University
Seid, Jesse Albino - Amherst College
Shea, Cassidy Marie - Marist College
Sheedy, Clare Alyson - UMass Amherst
Sheridan, Evan Blakeney - Western New England
Smith, Margo Rose - University of Vermont
Soza-Foias, Josef Fredy - University of Rochester
Stapp, Colette Amity - Emerson College
Sutter, Andrew Ezra - Drew University
Swann, Luke Robert - Williams College
Trybus, Samantha Rose - Rensselaer Polytechnic Inst.
Voorhies, Christian Adam - Rochester Institute of Tech
Wellspeak, Michael John - Endicott College
Whitman, Jared Nathaniel - BCC
Whittum, Samantha Rae - Dickinson College
Wilson, Katherine Sarah-Eileen - UMass Boston

2 in 650: Clare Sheedy & Adam Cohen

Continued from Page 1.

Lanesborough and I were some of the first students from LES to start on an advanced course, and we were the first kids from Lanesborough to start on a path to take Calculus in tenth grade. So being on that track differentiated us from a lot of our peers.

E: And you both are very involved in the Greylock community. How have being part of sports and extracurriculars impacted your high school experience?

AC: I think one of the most impactful extracurriculars I've done, or anyone could do, is wrestling. I know it's not very popular, but it really is a sport that teaches self discipline and overcoming challenges. It really forces you to challenge yourself. And the losses hurt more than any other sport because it's all on you, but that means the victories feel even better too. It's a really character building sport.

CS: For me personally, I've been involved in so many extracurriculars, like clubs and so forth, and I'm also Vice President of my class, so that has helped me because I've learned more about different issues, like in YES (Youth Environmental Squad) club so we learn about things we can do in the school or in GSA (Gender Sexuality Alliance) and we hear about problems with some younger kids and so forth. And being Vice President, that's just forced me to communicate with everyone in my class and learn how to communicate and work with everyone, because people are different and have different needs. And being captain of Lacrosse and playing on Unified Basketball this year have been the greatest experiences I've had. On Unified Basketball, there's nothing to compare to when Aidan and Dakota would score. It was just the best feeling ever. And with being captain of Lacrosse has given me great leader-

ship skills and opportunities.

E: If you could go back and talk to your seventh grade self, what advice would you give?

CS: If I go back to my seventh grade self, I would probably say to just not care as much about what people think and to just be myself more instead of caring so much about others.

AC: I would tell myself to really think about long term benefits as opposed to short term gratification, and tell myself to really question what the best way to reach

"Even though it may not seem like it every day, these are people that you can always count on to support you."

Adam Cohen

my goals is.

E: So along that same note, what advice would you give to the current junior, rising senior, class?

CS: So, a few things I would say would be, I applied to thirteen colleges and I definitely wouldn't recommend it. It caused so much more stress than necessary. Along with that I would say, work hard first semester, and senioritis is real so just push through. And then also just make sure you enjoy your senior year as much as possible because the year flies by so fast. It honestly feels like yesterday I was parking my car first day of school, excited, feeling like a new kid because of the new building. So definitely just cherish your time.

AC: Yeah, don't let senioritis kick in too soon. And just grind out that first semester so you can have an awesome time second semester.

E: What is one lesson you have learned in your time at Greylock?

CS: One lesson Greylock has taught me has been through specifically me being Vice President has just been to try to be more open minded, and even when you're frustrated with some stuff just keep in mind the bigger picture of why you're doing some things. So like, if I would get frustrated planning something, just remember it pays off in the long run. So when you're staying up late studying, just remember if you put in the work it pays off.

AC: Greylock has taught me the importance of challenging yourself. Because life is pretty boring if you're taking the easy route and it feels better when you know you've accomplished something because it was difficult and not because it was given to you.

E: What will you miss the most at Greylock?

CS: I'll definitely miss the relationships that I've built with faculty and staff over the past three years I've been here. They've been a huge part of my success and me being able to learn and overcome some obstacles personally. And along with that I'd say, like I'm going to a school with 25,000 kids and it's going to be a big adjustment just because it's not going to be a small 600 kid school, so I'll miss having the small environment where I know every teacher and all the faces that I see. But I'm

also looking forward to moving on.

AC: I think I'll miss just having a community of 600 people that all know each other, and even though it may not seem like it every day these are people that you can always count on to support you and the shared experience of going to the same school is a connection that means a lot more than you think.

E: What are you most looking forward to after Greylock?

CS: I'm most looking forward to taking advantage of all opportunities that UMass will have to offer because it's such a bigger school that there's going to be more things for me to do and things for me to explore and experience. And I'm looking forward to learning more about myself and my interests and continuing on the path I'm going.

AC: I'm excited to break out in to the real world, I guess. And I guess the extracurriculars you do in college seem to have a little more importance than the ones you do in high school.

CS: I'd also say high school has been great because I've learned a lot, but college is a time for me to branch out and grow even more and I'm looking forward to that as well.

E: And can you guys share what each of your plans are for next year?

CS: Yeah, so I'm going to be a double major at UMass with public health and political science on a pre-med track.

AC: I don't know about specific majors, but I'm going to go to Clark and most likely study political science and psychology.

E: Finally, what is one thing every Mountie should do before they graduate?

CS: Take a class with Tom O. and take a math class with Polidoro.

AC: Yeah, take a class with Tom O. ■

GRADUATION

Senior Athlete Spotlight: Ella Dudley

By JACKIE WELLS

Ella Dudley played soccer and ran track for six years and she skid for 3 years at Greylock. As a track captain junior and senior year, as well as a soccer and ski captain senior year, Ella has lead her respective teams through many successful seasons.

ECHO: What sports have you played during your time at Greylock?

DUDLEY: I played soccer for six years, nordic skied for three, and ran track for six.

ECHO: How have sports impacted your time at Greylock?

DUDLEY: So many ways. I think the main way is just in the people that I met, both teammates and coaches. They're just such a significant part of my life. They mean the world to me, and I wouldn't have gotten to know them if I didn't play sports. You don't get that same kind of cross grade and cross interest interactions with people if you don't find something in common, and especially big teams like the track team, you get so many different kinds of kids and different ages. It's been really cool to connect with them.

ECHO: What is one lesson playing high school sports has taught you?

DUDLEY: It's going to sound super cliché, but winning isn't everything. I've struggled with running for a few years. I haven't had much iron, and I've been injured this spring and it's been really hard to not be able to accomplish the things I wish I could. But I realize that being a part of something bigger than yourself is more important than your own individual accomplishments. I'm glad I had the experience I did because I wouldn't trade it.

ECHO: What is your favorite memory on the field, on the course, and on the track? You can do all three or pick one.

DUDLEY: Haha, I'll do soccer and track. Sorry Hillary. The soccer team has struggled for a few years to really connect and we worked really hard this year on the attitude of the team and getting that family dynamic down. And we made it to Western Mass which was huge for us. We ended up having to play South Hadley pretty early, so that was rough, but it meant a lot that we came together the way we did. So, I definitely won't forget that. And I think similarly with track last year, winning Western Mass. That team just cared about each other more than any other team I've been a part of, so winning with them meant a lot.

