

The Greylock Echo

Graduation Edition

Mount Greylock - Williamstown Mass

Saturday, June 12th

MG Relaxes Mask Restrictions

By SYLVIE CLOWES

On Friday, May 21st, the Mount Greylock Regional School District updated its mask policies after an announcement ending the mask mandate in Massachusetts that was given on May 29th by Governor Baker. The updated policy brought the school in line with the relaxed state regulations and says that students do not need to wear masks when outside, and teachers do not need to when outside and distanced.

Principal Jacob Shutz was glad to see the school committee decide to bring its recommendations in line with the state, since "we have to follow whatever policy is more strict." He said that the change in the restrictions "doesn't affect our day to day operations inside the building." He also said, "the school committee and the state have thread the needle to find that middle ground, and follow the science, as much as they can."

Many Mount Greylock students are glad for the relaxed rules. Freshman Lily McDermott said, "Outside and distanced, I don't feel at risk of getting or spreading the virus." Julius Munemo, a senior, feels that the looser restrictions are "a step in the right direction." He is fully vaccinated and said, "the more you understand that you're not at risk, or even at risk of possibly transmitting it, the more wearing a mask feels pointless, even indoors."

Those involved in outdoor sports are especially impacted by the change. PE Teacher and Track and Field coach Brian Gill said, "running workouts every day in a mask has always been hard." Gill feels that "it's been a wonderful transition" and that it is "great to feel a sense of normal competition."

Freshman Ava Anagnos added, "especially for those of us playing outdoor sports, it's the safest choice as the weather gets hotter." Eighth grader Knowl Stroud was "a bit cautious at first but [he] realized that in the end, when you're outside, fewer masks is more fun, especially during sports."

However, the suddenness of the change, coupled with the fact that Berkshire County was still in a "high risk" alert when the change came through, caused some to question whether it was the right moment to loosen restrictions. On May 21, only 35 percent of the Berkshire County population was fully vaccinated, with 45 percent of residents having received at least one shot. ♦

On that date, those under 16, roughly half the students at Mount Greylock, had only been eligible for the vaccine for a week. Vice-Principal Colin Shebar said he wonders about the "unseeable impacts of dialing back some of these (safety precautions) when we still are trying to get vaccines out when and we still are trying to make sure we've got that herd immunity."

While Shebar feels that this will overall be "really good for our students' mental health" he does note that "some of our students are still struggling with the anxiety and stress of the pandemic. And I think the safety and health measurements we've had in place all year have helped alleviate that stress and anxiety."

In the end, Shebar said, "we then have to look towards the science and what the experts are telling us, and the science is telling us there's not a lot of outdoor spreading, especially in the student population's age group."

The district is hopeful for a greater return to normalcy as we head into the summer. For now, all current guidelines pertaining to COVID within the building will remain the same.



Ainsley Abel ('23), Annie Art ('23), and Molly Sullivan ('23) enjoying a maskless lunch outside

Munemo and Weaver to Speak at Graduation

By KRISHIV MALHOLTRA AND ALAYNA SCHWARZER

On Saturday, June 12, the Mount Greylock class of 2021 will hold their graduation ceremony. Each year, one student is selected by their peers to give a speech, and another is selected by the faculty.

Ruth Weaver was chosen by the faculty to speak on behalf of her graduating class. Weaver plans to talk about the funny moments she has had at Mount Greylock over the years with both her teachers and peers in her speech. Some of her favorite memories have come from spending time in the auditorium and band room. Other memorable anecdotes include, "All the times [she] spent sprawled out in the back of various buses," Weaver said. This year, as a senior, she loved going to Waubeeka to eat lunch.

Something she will cherish from high school going forward is all "the long-lasting, tight-knit friendships that Mount Greylock fosters," said Weaver. Although Mount Greylock was lots of hard work and was stressful at times, she was surrounded by the people whom she loves and respects.

Weaver, like all students, has had some highs and lows over the years. Some high points for her were completing her work on time and acting in shows and performances at Greylock. Weaver's favorite thing from Mount Greylock is spilling coffee in every single classroom and hallway of both the new and old school.

Weaver's experience in her last years at Mount Greylock has undoubtedly been marked by the COVID pandemic. It was especially hard when "trying to figure out the college process and take more initiative in my education during the pandemic," said Weaver.

Although the pandemic has made Weaver's junior and senior years look much different, she remains grateful. "Both of those ended up being transformative experiences that helped me grow", Weaver said. After graduating, she will be attending Barnard College next year.

Julius Munemo was selected by his peers to speak at the graduation ceremony.

Munemo is planning to make his speech short but funny. Munemo says some of his best memories involve inside jokes with his friends.

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6th Grade Excitement

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NEWS

Student Art Displays Featured At '62 Center

By MIA LAFRAZIA

Have you taken a walk around the Williams campus lately? Perhaps you've noticed the artwork displayed on the windows of the '62 Center and looked close enough to recognize some of the names attached.

Mount Greylock's art teacher, Jane-Ellen DeSomma, and '62 Center employee Randell Flipping teamed up to put together an exhibit to showcase Greylock artistic talent. DeSomma explained to the Echo the school is frequently involved with the Norman Rockwell Museum High School Exhibit and the Teen Invitational at Mass MoCA. However, both were cancelled this year due to the COVID-19 pandemic.

When Flipping reached out to schools in Berkshire County on behalf of the '62 center, DeSomma was the only teacher to join. There are about 45 pieces in the exhibit hanging up in the windows of the main lobby of the '62 Center.

The Echo reached out to a few students that have their art displayed. While there was no specific theme to the display, many pieces took on political symbolism. Sophomore Altan McIntosh, a student with his artwork displayed, described his piece as, "politically inspired," and said, "the piece was supposed to be a critique of capitalism, specifically how one man essentially controls thousands."

Junior Zoe Armet created a mosaic of koi fish to which she said, "I was inspired by water lilies and how dainty they look on the surface

of water, and I wanted to recreate that but with an accompanying fish." Armet added, "I think it's cool that the town is doing this, especially because I feel like Williams can overwhelm some local elements of the town."

Junior Felicia Laroche felt similarly about the exhibit and said, "I am excited to brighten up the environment because I think we are all excited to be getting back out and about." For one of her featured pieces, she created a reflection of how she sees herself. The image shows two different sides to one person's face; one side features a crown and the other, a dark wing. Laroche said, "my inspiration was my own experience going through high school, growing up, and building my future."

If you get the opportunity, you can admire Mount Greylock's student artwork for free at the '62 Center on Main Street in Williamstown. ♦



Photo courtesy of Mackenzie Sheehy

College Board Conducts Modified AP Exams

By MOLLY SULLIVAN

Students at Mount Greylock returned to a more traditional testing season this spring, and although it felt closer to normal, many tests looked different from previous years. Many Advanced Placement (AP) tests, a result of a year long high school class that models a college course, were remote this year and were thus taken at home.

Junior Sophia Mele took AP Chemistry in-person and AP Psychology at home. While she liked the at-home exam because she was able to be in her own house, she liked the format of the in-person exam better.

One of the major changes to the remote testing platform was the inability to move back and forth on the exam. Students taking the remote tests were no longer able to go back to previous multiple choice questions once they moved on. This was done to strengthen test security, but it was unpopular among many Greylock students surveyed, including Mele.

"Taking a remote test], there were more distractions and ways that I could just sit there and zone out. And then when I was in person, sitting at the test with paper made me more focused on what I was doing in front of me," Mele said.

Mele preferred the paper test to the online one because she could go back and use her answers from some multiple choice to answer others. A student surveyed also expressed the same sentiment that the multiple choice question

experience was difficult.

AP Chemistry teacher Faith Manary expressed the difficulties of remote learning during this strange year. She was grateful that the exam was moved back two weeks, because it gave teachers extra time to teach material.

"I do feel like it was hard to teach some of the stuff remotely because it's just not as interesting [without] hands-on. I wish we had more lab time for chemistry," Manary said.

Manary said her students felt the test looked similar to what they practiced in class: former released exams and practice questions. Many students shared the same sentiment, with none out of the seven students surveyed answering that AP tests were largely different this year than in normal years.

Students shared a variety of opinions on the remote nature of tests, but many said the location of the test did not change their feelings. According to a survey conducted by the Echo, 57 percent of students felt AP classes were at a disadvantage this year due to the large amount of remote learning.

"It felt like a 'what you make of it' year. It wasn't great if you never paid attention in class. But you got more out of it if you made some effort," Sophomore Jennah Simpson told the Echo.

