

LOGAR SCHOOL SCIENCE LAB PROJECT

By ZAVI SHELDON

Members of Mt. Greylock's Amnesty International Club and Peer Team have been working with the Peter M. Goodrich Memorial Foundation to provide science lab activities to the Logar School in Afghanistan. The Logar School accepts female students and provides them with rigorous and advanced instruction. However, they have limited access to lab supplies and electricity. Since early January, a group of Mt. Greylock students has been writing laboratory procedures that teach the main concepts of many different areas of science to send to the school.

Don Goodrich, whose late son is remembered by the foundation, approached Peer Team leader Lisa Jennings earlier in the year about the possibility of Mt. Greylock students helping with the project. The foundation paid for the construction of the school and has maintained close ties with it after turning control over to the Afghan government. Jennings saw the project as an opportunity to involve the newly-formed Amnesty International Club and asked its founder, senior Naomi LaChance, if the group would be interested in helping.

Many students helping with the project said they wanted to participate because the project would have a visible positive effect on others. Senior Samantha Quinn, a member of the Peer Team, said she was involved because "doing labs is an important part of science, and we have that, but they don't." A total of 22 students worked on the project, including members of the Amnesty International Club and Peer Team, as well as other students unaffiliated with either group, but interested in helping.

To write the labs, students working on the project asked science teachers which labs would be most beneficial for students to grasp important concepts. High school science classes also completed a survey about the science they had taken the previous year, which asked which lab was the most helpful and memorable for them and what materials were required. Labs from physics, chemistry, biology and anatomy will be included. LaChance said the group



Photo: Evelyn Mahon

Junior Peer Team member Eve Cleghorn and Biology teacher Larry Bell discuss the project in the library.

hopes to compile around 32 labs.

After most of the labs were written, students began to compile a list of the materials needed for the labs. Once this is completed, the Goodrich Foundation will buy them or receive them through donations and Afghani students at Williams College will translate the labs and materials list. In the spring, the labs will be sent through a friend of Goodrich's to Afghanistan.

The Logar School opened in 2006, and was originally meant to provide a free education to just 500 students. Since then, its enrollment has increased by over 200. Students range in age from kindergarten to eleventh grade (there is no twelfth grade in Afghanistan). Goodrich said that last year seventeen girls graduated, which may seem small compared to the number of graduates Mt. Greylock sees every year. However, he explained that it is more difficult for girls and young women in Afghanistan to finish school, as many must leave to carry out family responsibilities. Two of the graduates will return to the

school as teachers, adding to the school's total of 26.

The importance of the Logar School should not be underestimated, in a country where the female literacy rate is just under thirteen percent (for males it is 43). In rural areas of Afghanistan, the rate is significantly lower. During the Taliban's regime, which ended in 2001, girls and women were not allowed to seek an education. In more conservative areas of the country, girls were not allowed to be taught by male teachers, and only a few females could become educated enough to teach. Since the fall of the Taliban, the number of students in Afghanistan has increased from 1.2 million to 8.2 million, and an estimated one third are female.

Although the lab writing project is nearing its completion, LaChance hopes the relationship between Mt. Greylock and the Logar School will continue into the future. "It is a great way to have a tangible way of helping people and connecting the two schools," she said. ■■

1 in 650: An Interview with Cooper Gangemi

By EMILY KAEGI



Over the past months, Facebook newsfeeds have filled up with activity related to a page simply called "Cooper." On the page about five songs, varying in genre, can be found. Cooper puts twists on already existing different songs, making them his own. With all of the hype about Cooper, who better to interview for this month's 1 in 650 than senior Cooper Gangemi himself?

Q: How did you become interested in music?

A: I became interested in music when my godfather started to teach me guitar when I was about ten. Then I really got into it when I was in a band called Smash.

Q: Where did you learn to play the guitar?

A: I've had probably four different guitar teachers since I was ten, but I learned the most guitar at Berklee College this past summer.

Q: Which instruments do you play?

A: I play guitar, bass, vocals and a little bit of drums, and I learned piano this summer but I forgot.

Q: Alright, so tell me about your style of music.

A: Pretty much anything... except for country.

Q: What is your favorite song you sing?

A: I really don't know, but my favorite out of the eleven that I have recorded is probably "The Prayer," because its a ballin' rap song but I play it as if it isn't.

Q: So I heard that you and Kaylene Lemme were going to play at homecoming. What happened? Are you planning a different duet debut?

A: Yeah, we were supposed to, and I was supposed to DJ as well. But then a week before the dance I was told I wasn't the DJ anymore, so I boycotted the dance along with a few of my friends. So we didn't end up playing. We may make a special appearance at prom though.

Q: That would be cool! Where else have you performed?

A: Quite a few bars and restaurants around here, Barrington Stage in Pittsfield twice, a few bars in Boston and a couple of the Berklee College venues. But my favorite place so far has been busking with my friends on Newbury Street in Boston. We didn't make too much money, but it was sweet.

