

The Greylock Echo

February Edition

Mount Greylock - Williamstown, MA

February 27th, 2024

Music Students Attend Senior Districts

BY NORA LOPEZ

The 65th annual Western Senior Districts Festival hosted 286 talented musicians at Minnechaug Regional High School on January 13. Mount Greylock, one of the 39 participating schools, brought 17 students to the celebration.

The students ranged from first-years to seniors, and a number of them had attended the festival in previous years. The students who attended were: Claire Burrow, Mai Dekel, Emily Dupuis, Frances Evans, Sabine Guerra, Jaden Lash-St. John, Ryan Keating, Caleb Low, Quinn McDermott, Arthur Millet, Quinlan Repetto, Killian Scanlon, Simon Shin, Niara Steward, Thomas Warren, Vincent Welch and Grace Winters.

The event is sponsored by the Massachusetts Music Educators Association, a federated state unit of the National Association for Music Education. The association has 1500 members, looking to provide leadership in professional development, advocacy, and opportunities for students in order to provide comprehensive and quality music education.

The festival gathered the top musicians from schools across Massachusetts. Mount Greylock is a part of the Western Massachusetts division, along with other Berkshire County schools.

Before attending the event, each student participated in an audition process. Jaqueline Vinette, a performing arts teacher at Mount Greylock, was a chaperone for this year's festival and its auditions. Explaining part of the audition process, Vinette said, "Most students are given the music in the spring or early summer, and are definitely well prepared by the time we hit the fall of auditions."

Once at the auditions, which took place at Westfield State University this year, each student plays or sings scales, sightreads a piece and performs their prepared solo piece.

If selected, students then attend two days of rehearsal for the festival itself. This culminates in a performance at the end of the second day to recognize accomplished and talented musi-

cians in the region, along with their hard work.

The performance this year was split into four categories: the jazz band, band, orchestra and chorus. Each section performed their own music, and the festival operated as one big event with four smaller showcases within the larger concert. The concert lasted about an hour and a half. The concert was recorded and is available on the Massachusetts Music Educators Association website.

For many students, the appeal of the festival is the collaboration and bonds formed with other experienced musicians. Junior trumpet player Killian Scanlon, who has attended the festival three times, said his favorite part was "playing with other people."

Senior cello player Caleb Low similarly attended the festival for the third time in his high school career. He said his favorite part is "making music with people from around the area."

Low added that another aspect of the collaboration between musicians he enjoyed was "the progress and the leaps and bounds that everyone makes as a group."

Sophomore Frances Evans, two-time soprano participant, said she loves the "bonding experience" between "people from other schools and people from your school."

Several of the students participating in the festival also auditioned for the 70th annual Massachusetts Music Educators Association All State Music Festival. This festival invites musicians from across Massachusetts, not just the western area of the state.

Accepted students will participate in a two day event, similar to the Western Senior Districts Festival, which culminates in a performance from musicians across the state. The All State Festival will take place on Saturday, March 23 at Symphony Hall in Boston in another celebration of students' dedication, talent and musical collaboration. ♦



Photo Courtesy of Patrick O'Connell



Photo Courtesy of Natasha Nugent

1 in 650: Interview with Natasha Nugent

BY DYLAN CLOWES

The Greylock Echo sat down with Mount Greylock sophomore Natasha Nugent to discuss her passion for violin and involvement in community orchestras and concerts. Nugent has also won the award for most community service hours in her class.

Echo: How often have you been playing violin recently? Do you have any new achievements, such as a concert or a new way of practicing that you could tell me about?

Natasha Nugent: Well, I recently had some concerts with a clarinet quintet. That's two violins, a viola, a cello and a clarinet. We had a bunch of rehearsals and it was a lot of fun to get to know each other and get to know the music, learning how to play it together and really get the music off the page and be able to express ourselves. Then we had some concerts and kept getting invited back to do more concerts, which was really exciting, and I think we were able to play better. Each time we performed, we got more comfortable.

E: Was working with woodwind instruments difficult since you play a string instrument?

NN: It was interesting because I had never really played with woodwinds in a context like that before, and they do some things differently than us. For example, clarinets don't really do vibrato, as string instruments do, which is kind

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AI in Schools

Knowl Stroud explores the increasing prevalence of artificial intelligence in the classroom.

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Free Lunches

Quinlan Repetto reports on free lunches becoming permanent in Massachusetts public schools.

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College Application Tips

Anabel Gonzales offers advice on the admissions process.

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"Anyone But You"

Judge Martin reviews the recently released rom com, starring Sydney Sweeney and Glen Powell.

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NEWS

Mount Greylock Offers New Cooperative Cooking Class

BY FRANCES EVANS

A new cooperative cooking class is being offered this semester at Mount Greylock, taught by special education teacher Karen DuCharme. Only a few weeks into the second semester, the class appears to be a success among Mount Greylock students.

All students with time in their schedule and credits to spare, including special education students, are eligible to take this class.

"Mr. Schutz thought that it would be a good idea," DuCharme said, "and asked if I would be interested in teaching it as we covered cooking basics in my pre-vocational class."

In DuCharme's pre-vocational class, "high needs students" work on important life skills, including cooking. The lessons learned in these classes are meant to be useful for years to come. This is the first time DuCharme has taught an exclusively cooking class, and it is the first cooking class offered at Mount Greylock, at least since the days of "home ec."

DuCharme plans one to two days of cooking a week. For the days not spent actively cooking, the class includes lectures, demonstrations and videos. Sometimes, students even watch the cooking television series "Nailed It!"

"Towards the end of quarter three and four, we are hoping to have a 'Nailed It!'-style assessment and just have fun and learn," DuCharme said.

The first quarter of this class is focused on baking, while the second and final quarter is focused more on meal prep and planning.

"We go over the basics of cooking, baking and basic meals," DuCharme said. "We also review cooking terms and equipment, as well as practicing making and tasting food that we make."

Senior Judge Martin said the students split into three cooking groups during class. Each group is "doing the same recipe and the same process, but it's quicker because there's less people," Martin said. This semester's groups are named the Hot Tamales, the Dino Nuggets and Spicy Ketchup.

To make the assigned dish, students follow recipes and teacher instruction, working together to complete the assignment. Students



Photo Courtesy of Krishiv Malhotra

then clean up their areas, where they each have an oven, a stove and a microwave.

"It's very peaceful and weirdly calming," Martin said. "It's just you and your friends." He added, "The teachers are very kind...it's a nice community."

Another aspect that makes this class special is how it takes "things a little slower," DuCharme said. "I really try to have everyone realize that we are all different. We have different styles, abilities, tastes and ways that we learn. I

think that also makes integrated cooking special. Our differences don't always have to work against us. They are what make us beautiful."

"It's fun to get to cook at school and to, not teach, but help other kids learn," senior George Munemo said.

"It's really cool to work together in a kitchen," senior Storm Colandria said, "especially if people want to [be a cook] when they're older." Colandria added, "People there are really nice, and you're learning valuable information that you can use later on."

So far, the class has made cookies, as well as biscuits with sausage, egg, and cheese. The class usually then delivers the food they made to the staff, but the students do get to try some.

"It's a lot of fun," Munemo said. "You get to learn how to cook, you get to eat. It feels good to get out of regular school stuff for 45 minutes."

"I would totally recommend the class," Martin said. "Especially if you don't want a heavy educational class, but you want to keep on learning. I'm horrible at it, but I am slowly getting better. It's a very good life skills class."

"Hopefully, students learn how to do the basics, have fun, realize mistakes don't mean failures and realize differences can be strengths," DuCharme said.

Although Mount Greylock has yet to release the 2024-2025 program of study, the positive student feedback will likely encourage the school to offer the class again in the fall.

"If they offer it again," Munemo said, "everybody should take it at least one semester." ♦

SEE Fund Awards \$20,000 in Grants

BY MILA MARCISZ

The Sustaining Educational Excellence Fund (SEE Fund) handed out over \$20,000 to Mount Greylock projects and activities in December. Applications for grants were submitted for 30 different projects, and the awarded money ranged from \$120 to \$3,500. These grants are to be used for this school year.

Activities, programs and initiatives that received funds include the Chamber Theater Performance; a Solar Eclipse field trip; new whiteboards; additional outdoor lunch seating; displays and easels for art shows; support for the Orchestra and strings program; the Multicultural Fair; the "Social Media Awareness" assembly; starting the graphing calculator loan program; archery gear for the high school wellness program; and the student-led Spring Drama.

As stated on Berkshire Taconic's website, the SEE Fund application is open to students, teachers and members of the community for initiatives that improve and strengthen students' Mount Greylock learning experience. The fund aims to provide students with a challenging and engaging curriculum and encourage creative endeavors and a love of learning.

Physical education teacher Brian Gill emphasized the importance of the fund for his

department. "[The department] has gotten no less than eight to 10 grants over the years from the SEE Fund for things that would improve our program."

In the past, the SEE Fund has also given grants to the wellness department for material in the weight room, including the rig, lighter

"It is not only a benefit to use this year, but aids in cementing the club outside of our school community."

- Alec Sills, Photography Club Head

bars, and lighter weights.

"From its inception, [the department has] tried to use the SEE Fund for things that we couldn't afford with our normal budget," Gil added. This year the fund has contributed money to purchase larger targets for the wellness archery program. "We were able, through the SEE Fund, to purchase camp-sized 48-inch round targets that are much more conducive to

success," he said.

The SEE fund also gave the department money to buy new balls for the middle schoolers to use during their lunch period.

Another one of this year's beneficiaries is Mount Greylock's Photography Club. Co-head of the club Alec Sills said the grant "has been a really helpful asset" and "allowed us to broaden our horizons in what we can do as a collective."