One student surveyed mentioned the desire for optional AP tests, a debate that has been

going on throughout the Mount Greylock community for the past few years. Another student even said the exam was an "inconsiderate test requirement."

AP Psychology teacher Thomas Ostheimer commented about his experience teaching an AP class during a pandemic. AP Psychology was taken remotely this year, along with history and english classes.

Ostheimer said his students felt flustered during the multiple choice because they had little time and couldn't go back to questions. AP Psychology test takers were tasked with 100 multiple choice questions in 70 minutes.

"I would say that the online version was challenging in terms of time management," Ostheimer said. "Typically, in the AP Psych exam, you don't need to know names as much as you need to know psychological theories. [This year], they would have a description of the theory and then you would have to identify the person, so that was different."

Ostheimer said he changed his teaching techniques in order to suit the remote learning environment and the Zoom students. He usually runs a "seminar style" class, but this year was "much more presenting information," Ostheimer said. "I made sure they interacted, but having a discussion on Zoom is difficult." ♦

NEWS

School and Student Council Hold Elections

By QUIN REPETTO

Some of the backbones of our school are the Student Council and the School Council -- two organizations that work to improve our school and our community as a whole. However, some may not understand what exactly these two councils do, or how they are structured.

The Student Council is made up of 20 students with five representatives from each high school grade. They meet every Tuesday, and the meeting notes are accessible to the public.

They are responsible for addressing student needs by listening to students' concerns and then bringing these issues to their meetings so they can be addressed and solutions can be brainstormed.

After discussing these issues, the council will generally form a small subcommittee. This subcommittee will then talk to the appropriate people within the administration to see how they can resolve it and satisfy the student body's needs.

"The nice thing about Student Council is that our initiatives change depending on what people on the council are interested in," said current Student Council President, senior Jacqueline Wells. "If there's something that you're really passionate about, bring it to the student council, and we can adjust what our role is to work on that."

Alternatively, if the issue cannot be resolved at that moment, the Student Council will still be able to provide an explanation for why it cannot be resolved. In this way, the students still understand why they won't get what they want.

The Student Council has a number of other duties as well. For example, they help with open house nights and tours for rising 7th graders. In the same vein, they represent the student body to new students during orientation.

The Student Council also plans out School Spirit Week, and has often taken part in service projects. Additionally, they are also frequently called upon to take part in interview committees.

Another major task of the Student Council is to report at monthly school committee meetings. There, they report on what is happening at Mount Greylock from the student perspective; not just about current issues but also problems they were able to solve. In this way, the community has a sense of their success.

The Student Council has been busy in the past year during the pandemic. One major issue they attended to was the problem with snow days. Originally, the ruling was that snow days would henceforth be remote learning days. As the Student Council understood, students were against this decision, so they wrote a letter to Superintendent McCandless urging him to return snow days to their original format. As it turned out, he agreed, and the decision was overturned.

The Student Council has also looked at AP courses and how they are perceived. In a recent survey, the Student Council asked students if they would be more willing to take AP

classes if the final AP exams were not required. Furthermore, they have looked into a number of other issues, including attendance policy, course schedules, the course curriculum, and how the GPA is communicated to students.

The School Council, on the other hand, is made up of parents, teachers, administrators, community members, and three student representatives. These students can be from any of the high school grades.

Unlike the Student Council, the School Council meets monthly, and essentially acts as an advisory board for the principal. Their responsibilities include helping Principal Jake Schutz review the program of studies along with the curriculum leaders, who are Mount Greylock's department heads.

One of their most important jobs is to create a School Improvement Plan. They first assess the needs of the school community, then work with Principal Schutz in order to create an action plan which addresses these needs.

Another new technique that the Student Council is trying out is approval voting.

Members of the School Council will often talk to the Student Council in order to preserve a liaison between the two groups. Many times, there has been a student on both the Student and School Council to serve in such a role. If not, the Student Council often invites the School Council representatives to some of the Student Council meetings.

Recently, elections were held in order to elect members to both the Student Council and the School Council, as well as to the class officers for each individual grade. The entire student body elected representatives to the school council, while student council members were elected by their specific class.

Normally, candidates will give a speech live, after which students will receive paper ballots that they use to vote for a candidate of their choice. This process is generally managed by the senior class, who counts out the ballots and whose president and vice president organizes the speech-giving. Once Covid protocols have lightened, this is "the process it will be back to, probably," said Wells.

However, when Covid struck last year, a different method had to be used. First of all, the Spring election of last year was pushed to late September. In regards to the actual voting process, Senior Michael Faulkner designed a Google Form that had the candidates' speeches

as videos embedded in it. In September, students watched the videos on their own time, and then voted for the candidates of their choice on the form.

This Spring, the form was the same, but students also watched the videos in their history class, where they were given time to vote afterward. "[Watching the speeches] really emphasizes the importance of engagement," said Student Council Faculty Advisor Mary MacDonald in a recent interview with the Echo. "It's civics on a small scale, but it's still civics, and that is really important to us."

Another new technique that the Student Council is trying out is approval voting. Approval voting means that you vote for all of the people you approve of, and think will do a good job, instead of just the one. For example, if there are seven candidates for the five student council positions, you can vote for all seven if you approve of all seven. However, like regular voting, the student(s) with the most votes still wins.

The Student Council considered implementing approval voting after the election in September. After debating between approval voting and rank-choice voting, the Student Council eventually voted to amend the constitution and implement approval voting.

"The hope was to encourage more participation," said Wells, "and to encourage everyone to be more involved." According to Mrs. MacDonald, the decision was made "in part because [members of the Student Council] didn't want elections to become a popularity contest. They take their work seriously, and they wanted to be able to convey that effectively."

She added, "they were also hoping that by doing approval voting, more students would consider a candidacy... That's helpful to draw people in because they feel they have a fair chance, because more people would recognize that they can do the job. It felt like a more Democratic approach to our election process."

The votes were counted over the past week, and the final results were announced on Friday, May 28th. The student council consists of, in no particular order: Christian Sullivan, Jack Catelotti, Luca Hirsch, Rona Wang, and Livia Morales for the rising Seniors; Molly Sullivan, Altan McIntosh, Matteo Chang, Elena Caplinger, and Annie Art for the rising Juniors; Celina Savage, Lucy McWeeny, Parker Smith, Mira Boyer, and Caleb Low for the rising Sophomores; Erik Powell-Bechtel, Zeke Singer, Knowl Stroud, Aleksei Chang, and Polly Rhie for the rising Freshmen.

The School Council only had two openings this year. This is because, even though it is only halfway through the current school council representatives' terms, two of the representatives are current Seniors. To fill their place, rising Seniors Rona Wang and Livia Morales have been elected.

The newly elected representatives have a number of plans for next year. Many of them have expressed interest in moving the school

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Graduation Speakers

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“School is cool and all, but the only things I really want to remember from high school are the times when everybody was collectively laughing, or collectively angry,” said Munemo. Some things Munemo will cherish going forward are the relationships he made over the years as well as the educational opportunities he got to participate in.

“I think as a middle schooler I got too bogged down with social stuff, which was a waste of time for sure,” said Munemo. “High school allowed me to realize what and who I actually care about and gave me four years to cultivate what I wanted to cultivate.”

One of Munemo’s high points over the years was being in classes with friends. “School itself, besides the expected boredom and busy-work, was exactly what I needed it to be,” said Munemo.

Some of his favorite teachers were Mr. Welch, Mrs. Tucker Smith, Mr. Thistle, and Dr. Lovell. “Dr. Lovell saved our Latin experience this year,” said Munemo. His eleventh-grade biology table was also one of his favorite things. In addition, he enjoyed writing and playing outdoors during PE.

When asked what his favorite thing about his high school experience was, Munemo said, “It’s a really great school, thinking back, and every week I probably encounter something that could be my ‘favorite.’ Somebody probably wants me to say soccer, somebody else wants me to say Dils’ English class, somebody else expects me to say, friends. They are all right,” said Munemo. ♦



Williamstown Holds Town Elections

By LUCY MCWEENY

On Tuesday, May 11th, the town of Williamstown held elections for Select Board, Planning Board, Housing Authority, Library Trustee, and Northern Berkshire Vocational Regional School District. The last two positions were uncontested.

In a high-turnout election, Jeffrey Johnson and Wade Hasty were elected to the Select Board over Tony Boskovich and Albert Cummings, respectively. For the Planning Board, Roger Lawrence defeated Kenneth Kuttner and incumbent Susan Puddester. Charles Stephen Dew was elected to the Housing Authority over Joan Diver.