Q: Which of your friends do you sing with?

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AS SCHOOLS MATCH WITS

By KELSEY HEBERT

As Schools Match Wits is a high school quiz bowl show produced by local television station WGBY in association with Westfield State College. The show is in its 51st year and has been popular throughout western Massachusetts. The show was created by Leonard J. Collamore, who also wrote the questions for the show for 22 years. In dedication to Collamore for creating the show, the trophy for the winners of the contest is called the Collamore Cup. Currently fifty public, private and parochial schools ranging from all over Western Massachusetts to Northern Connecticut participate in the competition.

Mt. Greylock has participated in this show for five years under English teacher Blair Dils, but in the late '80s and early '90s, Mt. Greylock History teacher Martha Dailey brought teams to compete as well. Under Dailey, Mt. Greylock never won the Collamore Cup, but last year Dils and the students on the team won the competition. In the first year of participating under Dils, Mt. Greylock made it to the quarterfinals, a reassuring start. Dils says, "[The students'] success is a testament to the time and hard work that they've put into their traditional school work. I've al-

ways known that [Mt. Greylock] has some of the smartest students in the entire state. I feel more like a general manager than a coach. I just identify and assemble the talent and the students do all the work."

Currently the team contains four main players: Karl Mick, Josh Harrington, D.J. Ross, and Ned Kleiner and three alternates: Matthew Kleiner, Aaron Kleiner and Luke Costley. Students are selected in the fall when Dils hosts "try-outs" where students must answer twenty questions similar to those on the show. The individuals with the most correct answers receive a place on the team. This year, however, the team only needed to replace one team member.

The show starts with fifty teams and every team gets a head-to-head match. The top eight scoring teams advance to the quarterfinals where anyone can be eliminated until there is one team left.

Each show is broken up into segments where different types of questions are asked. First is an opening round of questions that can be in any subject. These questions are worth ten points each and there is no penalty if one is answered incorrectly. After this comes a ninety-second period with

questions that have limited answers, such as answers that are all three letter words. In this round, each question is worth five points but the team loses five points for answering a question incorrectly. Next, there is a 'Jeopardy-style' segment where teams must answer a qualifying question to gain control of the board before they can earn points. The categories for this round are Arts & Entertainment, Literature, World Events, Math & Science, Social Studies, and General Knowledge. Point values for this round are 15, 20, 25 and 30, depending on the difficulty of the question answered. At the end of the show, the team with the most points wins. Since the categories cover so many areas, senior member of the team Karl Mick says, "I try to pay more attention to the details in all of my classes to pick up bits of information that could come up on a question for the show."

Next year, five seniors on the team will be graduating, so Dils will be left to rebuild a whole new set of students to compete. Both Dils and Mick agree that everyone with talent and a love for quiz shows should try out for the show. Dils says, "We'll look to assemble a new team next fall. I know there's talent out there." ■■

ESPAÑA

Alina Fein and Grace Singleton visit a new Spanish restaurant in town.

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GREYLOCK MATCHING UP

Naomi Day takes a look at Mt. Greylock test scores to see just how the school matches up with the rest of the state.

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DIRECTED STUDY

Pearl Sutter examines the positives and negatives of directed study.

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THE SNOW

Evelyn Mahon takes a look at the odd lack (and sudden arrival) of snow this winter.

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HOW DOES GREYLOCK MATCH UP?

By NAOMI DAY



Greylock test takers scored above average on ACT, SAT and New England Math League Tests, but they failed to meet certain requirements on the MCAS test.

Mt. Greylock is a school that lives in a test-happy world. MCAS, ACTs, SATs, and the Math League are just a few of the tests administered to the majority of students in Berkshire County and many other areas. While not everyone considers these strenuous tests necessary, they figure prominently into many student lives.

The MCAS (Massachusetts Comprehensive Assessment System) is the first "serious" and the only mandatory standardized test in this list that a typical student at Mt. Greylock is likely to take, since they begin earliest in a student's career. Last September, the results of the most recent MCAS test, administered in spring of 2011, were made known to students and for many, the outcome was disappointing. For students as well as parents and administrators, Mt. Greylock's failure to meet certain performance targets established by Massachusetts' federal No Child Left Behind Act was a bad sign. Although Mt. Greylock's scores in the English MCAS improved and passed the state requirements with flying colors, the school failed to make the improvement range and the passing rate in mathematics, placing Mt. Greylock into the corrective action category to improve test scores. While being in the corrective action category is not a desirable place for any school, Mt. Greylock is not alone. In Massachusetts, 64 percent of the public schools have been designated for improvement, corrective action, or restructuring in an attempt to raise scores. And Mt. Greylock was not the only school that failed to make the performance targets: incredibly, 82 percent of state schools and 91 percent of

school districts failed as well.

But the news is not all bad. While Mt. Greylock has areas in the MCAS tests it needs to work on improving, scores for the standardized tests taken primarily by college bound students are above the state and national levels. The highest possible ACT score is a 36. In 2011, the national average was a 21.1. While the Massachusetts average was above the national with a 24.2, Mt. Greylock was the highest with a 25.2.