ECHO: And now that we've covered favorites, what is your most embarrassing story from high school sports?

DUDLEY: Oh man. It's got to be cross country skiing. I think maybe Mohawk, last regular season race of the year. Coming down the hill, Coach Gill is cheering, and I just threw up everywhere. And he had to run to me and there's a video. Definitely that one.

ECHO: Do you plan on continuing sports in college? If so, how much of a role did that play in your college search?

DUDLEY: Yes, I do. I plan on playing soccer in college, at Bowdoin. You know, it didn't really affect my college search that much. I decided that I needed to pick the school first, and if that lent itself to playing sports, great, but if not, the experiences I had in high school were enough.

ECHO: Finally, to settle all debate, what is your favorite sport?

DUDLEY: (Long pause) Maybe for my future soccer team, soccer, but I don't think I can say that because they all mean too much.

ECHO: Thank you Ella, and congrats on an amazing athletic career here at Greylock and good luck at Bowdoin. ■

Seniors in the Arts



Continued from Page 1.

Mount Greylock orchestra since seventh grade. Whereas many students began learning music in elementary school and dropped their lessons once hitting middle school, Dudley has been playing the violin since 1st grade and played with the orchestra while balancing involvement in sports like soccer. "There are some really interesting people at Greylock, but a lot of times they might be younger or older than you and there isn't always an opportunity to get to know kids outside of your grade. I feel like orchestra has given me that opportunity, not only to get to know kids that I wouldn't otherwise know, but also to play some interesting music together." Dudley is one of many students that hope to continue their involvement in the arts after graduation, whether it be through college or outside groups.

Besides instrumentalists in the band and orchestra, there are also seniors who are involved in other art forms, such as theater. Senior Colette Stapp has been involved with both Greylock art classes and theater programs. She explained, "I think honestly it was my love of animated movies like *Spirited Away* and *Brother Bear* as a child that made me super interested in drawing and illustration, which is an interest that has only grown as I've gotten older!" In addition to creating art in Mount Greylock's offered art classes, Stapp has been involved in both Fall Festival Shakespeare and Mount Greylock spring dramas over the years. "As for theater," Stapp recalled, "my parents sent me through a few acting camps as a kid and I really enjoyed it—I decided to do the Fall Festival Of Shakespeare because I had done some programs at Shakespeare and Company before." Just this year, she had a leading role in both shows - the Chorus, or narrator, in last fall's performance of *Henry V*, and Tartuffe in last weekend's spring drama performance *Tartuffe*.

Another long-time Shakespeare member Josie Dalson shared a similar experience with Stapp: "I started with the Fall Fest Shakespeare performance in seventh grade! The show was *King Lear*, and I and the rest of the middle schoolers in the show were cast in a role called the 'Lear Storm' where we shouted ominous phrases at the audience and represented Lear's insanity. It was a wonderful time." As these programs are inclusive to every grade and guarantee every auditioning student some sort of role in the performance, theater at Mount Greylock allows students to meet new people from all grades and to bond over the stories and worlds created by playwrights and authors.

And if the attention is unappealing to students who want to be involved in the arts, there are many jobs behind the scenes in which students can work. From playing in the pit orchestra to doing costume measurements or operating the light board, there are many opportunities for students to help put on a show that does not require them to be on the stage.

Jared Whitman is a senior who has had many roles in theater productions over the years, from working with costumes and

lights to performing on stage in Shakespeare productions. Whitman explained that he has "been more of a behind the scenes person for the arts," but has acted between Shakespeare and the Spring Drama as a part of the Playwright Mentoring Project in Pittsfield. Whitman spoke about the relationships he has fostered through acting, explaining, "as time goes on in these performances and you start to be in more, you build a close, tight bond with these people. You all start to become one big family together. And that's the best part of being involved in the arts." All parts and participants of shows, whether they be actors, tech, or instrumentalists, work together as one force to give audiences the experience of watching performances. Whether audience members are interested in music or comedy, Mount Greylock's theater offers something for everyone, both for audiences and participants.

Thanks to support from sponsors such as Shakespeare and Company and Friends of the Arts, Mount Greylock has been able to put on popular shows like *Hello, Dolly!*, *Hamlet*, and *Our Town*. When asked which show was their favorite, the seniors had a tough time choosing. "This is a hard question... I think my very first MG show—*Hamlet*—is very important to me because it basically introduced me to my friends at MG and began my strong love of Shakespeare," said Stapp. Dalson agreed, explaining that "playing Horatio was a dream role and the cast and crew were incredibly kind and supportive. I adored working with our show's five Hamlets, and getting to be on stage with each of them... *Hamlet* might not have been my biggest role or my best acting, but at the moment it was everything I had and I couldn't be prouder of myself." Other honorable mentions included *Tartuffe*, *Macbeth*, *Much Ado About Nothing*, *King Lear*, and *Henry V*.

The seniors all agreed that they have grown with the help of their involvement in the arts, especially from learning how to conquer stage fright or tech week stress. "Having three big shows a year that you can be a part of is really cool. And the administration kind of letting us do what we want with it is really nice; like if students want to direct it, they can," said Sage Bohl, another member of Shakespeare and the spring drama. "It's fun in the way that you're into it and you're doing rehearsal and the costumes are all fun and then you're about to go on stage and you're like, 'Wait why am I doing this? This is crazy!'"

Students' participation in the arts programs offered by our school community helped them learn that, with the help of the imaginative stories and intimate emotional involvement in new characters and worlds, they can express themselves in ways that will make them and their audiences happy and entertained. And with all of the support offered to students by everyone involved in the arts, Mount Greylock has helped to create a brilliant generation of artists that will go on after graduation to continue their work in music, theater, technology, and art. ■

Albums that Got Me through High School

By SOPHIE JONES

In this Echo farewell piece, graduating Arts & Living editor Sophie Jones takes a look at five albums that got her through high school.

Ultraviolence - Lana Del Rey

I can still remember the moment I heard this album for the first time. It was at the end of seventh grade, and for the entirety of that summer I rarely listened to anything else. Del Rey's third album, arguably her best, features hits such as "Brooklyn Baby" as well as my personal favorites, "Shades of Cool" and "Money Power Glory." A slight deviation in style from her previous album "Born to Die," it was the perfect piece to introduce me to the cooler side of pop. I'll never forget the opening beat to "West Coast" and the light yet stylish guitar that follows.

Lemonade - Beyonce

While Beyonce's self-titled album is also a favorite, *Lemonade* is the perfect solution to heartbreak. Coupled with the film version, this beautiful testament to the strength of women and love will last a lifetime. The inclusion of different genres, progression of story, and poetic lyrics all answer to the call of Beyonce's genius. "Hold Up," "Don't Hurt Yourself," and "Formation" are still hard hitting bangers while "Love Drought" and "Daddy Lessons" surprise and delight. It includes everything one needs when recovering from being hurt: anger, grief, and healing.