In the uncontested elections, Charles Bonenti was elected to the Library Trustee and Laila Boucher to the Northern Berkshire Vocational Regional School District.

Johnson was elected to a three-year seat on the Select Board by a margin of 499

votes. He will replace Anne O’Connor, who did not seek reelection. Johnson said that part of his campaign strategy was making personal connections with the voters of Williamstown.

“A lot of technology is so impersonal, so I started walking the streets talking to people,” Johnson said. “The more people I talked to, the more following I had, and I gathered momentum that led me right to this historical election.” When speaking about why he decided to run for Select Board, Johnson said he was a “candidate brought forward by the people.” He added, “They felt that I was the right person at the right time and had the skill set for what we needed to get back on track.”

Before running for Select Board, Johnson has been a part of the Diversity, Inclusion, and Racial Equity Committee. People then began encouraging him to run for Select Board, said Johnson. “I think this was just the next step.”

Now that he has been elected to the Select Board, Johnson is looking to improve and work on a variety of issues. “I’m looking to evolve our town government to modern times,” he said. This entails “making sure that we correct our language and we correct our opportunities for fairness and equality and diversity.”

Johnson said, “I’m really looking at trying to work with the town to figure out how we want to be governed. That’s the first year’s priority, because that will dictate how we create the job descriptions [for town government positions], and how we vet the people that are coming into those positions.”

“I never look at one thing by itself because everything’s intertwined,” said Johnson. Aside from working to “get up to speed regarding recycling and reusing,” with housing and development issues, “we’re trying to look at different

ways to decrease the carbon footprint, which also then looks into zoning issues.”

Johnson also spoke about the benefits of bringing back the full day Side by Side program at Williamstown Elementary School. “It helps people to have the support for their children that they need, so then they can go and they can work full time jobs and not have to worry about the childcare aspects.”

When talking about Mount Greylock, Johnson said, “I love what Dr. McCandless is doing and some of the initiatives that he’s put in place, specifically when it comes to diversity

and inclusion. I believe they’re issues that are mostly born in ignorance, and that need to be taught.”

Roger Lawrence was elected to the Planning Board with 640 votes, defeating both Susan Puddester and Kenneth Kuttner.

When talking about why he ran for Planning

Board, Lawrence said, “I’m probably among the most active of community members in the Planning Board process in recent years, so it’s a logical step for me to run for the board.” He added, “I would like to see its focus change somewhat to perhaps reflect the needs of the community better than it has in the past.”

Similarly to Johnson, Lawrence took advantage of in-person interactions with voters during his campaign. “There’s something that happens when you meet people on their doorstep that’s almost magical. It is the type of connection that just does not occur any other way.”

During his time on the Planning Board, Lawrence hopes to address a number of issues in Williamstown. He said, “I’m especially interested in homeownership. I know that that’s becoming more difficult for people with moderate and lower incomes, but I did not realize how quickly this problem has snowballed and how many people’s lives are affected by it.”

Lawrence added, “As a consequence, I fine tuned my approach and the development of my platform during the campaign process to address that need.”

Johnson gave a message to the students of Mount Greylock, which is to “relax and learn from what’s been going on around you. Just because things are set up in certain ways doesn’t mean they have to stay that way in this town.” Lawrence added that he believed “Education has made the world a much brighter place and more full of life.” ♦

“I would like to see [the planning board’s] focus change somewhat to perhaps reflect the needs of the community better than it has in the past.”

Roger Lawrence

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Student Council

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start time back. "It is statistically not a good time to start for teenagers," said rising Freshman and Student Council Representative Knowl Stroud. "I want to create a plan that would think about both moving the start time back and keeping good times for things like athletics and extracurriculars and lunch."

Other common issues the representatives are looking to address include AP testing requirements, GPA accessibility, and more senior privileges for next year. They also plan to initiate more eco-friendly measures, including the removal of styrofoam containers from the lunch room.

The Student Council is also planning to improve their publicity and accessibility. "We're trying to make ourselves as a whole better perceived to the school," said rising Senior and Student Council Representative Jack Catelotti.

The current Student Council will hold a celebratory final meeting on Tuesday, June 1st, where they will initiate the new members. They will also elect Student Council officers - the president, vice president, secretary, and treasurer, as well as a parliamentarian and a public relations person to handle their media.

In terms of the School Council, they are in the process of creating their School Improvement Plan, which will be released sometime soon.

"Once [the representatives] come back next year, and know what school is going to look like," said MacDonald, "they are eager to develop and to go and talk to students, and then build a plan of action at that point."

Senior

President: Henry Art
 Vice President: Kate Swann
 Treasurer: Anthony Welch
 Secretary: Emma Sandstrom
 Student council: Christian Sullivan, Jack Catelotti, Luca Hirsch, Rona Wang, Livia Morales

Junior

President: Maggie Brody
 Vice President: Jenna Simpson
 Treasurer: Will Marsh
 Secretary: Kiersten Simpson
 Student council: Molly Sullivan, Altan McIntosh, Matteo Chang, Elena Caplinger, Annie Art

Sophomore

President: Vincent Welch
 Vice President: Phoebe Barnes
 Treasurer: Grace Winters
 Secretary: Ava Anagnos
 Student council: Celina Savage, Lucy McWeeny, Parker Smith, Mira Boyer, Caleb Low

Freshman

President: Cole Wetherell
 Vice President: Niara Steward
 Treasurer: Charlotte Coody
 Secretary: Vera de Jong
 Student council: Erik Powell-Bechtel, Zeke Singer, Knowl Stroud, Aleksei Chang, Polly Rhie

School Council: Rona Wang, Livia Morales

Peer Team at a Glance

By ALAYNA SCHWARZER

Building connections is a crucial part of maintaining a strong and interconnected school community. Peer Team, a group of juniors and seniors selected through an application process conducted by the Student Support Team, strives to do just that. Through their initiatives over the past year, their goal has been to aid students in areas such as mental health, social and physical wellness, and awareness of social issues.

Traditionally, Peer Team has focused specific initiatives towards middle schoolers, easing their transitions into Mount Greylock. This year, Peer Team held seventh grade groups during the mid-term half days and created a tour for the rising seventh graders in lieu of holding any in-person programming.

The initiatives for this past school year have included Wellness Wednesdays, where students take part in de-stressing techniques to focus on their mental health. School Wide Activity Groups (SWAG) gave students the opportunity to take part in community activities. Healthy Body Healthy Mind was led by a group of Peer Team seniors and educated participants about the interconnectedness of mental and physical health. Text Less Live More focused on cutting down screen time, and See Something Say Something focused on the prevention of violence and bullying that could lead to suicidal thoughts or actions. The pandemic forced each and every initiative to think outside of the box in regards to their implementation of ideas.

Furthermore, outside of the specific initiatives, Peer Team put together group initiatives such as World Kindness Day, tutoring, and the Big Sibling Program.

Junior Parker Winters worked on the SWAG initiative. Like many others, his work was greatly impacted by the COVID-19 pandemic. "COVID played a huge role in the performance of the SWAG initiative and really didn't allow Community Service Initiatives," said Winters. Even though the pandemic greatly impeded on the group's ability to carry out their original plans, Winters hopes that next year they will see a greater implementation of their ideas.

Additionally, with the remote and hybrid learning models that took place this year, many members found it difficult to maintain the same group experience as past years. "Just working with the entire Peer Team group was most definitely the main highlight," said Winters. "Although I wish we had more time together as a full group."

Senior Peer Team member Carolyn Jones expressed similar sentiments. Jones worked in the community outreach group, managing the social media, bulletin boards, and websites for Peer Team.

"It has been tough," said Jones about the impact of the pandemic. "We have not been able to work with all the students as much as we usually do. We usually are running groups with middle schoolers and working directly with other students through other initiatives."

Although the group had to utilize different platforms and many of the COVID restrictions impeded on their ability to hold in-person initiatives, they were still able to hold activities in more non-traditional ways.

For both World Kindness Day and Mental Health Awareness Month, the group used QR codes to supply resources. Social media was another useful tool for the group to be able to advertise initiatives that were held on online platforms like Zoom.

Although next year will see some continuation of these initiatives, the group plans to focus their attention and efforts into anti-bias action. New Peer Team members were recently announced to the faculty and both returning and new members will be receiving ADL program training in the final days of the school year. Peer Team is hoping for a more normal return to school in the fall to resume some of their in-person initiatives. ♦



Peer Team members wearing yellow in support of World Kindness Day

Photo courtesy of Emma Sandstrom

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FEATURES

Former Editor-In-Chiefs: Where are They Now?