SAT scores stacked similarly in 2011. The highest SAT score possible is a 2400 and the national average in 2011 was a 1500. As with the ACTs, Massachusetts beat the national average with a 1549, and Mt. Greylock came in first with a 1662. The scores for Mt. Greylock are consistently higher than those for the state and national scores: this speaks well to how Mt. Greylock prepares its students for ACT and SAT testing.

The New England Math League tests draw students who are enthusiastic about math: these students love the challenges of figuring out the answer to complicated math questions. Mt. Greylock is among the more relaxed schools when it comes to the Math League: it does not have official Math Clubs or ways for students to "study" for the Math League tests. Taking into account this lack of strictly disciplined preparation for the tests, Mt. Greylock does surprisingly well. In the January 2012 report, out of the top 27 cumulative high scoring schools, Mt. Greylock is in sixteenth place. When only the public schools are counted from this list, Mt. Greylock comes in fifth

out of thirteen schools. The four public schools ahead of Mt. Greylock have nearly twice the number of students, and three of the four have Math clubs or teams to practice and compete in the tests. However, in Berkshire County, Mt. Greylock consistently scores lower than only the Berkshire school (a private school which has a class centered around the test).

Overall, Mt. Greylock does well on standardized tests that are not mandatory. In the Math League, considering that the students are not rigorously prepared for the tests, Mt. Greylock scores very high. On the ACTs and the SATs, Mt. Greylock places above both the Massachusetts average and the national average. The MCAS, the only required tests, seems to be where Mt. Greylock most needs to concentrate improvement efforts. The message is fairly clear: While Mt. Greylock students are above the state and national level in many areas, there is still room for improvement. ■■

1 in 650

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A: In ninth grade I was in a band with Mike Munzer, Ben Kobrin and Jordan Rancourt, but that's it. I'm actually pretty shy about it all.

Q: So until this year, not many people knew that you were a musician?

A: That's correct.

Q: What do people say when they hear your music?

A: People usually say they didn't believe it was me singing at first, but then they think it's good.

Q: If you could duet with any famous person who would it be?

A: Either with Eddie Vedder because Pearl Jam is awesome, or with some rapper so I could sing the chorus, or with T-Swift (Taylor Swift), because she's a cutie.

Q: How do you feel when you sing?

A: I don't really get nervous. I just get an adrenaline rush when I perform in front of people.

Q: What are some of your plans for the future and how do they involve your music?

A: I plan on going to either UVM or St. Michael's next year, and I will probably study music. After that I want to go to Berklee College of Music for graduate school and major in film scoring. I think it would be really fun to pick and create music and sounds for movies.

Q: Wow, that's a pretty detailed plan! So what are your other interests besides music?

A: I like to play football and basketball with my friends, and I usually ski, but not too much this year.

Q: So before we wrap this up is there anything you want to say to your fans? Any shout outs or things you would like people to know?

A: Spread the word! And I'd like to shout out to the Union Boys.

Q: Alright, final question: if you could have any super power, what would it be and what would you do with it?

A: My super power would be the power to manipulate time however I wanted. I would pause, rewind, fast-forward and all that good stuff.

Make sure to check out Cooper's music on Facebook!

Interview has been edited and condensed. To nominate a student for 1 in 650, please contact the editors at mountgreylockecho@gmail.com. ■■

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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España

By ALINA FEIN & GRACE SINGLETON

When we heard about the opening of the newest addition to the local culinary landscape, we embarked on our visit enthusiastically anticipating the opportunity to sample “tapas” for the first time. These famous Spanish appetizers sparked our interest and taste buds immediately, largely because they enabled us to sample a variety of small portions of Spanish cuisine rather than one more filling entree. With this in mind, we rounded up a group of seven dancers accompany us on this gustatory adventure.

Although we were not at all familiar with this restaurant, we went in with high expectations. España is owned and operated by the Lopez family, the same clan responsible for acclaimed local favorite Coyote Flaco. Although the two restaurants share owners and enticingly exotic Spanish names, the two menus are not at all identical. Coyote Flaco serves Mexican cuisine, such as quesadillas, burritos, and enchiladas, while España features dishes whose roots trace back to Spain.

Intent on sampling as much of the menu as possible, our group elected to order the entire first page, so that we could sample all of the different tapas. As we waited for our array of dishes to arrive, our group soaked in the dining area’s dually cozy and festive atmosphere. Both the red- and gold-painted walls and the flickering candles brightened the intimately sized space which seemed to hold the majority of the restaurant’s seating. The middle of the section housed a more

dimly lit bar area for older customers (as in those over 21). Our fellow patrons appeared as relaxed as we were and almost as festive.