Pure Heroine - Lorde

While this album by singer Lorde came out when I was in seventh grade, I didn't fully realize its importance until this year. We all enjoyed the catchy tune "Royals," but the song that truly captures the experience of growing old and the teenage years is "Ribcage." On top of these two gems are several underrated teenage anthems such as "400 Lux" and "White Teeth Teens." For a girl of 16, Lorde captured something almost intangible in *Pure Heroine*, and I hope other young women can use it to express the complicated feelings of growth and change.

Currents - Tame Impala

Currents, created by singer and guitarist Kevin Parker, is valuable less for sentimental reasons than for the pure enjoyment of a great and universally liked album. "The Less I Know The Better," "Same Old Mistakes," and "Yes I'm Changing" will remain iconic tracks that each bring a different feel to the album. The album is versatile; it's good for driving, dancing, spending time with friends, or just listening. Each listen brings another surprise, a new sound not noticed before, and an attractiveness that goes farther than just sounding catchy: it is one that can be revisited time and time again.

Nasty - Rico Nasty

Rico Nasty is fairly young, but she has already captured the essence of pure anger in music form. While some songs fall flat, the Maryland based rapper truly created something special with *Nasty*, chiefly among the songs "Rage" "B*tch I'm Nasty" and "Trust Issues." They're grimy, gritty, and everything in between, but what I also discovered when I found this album was a perfect cure for senioritis. I was frustrated for a lot of my senior year, but when I was able to listen to Rico and rage a little, I found it be a little easier to get through the day. While she is fairly new on the scene, I'm so excited to see where Rico is going from here. I hope that she only gets angrier. ■

LORDE
PURE
HEROINE

Spring Sports 2019 in Brief

By EVA MYERS, AVA SIMON, and SAM TUCKER-SMITH

Please note: records, schedules, etc. are as of when the Echo went to print. Many numbers and team statuses may have changed since then.

Softball

The spring sports season is coming to a close, and Greylock's softball team is working hard to prepare for their Western Mass game. As of now the team's record is 10-9, and as they just clinched their Western Mass tournament the team is continuing to train for their final games. "I've had a positive experience playing on the team, and I'm sure everyone else has, too," said Nicole Overbaugh, who is a first baseman and designated hitter for the varsity team. "This kind of home stretch will be just as positive as the rest of the season."

"I'm super excited as this will be my first time being on the turbine," said Marleigh Briggs, who plays center field. "I feel pretty happy about the season this year. I really like the girls on both JV and varsity and have really bonded with them this season. I think we've all grown as players and people a lot this year."

With no official date for their Western Mass tournament yet, the team plays Sunday June 2nd against Mount Everett High School, and according to the players, the team is excited to do some work fielding and batting-wise to prepare for the final games of their season.

Boys' Lacrosse

This year's boys lacrosse team has achieved a record of 11-6, and with the last of their regular season games on Wednesday, the team is preparing to head to the playoffs in upcoming weeks. Many of the spring sports teams have recently secured their spot at the Western Mass championships, and the lacrosse team has joined the club and is working to prepare for their

playoffs.

When asked about the season so far, player Alex Falk said, "I feel that our season has been fairly successful so far. Especially in our last few games, we have come together and played as an entire team which has given us the confidence and energy we've needed to finish out the season."

With this found confidence, the lacrosse team is feeling prepared and excited to play through the playoffs and the end of the spring sports season, which is coming up quickly.

Falk explained that, despite a somewhat rough start to the season, his team is pumped and motivated to continue in the playoffs. "We have swept our last 3 games of the season, so we're heading into the playoffs with a considerable amount of momentum," said Falk. "We are definitely ready for Western Mass."

Baseball

"My season has been going great. I really love the chemistry we all have. Everyone is here to have fun, and it is great when you see the quality baseball that we put on," said Brayden Smith, who plays on the varsity baseball team. The team's record right now is 9-9, and the team needs only one more win to clinch Western Mass.

With the seniors leaving and the end of the season coming up, the baseball team is one of many that is hoping to win their Western Mass championship. According to Smith, the team is prepared to go to the championships, but whether or not they win, it is a rewarding experience either way.

"I have been to Western Mass for oth-

er sports, but never for baseball. It will be another great experience for me as an athlete and I am looking forward to it... Every second I play of baseball I am learning something new. And I love every second I am out there."

The team and Mountie fans hope that their hard work will pay off, and are rooting for them to be successful and earn their way to Western Mass over the weekend.

Girls' Track

The MG girls' track team had another successful season this year, and it shows, as they did well enough (winning all their meets) to make it all the way to make it to Western Mass, where they placed second. Junior Lily Edge, who is on the team, said that "we had a lot of seventh graders come in, which was hard, because they were new to the sport ... but we had a lot of incredible new athletes come in, and thanks to our coaches we all felt like we were one big family." Some team members qualified for the all-state championship.

Boys' Track

The MG boys' track team also achieved an excellent record. Although they lost two meets, they bounced back to Western Mass, eventually placing in first and winning the championship. Senior Jakin Miller explained that "we won Western Mass, which was our goal, but we weren't really expecting it, so that was really nice... it was a really great season." The team won five of their seven meets.

Girls' Tennis

The Mount Greylock girls' tennis team has won most matchups this year with a

12-2 record and has qualified for the Western Mass tournament. Mia VanDuerzan commented that "I'm really impressed with our playing this season. I think we've all come a long way and gotten a lot of great experience that will help us in the future, especially since we are such a young team."

Boys' Tennis

This season, the boys' tennis team earned a record of 4-8. Coach Mike Kuranda of the team mentioned that this season had "some good moments and some disappointments. It was good to have a full team after low numbers last year." Reflecting a similar attitude, Ryan Narey said that "we had some nice wins and we were very competitive when our whole team was there."

Girls' Lacrosse

This season, the girls' lacrosse team has gotten a record 8-10 and are hopeful for a high seed in the tournament, especially since they are second in the Berkshire league. Brooke Phelps remarked, "after losing seven seniors last year, we have adjusted to the major shift in our team. The team as a whole has improved so much this season. We analyze our weaknesses and turn them into strengths. We are constantly working hard on and off the field. We have realized that we cannot be successful on the field until we are stable and united off of the field. Despite some tough losses throughout the season, we remain a positive and strong team heading into the tournament." ■

Turf, District Office

Continued from Page 3.

The idea that we are at odds with each other is, in my view, totally incorrect and is an attitude that should be avoided wherever possible." The committee unanimously voted to send the plans out to bid with a cap of 2.1 million dollars.

Despite the joy of many students and community members, not everyone was content with the turf field. The Echo sat down with Anne O'Connor, a Williamstown resident and Greylock graduate, to discuss her concerns over the field. Although O'Connor serves as Chair of the Williamstown Selectboard and sits on the Parks and Recreation committee, she stressed that "my involvement in this is as a citizen and has no relation to my work on the selectboard and also has no relation to the fact that I'm serving on the Parks and Recreation advisory committee. My views don't necessarily reflect theirs." In a follow-up email O'Connor once again emphasized that these were her views as a community member and that she had not discussed the issue with any of other select people or committee members.

