

The Greylock Echo

Fall Edition

Mount Greylock - Williamstown Mass

November 15, 2021

New MIAA Schedules: “Healthy Competition” or Perils to Mental Health?

By LUCY MCWEENY

The 2021 fall sports season at Mount Greylock Regional School looks quite different from past years. For certain sports at Mount Greylock and surrounding schools, the Berkshire Country League has been replaced with the Pioneer Valley Interscholastic Athletic Conference (PVIAC).

Fall sports affected include soccer, volleyball, and football, but all Berkshire County team sports are now a part of these new PVIAC leagues and schedules. For the winter and spring seasons, basketball, hockey, baseball, softball, and lacrosse will all participate in this new schedule.

The decision to join the PVIAC was made by county principals and athletic directors. The reasoning behind this change was mainly to create better competition for all teams. Mount Greylock Athletic Director Lindsey von Holtz said, “One of the causes of the declining programs was the growing discrepancy in program strength in various sports.”

Von Holtz added, “Too often a Berkshire County match up was not competitive and not helpful to either team. Teams getting beat by a lot every game struggled to keep students motivated to play.” By scheduling contests outside of the county, athletic directors hope to foster a more equal playing environment.

However, this change to the new schedule is not permanent. The county agreed to a two year cycle, at which point there is a possibility of returning to the original Berkshire County League. Additionally, the county principals and athletic directors could vote to return to the original league. Or, Von Holtz said, “The other option is for a school to become independent, with no league affiliation.”

Although the new schedule may be beneficial in terms of more competitive games, coaches, teachers, and students worry about the toll it is taking on students’ mental health and well-being due to farther away games and longer bus rides. Tom Ostheimer, the head coach for the Greylock girls’ soccer team, said he is “concerned about the health of student-athletes.”

“I’m concerned that the emphasis is not

enough on being students and too much on the athletic part of it,” Ostheimer said. “Academics should take priority, and I don’t see this new schedule taking that into account.”

Additionally, some teachers at Mount Greylock have seen students who participate in sports struggling with maintaining a healthy balance of school, sports, and sleep. English teacher Rebecca Tucker-Smith said, “What I’ve been hearing is definitely that kids are spending more time on the bus because of this new league.”

Tucker-Smith commented on the idea of athletics at Mount Greylock and said, “I think (the new schedule) is sending a message that there is this one narrow version of athletics which is what we’re aspiring to be.”

Students have also expressed concerns for their mental health with this new schedule, citing the combination of long bus rides and homework. Sophomore Jackie Brannan, a member of the volleyball team, spoke about her struggles this season due to the new league. “It’s especially affecting my mental health and my grades,” she said. “As an honor student and then a student-athlete, it’s hard to do both with this new league.”

Two other members of the volleyball team commented on their experiences this fall season. Sophomore Phoebe Hughes said, “It’s just a huge issue because when we get home so late, it’s impossible to get homework done and then go to school and function like a normal student.”

“A lot of teachers aren’t lenient with homework and aren’t willing to give you extra time or push back deadlines,” sophomore Julia DeChaine added.

“It’s just very exhausting, it’s really draining and it makes you not want to be a student-athlete,” Hughes said.

Although some student-athletes have felt a great effect on their mental health due to the new schedule, others haven’t noticed much ference from past years. “Overall I think there’s some positives and negatives in terms of the travel,” said sophomore Caleb Low, a member of the Greylock boy’s soccer team. “I can

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1 in 650: An Interview with Malina Woodbury

By JOSIE SMITH



Photo courtesy of Malina Woodbury
The Echo sat down with Senior Malina Woodbury to discuss her community service endeavors.

Echo: How is your senior year going?

Malina Woodbury: My senior year is going quite well. I’m happy to be back in person for school and not remote this year.

E: What extracurricular activities do you participate in?

MW: I participate in the theater programs we have here, as well as the Leadership Program. I’m in Project 351.

E: Can you tell me a little more about project 351?

MW: Project 351 is a Massachusetts-wide Leadership Program. I was elected by PJ Pan-nesco to go each year. Four kids from Greylock are picked to represent each of the four towns in eighth grade, and they do service projects all

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NEWS

A Look at the College Application Process

By LUCY IGOE AND MOLLY SULLIVAN

As in-person schooling returns and the winter gets closer, the Class of 2022 is getting ready to send in college applications. Despite campus closures and modified visits, many students continued to explore different options for the future and start the application process. The Echo talked to a few seniors, as well as new guidance counselor Kathryn Pratt, about their preparedness for the winter deadlines.

Senior Anthony Welch told the Echo he already submitted his application. "It was a tad rushed, and I feel as though there are still some things I do not understand," Welch said. "The guidance office had lots of materials and information that was not given to us in our junior year because of COVID."

Despite the lack of junior year information, Welch spoke very highly of his guidance counselor. He spoke of easily accessible appointments and college representatives' visits to the school as very beneficial. "The most helpful person has been Mrs. Maselli in our one-on-one meetings. Any questions I have, she answers, and she has helped push my early application through."

Senior Catherine McAllister told the Echo she is planning to apply early decision, with a November 15th deadline. McAllister said she feels that she is ready to apply.

"I spent a good amount of time this summer preparing for college applications, such as filling out the Common Application and writing my college essay, because I didn't want to have to start the entire process as I started the school year," McAllister said.

McAllister said that COVID has made her process much more difficult due to the inaccessibility of campuses. "At some schools, you were unable to go inside the buildings, so you couldn't see the layouts of classrooms, dorms, or dining halls," she added.

The most beneficial thing for McAllister has been the people who helped her attend her in-person college visits and work through the Common App with her.

"I did a good portion of my Common App over the summer, but there was a piece of the Common App that I had not seen which I learned about during my meeting with guidance," McAllister said. "Guidance has also offered short sessions with college regional representatives which helped me gather some more information on a college."

Some students have college sports to factor into their application process. Senior Derek Paris committed last spring to the University of Maryland, Baltimore County to play Division I baseball. He told the Echo he will be submitting his application in the early action period to UMBC.

"I started being recruited by multiple college programs at the end of my sophomore year. COVID made it very difficult because coaches were not allowed to come out to see me play, which made the process go much slower than expected," Paris said.

Despite the unusual recruiting process, Paris is looking forward to applying as a step toward his athletic future. "I am extremely excited to go to UMBC," Paris said. "It has been a dream

of mine to play for a division one program my whole life, and to see it finally come true is awesome. Seeing the work I have been putting in paying off is exciting. I can't wait to start playing with my new teammates."

Guidance counselor Kathryn Pratt recently joined the guidance office after Beverly Maselli retired. Despite only working at Mount Greylock for a few weeks, she has worked as a guidance counselor for a while in other schools such as Taconic High School, so she is aware of the challenges that the class of 2022 is facing.

"There's typically some prep work that happens during junior year, where we really discuss the different possibilities for plans for after high school," Pratt said. "And then senior year, it's a lot of meeting with students individually, talking about what they've experienced through high school and what their interests are for after high school."

Pratt commented on the drastic improvement from last year to now. "We have significantly more access to our students and our students have more access to us, and are able to meet with us more regularly," Pratt said with regards to students being in-person. "It was just really, really challenging getting time with our students and I think our students felt the same way."

Despite that, Pratt said she doesn't think this year is any easier. "I think this year is still challenging because I think students experienced a year of loss for their high school experience. They're coming in with more questions than they typically would have and more challenges

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Midsummer? More like Mid-Fall: Shakespeare Returns

By LUCY IGOE

Following a year where many extracurricular activities were cancelled, from school dances to games to performances, Shakespeare at Mount Greylock Regional School has finally returned. The students involved have reported that rehearsals are in session and everyone is excited.

Sophomore Florentina Klingenberg expressed her excitement as a first time Shakespeare participant. The announcement that the show this year would be A Midsummer Night's Dream sparked enthusiasm from many students. "This play has a lot of bigger roles, which is good because there are a lot of talented people in the cast," Klingenberg said.

Junior Kiersten Simpson, a returning member of Shakespeare, agrees that this is an excellent choice. "I am absolutely thrilled," they said. "This play is one of my all time favorites."

Shakespeare at Mount Greylock is run by two outside visitors from Shakespeare and Company in Lenox. Along with Greylock, they visit nine other schools in the Berkshires and some in New York to direct shows. This year, the directors are Tom Jaeger and Naire Poole. In the past few weeks, they have worked hard to get students involved and start rehearsals.

Despite the excitement of Shakespeare's

return, COVID-19 is still changing the way the play functions on a day to day basis. After the in-school performances, November 12th and 13th, the Shakespeare actors travel to Lenox to perform in the Fall Festival at the Tina Packer Playhouse. During the Fall Festival, many Berkshire County schools go to Lenox to watch each other perform their Shakespeare plays. Due to COVID, it is still unclear on how exactly that will happen this year. "The goal is to have as best of a Fall Festival as we safely can," says Simpson.

