

## Nostalgia and Excitement for Graduating Seniors

By PAIGE BELANGER

The Mt. Greylock class of 2009 is graduating on June 13th. For most seniors, the proximity of this date brings uncontrollable excitement, and possibly frequent waves of nostalgia. The class of 2009 has spent six years receiving an education within the walls of Mt. Greylock Regional High School, and, for many, leaving it can be both exhilarating and overwhelming.

This year's group of seniors entered 7th grade in 2003, in that year experiencing a major transition from elementary school to middle school. They were required to complete summer reading (*The Education of Little Tree*) for the first time. Classes actually rotated, the schedule included an extended period, something that many students miss, and different friends accompanied them to their classes. New subjects were explored in the 7th grade, and, in many ways, it led to a new sense of independence. The senior class of 2003 was known as "the big kids," and communication with them was both cool and forbidden.

8th grade was both similar to and ex-

tremely divergent from its predecessor. Now used to the format of the schedule and the school, students looked forward to high school eagerly. Teachers proclaimed that we had to be prepared for the upcoming years. Due to this, we were endowed with

in and of itself, it was not meaningful, but in its preparation for their four years of high school, it was critical.

9th grade began in 2005, with the promise of new beginnings and more challenging classes. Students were given more options in honors classes (in middle school, only honors math classes were available). They were relocated to a new hallway, and offered a more diverse selection of electives to enroll in. Academically, freshman year was more challenging than middle school for many. Social life followed in similar fashion. Many freshmen struggled to find their places as high school students, and also attempted to cope with the new responsibilities of their age.

Sophomore year arose like 8th grade. Now that students were adjusted to high school life, many became more motivated to work. The sophomores of 2006 were told that the 10th grade year was critical to colleges. At that time, college seemed a millennium away. However, two years flew by more quickly than anyone could have thought. In 10th grade, stu-

*Seniors, Continued on Page 4*



The class of '09 gathered on Wednesday for their final class meeting  
Photo: Sarah Crosky

basic algebra, level one languages, and the concepts of proper grammar.

Many of the seniors this year perceive middle school as a gateway to high school;

## GREYLOCK'S LINE OF POWER: WHO'S IN CHARGE?

By CAMILLE ROBERTSON

Most students, parents, teachers, and administrators have their qualms with certain programs at Mt. Greylock, pet projects they would like to see instilled, issues with the way the school is run, and changes they would like to make. Understanding who actually has the power to make these changes possible is key to helping well-intended members of the Mt. Greylock community transform their ideas into practice. This article will provide a brief overview of the current administrative structure in comparison with other suggested systems and teacher recommendations.

While some administrators are present and active in everyday student and teacher life, others work hard behind the scenes. Three well-known faces belong to Mr. Payne in the high school, Mrs. Kaiser in the middle school, and Mrs. Penna in both. The first two serve as co-principals, though Mrs. Kaiser assumes the role of Business Manager as well. On a sheet entitled "Whom do I go to for a decision?" handed out to all teachers at the beginning of the year,

their responsibilities range from Student Questions or Concerns to Curriculum Development to Guest Speakers. Mrs. Penna, on the other hand, is in charge of student attendance and discipline for all students grades 7-12. In fact, Mrs. Penna is not technically an administrator, but the Dean of Students, a unique position created several years ago along with the co-principal system to make use of her particular skills and knowledge.

Eleven years ago, Mrs. Penna was hired by Mt. Greylock to run an in-school suspension room and work with the outreach coordinator to eliminate the serious smoking problem that was then plaguing the school. Within a year, they were able to change the student attitude towards smoking drastically, and Mrs. Penna was asked to stay on as Intervention Specialist. In this position, she identified and worked with at-risk youth, paying home visits and finding programs to help students and their families struggling with all sorts of issues. She became acquainted with the disciplinary pro-

*Administration, Continued on Page 2*



The office of Dr. Travis, high up on an interesting line of administrative power.  
Photo: Sarah Crosky

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*The Echo is RECYCLABLE! Please do NOT throw it in the trash when done reading.*  
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### CROSSWORD

See Page 4.

### THE BOOK WORM

Isabel Kaufman reviews *Sunshine*, by Robin McKinley.

See Page 5.

### Girls' Locker Room Roof Collapses.

Jessi Payton gives us the damage report.

See Page 5.

### CARTOON

Rufus Paisley parodies his own cartoon creating process for this month's graphic.

See Page 5.

### Class Election Results

Check out next year's class officers and Student Council reps.

See Page 2.

### Graduation Insert

This month's double sided insert is dedicated to graduation information and the class of 2009, including lists of post high school plans and senior project topics as well as photos. Feel free to take it or the whole paper home to remember the occasion!

See Pages 3 and 4.

## 1 in 650: An Interview with Tommy Bourn

By NATE NURMI

This month the Echo interviews the always-entertaining Tommy Bourn on his considerable success in hacky sacking in tournaments, in school, in town, and around New England and beyond.

Q: I hear you've entered competitions?

A: I've been to some competitions in Colorado, but that's when I was not that good, but I still did pretty good for just starting out, and such, but not too long ago I was in Woodford Vermont, and I was chillaxin down there when I got a challenge to a 3 hit kill gathering, and I was in my steel toed boots so I was kinda pissed at first, but I won the compo, and taught some stalls and such, but to make a long story short I won.

Q: How did you get into hacky sack?

A: Well, to make a long story short, when I lived in Pownal Vt., my friend Bryce brought a hacky sack one morning when we were fishing next to the train tracks and at first I didn't know what it was used for, I thought it was some kind of hippie hiding device, and then we started to play with our hands for we didn't have a clue how to use it. Then I moved to Colorado and found out that I was playing it *entirely* wrong, but either way I got into hacky sack big when I went to Colorado, for that's all they did besides air hockey and foosball.

Q: When did it start becoming a trend around the school?

A: Well last year I used to carry a hacky sack on me all the time, for I like to play and my ADHD gets to me so I use the hacky sack in order to let my energy out, and one day last year I started to play it in Stanton's class, and then John Kolesar, Tyler Lefebvre, and Timmy Duncan started to play too, and from then on haca-sacca, man.

Q: Who do you like to hacky sack with the most?

A: Johnny Kolesar, man, we play hacky sack so much man, and we're both really good, all we do is play hacky sack man.