O'Connor expressed concern over the lack of definitive studies on turf, and mentioned throughout the meeting that turf fields "haven't been around long enough for there to be conclusive studies with conclusive data." In particular, O'Connor voiced worries over the pieces of infill which "have carcinogens in them. You don't want to be inhaling the fine particles once it breaks down, you don't want to be accidentally ingesting them or getting them into your skin." O'Connor continued, citing "incidence[s] of particular forms of cancer, especially in goalies, because they're hitting the ground so much more and scraping themselves." In addition to other health concerns, including heat from the high temperatures the turf can reach, O'Connor is "concerned about the blades of grass, which are plastic, that do wear down over time and the fine pieces can go away into the environment - the same is true with the infill." She added that a friend with the Hoosic River Watershed Association "says that the tire crumb from the Weston field (at Williams) is beginning to turn up in Christmas Brook."

O'Connor cited two studies, one by Toxic Use Reduction Institute out of Lowell, Ma,

and the other by Mount Sinai. The TURI report concludes that "artificial turf poses a number of health and environmental concerns. Those communities that have decided to install artificial turf are encouraged to make careful choices among the materials available to them." The Mount Sinai study begins, "based upon the presence of known toxic substances in tire rubber and the lack of comprehensive safety studies, The Children's Environmental Health Center of the Icahn School of Medicine at Mount Sinai urges a moratorium on the use artificial turf generated from recycled rubber tires," and largely calls for more research into the topic.

In spite of O'Connor's concerns, many would point to the two Williams fields as examples of the success of turf. When asked about these, O'Connor said that "taking it for granted that it's a harmless substance just because we have already have one here in town doesn't reassure me at all." Discussing the plans at Greylock more specifically, O'Connor said that she felt that "a natural turf option has never been seriously considered at any level by the school committee or in the minds of the community... I think they're simply comparing what's been there for years with turf and it makes the synthetic turf look like God's gift." When asked what she action she would like to see going forward, given that the school committee had already approved the plan, O'Connor said, "part of the reason I'm choosing to speak up now isn't that I think I'll win. I'm pretty pessimistic that I will prevail at this point, but I think that parents should be better informed about what actually is out there. I'd just like to see more conversation about it and the community not just rush into it; it does feel rushed."

In interview with the Echo, Skavlem spoke to the advantages of turf over natural grass. After a notoriously wet fall, "even though they re-sodded Allen field, it's a mess. We did look at potentially making that into turf as well. Grass fields - we can't be Williams college and maintain them like they do. The idea then was that we could have a grass game field and a turf game field." Other than the resilience of the turf field, Skavlem cited the ability to hold simultaneous games as another advantage.

"You could have JV and Varsity simultaneously - one's on grass, one's on turf - you

can have boys and girls playing at the same time. It just made a lot of sense."

When asked about environmental concerns, Skavlem said that "safety and health were things that we looked into right away, we've consulted with Williams and gone by their best practices. Our architect has done thirty fields in eight years. Twelve of those are happening now. Those numbers are indicative that it's become more accepted that there's no greater risk on a turf than on any other surface. Environmentally, it actually uses less water, you don't have to fertilize - less maintenance. You're not using mowers, you're not using gas." Skavlem pointed to a number of studies, including one carried out on soccer players in Washington State, that showed no higher levels of cancer in soccer players. A study performed by the Dutch equivalent of the EPA, Dutch National Institute for Public Health and the Environment, found "Playing sports on synthetic turf fields with rubber granulate is safe."

The student body remained divided on the issue, with 40 students supporting a synthetic turf field and 29 a natural grass field on a poll The Echo distributed through social media. Carolyn Jones, who plays soccer and lacrosse, said that she would love a turf field; "the girl's lacrosse team has had two or three home fields, being the

field at Mt. Greylock and the Williams turf and the MCLA turf, to the point where we had to have our senior's night at Williams. Although it's a great facility for the seniors we want to play on our own home field. A turf would eliminate these last minute changes to games which is confusing to parents and is not great for the parents either and would make practicing and playing in not ideal conditions way easier." Hannah Gilooly, who also plays soccer, cited concerns over cancer and turf burns, saying, "I would say no turf." Leo Rossiter provided a nuanced view of the issue, looking to balance the advantages of turf with its possible environmental concerns. "In a selfish way I want [a turf field] because I think it would be great to be able to practice on the same field we play on and our field is in pretty crappy condition most of the year. But in the grand scheme of things turf fields aren't the best; environmentally they're not great, people aren't sure about the health risks, and they get really hot, especially early on in the season."

With the divided opinion, Skavlem expressed hope that a turf field could satisfy all parties. "We want to do it right. We want to celebrate, we want to make it something that everyone can rally around, and make it a smooth and thoughtful project." ■

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ARTS & LIVING

Let's Talk Tonys A look at the nominees

By SAM TUCKER-SMITH

It's that time of year again - the American Theater Wing's Antoinette Perry (or Tony) Awards are just around the corner. While that probably isn't the first thought that comes to your mind when I say "it's that time of year again," the Tony Awards are the biggest awards given in the theater. It's the night when Broadway shows compete for those shiny gold statues.

Let's talk about those shows, shall we? Not the plays: there's no cast recordings for those, and as much as I'd like to go up to New York and see fifteen shows before next Sunday, my current Broadway budget of \$12 might not allow that. Let's just focus on this year's eight Tony-nominated original musicals (I'll go from least nominated to most nominated - gotta love a good build-up).

Be More Chill - One Nomination

Be More Chill's story seems to be straight from, well, a musical, probably. It premiered at a no-name theater and was initially dismissed by critics. Nobody expected the huge online following it would gain, which eventually propelled it to Broadway. There's only one kink in its success story: it hasn't succeeded. The New York Times warmly described the show as having a "repetitive score, painfully forced rhymes, cartoonish acting and a general approach that mistakes decibel level (literally and metaphorically) for emotional intensity." Yeesh. It's somehow nominated for Best Score, which I do not expect it to win.

King Kong - Three Nominations

The *King Kong* musical adaptation was lauded for its beautiful King Kong puppet, and not much else. Its score is dull and repetitive, and the show has gained no acting nominations - it's nominated for Best Lighting, Sound, and Scenic Design (the set, etc: this includes the puppet). While the first two aren't for certain, it's definitely winning the third - as one satirical article put it, "King Kong Puppet Somehow Snubbed By 'Best Big Ol' Monkey Puppet' Category."

The Cher Show - Three Nominations

The Cher Show is one of the two biographical jukebox musicals nominated this season. It's nominated for Costumes, Lighting, and its leading Cher, Stephanie J. Block. While Cher hasn't been nominated much, it's favored to win one of the biggest awards of the night (Leading Actress in a Musical) in Block, for two reasons: one, "Stephanie J. Block is great in *The Cher Show*," and two, "Stephanie J. Block has not won a Tony yet."