The photography department plans to use their SEE Fund money to go on a field trip to an art museum or botanical gardens as an opportunity for students to work on and experiment with photography.

"[The SEE Fund] is not only a benefit to us this year, but aids in cementing the club outside of our school community" Sills said.

Applications for the SEE Fund are reviewed on criteria of impact, relevance to the school program, feasibility, fulfillment of needs and cost effectiveness. The fund's advisory committee, made up of parents, teachers, students, the superintendent and the school's community members, review the applications before handing them over to Berkshire Taconic's Board of Directors, who have the final say.

The deadline for next school year's grants is October 2024. ♦

NEWS

Free Lunch Policy Made Permanent

BY QUINLAN REPETTO

First enacted by the federal government as a response to the COVID-19 pandemic, the free lunch policy at Mount Greylock and schools across Massachusetts has continued to provide free lunches for all students, regardless of need, since 2020.

In response to the COVID-19 pandemic gripping the nation, the federal government started a program to ensure students across America received requisite nutrition despite the turbulent times. One facet of this program involved the National School Lunch Program (NSLP), a federally assisted meal program created by President Harry Truman in 1946 and based in the US Department of Agriculture. The COVID-19 response program made all lunches served under the NSLP, meaning at all public and charter schools, free for students for the duration of the emergency situation.

Once this policy expired after the 2021-22 school year, eight states – Massachusetts among them -- decided the policy was so valuable to their students that they funded it for an additional two years, up through this current school year. The Massachusetts governor's budget also has funds set aside to continue the program through the 2024-25 school year, and a recent law made free lunch in Massachusetts a permanent policy.

Similar policies have been in place in some districts even before COVID-19. If a certain percentage of students in a school qualified for free or reduced lunch, the federal government would offer free lunch to all the students in that school. This mainly took place in bigger communities like Pittsfield, which has been offering free lunch to its students for the past six years.

Now, however, every school district in the state is actively taking part in the free lunch program.

Many eagerly support the continuation of the policy, including Superintendent Jake McCandless, who cited the importance of hard-working students receiving proper nutrition as one of his primary concerns.

"You all have a really long school day,"

"It's good for everyone because there's no imbalance. It puts everyone on the same level and gives lunch to all."

- Senior Syllas Velazquez

McCandless said. "And then, so many times in a school like this, people go from the day shift of being a student, which starts early and lasts long, into the afternoon and evening shift of being an artist or an athlete or going to work. So it's really important that folks do get lunch."

McCandless is not the only one who thinks this, as the lunch policy has been met with a great deal of support from the student body.

"It's pretty rad. I get hungry, and then I'm not hungry," junior Simon Shin said. "Also, I don't have to make myself a lunch in the morning." The time-saving, efficient nature of free

school lunches appears to be one of the prime contributors to its popularity. Students and parents alike appreciate not having to work to get a lunch together in the morning.

"As a dad, I loved this program when it went into Pittsfield because it's one more thing in the morning you don't have to worry about," McCandless said. "You don't have to worry about getting lunches together, you don't have to worry about logging on or making sure kids have lunch money, it's just there. It feels like a win for everybody."

"Personally, I like free lunches," senior Syllas Velazquez said. "They're a good time-saver for my family." Velazquez also cited the equality of the free lunch policy as one of its biggest strengths. "It's good for everyone because there's no imbalance. It puts everyone on the same level and gives lunch to all."

This free lunch policy will now be a fixed function in Massachusetts. Governor Healey's budget for the next fiscal year, which begins July 1, 2024, was recently released, and it fully provides for free lunches across the state. Under a new law, these lunches will now be a permanent policy.

Free and reduced lunches have been provided to people who financially need it for decades, but COVID-19 allowed people to realize the benefits of free lunch for families no matter their situation.

"My hunch is that more students use the school lunch now than they used to, just because it's simpler," McCandless said. "It's a good thing for students to have." ♦

Curtain Rises on "Kiss Me, Kate"

BY FINN CAROTHERS

As the new year rolls in and the third quarter progresses, rehearsals for Mount Greylock's annual winter musical are in full swing.

This year, students are putting on "Kiss Me, Kate." Published in 1948, this Tony award-winning Broadway musical was written by Bella and Samuel Spewack with music by Cole Porter. It follows a group of actors participating in a musical remake of William Shakespeare's "The Taming of the Shrew."

Throughout the course of the play, tensions rise between producer and lead actor Fred Graham, played by senior Vincent Welch, and his ex-wife and leading lady Lilli Vanessi, played by freshman Mai Dekel. The two characters must navigate not only the production of the play but also their own complex history.

"It's going to be a lot of fun," director and Mount Greylock history teacher Jeffrey Welch said. "It's reasonably priced, and it's a whole night's entertainment. You'll be impressed with what your fellow students can do."

After two weeks of casting overseen by Jeffrey Welch and musical director Jacqueline Vinette, rehearsals for the play are underway.

This year's play has a larger than usual cast of around 39 students, which has presented unique challenges and opportunities over the

past weeks of rehearsal.

"Rehearsals have actually been going pretty well. It's finally starting to take shape," Vincent Welch said. "In the beginning, it was challenging to envision how the show would come together. Now, with elements like dropping books [scripts] and incorporating music, it's looking very promising."

A pianist will accompany the performers for most of the songs. For one song, members of Mount Greylock's Jazz Band Club will be performing alongside the piano accompaniment, incorporating more students into the production.

Senior Ben Dingman plays the charming suitor Gremio. The musical score, he said, "is a witty combination of modern jazz and Shakespeare-esque piano."

Another key aspect of the play, choreography, is led by senior Levi Cohen-McFall. This is Cohen-McFall's first year leading choreography for the play. Cohen-McFall elaborated on the struggles of leading such a complex and large program. "In terms of the actual dancing and other choreography it's definitely a challenge, considering many people have different dance levels. But it's a nice challenge."

"It's important," he added, "that the chore-



Photo Courtesy of Kaeya Durley

ography continues to highlight the music."

While Mount Greylock students have been disappointed by a mild winter, the lack of snow days this year has proved beneficial to the play.

"We've been lucky it's an El Niño winter," Jeffrey Welch said. "I know students are disappointed we haven't had too many snow days, but it's been good for us."

The opening night of the show will take place on February 29 and will continue through March 2. Tickets will be free for Mount Greylock students and \$5 for non-students. ♦

NEWS

Argentina Trip Underway Amidst Presidential Changes

BY SYLVIE CLOWES

In the middle of April, 27 Mount Greylock students will be traveling to Argentina for a Spanish Department class trip, where there has just been a historic presidential election.

Javier Milei was elected president of Argentina in December 2023, and he has already started to make changes. He is part of the Libertarian party and is associated with La Libertad Avanza, both of which are described as far-right. The parties promote social conservatism, economic right-wing libertarianism and hold monarchist positions.

Milei is a libertarian economist who opposes abortion, sex education and euthanasia. He hopes to improve relations with the United States and Israel but wants to distance Argentina from China because, according to Reuters, he said he will not cut deals with “communists.”

So far, Milei’s election and presidency have sparked controversy within and outside of Argentina. Mount Greylock Spanish teacher Joe Johnson said, “He’s got a lot of friends and he’s got a lot of enemies.”

The recent election illustrated the dissatisfaction with what Milei calls Argentina’s “political caste,” the political insiders many feel have failed in returning Argentina to a stable economic position. Painting himself as an outsider, Milei’s self-description as being an “anarcho capitalist,” and a supporter of former United States President Donald Trump has gained him support, largely among young men.

Before entering politics, Milei was an economics professor. His campaign relied upon his promise to reduce inflation and restore Argentina to economic stability. He plans to reduce the triple-digit annual inflation Argentina faces by deregulating the economy, shrinking the government, cutting subsidies and dollarizing Argentina. Milei has already begun devaluing currency, causing inflation to rise at a quick

pace.

Dollarizing Argentina may ultimately help the economy and reduce inflation, but Johnson explained that doing so is “not something that a president can just declare. He would have to have some congressional backing to do it, and it’s not clear that he has that.”

However, dollarizing the economy is not unheard of in Latin America. Panama, El Salvador and Ecuador have all been using the dollar for years and there is evidence that it can help to reduce inflation.

Although the situation in Argentina may

“Part of us going down there is to understand culture, as it relates to us and how we interpret it.”

- Spanish Teacher Amy Kirby

sound precarious, Johnson, who is leading the trip, said, “It’s always one of the safest countries in Latin America... one of, if not the most, economically and technologically advanced countries in the whole continent.”

The students are visiting La Cumbre, which Johnson describes as an “idyllic and small town where most people are pretty prosperous.” Prosperous, according to Johnson, means “not all of your economic eggs are in the Argentina basket,” which, due to the constant inflation, is unreliable.

Students and teachers alike do not seem to be worried about Argentina’s political changes affecting the trip.

“I’m not concerned about the politics as far as the Mount Greylock trip, going down to travel and get to know people in a small community where we already have context,” Spanish teacher Amy Kirby said, who is also chaperoning the trip.

Junior Alec Sills said he “understood the risk of going to Argentina during a point where their politics are sort of changing.” He added, “There’s always a risk when it comes to international or even national traveling, of going into a space where this sort of collective values differ from the ones you’re familiar with.”

Senior Levi Cohen-McFall said he plans to “dress a little more conservatively abroad, like I do when I visit Italy. It’s probably not the best idea to wear my usual super short crop tops.”

Despite the extra precautions some students may choose to take, there is no indication that it will be dangerous for students to visit Argentina. “Once we get off the bus, we’re going to be in a pocket of stability, safe almost no matter what happens,” Johnson said.

Kirby sees the trip as an educational opportunity, not just for learning Spanish, but also because “part of us going down there is to understand culture, as it relates to us and how we interpret it.” She added, “How people interpret politics in their own lives is really influenced by their history.”

