

The Flames That Keep On Burning Former Type 1 Land Crew Firefighter Explains How to Navigate the Danger of Wildfires

By **Skylar Elliott**

OBSERVER CONTRIBUTOR

With wildfires roaring through California over the summer, the danger that can arise from these flames has become more present. MWCC Professor George LoCascio has had firsthand experience dealing with fires of this magnitude and shared his thoughts on this reoccurring issue.

LoCascio currently teaches ecology and greenhouse management but has also earned a degree in natural resources and spent five years of his life



Photo courtesy of MWCC

Professor George LoCascio

as part of the type 1 land crews, also known as “hot shot crews.”

While enlisted with this crew, he was based in Flagstaff, Arizona. However, even as an Arizona resident, LoCascio said he and his team would still travel “wherever there were fires [including places like] Mexico... [,] Canada [and] California.”

Noting that wildfires can take place in Massachusetts, LoCascio reviewed a few steps people can take if they find themselves caught in a wildfire. For starters, LoCascio emphasized the importance of “[paying] attention to fire weather forecasts, especially

if you are going to be in an area where you know they have occurred [or are likely to recur].”

He suggested that people “be mindful of red flag warnings” such as these three conditions: “low relative humidity, high winds/fast winds, and high temperatures.” If these red flags appear on the weather forecast for your area, LoCascio said, “you want to avoid having fires.”

With these three weather conditions, a fun local BBQ fire can quickly become a forest-wide issue. So, if you ever find

yourself caught in a situation where there is a wildfire, and you need to act immediately, besides alerting the proper authorities, LoCascio suggested:

- **“Get to an area where there is no vegetation or minimal vegetation, such as a ‘rock scree’ or area of rocks.”**
- **“Go towards no vegetation and go into a water source.”**

When asked about the way that fire travels and how it

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MWCC’s Disability Support Services Coordinator Explains What Accommodations Are Available to Students

By **Halli Coulter**

OBSERVER CONTRIBUTOR

Mount Wachusett Community College is made up of almost 4,000 students, with only about 20% who utilize Disability Support Services. Amy LaBarge, Coordinator of MWCC’s Disability Services, outlined the support offered to eligible students and how one can go about using them.

LaBarge explained that the department supports and accommodates all disabilities and said she feels that the students who utilize these services find them helpful.

“At MWCC, we promote a culture of inclusion, accessibility, and equity,” LaBarge said.

The most common accommodation put in place for students is extended testing time, where they receive fifty percent more time to finish an exam. Other common



Image courtesy of MWCC

accommodations include testing in a low distraction setting, being able to record class lectures, preferred seating, having tests read aloud, and many more.

According to MWCC’s Disability Services page, for students to be eligible to receive these accommodations, they must “voluntarily disclose a disability and provide official documentation” of the diagnosis.

Official documentation that

is accepted are previous high school 504 plans (formal plans for students with disabilities), IEPs (Individualized Education Program) or evaluations, and any documents or recommendations from a health professional. All of this information should be from the last three years.

LaBarge said she feels as if some students start their first semester after graduating high school and do not reach out to Disability Support Services to continue the accommodations

they previously received. Because of this, she said, the student may find their class difficult and then reach out for help. However, the good news is accommodations can be put into place at any point in a semester.

LaBarge reminded students that they are in the driver’s seat and urged those who qualify for disability services to reach out and receive the help they need. If a student is not sure how to start the process of receiving these services and accommodations, LaBarge recommended taking these steps:

1. Reach out to LaBarge or Disability Counselor, Ann Reynolds, by email, phone, or stop by their office on the Gardner campus. This information can be found on the MWCC Disability Services website.

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PREVIEWS

Remembering Professor Wyman

Mount Wachusett Alumnus and English Professor, David Wyman, unexpectedly passed away on August 12.

**For the full article,
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A Ripple Effect: The Skip From Abortion to Marriage

Forty-nine years after the milestone decision, the U.S Supreme Court made the controversial choice to overturn Roe v. Wade.

**For the full article,
see page 9**

Review: *Emails I Can’t Send* (2022)

Sabrina Carpenter’s fifth studio album, *Emails I Can’t Send*, released on July 15, is a mixing pot of pop perfection.

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Supporting Equity and Inclusion: The Mount's Inaugural Chief Diversity Executive

President Vander Hooven and Stephanie Williams Discuss This New Position and Its Role at MWCC

By Maddie Willigar
EDITOR-IN-CHIEF

Newly appointed Chief Diversity Executive, Stephanie Williams, started her position at the Mount on April 4. Though the pandemic delayed this position from being created sooner, President Vander Hooven and Williams believe this role will foster an inclusive environment where students can be successful.

Before Williams started in April, Vander Hooven said that the biggest quality he was looking for when searching for someone to fill this position was someone who had "significant experience in leading in complex organizations."

He explained that the various branches of MWCC, such as the theatre and fitness center, credit/noncredit courses, and training/job development, all come together to make "a very complex organization." Therefore, he felt



Photo courtesy of MWCC

Stephanie Williams

that this level of "complexity" in terms of leadership needed to be present in the candidate that was chosen.

Having worked for the city of Worcester as the Chief Diversity Officer before coming to the Mount, Vander Hooven said, "we certainly found that in Stephanie Williams," and added that they were "fortunate that she was interested and ready for the position."

Williams explained that the main reason she was initially drawn to this position was because, unlike many other organizations, this position wasn't created with a "reactionary" mindset in response to a specific event such as the murder of George Floyd or things that have occurred since then. Williams said, "It was a need; the Mount saw the need and created the position."

In fact, before he came to the Mount five years ago, Vander Hooven said that this position was already viewed as a need. In terms of the "opportunities" and "services" offered to students and staff to create a welcoming environment, Vander Hooven said, "We are constantly trying to make sure that the college is acting equitably."

As a result, they started building towards putting this position into place a few years before the pandemic; however,

this process was delayed until November and December of 2021 after the pandemic hit.

Yet now, with this role in place as of April 4, Vander Hooven said Williams will be working with various teams throughout the college, such as human resources, student services, and the leadership team, to participate in conversations that ensure that decisions made by the college are looked at "through an equity lens."

"It's been great so far. It's already prompted conversations around the college that we probably would not have had leading up to that," Vander Hooven said.

Williams emphasized that a role like this is "much needed" in college settings because the "core" of higher education is about expanding and advancing "students' knowledge around different perspectives." This includes being able to provide

students with insight on the world and themselves.

But creating an environment in which inclusion is supported, Williams said, depends on the institution's "culture" and how well they promote transparency, receptiveness, and creativity, as well as how willing they are to listen to and welcome the perspectives and experiences of others.

Williams added, "You can have as much diversity as you want, but diversity without inclusion is exclusion, and this is not just for students but also for employees. Without inclusion, we'd fail to leverage the diversity of our talent pool, students, incorporate various perspectives, and involve different approaches, which limits overall success."

Williams noted that supporting an environment of equity and

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Remote Learning Took a Toll on All of Us

Professor Reflects on the Challenges of Online Learning During the Pandemic

By Shaye McKeen
OBSERVER CONTRIBUTOR

From desks to at-home offices, textbooks to pdfs, and lectures to Zoom meetings, the Covid-19 pandemic forced nearly every teacher and student in America from the classroom into their own homes to conduct remote learning classes, the problems of which have been vehemently expressed by students.

Between canceled graduations and virtual labs, some students did not even set foot on their campuses for the first time until 2022. However, the massive shift in learning environment for students was only made possible by the thousands of teachers and professors who were similarly thrown into the chaos.