The Prom - Seven Nominations

The Prom is the underdog of the night. I had the pleasure of seeing this show in December - let me say, it's delightful. The musical comedy of an Indiana PTO that cancels a prom because of two lesbian students and the Broadway has-been "activists" that come to "help" (and get themselves publicity) is adored by critics and audiences alike, but the question is how much. It's nominated for 7 Tonys, includ-

ing two leading lady noms, Best Actor in a Musical (which it won't likely win, because of the competition - more later), Best Score, Direction, Book, and of course Best Musical. My prediction is that if it does happen to win Best Musical, it's also winning Best Score, and possibly Best Actress for Caitlin Kinnunen (who'd be tying with Audrey Hepburn for the youngest to ever win a Leading Actress Tony!).

Beetlejuice - Eight Nominations

How we got in this situation, we'll never know. The musical adaptation of *Beetlejuice*, which got mixed to negative reviews, has been nominated for 8 Tonys. Who knows; maybe the Theater Wing will take pity on the show and throw it a bone with Best Costumes or Most School Spirit or something. Moving on.

Tootsie - 11 Nominations

One thing the hit adaptation of *Tootsie* (which has been updated for 2019) is certain to win - you can quote me on this - is Best Leading Actor. By the time you're reading this, the awards may have already happened; I'm right, aren't I? While last year's score winner for *The Band's Visit*, David Yazbek, has a somewhat shaky chance at a win, Santino Fontana has gotten nothing but rave reviews for his nuanced performance as both Dorothy Michaels and Michael Dorsey. *Tootsie* also will likely win for its fast-paced, brilliant book (by Broadway newcomer Robert Horn). The Echo already has a more in-depth review of this show online - check it out!

Ain't Too Proud - The Life and Times of the Temptations - 12 Nominations

This year's other nominated autobiographical jukebox musical has been doing extremely well and has a plethora of nominations, but most of its categories seem to be leaning towards other shows. I'm actually predicting this will win Best Choreography after the surprising snub of *The Prom* from that category. Of course, I have no clues here for lighting and sound - I know almost as little about these categories as the people who will be voting for the winners.

Hadestown - 14 Nominations

If there's any musical this year that I'm expecting to sweep and win a majority of the awards, it's definitely this. The Greek mythology-infused passion project ten years in the making by folk singer Anais Mitchell is loved by critics and audiences, and may just be enough for the Tony voters. It has a glorious, passionate score - I'm expecting this show to win Best Supporting Actor (for either Patrick Page or Andre DeShields - more likely the latter), Best Supporting Actress (for Amber Gray), Best Direction (Rachel Chavkin, who was last nominated for *Natasha, Pierre, and the Great Comet of 1812*), and Best Musical.

Don't take my word for it - watch the Tonys June 9th (the day after this paper's released!), hosted by James Corden and an assortment of teary-eyed winners thanking high school drama teachers in their speeches. ■

Knock Down the House By OWEN TUCKER-SMITH

I don't usually write reviews, largely because most of my TV time is devoted to *Grey's Anatomy* and my palate is nowhere near as refined as Gabe Gerry's. But a few weeks ago I watched the new Netflix Original documentary *Knock Down the House*, and wanted to bring it up.

Knock Down the House is ninety minutes of direct footage from the lives of several women running for the Democratic nomination to Congress. Portrayed are Amy Vilela, running in Nevada; Paula Jean Swearengin, running in West Virginia; Cori Bush, running in Missouri; and, of course, Alexandria Ocasio-Cortez, running from the Bronx in New York 14.

One thing to note about the documentary is that it does not depict a battle between parties, but between new and old. All races shown are primaries, mostly between women who are running "for the people" and men who represent the establishment, the well-funded, and the "traditional" presence of the Democratic Party in their respective areas.

Another thing to note is that the documentary process began before the midterm elections. In fact, director Rachel Lears chose her subjects not long after the 2016 election almost three years ago, so she did not know that any of the four women, none of whom were "favorites," would make it to Washington.

Lears did not know that one of them would not only make it to Washington, but become one of the most influential politicians in the freshman class of congress within just a few months. She didn't know that one of them would make it to *Time's* Most Influential list for 2019, where she was praised as "a fearless leader."

The documentary is special because it captures such a journey from start to finish - something that most media could not, because why cover the story of some random working-class woman in the Bronx who has no chance of beating incumbent Joseph Crowley, the white man who has ruled over the congressional district for decades? If she has no chance of winning, why pay attention? Lears decided to focus on candidates endorsed by Brand New Congress and Justice Democrats, and it ended up turning into an incredible story. *Knock Down the House* presents Ocasio-Cortez's

road from the Bronx to Washington in a remarkably authentic way.

Authentic feels like the right word. We see Ocasio-Cortez at town halls and meetings, but we also see her in her apartment, somewhat annoyed at her boyfriend for having finished all the Ben and Jerry's ice cream. We see her in the elevator, knocking on doors, and in the street, long before she gains the national prominence she received when she beat Crowley in the primary. She's extraordinary, but she's also ordinary. The genius of the documentary is that it focuses on the aspects of her campaign that represent her candidacy - it focuses on the people.

But a start to finish look at AOC's campaign is not all *Knock Down the House* has to offer. The stories of Vilela, Swearengin, and Bush do not end in victories necessarily, but they are just as inspiring, driven fiercely by grief, hope, and discontent. Vilela speaks passionately about her daughter's health, which she attributes to a broken health care system. Bush is fighting against a name that had been in office since 1969, and Swearengin takes time while being filmed to point out the homes of those who had gotten cancer as a result of the growth of the fossil fuel industry.

In short, the four women followed throughout the documentary have stories. This was important to Lears, she told *Vanity Fair*. "They made these very high-stakes connections between personal experience and policy, and made those the cornerstone of their campaigns," she said.

I think that *Knock Down the House* is an important documentary to see regardless of your political leanings. It illustrates the importance of elections, regardless of their result. We place an important emphasis on elections as a way of placing people in power who we want to be in power. *Knock Down the House* shows that not winning an election is sad, but simply running can set a political precedent. Even coming close to winning against an established politician with name recognition will change the way people think about politics. The documentary will help remind you that if there are politicians in power whom you dislike, there are others who are fighting against them. You don't notice them because they aren't winning, but they're there. ■

Making Pizza at Home By GABE GERRY

Pizza is a perfect dinner go-to for any day of the week and any time of the year. Part of its draw is its convenience; it is easy to go out and buy a pizza or have one delivered. My favorite way, though, is to make an amazing pizza right at home. Although it may sound like a lot of work, making pizza is super easy and can be really fun for the whole family to do. If that's not enough appeal, when you make your own pizza, it is fully customizable, so you know you're going to love it.

For the crust, you can either buy one at the store (I know most stores have some pre-made pizza doughs), or you can whip up a dough before you leave for school or work. Making it ahead of time is recommended because, with a yeast dough like ours, it is best to allow lots of time to rise. Here's a suggested recipe to make the perfect, crunchy-on-the-outside, fluffy-on-the-inside pizza crust.