Though COVID provides a big obstacle, directors and performers are finding ways to adapt. Changes to warm up games and blocking [determining the placement of actors during a performance] have been made so that there is less physical contact. "The COVID restrictions that we know so far are the mask requirement, of course, and that there can only be thirty people on stage at one time," said Klingenberg. It will be interesting to see how the pandemic will affect blocking and the performances, but there is no doubt that the performers and directors will find a way to make their performance work.

"There are a bunch of scenes where people need to be very physical and close to each other

with blocking so I am curious to see how that works out with COVID," Simpson said. "The director and I were joking that our motto this year is 'I don't know,' because as of now, everything is subject to change."

Despite these obstacles, students participating in Shakespeare are working hard and adapting to create the best performance they can even with the difficulties COVID has presented.

The fall production will be Midsummer Night's Dream. ♦

NEWS

The Williams College Capital Gift Six Years Later:

School Committee Revisits Turf Discussion

By LUCY MCWEENY

On Thursday, September 9th, the Mount Greylock School Committee voted to move forward with the process of installing an artificial turf field at Mount Greylock Regional School in a 5-2 vote. However, in a Finance Committee meeting on Thursday, October 21st, complications surrounding the \$5 million Williams capital gift were discussed, including financial and architectural concerns, which could prolong the decisions surrounding the allocation of the capital gift funds.

The district Business Administrator Joe Bergeron has been involved in these discussions and was present at the Finance Committee meeting. Bergeron said, "The sentiment from the committee was that we should explore all possible avenues for being able to complete the project."

This step back from the capital gift project stems from discussions surrounding "the need to move away from the landscape architect that we've been using," School Committee member Carolyn Greene said. "We could just hire another landscape architect, but before we do that, we are going to look into changing our procurement process."

Essentially, Greene said, the committee has discussed moving away from the Design Bid Build procurement process, which is required for municipal contracts. In the original Design Bid Build process required for municipal contracts, the school would contract separately with the design firm that produces the construction documents and the construction company that physically builds the building. In the Design Build process that the committee is looking to use instead, the design and construction services are contracted by a single entity.

However, because the money for the capital gift is coming from Williams College, the committee should qualify for an exception. The committee is therefore instead looking to move toward a Design Build process which would create a wider variety of options in regards to the project. The difference between the two processes revolves around the architect used for the project.

The School Committee had been looking into hiring a new landscape architect; however, Greene said, "It has come to our attention that the current documents that we have that we've been moving forward with are probably not usable by a new landscape architect." This would mean that plans for the project would essentially have to be re-written.

Therefore, the Finance Committee has discussed moving toward the second process which would help to avoid the complications around hiring a new landscape architect. Bergeron said, "We might be able to look at ways to build things that are similar to what Williams College does or what businesses do, which is to contract with a single company that would do the design cost estimation and construction all for us."

As of right now, there has been no decision regarding which process will be used for

the project. Bergeron said, "I think the finance committee's perspective was just to explore all options and bring all options back to the table for the full school committee."

Because of these complications, Greene said, "we essentially need to start over, although not completely from scratch." She added, "There's a lot up in the air right now, but it could be a really great opportunity to step back and do what works best for the community. I think we're in a good position to do that."

While aspects of the project plan will have to be re-worked, it is not going to completely start over. Greene said, "We have an idea of what a synthetic turf field would look like; we have an idea that the community wants a track; we have a lot of feedback from members of the community that they want us to consider an organically managed campus."

Part of the money from the capital gift has already been put towards the construction of the new softball field at Mount Greylock as well as the multi-purpose administration building. The project could still include undertakings such as a synthetic turf field or a track at Mount Greylock, although neither are set in stone.

For the past few years, there has been a debate surrounding the turf field in particular. The vote to move forward with the turf comes after years of discussions about the concerns and advantages that the turf field presents.

In this most recent vote, Curtis Elfenbein, Carolyn Greene, Steven Miller, José Constantine, and Ursula Maloy voted in favor of moving forward with the turf field. Two School Committee members, Julia Bowen and Christina Conry, voted against moving forward with the turf field.

Julia Bowen spoke about why she voted no, citing financial and environmental concerns. Bowen said that she is worried about the pollution and "negative environmental impacts" if a turf field were to be put in place. She said, "I really am concerned about the values we are demonstrating."

Bowen also commented on financial concerns regarding the turf field. She said, "The field has to be replaced every eight to 10 years. I didn't feel like we can just assume we're gonna ask our communities to pay for that renewal of it. When we vote for the first one, I want to understand how we're ensuring that we're going to have the money for the second one."

However, Bowen said, "I will stand behind the committee's decision, of course, and, and I totally respect that playability is a very important factor."

Greene, who voted in favor of moving forward with the turf field, said, "My vote to move forward with the project had more to do with respecting the work that had already been done by the committee," she said. "I have been supporting the project as a way to move the com-

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#TooMuchFunInTheLibrary

By JOSIE SMITH

The Mount Greylock Library is a main hub for students throughout the school day. This year, the librarian, Mrs. Barrett, along with her two student TAs, Josie Smith and Maisie Dufour, have decided to reconfigure how the library is organized.

Instead of organizing fiction books by author's last name, they will be shelved by genre. This system is much like a bookstore, and will make it easier to find the book you are searching for.

Looking for a gripping mystery? All you'll have to do is head to the mystery and thriller section. Along with this organizational shift, the library will also be using "Follett Destiny," an online management tool, for electronic book check-out.

After a year of hybrid learning, students are clearly enjoying being back among the books. September alone had a record breaking circulation of over 300 books! But the MGRS library offers so much more than just books, from meditative coloring sheets and board games to Williams fellows who help students with homework assignments.

The library uses every square inch, including the two bulletin boards, which are always changing. Mrs. Barrett and her TA's create fun

seasonal boards, as well as incorporating current events which brings awareness to important issues.

"This library is definitely a vibrant and collaborative space!" said librarian Liza Barrett.

This year several juniors and seniors are spending multiple periods of their school day in the library, including junior Annie Art.

"It's a good environment to get work done, but also a relaxing space when you need to take a break," said Art.

One thing you can be sure of is that something is always happening in the MGRS library.



NEWS & FEATURES

1 in 650: Malina Woodbury

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year, and then after the eighth grade year is up, you can apply to be an alumni of the program. I have been an alumni since my freshman year. I do service projects in our communities, so I've done many clothing drives for a program called Cradles to Crayons, I've made hygiene bags, I've done 9/11 tribute services, and I've done Food Drive services. I also started my own program called Backpack to School where I raise money and receive monetary donations to buy backpacks with school supplies. Then, I donate them to our school district as well as to programs in Pittsfield.

E: You have spoken in the past about surgeries for your leg; if you feel comfortable, would you mind telling us more about how it has impacted you?

MW: It definitely has made me have my ups and downs in school, but I've definitely persevered as a person through it and I've developed more of my character traits, my determination and motivation going through all of it. School has definitely been like a distraction from all of that outside stress. But it overall has not negatively affected me academically wise.

E: What are your plans for the future?

MW: My plans are to go to college in the city. I want to go to Boston and I want to pursue a career in pediatric nursing. ♦

Regional School Challenges: The "Town Divide"

By ALAYNA SCHWARZER

The Mount Greylock community is quite small, especially when compared to the student body of neighboring districts. Despite the size, our school is composed of students from a wide variety of backgrounds. With town populations spanning from New Ashford's 225 people to Williamstown's 7,570 people, the four towns that make up Mount Greylock Regional High School are each individually unique (2018 Census Data).

Such varying demographics, and their respective treatment, have resulted in decades of disunion among students from varying towns. Not only does this breed unhealthy school dynamics, but it has the potential to impact the academic and social lives of its students.

Mount Greylock has many school-choice students from the surrounding towns of North Adams, Adams, Cheshire, and Pittsfield. Senior Parker Winters, from Pittsfield, has first-hand experience with the divisional impacts on social life. "I honestly notice town division mostly in friend groups," said Winters. "As many Williamstown and Lanesborough kids went to school with each other from a young age, they usually stick together, even in high school."

Physical distance, according to Winters, also makes town integration more difficult. "It was definitely the main thing I considered while making plans, and it often separated me from my Williamstown peers," said Winters.

"They are almost like factions," said senior Ryan Goss from Hancock. He believes this dynamic fuels "a de facto division between the students."

Junior Annie Art, from Williamstown, also believes that town division is most prominent in social situations and greatly "affects the social emotional well-being of students."

According to a report done by Courtney Tunis, a diversity, equity, and inclusion consultant for the district, the divide between Lanesborough and Williamstown functions as a "proxy for socioeconomic bias." The report examines division as a result of systematically ordained privilege, instead of viewing it as a quirk of demographic variance.

Williamstown students being "economically advantaged" creates deep-rooted inequity in both the treatment of students and the resources they have access to. The town's greater socio-economic status, according to the report, grants them special academic privileges. This leaves students from other towns "feeling deprioritized" in comparison.

This perpetual feeling of inadequacy predictably takes a toll on students' mental health. "It just always felt like I had to think about what I said and sound as smart as I could," said one Lanesborough student about socializing with students from Williamstown.