Professor Robert Shapiro, an adjunct chemistry professor at

Mount Wachusett Community College, experienced this shock firsthand. Beginning the pandemic at a separate college, Professor Shapiro taught in-person courses until March of 2020, when classes were transitioned completely online.

Shapiro, a professor who primarily teaches lab courses, offered a unique perspective on the transition to remote learning as the nature of his courses are inherently hands-on. "The initial transition for lecture in March 2020 involved making and posting videos of essentially the same PowerPoint presentations that I would have given live," Shapiro said.

He continued to describe how labs were conducted while limited to off-campus learning. Shapiro said, "For chem lab, I

was only able to provide narrated slides on a few of the planned experiments. Fortunately, [in 2020] students had already done the most important labs hands-on during the first half of the

"I do not believe there is any satisfactory way to run college-level labs remotely."

– Professor Robert Shapiro

semester."

In the latter half of 2020, as the pandemic still limited many students from attending any courses on-campus, Professor Shapiro detailed how he further altered his curriculum to better accommodate students in a more interactive way. "For the fall 2020 semester, video presentations of the material were again posted

for students to view on their own schedule, but there were also weekly synchronous sessions (via Microsoft Teams) to review the material, go over problems, and answer questions," Shapiro

said.

He added, "For the lab part of the chemistry course, I met with students online at a specific time each week. During these sessions, I showed video demos of me doing the experiments (filmed by my wife on a smartphone) along with explanatory slides, and I encouraged questions and discussion." Shapiro continued

to state that a large issue for professors in regard to remote learning "...concerns the extra time it takes to put together the materials for asynchronous instruction."

Even with all of the extra time put into recording lab processes, at-home lectures, and creating additional course materials, Professor Shapiro still said, "I do not believe there is any satisfactory way to run college-level labs remotely. Students may 'succeed' in terms of understanding the experiments well enough to achieve high grades on the assignments, but they will not acquire the hands-on experience that is a key component of a lab course."

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Virtual Health Care Is Growing in Popularity, Though Some Still Have Concerns

Students Share Their Thoughts on the Positives and Negatives of Telehealth

By **Bushrah Namirimu**
OBSERVER CONTRIBUTOR

During the COVID-19 pandemic, it became particularly important to find alternative ways to deliver patient care. However, even today, telehealth continues to emerge as a primary method to reduce patient and physician exposure while ensuring convenient delivery of health care.

Telehealth, a form of real-time, audio-video communication, allows physicians to connect with their patients from different locations and remotely gain information about their health status.

According to Diana Begumanya, a travel nurse at Melrose-Wakefield Hospital, “Telemedicine can be practiced almost anywhere, enabling us to connect with patients without lost time spent

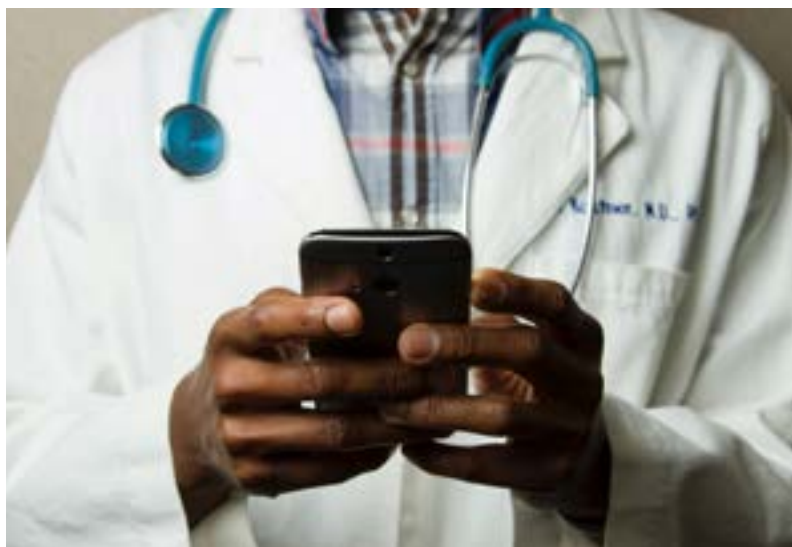


Photo by the National Cancer Institute on Unsplash

traveling, registering, and waiting like there would be with traditional appointments and visits.” Begumanya added, “Telehealth is equally a critical tool which has minimized unnecessary hospital visits by helping to treat minor injuries and illnesses virtually.”

According to an April 29 article from CNN, journalist

Tasnim Ahmed pointed out that the U.S. Department of Health and Human Services reported that “more than 2 in 5 Medicare beneficiaries used telehealth services in the first year of the pandemic, amounting to at least 28 million people. The number of telehealth visits also grew 63-fold in 2020.”

Ahmed mentioned that this

only continued to increase, with “about 20% of U.S. adults [using] telemedicine during the first part of April, according to the US Centers for Disease Control and Prevention.” Now in August of 2022, this has increased to about twenty-three percent, according to this same data. Based on this information, it appears that telehealth is only continuing to grow in popularity in the U.S.

College and University students across the country have not been left out of this venture. Remote medical care has been embraced by many students as a new convenient way to access their physicians in a fast and affordable manner.

Norah Ssebbunza, a student at the Mount, mother of three, and expecting her fourth child, said she had found comfort in meeting her physicians as well

as her children’s pediatricians remotely. Ssebbunza said, “I think I have the tightest schedule in the entire universe. I have in-person classes. I have to pick and drop the boys at school and at their different games. That’s too much driving. I don’t think I would have handled all these demands plus in-person doctor’s visits.”

Ssebbunza added, “I make sure I schedule my appointments on days when I don’t have classes and during specific hours when my kids are at school.”

While the benefits of telehealth are many, there are still challenges to implementing telemedicine more widely, like insufficient access to broadband internet, which can limit telehealth services.

Mary Nakuya, another student

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Social Media Showcase

Professors Utilize Instagram and Facebook to Capture the Events and Projects of MWCC’s Art Department

By **Kaitlyn Churcher**
OBSERVER CONTRIBUTOR

Professor and Chair of the Art Department, Joyce Miller, runs MWCC’s Art Department Facebook and Instagram pages along with Professor Jesse Connor. These social media accounts provide a place to promote any events happening in the art department as well as a place to showcase artwork from students.

After taking a drawing class in college and changing her major from education to art, Miller quickly learned that she had a passion for it. Now, she has been working at Mount Wachusett Community College as a full-time professor for twenty-three years.

The art department at the Mount currently only has two full-time faculty members. Miller said that it is sometimes difficult to find the time to manage the social media accounts along with being a professor, but she aims to post on Instagram at least twice a week.

When starting the Facebook page back in 2015, Miller’s goal was to get the word out about the art department and any events they had going on. She felt that it would be a good way to keep in touch with alumni and to get in contact with other schools and organizations.

When starting the Instagram page last year, Miller wanted a place to showcase current work being done by students and show

what was happening in the studio. She said that Instagram seemed to have a different purpose than Facebook and is a more in-the-moment platform. Her goal in starting the Instagram page was “to get people to connect.”

Along with reaching the intended audience of Mount Wachusett Community College students, alumni, and people from other schools, Miller said it would also be nice for these pages to reach more incoming students and first years.

With the pandemic hitting two years ago and everything being switched online, Miller said that it became easier to interact with people because they were on their phones and computers looking for things to do.