Although contention around Milei’s presidency and inflation in Argentina are present, they are unlikely to drastically affect the trip, and students continue to look forward to the journey and the opportunity to practice their Spanish.

“I am super excited for the trip, and the opportunity to experience a new place and culture and connect with new people,” Cohen-McFall said. ♦

Junior Class Holds Snowball Dance

BY ADELE LOW

The Mount Greylock junior class threw the school’s annual “Snowball” Dance on Saturday, February 3. This dance is the first the class of 2025 has hosted, selling tickets for \$15 to help fundraise for the class.

Students were excited to hear some popular music at the dance, such as “Unwritten,” by Natasha Bedingfield, and “Murder on the Dancefloor,” both of which are early 2000s songs that have recently regained popularity. The DJ also played many Taylor Swift songs, which were received both positively and negatively by members of the crowd.

The decorations seemed to be the biggest hit among students. “I think it was really beautiful and the decorations were amazing,” freshman GG Nicastro said. “The walk into the dance was incredible and the dance was short but sweet.”

The junior class organizers went for a wintry theme, which was created using lights and festive balloons.

The main complaint students had was about the duration of the dance. Though the dance was set to end at 10 p.m., the majority of people left by 9 p.m., which to many made the dance less fun.

However, many students thought the music played was better than at past dances.

“I think the DJ was much better than Homecoming, but the attendance was way too low to make it a super good experience,” sophomore Will Svrluga said. “I had a fun time but I definitely wanted way more people and I wanted people to stay longer.”

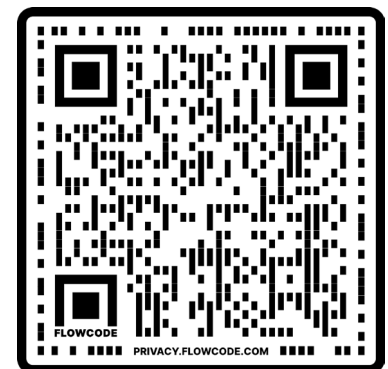
There were a lot of comparisons made between Snowball and Homecoming, and because Snowball was a smaller event, most students seemed to enjoy Homecoming more.

“The decorations were better than Homecoming,” senior Jose Brito said. “However, homecoming was more crowded, so I think homecoming was a little better.”

“I feel like it is always fun to have something to look forward to in the winter and a reason to dress up,” junior Rafa Mellow-Bartels said. “I went to the dance originally to support my class because we need the money. But it ended up being more successful than I thought it would be.”

Rafa also mentioned that the junior class made almost two thousand dollars from selling tickets for the dance.

Junior class secretary Vera de Jong said, “I think overall Snowball went really well. It’s the first high school dance that the class of 2025 organized, and we ended up pulling it together really nicely and got a great turnout. From what I’ve heard, people had a lot of fun so it’s a success in my book.” ♦



Scan here to check out the Greylock Echo website!

NEWS

New Businesses Come to Spring Street

BY RAFA MELLOW-BARTELS

It is always exciting when a new local business opens, and there are now two reasons for excitement in Williamstown: Crust Pizza and Tea & Boba Lounge. Both of these recently opened businesses offer new dining and drink options for those who find themselves lamenting the lack of options in Williamstown.

Both new businesses are located on Spring Street – the natural center of Williamstown and where Mount Greylock students often spend time on weekends or grab lunch with friends after half days of school.

The highly anticipated and long delayed opening of Crust took place just before winter break on December 18, while the new Tea and Boba Lounge opened on February 9.

Both establishments are in locations of former businesses. Crust, at 46 Spring Street, took over what used to be The Red Herring Bar. The Tea and Boba Lounge occupies 76 Spring Street, where the old ABC Clothing store operated until it moved to a new space further up the street.

The newly opened Crust on Spring Street is actually the second location of the pizza shop. The original Crust is located in Pittsfield.

Crust employee and Mount Greylock junior Polly Rhie said, “Business has been going better than expected.” Crust is known for their thin crust and variety of toppings, and many of the patrons so far include Mount Greylock students.



Photo Courtesy of Lucy McWeeny

Junior Vera de Jong said the Pittsfield location of Crust is “one of my favorite pizza places, and I’m really excited that there’s one so close now.”

The arrival of Crust in Williamstown not only gives diners a new spot to eat, but it also has given many Mount Greylock students a place to work.

The Tea and Boba Lounge, just down the street from Crust, serves all kinds of teas. They offer loose leaf teas and boba milk teas, all of which have been made by Glory-Anne Jones, the owner of the Tea and Boba Lounge and lifelong tea enthusiast.

Explaining how she makes all of her teas, Jones said, “I blend organic loose-leaf teas and

herbs to create my own blends.” Along with the many teas, Jones also intends to offer an array of sweets and desserts.

The Tea and Boba Lounge is not Jones’ first business. Jones also has a tea company called Chocolate is Self-Care with a chocolate blended tea line. She blends all of her teas by hand in Cohoes, New York.

Jones began her journey with tea when she was a young girl. She used to have tea with her grandmother and great grandmother and would have a piece of chocolate on the side. So, combining tea and chocolate was natural for her. “Of course I am going to have a chocolate tea line because that is what I grew up with,” she said.

In terms of her mission for the store, Jones said she wants it to be “a space for the community to feel welcome.” She aims to establish this not only through her teas and desserts, but also by creating a “70s vibe” in the lounge.

The opening of the two businesses has offered new dining options and employment opportunities for Mount Greylock students. Time will tell how these businesses continue to do, and whether there will be any new openings nearby in Berkshire County. ♦

Social Awakening: Max Stossel Speaks

BY LUCY MCWEENY

Max Stossel, the Youth & Education Advisor for the Center for Humane Technology, gave three presentations at Mount Greylock in early February. Stossel, a former media strategist, now works to educate students on social media use and how people can use technology to serve their best interests.

Stossel also founded Social Awakening, which promotes healthy use of social media and technology, and he has given presentations to thousands of students around the world.

Stossel first spoke to sixth grade students from the elementary schools and the middle school students at Mount Greylock. He later talked to high school students before giving a final presentation to parents and community members of the district.

Mount Greylock librarian Liza Barrett applied for a SEE Fund grant in the fall to bring Stossel in. Stossel had spoken at a school where a friend of hers works, and the friend recommended Mount Greylock bring Stossel in as well.

Barrett received the grant and worked with the administration to set up the three presentations. She said she wanted to bring Stossel in because of the more holistic way he speaks about phones. “His whole thing is about how to use phones more mindfully and use the technology the way we feel is best for us, rather than having the default which is that big tech is using us,” she said.

With the new phone policy at Mount Grey-

lock this year that prohibits phones from being used in classrooms, Barret said, “We’re very ripe to have these conversations.” She added, “We aren’t saying there isn’t value in the phones and what they do. It’s about in these [school] hours, let’s talk to each other.”

At the presentations, Stossel explained the algorithms behind certain technology, and how people can better avoid getting sucked into their phones by constant notifications and endless entertainment. “My goal is to make these invisible forces visible so that we can choose more freely for ourselves,” Stossel said.

Speaking about apps like TikTok and Instagram, Stossel compared scrolling through content to using a slot machine: users scroll through countless short videos, every once in a while finding a funny one. The hit of dopamine they get from that video is enough to keep scrolling, just as the rare win at a slot machine keeps people playing.

With his background in social media and time spent speaking to students, Stossel came with an understanding of the role of social media in teenagers’ lives, making him, for many students, more relatable.

“I just thought it was a lot more relatable as a student to hear things we can do to be better about being on our phone, as opposed to getting off our phone completely,” senior Lex Anagnos said.

Senior Anya Robinson added, “I thought it was super relatable because it wasn’t shoving it



Photo Courtesy of Liza Barrett

down your throat like, ‘don’t use your phone.’”

Stossel showed students tips for how to change phone settings to receive fewer notifications, along with ways to make it more difficult to immediately click on social media apps without thinking. He encouraged students to try deleting one app from their phone for a week, which many students did then and there.

“I thought it was very effective, and I think in general my screen time has been lowered significantly since the talk,” senior Emily Ouellette said.

Barrett said Stossel’s presentations are just the beginning of more conversations within the school around phone use, along with attempts to incorporate more community engagement. “Obviously it’s good in one day, but you really need to keep the conversation going,” she said. ♦

FEATURES

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of a rapid wavering of the pitch that makes the tone warmer. So the string players had to learn to adjust to let the tone balance and have a good sound as a group.

E: Was the vibrato messing up the normal woodwind tones, or was it just not sounding good together?

NN: Yeah, it was more that we just wanted to make sure we had a good cohesive sound as a group. Because if, say, we all had a long note together, and some of the people were doing vibrato, but the clarinet wasn't, then that wouldn't sound very good and then it would make the clarinet stand out even more. So we want to really be able to blend our tones.

E: I know that you also recently won an award for community service. Could you tell me more about that?

NN: Yeah, that was through the orchestra. I play in the Empire State Youth Orchestra, which every year in December does fundraising concerts for the Melodies Center for Childhood Cancers and Blood Disorders at The Albany Medical Center. So that's a really great

way for us to have fun playing music but also to be helping others. Another community service thing that we do in that orchestra are our annual Young People's and Seniors' Concerts. For the Young People's Concert, elementary schools from around the Capitol Region in New York come to hear us play, and we play excerpts from the pieces that explain certain musical ideas, and there's a storyline to help them stay engaged. It just helps us introduce younger people to music and the orchestra. At the Senior's Concert, residents of nursing homes come to hear us. They might not necessarily always be able to make it to regular concerts, so this is a nice way for us to share our music with them. So Melodies, which I mentioned earlier, is the big one, and it's four concerts in a row that are also televised. People pay to come watch it in person, and that's what really makes a lot of money, and then people will also watch it later on television. It has made millions of dollars for the Children's Cancer Center.