Our good spirits only increased with the emergence of our tapas, which arrived at our table in three-tiered tray displays. The plates featured a wide range of ingredients and textures. Some of the tastes were relatively familiar, such as the compilation of mushrooms and the peppers stuffed with a cheese filling. Others, like the chorizos (Spanish sausages) and the cod croquettes (most comparable to fish sticks that taste delicious and are made with real fish), represented a decidedly more exotic palate. Other tapas surprised us with their take on ingredients that sometimes seem locked in to a recipe role: case in point, snails that were not swimming in butter or in their shells as they would be when served as the French escargot.

Our evening at España concluded with our impulsive decision to order dessert. The dessert menu yielded a delicious looking array of options, and members of our party opted to try flan, a traditional Spanish custard dessert, and a Spanish cream cake. Both dishes came with fresh fruit and were deemed the perfect way to end our night of exciting new flavors. Our group left satisfied with such a successful ethnic food experience, and already we could not wait to return to order some of the entrees offered on the menu. ■■

DIRECTED STUDY

By PEARL SUTTER

Last year, during the second semester of the 2010-2011 school year, Mt. Greylock students were introduced to a study hall during the day called directed study. Even though this is a designated time for students to do homework, recently there has been dispute about what directed study should include and the current usage of this time by students and teachers.

The idea of a study hall during the school day was first discussed by the Student Council a couple of months before it went into effect last year. The schedule was rearranged so that two minutes were subtracted from each class period and the break between periods two and three was shortened. Directed study is situated after period three and lasts 26 minutes. Sophomore Aaron Ziemer said, “the two minutes lost at the end of every class is valuable time when put together for a work period. It is a good chunk of time to get work done.”

Many students find directed study very helpful during the school day. Sophomore Stephen Jayko said, “[Directed study] gives me a good time to do my homework so I do not have as much to do when I get home.” Senior Mary Laidlaw agrees. She said that it “not only gives a controlled environment for working, but also gives a break from constant learning.” For athletes such as senior runner and skier Matt Cheung, juggling athletics and homework is a challenge. “It can be difficult to complete all of my assignments when I spend two or three hours after school practicing. I can’t even begin my homework until 5:30, so I’m often up late studying. Directed study allows me to begin my work so I have less to do on any given night,” he said. Junior Eve Cleghorn said that di-

rected study helps to relieve pressure before an upcoming test by giving her thirty minutes to look over material before the test.

However, there are restrictions concerning directed study that cause mixed opinions from the Mt. Greylock community. Some students do not agree with the strict rules surrounding this study time (that students are not allowed to leave their directed study location under any circumstance). Ziemer especially dislikes the limitations. “The restrictions are problematic. I think if we remove the restrictions and limitations surrounding directed study, more people would get more work done.” Sophomore Steven O’Brien does not like that there are certain forbidden actions. He said, “I think directed study would be better without the requirement that you must either be doing homework or reading a book. If I want to play a silent game with a friend or listen quietly to music, I should be able to, because it is my time to use.”

Other students think that directed study is not strict enough. Sophomore Derek Wood said, “I think that the rules forbidding talking, phones, and games should be enforced more than they have been, because it forces kids to get work done.” He does not think that these actions should be an option in a study hall because they distract kids from work, and directed study becomes pointless when no work gets done.

Teachers have slightly different takes on directed study than students. Math teacher Patrick Stanton said, “Directed study is a fantastic thing for students to

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COMMUNITY/SPORTS

DIRECTED STUDY

Continued from Page 3.

enjoy because it allows them to either take a break or get work done at school rather than having to bring it all home, especially because so many students are so busy after school." Mathew Fisher agrees that this study time is very valuable for students. "A day without breaks makes a student tired," he said, "and when students are tired, they do not perform at their best all the time."

Directed study is not only a useful time for students to complete their homework, but it is also a great time for clubs and organizations to meet. Recently, because so many clubs have been meeting, the administration has required all attendees to be given a pass allowing them to leave class during this time.

Sophomore Caleb Raymond explained that "allowing groups to meeting during directed study raises attendance because when clubs met after school there are always sports or something else that conflicts." Mathew Fisher agrees and adds, "a school environment without clubs would not be a fun school to go to."

There have also been questions centered around how to improve the productivity directed study. Stanton said, "Directed study needs to develop so that

students can move to different classrooms to get certain help because then students can be more productive. So instead of a student struggling with their math homework during all of this study time, he or she could go to his or her math teacher for help." O'Brien believes that "if technology were more available to us during directed study, those people who need a computer could use one and not have to wait for a day when they are in the library."

"A day without breaks makes a student tired, and when students are tired, they do not perform at their best all the time."