The question of what can be done about this disunion is one that continually needs reassessment. In terms of what Mount Greylock is currently doing, Art said, "I think sports and other activities do a good job to reduce...divide between the towns."

Although this is true for many, the circumstances present in some extracurricular activities demonstrate the systemic nature of this issue. Many of the parents surveyed by Tunis pointed to instances where inequity lay blatant, including but not limited to awards nights, access to college classes, and representative discrepancies in sports teams. All of these situations, according to surveyed parents, are

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Greylock Partakes in "Banned Books Week"

By MAISIE DUFOUR

From September 26th to October 2nd, Mount Greylock participated in the nationwide Banned Books initiative from the American Library Association. Banned Books are titles that have been "banned" from libraries or school systems due to the themes they discuss. The category often includes many well known titles, including but not limited to: *To Kill a Mockingbird*, *Of Mice and Men*, and *The Hate U Give*. Many of the English courses here at Mount Greylock include these titles as Mount Greylock does not ban books.

The criteria for what constitutes a bannable book is broad; any book that discusses race, gender, sexuality, or violence of any type is almost certainly on a banned book list somewhere in the United States. Mount Greylock senior Eleanor McPartland said, "We can look at why they were banned in their time and how standards have changed since" as a way to promote progressive thinking and inclusion of diverse voices.

The idea of banning books has been around for centuries and will likely continue to be enforced in areas with a less progressive mindset. However, the Mount Greylock community

does not partake in book banning and the school library in particular continues to promote the reading and discussion of materials deemed falsely controversial.

Reading these titles both on their own and in a classroom setting encourages students to value different perspectives. At Mount Greylock, students in grades seven through twelve are equally encouraged to engage with these themes. The idea of introducing students to these themes early in their lives is aligned with the American Library Association's idea that "for future generations to be empathetic and open minded, we must start with discussion."

In Mount Greylock community's aim to align with this value, students in every grade read *Stamped* by Ibram X. Kendi and Jason Reynolds last year. The title has been added to this year's list of most popular banned books, according to the "Banned Books Week" Coalition. Hundreds of copies of *Stamped* still reside on the shelves of the library, demonstrating the school's commitment to promoting challenged readings.

In addition to the schoolwide reading of *Stamped*, Mount Greylock includes a wide

range of other popularly banned books in the curriculum. Current librarian and former English teacher Liza Barrett said, "The motto of this year's Banned Books Week was 'censorship divides us.' I agree with that because in order to understand all perspectives, we need to hear everyone's voices."

Mount Greylock's initiatives to encourage the reading of these books give students the opportunity to come to their own conclusions about the subject matter and provides a safe space for fostering the important discussions that follow them.

Over the course of the past two years, many students have begun to educate themselves further on a variety of controversial topics. As the American Library Association said, "Reading banned books benefits our worldview, our empathy, and our democracy," which is beneficial for individuals and a community. ♦

NEWS & FEATURES

Thirty-Year-Old Structure Uncovered

By JOSIE SMITH AND
QUINLAN REPETTO

After spending the past thirty years hiding in the trees in the front of the school, the Hershey kiss shaped structure, formally known as “Solar Tangent,” has been put on display once again.

This sculpture has been on the Mount Greylock grounds for thirty years, but has been surrounded by trees and brush. Over the summer, Andrew, Hank and Henry Art (a senior at Mount Greylock) volunteered to clear the trees surrounding the monument. Now, community members and students alike are able to see the massive sculpture.

The sculpture is called “Solar Tangent – Jacques’ Arch,” and was built by artist Naomi Siegmann. It stands 18-feet wide at the base, and is 16-½ feet tall. It is made of ½-inch carbon steel, weighs almost 4,000 pounds, and costs \$1,500.

“Solar Tangent” was originally supposed to be donated to Williams College; however, the college declined the donation due to concerns regarding the size of the monument. Jacques Lennon, the original owner of the sculpture, then offered the piece to Mount Greylock Regional School.

John Maziarz, the acting art teacher during the time of the acquisition, and Richard W. Lavariere, the former building and grounds director, went to view the sculpture in January 1991. Once he laid eyes on it, Maziarz instantly accepted it, saying, “It’s great. Yeah, we want it.”

The piece was then installed in the midst of a snowstorm on Friday 18th, 1991. However, due to a lack of upkeep, the monument was soon overgrown and covered up by surrounding nature. It had stood there, hidden from the public view, for many years.

Over the summer, the school and district administration unanimously agreed to re-reveal the sculpture by clearing away the trees surrounding it. A number of community volunteers came to help, including Greylock Senior Henry Art, his father Andrew Art, and his grandfather, Williams College emeritus botanist Hank Art.

The sculpture now sits, unhindered, on the front soccer field and can be viewed from the road. ♦



Spirit Week Overview

By DREW SCANLON AND MACKENZIE SHEEHY

During the week of October 25th, the senior class hosted Mount Greylock’s annual Spirit Week, a time honored tradition where students in all six grades dress up based on themes chosen by the senior class officers. The event comes after a yearlong hiatus due to COVID-19 restrictions.

In years past, these spirit days fell on the week leading up to homecoming and culminated with a pep rally on Friday afternoon. While this year Spirit Week fell at a different time, it still had social significance. Senior Class President Henry Art said, “It aligned with people’s Western Mass tournament games and gave everyone a chance to get really hyped up for those.”

The senior class tried to do something different than the themes of years past. Art said, “We tried to go outside of the box with themes this year and we saw a lot of dedication for every day. We floated a couple of ideas out there to people and they responded fairly unilaterally with the days they wanted.”

The student body decided upon Country Day for Monday, Icon Day in lieu of Twin/Squad Day on Tuesday, Decades Day for Wednesday, Impersonate a Teacher Day on Thursday, and Friday was the traditional Red Out Day.

The response to this year’s Spirit Week was generally a positive one. Freshman Vera De Jong said, “I thought it was really fun and the spirit choices were good.”

The different themes brought out creativity among the student body, giving students an opportunity to dress up however they wanted to let their true personalities shine. “It was a nice way to express our school spirit,” said sophomore Belen Galvez.

Spirit Week was one of the few events this year not particularly impacted by the coronavirus. COVID mask guidelines actually helped students impersonate their teachers in a more authentic way. “In some cases [masks] might’ve helped students if they were impersonating a teacher who wore a specific and unique mask that they could copy,” said Art.

Spirit Week had a unifying effect for the school community given the damper COVID restrictions placed on social events. Peer Team advisor and health teacher Emily McCarthy said, “It establishes a sense of community for Mount Greylock.”

Senior Maya Niemeyer added, “What I love about spirit week is that, first of all, it’s fun for everybody, but it also brings us closer as a school when everyone’s dressed up or in crazy outfits.”

It is also an opportunity to create connections between underclassmen and upperclassmen. “I think it brings a sense of unity and fellowship to the school. Everyday, everyone is wearing something similar to everyone else,” said sophomore Vincent Welch. “The lower classmen usually are intimidated by the upperclassmen (at least I think I was). And when everyone sees the more goofier sides of everyone, it makes people easier to talk to.”

Sophomore Lily Catelotti added, “I think it definitely brings people together and adds a fun twist on the week.”

However, some students felt that spirit was a little bit rushed, leading to some themes that were not as popular. Welch said, “People are more prepared when there are posters over the school for at least a week. It creates anticipation through the school and gives everyone something to look forward to that sends a sort of buzz through the school.”

Catelotti said, “Some [themes] are just harder to recognize what people are and it kinda makes it less appealing to participate in.”

While Spirit Week was fun for the student body, some expressed that they would have loved to have the traditional pep rally at the end of the week. De Jong said, “It would have been fun to have a pep rally at the end of the week like how it was a couple years ago.”

Art is still hoping that a pep rally at some point will be a possibility.

“We are considering alternative dates down the road for a pep rally at a different time of year. It’s traditionally something only held in the fall and I think it would be super cool to do for different seasons.”

However, Art added, “That’s something which heavily depends on weather, scheduling, and Covid guidelines, but the possibility is very real that we have one down the line somewhere.” ♦



Karlie Dowling, Belén Galvez, and Cat Moriarty on Red Out day

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NEWS & FEATURES

North Adams Elects First Female Mayor

By MIA LAFRAZIA

On Tuesday, November 2nd, North Adams residents will elect their first female mayor. There are two candidates for the opening, Lynette Bond and Jennifer Macksey. Each is conducting an inspiring campaign featuring big ideas as to how they want to improve North Adams and help the city thrive. As North Adams is one of the neighboring towns to the Mount Greylock community, when it thrives, so do Williamstown, Hancock, and Lanesborough.

At a recent debate, each candidate was asked the same four questions related to motivating factors for their campaign, long term and short term goals they have if elected, and their feelings on potentially being the first female mayor of North Adams.

Bond used some of her time to describe her entrance into local politics. In 2013, when Cole Grove Elementary was in the process of its establishment and bids for state funding, Bond decided to take action.

"It would have been a disaster if the city didn't accept this funding," said Bond. The school would receive an 80% reimbursement from the state; for reference Mt. Greylock only received about 65%. This was an opportunity for more educational opportunities in North Adams, which Bond has stated she wants to continue focusing on if elected.