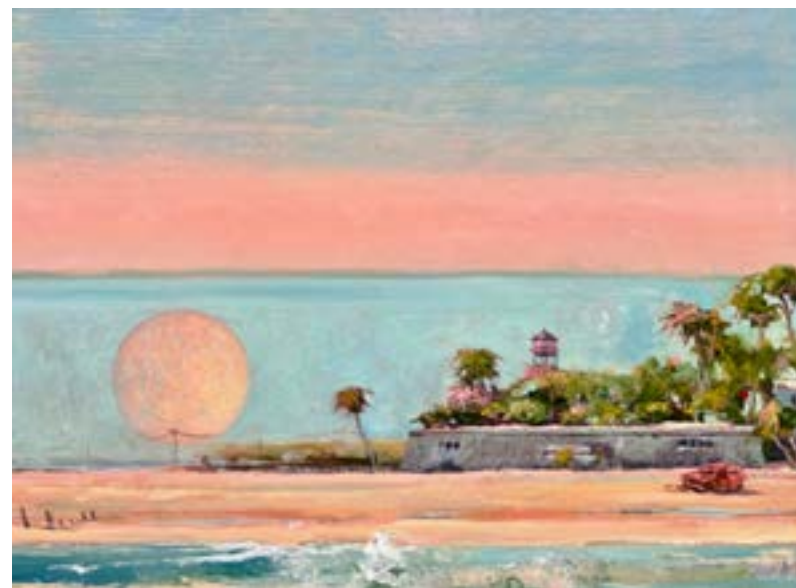


Photo courtesy of MWCC Art Department

Jesse Connor, Beach Road, 2022, oil on panel, 24x18in

As life slowly returns back to normal, Miller said it has been an exciting time for her and all those on campus. During the pandemic, she was one of two

teachers doing hybrid classes and was the only one on campus

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The Insulin Affordability Discussion

The Prices of Diabetes Supplies Remain Dangerously High, But at What Expense?

By Amanda Fales
OBSERVER CONTRIBUTOR

Editor's Note: This article was written a few months prior to Professor David Wyman's unexpected death on August 12.

The cost of insulin has skyrocketed and has left people with diabetes struggling to get what they can't live without. This issue has been felt worldwide and has impacted some of the faculty at Mount Wachusett firsthand.

According to the CDC article "What is Prediabetes," "Insulin is a hormone made by your pancreas" used to control blood sugar. For those with diabetes, going without this drug could cause them to become ill or even die.

Diabetes can be seen as a financial burden, and insulin's price directly contributes to that. In a Feb. 2, 2021 article from *Austin American-Statesman*, David Tridgell, an endocrinologist with diabetes, explained that depending on how many vials needed (this may differ if a patient is type 1 or type 2), patients could spend upwards of \$2,300 each month on insulin.

Collene Thaxton, an Assistant Professor of Nursing at Mount Wachusett, has had firsthand experience with this expense. "I've been a diabetic for about 41 years now," Thaxton shared. "I have had my occasional struggles where I had to ration my insulin."

Rationing insulin is becoming more common as the price of insulin increases, but it can

come with a serious cost, such as ketoacidosis. In the article "Diabetic Ketoacidosis," the CDC explained that diabetic ketoacidosis occurs when there is not enough insulin circulating in the body, leaving the liver to "break down fat" and create "ketones." Not only can this be life-threatening, but hospital bills could pile on top of an already heavy financial strain.

"It's a cruel system," said David Wyman, a professor at Mount Wachusett and diabetic of 40 years. "[P]eople have this illness and need insulin to live, yet the cost and process of getting it is difficult, to say the least."

Thaxton is passionate about this issue and brings it up frequently in her course. "I am big on educating students on the problems diabetics go through," Thaxton stated. "I talk about accessibility but also discuss problems with medicine and food."

Food is another thing people with diabetes need to be aware of, as carbohydrates raise blood sugar. This means that insulin must be administered each time someone with diabetes eats. Kristen Rice, a diabetes nurse educator at Boston Children's Hospital, stated, "I've heard of patients not eating because they're scared that they'll run out of medication."

This struggle worsened with

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Remote Learning Challenges

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Students seem to echo this sentiment as well. In the article "What Students Are Saying About Remote Learning" from *The New York Times* one student said they "...find it impossible to actually learn anything new through the distance learning." Another student explained, "Only one of my classes has actual online meetings where we can talk, while the others just keep posting work. I can't learn like that though, so I haven't really retained any of the information I just spit back at them for a grade."

College lesson plans are extremely in-depth and are required to be completed prior to the school year. This reality shows how pressured professors were during the pandemic when required to create lesson plans for a completely foreign learning style while still teaching. "This can involve gaining facility with different technologies, finding

different ways to present the material, and searching for better ways to assess what students have learned and understood before they take tests," Shapiro said.

Professor Shapiro also spoke on material that is specifically prepared for student viewing at their own leisure, known as asynchronous. He said, "One aspect of putting together videos for asynchronous viewing that I haven't seen discussed is the amount of time spent by some of us remaking them. An occasional 'stumble' during a live lecture isn't a problem (we can even joke about it), but when it's caught on video, it may feel like something that should be done over."

There are many different methods of conducting remote learning, some of which pose unique problems from both the professor's and the student's perspectives. Professor Shapiro outlined his moral dilemma with the subject of cheating with remote testing. He said, "online

testing is a major concern and has been much discussed: how can we restrict the use of reference materials (when appropriate) and how can we keep students from collaborating (or worse)."

Shapiro continued, "There is a wide range of approaches that instructors use, varying from invasive (computers are 'locked' on the test and students are watched online while taking the test) to 'trusting'...I am philosophically opposed to the 'invasive' approach for preventing collaboration, but I do sometimes see cases of this."

Even from a personal level, Professor Shapiro stated his difficulties connecting with students in a remote setting. "The 'fun' part of teaching is the interactions we have with students on the subject matter of the course and when talking about our lives outside the course. It is much easier and more "natural" for this to happen in person. I believe that this benefits students as well," Shapiro said.

Social Media Showcase

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most of the time. Now that almost all classes are back on campus, Miller said there has been "a new energy, new engagement, and optimism" with everyone.

In the past, the art department has held many events, both virtual and in person. Some of these events include visiting artists' studios and gallery exhibitions. Miller said there has been a great response and attendance for these events, but "it is always nice to have more."

As of September 7, Miller said the Art Department opened their "first in-person exhibit... since the Spring of 2020" featuring work by Jesse Connor (oil paintings ink drawings) and artist Mikael Petraccia ("multi-layered archival inkjet prints"). Located in the East Wing Gallery, this exhibit will be open until October 20. Here there will also be an "Artist Reception" on October 6 from 6-8 pm and a "Gallery Talk" on October 7 at 1 pm.



Photo courtesy of the MWCC Art Department

Mikael Petraccia, Leaves, 2019, Multi-layered Archival Inkjet Print, 30x22in

Insulin Affordability

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the pandemic. “You’re at home all the time; you can’t work,” Wyman explained. “Some people have no income coming in. What are they supposed to do?”

In a Dec. 7, 2018 article from *Stat News*, Tahir Amin, co-executive director of the non-profit I-MAK, pointed out that insulin manufacturers receive millions of dollars a day for their product but refuse to lower their prices because of a small market.

With corporations having such a “monopoly” (and profit because of it), this problem is very tricky to solve.

“Insulin companies need less big investors,” Wyman explained, “and the government needs to follow through and

cap the cost of at \$35.” Thaxton agreed as she stated, “capping the cost at \$35 is a big step.”

“It’s not just insulin that’s the problem,” Thaxton continued. “There’s test strips and lancets and pump supplies, but insulin makes up most of that cost.”

In a July 6, 2021 article from the Diatribe Foundation, managing editor for *Diatribe Learn*, Arvind Sommi, revealed

changes have begun to take place. “I have high hopes for these plans to work,” Rice shared. “But the future is unknown. Once I see more progress, I’ll feel more optimistic.”