Q: How many hours per week do you hacky sack?

A: A lot, I mean a lot...there hasn't been a day that has gone by that I haven't played a little hacky sack in and out of school, but to make a long story short, I play a lot.

Q: When did you start hacky sacking?

A: I can't remember that far back, but I think around 12 and 14.

Q: Are you the best in the school?

A: I don't know, let's play hacky sack later man! But there are so many different styles of playing hacky sack, like I like to do stalls, where Kolesar is crazzy with hitting the sack with the top of his foot, and Gary is the rainbow champ man, so either way I'd like to say I'm pretty good man, but it's all in the technique man.

## NEWS IN BRIEF

### Come Help Make Greylock Greener!

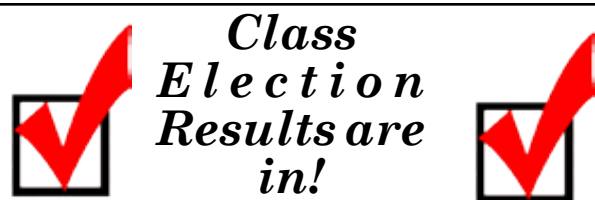
Volunteers are needed for "Greening Mt. Greylock" day which will take place on Thursday, June 25. Helpers will install new weather stripping for all exterior doors. A hearty breakfast will be served at 8:00. Work will begin at 8:30 and end by noon. If you can volunteer some time please contact Wendy Penner at wendy-penner@hotmail.com.

### Seventh Graders Make Trek to Ellis Island.

In an effort to answer their year-long question "who are we?" the seventh grade took a trip to Ellis Island on Thursday, June 11. While there they took a ferry to the Ellis Island Immigration Museum along with a stop at the Statue of Liberty National Monument. Students roamed the halls where millions of immigrants first came to America. Though a long trip, it was a rewarding experience for all.

### For Fall Athletes:

To participate in any fall sport, all athletes must have an updated physical exam completed within a year of the starting date, a completed Medical and Emergency Contact form, and have attended the Parent/Athlete Code of Conduct review meeting, held on August 26, 2009 at 7:00 PM in the auditorium. Football practice will begin on August 24 with all other sports starting on August 27.



## Class Election Results are in!

### Class Officers:

#### 9th Grade:

President: Margot Besnard  
Vice President: Alexa Adams  
Treasurer: Kat Chenail  
Secretary: Emily Silva

#### 10th Grade:

President: Sophia Santore  
Vice President: Katie Rathbun  
Treasurer: Sean O'Connor  
Secretary: Naomi LaChance

#### 11th Grade:

President: Kevin Varney  
Vice President: Geena Chang  
Treasurer: Alyssa Tomkowicz  
Secretary: Rachel Down

#### 12th Grade:

President: Taylor Foehl  
Vice President: Cody Schwarzer  
Treasurer: Annabel Barrett  
Secretary: Hayden Kuhn

### Student Council:

#### 9th Grade:

Hank Barrett  
Jonah Majumder  
Nathan Majumder  
Brett McCormack  
Tyler Picard  
Alex White

#### 11th Grade:

Laura Duncan  
Bree Flynn-Kasuba  
Liz Gorson  
Greg Karabinos  
Allegra Robertson  
Laura Rosenthal

#### 10th Grade:

Luke Costley  
Tom Dils  
Maggie Dewey  
Ned Kleiner  
Haley Mahar  
Hallie Walker

#### 12th Grade:

Stephan Danyluk  
Patrick Madden  
Krista Mangiardi  
Jessi Payton  
Spencer Rioux  
Sam Sokolsky-Tifft

### Administration, from Page 1

cesses at Mt. Greylock and served as advocate in all legal procedures, two skill sets that are integral to her position as Dean of Students. Asked to sum up her job in one sentence, Mrs. Penna cited enforcing the Code of Conduct (as outlined in the Student Handbook) as her principle role.

Mrs. Penna's title is somewhat controversial, however, since several years ago a dean system proposed by several teachers was rejected. Three faculty members who no longer work here—Mary MacDonald, Mike Caraco, and Ellen Ennis—were leaders of a group that suggested a system that would give teachers more ownership in the administration of the school. Commonly used at private schools and colleges, the dean system allows a handful of teachers to serve as Dean of Faculty, Dean of Students, Dean of Academics, and so on either exclusively or in addition to their teaching roles. Though there are an infinite number of ways to organize such a system, the basic idea is to have a small committee of faculty members with practical knowledge of what classroom life is like to help the school run more efficiently.

Memories of the dean system proposal linger among the Mt. Greylock faculty. One teacher said bluntly, "the whole concept of co-principals is not working in my book," expressing support for a true dean system and criticism of a single, hand-picked Dean of Students. Another teacher also expressed discontent with the co-principal system, but for a completely different reason. In his mind, the dean system was "doomed from the start because of the way it was initiated in secret by an elite group." He feels the only way the school will be able to move forward is if the teachers are unified. Since Mt. Greylock no longer pays better than other public schools in the county, attracting the most qualified and talented teachers has become difficult. In terms of the administration, this same teacher said simply, "I don't see progression happening. Decentralized decision making is a poor structure for a school. I think weneed strong, central leadership. I would like to see one