The first plan both Bond and Macksey have if they are elected, is to secure funding for the design and site of a new public safety building. Bond wants to fill vacancies in city hall positions with people that have the current state of North Adams in mind when making decisions,

and wants to help the growth of small businesses in North Adams to bring back the city's lively and inviting atmosphere.

"I am energetic, enthusiastic, and passionate about the future of North Adams," Bond said, "and am ready to make the tough decisions to move our community forward not only for us right now, but for decades into the future."

Jennifer Macksey was inspired by the residents of North Adams to run for mayor. Many asked her to run, promising their support, but when Macksey's mother told her she'd "love to see [her] daughter become mayor," she had to run.

"I am ready to make the tough decisions to move our community forward not only for us right now, but for decades into the future."

Lynette Bond

Macksey, similar to Bond, also hopes to bring the lively atmosphere back to North Adams. A major idea she has is to reestablish the Mohawk Theatre. She hopes this will help with getting more people to go out downtown and invest in the future of North Adams. Like Bond, she wants to establish a better public safety building. Along with this, she wishes to renovate the underground piping and the flood

control schutes in the Hoosic River. Both candidates stated that they want to make education more accessible and provide affordable child-care for parents.

Macksey specifically spoke on the issue of crime and addiction in North Adams. "We need to have less of a tolerance for drug dealers in the city and stand with and support the District Attorney and police department to take a stand on crime," Macksey said. She wants to help provide resources to those dealing with addiction and take care of them. Macksey wants the city to be a safe place for everyone and supports an active stance from the police.

"I believe the time is right for me to use my experience to help this city which means so much to me and my family," Macksey said. "The time for me to give back is now."

Both Jennifer Macksey and Lynette Bond understand the gravity of their potential election to be the first female mayor of the city. Macksey said that she is "proud to represent women and be a role model for young women," but she says her overall honor is serving the community. Bond is excited to potentially become "the first of many North Adams mayors that are women."

Each of these candidates has a desire to win the upcoming election, but their true passion is to support the city and community of North Adams. ♦

UPDATE: Jennifer Macksey has been elected next mayor of North Adams.

“Repro Japan” Comes to WCMA

By QUINLAN REPETTO

Of the many new exhibits introduced by the Williams College Museum of Art (WCMA) this fall, one particularly stands out for its thought-provoking themes and its creative and innovative structure. The exhibit, called “Repro Japan,” was overseen by Deputy Director for Curatorial Affairs Lisa Dorin and curated by a number of guest curators, including Christopher Bolton, Professor of Comparative and Japanese Literature, and artist and critic Eron Rauch.

“Repro Japan” explores the mass production and globalization of Japanese culture and the repetition of Japanese themes and motifs over the course of time. As the introduction to the exhibition explains, “the global spread of Japanese popular visual culture... has produced an incredible diversity of material... At the same time, the central themes and motifs—sports, fashion, and fighting, along with fantasies of all kinds—have remained remarkably consistent.” The show is divided into four different thematic sections that are separated by specially constructed walls. These walls divide the gallery, but open spaces in the walls allow the viewer to make connections between the different parts. These parts also flow into each other for the same reason.

The first section dates back to the Edo Period of Japan (1603-1867), when the Tokugawa shogun (military dictator) made all of the daimyo

(nobles) and samurai (warriors) live in the Japanese capital, Edo (present-day Tokyo), in order to watch over potential rivals. Since this community was confined to one city, a unique culture arose.

It specifically focuses on the dress of the period, the kimono. On display are the stencils used to pattern the kimonos. The stencils allowed kimono fashion to be mass-produced, tying back into the show's theme.

Juxtaposed with these kimono prints are Japanese woodblock prints, in which the real-life kimonos are worn by the figures. These prints were a way to advertise the kimono designs, and their inclusion shows some of the patterns between art and fashion from the Edo Period.

The gallery also draws connections between contemporary and early-modern Japanese visual culture. Specifically, one of the wings shows the similarities between stills from anime shows and traditional Japanese woodblock prints. While neither are animated, they both use layers of two-dimensional art in order to depict action and movement.

For example, a woodblock triptych depicting a sumō match uses its three panels to give the 2-D art a sense of motion. In the same way, a still from the anime show Fighting Spirit, which depicts a scene from a boxing match,

uses a series of 2-D drawings layered on top of each other to give the impression of motion. Furthermore, both are conveying a fighting match, showing how sport and competition has remained a consistent theme in Japanese visual culture.

There is also a display that compares netsukes, small carved ivory fasteners that men would wear as jewelry during the Edo period, with models made from 3-D printing, a new form of mass-production that allows such models to be spread throughout Japan and the world. These contemporary models often share similar themes with the early-modern netsuke; in this case, both the netsuke and the model are of a piece of fruit. The 3-D printed fruit is also from the anime show One Piece, tying Japanese sculptures to another form of media, Japanese television.

“Repro Japan” is definitely an exhibition that should not be missed. Whether you are interested in anime and manga, Japanese history and culture, or just want to see a really interesting exhibit, “Repro Japan” is a fascinating insight into the spread of Japanese culture and the connections between the past and present. ♦

NEWS & FEATURES

New Faces at Greylock

By CELINA SAVAGE



Karin Stack, Visual Arts Teacher

Echo: How did you become an artist, and what motivated you to begin teaching it?

Karin Stack: I made art from the time I was a kid. When I went away to college I wasn't sure if I would be a math major, or an art major, and in the first semester it was clear that my art making ability was far superior to my ability to generate new ideas in the math world. And then over the years I've been working as a graphic designer and working as a teacher and teaching is fun.

E: How do you see the relationship between technology and the arts?

KS: Technology is a tool, an extension of human capabilities, and in every age, artists use whatever tools are available. Yeah, so I don't see them as different fields I just see them as all overlapped and intermingled. You know I'm old enough that I've helped departments transition to using computers in the 90s. So, yeah, computers have always made sense to me. And I love learning new software, it's so much fun.

E: What kind of atmosphere can students expect in your art class?

KS: I like classes that are lively and engaged. I tried to provide a lot of structure but also a lot of freedom within the different projects and assignments.

E: What do you feel your role is as an art teacher and what do you hope students will get out of art classes?

KS: Well I have a huge long PowerPoint about that. I think art education is really important, because kids, students, and young people learn to not only create but to collaborate and think

critically. But there are so many intangibles that, you know I'm not expecting everyone to become an artist but there are so many things you learn when facing all of the unknowns of the creative process. And you're forced to make changes and make decisions and move forward in a really purposeful way. I think it's a great way to expand your thinking about everything across a lot of disciplines.

E: If you had one million dollars to spend on artwork, what would you spend it on?

KS: If I had money to spend on art, I'd buy: a Paula Rego etching, a Stanley Spencer landscape, a Jenny Seville nude, a Kerry James Marshall portrait, a Bryce Marden abstract, a Toulouse-Lautrec portrait, a Sally Mann portrait, and an Abe Morrell interior.

E: Where is your favorite place to look at art, either locally or anywhere else?

KS: I go to the Museum of Modern Art in New York, whenever I can. Yes, and I of course love MASS MoCA and all the new work that they're supporting, and we're so lucky that we live right near so many amazing museums. And I suppose I'm supposed to say Williams College Museum as well, but I don't go there as much.

Gustavo Garo, Social Worker

Echo: What motivated you to start working as a social worker?

Gustavo Garo: What motivated me to start working as a social worker was when I started working at a hospital in New York City. I was helping clients in an orthopedic surgeon's office and I was transcribing English to Spanish, translating what the doctor was saying to the Spanish speaking clients and I really enjoyed helping others in that capacity. And that's how I got into working in the human services area, and I enjoyed that and went to Buffalo State College and got my Bachelor's in social work and then I went to SUNY Albany and obtained my master's in social work.

E: What do you hope to share with students about what you do?

GG: What I hope to share with students is to ensure that students are able to obtain the skills that they need in order to become successful in their ability to recognize their social and emotional needs. I want to share, I want to be creative with students and allow for students to participate in classes, openly and honestly as well too. I like to share and create different activities within the classroom and school that create and strengthen school culture within the school environment.

E: Have you noticed anything about the current Mount Greylock culture that you enjoy so far?

GG: This is a two part question, because com-

ing from my experience, I worked in elementary school, prior to coming to Mount Greylock. And it's refreshing to work with older students, being that older students are more able and have the capacity to express themselves more than an elementary school. And I think that the feedback I get is really great pertaining to topics and subjects that we speak of in my enrichment class.

E: What do you enjoy most about working with teenagers?

GG: I think there's a lot less running in the hallways! But I think I like engaging with teenagers, because like I said, mostly because I feel that they're more advanced, socially, emotionally, and with what they've experienced and I feel that it creates easier dialogue between staff and students.

E: What does success mean to you? What does it look like to help students achieve that success?