Many opinions exist concerning directed study. Teachers disagree about how closely rules should be followed. Some students want it to be longer and others want such a period to disappear. "Students use the time given to do anything from drawing to reading and from sleeping to playing games," said Laid-

law. Regardless, most agree that the period should not be disposed of. As Stanton said, "it provides time for kids to take a break, because even if they are not doing homework, they are doing something that helps them." Mathew Fisher agrees that directed study is important and should stay in place. "Students have no shortage of work and directed study is a perfect time to get it all done." Hopefully, directed study can be modified so that it can continue to be useful and become even more productive. ■■

CANS, COATS AND CRITTER COMFORTS

By WILL WALTER

During the annual JCL Convention, the idea for the CCC drive sprang into Katelyn Marchand's head. "I came up with the idea at the annual JCL convention when I saw that schools could partake in a community service project," said Marchand. "I thought that it would be a good idea for our school to get involved in a project, as well." And that's how the CCC Drive was created.

The three Cs stand for cans, coats and 'critter comforts.' The cans range from canned soups and vegetables to canned pineapple and other canned fruits. They will be donated to the local Lanesborough and Williamstown food pantries, where they are always greatly appreciated. The CCC also brought in coats of all different sizes. After being washed, they will be given to Goodwill, an organization that sells clothes and games inexpensively and donates profits to homeless shelters. The critter comforts that were collected by the Mt. Greylock JCL included all sorts of pet accessories, from leashes and toys to pet food. Pearl Sutter, a Mt. Greylock JCL member, described this category as "really anything having to do with pets that you can think of." The pet items are being donated to the Berkshire Humane Society, which helps out all kinds of animals in need. The drive started on January 16 and ended on February 12.

The CCC drive was not just limited to the high school. The JCL also helped to put together a drive at the Lanesborough Elementary School and simultaneously co-

sponsored a drive at the Williamstown Elementary School. So the drive turned into a mini competition within the Greylock School District to see which school could collect the most items. The winner of the contest would win a prize of some sort. By this end of the drive, hundreds of cans and other items were collected. Mt. Greylock was able to collect over 120 items. The kids at Williamstown Elementary collected over 600 canned goods and donated them to the Williamstown food pantry, in conjunction with the Mt. Greylock JCL. Unfortunately, the collectors haven't gotten to Lanesborough Elementary yet, so the number of cans collected there remains unknown. Since each school did such a great job, the JCL has decided to give each school a bordered certificate congratulating them on their achievement.

Overall, the first annual CCC Drive turned out to be a huge success, collecting over 700 items for local charities across Berkshire County. When asked about the experience, Katelyn Marchand gave a positive response: "It was very rewarding to collect the items from the schools and to donate to Goodwill, the Berkshire Humane Society and the Lanesborough and Williamstown food pantries." She then added that she would like to make this drive "an annual thing," and she is "definitely going to try to do it next year." With the way this year's drive went, there is certainly a good chance that the CCC Drive will be back in years to come. ■■

BOYS BASKETBALL: TURNING THE TABLES

By ALEX WHITE

Four wins and sixteen losses. That was the Mount Greylock Boys Basketball Team's record last year. This year, sixteen wins and five losses and the team has made it to the tournament for the first time in four years. There are the obvious additions of sophomore forward Tyrell Thomas and Coach Thistle, who have both played major roles in the team's turnaround. Perhaps the biggest contributor to the team; however, has not been a certain person but rather a change in mentality. "Coach Thistle has come in here and engrained upon us the idea of playing for our teammates around us instead of playing for individual glory," said junior captain Nathan Majumder, last year's leading scorer.

In their last regular season against perennial county powerhouse, Lee, everything gained from the season seemed to culminate in a 33 point fourth-quarter explosion. Instead of a single player trying to lead the comeback by himself, as it would have been last year, several players contributed to the effort. Junior center Tyler Picard battled away down low at the Lee big men and soon enough began to break through with some big baskets. As a result, shooters Thomas, Hank Barrett, and Avery Cunningham were left open on the perimeter. Thomas scored 13 of his 19 points in the fourth quarter, Barrett hit six of six foul shots, and Cunningham hit two huge three-pointers down the stretch, just as he has been all year. This type of comeback last year would have been almost unthinkable as players often found themselves going through the motions and accepting a loss instead of challenging their opponent all the way to the end.



Photo: Nick Bologna

The Boys Basketball Team gathers on the court before the team's last game of the regular season, versus Lee.

The four and sixteen team from last year was also riddled with losses as a result of injury and academic ineligibility. This year, Coach Thistle has held the players' well being closely in hand, knowing when to take a step back and give the team a break.

With a first round victory over 11 seed

Granby, the Mounties move on to face the two seed, New Leadership, on March 2nd.

Coach Thistle's goals for the year from the start were to first win their first game of the year, next make it to the tournament, and finally get a first-round home game.

With all of these accomplished, Coach Thistle is now just stressing the importance of playing one possession, one quarter at a time and staying by the team first attitude that has been their mantra all year. "I believe that putting the team first equals attitude plus effort plus enthusiasm. The goal is to create a family environment and the only way to accomplish that is to learn about your teammates, work hard, and keep your head up. I'm incredibly blessed to have such a great group of hardworking boys who have really committed to this attitude, and it has paid off," said Thistle.