E: Do you think that both older and younger people enjoy listening to that music?

NN: I think so. We've heard that there are some

people who are playing in the orchestra now, who found out about it at these Young People's Concerts when their elementary schools came, and that's what made them decide to start learning an instrument and practice enough to eventually join this orchestra. So I think that's really cool that what we're doing helps people really begin to discover music and pursue it more seriously. And we've also heard from some of the seniors that it's a nice chance for them to come see us perform music so passionately in a setting that's easier for them to get to.

E: Are there any other hobbies you do at home or after school that you would like to share?

NN: Music is my main thing and practicing and going to rehearsals and lessons and everything takes a lot of my time. But I also like to read and draw and spend time outside, like hiking and camping. I also like doing ceramics when I've gotten a chance to do that at summer camps. ♦

The Role of AI in the Classroom

BY KNOWL STROUD

Artificial Intelligence, often portrayed as the brainpower behind futuristic robots, is quietly making its way into our classrooms, bringing promises of revolutionizing education. AI in education is like having a high-tech helper that goes beyond textbooks and chalkboards. It can analyze heaps of data to figure out the best way each student learns. Moreover, AI can ease the load for teachers, automating routine tasks and offering insights to enhance their teaching strategies.

However, as we embrace this wave of innovation, a nuanced understanding is crucial. On one hand, AI holds the key to unlocking educational potential, making learning more accessible and engaging. On the other, concerns arise about privacy, fairness, and the risk of technology overshadowing the human touch in education.

While there are many applications of artificial intelligence, the primary focus of this article will be chatbots like ChatGPT -- the AI program that wrote everything you have read up to this point. It is pretty rough without any modifications, but it is easy to see how five minutes and a bit of editing could produce a totally legitimate piece of writing. As AI continually becomes more powerful and easy to access, its effect on schools grows greater.

Outside of Mount Greylock, many colleges and universities are grappling with the role AI should play in the classroom. Justin Shaddock, Professor of Philosophy at Williams College and the Chair of the Williams Honor and Discipline Committee, said he has seen "surprisingly few" AI cheating cases come through the committee, which handles Honor Code violations at the college.

"The cases that we've got have primarily come in some kind of foreign language context... the kid writes the essay in English and then asks Google Translate to produce the Spanish version," Shaddock said.

However, he admits that AI is likely "much more prevalent than it has been caught." The poor consistency of AI checkers and other variables has pushed Shaddock and many other faculty members to consider how AI can be incorporated into the classroom in positive ways.

Acknowledging there are "legitimate uses" of AI, Shaddock also wants to make sure stu-

"The more progressive, responsible solution would be finding a way to integrate it."

- Junior Noah Klompus

dents are producing their own work. To do so, he looks for elements of papers and projects that AI has a harder time doing, such as "raising an interesting question, answering it, considering relevant objections, answering the objections," and other reason-based components.

In Shaddock's opinion, AI use is becoming a fact of the modern classroom, so it is critical that it is used in ways that facilitate learning as often as possible.

Artificial intelligence has also had an effect on Mount Greylock. In his AP Computer Science class, Brandon Price said AI was the "driv-

ing force" behind a change that saw much of the required writing for the AP test moved onto the actual AP test day to prevent use of AI chatbots. As for potential benefits, Price said, "We just don't use it enough" to really investigate applications.

Other teachers expressed similar uncertainties. Sophomore English teacher Kathleen Igoe said artificial intelligence is a "looming thing to think about," but she does want to "learn more about" it.

Teachers had the opportunity to learn more about AI in the form of a professional development topic on Friday, February 9, discussing AI's negatives and positives.

Ultimately, the main group being affected by the proliferation of AI are the students. Junior Noah Klompus said he sees AI as "a tool, just like anything else." Rather than trying to eliminate it, "the more progressive, responsible solution would be finding a way to integrate it," he said.

Klompus said AI has been very helpful for him. "I have asked it for help on math problems, physics problems, all sorts of problems. And instead of just giving me the solution, it can explain it to me -- I'm learning from it." However, when asked about AI generating lesson plans for teachers, Klompus emphasized that it is great as a supplement, but it is still important that teachers don't "forgo the personal work" of teaching.

Finding that middle ground is hard, both for teachers and for students. But AI isn't leaving anytime soon, and defining the role it should play in the academic experience is becoming a crucial aspect of school. ♦

FEATURES

Latin Enrollment Declines at Mount Greylock

BY MAGGIE NICHOLS

Mount Greylock's Latin program has been a cornerstone of the school's foreign language department for decades. However, recent downward trends in enrollment have raised concerns about the future of the language at Mount Greylock.

Mount Greylock has offered Latin since as far back as 1928. It has also offered French, German, Russian and Spanish throughout the school's history. Latin and Spanish are currently the only two languages offered at Mount Greylock.

Latin is offered at both the middle and high school level, beginning with Latin Seven all the way up to the highest level, AP Latin. Elementary school students are given the option in sixth grade to enroll in either Latin or Spanish when they come to Mount Greylock, and are able to switch languages while enrolled up until ninth grade.

Enrollment within the Latin department has been on a steady decline in recent years, with numbers reducing after 2021. The 2023-2024 academic year has seen very low numbers compared to previous years, with less than ten students in Latin Seven and only eight students enrolled in AP Latin.

Principal Jacob Schutz acknowledged the impact of the decrease in enrollment, emphasizing how class sizes have changed. "In the past five years, the numbers were dwindling. We have one Latin teacher with a full caseload with some decent sized classes, but enrollment is on a decline," Schutz said.

Steven Zelubowski, the sole Latin teacher at Mount Greylock, is responsible for teaching all levels of Latin, from Latin Seven to AP Latin. He teaches six classes in total.

"This is my ninth year teaching and fourth

year teaching at Greylock. Enrollment has varied up and down since I've been here, but we do have a small seventh grade class this year," Zelubowski said. On top of a full caseload, he is tasked with encouraging enrollment and interest within the Latin program.

In response to the decline in enrollment, the administration has offered Zelubowski the opportunity to recruit students from Williamstown Elementary School and Lanesborough

"If we learn in Latin class how to be more articulate, or how to read or express ourselves better, that will make us better human beings."

- Latin Teacher Steven Zelubowski

Elementary School in order to get prospective students interested in Latin. Efforts to recruit younger students have been organized in part by the Junior Classical League, with members currently planning to visit the elementary schools to build catapults with students.

"We are working on a day where we can go and explain what Latin really is, because I think many don't understand what Latin is truly about and the benefits it has," Junior Classical League Vice President Jackie Brannan said.

"We want to keep the Latin department alive," Schutz said. "Ideally, we don't have to have big peaks in the ebb and flow. We would

like a solid base of Latin students."

Spanish has seen a contrasting increase in enrollment over the past few years. Joe Johnson, head of the World Languages Department and AP Spanish teacher, noted the increased demand for Spanish classes.

"It appears [Spanish] enrollment is going up. We had building-level approval for another Spanish position, but town budget issues kept that from installment. As it stands, two of our teachers are teaching six sections, so there is a lot of demand for Spanish," Johnson said.

The decline in Latin enrollment does not have a clear cause, with many current Latin and Spanish students unsure of the future of the program. "I've taken Latin since seventh grade, but I feel as if it has been difficult to gain a solid base," junior Vera de Jong said. "However, I think I have learned a lot both about Latin and language as a whole."

Students enrolled in Spanish courses echo varying perspectives, with many advocating for the relevance of Spanish compared to Latin. "I feel like there's more opportunities when taking Spanish. You're able to connect with a bigger group of people. I am able to speak to my side of the family that only speaks Spanish," AP Spanish student John Morales said.

Zelubowski emphasized the value and modern relevance of both Latin and Spanish, but cited the enrollment decline as a product of a broader issue. "I think we are at an interesting time in education where education is seen as a transactional means to achieving a career, with an erosion of appreciation for liberal arts," he said. "If we learn in Latin class how to be more articulate, or how to read or express ourselves better, that will make us better human beings."

◆

Standout Swimmer Courtland Cart

BY SHUBHAM DEVRE

Every year, a new batch of middle schoolers step foot into Mount Greylock. This fall, seventh grader Courtland Cart was among those students. Cart is a passionate swimmer with great love for the sport. She is one of the fastest swimmers for Purple Valley Aquatics (PVA) and is also highly ranked for her age group in New England.

Cart began swimming at the age of six, but disliked the experience and stopped swimming for a year. Watching her sister swim, though, she then realized how much she enjoyed it and decided to give it another try when she was seven. Cart has stuck with swimming ever since.

Over the years, her passion for the sport has kept her going. "I love the sport and I love what it gives me," Cart said. "It makes me feel happy."

Cart said she loves being in the water and the different strokes, especially breaststroke and freestyle. Her teammates and the other people are her favorite part of PVA. "They're just all so kind and friendly and amazing," Cart said.

Her enthusiasm and dedication for swim-

ming shows through when Cart competes in swim meets and other events, often swimming top-ranking times. Among these events, Cart has qualified for and competed at a Zones meet, a zonal championship meet where the fastest swimmers of the same age in the Eastern United States compete.

At ten years old, Cart was classified in the AAA time standard for her 50 yard breaststroke, meaning she was in the top six percent of swimmers in her age group for the stroke. Her time of 37.30 seconds is the second fastest time for the event in the New England Girls 9-10 age group.

Cart said she is proud of the high rank she could achieve at such a young age. "[It] is pretty cool to see your name like that."

