

CLASS OF 2011: SMALL BUT MIGHTY

By REBEKEH PACKER

On June 11, the class of 2011 will file into the gym as high schoolers for the last time, and they will leave as graduates.

mate Davinica Nemtsov agreed, "there aren't as many cliques, and we all seem to respect going to school a little more than other

said the seniors are "very positive, and very supportive of each other in the classroom."

Many will remember this class for the morning of Thursday, May 12, when students and teachers came to school and discovered that the desks and chairs from all the high school classrooms had mysteriously moved outside the building during the night. Some were as far as the old baseball field, and some stacked in a pyramid on the basketball court. "It wasn't us—it was the juniors," senior Juan Garcia protested, adding rather suspiciously, "it was pretty sweet." His classmate Lauren Haskins said, "and we won't tell how we got into the building!"

"I liked the senior prank," said physics teacher Shawn Burdick. "It was non-destructive. It took some time to fix, but it was actually a bonding time."

That morning principal Tim Payne announced that in his ten years at Mount Greylock, he had never seen anything quite like this year's senior prank. Murray said proudly, "I knew nothing about it...They didn't do any damage, they were respectful, and they were there the next day. They didn't take a skip day—they were there to bring it all back in."

Senior year is a busy time—Goff said his favorite thing about

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Above, members of the senior class read and sign their yearbooks.

Photo: Katie Rathbun

Many have been at Mount Greylock since they entered seventh grade in 2005.

The current senior class has always been small. The seniors entered high school with a freshman class of 77; with a few changes, they now number 78. "There are so few of us, we're all really good friends," said senior Dylan Goff. Class president Kim Houston said, "because of our size, our class is very unique. We are a pretty tight knit group that can socialize and support each other as a whole." Class-

high school students."

"We're very small, but we don't let that stop us," said Alyssa Tomkowicz. What the seniors lack in numbers, they make up for in energy. Class adviser Susan Murray said, "anytime we have a function—a dodge-ball tournament, a dance—everybody turns out...It's not just the officers that do the class activities. When I call a lunch meeting, thirty-five people might show up."

Biology teacher Becky Green

NO SENIOR PROJECT NEXT YEAR

By HALLIE WALKER

The Senior Project will not run during the 2011-2012 school year at Mount Greylock.

Part of the Mount Greylock graduation requirement for five years, the Senior Project was piloted in 2004 at the high school as a brainchild of the faculty, the School Committee, and the Student Council. It was made mandatory, according to the 2004-2005 Senior Project Handbook, as "an opportunity to both evaluate the level of mastery of ALL students and an opportunity to celebrate the unique and wonderful talents of every student scheduled to receive a diploma."

At about this time in past years, the junior class would start turning their minds to the Senior Project. Introduced to Senior Project expectations in June, every student looking to graduate would meet a series of twelve deadlines over their Senior year to complete his self-motivated project.

The Senior Project was made up of three primary components: a high interest topic, a portfolio, and an oral presentation. Students would frame their interest in an "Essential Question" which would be approved by their advisor and mentor. Researching their area of interest outside the school environment, seniors would document evidence, plans, processes, and conclusions in a written presentation as an answer to their essential question. As an overview of the entire process, the oral presentation would be delivered to an evaluative board to demonstrate their learning and mastery of graduation proficiencies they had used in the community.

Over its lifetime, the Senior Project fueled debate in the school community. Proponents highlighted its functional use of enabling students to demonstrate the ability to use the skills

they had learned throughout high school by tailoring them to their own interests and connecting it to the community. Opponents of the Project generally focused on its loose requirements that encouraged a lack of student enthusiasm as well as the bureaucracy of the process.

In 2009, the last year the project was run, the School Council published a survey of alumni experiences with the Senior Project. Published on the MGRHS website, the survey concludes that the self-chosen topics "allow[ed] students to explore an area of interest and may [have kept] seniors engaged in learning," and that students were prepared for their oral presentations at the conclusion of the project. Past students in the survey were critical of the focus on the essential question, mentor relationships, and number of deadlines.

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2 in 650: An Interview with Graduation Speakers Kim Houston & Jude Dircks

By LUKE COSTLEY



Photo: Chloe Dircks



Photo: Luke Costley

As the Class of 2011 gets ready to graduate, the Echo thought it would be fitting to hear from today's speakers, Kim Houston and Jude Dircks, on their experiences and those of the class as a whole. As Class President, Houston has been a major factor in her class's progress, in addition to her contributions on the Peer Team. Dircks, also a dedicated member of the Peer Team, is a strong addition to the art program, and has helped unify his peers and the school. Houston was to speak by the faculty; Dircks was chosen by the senior class.

Q: How has your class changed most significantly since you were freshmen?

Kim: It's hard to think all the way back to that first year of truly being high schoolers. As most grades experience, we were all still young, naïve, and anxious to fit into the building. Over the course of our four years, I believe our most significant change has been in our cohesion, losing many of the cliques we began with. It's important to come together and combine ideas to raise the necessary amount of money needed for senior year.