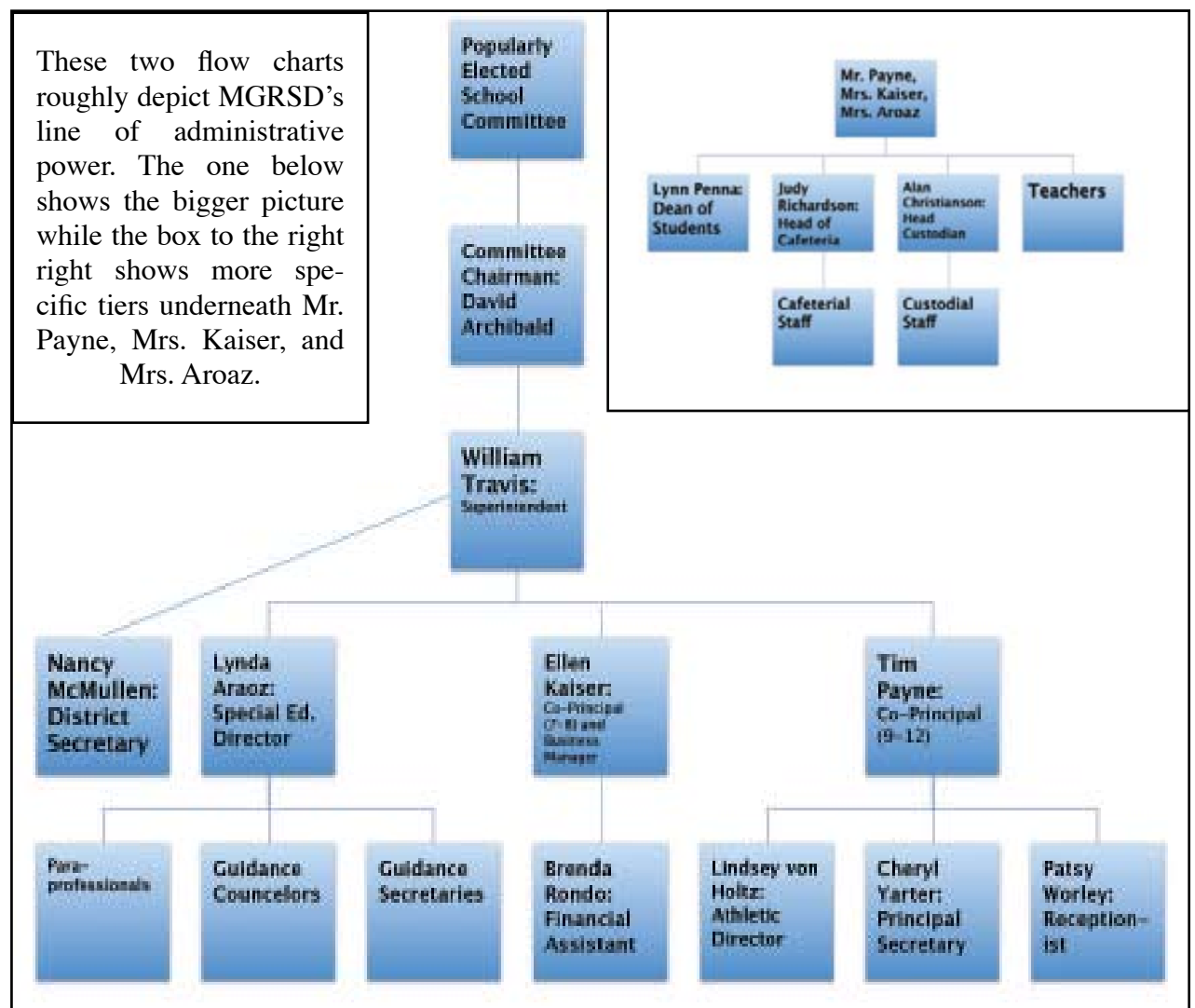
principal enforcing a uniform set of rules and expectations for students and faculty alike."

Another look at the "Whom do I go to for a decision?" sheet does show some discrepancy. In theory the middle school has its own principal to develop its distinct educational philosophy, yet all field trips, program of studies, and MCAS issues are under the domain of Mr. Payne. Mrs. Kaiser's role as business manager gives her an immense amount of power within the school, as she makes many budget decisions, though she does have to get them approved by Dr. Travis and the school committee.

Dr. Travis is less involved in day-to-day school activities, but he is responsible for the overall success of the school, and in charge of all administrators and teachers. Cancelling school and supporting projects and programs—agreeing to support the Youth Environmental Squad's composting program, for example—are two roles that immediately affect students. Dr. Travis is hired by the School Committee (a group that works on the school budget, approves or rejects new ideas brought to them by administrators, teachers, or students, and puts into action aspects of the school improvement plan suggested by the School Council) and must report to them.

Another more anonymous but extremely influential administrator (one on the same hierarchical tier as Mrs. Kaiser and Mr. Payne) is Lynda Araoz, the Special Education Director who also handles Student IEP Referrals, Guidance Department operations, and SPED and Guidance instructional purchases.

Whether teachers prefer the "external accountability" of a strong, single leader or the democratic distribution of power among a group of Deans, division among faculty remains one of the largest obstacles to administrative change. At the moment, no changes are being planned, and next year's block-rotation schedule will remain the same as this year's. Change can be made, though, and if the faculty is divided, perhaps it is up to the student body to discuss and present the differences they would like to see in their school.



The Mt. Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williamstown, Mass. Published monthly during the academic year, each issue is developed and edited by a team of student photographers, writers, and editors. Any Mt. Greylock student is welcome to submit articles, come to meetings, or join the Echo staff. Meetings are held in the Echo Office at the back of the library, typically during early lunch on Mondays.

#### Next Issue:

September (Date TBD)

Editors: Patrick Madden and Sam Sokolsky-Tifft

Business Manager: Taylor Foehl

Copy Editor: Petra Mijanovic

Sports Editors: Janelle Van Luling and Tommy Dils

Consulting Editors: Chris Densmore and Matt Baker-White

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# GRADUATION



*The Editorial Staff would like to issue its  
Congratulations to all members of the class of 2009 and a heartfelt  
Thank You to all seniors who have contributed to the Echo over the last  
six years.*



## Post High School Plans: Class of '09

*We apologize for any students missing in the listings below; some did not turn in or sign the Echo release form.*

Adames, Jordan .....Tufts University  
Anderson, Jasmine.....Massachusetts College of Liberal Arts  
Bailey, Duane.....The College of William and Mary  
Baker, Alicia.....Berkshire Community College  
Baker-White, Matthew.....Bates College  
Belanger, Paige.....Hobart & William Smith Colleges  
Bishop, Abigail.....New Mexico Military Institute  
Bishop, Rebecca.....Massachusetts College of Liberal Arts  
Bologna, Angela.....Green Mountain College  
Boudreau, Renee.....Berkshire Community College  
Boutin, Stephen.....Berkshire Community College  
Chenail, Hannah.....Becker College  
Chhuon, Danny.....Berkshire Community College  
Cochran, Hannah.....Mount Holyoke College  
Crosky, Sarah.....Brown University  
Densmore, Christopher.....Carleton College  
Dethier, Dylan.....Williams College  
DeVeaux, Scyrine.....Wesleyan College  
Dupras, Alicia.....Saint Anselm College  
Dupras, Timothy.....Vermont Technical College  
Ericson, Ryan.....Clarkson University  
Fierro, Adriana.....Massachusetts College of Liberal Arts  
Finan, Nathaniel.....Williams College  
Garivaltis, Samuel.....Nazareth College  
Garrison, Chelsea.....Employment  
Geannelis, Christopher.....Clarkson University  
Girard, Stephanie.....Berkshire Community College  
Grillon, Evan.....Williams College  
Hajizadeh, Alvand.....Middlebury College  
Haskins, Jenay.....Williams College  
Hoar, Celina.....Roger Williams University  
Jolin, Kristopher.....Castleton State College  
Joslin, Patrick.....Williams College  
Karampatos, Amanda.....Dickinson College  
Lane, Michaela.....Elmira College  
Lemieux, Jessica.....University of New England