"For me," said Barrett, "the major difference between this year and past years is just the level of communication that goes on both on and off the court. We encourage each other, pick each other up, but also let each other know what we need to improve on." Thistle echoed these thoughts in an interview. He said he has emphasized pre and post game communication all year and has made the boys talk constantly on defense in order to improve court awareness.

Communication, attitude, effort, enthusiasm. These are all words that, in past years, seemed to have been painfully vacant from the game plan. The Greylock boys; however, have seamlessly worked in these values this year on their way from going from a group of talented individuals to a family.

The next issue of The Greylock Echo will feature a full recap of all Greylock winter sports seasons, including Boys Basketball, Girls Swimming and both Boys and Girls Nordic Skiing. -Ed. ■■

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NORDIC SKIING

BOYS

By ERIC HIRSCH

As the winter sports season wraps up, many skiers will have dealt with this year's lack of snow. While recapping the season, the Greylock Boys Nordic Ski Team will ask themselves a number of questions. Can a team improve with minimal amounts of snowfall? Can practices be productive and fun? Can the same amount of success be achieved as other years? The answers, yes, yes, and yes. Senior captain Luke Costley said, "I am very proud of the team's attitude. These kinds of winters really test a team's backbone." It was a test that Greylock's boys have dealt with well as many members of the team are looking forward to the state race at Prospect Mountain. As regulars on Prospect's trails and slopes, they will have a slight 'home-field' advantage entering their state title.

Heading into states, Greylock was rid-

ing on an undefeated season. While the lack of snowfall may have interfered with the Berkshire County races, it did not stop many of Greylock's skiers from traveling across New England to compete in regional races. As a result, the team was ready for some tougher competition in the state race. "I was confident in our team's ability to ski well and put up a great showing," said senior Josh Harrington. The Greylock team was led by a strong class of seniors looking to impress in their last high school state race. The boys swept the state, placing all eight skiers in the top twenty. It was an excellent finish to a difficult yet successful year for the Mt. Greylock Boys Nordic Ski team. At least, the boys can now remember the winter of 2011-2012 not as the year when it never snowed, but as another year they successfully defended their state title. ■■

Greylock boys Will Kirby and Logan Wilson rush off the start line in a league race at Berkshire East.

Photo: Tamara Hitchcock



Photo: Tamara Hitchcock

Junior Stephanie Adamczyk has been an integral part of the girls ski team this season.

GIRLS

By JAKE FOEHL

It was been a year to forget for nordic skiers and winter lovers everywhere. A lack of serious snowfall confined the Mt. Greylock Girls Nordic Ski Team to mostly 'dryland' training throughout the year. Even Prospect Mountain, normally a haven to Nordic skiers, suffered, forcing ski teams across Berkshire county to settle for downhill ski areas. Through the whole season, the Mt. Greylock girls practiced at Jiminy Peak on Saturday mornings, or at least those who were willing to wake up before the sun rose. The experience on alpine hills actually proved useful, however, when three of the four league races this year were under the lights of Berkshire East.

"It was difficult this year to stay positive," said senior captain Laura Nolan, "But the coaches have done a good job of keeping the season creative and fun." In order to take a break from just running every day, the Greylock coaches threw in workouts such as obstacle courses and tennis ball biathlons. Although the team had no trouble having fun this year, their unusual training regiment has had its consequences. Said Nolan, "Not be-

ing able to ski affected our strength as well as our technique. We were able to get on roller skis, but that just isn't the same."

Even if the Greylock girls skiers were affected by the minimal snowfall, they did not show it. The girls team continued to dominate Berkshire County. Nolan, along with fellow senior Mackenzie Hitchcock, were regulars on the podium this year. The girls team also benefited from strong performances by Kat Chenail, Stephanie Adamczyk and Alexandra DeVeaux. March second was the date for the State Championship race at Prospect, which finally received a blessing of snow. The Greylock girls went in as the four time defending champ, but not as an overwhelming favorite. "We're definitely looking at this race as an opportunity to win a fifth straight, but we also know that there will be some tough competition," commented Nolan before the race. The girls had a successful showing at the state race, winning their fifth championship in a row. They were satisfied, but the team and seniors were mostly just happy to end the season on real snow. ■■

AN INTERVIEW WITH KATYA DANYLUK

By BEN KRANT

Katya Danyluk is a senior at Mt. Greylock and a member of a less-publicized team: the swim team. For swimming, Greylock is in a co-op with Hoosac Valley, Drury and McCann, under name of Hoosac. We sat down with Katya to find out about her swimming experiences and passion for the sport.