Since then, many of Cart's times have also been in the AA rank, meaning her times are in the top eight percent of swimmers in her age group at the time for those strokes. She has ranked AA for many of her individual medley, breaststroke, backstroke and freestyle times. Cart's exceptionally fast times have made quite the mark in New England.

Cart continues to maintain her fast times

and is one of the highest ranked swimmers for PVA right now. In the future, she hopes to keep up the effort and continue to take part in more events. "I hope to qualify for more zones," Cart said. "I think it'd be really fun to go." ◆



Photo Courtesy of Stephen Faucher

FEATURES

Art Mediums at Mount Greylock

BY EMILY MOLE

When school is brought up, people typically think about the subjects of math, science, history and english. Art isn't necessarily what comes to mind, but since the main task of high-school is to prepare students for the real world, it is also a time of learning how to express who you truly are.

Many Mount Greylock students find an outlet for that personal expression in the three connected rooms that hold the school's art department. Karin Stack, Jane-Ellen DeSomma and Rachel Mueller are Mount Greylock's three art teachers, and each one teaches a different form of art.

DeSomma is the studio art, 2D and college portfolio teacher. "It feels wonderful to have three full time art teachers that are specializing in three different areas... it's a very strong department and I'm very proud of that," she said.

Stack's room introduces digital, technical art and design through the many artistic possibilities in the digital world today.

"My classes stress visual communication," Stack said. "How do images tell their story or state their message? How [do you] understand the world through images? How [can someone] control images to communicate what one wants to say, rather than be controlled by the images

all around us?"

Mueller joined the art department in the fall, teaching ceramics and other material-based arts.

"The vision was for our department to



Photo Courtesy of Krishiv Malhotra

grow and offer a comprehensive selection of courses," DeSomma said. The department wanted "someone that had a very strong background in both 3D art and glass."

"In this classroom, it's more materials based," Mueller said. "There is glass, and then next year there is also going to be sculpture. I am going to take over for ceramics too, so all of

the three dimensional stuff happens in here."

"Having two amazing colleagues is invaluable," DeSomma said. "[We are] always bouncing ideas off one another and brainstorming. They influence me every day. I am as much of a resource to them as they are to me."

"I love tapping into what Ms. DeSomma has learned over her time at Mount Greylock," Stack said. "I've admired her students' work for years. [Mueller] has a fresh and new set of ideas, and she's doing fantastic work with her classes."

"I believe that every person has a voice and that voice is sacred," DeSomma said "My intention in my classroom is to create a space where students feel safe expressing themselves and their feelings about the world around them, where they can learn as much from each other as they learn from me.

All three teachers encourage students to take an art class, even if it's out of their comfort zone.

"You can break down any seemingly complicated, complex skill into tinier steps and learn them at any time in life," Mueller said. "Even if you don't identify as an artist yourself, if you're in here and you're making art, then for that moment you are an artist. Treat yourself like an artist would." ♦

Mount Greylock Tests New Phone policy

BY COLE CREIGHTON

Just before the start of the 2023-2024 school year, Mount Greylock Regional School District announced an updated electronic device policy. The original school policy allowed each teacher to decide the phone policy for their classroom. Now, there is an overarching policy that prohibits phones from all classrooms, with a few exceptions.

According to the district's website, the policy was developed "based on community feedback, student needs and to support educators... to maintain the integrity of classroom instruction, maintain a safe environment for students and staff, support all unique teaching and learning styles, and integrate technology into education."

For middle school, the policy requires students to keep all electronic devices in their lockers or classroom holders. They are prohibited from having phones or other devices in their backpacks or pockets during class.

The policy outlines that high school students can have their phones with them in their backpacks, but the phone must be off or on silent mode while in class. High school students can use their phones during directed study and at the discretion of individual teachers.

Over the past several years, a number of electronic device policies have been considered by Mount Greylock, but none have seemed to gain traction or have the desired impact.

According to assistant principal Samantha Rutz, the current policy was implemented to "access the phone as an educational tool, but not to have it as a distraction from what's going on

in the class." While it's still relatively early on, Rutz believes the policy is working well. "For the majority of students it's been fine. I haven't had very many issues," she said.

However, students have varying opinions. Some feel that the policy is fair and has had little effect on their day-to-day lives. Eighth grader Fiona Whaley said, "I'm not dependent on my phone during classes, so it doesn't really affect me."

Other students are less content and feel the new electronic device policy is too restrictive. Eighth grader Luke Irwin said, "At times when it's a necessity to use your phone, the fact that you can't is challenging."

Most students agree that Mount Greylock's policy is better than those at other schools in the area. For sophomore Jacob Shelsey, the fact that Mount Greylock students "can use our phones during lunch" is different – and better – than other high schools.

Latin teacher Steven Zelubowski thinks students having phone access during the day is a privilege and hopes they don't abuse it. He feels that phones can impact the ability of teachers to capture their students' attention.

"I think the main problem with phones is distraction," he said. "It prevents the build up of continued attention. I think learning requires, at times, extended periods of attention, and the constant need and ability to just check your phone every however long hinders students' ability to concentrate and focus."

One criticism of the policy at Mount Greylock is the disparities in enforcement. Teachers



Photo Courtesy of Krishiv Malhotra

have different opinions of the policy and therefore often respond differently to violations of it.

"I think there are a lot of opinions on cell phones out there," Rutz said. "Everyone has their own ideas about what would be the best plan."

Mount Greylock is one of the few schools in Berkshire County that allows phones at all, and as of now the policy allowing phones is set to remain in place. In the future, however, Mount Greylock could look to follow in the footsteps of fellow schools in the area and ban phones entirely. The school's policy could also change if the state steps in, led by the Massachusetts Department of Elementary and Secondary Education, to require restrictions on cellphone use in public schools. ♦

FEATURES

Getting to Know the Cafeteria Staff

BY JACK UHAS

Every day, the cafeteria staff make hundreds of lunches. But who are they, and what goes into making these meals? The *Greylock Echo* explored the process that the “Caf Staff” follow each day to prepare meals for students.

Tammy Jennings, the Mount Greylock District Food Service Director, gave some insight into what goes on behind the scenes. Walking through the basics, Jennings said Tina Bolner, the school cook, “comes in at 5:30 in the morning and gets everything ready.” The rest of the staff come in bright and early at 6:30 am. Once they arrive, they begin preparing for the day.

“Some make sandwiches, some dish up all the fruit... and bag all the cookies,” Jennings said. In addition to preparing the meals, the staff also look to get creative in reducing food waste inside the kitchen.

“We’ve hardly any food waste,” Jennings said. “If we have things left we make soups with veggies, rice, pasta...we can always make a soup...so we really don’t throw a lot away.”

A few of the cafeteria workers have farms, so they feed their chickens any unusable vegetable scraps. In estimating how much food is needed, Bolner factors in what students like and what lunches are eaten by more people.

The cafeteria staff isn’t just a tight group of

coworkers: many of them are also related. Bolner’s two sisters also work on the staff, as well as their mother Virginia Nicklien.

The bonds within the staff also come from their upbringings and other connections. “We all went to school here...and Tina’s daughter and my son are getting married in November,” Jennings said.

Jennings also mentioned a newer honorary addition to the staff, Officer Brad Sacco. “He comes up almost every day. He started coming in and chit-chatting and then he wanted to get in there and help serve, and he loves to talk with [all the] kids,” Jennings said.

One of the biggest challenges the cafeteria has had to deal with was the COVID-19 pandemic, causing costs for things like paper products to increase dramatically. Jennings believes this was caused by an increase in people using to-go containers.

The cafeteria has found that more students are getting lunch with the introduction of free lunches. “I think it’s great. There are so many families and kids that need it,” Jennings said.

Looking to the future, Jennings said she is “hoping to see [the government] pass free breakfast for students.” This would most likely be a meal served before the first bell that would

be provided to all students.

The entire cafeteria staff work to prepare hundreds of meals for students every day, so next time you’re typing in your lunch number or see one of them in the hallway, take a second to thank them for all the work they do. ♦



Photo Courtesy of Krishiv Malhotra

Meet Your Neighbor: Peter Mehlin

BY LUCY MCWEENY

Meet Your Neighbor is a column showcasing interviews with residents of Sweetwood, the independent living community next door to Mount Greylock. These interviews serve to exhibit the stories of our neighbors and the ways they have served our community. This interview is with Peter Mehlin, who volunteered at the Williamstown Elementary School library for 16 years.

Echo: Where did you grow up?

Peter Mehlin: I actually grew up in Williamstown, and then when I retired, I looked around at various places to retire to and Williamstown always seemed the best. So, I moved back into the house I grew up in.

E: Did you attend Williamstown Elementary School or Mount Greylock growing up?

PM: Mount Greylock hadn’t been built, so we were all on School Street. You’re getting so much better an education than we got. There weren’t many jobs open for women, so women who didn’t marry became school teachers because that was how they could support themselves; it wasn’t because they wanted to be a teacher, it wasn’t because they were crazy about kids.

E: Where were you living in between your time in Williamstown?

PM: In Brooklyn, New York, mostly. I went to New York for Columbia Graduate School in library service, and was hired by Brooklyn Public Library, and I was there for 35 years. Then I decided I didn’t want to grow old in the city, so here I am back in Williamstown. It’s a

great place to grow up in, and it’s a great place to be retired.

E: I know you’ve played a very active role in the community, especially at the Williamstown Elementary School library. When did you begin volunteering there?

PM: When I was first moving back down here, I asked a friend of mine, “How does an older person move into a town and become part of the town?” My friend said, “You want to be part



Photo Courtesy of Lucy McWeeny

of the town? Just raise your hand and say ‘I volunteer.’” So I started volunteering all over the place. WES was my first volunteer job in town, and I was there for 16 years. I loved doing it.

E: What was your favorite part about volunteering there?