By EMMA SANDSTROM and MACKENZIE SHEEHY

As we change over to new leadership for the newspaper, the Greylock Echo decided to see what the former editor-in-chiefs are up to now.

Owen Tucker-Smith, 2018-2020

Echo: What are you up to now?

Owen Tucker-Smith: I just finished my first year at Yale, where I'm studying statistics and data science. I also spend a lot of my time during the school year reporting on local politics for the Yale Daily News. This year was pretty weird, since first-years were only allowed to be on campus during the fall, and I'm looking forward to next year and the normalcy it will hopefully bring. I'm spending the summer at the Salt Lake Tribune, a metro and state newspaper in Salt Lake City, where I'll be an intern.

E: Is there any lesson you learned from your time on the Echo that you still carry with you?

OTS: A million lessons. High school reporting is unique because you're in such a small community and everyone you interview/quote will likely be somebody you know, so by default you have to treat them with respect and assume that you'll see them again in the future. I definitely was reminded of that countless times at the Echo, when I'd source someone for a story, publish the story and then see them the next day at school. It's not always like that if you go to a larger college or move onto professional journalism. However, if you're able to develop that instinct of assuming you'll see the source the next day (which forces you to make sure you get their quotes right, ask them good questions, etc.), you'll be a much better reporter regardless.

E: Are you interested in pursuing journalism in the future / are you currently pursuing journalism?

OTS: I'm still figuring that out! Reporting has become one of the most important parts of my college experience, and I could see myself spending at least some part of my career in journalism. Since my major is all about data, I'd love to explore data journalism and how numbers can be used to tell important stories.

E: What was your favorite Echo memory?

OTS: Hmm, hard to single out just one. When the printer would give us copies of the paper unfolded, we'd gather in my living room the night before publication, order a pizza and turn on a movie and fold the paper together. It can be an annoying task but it was always such a special bonding moment for the editors. Seeing the finished product in print is an unbeatable moment too. Print days were always hilarious times for the editors because there would always be kind teachers and students coming up to us and praising the paper and at the same time other people completely trashing it. You get used to the hate and learn to laugh about it though.

E: Are there any articles that you wrote or interviews that you conducted from Greylock that you remember being particularly

impactful?

OTS: There's one story that I wrote about climate change and the ski industry that I'll always remember. I started it at a journalism summer program I went to, but never was able to develop an angle I loved. Then there became a lot of controversy over some chemically unsafe and environmentally-unhealthy waxes local skiers were using, so I was able to take this broad international story that I had interviewed olympic skiers like Kikkan Randal and Andy Newell for and localize it.

E: I know that you write for the Yale Daily News. What is your favorite part about writing for the YDN, and do you have a favorite memory/article you've written this past year?

OTS: I cover city hall and the mayor's office, which means most of what I write about is breaking news about local political developments. I'll often have to write 3-6 stories in a given week. It's a lot of work but I love doing it, especially because I'm a city reporter and as a first-year in a new city I think it's really important to learn a little about the new place that you live. By now I'm pretty obsessed with New Haven politics and I probably know more about what's happening in New Haven than what's happening in Williamstown. As for a favorite story, covering the 2021 mayoral election has been super fun. I was able to break a story about a new candidate entering the race, and it's been my first time covering an election like this.

Anya Sheldon, 2015-2016

Echo: What are you up to now?

Anya Sheldon: I graduated from Wellesley College last spring with a major in studio art and a minor in environmental studies. I lived with my parents in Colorado for a few months then moved to Cambridge, MA to start a job in marketing/communications at a landscape architecture firm called Reed Hilderbrand. Recently I've been learning how to cook and garden.

E: Is there any lesson you learned from your time on the Echo that you still carry with you?

AS: It taught me to have a healthy relationship with typos.

E: Are you interested in pursuing journalism in the future / are you currently pursuing journalism?

AS: I think there's some overlap with my current position, but specifically, no.

E: What was your favorite Echo memory?

Hannah and I had a great time writing an interview with ourselves for the Eggplant issue. We thought we were super funny. I remember how hard it was not to laugh while we were posing for the photo. Generally, I loved getting to spend time with her while we were editors together.

E: Are there any articles that you wrote or interviews that you conducted from Grey-

lock that you remember being particularly impactful?

AS: Hannah and I wrote highly influential restaurant reviews before becoming editors.

E: What is your dream job?

AS: I'm interested in becoming a landscape architect. The field is a hidden gem. Everyone, artists and plant-lovers especially, should check it out.

Zavi Sheldon, 2013-2014

Echo: When were you editor in chief?

Zavi Sheldon: I edited the Echo with Caleb Raymond in 2013 and 2014.

E: What are you up to now?

ZS: I'm an 8th grade English teacher in Dallas, Texas.

E: Is there any lesson you learned from your time on the Echo that you still carry with you?

ZS: I wished I'd learned earlier in my time as editor in chief that delegating and sharing leadership with other editors and reporters is essential. There were so many great people on our staff from my graduating class who were always there to step up.

E: Are you interested in pursuing journalism in the future / are you currently pursuing journalism?

ZS: I never planned to pursue journalism, but maybe someday I'll get to be the advisor for a student newspaper! I learned a lot from Mr. Niemeyer about how to be a good teacher.

E: What was your favorite Echo memory?

ZS: I have so many great memories from that time and I valued even the most challenging aspects of putting out the Echo. My favorite morning was when we released our April Fools' Day issue of the Eggplant and we got to see everyone's reactions. I'm biased, but I think our jokes still hold up. We might have worked harder on that than we did on the regular issues...

E: Are there any articles that you wrote or interviews that you conducted from Greylock that you remember being particularly impactful?

ZS: I wrote an article remembering Cheryl Righter, a paraprofessional and 1975 Mount Greylock graduate, who passed away in 2013. The experience of interviewing her colleagues was very moving. It stands out in my memory because I hoped the piece would be meaningful to those in our community who knew her. ♦

FEATURES

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:

- Babcock, Delaney** - Union College
- Boleng, Mckenna** - Framingham State University
- Bullett, Aurora** - Massachusetts College of Liberal Arts
- Cappadona, Talia** - University of Massachusetts Boston
- Codding, Jordyn** - Hudson Valley Community College
- D'Souza, Priya** - University of Toronto
- Dowling, Briana** - University of Massachusetts Boston
- Doyle, Colin** - Lineman Trade School
- Duda, Nicholas** - Wentworth Institute of Technology
- Dupras, Elizabeth** - Providence College
- Dupuis, Laura** - University of Massachusetts Amherst
- Faulkner, Michael** - Williams College
- Filiault, Amanda** - University of New England
- Foley, Lana** - Berkshire Community College
- Garvey, Sam** - Embry Riddle Aeronautical University
- Gerry, Gabriel** - Cornell University
- Gilooly, Hannah** - Springfield College
- Gitterman, Jack** - Stevenson University
- Hall, Claire** - Boston College
- Hayward, Emma** - Eckerd College
- Helm, Maddi** - West Chester University
- Jones, Carolyn** - Williams College
- Kirby, Isabella** - Worcester Polytechnic Institute
- Leonard, Isabelle** - Skidmore College
- Lesieur, Lily** - Westfield State University
- Low, Oscar** - Brown University
- Markovic, Nicholas** - Gap Year
- Mason, Taylor** - Massachusetts College of Liberal Arts
- McAlister, Dylan** - Champlain College
- McDermott, Col** - Middlebury College
- McDonough, William** - Bowdoin College
- McWeeny, Charles** - Princeton University
- McWeeny, Clara** - Princeton University
- Melkonyan, Victoria** - Columbia University
- Miller, Corban** - University of Colorado Boulder
- Munemo, Julius** - New York University
- O'Keefe, Erin** - University of Massachusetts Amherst
- Pajimola, Jasmine** - Berkshire Community College
- Paul, Emma** - Siena College
- Petricca, Leah** - Roger Williams University
- Phelps, Alyssa** - Westfield State University
- Polumbo, Joshua** - Millbrook School
- Ramos, Elizabeth** - Westfield State University
- Rosier, Jack** - Navy
- Rosier, Jordan** - Virginia Tech
- Ross, Patrick** - Work
- Rossitter, Leo** - Rice University
- Rudin, Abigail** - Bridgewater State University
- Sandifer, Ana** - Westfield State University
- Sanford, Charlotte** - Hobart and William Smith College
- Sawyer, Trevor** - Work
- Schultheis, Seth** - Berkshire Community College
- Scullin, Hazel** - Tufts University
- Sills, Brandon** - Bryant University
- Skavlem, John** - Williams College
- Sorrell, Matthew** - University of Massachusetts Amherst
- Starenko, William** - Denison University
- Stevens, Emma** - Bridgewater State University
- Sutter, Sol** - University of Massachusetts Amherst
- Taveras, Nathan** - Work
- Trottier, Kyle** - Berkshire Community College
- VanDeurzen, Mia** - University of Minnesota
- Wang, Gina** - University of Rochester
- Weaver, Ruth** - Barnard College
- Wells, Jacqueline** - Cornell University
- Williams, Fiona** - Fordham University
- Wilson, Alexander** - Rochester Institute of Technology
- Winters, Olivia** - Williams College

FEATURES

Four MGRSD Staff to Retire

Michael Powers; Photo Courtesy to Michael Powers

By: LUCY IGOE



Michael Powers, Visual Arts

Echo: How long have you worked at Greylock?