GG: I guess breaking down barriers to roadblocks that people are experiencing within their life. It doesn't have to be strictly academic or socially or environmentally, it could be anything. And I feel that as a social worker I can provide students with the skills and the tools they need and can practice in order to calm themselves down or make better healthier decisions about their choices and outcomes, also provide them with. I feel success to me means to be overcoming. Anything that has been blocking you from achieving a goal that you have had.

E: What was your middle or high school experience like? What was your favorite subject or activity?

GG: I went to a co-ed Catholic School in the



Courtesy of Echo Staff

NEWS & FEATURES

New Faces at Greylock

Continued from Page 7



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Bronx. And my high school experience was, I guess, not the best and not the worst. I wasn't involved in any extracurricular activities, or sports or was in. I didn't excel academically, but I also wasn't a troublemaker by any means or anything like that. I feel like I was just an average kind of student that just went to school, had friends, then went home.

E: If you had to pick a favorite hobby, what would it be?

GG: Favorite hobby, man, so many hobbies. I like having hobbies. I've done many, many different hobbies, from fishing to kayaking to riding dirt bikes. Camping. Yes, I like doing new things outdoors, especially traveling. I enjoy cooking and eating new food.

Katheryn Pratt, High School Guidance Counselor

Echo: Why did you decide to become a high school counselor?

Kathryn Pratt: I decided to become a high school counselor because I was interested in supporting students to find their voices and discover their passions. My path to school counseling was unique because it was not what I believed I would pursue while in high school. I pursued a degree in Criminal Justice with the intention of going to law school. I worked at Homeland Security directly out of college, but found that I was not passionate about the work I was doing. I reflected on my high school experience, and wished that I had someone to guide me and encourage me to pursue my passions and interests. Thus, a new passion was born within myself. I returned to school to earn my Masters Degree in School Counseling so that I may help high school students figure out and understand their path and all of the many possibilities that await them.

E: Is there anything you would like to bring to Greylock? Do you have a message, or words of wisdom for our MG students?

KP: I am joining a really great team in the Coun-

seling Office, and I hope to bring my love and enthusiasm for this job with me. To our Mount Greylock students, I would say to surround yourself with positive people and to reach out when you need support. Be true to yourselves and pursue your passions. High school will fly by - make sure you take the time to enjoy it!

E: I know you previously worked at Taconic High School, what are the differences that you have already noticed in terms of students and of our needs?

KP: There are obvious differences between Taconic High School and Mount Greylock including the size, demographic, programs and courses offered, among other things. However, what I think is really important are the similarities. At both schools, students want to be seen and heard. They want to be respected, supported and understood. I think it is important to never assume you know a person's story until they have told it to you themselves, and to do your best not to compare it to the stories of others. It is important to honor our differences and we do that by meeting everyone where they are at.

E: Guidance is normally a place for students to drop a class, ask questions, express concerns etc. What other supports would you like to publicize to the MGRS student body?

KP: The Counseling Office is definitely the place to be! While school counselors are here to help students with their schedules and help them plan for life after high school, we also do so much more than that. If you need someone to talk to about challenges in a classroom or challenges with friends or family, we have got your back! If you are looking for a job, or an enrichment activity, we have great resources to help you find what you are looking for. If you have questions you need answered it is likely that we will have the answer or know someone who does! The Counseling Office is a vast network of resources meant to support students! Please stop in!

E: What was your favorite part of middle or high school?

KP: I think my favorite part of high school was the social aspect, as it allowed me time to be with my friends. Full disclosure, I lived for lunch. In terms of my academics, Burlington High School offered a lot of really cool electives that helped me broaden my interests such as World Literature and Cinema Studies. I am a huge movie buff and an avid reader, which I believe is in part due to these courses.

E: If you had to pick a favorite movie or tv show what would that be? And why is that?

KP: My favorite TV show is definitely the 1990's sitcom, Friends. I love watching the dynamics of the six friends as they grow into adulthood. Plus, the show is absolutely hilarious. Chandler Bing is my favorite character.

E: What is your favorite day of the year?

KP: My favorite day of the year would have to be Halloween. I love thinking of creative costumes, seeing everyone dressed up, and plus there is candy. Lots of it.

E: Describe a day you will never forget.

KP: Two years ago I married my husband, and experienced the absolute best day. The weather was perfect, all of our detailed planning went off without a hitch, and I got to surround myself with ALL of my family and friends for an entire day. Plus, I got to marry my best friend. There is something to be said about surrounding yourself with dancing, great food and even better company! ♦



Courtesy of Kathryn Pratt

NEWS & FEATURES

Outdoor Classroom or Dance Floor?

By OLIVIA MCKEON

On Saturday, October 2nd, Mount Greylock high school students prepared for a much anticipated homecoming, the first high school dance since February of 2020. Despite fears earlier in the week that the temperature would be too cold, the weather ended up being perfect for the outside venue as students flocked to the Clark Art Institute to take pictures before arriving at the high school for the dance.

As each person arrived, they were welcomed by a red carpet leading from the front doors out to the makeshift dance floor in the outdoor classroom. Outside, the courtyard was beautifully decorated with lanterns and lights, outlining the trees with a warm glow. In response to the decorations, Junior Elena Caplinger said, "I'm a sucker for lanterns so I was pretty impressed when I walked outside. The decorations definitely made the outdoor classroom look different."

At the beginning of the dance, students were hesitant to move to the middle of the circle, but one by one, the center became densely packed with people from all four grades. Plastic candles were thrown up into the air and caught by the excited students in the crowd.

While this was fun for the students, chaperones were not as thrilled by the objects hurdling down at people's faces. Jeffrey Welch, high school history teacher and dance chaperone, shared his thoughts on how the dance went and what it was like making sure students had fun while still following school rules. "Everyone has been penned up and masked up for so long that a few reindeer games were to be expected, but, in general, I think people were well behaved and had fun," said Welch.

Some of the only criticism the dance

received was with regard to the music. Senior class president Henry Art discussed some of the problems that arose with the music before and during homecoming.

"We reached out to a couple DJs but they unfortunately said they were no longer DJing because of the pandemic. We decided to go with Mr. Pratt because he was willing to do it for free and on short notice," said Art. "We ran into trouble with the playlist because the majority of our original songs were too explicit, even in their clean versions, for the administrators to approve them. We were also playing too many slow songs initially and we had to change our course of action to get people to start dancing."

Other students felt that the dance was generally a success. Many students enjoyed being outside for the dance. Junior Bryn Angelini said, "being under the stars was nice."

"I really enjoyed homecoming more, mainly because we were outside," said Junior Claire Gruppe.

For both the sophomores and freshman, this homecoming was their first. Several sophomores discussed how the pandemic didn't allow them to attend a homecoming dance their freshman year. When asked whether or not the dance lived up to expectations, sophomore Gianna Pesce said, "It was a lot of fun, and I thought it would be cold outside but it wasn't."

Looking forward, the future of high school dances is unclear as of right now due to temperature and other weather concerns. However, the outcome of homecoming does give students an idea of what other dances might look like. Depending on mask mandates and the COVID-19 trends, a winter dance may or may not be able to be held inside.

Art said, "At this point, it's really hard to know what our policy is going to be for Snowball. We aren't currently able to hold events like dances indoors, which is tough, but the hope is once we get into the winter months, COVID will clear up and we can get back to holding larger social events indoors." ♦

A Look at the College Application Process

Continued from Page 2

than they typically would have because last year was hard," Pratt said.

Pratt wanted to encourage students to visit counselors and have conversations. "Rely on the resources that you have in your school, and probably outside of your school as well. Meet with your school counselors; we have the knowledge to support you through this process and we want to."

In the end, Pratt stressed the importance of not letting the college search run any student's life. "You still have to be high school students, you still have to do the things that you love. Don't let this become a full time job." ♦

New MIAA Schedules: "Healthy Competition" or Perils to Mental Health

Continued from Page 1

understand why some people find it hard, but, at least for our team, we're used to having a few games at the beginning of the season which are similar to the makeup of our season this year."

For senior Livia Morales, captain of the girl's soccer team, the new schedule has presented some challenges, but overall has not drastically affected her mental health. "The bus rides have been difficult for sure," Morales said. "Obviously driving for so long can be exhausting and can make it harder to get school work done, but overall I can't say the new leagues have affected my stress levels that much."

Although the new schedule has received some pushback due to mental health and stress concerns, von Holtz stressed that the mental health of students was taken into account when joining the PVIAC. "Schools were losing teams and too many students were no longer participating in an athletic program which would be beneficial to their mental health," said von Holtz.

"The travel concern was talked about numerous times over the years and was one of the reasons the decision to join did not happen many years prior," she said. "The school leaders felt something needed to be tried however, so we agreed to join the PVIAC for their next two year alignment cycle."

Von Holtz emphasized that students' voices will continue to be taken into consideration. "We will gladly listen to input as we continue to evaluate the change," von Holtz said. ♦

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FEATURES & SPORTS

Town Divide

Continued from Page 4

examples of times when Williamstown students were given the upperhand.

"We're just made to feel like we don't belong because we don't have the Williamstown zip code," said one parent in the report.

"The kids who are constantly recognized for their intelligence are always Williamstown kids," said a student interviewed by the Echo.