Lemme, Jacquelyn.....St. Lawrence University  
Leon, Kelsie.....Bridgewater State College  
MacDonald, Harris.....Oberlin College  
Mansen, Daniel.....Rochester Institute of Technology  
McCarthy, Naomi.....University of Massachusetts Amherst  
Miller, Adam.....Rensselaer Polytechnic University  
Mladenovic, Danica.....University of California Berkeley  
Moreno, Jessica.....Southern Vermont College  
Morrison, Brianne.....College of Saint Rose  
Nalven, Tessa.....University of Massachusetts - Amherst  
Nelkin, Benjamin.....Louisiana State University  
Nichols, James.....SUNY Cobleskill  
Nolan, J. David.....Boston College  
O'Grady, Meghan.....Mount Holyoke College  
Phelps, Sarah.....Goucher College  
Richardson, Wesley.....Colby College  
Riggins, Gina.....Union College  
Robertson, Camille.....Swarthmore College  
Romejko, Jeffrey.....University of Massachusetts - Amherst  
Sacco, Nicholas.....Berkshire Community College  
Schultz, Sierra.....Hartwick College  
Shea, Blair.....Franklin Pierce University  
Shanley, Kelsey.....Cazenovia College  
Sheppard, Rachel.....Columbia University  
Shiner, Benjamin.....Berkshire Community College  
Stomberg, Leyla.....Skidmore College  
Szymanski, Cameron.....Berkshire Community College  
Tousignant-Pienkos, Olivia.....Vassar College  
van Luling, Janelle.....Quinnipiac University  
Vaughan, Matthew.....Embry-Riddle Aeronautical University  
Wade, Katherine.....Southern Vermont College  
Wadsworth, Katherine.....Saint Anselm College  
Waterman, Michelle.....Employment  
Wentworth, Moira.....Bridgewater State College  
White, Cary.....Williams  
Wonderlick, Victoria.....Saint Michael's College

## Senior Project Essential Questions: Class of '09

**Adames, Jordan:** How can I best promote the ABC House in a 10-15 minute documentary?  
**Agostini, Jeffrey:** How can I learn the steps in making an animated film?  
**Anderson, Jasmine:** What is involved in becoming a successful cosmetic/make-up artist?  
**Bailey, Duane:** How can I implement software of my own design in order to explore mathematical fractals such as the Mandelbrot and Julia sets?  
**Baker, Alicia:** What are the benefits to learning how to crochet?  
**Baker-White, Matt:** How can I, as a student of architecture, design and create effective floor plans and models of a home and then convey those ideas and designs to another person?  
**Belanger, Paige:** How can I effectively raise awareness of both national and local issues among the Mt. Greylock student body?  
**Bishop, Abby:** How can I spread my passion for sailing to elementary school students?  
**Bishop, Rebecca:** How does one go about making and decorating a professional-looking cake for various occasions?  
**Bologna, Angela:** How can I learn to sew and create a variety of functional items that I can use for school, work, or play?  
**Boudreau, Renee:** How can I improve my skills in photography through experimenting with non-digital, black and white photography, while exploring composition, contrast, and lighting?  
**Boutin, Steve:** How do I plan and prepare a Greek meal?  
**Chenail, Hannah:** How can I successfully transfer my knowledge and skills of horseback riding to an individual?  
**Chhuon, Danny:** What can I learn about my Buddhist heritage by building a scale model of one of Cambodia's Buddhist temples?  
**Cochran, Hannah:** What does it take to learn sign language and how can I use my knowledge of the language to help hearing people more easily communicate with the deaf?  
**Crosky, Sarah:** How can I effectively portray my experiences in Guatemala through a combination of photography and narratives?  
**Densmore, Chris:** How can I, as a director, successfully enable a cast and crew to produce a theatrical production come spring semester?  
**Dethier, Dylan:** How can sports journalism be used to produce appealing and relevant content for junior cross-country skiers?  
**Deveaux, Scyrine:** How can I learn to play a variety of music on the guitar?  
**Dupras, Alicia:** What is the importance of pre-natal care and its relevance to child development?  
**Dupras, Tim:** What must one do to assess field acreage for maximum agricultural viability and how does one bring the field to that standard?  
**Ericson, Ryan:** What do I have to learn before comfortably teaching swing to my classmates?  
**Fierro, Adriana:** How can alternative medicine benefit the human body?  
**Finan, Than:** How does weight training positively contribute to one's health and self-esteem?  
**Garrison, Chelsea:** How can I use my interest in film to inform others of the merits of selected film and promote my insights through a website and/or the student paper?  
**Garivaltis, Sam:** How do I spread my knowledge and skill of basketball to elementary school children?  
**Gervais, Gabby:** What is necessary to teach kindergarten children?  
**Girard, Stephanie:** What are the career options of being a registered nurse specializing in pediatrics and how can I explore what career path will work better for me?  
**Geannelis, Chris:** How can I restore my grandfather's pond to its original state?  
**Grillon, Evan:** How can I best understand how the chemistry of Birch Brook River changes as it moves from its source south?  
**Hajizadeh, Alvand:** In what ways might ultimate sports effect and influence the behavior of teenage males?  
**Haskins, Jenay:** How do I effectively create a multimedia presentation of class of '09 memories?  
**Hoar, Celina:** How can I effectively teach dance to elementary age children and put together a small performance for the children to show their parents what they have learned?  
**Jolin, Kris:** What goes into the production of a studio album?  
**Jones, Ian:** How can I start a small business refurbishing the heads of lacrosse sticks?  
**Joslin, Patrick:** How can I design a junior section for a Nordic ski website with respect to appro-