Michael Powers: This will be my 26th year.

E: Have you always been a photography teacher?

P: Actually no, before I came here I worked in Bennington, Vermont at the Mount Anthony Middle School. I did some coaching there as well, but I taught life science to seventh graders for thirteen years. When I came here, I taught oceanography and weather and climate. I was teaching that to freshmen for about four years and then I changed things around.

E: What was your favorite thing about working at Greylock?

P: Coming back to my old school, because I graduated from here. When I got hired here, I got that feeling of deja vu and it was surreal. I also ended up teaching kids of people I went to school with, so it was pretty crazy.

E: What do you think you are going to miss the most?

P: Professionally, I will miss the autonomy that the school committee and our administration gives to teachers. They expect you to be in command of the subject you are teaching and everyone follows through. I will also miss the students and the student athletes, because I have photographed many of them, and I am also helping coach baseball as a volunteer assistant coach to my son, the head JV coach. I also coached several years of track and field so I am going to miss that aspect of the kids and coaching.

E: What made you want to be a teacher?

P: To be honest, I thought they had the easiest job in the world. But then I went through the accreditation process and became a teacher, and I realized it was not easy at all. But despite all the hard work, what I love about teaching is being around new people all the time, especially creative young people. It has been fun. They say if you find a job that isn't really like a job, you haven't worked a day in your life. So, this will be my fortieth year, and I don't think I

have worked a day in my life because I found a job that I love doing.

E: Do you have any parting words or words of advice to students and staff?

P: I've been known for some cliches that I have created over the years, but the best one I will say is: do what you have to do so that you can do what you want to do.

Brenda Rondeau, Business Office

Echo: How long have you worked at Greylock, and what did you do?

Rondeau: I have worked here for fifteen years and I was the financial assistant for the school district.

E: What is your favorite thing about Greylock?

R: My favorite thing is the wonderful staff and students.

E: What are you going to miss most about Greylock?

R: I will miss working with my colleagues the most.

E: Do you have any parting words?

R: Good luck to you all in the future and I hope the world will go back to some normalcy soon.

Michael Farris, Paraprofessional

Echo: How long have you worked at Greylock and what did you do?

Farris: I have worked at Greylock for eighteen years and I have been a para the entire time.

E: What is your favorite thing about Greylock?

F: My favorite thing is that Mount Greylock is so small that you get to know everybody really well. It feels like a family.

E: What made you want to be a para?

F: I have worked with young adults my whole life and have had a great time. It is in my blood.

E: What will you miss the most about Greylock?

F: I will miss the people that I worked with for many years and got to know very well.

Echo: Any parting words?

Farris: My advice for the new paras is remember to have fun. Good luck to you all!

Beverly Maselli, Guidance Counselor

Echo: How long have you worked at Greylock, and what did you do?

Maselli: This is my twenty-seventh year, so next year will be my twenty-eighth year, and I will be working until around December of next year and then retiring. I'm hoping that a major part of my role for next year will be to work with any seniors to help them with the college process,

so they don't have to start with someone new. I started off here as a joint school psychologist and special education director. Then I became a full time special education director, and then I became a guidance counselor. So, I have had three different roles in my twenty-seven years.

E: What was your favorite thing about working at Greylock?

M: Definitely working with the students.

Echo: What do you think you're going to miss the most about Greylock?

M: Also the students. That is why I transitioned back to being a guidance counselor because I had been an administrator in education for fourteen years and I missed working with the students. I will miss the personal interactions with my students and getting through the college process and counselling and working with the students and families.

E: What made you want to be a guidance counselor?

M: My family expectation was that you went to college; I went and majored in psychology. I did some internships and worked with students, and my professors were very impressed and guided me towards a career in school psychology.

Echo: Do you have any parting words to staff or students?

Maselli: You need to find ways to renew your energy each year, especially with the past year and a half. We all have to look forward and find ways to take care of ourselves. ♦

Brenda Rondeau; Photo Courtesy of Emily Leitt



NEWS & FEATURES

Mount Greylock Students Complete Berkshire County Youth Leadership Program

By ARTHUR MILLET

Mount Greylock juniors Catherine McAllister, Jonah Hane, and Lexy Toomey applied during their sophomore year for the Berkshire County Youth Leadership Program, a leadership and education program run by *iBerkshires*. On May 4, 2021, all three juniors graduated after what has been a yearlong experience in the program. McAllister and Hane talked to the Echo about their experience.

Thirty other juniors from Berkshire County joined Mount Greylock's students in this virtual event. After an application and interview process, students participated in a 2 day virtual retreat as a bonding event during the summer.

When school started again, the program met once a month for two hours and thirty minutes. Main focuses of the program included learning about careers in the Berkshires and breaking out into groups to work on a project of interest. The program also shared ideas online about all sorts of events happening in the area.

"My small group focused on combating consumerism and fast fashion to help the environment," McAllister said. "We created an Instagram page to share information about fast fashion and consumerism, a mask making tutorial from materials you might have at home, and places to shop second hand in the Berkshires."

Hane told the Echo that "learning about skills

that make for good leadership and being given the chance to get hands-on in trying to organize a community project" were the primary goals of the program.

Both Hane and McAllister found many positives in the program, despite it being forced to meet over Zoom due to COVID restrictions. "I really enjoyed getting to learn about the career opportunities in the Berkshires and getting to meet kids from across the county," McAllister said.

Hane told the Echo he learned many valuable lessons and life skills in organization, collaboration, and leadership. He also found that working with businesses and exploring occupations was a worthwhile experience. "What I loved most about the program was getting the chance to meet new people in a meaningful way," Hane said. "And having a chance to connect with people during a time where that connection is much more limited."

"I thoroughly enjoyed...being able to work on a project in order to try and make a positive change in the community," Hane said. "I would gladly join the program again in a heartbeat, and I am thankful that I had the chance to be part of something like that and meet so many new people in the process." ♦



Alumni Interview: Eli Ostheimer

By EMMA SANDSTROM

Echo: What have you been up to since your graduation?

Eli Ostheimer: I graduated and I went to UVM for a semester, then moved to NYC for an internship at a recording studio. I did that for a few months, then went to St. Lawrence the following fall. I packed my little portable studio with me everywhere I went, and was always working on my craft and practicing writing, mixing, production, etc.

E: How has the pandemic impacted your life (music career in particular)?

EO: The pandemic has been super weird for musicians cause a huge part of what we do is perform. So it's been like 50% of our career has been on hold, but the other 50% (the recording and making music part) has been more active than ever. I feel like my music has gotten so much better because I've pretty much had unlimited time to work. I've picked up guitar which has really elevated my creativity and musicality.

E: What is a lesson that you learned as a Mount Greylock student that you always carry with you?

EO: I think playing sports was so important for me. It taught me diligence and the importance of failure. Especially baseball. It's a game where if

you fail 7 out of 10 times you're a superstar — and I think that's true in starting a music career too. If you get 3 "yes's" and 7 "no's" then people believe in you.

E: What are your goals for the future (both short term and long term)?

EO: My short term goal(s) is to get on a major tour this coming year and to continue growing in streaming. My long term goals are to win a Grammy and go platinum a bunch of times.

E: Any hints on when you will be dropping new music, and where students can listen/stream it?

EO: One song soon, and a bunch of music throughout 2021... in a way no one is expecting.

E: What was your favorite memory from Mount Greylock?

EO: Getting to see all of my friends everyday. It's something you take for granted while you're there but miss so much after you leave.

E: Any advice for hopeful musicians?