Jude: Within the time I have been a member of this class, we have changed extensively. I believe the most significant change was a personal change for everyone. We became a collective and accepting class, a class with new sights set toward the future.

Q: When did you feel that the class started to bond?

Jude: As our class transitioned into junior year and eventually senior year, we accepted more responsibility within the school. As a result of this new responsibility we were forced to rely on each other but also get to know everyone who was a part of our class. This allowed us to form into a cohesive group.

Kim: The year that stands out the most is junior year. It was a high stress level year as we started thinking about colleges and stabilizing our grades in higher-level courses. As early as pep rally week, we were changing the color of our shirts from brown (enforced by the seniors) to white tee shirts and jeans, and coming together to post literally thousands of post-it notes on the senior lockers. That spirit to represent ourselves as the Class of 2011 carried over to create a successful senior year.

Q: Throughout all of this, when have you been most proud of your class and of your school?

Kim: I'm most proud of how our fundraisers and events have affected the student body as a whole. We've left our mark on this school by combining fun and respect for our peers, administration, and building.

Jude: I am most proud of how accepting my classmates have been of new students but also of new ideas. They have been sure to represent Mount Greylock the best they can, and have worked together, whether it was pep rally or a senior prank.

Q: What will you miss most about Mount Greylock?

Kim: I personally will miss my relationships with the adults in the building. It took a lot of support to keep me sane, and many of them directly impacted my success. I have great respect for the teachers and administrators of Mount Greylock.

Jude: I will miss all of the faces and personalities of this school. No one ever tried to be exactly like anyone else and it is this diversity that I will miss the most.

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SPORTS

Tom Dils recaps this year's athletic accomplishments.

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Photo: Katie Rathbun

THE FUTURE

The annual list of seniors' post high school plans is here!

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RETIREMENT

The Echo bids adieu with three teachers who will not be returning to Mount Greylock next year.

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Photo: Kelsey Goodwin

FILMS

Maggie Crane discusses nine films you really ought to see.

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The Breakfast Club

ABC HOUSE

Zavi Sheldon looks into the history of bringing minority students to Mount Greylock.

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2 in 650: An Interview with Graduation Speakers Kim Houston & Jude Dircks

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Q: As you and your peers prepare to leave school, what message would you pass along to next year's seniors?

Jude: They should have fun and enjoy their last year at Mount Greylock. In addition they should work as hard as possible no matter how contagious senioritis may seem, because their hard work will pay off.

Kim: As cliché as it may sound, get things done early and on time. Of course senioritis will set in and there will be a great amount of procrastination, but especially when it comes down to deciding your future plans, be proactive. Ask questions and use your resources because they are a huge help in easing the process. Also, have fun. Get to know your class, enjoy senior week and help each other to relax. Even as your last year, senior year is a great chance to regain and build relationships with people you may have grown distant from.

Interview has been edited and condensed.

To nominate a student for 1 in 650, contact the editors at mountgreylockecho@gmail.com. ■■

NO SENIOR PROJECT NEXT YEAR

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Mike Leja, a 2009 Mount Greylock alum, completed the Senior Project. His project centered around learning how to manage a small business. Leja has mixed feelings about the experience. Although he feels that it was an opportunity that helped him prepare for the scheduling conflicts and prioritization needed in college, Leja also said that the timing of the project deadlines interfered with college applications.

By 2010, the uncertainty of funding for the 2011 MGRHS budget in April of last year brought the Senior Project into Tier I of possible budget costs. With expenses of advisor stipends, oversight, and grading, the Senior Project was a \$31,681 line item, and was eliminated for the 2010-2011 school year.

Currently, says Payne, the only way students demonstrate their cumulative high school skills is by electing to do independent studies, internships, or take a college course their Senior year.

Payne said, "senior year needs to look different. It's not appropriate for twelfth graders to go to seven periods a day." With

roughly ninety percent of graduating classes going on to college, where students go to only one or two classes per day, Payne added, "We need to start looking at what transitions [the students will make] sooner."

Looking towards the future of the project, Payne hopes that the School Committee will collaborate with faculty and students to evaluate and maybe restructure the Project. Some faculty-generated ideas, according to Payne, have connected possible changes to the Project to the schedule. Responses from the community have encouraged a more community service oriented structure which would produce more public Senior Projects.

The decision to graduate the class of 2012 without the Senior Project as a graduation requirement was also a "cost issue," says Payne. However, Payne regards this next year as a chance to improve upon the original Project, saying, "With lots of change [that has gone on this year], now is the time to really look at the Senior Project, which is a golden opportunity for students looking to do something they have an interest in." ■■

The next generation



Sixth-graders from Williamstown, Lanesborough and Hancock spent Friday, May 27 with the Peer Team. The students took a tour of the building, sat in on classes, and played team-building games. Photo: Katie Rathbun

A Better Chance for minority students

By ZAVI SHELDON

Last year, in late August, a group of six high school students left their friends and families behind to come to Williamstown and attend Mount Greylock Regional High School. They are part of the local chapter of the A Better Chance (ABC) program. This non-profit organization sends students of color to public and private schools with strong academic programs.