Q: When did you first begin to swim?
A: I first began to swim around age three. That's when I took my first lessons.
Q: What's your favorite part about the swimming experience as a whole?
A: I just love being in the water. It's a feeling like nothing else. Oh, and the exercise is a great thing. You can't beat that.
Q: How have you enjoyed the high-school swimming experience?
A: I've loved it. The team is very interesting because everyone is from different schools. I've been on the team for two years and even joining late, I easily fit in. I had no former knowledge of the teammates, but it didn't matter because everyone on the team

is so kind.
Q: How was this senior season?
A: We had a great season! Winning the championship was a great way to end it. We swim in a sort of 'round robin' format against many teams in the region. And your wins and losses determine and who you will face your final meet. We faced Mount Anthony and came away with the win!
Q: What events do you swim in?
A: I swim the 200 and 400 freestyle relay, the 200 freestyle, and the 200 IM (independent medley) relay.
Q: Can you recall one fond memory or special achievement in a meet?
A: My first race when I was put in the 200 freestyle. I didn't come in last!
Q: What are your plans for continuing your swimming career? Recreationally? College? University?
A: I just want to swim recreationally. No team could ever be the same as this one.
Interview has been edited and condensed. ■■



Photo courtesy of Katya Danyluk

Katya Danyluk swims freestyle in a meet versus Taconic this season.

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Where's the Snow?

By EVELYN MAHON

Love it or hate it, everyone has to agree: there's been very little snow this winter. Usually by March, there has been at least a few snow days, with some really bad storms mixed in among them. This year, the snow has decided to tease us, giving us a snow day just as the winter sports season ends. In January and February, usually the coldest, snowiest, greyest months of the year, the snow only fell in drifts here and there. Some flurries seemed promising, but in every case all snow coverage disappeared within a day or so. "It's always frustrating to come outside to snow and have it gone by the end of school," said cross-country skier Josh Harrington. "It's like three months of November." Another nordic skier, Logan Wilson, agrees. "It's been pretty big on the season. We rely on all-natural snow, and the MIAA requires that we have at least four races, and we weren't sure if we were going to be able to get all four in. Usually we're out there skiing everyday, but this year it's more like an extended cross-country running season." Wilson reported that the nordic ski teams have been going to Berkshire East for races, because this downhill resort is the only local place with snow that will hold a race. Nordic Skiing is probably one of the most weather-dependent high school sports.

The lack of snow has less on an effect on downhill skiers, but an effect nonetheless. Miranda Bucky, an alpine skier, said, "Since they make the snow [at Jiminy Peak], it's not much of an issue, although it does cost a lot of money and after having such a great year last year, this year was kind of a disappointment." However, the artificial snow does have its drawbacks. "It's too sticky. You hit a patch of it and you fall."

Well, that sounds annoying, but why is this happening? Why have the good people of Berkshire County been so cruelly denied the childish romping in the snow, the cocoa with an equal amount of marshmallows,



Photo: Jonah Majumder

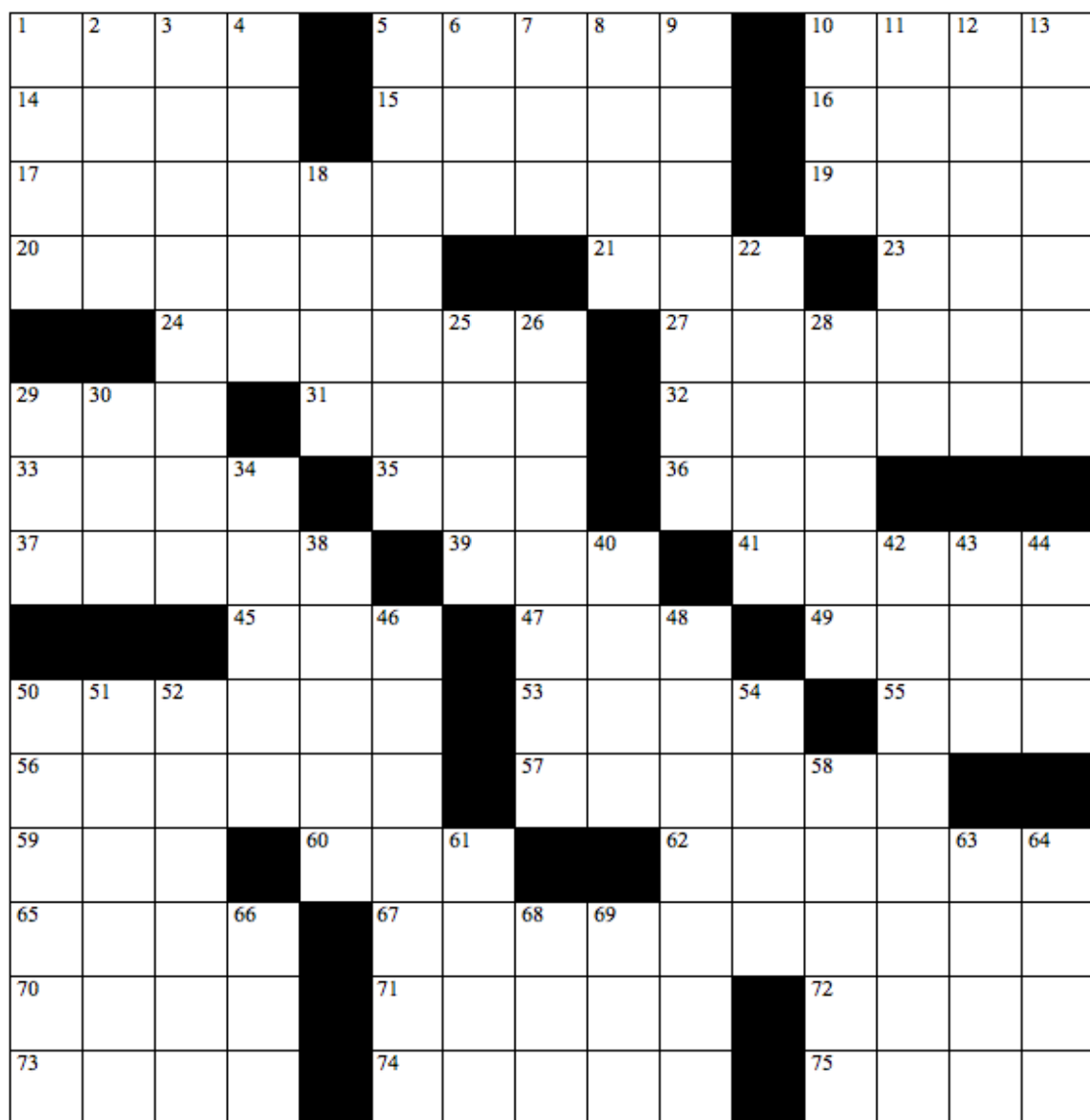
It was not until the first day of March that snow could be seen covering the grounds surrounding Mt. Greylock.