Perfect Pizza Dough Recipe, from 500 Pizzas and Flatbreads

- 1 ½ cups all-purpose flour
- 1 ½ cups bread flour
- 1 teaspoon sugar
- 1 teaspoon yeast
- 1 teaspoon salt
- 1 ½ tablespoon olive oil
- 1 cup warm water

Mix together 2 cups of flour, 1 cup of both bread and all purpose, along with the sugar, yeast, and salt. Set that aside. Mix the olive oil and water together and slowly mix that into the flour mixture until combined. Finally, mix in the last cup of flour.

Knead the dough with a dough hook for about 4-5 minutes and then put it in a lightly oiled bowl for a few hours or until you're ready to cook. If left longer than three hours, be sure to cover it with saran wrap.

When you are finally ready to use the dough, you can split it up for smaller pizzas or just make one big one.

For the sauce, it is easiest to just go out and buy one. I always like either a regular

pizza sauce or a tomato and basil sauce. Making a sauce is pretty hard and time consuming, but here's a recipe if you are ambitious!

Easy(ish) Pizza Sauce

- 1 Large can peeled plum tomatoes
- Olive oil
- Salt
- Garlic

Always remember to drain the tomatoes first to avoid watery sauce. Once you have your drained tomatoes, you can either pull them apart into little pieces or put them through a food mill. A food mill works better and your hands don't get as messy. You may have to crank it a lot because it takes around fifteen minutes to get all of the tomatoes milled and to the perfect texture. You want to find the perfect consistency: not too soupy, yet not too thick.

Once you have your ground tomatoes, add a good amount of salt and olive oil. It is all up to you, but it may take a lot of salt and olive oil to really give the sauce flavor. For the garlic, you can either mince a clove up or cut very thin pieces. Add in more if desired. Mix everything together and it's ready to go!

When you are ready to make the pizza, you can heat the oven up to 450°- 500°F and, if you have one, put in a pizza stone. Otherwise, you can cook the pizza on a cookie sheet. Roll out the dough on a floured counter until you reach the desired thickness and size. If you are using a cookie sheet, make sure the dough can still fit on that. Once you've rolled the it out, move the dough to a pizza paddle with cornmeal on it to prevent sticking. Then, the fun part: top with sauce, cheese, pepperoni, pesto, and truly anything you want. My favorite is with red sauce fresh and grated mozzarella cheese, caramelized onions, and pepperoni, but the possibilities are endless.

When the pizza is done, cut it, serve it, and enjoy! ■

The Need for Clarity

By THE EDITORIAL BOARD

You frequently hear that there's a cheating problem at Mount Greylock, but does anyone truly know what constitutes cheating? Some may exclusively equate "cheating" with copying answers during an exam, while others also consider asking someone who has already taken a test whether it is hard to be dishonest.

If Mount Greylock does have a cheating problem, it is partially attributable to the lack of understanding of what integrity - one of the pillars of the Greylock Way - means. In writing this editorial, the Board searched for an official definition of academic integrity issued by the administration, and found the academic dishonesty matrix, which lays out consequences of cheating. The document defines cheating as "claiming credit for work not the product of one's own effort; providing access to material or information so that credit may be claimed by others; failure to acknowledge sources; knowledge or toleration of cheating." The matrix does a great job of laying out specific consequences of different levels of offenses. But the definition does not give a clear standard of what cheating is, leaving a lot of room for interpretation. It leaves many questions: what about what goes on in the hallway? What is "material or information?" The definition seems to want to be vague as to encapsulate a wide variety of types of offenses. But the lack of specificity is harmful.

No, you're not off the hook because there isn't a particularly accessible definition you can use. There is a moral and ethical standard any student should have concerning school work, whether or not that is clearly stated by the school.

But you do deserve to know what you can and cannot do.

Studies over the past years have illustrated that often times, students complete dishonest acts but don't consider them to

be "cheating." Researchers at the University of Nebraska found that only 47 percent - less than half - of students thought providing test questions to someone who would take the test later counted as "academic dishonesty." This figure is particularly interesting next to some of the other numbers in the same study. Well over half of students claimed that writing a report based on the movie instead of the book would be academically dishonest (only 39 percent said that this wasn't academically dishonest). So in the eyes of the students in the survey when put in aggregate, watching a movie instead of a book is much worse than giving others test questions. The researchers acknowledged that cheating is widespread, but also pointed out that in many cases "students simply don't grasp that some dishonest acts are cheating."

Cheating is a problem. There's no question that a lack of academic honesty has consequences for students, even beyond a zero in the gradebook: trust issues, incompetency, and an increased lack of motivation, to name a few. Academic dishonesty must be addressed, but it's simply impossible to do that without laying down a neat, detailed framework for what students should and should not feel comfortable doing.

The Board would like to see an approach to the "cheating problem" that stresses educating students on exactly what is and is not ok. Will this make all students stop doing things that are designated as "not ok?" Absolutely not.

But by detailing what is and isn't dishonesty, teachers and the administration would be putting messages in students' heads. They would also be starting a conversation. If students can start talking about what is and isn't ok, something is being done right. ■

A Look at the Adversity Score

By SAVILLE KEYES

I've never been a fan of standardized tests. Every student has different abilities, strengths, and weaknesses. The people grading them have no idea who you are as a person, what you have been through in life, what has truly shaped you, or what you are capable of. Due to this, the tests are neither an accurate nor fair representation of one's intelligence. This is especially the case when you factor in something called socially constructed stereotypes. These stereotype threats occur in situations in which individuals believe that they are at risk of confirming negative beliefs about their social group. For example, according to an article titled "The Neuroscience of Standardized Test Taking," women partic-

ularly feel this threat taking exams because of the beliefs about themselves and their capabilities that have been forced into their brains by society. In fact, a study done in 2014 using EEG, an accurate psychological measure, focused on the effect of the stereotype threat on women's performance when completing a series of math problems. They came to the conclusion that the bias of women's presumed inferiority in mathematics caused by the stereotype threat had damaging consequences for memory, attention, and general information processing, all of which are necessary to do well on a standardized test. On top of this, many people feel that racial stereotypes affect testing in a similar way.

Recently, there has been so much corruption surrounding standardized tests, wealthy families, and elite universities with the college admissions scandal. The mere fact that this corruption even exists reinforces the inequity of these tests as

well as my disdain for them. However, the College Board just announced a new addition to the SAT score, which they have officially named the "Environmental Context Dashboard" but is better known as the "SAT Adversity Score," thanks to the *Wall Street Journal*. This new score is calculated from 15 factors and takes into account a student's community and high school system. According to the College Board, this involves the crime rate of the student's town, poverty rate, family income, and availability of the AP test in that school. Students are scored on a scale from 1-100, a score of 50 and below representing privilege and 50 or above indicating adversity. This seems like a great opportunity for

The system is based in bias. No adversity index will change that.

so many underprivileged people who could otherwise be rejected from elite schools and is certainly an appealing premise. On the flip side, it could negatively affect anyone who goes to a good school and lives in a nice area but has a hard home life or challenging circumstances.