EO: Pay very special attention to the quality of your music. You can have an amazing song, but if the quality is bad, people won't listen. Even a

mediocre song with great quality will outperform the "better" song. ♦



Photo Courtesy of Jack Skelly

FEATURES

Twin Advice, Twice as Nice

By CLARA MCWEENY AND CHARLIE MCWEENY

Dear Twins,

I am graduating sixth grade this spring and I am nervous about the transition from elementary school to Mount Greylock. As the wise seniors I know you are, do you have any advice from the hallowed halls of Greylock to pass on to me?

Thanks,
Inquisitive Isaac

Dear Isaac,

You've certainly come to the right place. From our combined twelve years at Mount Greylock, filled with engaging teachers, flooded bathrooms, victorious sports teams, dead cats, and clear-eyed classmates, there are plenty of tips we'd like to leave the next generation of Greylock students. And, with this being the last installment of Twin Advice EVER, we've decided to put our heads together to arm you with this Survivor's Guide to Mount Greylock. After all, a cornerstone of Twin Advice is its commitment to collaboration. This has been a wonderful place for us and we're proud to call ourselves Mounties. We hope one day you feel the same. Best of luck, Isaac. We're all rooting for you.

Do not take a physics class with Dr. B. without at least five years of experience at NASA's Jet Propulsion Laboratory (In SOME cases, a Nobel Prize in Physics may be an adequate substitute).

Avoid challenging Coach Gill to rec games (particularly those played with the skulls and femurs of his enemies).

Believe it or not, the DCR does not stand for the Department of Conservation and Recreation. It stands for the Dead Cat Room, which has housed inquisitive Greylock science students, the occasional gym class, and, you guessed it, dead cats. Unfortunately, this room no longer exists, but the cats still haunt the hallways.

All students looking to join the underground Blackjack team should contact Mr. Polidoro, but don't tell him we sent you.

Not super interested in learning about derivatives today? Mention last night's school musical or soccer game to Mr. Thistle. He is always eager to celebrate his student's various accomplishments. Don't worry, you'll get around to derivatives eventually.

90% of Mr. Fisher's trivia will be about Bob Dylan. Read Up. Or, should we say, listen up.

Anything, and we mean anything, can pass for your Transcendentalist project. Nature journal? Great. Smoking weed in the woods with your

friends? Sounds like you're on your way to an A!

We've often debated the relative strength of the soccer and running programs in these pages. Join one of them. Or do theater. Or embrace your inner Roman with the Junior Classical league. Or, if you really want, play football (but this might require transferring).

Never cross the Burdick family mafia. Just when you think you know them all, another one appears.

Consider yourself warned—Mrs. Barrett has an inflated sense of how many books a seventh grader can read per week. Those ten titles she suggested to you on your first day of school? Those aren't required reading. But read them anyway, as her follow-up discussions with you will be a highlight of your time here.

Not pleased with a recent grade you've received? Oddly enough, Mount Greylock provides you with a few (untraditional) opportunities for catharsis. See "Dodgeball Tournament" and "Pie a Teacher Day."

Underclassmen—start brainstorming AP Statistics T-shirt ideas now. Friendships have been known to end over discussions of cerulean vs. teal.

Tired from a long week of classes? Throw a few clementines down the nearest toilet. Who knows, you may even trigger a global pandemic.

Bring Patsy some flowers on your first day of school. Goodbye tardies, hello excused absences!

The freshman year Mount Greylock hike will basically set the tone for the rest of your life. Ask someone to homecoming, get asked to homecoming, fall off a cliff and break both your legs, get hopelessly lost in the wilderness for a week. All equally life changing occurrences.

Want an easy A in AP Euro? Wear your spiffiest sweater vest to class. Bonus points if it's made in Italy.

Cherish the memories, and NOT the photos, from your middle school dances. Trust us, the yellow suspenders never look as good in hindsight. Neither was whatever that haircut was.

Believe it or not, the meter stick Mr. Shebar carried around all year was not for corporal punishment. We think. But maybe don't test out that hypothesis.

Consider yourself lucky if you make it through your Greylock Latin career with a minimum of four different teachers.

Looking to defeat Belchertown on your way to a Boy's Soccer Western Mass title? Statistics have shown that this is not, in fact, possible.

(cough *Wahconah Girls Soccer Team* cough -Charlie)

The entrance to the rooftop is in the far right corner of Mr. Blackman's room. Use this information wisely.

Isaac, if you take these snippets of knowledge with you on your middle and high school journey, your Greylock experience will be nothing short of remarkable. Take it from us, two (now former) students on the cusp of adulthood who are feebly attempting to use humor to mask the true devastation they feel about leaving this wonderful place and its wonderful people. These are great years ahead of you. We envy the memories you will make, the friendships you have yet to develop, and the teachers you're still to learn from. These things will change your life in innumerable, vastly different ways, but take comfort in knowing that each of these experiences will happen nestled under the purple glow of Mt. Greylock.

We've often been told that being a twin is the strongest bond two people can have, but calling Mount Greylock home, for four years, or six, or sixty, comes in at a close second.

Roll Mounties,
The Twins ♦



Photo Courtesy of Clara McWeeny

SPORTS

Athlete Spotlight: Elizabeth Dupras

By GRACE MALONE



Photo Courtesy of Noah Sandstrom

The Echo sat down with senior Elizabeth Dupras, runner on the Mount Greylock Girls Track and Field Team.

Echo: How has the track season been going? How has COVID made it different from other seasons?

Elizabeth Dupras: The season has been going great so far! Covid has definitely had some impact on the season. We have not been able to practice at Williams college or have any meets so far there, so we've been training on the grass track outside at the high school which is much different. Practicing on a real track definitely is more fun

and helpful for training, but the grass track has been doing the job and we're still getting things done. It was definitely weird on the first meet actually getting on a real track for the first time, and not using the grass one. Luckily, there's a chance we might be able to start using Williams soon, so I'm looking forward to that. Covid had also taken away the LKT [little kid track] program, which I love participating in, so that's definitely something I've missed having this season.

E: What is the girls team's record so far?

ED: The girl's record so far

has been amazing.... we've gone undefeated in all of our meets, and all the girls have been having outstanding performances in practice and at meets. All the girls have been working so hard, and the coaches have been doing a fantastic job this season.

E: How is the season going for you in particular?

ED: I'm very happy with my performance this season, and I've definitely made a lot of improvements. During the off season during soccer, I trained before school at the Williams

Continued on Page 13

Greylock Begins Spring Sports

By DREW SCANLON

On April 26th, Mount Greylock began its first spring sports season in two years due to the COVID-19 pandemic. Athletes have had to contend with changing schedules, restrictions, and cancellations to meet district and state protocols. Despite the unusual twists to this season, spring sports are well under way as we approach the end of the school year.

The girls lacrosse team remains undefeated, with a record of 6-0. On Tuesday, June 1st, the team earned a win against Lee with a score of 17-3. The leading scorer is senior Carolyn Jones, who has scored 24 goals in the past six games.

"This season has been super successful so far. We are undefeated with a ton of young girls which bodes well for the future of the program. Having my dad as a coach has been weird but I think he is doing a great job balancing fun and competitiveness," said Jones, the senior captain.

Both the varsity girls lacrosse team as well as the junior varsity team have new coaches as of this year. Steve Jones has taken on as varsity coach and Kendra Drake has become the JV coach.

The boys lacrosse team has played two games, both against Hoosac. The team has not yet managed to come out victorious, losing 19-8 and 16-3 respectively. The Mounties' leading scorer is sophomore Eamon Heatherington, who has scored 5 goals.

"This year has been a building year for our lacrosse team. We have just enough players to play with one sub, which makes our games and practices very difficult. However, we have grown and improved greatly as a team. I'm excited to see where we will go from here," said Eamon Hetherington.

On May 17th, the Mount Greylock baseball team lost to Taconic 18-0. Since then, they have not lost a game, winning 6 games in a row for a record of 8-2 straight. They are currently second in the North Division standings behind Taconic. In addition to some notable pitching

performances, Jack Cangelosi most recently started a seventh inning rally against Lenox. The team seeks revenge as they play at Taconic on Thursday, June 10th.

"Our team chemistry off the field is amazing; we have a great group of guys who are tons of fun to play with. Our chemistry on the field, specifically moving guys around the bases, is what we are working on. Obviously, the season is going well and we are a competitive team with a lot of talent," said junior Anthony Welch.

The Mount Greylock softball team is currently second in the North Division, trailing the Wahconah team. One of the backbones of the team has been senior Jordyn Codding, who is



Photo Courtesy of iBerkshires

headed to Hudson Valley Community College to play softball next year. They play against Wahconah on Thursday, June 10th, as well.