A Better Chance was established in 1963 as an answer to John F. Kennedy's call for equal education opportunities. Greylock ABC was founded in 1968, one of the first public school programs. Nationally, the program has been extremely successful, with over 12,000 alumni. They state on their website that their mission "is to increase substantially the number of well-educated people of color who are capable of assuming positions of responsibility and leadership in American society."

The current governor of Massachusetts, Deval Patrick, is a 1974 graduate of the ABC program. He is the first African-American governor of Massachusetts, and just the second in the entire United States. "It starts from the premise that talent resides in every American community-- and then puts that talent in the way of opportunity. It's as simple and as powerful as that," Patrick said of the organization in a quote on the A Better Chance website, abetterchance.org.

To be eligible for consideration in the program, a student must identify as a "person of color." He or she must not only maintain a B+ average in all of his or her classes, but also be active members of their com-

munities and display leadership potential. When asked about the application process, freshman



From left, Naja Lewis, Akash Persaud, Garon Paige, and Kathy Ho outside the ABC house in Williamstown. Photo: Hank Barrett

ABC student Kathy Ho exclaimed, "oh my gosh! We had to do essays, tests, interviews and a school visit."

During the school year, students live at the ABC house, located on Hoxsey Street in Williamstown. The three story house has seven student bedrooms, as well as a small separate apartment for the resident director. Tom Alexander, the current resident director, is an ABC alum. He is essentially the house parent; he acts as a supervisor, but also tries to create a family environment.

One of the many benefits of students participating in the A Better Chance program is that they have access to a number of extracurricular activities. Ho said that there were no sports programs at her old schools. In addition, students are able to take

classes at local colleges. They also have a nightly study hall with tutors from Williams College and the community.

Every student has one or two host families that they spend Sunday afternoons with. Usually the families have a high school-aged child, and activities often include going to the movies, playing video games, or just hanging out. It allows the student to experience life in the community outside of Mount Greylock, as well as have a "home away from home." Student life coordinator Andy Sheldon said that, "the goal of the program is to support the students as much as possible in making connections with lots of people-- teachers, academic mentors, teammates, and peers at Mount Greylock, as well as other schools in the area."

In order to keep the program running, volunteers organize fundraisers throughout the year. One of the most successful is the ABC Clothing Sale. New and gently used clothing donations are washed, sorted, priced and sold by community volunteers and student volunteers from Mt. Greylock, Williams, and MCLA. The 2008-2009 sale raised over \$30,000. A fundraiser that rents rooms to visitors who can not get a room during Williams' graduation week has raised over \$160,000 since 1983. Past fundraisers have also included plant sales and an art auction.

The A Better Chance program, through the generous support of the Williamstown community, has successfully transformed the lives of all of its students. Junior Akash Persaud said in a quote on the Greylock A Better Chance website that, "education opens a door to many opportunities. The Greylock ABC program is a door to education and behind that door are many more doors to help me explore and realize my goals." ■■

The 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 writers, photographers, artists, and editors. Any Mt. Greylock student is welcome to submit material or join the Echo staff.

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GRADUATION



The Echo staff offers its most sincere congratulations to all members of the Class of 2011 and a heartfelt thank you to all seniors who have contributed to the Echo over the past six years.



Post High School Plans: Class of '11

Editor's note: some students may be missing from this list due to insufficient forms or absences from school.

Kevin Agostini.....	Springfield College	Mike Greb.....	UMass Dartmouth
Christin Alayon.....	American University	Lauren Haskins.....	St. Michael's College
Marston Albert.....	Massachusetts Maritime Academy	Kim Houston.....	Gettysburg College
Alyssa Alimonos.....	SUNY Purchase	Molly Hynes.....	Westfield State University
Jessica Barnes.....	Berkshire Community College	Greg Karabinos.....	Middlebury College
Karissa Barnes.....	University of San Diego	Skyler Karns.....	Emmanuel College
Alex Belanger.....	Clarkson University	Eric Ketcham.....	Berkshire Community College
Sarah Brink.....	Williams College	Connor Krell.....	UMass Amherst
Kyle Byrnes.....	Liberty University	Marta Kowitz.....	Furman University
Geena Chang.....	Franklin and Marshall College	Kim Leon.....	Westfield State University
Kristina Chesney.....	Middlebury College	Alexandra Levinsky.....	Keene State College
Nicki Clement.....	Framingham State University	Zelie Lockhart.....	Travel Abroad
Cate Costley.....	Middlebury College	Siri Mason.....	Endicott College
Calye Darrow.....	Berkshire Community College	Rachel Meiklejohn.....	UMass Amherst
Brandon Decelles.....	Berkshire Community College	Payton Miller.....	Southern Vermont College
Sam DeMatteo.....	Westfield State University	Davinica Nemptow.....	Moore College of Art and Design
Eliza Densmore.....	Colorado College	Jon Oliver.....	Undecided/Work
Natania Diamond.....	Cazenovia College	Dan Phelps.....	UMass Amherst
Jude Dircks.....	Champlain College	Brian Pilot.....	Berkshire Community College
Rachel Down.....	University of Wisconsin-Madison	Jason Pilot.....	Westfield State University
Laura Duncan.....	Alfred University	Emily Renzi.....	Berkshire Community College
Melody Edwards.....	Princeton University	Allegra Robertson.....	Vassar College
Nikolas England.....	Berkshire Community College	Sarah Robinson.....	Massachusetts College of Liberal Arts
Marissa Ericson.....	Ithaca College	Simone Rodriguez.....	Boston University
Jacqueline Ferry.....	Pace University	Laura Rosenthal.....	Scripps College
Hayley Flynn.....	Rensselaer Polytechnic Institute	Sam Rydell.....	Nichols College
Bree Flynn-Kasuba.....	Keene State College	Leandro Sacco.....	UMass Amherst
Jeremy Galib.....	University of Pittsburgh	Amy Santella.....	Lasell College
Lauren Galusha.....	Berkshire Community College	Sara Scorpa.....	Sacred Heart University
Juan Garcia.....	Cogswell Polytechnical College	Rinky Shah.....	Massachusetts College of Pharmacy and Health Science
Dylan Goff.....	Champlain College	Courtney Shelsy.....	Western New England College
Rudy Goff.....	Western New England University	Cassandra Sherman.....	Wentworth Institute of Technology
Liz Gorson.....	University of Michigan	Alyssa Tomkowicz.....	Williams College