PM: The kids. I just loved seeing all the kids and getting to know them, and then running into them elsewhere. I’d be at Stop & Shop and there’d be this little kindergartener going, “Oh, it’s Peter.” And his parents would go, “Peter? Who in hell is Peter?”

E: You mentioned you’ve done other volunteer work in Williamstown. Where else did you volunteer?

PM: Well, I volunteered at The Clark at their information desk. Then, I was a docent there for about 10 years, which I really liked doing because I would lead classes through the museum. I volunteered at Images, too. Every Tuesday night for 14 years I did the popcorn gig. I would go in and I would do the popcorn, and I would then see the movie. I saw every movie at Images for years and years. And again, it was great fun, because I kept seeing people that I knew.

E: What would you say has been the importance of being so engaged in your community in these ways?

PM: It was a way to get to know people. So the result was I made a lot of friends by volunteering, and some of my best friends are docents, some of my best friends are teachers from WES. I’ve loved watching you kids grow up. It has just been wonderful.

E: Is there anything else you want to add?

PM: Be thankful you’re growing up here. But also, go out into the world and enjoy it, and know that you can come back here later. ♦

SPORTS

Girls Nordic Ski Wins State Championship

BY KNOWL STROUD AND LUCY MCWEENY

The Mount Greylock Girls Nordic Ski Team took first place at the MIAA State Championship on February 14. This was the first state title the team has won since 2019.

Ninth grader Lauren Miller led the way for Mount Greylock, placing 5th overall. Senior Anne Miller, Lauren's older sister, followed in 7th place. Mia Holmgren followed for Mount Greylock in 16th place overall, and seventh-grader Avery Wied came in 4th for the team and 42nd overall as the final scorer for Mount Greylock.

The Mounties narrowly beat out Amherst, who had been a rival throughout the season. Amherst's top four skiers came in at 11, 12, 18 and 34, giving them a total score of 75. Mount Greylock's top skiers totalled a score of 70, earning them the victory.

Entering the race, a win was far from certain for the Mounties. "Going into the race I didn't really think we had much of a chance," Anne Miller said.

"It certainly wasn't something that was a given going in," head coach Hilary Greene said. "I didn't really know what was out there, especially from the eastern side, and Amherst had been really strong all season."

The team this year is a particularly young one, Miller noted, and the younger skiers seemed to exceed expectations. "I was really happy with how the other girls did," Miller said. "Half of our state's team is middle school-

ers and then we had two ninth graders, so it was a young team."

Greene added, "We're working with a very raw team, very young, so the opportunities for them to grow every single day were enormous. You would see the improvement in their skiing



Photo Courtesy of Charles Swabey

from day to day."

Greene noted the team was able to get out on actual snow for a few days before the race, which has been difficult to do during such a mild winter. This mild winter was not apparent at the cold and windy race, however, which took place at Prospect Mountain in Woodford, Vermont.

Weid, who hadn't skied before this season, said, "I loved Prospect's course. There were a few steep uphill but otherwise it was great for

coasting."

Weid began the race in the final heat as the 8th racer for Mount Greylock, but quickly caught up to the other skiers. "After making it up the first hill at around the 2k mark, I tried to sharpen my strides and began sprinting after my opponents," she said.

Both the boys and girls team are smaller than in past years, but that hasn't prevented them from success. The Mount Greylock boys team came in second at the State Championship, losing to Newton South High School.

"We had a smaller team this year, but it was one of the most fun teams I've ever been around," Greene said. "Amazing energy coming from the new seventh graders. They keep things fun."

Greene said the combination of experienced and newer skiers made the smaller team work well. "The dynamic with having Lauren and Anne, who were kind of the ones who have been skiing forever and know all the ropes, they're teaching all the younger ones. I think they lifted up the rest of the group."

For Anne Miller, the victory was a particularly nice way to end her skiing career at Mount Greylock. "When we got the results I was really excited because it's my senior year," she said.

For Greene, the ending of the season is "bittersweet." She said, "It's sad that we're losing this great group of seniors, but it's really great to see that we have this new crop come in." ♦

Winter Sports Recap

BY ANDREW PETROPULOS

As we approach the end of the 2023-2024 winter sports season, wrestling, Nordic skiing and basketball are drawing to a close, with a few teams having found huge success throughout their season.

Girls Nordic Ski

The Girls Nordic Ski Team has been one of the most successful for the school, having recently won the MIAA State Championship. They lost only a few races all season, and appeared to be in good shape overall. The expectations for the team are always high, seeing as they have won many past state championships. This season, their biggest competition in the league has been Amherst. The team has been led by senior Anne Miller and her younger sister, ninth grader Lauren Miller. At the state meet on February 14, the girls team came in first place over Amherst, living up to their expectations.

Boys Nordic Ski

Heading into the season, the Boys Nordic Ski Team had a lot of weight on their shoulders, coming in with multiple past state titles. In the regular season, the team has lived up to the expectations, going 7-0. The team placed second in the State Championship.

Senior Quinn McDermott said, "Our season has been great. It's all been happening a bit too quick, but it's great." It has not been the best

year for skiing in terms of weather, as there has been more rain and warm days than usual. "It's been a little bit hard to find snow," McDermott added. Senior Ollie Swabey has led the way for most of the races, followed by senior classmates McDermott, Declan Rogers and Jude Bakija.

Girls Basketball

The Girls Basketball Team has been busy this year, having played eighteen games. They have not been as consistent this year due to some missing players and injuries, resulting in a 3-15 record. Senior captain Phoebe Barnes said, "A lot of people got injured. We have had a lot of people missing. We might not have the best record, but I feel like we work hard every single game. We try to have fun." Leading scorers include junior Mia Filiat, eighth grader Tanley Drake, sophomore Madison Drake and sophomore Maddie Powell.

Boys Basketball

The Boys Basketball Team has had mixed success this year, with a record of 9-8 at the time this article was written. With only two seniors, they have had somewhat of a rebuilding year. "It's honestly been the most half-and-half season you could have," senior captain Judge Martin said. "We've been struggling recently. We need to win our next three games to make states." Senior Desmond Cobb and sophomore Noah Kane-Small have averaged over fourteen

points per game, and sophomore Brady Auger leads in rebounds.

Wrestling

The Wrestling Team recently hosted the Mountie Invite, which took place January 27. The Mountie gym saw 19 teams from four different states compete, and the Mounties finished in fourth place. They have been led by Jeffrey Daignault and Logan O'Connell and are still looking forward to the Western Mass Championship. ♦



Photo Courtesy of Krishiv Malhotra

SPORTS

Student-Athletes Offer Recruiting Advice

BY WILL IGOE

It's that time of the year when Mount Greylock seniors are deciding on their plans for after high school, five of whom have committed to playing a sport at the collegiate level.

Quinn McDermott committed to Williams College for Nordic skiing, Maggie Nichols committed to Williams College for track and field, Celina Savage committed to Tufts University for volleyball, Ollie Swabey committed to Bowdoin College for Nordic skiing and Judge Martin committed to Springfield College for football.

The recruitment differs for each sport, and every individual has a unique path to commitment. Nichols said her recruitment for track and field "was pretty long, filled with a lot of uncertain moments."

Getting the attention of college coaches and standing out from the thousands of other athletes can be a difficult and grueling process. It involves "a lot of emailing, phone calls, and even more emailing before you even get to the 'official visit' steps," Nichols said.

"[The process] is stressful although exciting at the same time," Swabey said. "It puts a lot of pressure on you to perform and get results. However, it is also really exciting to explore the options that your hard work has given you."

In order to have the best chances of being recruited, students have to be both strong athletes and students. McDermott said he made use of pre-reads, where an athlete sends in their academic stats (GPA, SAT and a writing sample) to see if they are a fit candidate for the school.

Balancing school, sports, and trying to get recruited all at the same time can be overwhelming and "tedious at times," Nichols said.

Savage recalls writing her entire Columnist Project Essay in the Baltimore airport, on her way back from a volleyball tournament. "I sacrificed a lot of practices and workouts to get my school work done and vice versa to ensure I was making the best of both worlds," Savage said.

All five athletes have played their sports for many years and put in extra work outside of team practices to improve in terms of skill and ability.

"I started skiing when I was three years old,



Photo Courtesy of Lucy McWeeny

and I have been racing since I was five or six," Swabey said. "Sports have been a big part of my life for as long as I can remember, so I have known sports would be an ideal part of my college experience for a while."

Martin began playing football in second grade, where he soon found out that multiple opponents were required to bring him to the ground, and even then it was a struggle. In the

summer after his junior year, Martin began doing football camps at colleges to expose himself to different coaches and schools.

Nichols joined the track team in seventh grade and found it to be a crucial part of her life. "I don't think I could picture a future where I wasn't running in some capacity, no matter the level," she said.

Having gone through the recruiting process, the five Mount Greylock athletes offered advice to aspiring collegiate athletes.

"Be honest with yourself and drive the process on your own," Savage said.

Swabey added, "The most important things...are being able to find the fun in your sport and being able to identify and be vocal about your weaknesses. Being able to see your flaws is vital in helping yourself improve, both in and out of sports."

"Make sure collegiate athletics is something you really want to do," McDermott said. "There can be a lot of pressure to commit early, but you need to be honest with yourself and make sure it's what you want to do with the next four years of your life."

"Focus on the education before the athletics, especially for division three sports...value what's really going to lead your future," Martin said.

Nichols emphasized that students should not get discouraged. "A large part of recruitment is rejection," she said. "If you are looking to get recruited, don't give up hope when someone says no, but also don't limit your options to just one specific school. You will end up in the right place in the end." ♦

Sportlight: Anne Miller

BY SYLVIE CLOWES

The Greylock Echo sat down with senior Anne Miller, who recently helped lead the Mount Greylock Girls Nordic Ski team to a State Championship victory.