"It's definitely a great feeling to be coming through as the underdogs this season. No one expected this from Greylock, but with a 9-3 record we're putting up a good fight. As a senior, I wouldn't ask for a better season to end on," said Jordyn Codding.

Mount Greylock track and field is once again

having a solid year. The girls team is currently undefeated at 4-0, and the boys team, after a tough loss against Pittsfield, is 3-1. Both the girls and boys will send a few qualifying athletes to the Western Mass meet on June 19th.

"The team is looking amazing this year; I'm really proud of everyone for their amazing commitment to the team and I'm looking forward to the rest of the season," said junior Parker Winters.

"The track team has had a great season so far! Despite our situation practicing on a grass track and with limited field events for the first time on meet day and exceeding all expectations," said senior captain of the girls' team, Jackie Wells. ♦

Record the news through pictures and words.

Join the Echo Today.

OPINIONS

Were the AP Tests Changed for the Worst?

By LUCA HIRSCH

Everyone likes to dislike the CollegeBoard. Berating a certain nonprofit organization has become one of the few activities that all high school students can get behind. We may not all have the same background, experiences, strengths, or weaknesses but we can all agree that the CollegeBoard does some questionable things.

The 2020 virtual AP Tests were notoriously disliked. The CollegeBoard forced millions of students to pay the same price for a 40 minute test that was filled with the frustrating features of an online exam. These tests were stressful, messy, and many students struggled due to the design of the testing website.

For example, students with poor internet connections lost their chance to submit their work if their internet cut out before the testing window was over.

Along with that, the test's design added additional stress because of the daunting timer that was on the testing platform.

When it became apparent that AP Tests could not return to their traditional paper format this year, I imagined that the CollegeBoard would simply return to their 2020 test design. I mentally prepared myself for the timer on the test platform, the stress of proving that you know the entirety of the course material in only 40 minutes, and for the possibility that faulty internet would prevent me from submitting my test and receiving a score.

To my surprise, the 2021 AP Tests weren't at all similar to last years; in fact, they were pretty good. As I'm writing this, a feeling of utter disgust is coming over me because I hate to compliment the CollegeBoard; but I have to hand it to them, this year, it felt like I took a real AP test.

Sure it was stressful having to read and process material through a screen, but overall, the CollegeBoard did a nice job making the testing platform feel real and official. All of my AP

Even though this year's AP tests were significantly better, the experience was still unpleasant.

tests felt streamlined and well thought out.

The main issues of 2020 -- internet connectivity and the stressful timer -- were solved. The timer was now smaller and on top of the test instead of right in your line of sight, and it fully disappeared when you wanted it too. I found that the online environment of this year's

test was more relaxed and carefully thought out than last year's.

This year the CollegeBoard also planned for internet connectivity issues this year by allotting extra time to submit if your device was not connected to the internet when your test finished which eliminated some of my stress as well. After all, it isn't really the student's fault if their internet doesn't cooperate.

Overall, I think what made the 2021 AP tests so much better than the 2020 tests was how the CollegeBoard seemed to actually care. In 2020, it felt as though the CollegeBoard had thrown together the tests in a day and ignored how the stress of a new test would affect its test takers. This year felt as though the CollegeBoard listened to the outrage of 2020 and thumbed through its 2021 test before sending it out.

Even though this year's AP tests were significantly better, the experience was still unpleasant. Maybe the CollegeBoard wasn't directly to blame for the unpleasantness this year, but the idea of taking a standardized test after a year in which we had in-person school for about two months still feels a little unfair. ♦

Positives of the Pandemic

By MIA LAFRAZIA AND ANDREW PETROPOLOUS

It's hard to look for the bright side as we are emerging from a global pandemic, with unemployment still rising, millions of lives lost, and businesses shutting down. While it is never appropriate to downplay the significance of the pandemic, it can also be cathartic to recognize some of the ways that it has helped us to grow. With an increasing sense of normalcy returning to our lives, we looked at some of the positive effects COVID-19 has had.

With the pandemic forcing many to stay at home, the carbon emissions and pollution that are typically caused by transportation and travel were cut significantly. Air quality improved in cities and canals became visibly more clean during the peak of the pandemic.

Staying at home also caused more people to go outside and enjoy nature. Many families began taking daily walks together to maintain some resemblance of normalcy in their daily lives. Junior Jack Cangelosi said, "Going outside to walk was the one thing my family could do without masks on during lockdown, so it was nice to have something that felt normal."

Many families have been brought together during this time. Colleges and universities sent their students home in March of 2020 to complete their semester remotely. Parents and siblings were able to spend time with students that

might only come home for the holidays. Junior Parker Winters said, "It was nice to spend time with my brother when I only get to see him a few times normally during the school year."

With the new online formatting of many classes, students were able to take on more courses over the summer, either getting college credit or courses advancing over highschool requirements. Junior Kate Swann, a student who took biology over the summer, said, "I'm really glad I had the opportunity to take bio over the summer so that I didn't need to take it during the year. It was nice to learn at my own pace."

In addition to these benefits, students and staff at Mount Greylock have also noticed the positives of the pandemic. The pandemic fostered independence and taught the importance of taking initiative in completing work. Most students found that remote learning had its perks. Freshman Quinn McDermott said, "There's a lot more time where you're not confined to one classroom. You can have much more flexibility with your schedule."

Similarly, Winters said, "There are some positives that came out of remote learning, such as being forced to manage your time wisely. I believe with having the student being fully responsible during the time, we proved to teachers that we are capable of being responsi-

ble."

Schools had to adjust to their learning methods and platforms as well. During this time, Zoom was used by 300 million people worldwide. However, Zoom has opened new doors for student instruction. Mount Greylock science teacher Mr. Louis said, "Getting to be proficient with Canvas was a positive. I think having Zoom will be an option for snow days or maybe when kids are sick."

The arts also flourished at Greylock in the absence of a traditional school year. In lieu of an in-person musical and Shakespeare fall festival, students had the opportunity to do performances over Zoom. In the instance of the musical, students got to pick their own song and monologue to perform, giving them an opportunity to showcase their individual talents in a unique way.

Sophomore Sam Tucker-Smith said, "One plus of this crazy year in terms of the musical was that students could choose their own music to play, which we don't have in normal years."

This year has taken a toll on all of us and forced us to adapt to circumstances we could never have imagined before COVID-19 took over our lives. However, it is important that we find some way to find positives in the midst of coping with all that has happened in this past year. ♦

ETC.

Goodbye Letter from the Editor

By CLARA MCWEENY

To the members of the Mount Greylock community,

When I assumed the role of Editor in Chief last spring, the first task we took on was planning a graduation issue with no real graduation. We celebrated the stories of a senior class forced to end their school year on Zoom, saying goodbye to each other through masks and car windows. As juniors, we looked to an incredibly uncertain future.

Against the backdrop of loss and pain inflicted by the pandemic; the country's reckoning with centuries of systemic racism; and an election and subsequent insurrection we printed a newspaper. While these monumental events were not relayed on the pages of The Echo, I hope that, this year in particular, the paper revealed the impact of those national forces on our lives here at Greylock. From pieces about mask mandates and struggling local businesses to what racial education should (or shouldn't) look like, we tried to capture how larger events were shaping our community.

My goal as Editor was to create a school newspaper that wasn't run by a particular group of students or set of ideologies, but instead represented the varied voices of Mount Greylock. I know there is more work to be done but I hope The Echo is increasingly a platform for all viewpoints.

I have gained an intimacy with this place, and its people, through the reporting and interviewing that has defined my past four years.

Late night school committee meetings and

student council open forums have introduced me to the inner workings of Greylock. I went to my first volleyball game as a freshman reporter for the Echo, reported on a model UN conference my sophomore year, and wrote a feature story on seniors' work studies my junior year. Each of these stories gave me the opportunity to watch my classmates exude a passion that could not necessarily be discovered within a classroom.

To my Echo staff members, especially to the two incoming editors: one of the great joys of this experience has been watching you work together on this graduation issue. I hope you all continue to find the untold stories at Greylock -- the ones that evade simple telling or might provoke dissent.

To my fellow seniors, who are the main audience of this issue: I recognize that this year was not what we expected or hoped it to be. I am endlessly impressed by your dedication and courage to move forward (and graduate!) even in the most difficult of times. Through our recent senior activities -- from lunches at Waubeeka to learning to sew a button -- we have come together as a class more than in previous years. Thank you for reminding me that the most meaningful of connections can come from the smallest of shared moments. Wherever your next chapter takes you, keep demanding your stories be told. And just as important, keep listening to and amplifying the stories of those around you. I couldn't ask for a better class to graduate alongside. Thank you for everything. ♦

Athlete Spotlight

Continued from Page 11

track, and I definitely think that helped my training and performances. I'm hitting most of the times I wanted to be, and I've surprised even myself with some of my times, especially in the 100 hurdles."