iate content?  
**Karampatos, Amanda:** How do I bake and decorate various kinds of cake?  
**Lane, Michaela:** How will I create a historical fiction about the local Benjamin family?  
**Lemieux, Jessica:** How do I effectively raise money and awareness in my community about thyroid cancer?  
**Lemme, Jackie:** How can I successfully find sponsors and participants for a cross-country running race for charity?  
**Leon, Kelsie:** How can I retell the forgotten history of Mt. Greylock Regional High School by creating a scrapbook?  
**MacDonald Harris:** How can I produce an original hip-hop song so that I can compose a score to be written for an orchestra as the accompaniment?  
**Maffuccio, Dominic:** How do I go about making a skateboard deck?  
**Mansen, Daniel:** Can building a pinhole camera make me a better photographer, in general?  
**McCarthy, Naomi:** What steps and knowledge must I know to design a "green" home for my parents that is to their liking?  
**Miller, Adam:** Can I learn to program, create, and integrate java script and AJAX applications, as well as expand my knowledge of HTML code and web design, and display proficiency and understanding of the languages and techniques in a functioning website for a local artist or display and sell his art work?  
**Mladenovic, Danica:** How can I successfully create an on-line magazine that focuses on the intellectual and artistic aspects of fashion?  
**Moreno, Jessica:** How can I train an older dog to be obedient?  
**Morrison, Bri:** What are the skills required to teach Spanish to a class of third graders?  
**Nalven, Tessa:** As a young adult, how can I enrich the lives of senior citizens in an assisted living situation?  
**Nelkin, Ben:** What kinds of people are involved in extreme sports and how does sky-diving lend itself to this category?  
**Nichols, James:** Will a man-made "natural" habitat provide an environment in which fresh water bass will thrive?  
**Nolan, David:** How can I organize a tennis tournament to raise money for a charity?  
**O'Grady, Meghan:** How does one compile information onto a DVD of the oral history of ski areas in the northern Berkshire County and what is the best way to making the DVD available to those interested in this history?  
**Phelps, Sarah:** How can I design/rejuvenate a garden to make it aesthetically pleasing to the surrounding classrooms?  
**Richardson, Wes:** How do I learn to prepare and serve a multi-course French meal?  
**Riggins, Gina:** What is the process of the development of Native American shelters and how can I showcase one of the best designs in a prototype?  
**Robertson, Camille:** How can I establish and lead a student a cappella group and learn to arrange music that we will perform within the community?  
**Romejko, Jeff:** As a novice musician, how can I write a guitar piece that could impress someone more musically experienced than I?  
**Sacco, Nick:** What is the process of designing and making a snare drum?  
**Salvadore, Bryanna:** How can I go about making a portfolio featuring unenhanced and their subsequently enhanced photos of various sports?  
**Scalise, Samantha:** What is the process of becoming a successful preschool teacher?  
Schultz, Sierra: What can I do to help my aging horse avoid the usual traumas of age and keep her active and healthy?  
**Shanley, Kelsey:** How do I go about creating and organizing a RIFNA team at Mt. Greylock?  
**Shea, Blair:** How does one prepare oneself intellectually and emotionally to become a nurse?  
**Sheppard, Rachel:** Can I assemble an original, organized, and professional cookbook of family recipes for publication in a way that will strengthen my writing and cooking, as well as preserving family history?

*Senior Project Topics, Continued on Page 4*

# GRADUATION

## Seniors, from Page 1

dents were absorbed in social theatrics and school. Sophomore year brought with it the ordinary high school drama, better roles in the school plays, and the infamous Dils Packet. It also brought the very beginnings of college speculation.

Junior year was the height of worry for many of this year's seniors, and probably for the classes following it. College was still two years off at the beginning of



Seniors sign each other's yearbooks on Wednesday, June 3rd  
photo: Sarah Crosky

11th grade, but students were told that this year, in many ways, defined what type of school they could get into. Junior groups were held at the end of the year, students took PSATs and SATs, and many took their first AP classes. Junior year brought with it college open houses, dissections of frogs, worms and starfish, drama with Mr. Cabz (for those who had him), and a great sense of anticipation for both senior year and the years after that.

12th grade began in September of 2008 for this year's seniors. Here came a final preparation for college, and also the year in which students were supposed to have some of the greatest memories of their lives. For a few seniors, the classes that they were allowed to take proved to be the most memorable school experiences of this year. Rebecca Bishop cites Mr. Welch's AP European History class as one of her best memories from senior year, while Blair Shea mentions Mr. Bell's Block 7 Anatomy class. Tori Wonderlick put the spotlight on Mr. Dils' AP English class.

Sports also filled students' minds when they were recalling their favorite moments. This year, boys' soccer won the state championship, thrilling a good number of seniors. Alicia Dupras states that cross-country running and skiing were both memorable experiences for her.

For a few seniors, the most momentous experiences of the 2008-2009 school year came out of school. Tessa Nalven states that her favorite part of senior year was "having two senior skip days." Moira Wentworth proclaims that "going to Costa Rica" was her favorite experience.

Abby Bishop thought that "silly string at the pep rally" was an unforgettable moment. She also recollected "Ian running around in a gorilla suit." Celina Hoar believed that, if not the best, one of the most relieving parts of the year was "finishing senior project." Devon Overbaugh enjoyed "assembling [her] stained glass lamp."

But perhaps most resounding to seniors were all of the interactions with friends. Both Tori Wonderlick and Gina Riggins stated that "hanging out with friends" was the highlight of their school year.

While seniors struggled through the entire college application process, studied for the Collegeboard AP Tests in May, and endeavored to finish their Senior Project, overall they enjoyed their final time at Greylock. The 2008-2009 school year was endowed with a two-week winter vacation, which students thoroughly enjoyed. Seniors made their college decisions at various points throughout the year. Now, after graduation, they will, after six years of acquaintanceship and shared experiences at Mt. Greylock, embark on their separate ways. School is a series of moving from one pool to a bigger one, from elementary school to middle school to high school, and finally, for these seniors, to college, continually switching from big fish to little fish. Now, it's the juniors' turn.

