

CLASS OF 2010 TAKES A BOW

By NAOMI LACHANCE

On June 12th, the class of 2010 will graduate, leaving the rest of the school bobbing in its wake. The class, often described as both fun loving and unusually talented, will create a significant hole in the academic, extracurricular, and social fabric of the school.

"I've been really pleased watching our class come together over the years," said class president Taylor Foehl.

The seniors entered seventh grade in 2004, as George W. Bush battled John Kerry for the presidency, Hurricane Katrina devastated New Orleans, and the third Harry Potter movie came into theaters. Many members of the class have spent a third of their lives at Mt. Greylock: out of the original seventh grade class of 97, 84 will graduate this year from Mt. Greylock (86.6%), and out of the current class of 107, 85 have attended Mt. Greylock since seventh grade (79.4%).

Over that period of time, members of the class have flourished both as individuals and integral parts of the grade. "It's an incredibly brilliant, talented, top-tier class," said history teacher Mr. Ostheimer.

Many are impressed with the talents of the

grade in so many different areas. Some students have become involved in music, while others played soccer, acted in theater productions, participated in student government, played lacrosse, revived Peer

class is the loss of a veritable extracurricular dynasty," said senior Patrick Madden. "They're an incredible group of kids," said Latin teacher Mrs. Keeley. "A lot of people are very competent intellectually," said senior Stephan

Danyluk, while class advisor Mr. Murray appreciated the class's responsibility. "I could count on them," he said. "That didn't always happen [with previous classes]. I think I got a little bit spoiled."

Senior Gwen Tunnicliffe was particularly impressed with her classmates' senior projects. "Everyone had a really interesting project," she said. "They were all really ambitious." The class, despite its talent, is generally far from serious. "I like

my class because it's really goofy," said senior Melissa Crowell-Morse. "We like to have fun... everyone gets along really well." "Our grade is the best grade... loud, peppy, full of school spirit," said classmate

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The seniors enjoy their final lunch period.



Photos: Allegra Robertson

Team, worked in the Youth Environmental Squad, and much more. "Our class has so many talented people," said senior Rufus Paisley. So many, in fact, that there has been some concern among underclassmen as to whether the void created will be adequately filled next year. "The loss of our

1 in 650: An Interview with Dana McIntosh

By LUKE COSTLEY



Photo: Dana McIntosh

Dana McIntosh, a senior from New York City, came to Mount Greylock as a junior through the ABC program. An avid and accomplished dancer, Dana has joined a local dance group and organized youth dance programs over the course of the last year. Here, the Echo interviews her on both her past dancing as well as her future dancing, and two great years at Mount Greylock.

Q: When did you first decide you wanted to dance?

A: I have been dancing since I was three or four. I was in ballet for young students, but I started to take dance seriously around eighth grade. I then joined a dance group and a year later I became captain for the next three years.

Q: From there, where did your career go?

A: Well, I did that until I came to Greylock in eleventh grade, but my first year here, I didn't do it at all because there were no dance groups that I knew about. Then for my senior year I joined Kusika.

Q: In what ways have you been involved with the Kusika program at Williams College?

A: I had to audition, but once I passed the audition, I practiced three times a week and we did three shows over the course of the year. We had the winter show, a second show with African drummers from overseas, and the spring show.

Q: During your shows, is the whole group dancing or is it individual? What music is incorporated?

A: With Kusika it is dancing and drum-

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Budget Clears First Hurdle

By NED KLEINER

On May 11, the citizens of Williamstown voted overwhelmingly to exclude the debt incurred by Mt. Greylock in its maintenance work from the school budget. There were two questions on the ballot: the first asked the town to exclude the debt incurred by the high school in fixing the roof almost a decade ago, while the second asked for the exclusion of the new debt taken on in order to fix the locker rooms and boilers. Both questions passed by about a two to one margin.

The impetus behind these questions comes from a 1980 ballot initiative called Proposition 2½. This measure capped property taxes from increasing by more than 2.5% per year, which, if you factor in inflation, effectively stops school districts from increasing their budgets year to year, and in many cases, actually forces schools to reduce their budgets every year. School districts can get around these limitations in one of two ways: either the school can ask for an "operational override," in which case the citizens of the town vote on whether to increase their own taxes to provide for the school, or the school can ask for "debt exclusion." When Mt. Greylock asks for debt exclusion, it is asking the townspeople to

exclude the debt from the 2.5% cap on tax increases, so that the school can maintain a level budget even while it pays off debt taken out to pay for repairs. Mt. Greylock had taken out loans when it fixed the roof eight years ago, and it is still paying off that debt. It has now acquired new debt by fixing the locker rooms and the boilers. Williamstown's portion of this debt, however, is now "excluded" from the Mt. Greylock budget, and is being paid off by the taxpayers of Williamstown. In effect, this vote saved Mt. Greylock \$33,000 this year, and will save the school hundreds of thousands of dollars over the next decade.

Not only were the voters of Williamstown asked to approve the debt exclusion, they also, one week later on May 18, voted on how much money the town of Williamstown should give to Mt. Greylock. The Mt. Greylock School Committee, due to decreased state funding, had asked the Williamstown Finance Committee to appropriate \$4,648,154 for the high school, about \$200,000 more than last year, and the Finance Committee had unanimously recommended that the voters approve this increase. In the end, the voters approved the Mt. Greylock budget overwhelmingly.

Naturally, the Mt. Greylock School Committee, which would have had to make more cuts to the budget if either vote failed, was pleased by these outcomes. These were by no means their only challenges, however. Williamstown has provided the school with all the money it has asked for, but it is not clear if Lanesborough is willing or able to do the same. Because of the changing demographics of the school, Lanesborough is being asked to increase its contributions to Mt. Greylock by more than ten percent over last year, while Williamstown had to add less than five percent. In addition to these extra costs, the Lanesborough taxpayers are being asked to shoulder their share of the debt. In these tough economic times, there is a distinct possibility that Lanesborough will not provide Mt. Greylock with enough money to match Williamstown's contribution. In this case, a district meeting will be held at Mt. Greylock over the summer. At this meeting, members of the two towns will be able to vote on how much money to give Mt. Greylock. Students who are registered voters in either of the towns can attend the meeting and cast their votes.

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

Latin Scholars Unite

MG was well-represented at this year's Mass. JCL convention. See Page 5.

The Book Worm

Cleo Levin contributes her final book/movie review, *A Clockwork Orange*.

See Page 4.

Future Plans for Seniors

The Echo once again prints the popular list of the seniors' post-graduation plans, plus all of their Senior Project essential questions.