CLASS OF 2011: SMALL BUT MIGHTY

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this year is that "it's almost over." Haskins said, "everything seems sweeter at the end. Where before it was really, really stressful, now it's just stressful." At this point, seniors have already been admitted to college, and most know where they're going, so many see this as a time to finally relax. Nemptow cautioned, however, "do not think under any circumstances that it's okay to stop doing homework, because your grade will plummet."

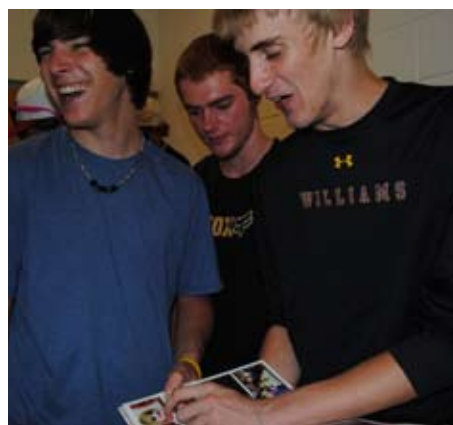
Christin Alayon said, "senior year is really crazy and busy, but in the end it's worth it, and even though you've known people for a while, it's the year you can really say you got to know people." Tomkowicz agreed, "we've become closer this year. We're all realizing it's our last time together."

Houston said, "it's been great to see everyone come together, such as last year when we did our junior prank and put post it notes on their lockers. Kids you wouldn't expect to participated, and did so wholeheartedly."

"Don't ever close your mind to people," Haskins advised. "You'd be surprised who your friends end up being at the end."

The seniors have seen many changes in their time at Mt. Greylock. They were some of the last middle schoolers to have

water coolers in the hallways because of the water problem, and the first senior class in six years not to have a senior



Seniors react to yearbook photos. Right photo, from left: Nicki Clement, Courtney Shelsy. Left photo, from left: Dan Scorpa, Jeremy Galeb, Dylan Goff.

project. They have seen the locker room caved in and rebuilt, the boilers broken and replaced, and countless repainting and redecorations. In their freshmen year, they witnessed the elimination of class ranking and the institution of the open enrollment policy for AP courses. The seniors have attended Mount Greylock

through at least three different class rotations and numerous staff changes, including a new superintendent. They have even



Photos: Katie Rathbun

watched the price of lunch go up a quarter. "The school has changed a lot," affirmed Tomkowicz.

The changes represent a time that is perceived differently by everyone. "It went by really quickly," said Rachael Miekjohn. "It sounds cliché, but it's true: it feels like I'm graduating and I just

got here."

"I, for one, am thrilled to graduate," said Cate Costley, "but I look back on my days at Greylock as ones that shaped who I am today."

"They certainly have fun," said Murray. Many, though will remember the seniors for the respect they showed to the building and the school. "During the cookout, there was an assembly," said Houston, "and the 10 or 15 seniors that were signed up to do it went inside from the gorgeous weather to attend something they committed to."

"I'm going to miss this high school," said senior Sarah Robinson, and, certainly, this high school will miss the class of 2011. "They are hard workers," said Green. Houston said her class is full of "positive leaders and many students who represent the student body as a whole." From sports captains to talented musicians, the seniors have led the school, and left us with a lot to live up to.