Echo: How is the Nordic Ski season going so far?

Anne Miller: It's been really good. I really liked the team this year. There are a lot of fun younger kids, which is one of the great things about our school, that as a senior I can be on the same team as seventh and eighth graders and train together. So it's been really fun this year.

E: What is your favorite team bonding experience?

AM: Probably the pasta parties. The night before every race we get together to have dinner together as a whole team, so that's really fun because it's something outside of practice.

E: How have you been placing in races?

AM: I've been placing first or second on and off with my sister. That's been really fun because we've been battling it out. And we train a lot together, so that's fun. I mean, I like to stay ahead of her, but it's good to have competition.

E: What has been your favorite race this season?

AM: I really like the mass start races because you can tell where everyone else is. And then it's more a race of strategy than just a time trial. So you can decide when you're going to try to push hard and break away from someone else or if you know, like, "Okay, I can beat someone around this corner on the downhill." As long as I'm right with Lauren, I know, "Okay, if I'm right with her, maybe I can draft her and get by her at the very end."

E: Do you prefer classic or skate skiing?

AM: Oh, it changes every year. Right now I prefer classic, but I think I'm better at skate. I do really like classic just because there's more technique involved, and we haven't done as much of it. So I like having the opportunity to do that.

E: How has the team managed to practice and prepare for races with very little snow?

AM: So at the beginning of the season, we would go up to Jiminy Peak on Saturday mornings before it opened. We go up at like seven in the morning and ski up and down the bunny



Photo Courtesy of Meredith Perri, MassLive

hill. And then Prospect Mountain in Vermont has had snow since the beginning of January. So, we've been going up there a couple times a week if we don't have snow here, but we also have had some opportunities to ski here. Otherwise we'll do roller skiing and running.

E: When did you begin skiing and what inspired it?

AM: I first started skiing when I was around three years old. I did the Bill Koch program at Prospect. That was because my older brothers did it, and my dad likes skiing. So, it was just the natural thing for me to do. I've loved it ever since. ♦

OPINION

The Oscars Predictions

BY BEN MCDONOUGH

The 2024 Oscar season is underway, with lots of anticipation building. As the ceremony date of March 10 moves closer, every moviegoer has one thing on their mind: "Who will win?" The year was filled with great performances, leading narratives and groundbreaking achievements, but here are my predictions for the biggest categories of the 95th annual Oscar Awards:

Best Picture:

American Fiction
Anatomy of a Fall
Barbie
The Holdovers
Killers of the Flower Moon
Maestro
Oppenheimer
Past Lives
Poor Things
The Zone of Interest

Predicted Winner: Oppenheimer

This is the biggest movie of the year, and could be argued to be the best movie of the year too. This film was popular for a reason, and people "barbenheimed" their butts off this summer, but "Oppenheimer" is also just a great movie. It is what every great biopic is: a story where you know the ending and still feel like you don't know what is going to happen next. This is the consensus pick for the Oscars this year with very little debate.

Best Actor:

Bradley Cooper ("Maestro")
Colman Domingo ("Rustin")
Paul Giamatti ("The Holdovers")
Cillian Murphy ("Oppenheimer")
Jeffrey Wright ("American Fiction")

Predicted Winner: Paul Giamatti

I know. This is a crazy take given "Oppenheimer's" sheer amount of hype and success this year, but I believe that the academy will try to sneak this by us and give it to Giamatti. Giamatti performs an incredibly nuanced and caring character in one of the year's best films. His performance is what makes the movie. Also, the academy loves to give smaller films bigger wins, like last year where "The Whale" star Brendan Fraser beat out "Elvis" star Austin Butler. If there is a way to flip the script, the Oscars know how to do it.

Best Actress

Annette Bening, ("Nyad")
Lily Gladstone, ("Killers of the Flower Moon")
Sandra Hüller, ("Anatomy of a Fall")
Carey Mulligan, ("Maestro")
Emma Stone, ("Poor Things")

Predicted Winner: Lily Gladstone

Out of all categories, I truly believe this is the hardest to pin down, but I'm predicting Gladstone for the best actress. In a star-studded film with DiCaprio and De Niro, Gladstone is

the standout. She gives an incredibly beautiful, meaningfully timid and gut-punching performance that keeps the almost four-hour run time interesting.

Animated Feature Film

The Boy and The Heron
Elemental
Nimona
Robot Dreams
Spiderman Across the Spider-Verse

Predicted Winner: Spiderman Across the Spider-Verse

I'm predicting "Spiderman Across the Spider-Verse" as the winner, but this category is not as much of a consensus as some of the others. "The Boy and the Heron" is a close second, but I believe that "Spider-Verse" is a better animated movie. The animation style, using a combination of 2D and 3D animation, has never been done before and I believe that will be a big factor in determining the winner. ♦

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Rom Com Review: "Anyone But You"

BY JUDGE MARTIN

I have always believed the older iconic romantic comedies, like "When Harry Met Sally," will never be topped. I still stand by my statement, but an impressive new release, "Anyone But You," called my theory into question.

This film, directed by Will Gluck, emerged as a standout romantic comedy that captures the nature of love in the context of the modern world. The movie is led by the duo of Sydney Sweeney and Glen Powell, who hold amazing chemistry in every scene. This film skillfully shows the complexities of contemporary romance, giving us a love story that is perfect for this generation.

With Sweeney playing Bea, one of the main characters, I wasn't sure what to expect, but she ended up fitting the role perfectly. Sweeney is most well known for her role in the series "Euphoria," but after seeing her in the new rom com, I have a feeling this will be her most known act.

Bea is a college student who is the perfect blend of wit and vulnerability, with love interest and "fiance bro" Ben, played by Glen Powell, opposite her. Together, Sweeney and Powell create an on-screen dynamic that pulls the audience in. Both of their strong performances make their characters' journeys a compelling exploration of love in the digital age.

Along with the chemistry between the two lovers, the script is a testament to the film's success. It skillfully weaves a narrative that

reflects the struggles of modern relationships. It explores the challenges and triumphs of finding love in an era dominated by hookup culture and partners playing "hard to get."

The film follows the classic "enemies to lovers" trope, but does one thing differently that truly makes the film seem to be created for this

"The focus of friendship and the importance of a support system adds an extra layer to the narrative, connecting with the audience on a personal level."

generation: the early love that was created in a "one night stand" is ruined by lack of communication. This love story is much more common in today's generation, with the new ways of ghosting and fears of commitment many have. Adding this conflict gives the film a much more relatable plot.

The soundtrack plays a strong role in developing the film's emotional story, featuring a curated mix of known hits along with soulful

melodies. The music not only compliments the romantic plotline, but also adds to the comedic side. This is mostly seen with the song "Unwritten," by Natsha Bedingfield. This song is known as Ben's "serenity song" and plays in the perfectly comedic moments that will make the crowd laugh.

In addition to the stellar performances of Sweeney and Powell, the ensemble cast contributes to the film's overall charm and comedy. The supporting characters, played by a mix of underground actors, bring depth and humor to the story.

Personally, my favorite character was Pete, played by actor and rapper GaTa. He is Ben's best friend, who has many humorous scenes and one-liners throughout the whole film. The focus of friendship and the importance of a support system adds an extra layer to the narrative, connecting with the audience on a personal level.

"Anyone But You," is a stellar new generation rom com that encapsulates the battle for love in the digital age. Sweeney and Powell's captivating performances, combined with a well-crafted ensemble cast, make the film a relatable and enjoyable experience for this generation. Even though I don't think this film tops the old iconic romantic comedies, it is still an impressive generational romantic comedy that every young person should watch. ♦

OPINION

Reflections on “La La Land”

BY BEN DINGMAN

With Oscar season officially underway, it is time to take a look back at one of the greatest films of modern times, “La La Land.” This is the film that gave Emma Stone an Oscar for best actress, further cemented Damien Chazelle as one of the greatest directors of our time and gave Ryan Gosling a chance to shine once more.

The 2016 drama, directed by Damien Chazelle, tells the story of two dreamers, Mia and Sebastian. Mia, an aspiring actress, and Sebastian, a jazz musician who dreams of owning his own jazz club, become involved in a love that sees them reach for their stars and chase their dreams, even as those dreams threaten to pull them apart.

As we look back on Chazelle’s 2016 epic, we must also look at what sparked his imagination. Chazelle has given much credit for “La La Land” to Jaques Demy’s 1964 romantic musical “Umbrellas of Cherbourg.” If you do end up watching both, you’ll see how similar the two are.

What is most refreshing about “La La Land,” however, is how Chazelle weaves his own narrative into the film. “La La Land” focuses on much more than Mia and Sebastian’s love, also depicting each of them searching for their dreams after years of heartbreak.

The film also beautifully incorporates a mix of wonderful songs, dance numbers and awe-

inspiring cinematography. Any film critic could spend hours discussing how the beautiful use of color grading and lighting help enhance every emotion on the screen. Much like one of Sebastian’s favorite fast-paced, upbeat jazz songs, the movie goes through dips and rises in action and flare.

At some points, one character takes the movie over and begins playing their own melody. Other times, the characters work together in harmony. It is safe to say Chazelle knew exactly what he was trying to accomplish with this film.

In the modern age of cinema, which is driven by Marvel CGI mega-budget blockbusters, it is hard for real cinematic stories to get the light they deserve. “La La Land” beautifully transports the audience into the golden age of

Hollywood, making you feel like you are flying through movie history while still grounded in the present.