Even for seniors, whose tenure at the school might have lessened division, the perceived inequity between Williamstown and non-Williamstown kids still is widely felt. According to a senior who would like to remain anonymous, in terms of navigating college applications and scholarships, there are "significantly fewer opportunities for Lanesborough students." This, in part, could be attributed to Williamstown students' greater exposure to the college process. "[Non-Williamstown kids] lose out because of it," they added.

Another senior from Lanesborough doubled down on this sentiment. According to them, Williamstown students' greater access to opportunities "creates a disadvantage from the get go." They said, "[Williamstown students] are raised with a good work ethic, they take summer classes, and participate in activities and camps that Lanesborough kids have never even heard of."

Without these readily available resources, the student believed that "Lanesborough kids fall behind." Many Lanesborough students "do not ever hear of the college application process until they suddenly need to send out their own applications within a week," the senior said.

The treatment of the issue leaves much to be desired. Tunis's report maintains that the general sentiment appears to be one of frustration. Many of the community members surveyed felt that any claims of progress are "certainly not the experience of students and families in the district."

"Every student should feel like they belong," said a Lanesborough student, "and should have an equal chance to be recognized within the school for all that they do." Change is not expected to happen overnight, but the first step should be to acknowledge the unequal experiences of students, and work accordingly to level the playing field. ♦

The Williams Capital Gift

Continued from Page 3

munity forward while still gathering information."

If a turf field were to be included in the project, it could potentially be available for the fall of 2022. The turf field would be used by Mount Greylock athletic teams, as well as for Physical Education classes.

The money from the capital gift is also available to be used for a variety of improvements besides the turf field. Bowen said, "I personally would love to see how we could look at our campus plan to be inclusive of all students and engage those kids who should still have athletic endeavors, because being active is good for our bodies, but may not be that on the athletic teams." Bergeron said the money will also likely go towards "elevating the quality of everything else that already exists on the campus."

With the possible move away from the original architectural process, new options have opened up. With new opportunities, Bowen said, "We have this opportunity to make sure we are as inclusive, financially responsible, and environmentally responsible as possible." The future of the Capital Gift is still unclear, but by taking a step back, the school committee hopes to see greater opportunity presented in the development and design of the project. ♦

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Flu Clinic

By ANDREW PETROPULOS AND MOLLY SULLIVAN

On Friday, October 8th, Mount Greylock hosted its annual flu vaccination clinic. Held inside the cafeteria, the school teamed up with the Berkshire Public Health Alliance to "help keep the community healthy and safe with vaccination against preventable diseases," according to color.com, the site which community members register on. The Berkshire Public Health Alliance provides public health programs and services to the Berkshire County community.

The vaccine was free and available to anyone in the community who is 6 months or older. Students under 18 must be accompanied by an adult to receive the vaccine.

"Vaccines are very important to help fight off diseases," Junior Juliet Kornell said.

Last year, getting a flu shot was mandated by the Massachusetts Department of Public Health. This year, no proof of flu vaccination is needed to attend school.

"Respiratory-wise, the flu is the number-one killer among older adults and among children," Nurse assistant Mary Ellen Morrissey said.

According to the Center for Disease Control (CDC), "flu vaccination was associated with a 26% lower risk of ICU admission and a 31% lower risk of death from flu compared to those who were unvaccinated."

While the shot is quick, it may have a small effect. Morrissey said, "There may be some muscle soreness after the first few days. You may want to put a wash-cloth on it."

Symptoms of the flu and COVID are very similar, and vaccines have been proven to decrease the likelihood of becoming sick with either. "Not confusing flu symptoms and COVID symptoms helps keep Greylock safe," senior Teague Murphy said.

"Recent studies show that flu vaccination reduces the risk of flu illness by between 40% and 60% among the overall population," the CDC said.. ♦



Photo Courtesy of Echo Staff

SPORTS

Fall Sports Update

By LUCY IGOE AND MOLLY SULLIVAN

As the fall regular seasons come to an end for Mount Greylock sports, many teams are looking to the postseason for new competition and championship titles. With a new tournament system, soccer and volleyball competed in the Western Mass Pioneer Valley Interscholastic Athletic Conference (PVIAC) tournament, and are looking ahead to the MIAA state tournament in November.

Golf competed at the State Tournament on Tuesday, November 2, and boys and girls cross country teams hosted the Berkshire County Invitationals before heading into the postseason.

Senior captain Jack Catelotti of the boy's soccer team said their season is not going as perfect as they might have hoped based on previous successes, but they are feeling confident.

"We have lost or tied some games that we imagined we would win and results haven't always been that great, but I feel like everyday we are improving and playing better together, so overall the season is coming together."

The boys soccer team is 4-11-3, playing in the competitive Churchill League. They are seeded 5th in the Western Mass PVIAC tournament, and travelled to #4 Franklin County Technical School on Monday, October 25, where they won 9-0. In the semifinals, the team prevailed over Pathfinder Technical School after 100 minutes of soccer in a 4-3 penalty kick shootout. The boys lost to Springfield International Charter School in the Western Mass finals, 1-0.

"Going into the tournament, we are a lot more confident. A lot of the teams that are in [our league], we know we can beat, like Hoosac and Taconic, so that gives us confidence going forward," Catelotti said.

Henrik Bingemann, Luca Hirsch, Christain Sullivan, and George Munemo all scored penalty kicks in the shootout against Pathfinder. Junior goalkeeper Daniel Warren saved an opposing penalty, while another opposition penalty went over the crossbar. The boys soccer team celebrated their 4 seniors, Catelotti, Sullivan, Hirsch, and Diego Galvez on Friday, October 22 in a 5-0 loss to Ludlow.

The girls soccer team is competing in the Grieve League this year, with a 14-5 record. The team played Ware on Senior Night on October 7, pulling away with a 2-1 victory. Seniors include Armet, Mackenzie Sheehy, Livia Morales, Rosario Larios-Sontay, and Maya Niemeyer.

Senior captain Zoe Armet, reflecting on her senior night, said they had a lot of fun. "The poems were really sweet. I just love the team dynamic this year; everyone is super positive. We have a really good vibe."

Sophomore Lily McDermott leads the team with 16 goals and 3 assists. In the Western Mass Class C PVIAC tournament, girls soccer was seeded second and hosted #7 Westfield Technical Academy on Monday, October 25, who they beat 7-0. After a 2-1 overtime win against Drury on Wednesday, October 27, the girls earned a spot in the Western Mass Finals. After 80 minutes of soccer and a 1-1 scoreline, thanks to a header from sophomore Lucy McWeeny off of Morales' cross, the girls team fell 2-1 to Palmer 10 minutes into overtime.

The volleyball team is 16-3, dropping games to only Lee and Monument while key players were injured.

"The team is doing great considering we have a lot of new people. We have such good chemistry due to the fact that we are all comfortable with each other and hangout outside of volleyball," senior captain Takiera Darrow said. The volleyball team earned the second seed in the Western Mass tournament, and subsequently beat Mount Everett in three sets at home on Tuesday, October 26 in the first round of the Western Mass Class D tournament. They continued on to win a close game with Turner's Falls, but fell to Lee in the Western Mass Finals on Saturday, October 30. Darrow also recently was awarded Athlete of the Week by iBerkshires.

When asked about the tournament play, Darrow said they are feeling good. "I think we're adjusting to the new rotations, and we are trying to get better with each game. I trust that we will do well."

The volleyball team celebrated their four seniors, Darrow, Emma Sandstrom, Tessa Levesque, and Madison Machaffie, on October 20th against East Longmeadow. Darrow had 12 kills and five aces.

"[East Longmeadow] is a tough team because they are good at keeping the ball alive, so we had to play strategically with them. It is something we all need to get better at but we did a great job with it," Darrow said. "I was really proud of the way everyone played and the outcome of the game. All four seniors played the whole game. It felt good to have senior night be, in my opinion, our best game of the season."

The Mount Greylock golf team was 10-4 this season, and recently placed third at Western Mass, qualifying for States. Their top scorers were Owen Petropulos, Cameron Turner, and Cayden Conry.



Photo Courtesy of the Berkshire Eagle

"I am telling the team to just have fun at states and not put too much pressure on themselves," senior Alex Axt said. "It's a great thing that we are even going there so I just want us to go out and have fun, and try to live in the moment a little bit and finish the season strong."

The team celebrated their seniors, Axt, Conry, and Turner, on October 13 against Hoosac Valley.

While traditional teams competed in Grey-

lock jerseys this year, the Mount Greylock football players found themselves wearing blue. The co-op Drury-Mount Greylock team is 5-1, and sophomore Judge Martin commented on the combination.

"We are a young team, so most of us are still learning the plays and adjusting to the coaching," Martin said. "The team is coming together really well; most of the players have either played together or played against each other before so there is a good team bond."

Despite wearing a Drury jersey, Martin said he would prefer to continue playing with Drury next year rather than starting a Greylock team. Nevertheless, he would like to have a game on John T. Allen Field at Mount Greylock, which won't happen this year due to the amount of away games the football team has scheduled.