"They're all ready to go on with their lives," said Burdick. So what's next? "Finding money for college," said Nemptow. Whatever their plans, the graduates of 2011 have our best wishes and our confidence. After all, if they can move hundreds of desks out of a locked building, what is beyond them? ■■

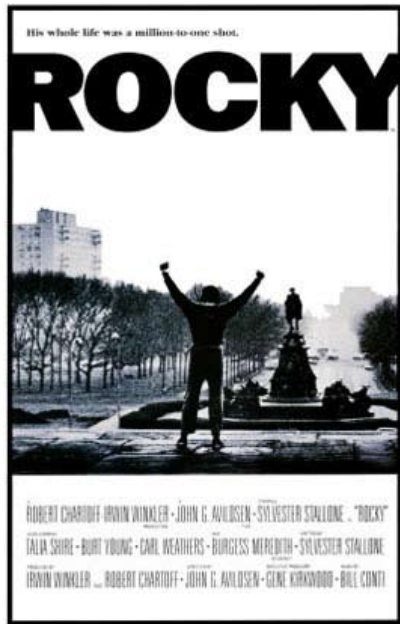
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not before 21. . .
not in northern berkshire

a.k.a. communities mobilizing for change on alcohol

NINE FILMS YOU REALLY SHOULD HAVE SEEN BY NOW

By MAGGIE CRANE



Everyone has that awkward moment. That moment when your so-called friend is gaping at you and yelling at the top of her lungs, "OH MY GOD!!! I can't believe you haven't seen that movie!!! Have you been living in a hut in Iceland for the past ten years??" Here's the thing: there are millions and millions of movies out there in the world, and it is utterly impossible to see all of them. But there are some movies you should really see in order to have basic small talk with anyone. Now, I could tell you to go educate yourself in the films of Hitchcock, or tell you to watch Citizen Kane or The Bicycle Thief, but I won't, because I know it will not happen (but actually...go rent those right now). But there are some movies that every high school-aged person should have knowledge of, for better or for worse. So here are nine (I thought ten would be too official, and I'm just to lazy) movies you should have seen by now.

FORREST GUMP: I have learned more about American history from *Forrest Gump* than I have from seven months of AP US history. This reflects my own incompetence, and not the brilliant teaching style of Mr. Murray (which, please note, includes showing this movie). *Forrest Gump* is a near perfect movie. It's funny, touching, satirical and it has Tom Hanks in it. What could be better? As far as story telling goes, *Forrest Gump* is nothing short of brilliant. The plot stretches from the early 60's to the 80's, placing one man at the center of all memorable events in American history. It tells a story familiar to all that view it, while focusing in on a very unique individual.

MEAN GIRLS: Ok, I admit it, I'm kind of pretentious. I watch black and white French films for kicks, I have a huge crush on Marlin Brando (pre fatness/death), I could tell you all about Oscar nominated films all day long, but my favorite movie in the world is *Mean Girls*. I have watched my DVD of this so many times, that it just cuts out at the exact moment Regina gets hit by a bus. I quote *Mean Girls* at least 3 times a day. *Mean Girls* is a completely over the top, exaggerated portrait of high school filled with characters everyone knows. The plastics, the sassy gay friend, the weird arty girl, the sexually active band geeks, the cool Asians, the girls who eat their feelings, and the girls who don't eat anything at all, are people we live our daily lives with, and sometimes have fantasies about pushing in front of buses. If you find yourself out of the *Mean Girls* loop, have no fear. All you have to do is turn on ABC Family, or ask any 17 year old girl to reenact it line for line.

BREAKFAST AT TIFFANY'S: *Break-*



fast at Tiffany's is the very definition of a classic. It is also the basis for half of the choices I make in life. (What would Audrey do? Note, if you feel the answer is chop off all your hair on a whim, double think that.) It has become iconic. The world over is familiar with the image of Audrey Hepburn standing out side of Tiffanys and Co. eating a Danish, wearing big black sunglasses. I can't tell you why everyone loves this movie, or why it has reached such acclaim. Some movies just work. And *Breakfast at Tiffany's* works like no other. It's the story of a young woman who wants nothing more than the glamorous life, but is forced to rethink this goal when her poor neighbor falls in love with her. I implore all of you little girls with Audrey Hepburn t-shirts and facebook banners who don't actually know who she is to watch this movie and realize what you're missing out on. And guys, this is not just a chick flick. Ok, yeah, maybe it is, but it will let you in on a little secret to get any girl you want. Diamonds. Big, expensive, New York style diamonds.

FIGHT CLUB: This movie is a brilliant story that will absolutely blow your mind each and every time you watch it. Nothing I can say here will do it justice. Can't talk about it, just watch it.

(500) DAYS OF SUMMER: Okay, this may be an odd one to put on here, as it is relatively new and very underappreciated, but I believe that every human being in the world should see this movie. In 20 years, this movie will be considered a classic. It is an honest, hysterical and heartbreaking story about the complexities and absurdities of love, told through the eyes of a hopeless romantic. *(500) Days of Summer* brings you back to the joy you felt watching animated princess movies as a kid. It's just fun to watch! It makes you want to sing bad karaoke, dance with strangers to Hall & Oates, and defend Ringo Starr with your life. This movie also assured me that its perfectly normal to walk around Ikea and pretend it's your dream house...right?