E: What are your goals for the season?

ED: My goals for the season have been to make the top 7's all time list in a few of my events, and I have also been trying to meet the walk-on qualifying standards for the Providence team. I have already met my goal of meeting one of the walk-on standards, and I have actually met two of them so far. It's funny because the two I've made are actually not the two I was initially going for, but I guess whatever works! I have also made the top 7's list in three events, so I'm definitely very happy about that.

E: What are your favorite events?

ED: My favorite events are the 200, hundred hurdles, and 400 hurdles. I love the 200 as a sprinting event, and I actually haven't really done it until this year. I have always loved hurdles, even when I did the LKT program starting in Pre-K. Hurdling is so fun, and I love competing and working to get better at them.

E: What has been your favorite memory from**track season?**

ED: My favorite memory from my track season at Mount Greylock is LKT. I loved helping to coach all the elementary school kids, and having the opportunity for more bonding time with my team.

E: What makes you most proud of your team?

ED: I'm unbelievably proud of the team for their willingness to train and compete in this Covid year. Even though the circumstances haven't been ideal sometimes, every single teammate has had a positive attitude and has been willing to work at every practice. Also, the coaches' constant positive energy and willingness to coach and help everyone has been amazing. I'm sure that organizing this season with all the regulations hasn't been easy, but the coaches have been doing a fantastic job. I am also especially proud of the captains and seniors on the team, and am honored to be able to compete my last year with such great friends and teammates beside me.

E: What is your favorite aspect of track/ the track team?

ED: I have always loved the size and team community of the track team. I also love how upbeat everyone is, and how positive and supportive each teammate is to one another. ♦

Rising 7th Graders' Excitement

By EMMA SANDSTROM AND MACKENZIE SHEEHY

As the Mount Greylock Regional School District starts looking ahead toward the next school year, the Greylock Echo sent out a survey to both Williamstown and Lanesborough Elementary Schools to see what our rising 7th graders are looking forward to about the coming school year. Here are some of their responses:

"Having different teachers for different subjects and doing sports." - Lillian Howe; WES

"Having gym everyday sounds amazing, better than my school's twice a week." - Anonymous

"I'm excited about the new school and the sports; I'm looking forward to playing soccer, and meeting new people." - Jin Namkoong; WES

"I am looking forward to meeting new teachers that I've never met before." - Cassidy; WES

"I am looking forward to meeting new people and learning new things!" - Stella Carnevale; LES

"Meeting new people, and doing cross-country or Track." - Shaelyn; LES

"Cross Country Running" - Ben Kapiloff; LES

"I am looking forward to doing science and playing soccer." - Carson Huls

"Having multiple teachers" - Stella; WES

"Meeting new people, and having an edible lunch." - Nathan Keating; WES

"Meeting new people and making new friends" - Sophia Cook; WES

"Making new friends and having a school lunch that isn't vomit-worthy" - Sam Beck; WES

"Probably the new experiences, and people" - Miles Primmer; WES

"I am looking forward to the education; I don't really know the teachers but they do seem nice. Many people have told me the food is better than WES, I don't like the food here at all." - Tate Carothers; WES

"Switching classes" - Ward; WES

"To meet new people" - Tessa; WES

"Sports and fit club" - Anthony; WES

"Looking forward to meet new faces and have a new environment around me" - GG Nicastro; WES

"I am looking forward to meeting new people" - Nate Brody; WES

"I'm excited to meet new people" - Rocky Pesce; WES

ETC.

Review: Promising Young Woman

By EMMA SANDSTROM

Trigger warning: Sexual Assault, Rape

A woman stumbles into a club and fumbles over a glass of alcohol; it's clearly not her first drink of the night. She is visibly drunk, incoherent, makeup is smeared across her face, and her clothes are beginning to fall apart as she struggles to hold herself up. We see a man in the corner, watching the woman with hopeful, maybe even predatory eyes. He steadies her with his arm and brings her to his apartment, though she can hardly walk.

The man begins to kiss her, and then begins to take her clothes off, though, despite her intoxicated state, we can clearly hear her telling him "no." The man continues until the woman instantly regains full consciousness within seconds. She's not drunk. She was merely pretending. The man is terrified as the woman begins viciously questioning him on his motives.

That woman's name is Cassie. Once a medical student, top of her class, brimming with potential in the field, Cassie now lives with her parents and works at a coffee shop by day, and chastises ill-intentioned men by night, keeping a tally-mark filled notebook to record her conquests. Is she an insane vigilante? Or is she on a mission?

The first hour or so of the film is thrilling; it grabs your attention and holds on to it from one dramatic scene to the next. Carey Mulligan makes the perfect Cassie: withering, ingenious, and completely falling apart.

Punctuated by bright, retro colors and pop music, Cassie takes on the world with a picturesque yet violent vitriol. She's equally powerful and terrifying in a way that so few female leads are written (probably because Emerald Fennell -- the director -- is a feminist herself), but is also complicated and layered with grief and rage that motivates her to take on the relentless character that she does. It is rare for a film to portray such a wide character arc so clearly, yet this is something that is done incredibly well in Fennell's film.

Through her carefully crafted direction,

Fennell takes the serious topic of assault and doesn't treat it with the gentle patronization that so many other films do. Rather, she takes society's widespread understanding of rape and flips it in a jarring way that forces all viewers to re-think and reflect on their perceptions.

Then again, it's just easier to write about the positives of a film than the negatives. In all honesty, I didn't entirely appreciate this one. In fact, I have quite a few issues with it, as I know many other critics do as well.

By the end of the film, I was left with a bitter taste in my mouth, and I'm 90% sure it wasn't from the tub of ice cream I ate while watching. For starters, Emerald Fennell's directorial choices in *Promising Young Woman* were deeply polarizing; maybe too polarizing? In becoming an alternative thriller, the film lost most of its empathy -- the driving force that would have made the film impactful. The empathy was more clear towards the beginning, but had completely dissolved by the end, leaving me disturbed upon finishing.

If you want my raw review, here it is: I watched the film after Oscar Sunday. I had assumed it could be a substantial movie; it was nominated for best picture after all! However, it wasn't the awe-inspiring film I had expected it to be.

I'll admit, it had beautiful production design, directing, acting and of course the soundtrack was incredible, but those features cannot and will not mask this film in the sweet #girlboss flavored frosting that Fennell tried to.

I mentioned earlier that this film has taken the common perception of abuse and "flips it," but perhaps I was too hasty in my positive connotation. Upon careful reflection while watching the film, I've come to the conclusion that it's a bit offensive. To take the trauma of an entire group and make it seem like a pretty-pink-hair-braided-bubble-gum experience was despicable to say

the least. In doing this, it downplays the severity of this overwhelming problem, and that's the last thing we need right now.

I can see where Fennell was coming from -- I recognize her as a feminist with good intentions, but I'm not sure this film was produced in the most respectful of ways.

The twist at the end was supposed to be surprising, yes, but the consensus among critics, and myself, is that it was upsetting. It is the farthest thing from cathartic, and I think the idea of the film would have been more effective had Fennell softened the overwhelmingly aggressive "bossbabe" feel of the plot.

Then again, throughout the film we could see both protagonist and antagonist features in Cassie, which gave her a more relatable feel and begged the question, "what keeps us all from becoming Cassie?"

Promising Young Woman was certainly the most controversial film on this award season's ballot; however, it did win Best Original Screenplay and I can see why. Fennell has done something that I don't think I've yet seen before. Her style was so unique and well captured, I have no resentment against it winning the award. Well deserved.

It was a great satire, and while it can be difficult to watch our main characters become morally compromised, its bold choices are what made me appreciate it. Not every stylistic decision came through, but I'm glad to see filmmakers pioneering new styles and ideas. I also appreciate Fennell's efforts to encourage her audience to see the realities of sexual assault in a new way.

Fiercely feminist and unapologetic, *Promising Young Woman* is a unique story that deserves a place on the screen. This film is available on YouTube and Amazon Prime starting at \$4.99. ♦

Sudoku

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Greylock Echo Editorial Staff

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Questions? Comments? News tips?

Please contact:

mountgreylockecho@gmail.com

Visit our website!

greylockecho.mgrhs.org