Mount Greylock also hosts a Unified Basketball team this year. The Echo spoke to senior Henry Art about their season. "The season is going great so far," Art said. "Everyone is making huge improvements, especially Josue [Rubio] and Lincoln [Simpson]."

The team found their first win against Pittsfield on Thursday, October 21. Freshman Devika Sharma had 22 points, while Rubio had 12.

The team is 2-1, picking up a win against Waconah in their first home game of the season on Wednesday, October 27. Senior Aiden Barnes scored 22 points in the win.

The Berkshire County Invitationals (BCIs) recently took place for both boys and girls cross country teams, which was the team's senior day and final home race. All Berkshire County teams attended this race.

The boys cross country team is 13-3, finishing their regular season on October 20th.

"The team has been doing really well," senior captain Parker Winters said. "We have a really young team this year."

The BCIs were Saturday, October 30th, and the boys team celebrated seniors Parker Winters and Teague Murphy. Their top seven runners are Ollie Swabey, Ezra Holzapfel, Andrew Petropulos, Ryan Keating, Jude Bakija, Winters, and Vincent Welch.

"I feel pretty good going into Divisionals," Winters said about the cross country team's divisional championship, replacing their traditional Western Mass race. "We have a shot at going to States, which is good."

The girls cross country team, led by seniors Josie Smith, Kate Swann, and Julie Lawson, are undefeated.

"The team has been doing great this year," Smith said. "Overall, the team is feeling pretty good about going into Western Mass and States."

The girls team took first place at BCIs, led by Swann, who recently won iBerkshires Athlete of the Week. The team hopes to be competing until November 20th, when States will take place. "We are a strong team," Smith said, "but there are a lot of competitive teams."

The top runners include Swann, Grace Malone, Smith, Ainsley Abel, Erin Keating, Chase Hoey, Vera De Jong, Annie Art, and Annie Miller. The top seven runners will compete at States. ♦

FEATURES & OPINIONS

A Tribute to Miss Patsy

By EMMA SANDSTROM AND MACKENZIE SHEEHY

Obituary courtesy of the Berkshire Eagle:

Patsy Kay (Brown) Worley, 73 of North Adams, passed away peacefully after a short illness on Wednesday, October 20, 2021 at the home of her son in Pittsfield, MA. Born in Danville, VA on November 26, 1947, the daughter of the late Walter and Arlene Elliott Brown. She was raised in Danville, Virginia and attended George Washington High School graduating in 1966.

Patsy married John "Mack" Worley on November 19, 1966 who preceded her death in 1997. She was employed for the past 19 years as a secretary at Mount Greylock Regional High School in Williamstown, MA where "Miss Patsy" and her southern accent continued to welcome students and faculty daily until her passing.

Patsy is survived by her loving son, Walter D. Worley and his fiancée Marcia of Pittsfield. She leaves two grandchildren; Anna Worley of Pittsfield and Remy Worley of Somerville, MA and three step grandchildren; Mitchell & Emily Graves of Lafayette, CO, Mackenzie Graves of Clinton, CT and Madison Graves of Brighton, MA, and her two brothers Philip Brown (Wanda) of Cartersville, GA and Terry Brown of Reidsville, NC along with seven nieces and nephews.

FUNERAL SERVICES: Calling hours at the Flynn & Dagnoli Funeral Home WEST CHAPEL, 521 West Main Street, North Adams are Friday October 29, 2021 from 4-7 PM. In lieu of flowers memorial donations can be made to Mount Greylock Regional High School in Ms. Patsy's name, to benefit the Mount Greylock General Scholarship Fund in support of graduating seniors. ♦

Patsy Worley, lovingly known by staff and students alike as Miss Patsy, was the face of Mount Greylock. She wrote passes and found the forms for parking permits, but she was so much more within our school. She was a welcoming presence who never missed a day, knew all of the happenings, and commandeered the front office. Under Miss Patsy's watch, not a hair was out of place and the school ran smoothly. She was no nonsense but so beloved for the tight ship she ran.

Patsy has been a constant through many students' careers. Through changing teachers or changing principals, Patsy was always there bright and early, ready for the day. She was there to direct the confused seventh graders on their initial days and to keep the seniors in line on their final ones. She calmed nerves and always knew what to do.

Senior Tessa Leveque said, "I was really nervous about my first day of school in seventh grade. When I got here, I didn't know my locker combination; I thought I was going to cry. But Mrs. Patsy wrote it down for me. I still have that piece of paper in my car. It was really nice of her. She saw that I was nervous and she helped me."

Hearing Patsy's southern drawl was a hallmark of the school day. While she probably let Tom Ostheimer have the speaker one too many times to make announcements about big games for the girls soccer team, there was nothing quite like hearing the updates from Miss Patsy each morning. She reminded all of us about the club meetings we had forgotten, told us to sign up for the PSATs when we didn't read the school emails, and updated us on cancelled practices. Patsy did not just keep the school running; she kept our lives running too.

Patsy could always be seen supporting the school community outside of the school day. Librarian Liza Barrett said, "She sold the tickets all the years when my three kids played sports here, and of course I was at every basketball game doing the concession stand in that old hallway while she was at the table and we would just talk all night long and she was such a big supporter of the kids. I loved those evenings with Patsy in the lobby."

It still feels unimaginable that Miss Patsy is gone. Walking into school and seeing anyone else in her chair standing as sentry to the building does not feel natural. She was a beloved member of our school community who simply cannot be replaced. While it is a difficult time, we must remember the love and dedication that Patsy brought to work with her each and every morning to make the school a better place. She will be dearly missed. ♦



Patsy Worley with Bridget Bala-wender and Nancy McMullen

Sylvie's Book Corner

By SYLVIE CLOWES

In Taylor Jenkins Reid's New York Times Best-seller, *The Seven Husbands of Evelyn Hugo*, an aging actress recounts her tumultuous life in Old Hollywood. Now almost 80, Evelyn Hugo tells the story of her escape from a childhood of poverty in Hell's Kitchen to her ascent in Hollywood. The novel makes use of shifting perspectives and is narrated in the present by journalist Monique Grant. Grant, for mysterious reasons, is the only person Evelyn is willing to have write her biography, which is meant to be published postmortem.

Although the novel's title suggests that its focus will be Evelyn's seven husbands, at its center are the secrets she kept in order to succeed in Hollywood. With everybody she loves dead, Evelyn no longer has anyone to protect—not even herself. While she tells Monique that she does not regret anything, she warns her that the reality of her life is at times an "ugly" one.

While the book touts itself as "a spellbinding novel about love, glamour and the price of fame," it is really about the everyday compromises Evelyn is forced to make as a queer, Cuban-American woman in order to become America's beloved blonde actress. Her life has proved a glamorous one, but the worries that plague her could belong to any woman.

Evelyn's narration of her relationships is heart-breakingly honest, as her desperation for love becomes apparent throughout the novel. While some of her relationships are ones of convenience, much of the drama in the story is caused by her need to keep those she loves close. Such genuine emotion makes it even more painful when she loses these relationships. Her one "true love," fellow actress Celia St. James, is the only person who remains in Evelyn's life. Their relationship is never portrayed as easy or perfect. Instead, they work to keep the other sane under the pressure of their secret relationship.

Evelyn is a sympathetic character, not because she is a good person, but because she is able to provide understandable reasoning for her actions. She makes it clear that she does not believe herself to be a saint, even acknowledging that Monique will have reasons to dislike her. Still, she believes that she deserves more than what she has and she works hard to get it. Evelyn gives herself compassion for her actions, which allows the reader to view her in a series of greys instead of black and white. Although sympathetic, her actions do not exist in a vacuum. In fact, the novel makes it clear that the actions of Evelyn affects the lives of those around her. For part of the book, Evelyn acts in her own best interest, later shifting to what she believes is in the best interest of those she loves.

The Seven Husbands of Evelyn Hugo is a great beach read filled with all the drama one could want. For me, what makes it a truly enjoyable book is how detailed Evelyn's characterization is. Her narration kept me reading as well as the relatability of her character. I would recommend this book to anyone who wants a glamorous drama that also has rich character development. ♦

FEATURES & OPINIONS

A Failure in Local Environmental Education is a Failure for All

By LUCA HIRSCH

Having grown up in the Berkshires, I've found that it is easy to take my surroundings for granted; in fact, I have rarely given myself the opportunity to explore activities that are famously iconic to New England. I haven't been apple picking in years, I don't embark on many hikes, I rarely go searching for fall foliage, and worst of all, I drive to a school with a beautiful view of Mount Greylock each morning, yet I never take the time to appreciate it.

It wasn't until my siblings came home from college and remarked at how much they missed the nature that surrounds us that I realized how much I was taking for granted. When considering my experience learning and living in such a nature-rich town, it struck me how little our education incorporates our natural landscape into its teaching.

In elementary school, I remember going for hikes in the fall while learning about the foliage. In the spring we would go to ponds and find real world examples of the frog life cycle, and in the late summer we would research and raise our own Monarch butterflies.