## Senior Project Topics, From Page 3

- Shiner, Ben:** What does it take to promote a substance-free concert series and get an audience?
- Stafford, Dylan:** Is it possible to get permits and grants for a wind turbine for MGRHS?
- Stomberg, Leyla:** What skills are necessary to teach a basic understanding of the French language and French culture to a group of fifth and sixth graders?
- Thompson, Megan:** How does one prepare to be a police officer whose partner is a canine?
- Tousignant-Pienkos, Olivia:** How can I learn to play guitar at an adequate level where I fully comprehend its idiosyncrasies?
- van Luling, Janelle:** What is the role of Radiological Technology in today's medical profession?
- Vaughan, Matthew:** How does one go about directing and running a tennis tournament?
- Wade, Kate:** How does one run a successful horse show?
- Wadsworth, Katherine:** How would one successfully set up and organize a cross-country race for charity?
- Walker, Nico:** What role can a non-voting high school senior play in the election process?
- Waterman, Michelle:** How do I inform families with children in elementary school about safety such as stranger-danger and fire safety?
- White, Cary:** How can I, as a classically trained pianist, learn to successfully improvise in the jazz style?
- Wonderlick, Tori:** How can I promote the existing Student Independent Film Festival in an effective manner in order to produce an exhibition of youth-centered media on both the national and local levels?

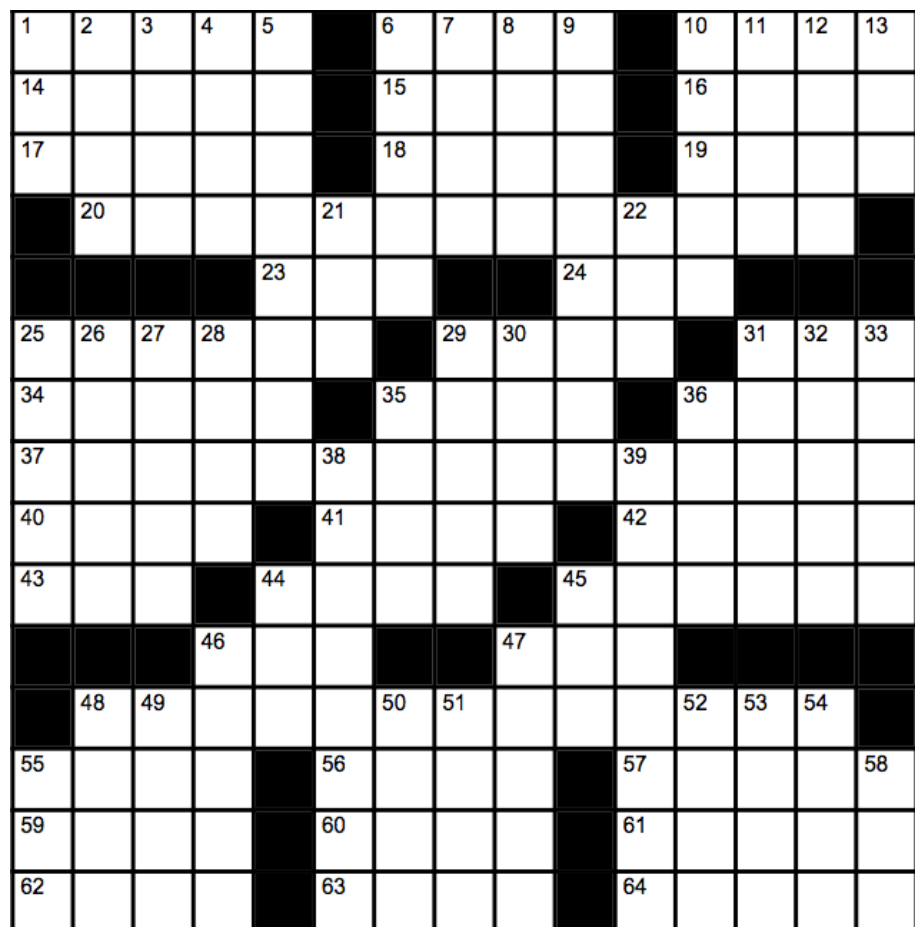
## SENIOR PRANKS

More shrouded in mystery is the fabled Senior Prank. Over the years the creativity of Mt. Greylock students has shined through this tradition; though today it is impossible to differentiate the legendary pranks from the true, rumors of cows once entering the school have long abounded. Recent years have seen a weaning of the prank with an increase in punishment by the administration, but 2008 seemingly brought its resurgence. All of



the furniture of Mrs. Pelletier's and Mr. Bazzano's respective rooms inexplicably appeared in the identical format in the other's room, several announcements by Mr. Payne surprised the student body, and for one day the school was overwhelmed by nature sounds. The photo at left was sent anonymously to the Echo earlier this year. The scene was cleaned up by an efficient janitorial crew (including Mr. Stanton, rumor has it) before the school community at large could view it, but the perpetrators apparently snapped a photo before abandoning their handiwork. Most students will never know the culprits of 2008, though certain individuals repeatedly cleaning the building after school provide some clues.

## CROSSWORD



### Across

1. #1 number two who became the #2 number one
6. Actors who mug
10. Talking equine of '60s TV
14. Roll over, as a subscription
15. Neighbor of Yemen
16. Toy on a string
17. Food from Heaven
18. Lot in life
19. \_\_\_\_-again (like some Christians)
20. She offered Excalibur to the future King Arthur
23. Garment accompanying a girdle
24. Last letter, in London
25. Gordon of "Oklahoma!"
29. Went out, as a fire
31. Club discussed in clubhouses: Abbr.
34. Guiding Philosophy
35. Couch
36. Standard
37. Popular canned tuna
40. Word of invitation
41. Broadway award
42. Alleviates
43. Nile stinger
44. Hockey legend Gordie
45. Handles the food for the party

46. Big bird of the outback
47. Quilt locale
48. Columbia, in an old patriotic song
55. Witty Ephron
56. Lamb: ewe :: \_\_\_\_ : mare
57. Ram, astrologically
59. Voting no
60. Warren of the Supreme Court.
61. Do, as a puzzle
62. Something to slip on?
63. Whirling current
64. Country ENE of London