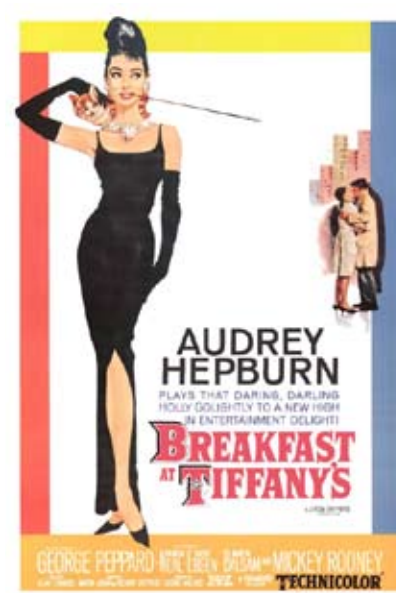
EVERY JOHN HUGHES MOVIE EVER MADE: The closest thing in the world to a "how to survive high school without sticking knives in your eyes" handbook is a John Hughes movie. John Hughes is the genius behind the brat pack cult classics like *The Breakfast Club*, *Sixteen Candles*, *Pretty in Pink*, and *Ferris Bueller's Day Off*. These movies do the impossible; they take the stupidity and banality of high school and make it seem entertaining for an hour and 40 minutes. These films have thought millions of teenagers that, yes, your life will suck for four years. But boy will you have something to laugh about...



just give it, like, 20 years.

THE GODFATHER I, II: *The Godfather* made me want to become a Mafia family member. For two reasons: one, if that score was playing in the background of my life, I would be so much more productive. (Seriously, does anyone want a job just following me around with a boom box playing that? If so, talk to me!) And two, I need an excuse to say things like "leave the gun, take the cannoli". This is a movie you can't refuse...I'm so sorry, I had to.

ROCKY: *Rocky*, like Bruce Springsteen and obesity, is just something Americans need to accept. I do not like this movie, or the 8,000 that came after it, but I have seen it. I know what you're thinking, "but Maggie! How can you not like *Rocky*? It's the classic American underdog story! You must have no soul!". Yes, it's a classic story of perseverance and struggle and proof that talented people can become acclaimed. What's more American than that? And yes, I have no soul. But *Rocky* has placed itself into the top ranks of American movies because it started the 'pull yourself up by your bootstraps' formula that has become synonymous with American film. It really should be seen. The two most prominent things *Rocky* has done for the world is, one, made it impossible to walk up marble steps



without punching the air and singing the *Rocky* theme, and two, made anyone with the name Adrian a miserable person. (I'm sorry if your name is Adrian, but you can probably vouch for this).

TITANIC: I can clearly remember sitting alone in my living room as an 8-year-old, watching *Titanic* for the first time. And weeping. I can also remember being terrified of boats for years after, but that's another story. Unless you are Amish, live under a rock, or died before 1997, you have seen *Titanic*. If you have not, then you need to examine your life choices. Some people will try to tell you that *Titanic* is an overrated, cheesy, badly written love story. These people are soulless Communists sent by North Korea to take the US down from the inside, do not listen to them. Yes, I am completely ridiculous when it comes to this movie.

So there you go. Obviously I am not going by the greatest achievements in cinema (cough-Rocky-cough!), and there are obviously many more films out there that you must see to be an educated person, but just see these movies. You will be glad you did, even if you don't like them, you won't be 'that guy' that everyone's mocking for not getting the Mean Girls reference. ■■■

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MOUNTAINS OF ACHIEVEMENT:

A look back at this year's Mountie sports

By TOM DILS

When preseason began last August, the prospect of another summer vacation seemed almost unimaginable. 180 days of school seemed daunting, and especially in this school year, sports helped many students get through the early September days when the temperature still read that it should have been summer.

Now, the last of the sports seasons are wrapping up. Twenty-three teams rolled out for hundreds of games, matches, and meets, and every one found success both in their triumphs and their improvement. Nineteen teams finished with winning records and qualified for county championships or Western Mass playoffs. Twelve were the best in Berkshire County, while nine managed their regular season schedules without losing. On top of all that, Greylock brought home four Western Mass crowns, two State titles, and a Super Bowl championship. For a school barely topping 400 students and a budget lending nearly nothing extra to athletics, we have performed admirably this year.

The fall produced stunning records and stellar performances. Even as the days grew shorter, almost every Greylock team was in first place in the county and fighting for undefeated records. Volleyball knocked off rival Wahconah to win the county title, but the Warriors struck back in the Western Mass semis in a hard-fought 3-2 match. Girls soccer qualified for the playoffs and won their first round game as a result of freshman Miranda Bucky's overtime goal. A team heavy with seniors, the girls exceeded expectations this fall.

Both the boys and girls cross country teams swept Berkshire County, continuing the dominance that Greylock has shown in the past decade. Both teams won Western Mass in races that featured Cate Costley winning on the girls side and Matt Cheung placing second for the boys. The teams represented the school well at states, and Costley fought to a fifth place overall finish. Boys soccer, despite losing fourteen seniors, cruised through the North division, tying only Pittsfield en route to the first undefeated season in Mountie soccer history. Led by senior Sam DeMatteo, a core of juniors, and two Swedes, the squad claimed a number one seed in Western Mass and beat rival Monument before falling to Belcher-town in the semifinals.