President Biden has been trying to take steps to correct this problem. In a Dec. 6, 2021 article from *The American Presidency Project*, President Biden explained that his Build Back



Photo by Towfiq barbhuiya on Unsplash

“ [P]eople have this illness and need insulin to live, yet the cost and process of getting it is difficult, to say the least.”

– Professor David Wyman

that Walmart now sells insulin that ranges in costs from \$25 for the Novolin or “Human Insulin” to \$72.88 for a Novolog vial and \$85.88 “for a package of 5 prefilled [Novolog] insulin pens.”

Thaxton found out about this by luck. She has a dog that is also a diabetic, leaving her the responsibility to provide insulin not just for herself but also for her furry friend. “I went to my pharmacy to get my dog’s insulin,” Thaxton explained. “It was \$180 a vial.” While shopping at Walmart, she figured she’d ask the store if they sold insulin. Thaxton said, “they do, and it was only \$25 dollars.”

There is still more work that needs to be done, but small

Better Bill seeks to reduce the price of insulin and would allow for the government to have more control over pharmaceutical companies.

However, recent strides toward lowering these costs have not gone as many would have hoped. Journalist Michael Sainato in an Aug. 12 article from *The Guardian*, explained that in partnership with the “Inflation Reduction Act,” the request for insulin costs to be capped at \$35 per month had been “blocked,” but that a co-pay cap (\$35) was set for those with Medicare. Yet as co-founder of Insulin Initiative, Laura Marston, mentioned in this article, this still leaves the problem of insulin costs to remain.

Chief Diversity Executive

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inclusion also helps improve students’ learning environments as it provides students with opportunities to be surrounded by various groups of people, ways of thinking, and methods of operation.

Williams said, “when you get out into the world, you really need to be equipped and prepared to...not only have emotional and social intelligence, but understand what triggers you, understand how you show up, how you communicate, and how to really be culturally competent with other individuals.”

This expected improvement in the learning environment, Vander Hooven said, is one of the biggest reasons he wanted this position in the first place.

However, he also explained that one reason why this job is important for colleges to have in general is because as jobs have become increasingly reliant on a student’s level of education and the skills they are able to demonstrate, students need “access to the services that will enable them to be successful.”

Vander Hooven said, “We owe it to our region to make sure we are doing everything we can to ensure the success of students who come in with those aspirations, and this role, I believe, is going to help keep taking steps in that direction.”

As a result of this position, Vander Hooven said he would like to see improvement in student success rates and the “retention of diverse employees.” Williams said that

she hopes there will be “award-winning and recognizable programs” as well as “initiatives and infrastructure” exclusive to MWCC surrounding concepts of equity and inclusion. But also, that they build on existing programs to focus more on these concepts as well.

Williams concluded, “The Mount is doing amazing things, and as a DEI practitioner, I am extremely impressed with how far we have gone and the work that’s already being done. There are some great initiatives going on here that even bigger institutions aren’t doing, so I am very proud to be in this environment where there is so much ability to be creative and create these new pathways... and opportunities.”

Flames Keep Burning

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affects people in a nearby area, LoCascio said, “it really depends on how intense a fire is, given the landscape.” He also mentioned that the area affected depends on “how intense and how frequent” the fires occur in that area or the surrounding area.

Regardless, LoCascio said these fires “will continue to increase with climate change.” LoCascio explained that two main contributors affect the climate change that then leads to these fires. “The number

one thing right now that causes climate change is humans burning fossil fuels for transportation and for agriculture. We also [have unhealthy] deforestation [practices] that are increasing the output of CO2 being admitted into the atmosphere,” LoCascio said.

Though some companies have been working on adjusting their practices to help reduce their carbon footprint, the recurrence of these extreme wildfires happening in California is not only probable but increasingly more likely.

Remembering Professor Wyman

A Passionate, Devoted, and Talented Professor Who Will Be Missed by All Of MWCC

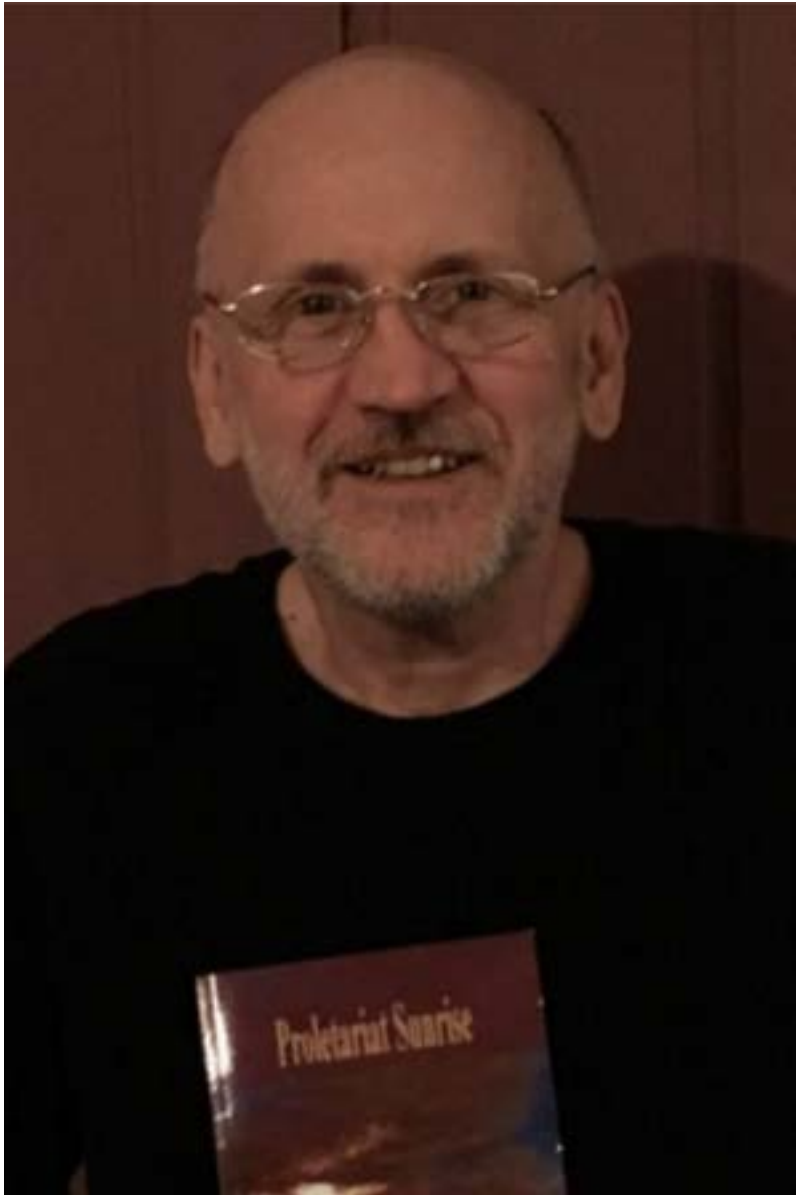


Photo courtesy of the Wyman Family and MWCC

Professor David Wyman

By Maddie Willigar
EDITOR-IN-CHIEF

Mount Wachusett Alumnus and English Professor, David Wyman, unexpectedly passed away on August 12. His presence on campus is one many will miss, and Wyman will be remembered by those at MWCC as someone passionately devoted to his beliefs, students, and poetry.