Check it out on Page 3.

Boys' Tennis Team Feature

Tommy Dils shares the inspiring story of how a dedicated group of young tennis players at Mount Greylock overcame numerous obstacles in order to pursue a game they love.

Read about it on Page 6.

Farewell, Dr. Travis

Dr. Travis shares some of his reflections and advice as he prepares to retire at the end of this year.

See Page 2.

Crossword

Mr. Dils returns with a final summer-themed crossword.

Tackle it on Page 6.

NEWS IN BRIEF

Check Out Mount Greylock's New Garden!

The Mt. Greylock Vegetable Garden (a recent initiative started by Patrick Madden and Katherine Keys out behind the greenhouse) is planted and ready for volunteers! Anyone interested in helping out with weeding, watering, planting, and harvesting over the summer, please email greengreylock@gmail.com or talk to Patrick Madden to join the listserve and get involved.

Additionally, the garden now has a website: <http://www.greyllockgarden.blogspot.com>. On this site, volunteers can find information about the history of the garden, what is currently planted, weekly task updates, photos, and more. There is also a link to a public volunteer calendar, which will document who is signed up for weekly shifts. Thank you for your interest, and we hope to hear from you soon!

P.S. We are still in need of gardening tools, specifically: sturdy garden rakes and smaller weeding tools. Additionally, we need tomato cages, small trellises, mulch hay, wooden stakes, and old pie pans. If anyone is able to donate any of the above, email greengreylock@gmail.com!

It's A Jungle Out There

Rudyard Kipling's classic tale *The Jungle Book* will hit the Greylock stage this month. Directed by Mollie Remillard, this year's middle schoolers will perform this favorite adventure tale on June 17th, 18th, and 19th at 7:00pm. The play includes popular songs such as "The Bare Necessities" and "I Wan'na Be Like You", as well as some original pieces composed by Deb Burns, all performed with special thanks to senior Patrick Madden and alumnus Mitch Galli. *The Jungle Book* will be the closing theater production for the school year and, as always, one you'll want to see.

Middle School Scholastic Bookfair

The middle school will hold a book fair with special selections from Storey Publishers from June 16 to June 19.

6/16 Wednesday 7:30am - 3pm
6/17 Thursday 7:30am - 3pm & 6pm - 8:30pm
6/18 Friday 7:30am - 3pm & 6pm - 8:30pm
6/19 Saturday 9am - 12pm "Spa Day" & 6pm - 8:30pm

Great summer reading books and some required reading books will be available. Come visit us when you attend the Middle School play, "The Jungle Book." Join us Saturday morning for complimentary massages and light refreshments. All proceeds will be used to purchase books for the Middle 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.

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CORRECTION:

Last month's crossword was incorrectly attributed to Blair Dils.

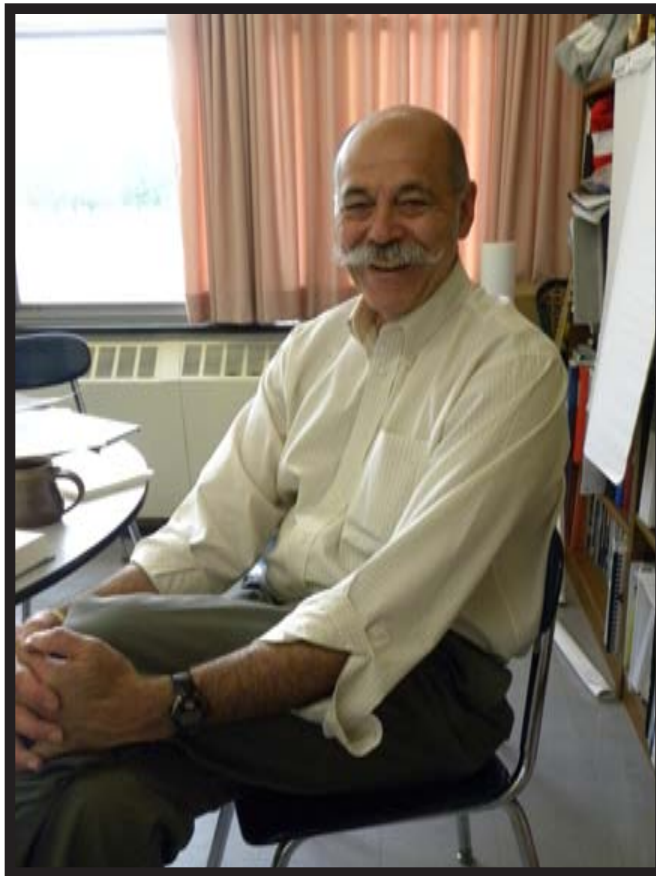
FAREWELL, "DR. T."

By ALYSSA TOMKOWICZ

As the school community is now aware of, our superintendent, Dr. William Travis, will be leaving us at the close of this school year. Dr. Travis has been a large part of the school, both as an administrator and genuine fan of our school, since he started at Mount Greylock.

Rarely will he not make an appearance at any home sporting or club event to cheer on his hard-working students. He feels as though "[Mount Greylock] is a very special school." This special quality, he feels, is achieved by the mix of both high school and middle school students into one large school community. "There is a culture of caring for the younger student and offering them opportunities to grow. This is seen through athletic teams pairing an older student with a younger student; in the arts with varied instrumental and choral groups; in the theater with school-wide auditions; and in extra-curricular opportunities like the JCL and SMILE."

Just as Dr. Travis appreciates the students, they appear to return this appreciation. Recently, he was at an airport in Charlotte, North Carolina, waiting for his connecting flight to Albany. At about 11 p.m. he "was



Dr. Travis smiles as he reflects on his time at Mount Greylock.

Photo: Katie Rathbun

greatly missed. Mount Greylock is a better place having had you as part of our community.

roused from slumber by seven MG students running toward [him] calling, "Dr. T, Dr. T."

Whether he is observing a class or just wandering through the hallways, every student can count on a smile and friendly word from Dr. Travis. And every student is happy to return this greeting. Mount Greylock students will never cease to be a part of Dr. Travis's life. As he puts it, "Somehow, as I get ready to retire, I am confident that I will run into successful and caring Mount Greylock students for some time to come."