“La La Land” is without a doubt a wonderful performance and pays homage to the great films that built cinema as we know it. Chazelle gives us a modern glimpse at a classic film and allows us to become dreamers in the city of stars. Whether you walk away loving or hating the film, there is no denying the brilliance of composer Justin Hurwitz, Chazelle, Gosling and Stone. ♦

“La La Land’ beautifully transports the audience into the golden age of Hollywood, making you feel like you are flying through movie history.”

Book Review:

“The Interestings”

BY AMELIA MADRIGAL

“The Interestings,” by Meg Wolitzer, is a novel that follows six teenagers and how their relationships with each other evolve over the course of their lives. The teens meet at Spirit in the Woods, an arts-focused summer camp for the gifted children of New York City’s elite. Jules Jacobson, the protagonist, is from a suburb of New York and struggles with feeling like she belongs throughout the novel. While she is immediately enamored with her peers at Spirit in the Woods, forming lifelong bonds with five others, Jules always feels like she has to prove herself.

The novel jumps around in time, focusing on different aspects of the friends’ lives, but I did not find the pace of the book difficult to adjust to. The six go from sarcastic adolescents to complex adults, and as their lives intertwine and grow apart, emotions of envy and regret arise, allowing readers to empathize with the characters. The friends struggle with loyalty, economic disparity, the difficulties of marriage and eventually parenthood.

My thoughts on this book were mixed. At first, I felt the writing style was pretentious and forced, and I found the characters to be flat and uninteresting. I had to get used to the fact that this book is driven by plot, not by characters. Many plotlines are happening simultaneously, and the characters at first felt like they existed only to interact with the plot. That said, the well-rounded plotlines coupled with the intentional and realistic world Wolitzer created were more than enough to keep me captivated.

The more I read, the more I began to appreciate the characters and the different angles of life they represent. I respected the emotions the characters dealt with because they felt authentic. The jealousy Jules feels because she and her husband struggle with money while her friends are very successful was a compelling window into economic disparity inside even close friend groups.

In addition to the characters, the setting is unique. The book itself is set from 1974 to 2009, with parts of the novel happening during the AIDS epidemic. I could tell based on the details of the setting that Wolitzer prioritized research for the novel. I am not incredibly knowledgeable on this period of history myself, so I enjoy well-researched books that take place during that time, even if the purpose of the book is not necessarily a history lesson.

If I were to recommend this book to anyone, I would recommend it to people that enjoy diving into a well-cultivated world with engaging plotlines and relatable characters. The book is just shy of 600 pages, but it feels much shorter while reading. In my opinion, the writing style is clear and concise, creating easy and enjoyable casual reading. ♦

Looking Back at the Oslo Olympics

BY RAFA MASON

Winter sports have long been a large part of the Mount Greylock culture, with many students participating in and enjoying skiing, skating and sledding. Many of us must be curious about how our sports were practiced in the past, and a recently released documentary on the 1952 Oslo Olympics allows us to take a look at just that.

The documentary, directed by Tancred Ibsen, grandson of 19th century playwright Henrik Ibsen, was restored by the Criterion Collection as part of a series of archival Olympic footage, now available for streaming on Max. The Oslo Olympics are notable for being the first Olympics held in a Scandinavian country and the first with a women’s Nordic skiing race.

Part of the enjoyment of watching the film is noting the differences between winter sports in the 1950s and those of today. One major difference is that none of the athletes competing in the Olympics were professionals. Competitors included a twelve year old boy, a bartender, a farmer, a lumberjack and a truck driver, to name a few.

The equipment and the competitions of the Olympics have also changed since then. The men’s slalom champion hit several jumps on the way down the mountain. Also, with the excep-

tion of hockey, all sports were played outside.

Another difference is that ski wax is now (for the most part) applied with an iron. In the documentary, however, they show downhill skiers applying wax with a cork. Ski bindings and boots then involved a cable that wrapped around the back of the ski. The documentary depicts downhill skiers lacing up their boots.

The clothing of competitors has also changed a lot since 1952. In the film, skiers ski down the slope in baggy pants and knitted hats, and the men’s figure skaters were decked out with a full suit and tie, compared to today’s slick and athletic outfits.

Despite these differences, there are also many similarities between the Olympics of then and the sports practiced now. The sports in their essence have not changed: bobsleds still slide, skiers still ski, ice skates still cut through the ice and Canada still dominates at hockey.

The documentary shows lots of happy scenes in the Olympic village, with wild fans chanting and running through the snow after their favorite skiers. And, of course, the Olympic spirit is still the same: the spirit of competition and cooperation between countries. ♦

ETC.

College Application Tips and Tricks

BY ANABEL GONZALES

The college application process is a nightmare. College tours, college talks and college essays strike fear and anxiety in the hearts of students. From the beginning of my junior year until December of my senior year I was nothing short of a basketcase. Though I am done with my own college search, I remember only too well the stress that went into this long and critical process. So how do you get through it? I am here to give you all the hacks I learned to surviving the pandemonium.

Letters of Recommendation

Starting off small but important with letters of recommendation: I suggest asking teachers to write a recommendation for you before the end of your junior year to give them ample time and to give you the widest selection possible, seeing as most teachers will still be available.

Sacrifice a bit of your summer

I know the last thing you want to do in summer is more work. Junior year is widely recognized as the most important and most challenging year of high school, and after you have finished, all you want to do is laze around and relax, which you should! But I am also going to try to save you. If you are going to do any work at all over the summer, work on your personal essay, and try to have a semi-coherent draft by the end of August. You don't have to love it, but as soon as senior year starts you are going to be up to your ears in work. Do yourself a favor by getting a draft done so you only have to revise in the fall.

Interviews

Once you have a list of schools you are applying to, a great way to boost your chances for some schools is demonstrated interest. Take a tour, sign up for emails, click the emails and links, follow them on instagram, set up interviews, etc. When doing interviews, make sure you are prepared, calm and attentive. With that said, the point of an interview is for the inter-

viewer to get to know you, so let your guard down, and talk about what makes you you. Don't be nervous about the icebreaking questions like what are your hobbies. It's okay if your hobbies aren't distinct. You don't always have to be impressive, because at the end of the day you are just a teenager. No teenager's hobbies include saving puppies from burning buildings, so talk about what you like. The college will see all of your impressive qualities on your application, so take the time to show what isn't on paper.

“Remember and realize that wherever you go to college doesn't define you.”

Standardized Testing

This one is admittedly biased because I hated taking the SATs. They are miserable, expensive, and in most cases optional. I recommend taking them once, maybe twice, but if you aren't improving or are satisfied with your score the first time around, don't waste your money and don't waste your valuable time. That time you spend studying to take an optional test for the fourth time in a row is time you could have spent writing your essay or signing up for interviews. If you are a testing superstar, or know for a fact that your top college requires strong SAT scores, go for it. But if you don't fit that description, it's okay, and it might be more productive to focus your energy on other areas.

Don't apply anywhere you don't want to go

This one might seem obvious, but if you don't like the college, don't apply. Only apply to places you could see yourself thriving at, which includes safeties. The most important thing is

that you go somewhere that's the right fit for you, so do not apply to a random school you hate. Love your safety schools!

Early Action, my beloved

I cannot recommend enough applying early action to at least two safeties. Early action has all the perks of early decision without it being binding. I applied early action to almost all of my schools and am so glad I did. I got rejections and deferrals, but I also got acceptances, and was not spending January scrambling with application anxiety. Most colleges that offer early action allow you to apply early to other schools as well. Even if your top school doesn't have early action available, I can guarantee you at least one school you like does.

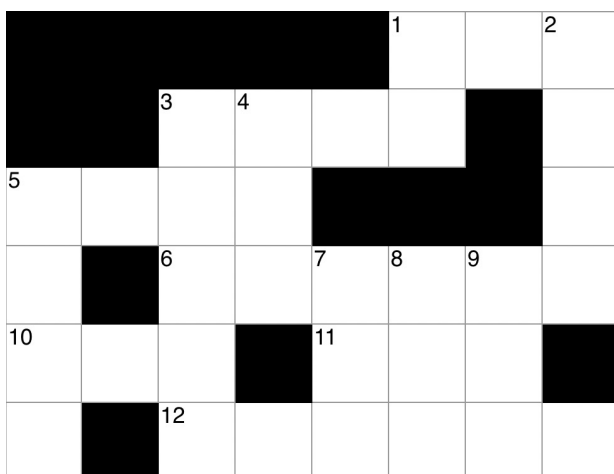
The Dreaded “What if?”

Lastly, I want to address the fear that was in my mind: What if I don't get in anywhere? First of all, it's important to remember that you all will undoubtedly get in somewhere. But even if you don't, you will still be fine. There are gap year programs and plenty of other opportunities for you. College is not always the answer and that is okay, despite what we are hardwired to think. It's a two way street, and your school needs to love you as much as you love it. Even if you don't get into your top choice, you will be okay! The only thing that matters is your own drive, goals, and passion. The institution you are at does not define who you are, you do. So wherever you end up after high school, it is exactly where you are meant to be.

I hope you all take these pieces of advice with you. I know this process is hard, and even harder is listening to advice. But if you are going to take anything from this article, remember and realize that wherever you go to college doesn't define you. Rather, the actions and what you put into the world are what show who you are. Good luck! ♦

Mini Crossword

CREATED BY CALEB LOW



ACROSS

- 1 Mr. Betti or Burdick
- 3 ___ wick
- 5 New Zealand demonym
- 6 melted wax caused his catastrophic fall
- 10 shown at Images Cinema each year
- 11 what they do in “Holes”
- 12 fine dining for pigs or cows

DOWN

- 1 not even one this year (abbrv.)
- 2 ___ bunny
- 3 rapid, prompt or Taylor
- 4 college in Springfield (go yellowjackets!)
- 5 eager beaver
- 7 much ___ about nothing
- 8 “river” in Catalan
- 9 Australian comfort shoe

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February 27th, 2024

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