Regarding the news, President Vander Hooven said, "I was deeply saddened to hear about the passing of David Wyman. David was an extraordinary educator, completely dedicated to his students. The Mount has lost a passionate teacher and friend. My thoughts are with his family, friends, and the many

colleagues who will miss his love and friendship."

Having taught at the Mount for eighteen years, Wyman left almost two decades' worth of impact and memories at MWCC. Michelle Valois, English professor and fellow writer, met Wyman in the tenth grade, where they both attended the same high school. However, it wasn't until about thirty years after graduation that they re-encountered each other again after Wyman was tutoring in the Academic Support Center (now called the Learning Success Center), where Valois was the director at the time.

Though Valois said that Wyman had always been a "bit

of a rebel," she described him as "one of a kind." Valois added, "David just was a firm believer in fairness and justice."

After publishing their first books of poetry at about the same time, Valois said they held poetry readings together. "I would bring my books to sell," Valois said, "but he would bring his books to give away because he felt that poetry should be free for everyone."

Valois said that Wyman, who was a Marxist, had a strong set of "principles" that he abided by and stuck with throughout his life. This, in addition to his intelligence and humor, is what Valois said were some of his best qualities. She also said that he appeared to be a great father and that she admired "his fierce love and loyalty for his kid."

One quality that Valois said most of the MWCC faculty could probably confirm was his ability to "speak truth to power" and always share his thoughts and feelings on certain topics at school meetings.

Dr. Laurie Occhipinti, who had known Wyman since she came to the Mount in 2016, echoed this. Occhipinti, who is the Dean of Liberal Arts, Education, Humanities, and Communications, described Wyman as "fearless" and "unafraid to ask difficult questions."

"As the dean for the college, I could always really count on him to look at questions very thoughtfully and always raise any potential problem or issues," Occhipinti said. Being student-focused, Occhipinti said Wyman constantly weighed how any policy changes or proposals could potentially help or hurt students.

This level of thoughtfulness towards students, along with his clear passion for writing and literature, is what

Occhipinti said were some of Wyman's greatest traits. "He worked incredibly hard in the classroom to make sure that he was always presenting material in a way that was accessible for students so that they could really make progress and learn," Occhipinti said. But besides his consideration for these students, Occhipinti mentioned that he also had a great sense of humor.

While working with Wyman, both Valois and Occhipinti learned different things from him that they will carry with them. Occhipinti explained that because her background

Outside the classroom environment, Wyman was a poet and released two poetry books, *Proletariat Sunrise* and *Violet Ideologies*. Some of his poems were also featured in publications such as *Squawk Back*, *Dissident Voice*, and *Clockwise Cat*, along with many others. Occhipinti, who had seen Wyman read some of his work at a poetry reading a few years back, said, "It let me see a whole other side of him."

Regarding Wyman's poetry, Valois noted that sometimes as a writer, it can be challenging to "know what impulse to follow," but that Wyman had

"...but he would bring his books to give away because he felt that poetry should be free for everyone."

– Professor Michelle Valois

is not in teaching English or writing, Wyman helped build her understanding of how this was "foundationally important for college students" and how he, as well as other professors at the college, were going about teaching it.

Valois said, "What I learned from him wasn't anything he taught; it was by example." She added, "I just saw someone who just kept fighting." Though Valois explained she never had a conversation about it with him directly, she believed that Wyman, who struggled with diabetes, was often in more pain than people realized.

Recalling a few times she had watched him slowly walk around campus from class to class, Valois said, "he kept persevering." This "image" of perseverance to go teach something that he loved and was passionate about is one that Valois said she learned from and one she thinks many others could learn from as well.

a way of taking "leaps of the imagination." Valois said she admired that his work wasn't "didactic" and didn't spell out how you should feel or think. Instead, Wyman's poems had you constantly re-evaluating and thinking about what each poem meant to you.

Valois, who was in a writing group with Wyman and two other MWCC faculty members, also explained that Wyman was great at reading others' work and always gave very thoughtful feedback.

Valois said, "Professor Wyman dedicated his life to words: his own words, his students' words, and the words of all great writers that came before him. To honor him, the English department will be holding a reading this semester...where students, faculty, and staff are welcome to come and read Dave's words or words that inspired him."

For a sample of Professor Wyman's poetry, please see his submission to our Creative Writing section, *Hyper-Quantization*, on page 10.

A Storied Career

English Professor Jessica Kuskey Describes How Books Have Impacted Her Teaching

By Eoin Haggerty

OBSERVER CONTRIBUTOR

Jessica Kuskey, who goes by Kuskey, is an English professor at Mount Wachusett Community College that pulls from her own experiences to create a collaborative and welcoming learning environment for her students.

Kuskey has a storied career, dating back to the Spring semester of 2004. She has taught in Ohio, the University of California Santa Cruz, at a military college, and finally at her “forever home,” Mount Wachusett.

When asked why she was unhappy with life at UC Santa Cruz, she said, “[The scenery] was truly beautiful, but I couldn’t connect with students since I taught large lecture classes.” Kuskey relayed a specific experience where she never learned anyone’s name in her classes or heard their ideas.

This was a reminder to her that this wasn’t what she got into teaching for.

Kuskey, who was a first-generation college student, wasn’t extremely familiar with the collegiate environment. In a video welcoming students to her class, she talked about a time when she called the librarian at her college to inquire about her required books, and the librarian flippantly told her that she needed to buy the books. Kuskey used this story to let her students know that they can ask any questions and that she won’t make them feel stupid.

Kuskey also said that she doesn’t want her students to think that she is better than them and that a lot of her students come up with original ideas that she hadn’t even thought about. She wants her students to be more confident in their original ideas and to know that they are smarter than they think.

Kuskey said that as a child, her mother had a big bookcase and would keep her books in her room. This led Kuskey to read books that she, in her words,

Bradbury. Kuskey also talked about one of her favorite stories to teach, “The Machine Stops,” by EM Forster, which unfortunately became too close

students would come up with, it ultimately became a little too real for her, and she decided to stop teaching it.

Kuskey said that her experiences connecting with students can be similar to the movie *Groundhog Day*. “Teaching can be like the movie *Groundhog Day*; unless you are getting feedback from students and see how it affects them, you’re not getting anywhere, like the puddle [scene] in the movie. You need to cater to them to have your optimal *Groundhog Day* experience,” Kuskey said. The scene which Kuskey is referencing is where the main character of the film repeatedly steps in the same puddle multiple times as a result of the time-looping plot of the film.

When Kuskey isn’t teaching or helping students, she is usually watching television, making crafts, or eating good food.

“Teaching can be like the movie *Groundhog Day*; unless you are getting feedback from students and see how it affects them, you’re not getting anywhere, like the puddle [scene] in the movie. You need to cater to them to have your optimal *Groundhog Day* experience.”

– Professor Jessica Kuskey

said she probably shouldn’t have been reading. Kuskey went on to state that some of these books were what inspired her to teach English. Kuskey considers all books to be “special and precious.”

The first book she remembers that ignited her love of reading was *Fahrenheit 451* by Ray

to real life as the pandemic crept up.

The overall premise of the story is that, in the future, people live in their own pods, never see nature or each other physically, and can only communicate through screens. Although Kuskey enjoyed teaching the story and hearing the ideas her

Disability Support

>>> continued from page 1

2. Schedule an appointment. During this appointment, necessary documentation and accommodations will be discussed.

3. Acquire all the documentation needed. This includes official documentation of a diagnosis in the last three years from a health professional or previous school documents such as a 504 or an IEP.

In addition to services and accommodations, students with disabilities can become members of the Delta Alpha Pi Honor Society. The Disability Services page explained, “[m]embers will assist in promoting disability awareness and pride at MWCC by helping coordinate and

participating in fun virtual and on-campus activities. Members also serve as mentors and role models for other students.”