As Dr. Travis prepares to leave, he hopes that education will adapt to help students flourish within the ever-changing technological world. He wants to ensure that his students become as successful as he knows they are capable of becoming. It would seem as though he has helped Mount Greylock take several steps in the right direction. On behalf of the school community, thank you Dr. Travis. You will be

Graduation, Continued from Page 1

Callie Carlson. "They're quite playful, and generally in a good-mannered way," said Ostheimer, although he did mention, "they've taken senioritis to a new level." "Our class is insane," said senior Chelsea Masson. Principal Mr. Payne said that, due to the class's reputation, he was "a little nervous at the start of the year." At one point, he went in the parking lot to find his car completely covered in plastic wrap, done as a senior prank. "They did a really good job," he said, mentioning that even the windshield wiper blades were wrapped individually. "If that's the worst you do to the principal's car," he said, "I should take that as a sign of respect." He says he was excited to find many individuals who were "cool kids to talk to." "They're one of the more colorful classes I've seen in a while," he said. "Their personality will be missed as they go out the door."

Tina Bolher, a member of the cafeteria staff, said she has enjoyed getting to know the class over the years. "It's nice to see them mature," she said. Senior Meredith Phelps also saw a change in the maturity of some of her classmates with graduation coming. "Lately, people have been less judgmental," she said. "People come together more."

Many seniors appreciate their grade for its apparent lack of cliques. Danyluk mentioned that he enjoys how the small size of his grade allows him to get to know people he might not interact with in a larger en-

vironment, and classmate Callie Carlson said, "Over the years, cliques have become a lot less noticeable." "Everyone became a lot more open," said Cleo Levin. Paisley said he likes how the members of his grade can be individuals and still value each other. Much has changed since the seniors first walked in the doors. Nachos are no longer served in the cafeteria, class periods no longer rotate on an extended seven day schedule, rules seem to be stricter, funds are tighter, and many teachers described by Danyluk as the "core of the school" have left. Yet despite these negative progressions, the senior class has managed to improve the school through its diligence, remarkable talent, kindness, and vivaciousness.

"Greylock is a school filled with really good people," said Foehl, "and in any given year you'll find intelligent students, accomplished athletes, talented actors and musicians, and just overall great kids." Such is certainly true for the class of 2010. And as they move onto the next chapter of their lives, one cannot help but wonder what remarkable things will come out of such a talented grade. "Our class has the capability to do great things," said Danyluk, while Madden asserted that at least one member will become famous. "It's so cliché," said Foehl, "but the future is bright for this group." And Carlson cleanly summarized the collective feeling of the school community: "I hope they all succeed in whatever they choose to do."

Dana, Continued from Page 1

ming. So, this year, both the drummers and the dancers knew how to do everything. It was really interchangeable so part of the time I was dancing, part of the time I was drumming.

Q: Is it possible to place your style of dance in a genre?

A: Well, I have really done a variety of dance. This past year I have been doing West African dance, but we incorporated modern dance into the movements. Beside that, though, I've done hip-hop, I've done jazz, I've done modern, I've done ballet, and last year I finally touched on tap dancing when I did the school musical.

Q: As far as your own college career, do you plan on continuing to dance with other programs?

A: Yes, right now I am thinking of majoring in dance at Trinity College because I am thinking about possibly getting a Ph. D in teaching dance at the college level. They offer dance and theater in modern and ballet, but not West African, so I'll be taking classes at a

dance center in nearby Hartford, Connecticut.

Q: You mentioned how your senior project helped nurture your interest in teaching dance. Care to expand on that?

A: For my senior project I held a class for elementary aged students, teaching them the basics of how to dance. This made me want to be a professor because when I took on the students, I realized I had a love for teaching. It was difficult, but satisfying.

Q: Do you have any reflections on your time at Greylock and on life in Williamstown?

A: Well, first, I can say it was hard adjusting to life at Mount Greylock because it was a small school, and it was a different culture, which made me a little uneasy. Growing into it though, I love it here now, I am so happy I had the experience, and there are so many wonderful people at Greylock. There are strong teachers and nice, academic students. I have never been at a school where the academics are so strong.

GRADUATION!



The Editorial Staff would like to issue its
Congratulations to all members of the class of 2010 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 '10

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

Alimonos, Will	Western New England College	Madden, Patrick	Brown University
Allen, Alexandra	Mount Holyoke College	Mahar, Chris	Wells College
Atif, SherShah	Boston University	Major, Mollie	Smith College
Barrett, Annabel	Mount Holyoke College	Mangiardi, Krista	Hampshire College
Besnard, Charlie	George Washington University	Manners, Erin	U.S. Naval Academy
Bope, Christopher	College of Wooster	Martin, Keith	Wake Forest University
Bourne, Tommy	Travel	Mathews, Jamie	Westfield State College
Budz, Andy	Trinity-Pawling School	Matsui, Sato	Williams College
Burnham, Lorna	Western New England College	Mazzeo, Amanda	Berkshire Community College
Carlson, Callie	Franklin Pierce University	McIntosh, Dana	Trinity College
Carvalho, John	Berkshire Community College	Mijanovic, Petra	Williams College
Clevenger, Kaleigh	Berkshire Community College	Montini, Kate	Berkshire Community College
Cunningham, Alexandra	Quinnipiac University	Moors, Ashlyn	UMass Amherst
Danyluk, Stephan	Bowdoin College	Morse, Melissa	Salem State College
DelNegro, Nick	Champlain College	Nurmi, Nate	Trinity College
Dudziak, Kathleen	Nichols College	Ostheimer, Perry	Hobart and William Smith Colleges
Duncan, Tim	Utica College	Paisley, Rufus	Bard College
Foehl, Taylor	Williams College	Palmer, Melissa	Berkshire Community College
Galusha, Andrew	UMass Amherst	Pandzic, Monika	Trinity College
Gamble, Emily	University of New Hampshire	Payton, Jessi	George Washington University
George, Courtney	High Point University	Phelps, Meredith	Mount Holyoke College
Grees, Tyler	Bates College	Pudvar, Caleb	Wheaton College
Hall, Brandon	LaSalle University	Quagliano, Kyle	Westfield State College
Hazelton, Stephanie	Bentley University	Reinhardt, Max	Haverford College
Hebert, Mitchell	UMass Amherst	Rioux, Spencer	Cedarville University
Hiley, Megan	Occidental College	Sanderson, Kelsey	Fitchburg State College
Joder, Max	Berkshire Community College	Shanley, Regis	Northeastern University
Johnson, Jesse	Berkshire Community College	Shuker-Haines, Sam	Swarthmore College
Jones, David	Manhattanville College	Sokolsky-Tiftt, Sam	Harvard University
Kaufman, Isabel	New York University	Tremblay, Jeanna	Salem State College
Kelly, Haley	Franklin Pierce University	Tremblay, Johanna	Russell Sage College
Kleiser-Walczak, Roman	University of Miami	Tunncliffe, Gwendolyn	Bennington College
Krant Nick	Colorado College	Tuboly, Jordan	Wheaton College
Kuhn, Hayden	Northeastern University	Young, Collin	Berkshire Community College
Levin, Cleo	Barnard College	Zaccaria, Anthony	Berkshire Community College
Machado, Austynn	Savannah College of Art and Design	Zuniga-Garcia, Jeritza	Berkshire Community College