After nationwide public outrage, it feels like the College Board is suddenly scrambling to fix the mess created by the college admissions scandal and the long history of biases in such exams. In fact, the SAT was invented by a man named Carl Brigham who believed that the test was the best way to keep African Americans and immigrants subordinate as well as to maintain "white purity" This system, though promoting diversity at this moment, is based on biases. No adversity index will change that. It is a nice goal to have, but at the same time, scoring people on social factors - things they cannot control - is too subjective and could hurt just as many as it helps. ■

The True Goals of Abortion Bans

By MADDY ART

Over the past month, a slew of Southern states have signed into law bills that severely restrict women's access to safe, legal abortions, directly violating *Roe v. Wade*, the 1973 Supreme Court decision that guarantees the right to an abortion for anyone who needs one up to the point of viability, at which the fetus could survive outside of the womb. After that point - 24 to 28 weeks, according to K.K. Rebecca Lai of the *New York Times* - abortions are only performed in very rare cases in which the child or mother's life is at risk.

The laws have taken several forms, the most restrictive being in Alabama, where all abortions are banned from the point of conception, even in cases of rape or incest. When and if this law goes into effect, doctors who perform abortions could face up to ninety-nine years in prison. Georgia, Kentucky, Montana, Mississippi, and Ohio have all passed "fetal heartbeat bills," which ban abortions once a heartbeat has been detected. Montana, Oklahoma, and Texas all introduced bills similar to Alabama's, but they have not yet passed.

Even though heartbeat bills slightly kinder than bills that completely outlaw abortion, they are effectually the same as the Alabama ban. Most women do not know they are pregnant at six weeks, the point at which a heartbeat can be detected. If the woman has a regular, 28 day cycle, she would only be two weeks late for her period, which often would not be an anomaly. Neither type of law prevent women from having abortions; instead of seeking a medical professional to safely perform the procedure, they turn to "back-alley" or unsafe abortions, which put the mother's life at risk. After the right to an abortion was secured in *Roe v. Wade*, maternal deaths from abortions decreased from eighty-eight in 1972 to 48 in 1974, according to a 1976 study by Willard Cates and Roger Rochat.

It also sounds particularly alarming for a bill not to allow exceptions for rape or incest, but strict abortion bans that do allow for those exceptions are equally despicable. Our country does not treat women who were raped well. If the testimony of Dr. Christine Blasey Ford showed us anything,

it's that our country does not treat survivors of sexual violence well. The same lawmakers supporting these abortion bans refused to believe Dr. Ford's fully credible testimony. There is no reason to believe that women seeking an abortion after being raped would be treated any differently. Forcing women who have been raped to go through the emotionally devastating process of reliving and proving their rape is abhorrent and would likely deter these women from seeking abortions, meaning that they would have to carry to term and raise their rapist's child. For women who were raped to have full access to abortions, all women must have full access to abortions.

Further, woman simply should not have had to become pregnant in forceful or dramatic circumstances to be able to have a safe abortion. In even the most careful situations, birth control methods can fail. Responsibility for birth control falls disproportionately on the women. For birth control pills to be maximally effective, they must be taken every single day at the same time, requiring a level of diligence that men never have to replicate in this process. Women are frequently told that they shouldn't have had sex if they didn't want to get pregnant. Men, without whom pregnancy would not be possible, are never told that they should abstain from sex to prevent unwanted pregnancies.

Moreover, many women do not have financial access to certain birth control methods, meaning that abortion bans disproportionately target low-income women. If a woman cannot afford birth control, she cannot afford to get an abortion in states that severely restrict abortion access. She certainly cannot afford to raise a child.

If a woman has gotten to the point of deciding that an abortion is right for her, she is sure that she is not in a position to raise a child in a healthy, loving home. Forcing more children into homes in which they are not wanted or properly cared for sets them up for failure. There are countless reasons that a woman might not want to raise a child. Maybe she isn't emotionally ready, maybe she isn't financially able, maybe her career is taking off, or maybe she just does

not want children. Guess what? It does not matter! Women know what is right for them when, and it is insulting not to trust and allow them to do it.

Those in favor of these abortion bans call themselves pro-life, but they are not. If they were pro-life, they would care about the life of the 16 year old who wanted to go to college and make a life for herself, but was forced to drop out because they got pregnant and could not seek an abortion. If they were pro-life, they would care about the lives of the hundreds of thousands of children in foster care, awaiting adoption. If they were pro-life, they would care about the lives of children whose families cannot afford healthcare or food. If they were pro-life, they would care about the lives of the six children who have died in US custody at the border in the past nine months and would not also support the immigration policies of President Trump, those in which children fleeing violence are separated from their families and kept in cages. If they were pro-life, they would care about the lives of children whose lives are threatened by gun violence every day.

If "pro-lifers" actually wanted to see a decrease in women seeking abortions - a noble goal! - they would do the things that actually reduce abortions, like providing accessible birth control and comprehensive sex education. When Colorado began providing low-cost IUDs, teen abortion rates dropped 64 percent, according to Jennifer Brown of the *Denver Post*. But many of these lawmakers don't take those steps. They don't educate women on how best to avoid unwanted pregnancies or provide the tools for women to do so, and they don't allow women to terminate pregnancies when they haven't had access to either of the former options.

These lawmakers also identify as conservative, so, by the definition of conservatism, they should oppose this level of government regulation. Given these otherwise irreconcilable aims, it's clear that the goal is not reducing abortions but maintaining the traditional social structure of woman and man as the decision maker.

The supporters and architects of the

extreme bans have made it clear that their goal is for the laws to be taken to the Supreme Court, where the confirmation of Brett Kavanaugh cemented a 5-4 conservative majority that is likely to be sympathetic to the idea of overturning *Roe v. Wade*. On May 14, Democratic Senator Mazie Hirono of Hawaii tweeted that "The stage is set to overturn *Roe v. Wade*, taking away a woman's right to abortion." Even if the ruling is not reversed, sections of the bill could be deemed constitutional, whittling down the protections *Roe* mandates. The Alabama bill is so radical that any "compromise" would still be a full-throated attack on abortion rights, which harms not only women, transgender, and nonbinary people who could need abortions, but the men in their lives, too.

Not all hope is lost, though! Even if *Roe* is overturned and there is not a federal right to abortions, states can pass laws protecting abortion rights. Vermont's governor recently indicated that he would allow Bill H.57 to pass, forbidding the state from "restricting the right of an individual to terminate the individual's pregnancy." Nevada also passed a bill that would increase the accessibility of abortions by changing a law intended to dissuade abortions by requiring doctors to warn patients about "emotional implications" of the procedure.