To become a member, the student needs to have a 3.10 GPA, have finished at least 24 credits while at college, as well as “present with a documented disability and work with one of the staff members of the Disability Services team [and] demonstrate an interest in disability issues.”

If you want to learn more about Disability Support Services and Delta Alpha Pi, visit this link for more information: <https://mwcc.edu/current-students/disability-services/>.

Thoughts on Telehealth



Photo by Mary Eineman from Unsplash

>>> continued from page 3

at MWCC, described her reservations about using telehealth services because of issues relating to privacy and security of personal health information. Nakuya said, “I would not want my health information to be given to the

wrong person; that’s why I still prefer to have a person-to-person interaction with my physician.”

Nakuya also stated her concern about the accuracy of test results that may result due to system errors, which is a disadvantage not only for telehealth systems but for human-computer interaction in general. “There’s

a possibility for technological malfunctions, and that means there’s a possibility for wrong results or misdiagnosis. With virtual doctor’s visits, rectifying such errors might not be as timely as in-person visits, so I would rather stick to long queues in hospital waiting rooms,” Nakuya said.

Where's the Education on Higher Education Alternatives?

Student Shares Opinion on Why High Schools Should Promote Options Outside of College

By Halli Coulter

OBSERVER CONTRIBUTOR

According to research conducted by the Education Data Initiative in July, about 63% of students in the U.S. enroll in a two-year or four-year college after graduating high school. This means the remaining 37% either jump into the workforce, do not want to attend college, do not know what to do after high school, or are unemployed. To achieve a higher success rate for high school graduates who choose not to attend college, secondary schools need to educate and promote alternatives to both parents and students.

One issue that many middle and high school students and their parents face with college alternatives is not having more information or access to them. According to an April 7, 2021 article from *Gallup News*, researcher Zach Hrynowski explained that in a *Family Voices* Study, it was reported that "...nearly half of these parents (45%) agree or strongly agree that they wish there were more options available to their child" besides college or technical schools.

The study that Hrynowski was referring to was a 2021 *Family Voices* Study Conducted by Gallup and Carnegie Corporation, which also explained that 65% of students face "barriers" when deciding on a next step after high school. These can include lack of

finances, "lack of information," systemic challenges, and the lack of preparation provided by schools.

However, there are solutions to this, the most important one being to educate not only the students on their options but also their parents. This same 2021 study mentioned that parents who favor the "non-college" path are "twice as likely to say they lacked needed information... [and] seven times as likely to say these programs were not available to their child."

If secondary schools provided this information to both parents and students during their middle and high school years, it would give more opportunities for kids to reach their potential and have a successful further education or career. Therefore, preparing students for success after high school can be heavily impacted by secondary schools.

Another solution is for parents, schools, and society to allow kids to figure out what they want to do through promoting studying abroad, traveling, concentrating on a passion, or internships.

Over the course of high school, there are many times different military branches set up booths in school to promote joining the military by sharing information about the branch and what their life would look like after graduating. Why not have these events for other trades, internships, or jobs? The majority of schools put together



Photo by Matt Ragland from Unsplash

college fairs for students to explore different colleges and majors, but they have nothing to showcase the many college alternatives available to students.

Students who attend a technical high school are more likely to have an awareness of available options. Former MWCC student, Adam Blouin, 21, from Winchendon, was one of the many people to choose the non-college path after graduating high school in 2018. He had always planned to attend college after graduating because he wanted to continue his career in football. Although when the time approached, he decided he did not want to live on a college

campus.

"I liked the college environment and friendly atmosphere, but it was not for me," Blouin said. He also shared that what he really wanted to do was work and learn on the job instead of paying for a college education.

After attending Mount Wachusett Community College for a year as a Business Administration major, Blouin felt he was not benefitting from it. He shared that for a period of time, he was not sure what to do.

Knowing that a couple of his friends were already in the HVAC trade and had good experiences, and because he attended a technical high school

where he gained knowledge in this field, Blouin decided to become an HVAC installer.

But what would have happened if he did not go to a technical high school and had no prior knowledge about this trade?

Moving forward, if school districts within the United States worked to solve the problems students and parents are facing, such as not having access to the information to make future decisions after high school, both students and the country would be much more successful as it would be filled with people who enjoy and are proud of their job.

Have a Story to Tell?

If you've got the scoop on the latest community news, feel free to contact our editors about adding your voice to the Observer crew! To reach out, send an email to:

mountobserver@mwcc.mass.edu

A Ripple Effect: The Skip From Abortion to Marriage

An Opinion On Why the Overturn of *Roe V. Wade* Could Impact More Than Women's Rights

By **Nikki Ramos**

OBSERVER CONTRIBUTOR

Forty-nine years after the milestone decision, the U.S. Supreme Court made the controversial choice to overturn *Roe v. Wade*. In his concurring opinion in *Dobbs v. Jackson Women's Health Organization*, Justice Clarence Thomas asserted, "Substantive due process...has harmed our country in many ways and accordingly, we should eliminate it from our jurisprudence at the earliest opportunity." This bold statement implies that all other cases supported by the substantive due process clause should be re-examined by the Supreme Court.

In a Jun. 24 article from *NBC News*, reporter Adam Edelman pointed out that despite directly mentioning other cases, Thomas has yet to mention if *Loving v. Virginia*, the case that legalized interracial marriage, would be re-examined. However, with his statement, I worry we could be brought back to a time when "we the people" did not mean equal. A time when the government decided who we were allowed to marry and what we could do with our own bodies. A time fought bravely by many that led us to modern civil rights; the rights that, with this statement, are now being threatened to be torn apart.

Reporters Jazmine Ulloa and Stephanie Lai explained in a *New York Times* article published on June 24, "Policy advocates and lawyers with some of the nation's leading L.G.B.T.Q. advocacy organizations...called [Thomas's] words a warning shot against any fundamental rights not explicitly enumerated in the Constitution, including protections for interracial marriage."

Even in today's society, I have felt the disapproving stares from

people who see my husband and I together. What I refuse to feel guilt for, however, is loving someone outside of my own race. The love I have for my husband transcends time and space, growing deeper by the minute based on the substance of who we are as people, with no regard for the color of our skin. Still, some contend that re-evaluation of such cases is necessary.

However, according to a Jul. 1 article from *Forbes* by Journalist Alison Durkee, "The percentage of Americans that think that abortion and women's rights should be among the government's top priorities has almost tripled in the past six months." This begs the question as to if placing any more civil rights issues in the hands of the states is truly in the best interest of the people or is simply the views of a disillusioned minority.

To know exactly how far we have come as a society, we have to understand where civil rights first started. In 1958 Mildred Jeter, a black woman, and Richard Loving, a white man, were married and arrested for violating Virginia's anti-miscegenation laws.

After agreeing to leave the state of Virginia for twenty-five years to avoid a one-year jail sentence, the Loving's moved to Washington D.C and began their fight for justice. Then, on June 12, 1967, a unanimous Supreme Court ruled in favor of the Loving's and struck down Virginia's anti-miscegenation laws.

The U.S. Supreme Court's decision invigorated the concept that the choices surrounding marriage lie with the individual and do not belong under the control of any state government.

This case is a perpetual reminder that the fight for civil rights



Photo by Gayatri Malhotra from Unsplash

demands more autonomy and less control by government entities. The more freedom we have to make decisions about our own lives, the closer we approach us as a people being equal.