SENIOR PROJECT ESSENTIAL QUESTIONS: CLASS OF '10

Alimonos, William: How can I organize a basketball clinic for local younger kids?
Allen, Alexandra: How can I create a coherent and interesting catalog of my personal photography while learning to improve my skill level as a novice photographer?
Almonte, Heyser: Does the media (i.e. television, magazines, and movies) affect a teenage girl's self-image?
Atif, SherShah: How can I raise awareness of my peers of the benefits of volunteering for Hospice?
Barrett, Annabel: How can I educate female athletes on the value of exercise to prevent ACL tears and injuries?
Besnard, Charles: How can I successfully help create a book made up of Sweetbrook residents' life stories?
Bope, Christopher: How can I develop my artistic vision and solidify a unique style while increasing my technical knowledge of the film development process?
Boschetti, Dominic: How can I learn enough about solar energy to manufacture my own working solar panel?
Budz Jr., Andrew: What goes into making an instructional golf video with a novice and golf pro, and how can I best film and edit for other golf enthusiasts?
Burnham, Lorna: How can I create homemade beauty remedies that are organic and improve the look of hair and skin with both immediate and long-lasting results?
Carlson, Callie: How can I, as a beginner, learn how to crochet an Afghan?
Carlson, Savannah: What are the challenges pregnant teens face in today's society?
Carvalho, John: What are knee injuries and what needs to be done to speed their recovery?
Clevenger, Kaleigh: What steps need to be taken to successfully prepare and run a fundraiser for after-prom?
Crowell-Morse, Melissa: How does technology enhance police work in their vehicle and station?
Cunningham, Alexandria: How does one organize a golf tournament at a local golf course to raise money for heart disease?
Danyluk, Stephan: What are some of the obstacles/tests in becoming an orthopedic surgeon?
DelNegro, Nicholas: What are the necessary skills I need to successfully film and edit an urban ski documentary using professional software?
Dickinson, David: How does the everyday citizen turn a local problem into a global crisis, and what can we all do to help?
DiGennaro, Nicco: How do I rebuild a dirt-jump mountain bike?
Dilthey, Samuel: How can I develop an effective day trading strategy that yields sufficient returns?
Dudziak, Kathleen: How can I improve my painting skills while exploring color theory?
Duncan, Timothy: Learn to play the guitar and present a piece of music on the guitar.
Dunn, Taylor: Will people purchase the polos I design to support (fundraise) for the Make-a-Wish Foundation?
Elliott, Patrick: What is the influence of traditional classical music in heavy metal music, and how can I successfully meld the two in an original composition?
Fields, Connor: How can rebuilding my porch expand my knowledge of carpentry?
Foehl, John: How can I help direct the Berkshire Squash Open, a professional squash tournament in Williamstown, and what part can I play in making it a successful event?
Galusha, Andrew: How can I train my dog to perform a dog agility obstacle course?
Galusha, Ryan: How do I develop the skills to make a wedding cake?
Gamble, Emily: How can a dog be successfully trained as a service dog?
George, Courtney: How can I successfully create an aesthetic cookbook containing a collection of family recipes that can be passed on through generations?
Grees, Tyler: How can I design and then create a surfboard that is aesthetically pleasing and that functions well on Cape Cod waves?
Hall, Brandon: How can I raise money for Bill Laston Memorial Park and work to bring the unfinished park to its goals?
Hazelton, Stephanie: How can I adapt my favorite recipes to meet the requirements set by my recently discovered food allergies?
Hebert, Mitchell: To what extent can assembling a computer from scratch enhance my knowledge of computer technology?
Hiley, Megan: How can I train a miniature horse to do tricks that a dog might do and how does

equine training differ from canine?
Jones, David: How can a well-developed landscape design enhance the property?
Kaufman, Isabel: How can I transform my passion for creative writing into a practical reality by readying a finished manuscript for publication?
Kelly, Hayley: What is necessary to work with daycare students while being a high school senior and what can I learn about child development through the process?
Kleiser, Roman Rio: How can I show possible future renovations by making a computer-generated model of my entire property?
Koch, Christopher: What are the essential tools a catcher need to proceed to the next level (college baseball) and how can a video diary to show improvement help the process?
Kolesar, John: How can I become a better/safer driver, beyond what is attained from regular drivers education classes, through study, practice, and attending a special, professional driving school, and then present what I learn to other teenage drivers?
Krant, Nicholas: How can I raise awareness of neurological disorders by learning a new instrument and performing a concert?
Kuhn, Hayden: How can I learn to shop for and prepare meals for myself when I am living on my own?
Lambert, Elizabeth: How does diet and exercise effect one's mental well being?
Lavigne, Michela: How can I get elementary school children to open up and express themselves through writing?
Lefebvre, Tyler: How does one go about rebuilding and refurbishing a 350 small block engine so that it can be effective in an older truck?
Levin, Cleo: How can I successfully convey my opinions on films adapted from literature to a body of high school students through critical review?
Machado, Austynn: How does one go about designing a layout for a new school, utilizing modern design aspects, techniques, and ideas?
Madden, Patrick: How can I successfully broaden my knowledge of music composition, modes, counterpoint, and conducting in order to compose and conduct a piece for the MG band to rehearse and perform?
Mahar, Christopher: How can I learn and experience the benefits of alternative healing methods?
Major, Mollie: How can I create a resource guide for story hour at the Williamstown Public Library that includes age appropriate children's literature and art projects?
Mangiardi, Krista: What needs to be considered when sewing basic pieces of a wardrobe (skirt, shirt, dress)? What is the best way to accomplish this feat using both patterns and used garments?
Manners, Erin: How can I successfully share/present aspects of Greek culture with the community?
Martin, Keith: How can I put on a one man art show, promote it, and donate a percentage of the proceeds from any art sold to the Mt. Greylock Art Program?
Mathews, Jamie: How can I make a travel brochure to attract younger adults to Berkshire County?
Matsui, Sato: How can I express my musical thoughts and impressions through composing new music using a medium of a string quartet?
Mazzeo, Amanda: What is involved when teaching early elementary students, and what steps must be taken to be a successful teacher?
Mazzeo, Ashley: How could I organize and self-publish a portfolio of recipes?
Mazzeo, Erica: How does an accomplished student rider teach a novice the fundamentals of becoming a confident horseback rider?
McIntosh, Dana: How can I introduce different aspects of my culture to rural Williamstown students in the form of hip-hop dance?
Mijanovic, Petra: How can I use my experience as an actress to help me direct and produce a theatrical during my second semester at Mt. Greylock?
Montini, Kathryn: How does one train a fearful and skittish ex-race horse to be ridden and possibly compete in barrel racing?
Moors, Ashlyn: How can I research, cook and serve authentic Japanese cuisine using traditional ingredients and methods?
Nichols, Erin: What strategies does a drug counselor use to successfully get their abusers to overcome their addictions?