These laws show the importance of local elections in our immediate, daily lives. If Stacey Abrams had won the Georgia gubernatorial election in November, the heartbeat bill would have been vetoed. Because Tony Evers won Wisconsin's gubernatorial election in November, he will veto the restrictive abortion bills if they pass the Wisconsin State Senate. In 2020, our votes matter for more than the presidential election. Members of the Class of 2019: as you head out into the world, learn about and participate in the local elections wherever you are. I hope you'll join me in voting for candidates who will fight to protect the you who is a living, breathing human with thoughts and emotions, not just the you who was a mass of tissue in utero. ■

FUN & GAMES

Twin Advice: Twice as Nice

By CLARA and CHARLIE MCWEENY

Dear Twins,

I am graduating from Greylock this spring and am looking for the perfect goodbye gifts to express my appreciation for all the great teachers I have had. Any recommendations?

Thanks,
Grateful Grad

Hi Graduate! Thank you so much for your question and congrats on making it through! We have decided to put our heads together on this one to compile the perfect list for you (hopefully not killing each other in the process). We've mostly listed gifts for the teachers we've previously had, so this is just a start! Hopefully these gifts will make up for all the years of being a mediocre student.

Ms. Barrett, English Teacher: Please, for the love of God, just get her a book. Any book. That's all she really wants.

Mr. Gibson, History Teacher: Give him back one of the many [insert US history topic here] books he (generously) forced on you during your time at Greylock. I'm sure he's looking for it and no one actually believes that you "flipped through it."

Mr. Fisher, English Teacher: Another tweed jacket. That one he wears everyday is on its last legs (sleeves?), and we all know those elbows can only be patched so many times. Also, see the last edition of the Eggplant to find out what happens when he takes the jacket off (shameless plug).

Mr. Price, Math and Computer Science Teacher: Amazon Basics pens (not a promotion)!

Mr. Dils, English Teacher: Just promise him you'll never misuse a comma again. There's no telling how far you'll go in life if you've memorized every single comma rule ever.

Mr. Davis, English Teacher: Babysitter. Or at least one night of four uninterrupted hours of sleep. God knows he needs it.

Mr. Pratt: We recommend a search mission.

Ms. Tucker-Smith, English Teacher: A copy of this paper. We heard she's a fan of the editor.

Ouisa, Orchestra Teacher: Earplugs. You know she needs them.

Ms. Turner, Ex-Pat: This may be a bit outside of your price point, but maybe a one way ticket back from Italy? We've been told the school is struggling to find a Latin teacher...

Coach Bell, Health Teacher: A good lawyer. Rumor has it that by the time this hits the newsstands, a prior arrest of his will have been revealed...

Dr. Burdick, Science Teacher: NASA security clearance (we all think he still works there).

Tom O, History Teacher: Teach him how to use a computer. The handouts are getting, well, out of hand.

Mr. Welch, History Teacher: We know this is a bit unorthodox, since most people need cursive lessons, but maybe teach him how to write in print? There's really no proof he actually knows how to.

Coach Jordan, Gym Teacher: Essential Oils. Duh.

Coach Gill, Gym Teacher: More hours in the day to work out (this gift is probably the most attainable).

Dear Twins,

I'm a senior who plans on attending college next year, and I am currently filling out forms to find my perfect roommate. I'm supposed to describe my tendencies as a roommate to make sure I get the per-

fect match. What do you guys look for in a roommate?

Best,
Reflective Roommate

Dear Reflective Roommate,

Congratulations on this next step in life! You are going to have an amazing four years in college, but roommates are tricky. They can make or break any experience, and I know this from having to share a room for the first 10 years of my life. My attitude towards the whole thing is this: sometimes ensuring the happiness of both you and your roommate is more important than whose turn it is to sweep. Set rules in place before you start living together, but don't freak out if there's a dirty sock on the floor once in a while. I'm sure your roommate will get around to cleaning out all their used dishes eventually, so why ruin a friendship over it? College is of course about education, first and foremost, but it's also where you'll find some of your closest friends. Obsessing over organization or studying can get in the way of having some of the best experiences of your life. Some warning flags for roommates that will be zero fun: an excessive number of bulletin boards/post it notes. Not that there's anything wrong with either of those things, but you should be careful about the quantity. I mean, how much post it notes does anyone actually need? That's what the reminders app is for! Also, it is crucial to get a roommate with the same sleep schedule as you. The last thing you want is some runner who gets up at the crack of dawn and has to go to bed early because of their "training schedule." *Lame!* Don't get me wrong, I'm all for rooming with an athlete, but runners are notoriously insane. They're incredibly boring, super high strung, and oftentimes develop really weird interests (planes?) that they will literally never stop talking about. If you are set on sharing a room with an athlete, I've been told that soccer players are pretty cool. I guarantee that if you take this advice, your next four years will be perfect! Best of luck and whatever you

do, don't get a runner as a roommate.

Clara

Dear Reflective Roommate,

Wow! Those six years at Greylock sure do fly by. Congratulations on finishing high school, and we here at the Echo can't wait to see where the next four years of your life will take you. Moving away from home certainly is an exciting step, and we agree that having a good roommate for the first year is essential. I know from experience, @claramcweeny, that a bad roommate can make your life miserable, while a good one can make all the difference. I'm sure you like to wake up early to get to work, so you should look for a roommate who likes to wake up early too. Likewise, you almost definitely appreciate the mental and physical benefits of running, so should make sure your roommate shares this passion, which shouldn't be too hard considering anyone worth half their salt is a runner. While we're on the topic of sports, avoid soccer players at all costs; they're dirty, messy, and notoriously grumpy. In college, for better or worse, you'll have plenty of work, and your dorm room will be the place you do a lot of it. As I'm certain you're a rational person, you'll need a clean and organized space to focus on your work, so make sure you avoid soccer players. If you find anyone who appreciates organized bookshelves, bulletin boards, a clear floor and a clean desk, you're on the right track. Find someone who isn't totally obsessed with digital gadgets, and knows the advantages of physical reminders (post-it-notes anyone?). Finally, you'll want a roommate who has diverse and unique interests. Find someone with a quirky hobby, like a love of planes. I'm sure you'll have plenty to talk about. With all this in mind, we're sure you will find the perfect roommate no matter what, as long as they're not a soccer player. Congratulations.

Best wishes,
Charlie ■

Lateral Thinking Problems

Selected by math teacher Mr. Thistle

1. A man walks into a bar and asks the barman for a glass of water. The barman pulls out a gun and points it at the man. The gun is not loaded but the man who asked for the water does not know this. The man who asked for the glass of water says "Thank you" and walks out. The man who asked for the glass of water is honestly thankful to the bartender. Why?
2. A woman had two sons who were born on the same hour of the same day of the same month of the same year. But they were not twins. How could this be so?
3. A man pushed his car. He stopped when he reached a hotel at which point he knew he was bankrupt. Why?

		9	6			3	7	
	6							1
5	8	3			7			4
			7		8	4		
	7			9			5	
		6	1		2			
6			5			7	3	9
4							6	
	9	5			6	1		

The Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williamstown, Mass. While the Echo posts most content online, print editions are published periodically. Any Mt. Greylock student is welcome to join the Echo staff.

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3. The man was playing Mo-nopoly :)

2. They were part of three triplets!

1. The man had the hiccups. The bartender scared the hiccups out of him.

Answers

Mr. Thistle's Lateral Thinking Problems