No other team received more support and attention than the football team. Led by Jason Pilot and Kent Hanson on offense and Jeremy Galib on defense, the Mounties pounded all competition. They never allowed more than

a touchdown to their opponents in the regular season, and as the top seed in the county, the Mounties beat Hoosac 46-6 in the Championship game. On a cold Saturday night two weeks later, Greylock captured their first Super Bowl crown since 2000 in a 34-14 victory over Athol. The team spread out their offense with five different players scoring touchdowns. The run to the Super Bowl showed the dominance of the Greylock football team and the strength of the Mountie fans this fall.

The winter months saw strong performances by all who skied. With the likes of Connor Krell, Zach Hanson, and Kent Hanson, the boys alpine team posted top results in the county. They were the strongest and deepest alpine squad Greylock has seen in many years. Moving from the slopes to the trails, the boys and girls nordic teams continued Greylock's unprecedented success. Luke Costley, Josh Harrington, and Greg Karabinos led the boys to their fifth state title in six years, while Mackenzie Hitchcock and Cate Costley helped the girls capture their fourth straight state championship. The wrestling team also clawed their way to

has overachieved on their way to a playoff birth. Tommy Nolan established himself as one of the best pitchers in Berk-

shire County with a no-hitter early in the season, and he has continued his success since then. Coach Gill's girls track team capped off an undefeated season with a Western Mass title, beating out their competition by a mere four points in the final meet. Girls tennis also found their stride, performing day in and day out during the regular season. Number one singles player Sophia Santore also fought for top individual honors in Berkshire County.

The 2010-2011 year featured under-

class, this year will be one to remember—a tribute to how much every athlete puts into his or her sport. It could be a long time until we see a football team as powerful, a running team as consistent, or a skiing team so deep. Yet again, teams could take their game to another level next year. As we wave goodbye to this year, it will only be a few short months until we are taking the fields and trails again. ■■■



Senior Cate Costley lead the girls' Nordic ski team to another winning season, continuing its tradition of success.

Photo: Katie Rathbun



Junior Matt Cheung has been a solid member of this year's boys' track team.

Photo: Katie Rathbun

a Western Mass championship, with Josh Hadley capturing an individual W. Mass title as well.

So far this spring, the baseball team

WESTERN MASS CHAMPS!

By LUKE COSTLEY

Congratulations to the Mount Greylock girls' track and field team on yet another Western Mass championship! The Greylock runners played a big role in securing the team's third sectional title in the past four years, winning a pair of relay races and three individual races. The total score of 117 points was enough to beat second place Frontier High School with 103 points.

Of vital importance to that overall total, however, was the 200-meter dash; the trio of Alex Majetich, Liz Gorson, and Jenna Phelps earned a whopping 24 points by sweeping the podium in first, second, and third place respectively. Gorson then proved her mettle by winning the 400-meter dash, followed closely by her teammate Oona Wood. Mackenzie Hitchcock also took top honors in the one mile by edging out Emily Kaegi, a mere second behind.

Finally, the relay races put a cap on the banner day for Greylock. Both the 1,600 meter team and the 3,200 meter team earned wins.

When the spring season began nearly three months ago, the Mounties set their sights on a Western Mass title, and of course achieved that goal in admirable fashion. But it would have been easy for the girls to grow overconfident, become complacent, and fall short of expectations. Instead, the team exemplified hard work and levelheadedness, constantly working toward the ultimate prize. It was that determination, more so than the trophy earned at the end of it all, that truly defined the success of the girls' track team this year. ■■■

TUNNEL CITY COFFEE

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WILLIAMSTOWN
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UNTIL WE MEET AGAIN

By THE ECHO STAFF

The Murrays: a dynasty

The Murrays are retiring this year, leaving behind them a significant tradition of excellence in both history and languages. Always ready with a smile and maybe even brownies, the Murrays are beloved by their students and will be sorely missed.

Echo: How long have you been teaching?

Sue Murray: I've been here for 17 years, and I spent 17 at Pittsfield, at 6 different schools in Pittsfield, from 7th to 12th grade.

E: What subjects have you taught and what extracurricular activities have you advised?

SM: Are you kidding? I've taught French, Spanish, English, Math, Computer Science, I've been curriculum leader here, class advisor hmmm... many times. I've been Spanish club advisor, I've been an AP reader, which is a corrector of exams. I was a co-chairperson for NEASC. I've been a mentor teacher and a supervisor for practice student teachers. I was an Assistant Athletic Director at Pittsfield, and I've taken more than 30 trips with students.

E: What are your post-retirement plans?

SM: Travel, of course, and we'll visit with our grandchildren

E: What changes have you seen at Mt. Greylock during your tenure here?

SM: I've seen changes in staff, and I've worked with lots of different staff and administration. But kids are kids, no matter what school you're in, and I haven't seen huge changes in students.

E: What are some favorite anecdotes from your time here?