Senior Project Topics, Continued on Page 5

COMMUNITY

THE MAGIC OF THE MASSACHUSETTS JCL

By REBEKEH PACKER

The seventy-four-year-old Junior Classical League (JCL) boasts 133 chapters worldwide. JCL's mission is to encourage students to appreciate "the language, literature, and culture of ancient Greece and Rome and...the debt of our own culture to that of Classical antiquity." All over the country, schools such as Mount Greylock form small local chapters. Every May, the Mt. Greylock JCL goes to the Massachusetts State Convention.

This year's Convention lasted three days, from Friday, May 7th to Sunday, May 9th. Nearly 500 delegates attended, an unexpected leap from 350 last year. Convention was action packed—as always. Eighth grader Pearl Sutter said that during her first convention last year, she was impressed that "there was almost no unutilized time. It was very well planned and organized; I could get to everything I wanted to." A state board of three adult co-chairs and nine student officers works with the Senior Classical League to make it all happen.

All schools at Convention compete in whole-school contests. Moreover, social events encourage "the building of social connections across the state," said Mass JCL co-chair Marjorie Keeley. Sophomore Thalia Rossitter said, "Everyone [at convention] loves Latin, and I think that gives you an automatic chemistry."

State Convention also offers individual contests, including academics, athletics, graphic and performing art. Every student who places in each contest earns points towards the overall individual sweepstakes trophy.

Mt. Greylock brought twenty-two delegates and three chaperones to State Convention this year. The group was young—and much smaller than usual. MGJCL, however, held up well among the eighteen schools that attended, taking second place only to Boston Latin Academy's almost 100-strong force.

Mt. Greylock's delegates shared a bus with ten delegates from Pittsfield High School, which is looking to rejuvenate its once dominant JCL (PHS once won the state trophy twelve years in a row). The two Western Mass schools arrived on Friday afternoon at the Hilton Garden

Inn in downtown Worcester, then caught the shuttle bus to the brand new building of Abby Kelley Foster Charter Public High School to register art projects and to sign up for on-location competitions.

Before the night drew to a close, Greylock's delegates

in which each participant studies a Latin passage with a dictionary and receives a blank copy to read expressively to the judge. Other students competed in the costume contests, dressing as Pan, Niobe, or—for a couple—Paris and Helen.



MG JCLers, in their Roman attire, join the festivities. Photo: Rebekeh Packer

Finally, it was time for some relaxation: delegates sat back to watch a professional hypnotist make student volunteers forget their names. At 9:00, the first General Assembly (GA) featured speeches from the candidates to state office. After fellowships, the time for each school to gather and reorganize, delegates caught the bus to the hotel.

Saturday kicked off early – 6:30 – as delegates scattered across campus for various events.

After a storm delay, Greylock delegates took first place in four of the Olympika foot-races. The swimming races were held in the afternoon; sophomore Josh Harrington and eighth grader Katelin Marchand collectively placed in five out of the seven races.

Back at the school, delegates memorized Latin passages at different levels to perform for the judges in Dramatic Interpretation. Rossitter won first place for her performance. Meanwhile, Mt. Greylock's upper, novice, and lower level certamen teams competed in the preliminary rounds. Certamen, which means "contest" in Latin, is a classically themed quiz-bowl competition.

After the second General Assembly, which included humorous roll call skits, the candidates for state office answered questions in the Candidates' Open Forum. Then, delegates gathered for voting fellowships, and each school cast its votes. From Greylock, junior Alyssa Tomkowicz ran for publications editor, and sophomore Ned Kleiner ran for parliamentarian. Both were voted in. Tomkowicz, a returning officer, said her fellow board members "became my family" in the months leading up to Convention.

Saturday night saw a myriad of JCL social events, beginning with That's Entertainment, the JCL talent show. The audience was treated to song, dance, and even a giant chicken. MG eighth grader Pearl Sutter took third place with her magic show. Sutter named That's Entertainment as her favorite part of convention.

Convention, Continued on Page 5

SPORTS

Baseball

By ALEX WHITE

The Greylock baseball team has turned it on at the right moment in a year filled with ups and downs. With wins over Taconic and Holyoke Catholic, the Mounties qualified for the Western Mass tournament and insured a winning record. The return of injured senior captain Chris Koch has fueled the team to make a run into the postseason. After being told he was out for the season after tearing his ACL, Koch returned much sooner than expected and has been fulfilling his role for the team as the designated hitter. Sophomore Mike Geanellis and junior Tommy Nowlan have been mowing down opposing batters from their position on the mound. In the team's win over Taconic to clinch a playoff berth,

Nowlan pitched a seven-inning gem as Greylock won 12 - 7. Geanellis made his own contribution with a three-run triple that opened up the game for the Mounties.

After a season of bad luck and narrow losses, the team is now 100 percent healthy for the first time. Last year they shocked the county by winning Western Mass, and this year's team is going to try to carry its recent success onto another deep playoff run. They are going to have to challenge favored opponents, but these teams have to be wary. As senior captain Hayden Kuhn said, "If we play to our potential, we should go far in the tournament."

Girls' Track

By LUKE COSTLEY

Representing a team with over a dozen Western Massachusetts Track and Field Championships in the last two decades is never easy. The pressure is always on, and the rest of the field is gunning for you. The expectations are high from teammates, the community, and coaches. So it was no surprise the Mount Greylock girl's track team brought everything they had to this year's championship meet. The result was just not quite the same. Despite a depleted roster and injury-ridden squad, the Greylock girl's fought their way through adversity en route to an admirable third-place finish. Even though the bronze of the trophy was not as shiny as the gold of previous years, the team earned every bit of it. This wrapped up a fourth-straight undefeated Berkshire County season for

team results and set up all the athletes for the individual competition the following weekend. At Individuals, the team was faced with competition stronger than ever before because they were up against both the Division I and Division II Western Mass teams. This field however gave them the opportunity to see exactly how they shaped up against the best in the region.