In a 2018 *Fordham Law Review* article Boston University Professor of Law Linda C. McClain said, "In *Obergefell v. Hodges*, the case in which the Court held that the fundamental right to marry extends to same-sex couples, the majority drew on *Loving* repeatedly to support its reasoning." Therefore, the potential repeal of *Loving v. Virginia* could signal an imminent downfall for the rights of same-sex couples as well.

Imagine fighting for decades for the law to recognize your right to love whom you choose, only to fear that this same right could be yanked away a mere seven years later. We have to take a moment to think to ourselves, what if this was my husband, my wife, my family? Our Constitution was created to protect fundamental liberties, not strip them away based on

political and religious ideology.

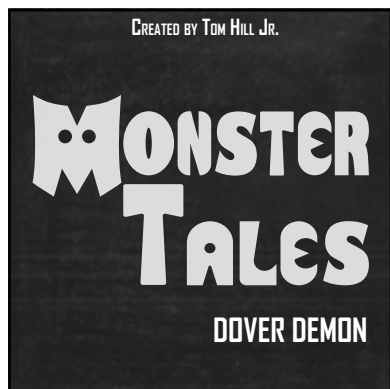
In the wake of Thomas' position on other fourteenth amendment cases, Jim Obergefell of *Obergefell v. Hodges* professed his dismay at the direction our civil rights are headed. In a Jun. 24 *New York Times* article, he said, "Justice Thomas makes it clear, once again, that he does believe some of us are more equal than others-- that some of us don't deserve to commit to the person we love." Obergefell's poignant statement reminds me that in the "land of the free," we are not always free.

It is astonishing that fifty-five years ago, I would not have had the right to marry my husband and could have been potentially

jailed for loving someone of a different race. Now forty-nine years later, some women have been stripped of the right to make decisions about their own reproductive health care. While you may have a completely different stance on civil rights, should one perspective forbid another?

This is the basis for all modern civil rights arguments. It is a fight for the ability to stand with pride and say this is who I am, and that right must never be taken away from me. In the aftermath of what many consider to be a backstep in the fight for civil rights, we must ask ourselves, will the injustice stop here? I'll let you decide.

Have your own opinions on current events, hot-button issues, or events on campus? Write an opinion piece and send it to mountobserver@mwcc.mass.edu It may just end up in our next issue!



LOCATION: Dover, Massachusetts
DATE: April 21, 1977



Around 10:00PM, 17-year-old Bill Bartlett was driving north on Farm Street with two friends.



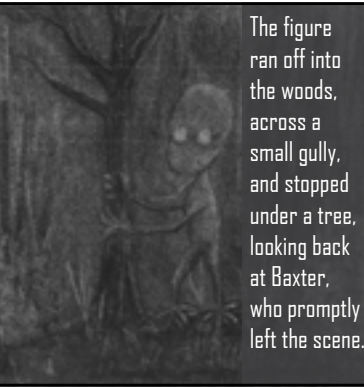
Bartlett noticed something on the left side of the road, moving along the top of a rock wall, illuminated by the car's headlights.



It was unlike anything he'd seen before...



Around midnight, 15-year-old John Baxter encountered a short figure coming towards him on Miller High Road. He called out to it.



The figure ran off into the woods, across a small gully, and stopped under a tree, looking back at Baxter, who promptly left the scene.

Meanwhile, Bill Bartlett returned home shaken from his encounter and, after relaying the story to his parents, drew up a sketch of the creature he saw.



Many have tried to explain the Dover Demon, some speculating it could have been a baby moose, horse, or cow.



After 1977, the Dover Demon disappeared. Its true nature may forever remain a mystery...



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Creative Writing

Looking for inspiration? Check out this prompt from *Writers Digest*:

“Imagine that your narrator has been given a family heirloom from a relative they didn’t really know. But then someone shows up on their doorstep demanding the object is turned over to them. What is it? Why do they need it? Will your character give it up?”

[By, Moriah Richard “Heirloom”] <https://www.writersdigest.com/be-inspired/writing-prompts>

Hyper-Quantization

By David Wyman

Swirling violins viola & cello
repeating symmetries lifting, the room.
This is where hyper-quantization

comes in, a secret ideology
invading your head till
you feel hacked, everything

being on the grid. A yellow streetlight
signifying memory
opening like a mirror

when it gives the impression
of expanding space. And the line keeps
advancing, in riot gear now

in this direction. Today, we’re moving
along an axis darkly
in ‘great broken rings,’ like swans.

Send your finished works of 1,000 words or less to mountobserver@mwcc.mass.edu.

Maniac

By Cami Stephens

“Cordial. Stay Cordial. Don’t lose your cool.”
I chant that to myself with utter urgency,
hoping I can believe those lucrative words,
wishing your inconsideration, inconsistency, and incompetence did not affect me.

The chant fades into the back of my ruthless mind.
A chant loses its power without repetition.
I couldn’t repeat it anymore.
Now I’m a maniac.

Everything you do, I can’t stand it.
I can’t deal with you:
Your urgency, your abruptness, your terror.
You’re inhospitable, yet you invade my warmth, desperately searching for hospitality.

Now I’m a maniac.
Screaming. Crying. Pacing. Dancing.
Every emotion I feel is to distract from your envious, villainous poison.
Maniac I shall be. At least I don’t have to chant anymore.

Still, when we talk, the maniac in me dissipates.
I watch you eerily, and the chant revisits my mind.
I’m cordial. I promise. I’m not crazy. I promise.
I repeat it, but the words don’t haunt me like they used to.

The chant fades as you speak.
The maniac in me is returning to the surface as soon as you begin to manipulate.
I can’t do it anymore; the manic wants out.
The chant gets louder and louder.

The chant leads me to stray away from you.
If I am a maniac, then so be it.
A maniac is better than a sterile, meek version of myself.
Maybe I’m not cordial. Maybe I can’t remain cool.

Just like a “maniac.”

Review: *Emails I Can't Send* (2022)

A Clever, Captivating, and Conversational Album by Sabrina Carpenter



Image from spotify

By Maddie Willigar
EDITOR-IN-CHIEF

Sabrina Carpenter's fifth studio album, *Emails I Can't Send*, released on July 15, is a mixing pot of pop perfection. By melding elements of pop, country, and R&B, Carpenter creates a captivating dynamic to hold her honest and clever lyricism. Though I'm not someone who would have considered herself a fan of Carpenter before this release, after listening, I can only hope that more albums like this are on the horizon. From fans of Julia Michaels to Ariana Grande, I believe this album has a song for everyone.

channel days, it has always been clear that Carpenter has an amazing voice, this album highlights every aspect of her vocal tone as each song shines a spotlight on a different part of her range and versatility.

Over the course of thirteen tracks, Carpenter explores the complexities of relationships of all shapes and sizes. Starting the album with the title track, "Emails I Can't Send," Carpenter divulges how her father cheating on her mother has played a role in her understanding current relationships and what she has conceptualized as love. This context illustrates how all of these separate relationships can become intertwined and

brilliantly sets the stage for all the other songs to come.

Besides being a conceptually beautiful album, the songwriting is the star of the show. With seven out of the thirteen tracks being co-written by JP Saxe and Julia Michaels, their musical influence is a steady thread throughout the album and ties it all together in one big authentic bow.

Lyrically, my favorite track off the album is "Skinny Dipping." This song, which builds upon the idea of re-kindling a past relationship after running into them at a coffee shop, uses the metaphor of skinny dipping to illustrate the longing to take off all the baggage and

mistakes associated with a past relationship to start fresh. When I heard this song for the first time, I was gripped by her creativity. She took a situation I hadn't heard mentioned in a song before and put it in such a poetic yet straightforward way.