Going into high school, I was excited to explore our unique natural world through a more sophisticated lens, but my hopes never materialized. Mount Greylock Regional School is surrounded by the beautiful Northeastern Deciduous Forest which is home to unique flora, fauna, and behaviors that deserve our attention. It's baffling to me that ecologists and nature enthusiasts travel from around the globe to see this unique wildlife, yet the people who live here rarely know anything about our local

biology.

A few weeks ago, a tourist asked me if I could identify a tree for her and I jokingly told her that I could really only identify two types of trees: a Birch Tree and a Maple Tree, so I wouldn't be much help. Walking away from that interaction, I realized that what I said was completely true.

I know little about identifying local flora and fauna, and I feel as though my scientific education — in terms of local application — ended in second grade. If you're asking why learning

"I feel as though my scientific education — in terms of local application — ended in second grade."

about our local ecosystems is so important, I grant you that is a fair question. Learning how to identify our local, natural world is not the most important skill to learn in school, but as

citizens of the United States and the Commonwealth of Massachusetts, we have an obligation to learn about what makes our land unique and worth conserving.

There is a massive movement towards conserving wildlife around Massachusetts, the United States, and the world, and it's difficult to find occasions in which people elaborate on what we are conserving. Sure, reducing our Carbon Footprint will help the environment and reduce fossil fuels, but what will happen to our area if climate change continues?

Mount Greylock Regional School is blessed with access to a beautiful environment, yet I feel woefully uneducated in what that forest holds. If a major aspect of public schooling is making everyone good citizens, how can we ensure we are learning about the very environment we are citizens in? ♦

Athlete Spotlight: Kate Swann

By ALAYNA SCHWARZER

Echo: How and when did you start running cross country?

KS: I started cross country in seventh grade.

E: What other sport(s) do you play? If so, what's your favorite?

KS: I used to play soccer, and I played for a club team in middle school so that I could still run. I was not a big fan of soccer, which is why I decided to dedicate all of my time and energy towards running. I also do track, but I like cross country far more. Running around in circles does not really compare to running on trails, and running weather in the fall is a lot nicer than in the spring/summer.

E: Tell me a little bit about your favorite part of running cross country?

KS: My favorite part about cross country is the team. When I am training on my own, I dread going for a run. When I am with the team, though, I look forward to practices because everyone is so funny and supportive. It is so nice to finish a challenging day of school

and be able to see my friends and go on an adventure with them. We also make so many memories together, and I always love running through a certain area and suddenly remembering a specific run or workout we all struggled through together.

E: How do you prepare for a race? Any special rituals?

I always drink a full nalgene 2.5 hours before the race, and then I go to the bathroom hundreds of times to pee it all out. I am also extremely particular about my socks on race day. I have pre-race socks that I wear the day of the race and during warm-up. When I switch into my spikes, I change into my racing socks. I also always wear two scrunchies, a red scrunchie and a white one. I like to listen to music before a race to focus on something other than the stressful event about to occur. My go-to hype-up song is "Poker Face." ♦

The Perfect Cider Donut

By RAFA MELLOW-BARTELS

A good cider donut is a quintessential element of fall in Berkshire County. However, a cider donut is a lot more complex than just any regular donut. There are so many layers to be enjoyed by people of all ages. You need the right size donut, so there isn't too much to eat and of course you need the perfect amount of sugar coating the outside. When it all comes together, it is one of the best treats to enjoy on a crisp, fall day.

In search of the perfect cider donut, I tried donuts from three different places: Jaeschke's in Adams, Guido's in Pittsfield, and the Apple Barn in Bennington. To get the best comparison, I heated each donut for twenty seconds and then tasted each one. Overall, the donuts were pretty similar, and if you are not an expert, you may not be able to tell the subtle differences in flavor. However, I examined the small, unique elements of each donut so that, depending on your preferences, you can enjoy it as much as you possibly can.

Sometimes you just want a little snack, and you do not feel like filling up on a whole donut. If you prefer a donut on the smaller side, then I suggest Jaeschke's. The Jaeschke cider donut has the perfect amount of flavor and tastes exactly like apple cider. The donut is a little bit pricey at \$1.99 per donut (I bought mine at Wild Oats Co-op, so the price might be different from Jaeschke's Farm). It also has very little sugar on the top. I know sugar is often people's favorite part, and if this is true for you, then you should consider other options. I personally like my cider donuts without too much sugar so that you can really taste the flavor of the donut itself. Also, the sugar is very messy, and it always covers my hands and, really, everything in sight.

A more sugary version than Jaeschke's is the Guido's cider donut. The donut itself is a lot crunchier on the outside and yet very soft on the inside. The combination makes it a lot cakier in texture than Jaeschke's, and it has a decent amount of sugar covering the top. It is also cheaper than Jaeschke's at \$3.99 for six donuts, which is a much better price. The only problem is that if you are not already in the Pittsfield area, where Guido's is located, then it can be a bit of a drive.

The final contender was the apple cider donut from the Apple Barn in Bennington, Vermont. This donut was the biggest in size of them all. The donut was crunchy, on both the outside and the inside. It wasn't as sugary as the Guido's donut, but it still had quite a bit more sugar than the Jaeschke's donut. The Apple Barn sells each cider donut for exactly a dollar. This may be your sweet spot: good price, nearby, and a medium amount of sugar.

No matter your taste, there is a cider donut for you not too far from here. I suggest you go out and get one (or two or three) while we are still in apple season and able to enjoy the fall weather. ♦

ETC.

Twin Advice, Twice as Nice

Jannah and Kiersten,

I spent last year fully remote, and now being back fully in-person school is a little jarring. Any tips?

-Zoe Zoom

Hi Zoe,

As a fellow zoom-y (fully remote up until the last two weeks of school), I get this feeling. Last year my first period was asynchronous so I could sleep in a bit, but now I am expected to be fully awake and functioning by 7:40 every day. And now, I don't get home until 5:30, where last year all I had to do was hit "Leave Meeting" and the school day was over. The fatigue is real.

The best advice I can possibly give is to pick a bedtime and stick to it. Even if it means getting up ten minutes earlier to finish that essay that has been procrastinated until the last minute humanly possible, it is better to have a consistent bedtime. I picked 9:00, because at heart, I am a grandmother.

Additionally, know your limits. I know that every assignment feels like the most important sometimes, but be sure to prioritize your mental health. If need be, it is usually acceptable to email your teacher for an extension on an assignment if you feel like you need it. Obviously, stay on top of your assignments -- extensions should be scarce -- but take the time to focus on yourself. The return to a structured school schedule after the last year can be pretty jarring.

I know this is all exhausting, but I also cannot recommend enough that you take advantage of things that proved to be more difficult during remote school, whether that's social events (do you know how nice it is to finally not have lunch all by myself), or directed study: goodbye intense email coordination, hello e-hallpass to my teacher's rooms!

In all seriousness, take care of yourself.

The pandemic and transition back to normal life can be a lot to deal with, and you come first in your world. All the best, Jannah

Heya, Zoe!

I completely understand where you're coming from. When you're doing remote school, it is much easier to go on your own schedule. Sure, maybe your English teacher told you to read during their class period, but maybe you need a snack instead. Now, we are back to the water only halls of the academic wing.

The best advice that I can give you is to tune up your time management skills. I don't know about you, but when I was doing zoom school, it was incredibly easy to be writing an essay while sitting through a biology lecture. Now, it is much harder to get away with such things. So, I use the time I have throughout the day -- directed study, breaks at work, times during extracurricular activities when I'm not doing anything -- to work on homework. I would really recommend this! Your grades -- and your teachers whose classes you've been using as bonus directed studies -- will thank you!

I agree with my sister about knowing your limits, but also, if you want to, try your best to get involved at MG again! Obviously, you don't have to join every club ever, and you don't want to burn yourself out, but if there's a club that sounds interesting to you, stop by! One of my favorite parts of returning has been participating in the High School Book Club & the Fall Festival of Shakespeare again! It's really great to be involved in the Greylock community in ways that are not academic. If that seems like too much, support Mount Greylock athletics once in a while!

Overall, just try to appreciate what you can. You spent 170 days of school staring at a laptop and now you can finally interact with

your classmates. Sure, you can't shoot people Zoom private messages during a lesson to get them to crack up in the middle of health class, but you can laugh while you walk to science class again, which is a lovely feeling. Take advantage of "regular" high school.

Yours,
Kiersten ♦

PS: We are so excited to be taking over twin advice! When Charlie and Clara graduated last year, we all thought the column was going to be abandoned. Alas, we decided to take it over! We have some big shoes to fill, but we are very excited to be doing this.



Mini Crossword

Created by BLAIR DILS

1		2	3	4
		5		
6	7	☆		
8				
9				

ACROSS

- In weather terms, one of the three H's
- Game with Draw Four, Skip and Reverse
- Begins...again
- Make free (of)
- Items needed to "rock the baby" and "walk the dog"

DOWN

- Potter or Styles
- Tangy and spicy
- Stat that lowers a QB's passer rating
- Tablespoons of medicine, often
- Farmer MacDonald's favorite three letters

The center space is a rebus. To complete the answers to 6-across and 2-down, write in a word in this square.

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