Looking ahead to next year, several notable gaps in the lineup are staring the Mounties in the face. The obvious loss of co-captain and 100-meter dash star Jessi Payton will be devastating, but the departure of the field athletes will be hardest to overcome. Leading the way for the past several years, Sam Radke lead a class of girls who specialized in the throwing events. Their absence will be greatly missed.



Photo: Katie Rathbun



Photo: Haley Mahan

The views expressed in opinion or editorial pieces do not reflect the collective views of this newspaper or the administration, but those of the individual authors.

A Note of Thanks from the Editors

After another successful year for the Echo, the editors would like to take this opportunity to thank a few key people who truly make the Echo possible.

First of all, we would not have a paper to send to print if it weren't for our dedicated core group of writers, photographers, and puzzle makers. It has been a pleasure working with you this year. To our senior writers, good luck and we hope you'll continue writing in your post-high school years. To our younger writers, we hope you'll return to work with us next year!

Next, we must give our sincere thanks to Eugene Michalenko and those at Adams Specialty Printing for their help in

the actual publication of the Echo. Adams Specialty Printing has, without fail, produced papers in a timely fashion, and at a reasonable price. Thank you for your outstanding commitment to high school journalism.

Also, we would like to thank our Echo advisor, the Greylock administration, and the school community for their support of the Echo.

Finally, we, as editors, have received priceless guidance from the former editors, Patrick Madden and Sam Sokolsky-Tiff. We are so grateful for your advice and leadership.

Thank you all and we are already looking forward to another great year!

Senior Project Topics, Continued from Page 3

Nurmi, Nathaniel: How would I go about writing and producing a sketch comedy compilation video?

Ostheimer, Perry: How can I create a workout routine and nutrition guide that would be helpful for busy teenagers?

Paisley, Rufus: What goes into writing and performing an original stand-up comedy routine?

Palmer, Melissa: Can learning to read and write music help make me become a better songwriter?

Pandzic, Monika: How can I learn to paint still lifes and become a reasonably competent artist in the process?

Payton, Jessica: How can I successfully plan and orchestrate a Greek Festival?

Phelps, Meredith: How can I make a week's worth of meals and healthy snacks that are healthy and nutritious while on a small budget of \$75?

Pudvar, Caleb: How can the study of human genetics help me understand the inner workings of the human body?

Quagliano, Kyle: How can I learn to overcome the challenges of video editing in order to combine it with freestyle skiing to create an entertaining video?

Radke, Samantha: How can I replicate, set-up, and sustain a non-native/Amazon eco-system in a small aquatic eco-system/aquarium?

Reinhardt, Max Samuel: How can I learn to prepare and serve a formal four course French/Spanish meal for my friends and family?

Rioux, Spencer: How can I most effectively and efficiently design and construct a single passenger boat using inexpensive material, yet remaining seaworthy, that will successfully carry me across a small body of water?

Roach, Matthew: What is involved in producing an event, like a concert, for a body of concert-goers?

Robinson, John: How can I market my t-shirt design products with a website I design?

Rosenheim, Oliver: How could the daily habit of drawing in an Artist's Sketchbook improve my skills as an artist and build good everyday skills?

Rubino, Michael: How can I create a healthier lifestyle by losing weight?

Sanderson, Kelsey: How can I choreograph a ballet dance to be performed in front of a video audience and in front of a live audience in May?

Schwarzer, Cody: How can I use digital microscopy and model-generating programs to make the average specimen more interactive and therefore more interesting?

Shanley, Mary: How can I organize and run a successful volleyball camp for elementary school students that begins building basic volleyball skills that are essential for higher levels of game play?

Shuker-Haines, Samuel: How can I expand my knowledge of theater by writing, casting and directing a full length play?

Sokolsky-Tiff, Samuel: How has English prose style evolved over the past four centuries in the work of several of the greatest writers?

Spencer, Garrison: To what extent is global warming affecting Berkshire County's flora?

Tremblay, Jeanna: How do I help a secondary school make a plan to prepare and provide for a hearing-impaired student's needs?

Tremblay, Johanna: How can creating a reproduction quilt help me to better understand American History?

Tuboly, Jordan: How can the creation of an extreme sports video expand my knowledge of the film editing process?

Tunnicliffe, Gwendolyn: How can I prepare, promote and perform a full-length concert for a young voice?

Weider, Timothy: Can I learn cello?

Wetherell, Kyle: How do I develop and use the skills needed to rebuild an engine without exceeding my budget?

Wheeler, Anna: What can I learn about how young children grow and develop between ages 2 and 4?

Wilson, Matthew: What are the skills needed and how does one acquire the skills to become a qualified mason and run a business?

Young, Collin: How can one raise \$1000-\$3000 for the Billy Laston Complex and Memorial Fund?

Zaccaria, Anthony: How can I learn to design and build a coffee table?

Zuniga-Garcia, Jeritza: How can I create a family cookbook that connects me to my Spanish heritage?

Convention, Continued from Page 4

After the show, delegates dispersed to sing karaoke, dance their hearts out at the "Purple and Gold" dance, or watch Disney's Hercules in the auditorium.

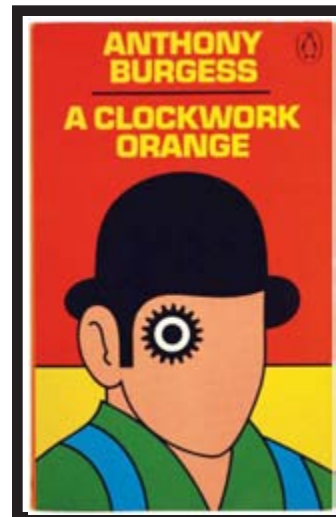
On Sunday, Massachusetts JCLers braved the wind outside for the final competitions. Teams of four each pulled a single delegate in the chariot race, and the Greylock girls came in first. After that, teams of five prepared for "the worm," a competition for which team members line up in boy-girl order, hold the legs of the delegates in front of them, and scoot their way to the finish line on their glutei maximī. Greylock's team took a proud fifth.

The final contest was the toga parade, during which each school dressed its delegates in togas and tried to out-spirit the others. Greylock's delegation was "very spirited," said Tomkowicz, watching the parade as an officer. With matching headbands and an assortment of new cheers, Greylock took third place.