SM: I remember the time we lost Kevin Stant at the Eiffel Tower--he wasn't lost, we were. We also lost Cleo and Meredith [Levin and Phelps] in Paris, and they made their way back to the hotel by speaking French. There was the time Sheryll [Fernandez] cut his finger slicing open a coconut, and he had to go to a clinic in Costa Rica.

E: Do you have any parting words for the Mt. Greylock community?

SM: Language teachers never say goodbye, we say "hasta la vista" or "au revoir," which mean "until we meet again." ■■



"Some kids have kind of put it together and said to me, 'hey, you're going to graduate with us.'"
-Mr. Murray

"I remember the time we lost Kevin Stant in the Eiffel Tower--he wasn't lost, we were."
-Señora Murray

Echo: How long have you been teaching here, and what subjects have you taught?

Tom Murray: I've taught here 37 years. I taught Spanish for three years, and I've also taught driver's education. I did five years teaching middle school, but my favorite classes to teach have always been US history and US government.

E: You seem to have made a big impact in your time here. How else have you been involved in the school?

TM: I was the senior class advisor fifteen times, and the junior class advisor about the same amount of time. That's been the main thing. I've found that it's a lot of fun. Some kids have kind of put it together and said to me, "hey, you're going to graduate with us."

E: This was your first job?

TM: Yes. They wanted someone who was strong in government, and I had two summers as a legislative assistant at the state house in Boston. I try to bring life to civics, make it a real life experience.

E: Where did you go to college?

TM: The State University of New York. I was always the youngest in my grade, and when I started teaching here, I'd just turned 21. I was teaching juniors only three years younger than me. (Laughs.)

E: What's it been like working here your entire career?

TM: It's been great. Every day, I look forward to coming to school. We have such an awesome student body. I think you guys are going to make great leaders. I'm not naïve, I know reality, but overall, the students here are just nice kids.

E: So do you have any plans for the future?

TM: The Señora and I are going to the north of Spain for a while, and then we're traveling in seasons we couldn't before, like September. And, of course, I'll play with the grandkids. I'm looking forward to getting to spend more time with them.

E: So did you and Señora Murray meet while teaching here?

TM: No, we met at college. It was in a language lab, actually. I was taking Spanish to fulfill my language requirements. I'm two hours older than her, but she was in the grade below me. We've really grown up together. It's been a really good time, and we're ready for the next chapter. ■■

For Bradley, the importance of change

In twenty-six years of teaching English at Mount Greylock, Lucinda Bradley has left her mark on the school, undeniably influencing both the way that students see the world and the way the school functions. She has taught all six grades. She began the honors program in 9th and 12th grade. She was the first advisor of a senior-directed Spring Drama. Reflecting on her teaching career, she said, "I learned something new every day. It never gets old. The kids are new, their response is new. I don't think I'd be able to stand it if I didn't learn something new."

While Bradley has noticed a shift nationally toward testing and away from intellectual stimulation, she said, "I'm continually amazed by the way [both students and I] come in each day with all our emotional baggage, yet for a time that gets suspended."

Bradley's classroom is eclectic and rich with material, a symbol of her own style in teaching and living. Her desk is decouped in different hues, covered with photographs of friends and family. On the walls are political cartoons; a poster

of Shakespeare's *Macbeth*; her husband, Dale Bradley's, artwork. The shelves are lined with books, handouts, packets of material.

One of Bradley's favorite units she taught during her time

"I learned something new every day. It never gets old."
-Ms. Bradley

at Greylock is one focusing on the idea of a dystopia, in which students read novels including *1984* by George Orwell, *Brave New World* by Adolus Huxley, *V for Vendetta* by Alan Moore, and, recently added to the list, *Feed* by M. T. Anderson. Bradley said that students seem to like *Feed* especially, which is a more contemporary novel that the other titles.

During her career at Mount Greylock, Bradley took two trips abroad to widen her

horizons in terms of teaching. In 1994-1995, she traveled to England, and then in 2003, she traveled to Japan. She said the travels were exciting. In

In addition to a passion for teaching, Bradley enjoys hiking and kayaking with her husband, and managed a gallery on Nantucket. "We have a full life

possibility of teaching somewhere else in the Berkshires next fall," she said. She added that she had many previous

opportunities to teach at a place other than Greylock. "I stayed at Greylock," she said, "because that's where I wanted to be, I wanted to be in the community."

To Bradley, change is an integral part of existence. She references a short story that she used to have students read called *Monday Will Be Better* by Ann Shockley that addresses change in reference to integration of public schools during the '60s.

"Nothing growing stays the same," says the principal in the story, and to Bradley, this summarizes her way of living. "I'm not the same person I was when I began this year," she said, "or when I started teaching here. I hope I'm not. And I hope that's the way I'll be for the rest of my life." ■■



Mrs. Bradley has seen a vast amount of changes in her years of teaching, and looks forward to a change of her own next year.

Photo: Luke Costley

England, "they really do speak another language," she said with a laugh of the accent and culture.

outside of school," she said.

Bradley's exact plans for next year are undecided. "There is a