### Down

1. Elbow's place
2. "Are we agreed?"
3. Late celebrity \_\_\_\_ Nicole Smith
4. Repair
5. Sag on a nag
6. Labor leader Jimmy who mysteriously disappeared
7. amo, amas, \_\_\_\_ ...
8. Trig or geometry
9. Take lightly
10. "Oops! I made a mistake"
11. Castle, in chess
12. "Jane \_\_\_\_"
13. "\_\_\_\_ we now our gay apparel"
21. Valuable rock
22. \_\_\_\_ Zeppelin
25. Holy city of Islam
26. One of the Three Musketeers
27. Cheeta, in "Tarzan" films.
28. Serving with chop suey
29. "Lorna \_\_\_\_"
30. Questionable
31. Rapper's entourage
32. Garson of "Mrs. Miniver"
33. Accumulate
35. The white in a whiteout
36. Tidy
38. Crayfish dish
39. One who could use a shrink
44. Medical care grp.
45. Corporate V.I.P.
46. Earthlink transmission
47. Stomach
48. Disappeared
49. Old Harper's Bazaar artist
50. Wart causer, in legend
51. Rocklike
52. Greek love god
53. Needs medicine
54. Cambell of "Scream"
55. 40 winks
58. Topic for Dr. Ruth

## LOCKER ROOMS NOW OFF-LIMITS

By JESSI PAYTON

As all students who take phys. ed and play sports for Mount Greylock have noticed, the locker rooms have been off limits for about three weeks. Many students see the closing of the changing room as an opportunity to evade changing for gym class. However, this issue is much more serious than just a few weeks of gym activities that don't require athletic wear.

The girls' locker room, built in 1968, is currently in terrible shape. A portion of the room's ceiling has collapsed. In an email to the school, Michael Card, director of the Department of Inspection Services, states that "about half of the plaster ceiling has collapsed, with one end attached to the ceiling and the other on the floor." Card blames the collapse on a faulty building job. The plaster that held the ceiling was not well keyed into the metal lath. In some spots in the ceiling all of the plaster has completely disintegrated from the lath that it was supposed to be connected to. Nobody was in the locker room at the exact time that the ceiling collapsed; however, if someone had been, the result could have been extremely dangerous. In view of

the fact that the locker room isn't safe for anyone to be in, Michael Card ordered in an official report that the entire girls' locker room be shut down.

Since the boys' locker room was built eight years earlier than the girls', there was an inspection ordered on it as well. The handiwork was definitely not the same as that in the girls', but after a brief checking, it was noted that the ceiling has cracks and a droop of about 1 1/2 inches. So, due to observed indications of future ceiling failure, the boys' locker room has also been placed off-limits even though the ceiling has not yet collapsed. The roof consists of steel framing that is covered by metal decking. The framing and decking have suffered serious corrosion, and the building inspectors see potential danger in the situation. A small piece of the protuberant ceiling was removed for inspection, and upon removal areas around it crumbled to the touch. As the ceiling was being inspected, it was evident that part of it had undergone a (poor) attempt to be repaired quite some time ago. In result, the school has been ordered to immediately close and seal the boys shower and locker room. In both the girls' and boys' locker rooms the school has been told that it needs to immediately drain the water storage tanks and have a professional engineer come to evaluate all ceiling and roof/floor structures in both rooms.

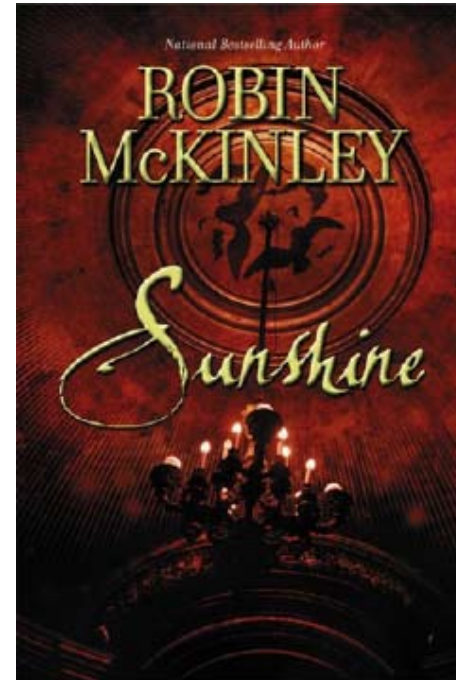
Because of the locker room closings, a few changes have been made as to the way things run in gym class. There are now small changing rooms on either side of the wrestling room for students to use. But for most classes, changing rules just have not been enforced due to the amount of time it would take to get everybody in and out of the tiny changing rooms. Also, all four gym coaches have had to move their offices. Coaches Gill, Paris, Jordan and Paul have now moved into the cooking room, although I'm sure if you asked them if they minded about their current situation, they wouldn't complain (it is a cozy atmosphere in there, with Coach Paris' top 10 tunes to rock out to, Coach Gill, who is constantly going crazy over seed times for regional meets, Coach Paul, who fills the room with the sweet smells of Tahiti Takeout lunches, and Coach Jordan who keeps them all in check).

The fall of the locker room ceiling only accentuates a worry many have voiced over the condition of the school building. Mount Greylock is in a difficult place of flux: as the building committee will tell you, there isn't enough money or serious damage to warrant state funding for a new building, but extensive restoration projects are also out of the question in the economic recession. This is a dilemma that has no ready solution, and perhaps only one available solution: make small repairs where possible and hope for more money in the future. In the meantime, over the summer our school will hopefully get the locker room situation all worked out so that we will be able to change for gym once again.

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## The Book Worm

By ISABEL KAUFMAN



Title: Sunshine

Written By: Robin McKinley

Price: \$16.00

I don't know why I happened to buy this book. I'm sick to the teeth of vampires, for one -- you can't turn around in a bookstore without knocking your elbow into a pile of fanged fiction -- and I don't even like Robin McKinley. She's known for her retold fairy tales, and while normally I am a sucker for anything of that sort, I have never been absorbed by her books. In general, she has a problem with characters and voice. She's dry; she's not convincing (after *Sunshine*, I went and read *Deerskin* and, lo and behold, I was right). But I had never read anything by her that wasn't Fantasy with a capital F. This was therefore to be a new experience: *Sunshine* exists in an urban setting, albeit a slightly apocalyptic, magically influenced one.