At the third General Assembly, next year's officers and the remaining contest results were announced. Greylock came in second, and three MG tenth graders placed in the individual top ten—Rebekeh Packer in tenth, Josh Harrington in eighth, and Ned Kleiner, for the second year in a row, came in first. At 3:00, Greylock delegates boarded the bus for home, exhausted and very proud.

THE BOOK WORM

By CLEO LEVIN



Title:
A Clockwork Orange

Written By:
Anthony Burgess

Price:
\$22.95 (hardcover)

Most directors revel in the impact their films have on society. Days after the *Harry Potter* movies came out, children were donning round-framed glasses and waving about their absurdly expensive reproductions of Dumbledore's wand. *Lord of the Rings* spawned similarly expensive but immensely entertaining magical revelry. Unfortunately, *A Clockwork Orange*, Stanley Kubrick's 1972 film adaptation of Anthony Burgess's novel, was met with a markedly different response. In the one, short year in which it remained in circulation, there were two serious incidents of copycat violence, a rape and an assault, fashioned after the highly stylized scenes of the film. Yet, it was re-released in 2000 and has become one of the most well-renowned, as well as one of the most controversial films, in history.

All this conflict began when Mr. Burgess wrote his novel in 1962. The narrative was described by the author as "the adventures of a young man whose principal interests are rape, ultra-violence, and Beethoven." One of the most remarkable characteristics of the novel is the unique language that Mr. Burgess created, called "Nadsat," which was based loosely on Slavic words and Russian. I will attempt to intersperse some of this language to give a taste of the novel's unique sound.

The novel follows Alex de Large, a violent yet bizarrely charming youth, as he merrily occupies himself with his sadistic pastimes. Together with his band of droogs, he merrily assaults the prof type chellovecks, burbling old drunkies, and the young devotchkas alike. (One thing that can be said for this band of miscreants is that they truly don't discriminate). One day, their antics lead to Alex's arrest by the police and subsequent prosecution. After a few years in the old Staja, he is offered the opportunity to undergo The Ludovico Technique, an aversion therapy designed to correct the criminal mind, devised by a Dr. Brodsky and supported by a corrupt government desperate to empty its jails. The treatment involves the administration of a drug that induces nausea, followed by the projection of several film clips depicting violence and sexual assault. Eventually, the prisoner is trained, through behavioral conditioning, to act properly. This process is carried out effectively on Alex. Yet, his impulses toward brutality remain the same. He is discouraged from acting on them only by fear of physical sickness. Thus, he is effectively transformed, at least for the time being, into a clockwork orange, an automaton.

Here, the novel's most interesting philosophical concept arises. What exactly is free will? Certainly after being conditioned, Alex no longer possesses any self-determination. His natural impulses have been subdued and his particular case is alternately utilized, as a political weapon, among opposing parties. Yet, the freedom of the hu-

man race as a whole is also brought into question. Alex pronounces, "They don't go into what is the cause of goodness, so why the other shop?... Badness is of the self, the one, the you or me on our oddy knockies, and that self is made by old Bog or God and is his great pride and radosty." If our nature is predetermined, what choices are we really making? Are we ever exerting our own judgment?

The constant exploration of this moral concept, along with Burgess's intoxicating new language, decidedly arouses intrigue and interest. Yet, in my opinion, the novel, like a can of Coke, loses its sparkle as it progresses. Although the innovative wording gives it a strong beginning, as one continues to read, the language becomes flat and repetitive and the intriguing philosophical aspect is not enough to sustain the novel without assistance. It was Stanley Kubrick who came to the rescue, molding the novel to its optimum form by reducing the use of some of the more overworked aspects and supplying some astounding visual contributions.

Kubrick, does makes use of Burgess's Nadsat, generally pulling lines straight from the text, however, he does so in a more sparing, restrained manner. The contrast can be likened to receiving a bowl full of hot fudge sauce versus receiving a bowl of ice cream drizzled with a few delectable, chocolate-y teaspoons. This new and improved dialogue is only further enhanced by the delivery of Malcolm McDowell, who plays an imp-faced and generally charismatic Alex.

Kubrick also adds a second act, which is essential to boosting the somewhat underwhelming portions of the novel, with his astounding visuals. Every inch of Mr. Kubrick's world is fabulously psychedelic, space-age, sexually charged 60's Mod. Every detail adds spice and every one is fabulous, from the bejeweled, nude, fiberglass figures, which serve as taps at the Korova Milkbar, to the mustard-colored knee socks and curly purple wig of Alex's mother.

Especially when one considers the reaction the film received, Kubrick's seeming condonation of violence is one of the film's more disturbing aspects. Scenes of brutal battering and rape are set to zippy musical soundtracks and made comic with animated additions and accelerated, slapstick-style action. Yet, even so, as the narrative is written from the perspective of a seriously disturbed youth, this interpretation helps us immensely in entering the mind of the character. Also, as it was pointed out to me as I recalled the instances of the Clockwork-inspired violence in horror, it is not as if the perpetrators would otherwise be wiping the sweaty brows of the terminally ill. It would just be a matter of them donning a different costume. Therefore, I'm glad that *A Clockwork Orange*, after having been recreated, imitated, eliminated, and reinstated is finally able to simply be appreciated.

FOR THE LOVE OF THE GAME

By TOM DILS

When the Mt. Greylock boys' tennis team walked off the court after losing in their second straight state championship, an era, albeit a short one, ended. The team that had miraculously materialized in 2008 was playing its final match, breaking up after two years of Berkshire County dominance and two silver trophies. It was an era of success, teamwork, and a lot of victories.

But as seniors Matt Vaughn, David Nolan, Nico Walker, and Ryan Ericson moved on, the team began to fall apart. Current senior Taylor Foehl, sophomore Matt Cheung, and freshman Rohan Shastri chose not to play tennis for MG, and soon the tennis team had no returning varsity players. Coach Mary Vaughn, who had been an important part of Greylock's success, found that she would not be able to coach in 2010 because of a work schedule change. It seemed that the Mounties would not even have a team to defend their Berkshire County and Western Mass championships.

There was one hitch, as Mt. Greylock teacher and tennis enthusiast Scott Burdick said: "someone forgot to tell the middle schoolers." Early this spring, a group of seventh and eighth graders began to meet at the Williams courts everyday after school. They didn't mind that there was no Greylock team or coach—they just wanted to be playing tennis. Led by Will Nolan, Alex Cheung, Aaron Ziemer, and Ben Burdick, the group functioned as any team would during preseason: stretching, practicing drills, and playing matches with each other. The only problem was that they had no coach.