However, this album is also melodically beautiful, and this song is no exception. Composed of a steady acoustic guitar and subtle echoed harmonies, this song has notes of summertime and beaches that play on the title. The only thing I didn't love when I first listened to the song was the spoken and slightly run-on feeling of the verses. Yet, this, contrasted with the chorus, feels magical.

This contrast between the verse and chorus is something I noticed Carpenter frequently used throughout this album. When hearing these sections separately, they don't sound like they would go together, but when played as a cohesive whole, each section almost gives relief to the other.

This is true with another one of my favorites, "Tornado Warnings," which sounds almost dreamlike in its production with gentle harmonies and synths. The way the lyrics flowed over the song's melody gave a seamless interaction between the verse and the chorus and made each section more interesting to listen to.

During her concert at Samsung's "Summer of Galaxy" event, Carpenter explained that this song was based on a real experience. After hanging out with someone she knew was bad for her in the park while it was hailing and she was receiving tornado warnings, Carpenter said she refrained from opening up to her therapist

about it. The different sections of the song mimic this tension, with the verses showing her defensiveness surrounding not telling her therapist and then the chorus feeling like a release where she realizes why she is avoiding this conversation.

Speaking of avoiding conversation, though I thought Carpenter's lyrics were a strength on this album, I found myself skipping "How Many Things" time and time again due to what I felt was cheesy songwriting. For context, the opening line of the song is: "You used a fork once/ It turns out forks are...everywhere/ There's no hiding from the thought of us/ I got ways to find you anywhere." While I understand what Carpenter was trying to do here, it wasn't something I was drawn to listen to. I think if the melody had been more interesting, it might have made up for the lyrics, but overall, I found the song to be a bit 'eh.'

Regardless, my distaste for one song is in no way an indicator of this album as a whole, as this was the only track I didn't like. Each song is simple in that it doesn't take a lot to "Decode" (no pun intended) the meaning of each song. Yet, there is always a unique element to each track, whether that is a creative metaphor or melody that draws you in and captures your attention.

Overall, I would highly recommend this album, especially for those who haven't heard a Carpenter song since "Can't Blame a Girl for Trying" played on every Disney commercial. This album was a beautiful introduction into the world of Sabrina Carpenter, and I am excited to hear what comes next.

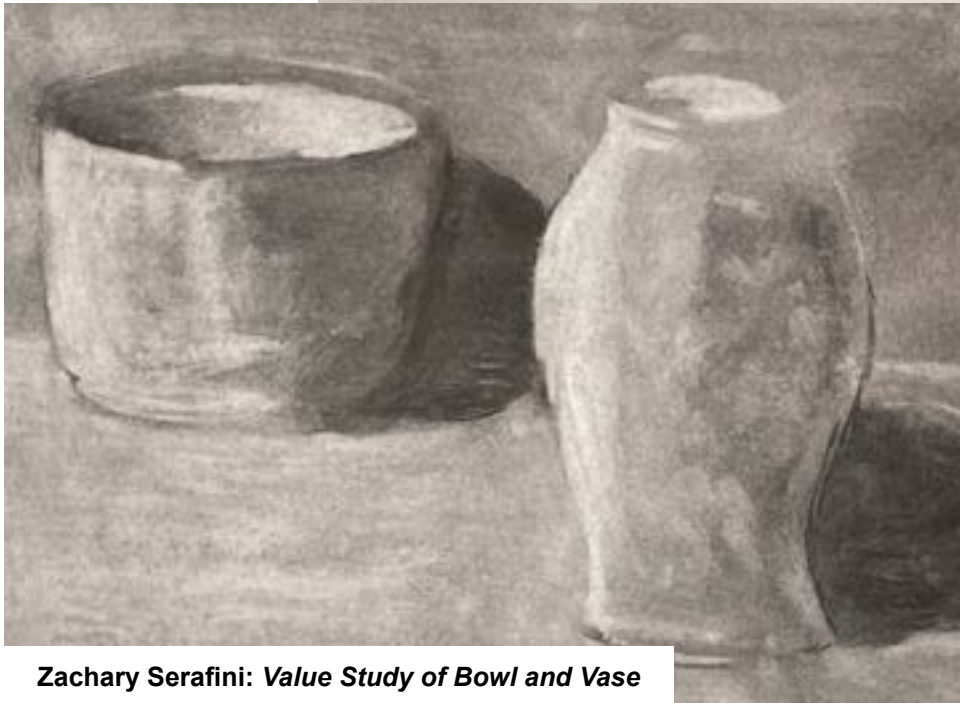
Have your own thoughts on a TV show, film, book, or video game?
Write a review and send it to mountobserver@mwcc.mass.edu
It may just end up in our next issue!



Carol Knox: *Portrait*



Keegan Wolski: *Still Life of Roses*



Zachary Serafini: *Value Study of Bowl and Vase*



Mia Caron: *Wedding Gown Study*

**ART
ON
CAMPUS**

Photos from
ART105: Intro
to Drawing
Summer
Course

NOTE: None
of the students
in this course
were Art
majors, nor
had they taken
any drawing
classes before.



Connie Roy: *Value Study of Translucent Vase*

InvolveMOUNT September Events:

Sept. 12: "CATS Programming Group Meeting." 12:30PM-1:30PM

W11 & Zoom <https://mwcc.campuslabs.com/engage/event/8147358>

Sept. 12: "Duck Hunt." 8:00AM-1:30PM

Gardner Campus <https://mwcc.campuslabs.com/engage/event/8128975>

Sept. 13: "JINDO-BINGO with a Beat." 12:30PM-2:00PM

South Café & Zoom <https://mwcc.campuslabs.com/engage/event/8130845>

Sept. 13: "SGA Biweekly Meeting." 6:00PM-7:00PM

Zoom <https://mwcc.campuslabs.com/engage/event/8147422>

Sept. 14: "Parody in Blue- Political Humor with a Broadway Flair." 12:30PM-1:30PM

South Café & Zoom <https://mwcc.campuslabs.com/engage/event/8123326>

Sept. 15: "Fall Fest Welcome Back BBQ." 11:30AM-1:30PM

Outside South Café <https://mwcc.campuslabs.com/engage/event/8147614>

Sept. 19: "CATS Programming Group Meeting." 12:30PM-1:30PM

W11& Zoom <https://mwcc.campuslabs.com/engage/event/8147359>

Sept. 19: "MWCC Scavenger Hunt." 8:00AM-12:00PM

Gardner Campus <https://mwcc.campuslabs.com/engage/event/8147691>

Sept. 20: "JINDO- BINGO with a Beat." 7:00PM-8:30PM

Zoom <https://mwcc.campuslabs.com/engage/event/8130846>

Sept. 26: "CATS Programming Group Meeting." 12:30PM-1:30PM

W11& Zoom <https://mwcc.campuslabs.com/engage/event/8147360>

Sept. 27: "JINDO-BINGO with a Beat." 12:30PM-2PM

South Café & Zoom <https://mwcc.campuslabs.com/engage/event/8130847>

Sept. 27: "SGA Biweekly Meeting." 6:00PM-7:00PM

Zoom <https://mwcc.campuslabs.com/engage/event/8147423>

Sept. 28: "The Money Game: Financial Literacy Training that is Fun!" 12:30PM-2PM

Multi-Purpose Room & Zoom <https://mwcc.campuslabs.com/engage/event/8153624>

3:00PM-4:30PM – Multi-Purpose Room & Zoom <https://mwcc.campuslabs.com/engage/event/8153625>

6:00PM-7:30PM – TBD <https://mwcc.campuslabs.com/engage/event/8153626>

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