By the end of *Sunshine* I was reminded that everyone's good at something. Robin McKinley is inspired here in a way that I've never read from her before. Writing her own ideas is good for her (you'd think so, wouldn't you?). All things said, she's more at home here than I've ever read her. Where she has been forced and unnatural in the past, here she is exuberant and charmingly excited. If there's any problem here, it's the sheer voraciousness with which she shares information about her world and her story -- it's not a show-versus-tell problem, because she lets plot and character development live on their own. Her world-building, though, comes in almost overwhelming quantities every now and again. Despite her prolific history, *Sunshine* reads like a first novel more than anything else -- uncertain but enthusiastic. Given how much I enjoyed it, I am choosing to consider it one.

It's about a sunshine-loving girl with a killer deadpan and a talent for baking. It's also about vampires. I was sold on the characters, the strength of the voice, and the weird baked good-infused joy-of-humanity mood that pervades (even as the book gets weirder and darker) by the first chapter. I was sold on the world-building by dint of sheer enthusiasm and completeness -- the info-blocks are bearable because they're interesting. I was sold on the vampire by the end of the book because McKinley isn't boring about the way he and Sunshine interact. The relationship evolves genuinely throughout the course of the book; against her tendency to fling information around, McKinley is surprisingly evenhanded about the way she deals with her characters. Her descriptions are spartan, and -- for the character development more than anything -- you really have to follow the book all the way through to figure everything out.

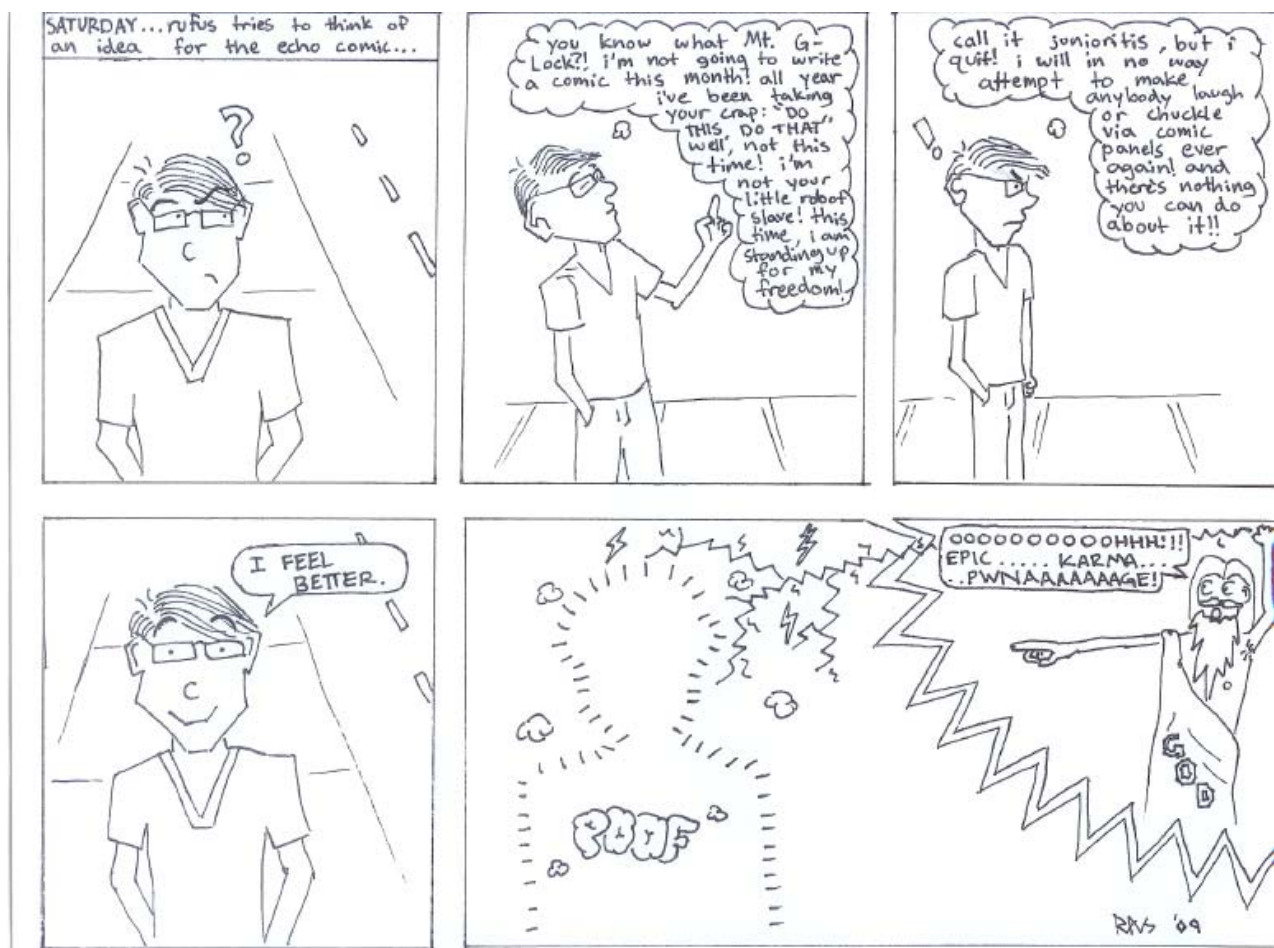
*Sunshine* is worth your time. If you like vampires, have at it with a vengeance. If you don't like vampires, if urban fantasy puts you on edge, if that's just not what you're into -- you should still have at it (I promise you, when you laugh, it will be on purpose. Yes, really!).

If you are a reader, any reader of any shape, then you should make this the Robin McKinley book that you've read.

And if you are a human, you should probably equip yourself with a cinnamon roll beforehand. Vampires be damned, I still maintain that the joy of this book is in the humanity -- and the peculiar yet enjoyable penchant for baked goods.

By the way, I lied about not knowing why I wanted to buy the book. The overriding motivation, in spite of everything I've just said, was the rave little review on the cover from the ever-brilliant Neil Gaiman. I cite this as a shameless plug -- now it's not just me who will convince you to read it, but Neil Gaiman as well. And if you've read his fiction, he has more clout than I, that's for sure.

Have fun.



Cartoon by: Rufus Paisley