Mr. Burdick eventually decided to volunteer as a temporary coach because no one else stepped forward. "I couldn't let

support from the girls' coaches.

Moving forward to later in the current spring season, the Mounties are 0-12 and

the season to end." Playing with literally no expectations, the boys earn their victories in different ways than just a checkmark in the win column. Their goal is to always improve: win more points and games, make fewer mistakes, and maybe win a set or match at the end of the day. Playing each team in the county twice, one statistic means the most to the team. They have improved in the number of games, sets, and matches won every time they play an opponent for the second go-around.

Perhaps Coach Burdick's pregame talks most exemplify the "all about improvement" mentality that has kept the team positive despite all of the losses. They know they are going to lose, so Burdick stresses the no-pressure idea. "Without any pressure on them, the team usually competes really well," Burdick said. Despite usually being years younger and multiple inches smaller than their opponents, the Mounties have comparable skills. Watch out for the Greylock boys in years to come. "In a couple of years, they'll be hearing a different pregame talk," said Burdick, perhaps one much more similar to the talks the dominant 2008-09 teams heard.

For now, the team of determined middle schoolers and a few underclassmen is having fun and improving at a rate faster than the coaches can keep up with. It will take some time, but sooner than you think, the Greylock boys' tennis team will again be a force to be reckoned with in Berkshire County and contending for more championships.



The young and determined boys' tennis team has gained a lot of experience this year - and enjoyed every minute of it.
Photo: Ari Solomon

these kids go without a coach. They were the ones who rescued the program," he said. Despite a lack of tennis knowledge, Coach Burdick felt obligated to help revive the tradition of tennis at Greylock. He has had some aid from veteran Mounties Matt Vaughn and David Nolan as well as a lot of

have found themselves on the opposite end of the beatings the 2008-09 teams handed out. You might think this would be discouraging or a sign that maybe the team shouldn't have formed in the first place. Wrong. As Burdick said, "we've had so much fun this year. The kids don't want

CROSSWORD: DOG DAYS AHEAD

By BLAIR DILS

Across

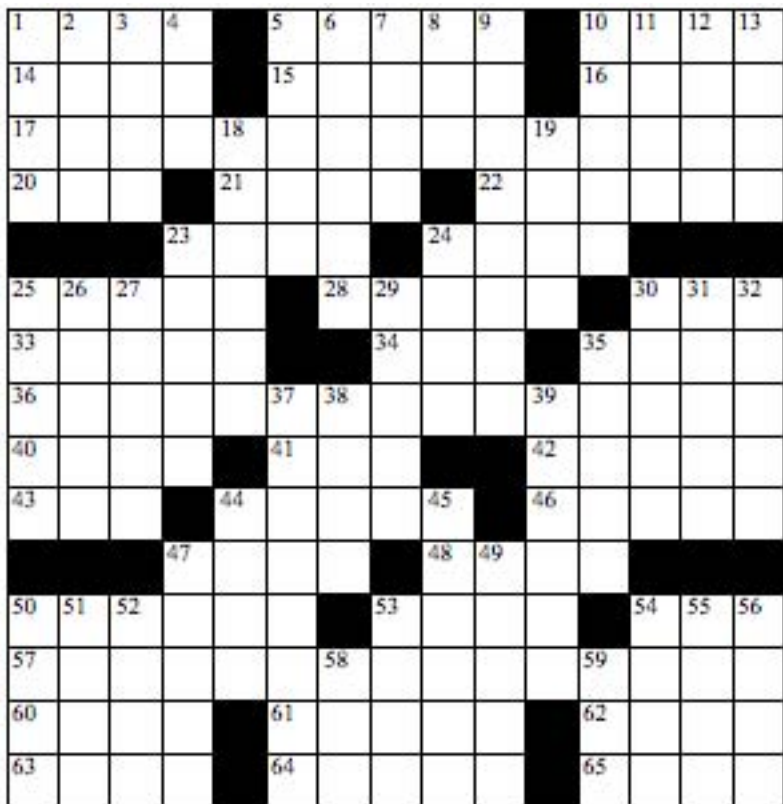
1. Google _____
5. "That's my _____ leave"
10. Famous name in children's rhymes
14. Lateral start
15. Remove (clothing), to Juliet
16. Song end, often
17. Part one of seasonal Russell Banks quotation, after "Ah"
20. PawSox level
21. Gen-_____
22. Restaurant before That's a Wrap on Spring Street, to locals
23. "Fuzzy Wuzzy _____ bear..."
24. Go over lines, with "through"
25. Kind of playing cards
28. March office prognostication contests
30. A&W rival
33. Make _____ request
34. Carrie Underwood honor, for short
35. 70s hair style
36. Part two of quotation
40. Sole
41. Cream or pale, for example
42. SEE Fund money, for example
43. Habitant, for short

44. "Men in Black" star
46. Main artery
47. _____ up (raises the intensity)
48. NRA part
50. A project's incipience, often
53. Valuable deposits
54. Driver's accessory, for short
57. Part three of quotation
60. Jai _____
61. Microsoft Office program
62. Salad cheese
63. Like some cherries
64. Tiresias and others
65. Obama policy chief

Down

1. Badlands landform
2. Shade at a swimming pool?
3. Adidas rival
4. Let the computer play a game, for short
5. Heals
6. Access a dog at the park?
7. Williamstown athletes
8. Madre's hermana
9. Like a fugitive
10. Chastise
11. Hockey legend who played professionally in six decades
12. Blissful locale
13. Metallica drummer Ulrich

18. Saratoga wager
19. Vegetables under mattresses
23. _____-washy
24. He's behind the center, in Dallas
25. City chief
26. Isolated
27. Old French folks
29. Eight-line stanza
30. "It distresses me to say..."
31. Full force
32. _____ Rica
35. "The _____ Hammer", LeBron nickname
37. Myers' characters
38. Yale students
39. Admitter of wearing a hairpiece in his 2009 tell-all "Open"
44. Hook's henchman
45. Tuesday's crossword to Monday's, say
47. _____ as a fiddle
49. Pedals
50. Jr. test
51. Kind of dance
52. Away
53. 2007 movie with singer Glen Hansard and Marketa Irglova
54. "Man!"
55. Chip type
56. A-lister
58. Product with ads featuring Chocolate Man
59. Most popular fast food restaurant in China



Mt. Greylock

CMCA

Communities Mobilizing for Change on Alcohol

"Talk to them early, talk to them often"