the whimsical sledding injuries? Blair Dils, staff member at GSD (the commonly used acronym for the popular weather report Greylock Snow Day), has a bit more insight into this matter. "It's a little complicated, but the main cause for snowstorms a big, high pressure mass of cold air over Canada that typically sinks down into the United States. When this happens, the jet stream changes." For some reason, this just hasn't happened this winter. Dils explained, "In order to get storms, you have to have a nice big 'U' in the jet stream. Storms come from, say, the Pacific Northwest, then dip down and pick up moisture from the Gulf of Mexico, and shoot up the coast. That's what was happening all winter last year. We were getting storms that developed out of that. Because the high pressure hasn't bumped down and created that 'U' shape, we're just getting these small storms, these 'Alberta Clippers' that are just shooting straight across the country." Dils also pointed out, "There's been very little moisture in any of the storms. It's been an exceptionally warm and dry winter." As for snow days, Dils is hopeful. "It's just the law of averages. We had that storm at the end of October, and you'd think there's going to be at least something happening sometime in March." He recalled that the "Storm of the Century" back in '91 was actually a mid-March snow storm.

Dils's prediction proved accurate when the snow began to fall on February 29 and continued to March 1. The Berkshires were finally hit with a sizable snow storm, and the snow day, our first, was certainly long-awaited. With this late storm, the ski teams will most likely race closer to home, and the staff at GSD will have a little more to work with. Whether this storm foreshadows a series of overdue snowstorms or will be the only one this winter, we will have to wait to find out. Regardless, this winter will be remembered as an unusually snowless one for years to come. ■

CROSSWORD: "TURN TWO"

By BLAIR DILS



ACROSS

1. Krakauer's "___ the Wild"
5. Jetsons' dog
10. Fume
14. Comic ___ McDonald
15. Skin ailment pityriasis ___
16. "No prob"
- *17. "Peace-keeping missile," for example
19. North Carolina college
20. [giggle]
21. Rave drug
23. Spazzy, for short
24. Like many swimsuit models
27. Mara of "Girl with the Dragon Tattoo"
29. Mortgagor concern, for short
31. Coyote Flaco offering
- *32. Tricky turn
33. Villanelle, for one
35. Fox News's Dobbs
36. And other things, commonly
37. Beg
39. 64 oz. make 4
41. Transmission expert
45. Jrs. in first-year dorms, often
47. Blue
49. Iranian currency
- *50. Party no-no (with salsa)
53. Take home the bacon
55. TV's The Science Guy
56. "The Iceman Cometh" playwright
57. The Decembrists' "Here I ___ I Was an Architect"
59. Kurosawa film based on "King Lear"
60. Small bark
62. Burglary, arson, etc.
65. George ____, potato chip inventor
- *67. Mouse action
70. Mystique
71. Start of child's choosing method
72. Put in the small blind
73. Hades' river
74. Meteorologist's tool
75. Away preceder

2. "Fat chance"
- *3. Hotel chain
4. Nebraska city
5. Manchester United rival
6. Sponge (up)
7. "Wasteland" poet monogram
8. Blogger commentaries, often
9. Iowa symbol
10. Williamstown to Hartford, briefly
11. University closed by Hurricane Katrina in 2005
12. Wastes (away)
13. Company with a red-haired, pig-tailed girl in its logo
18. Prince Edward, Duke of ___
22. ___ Rica
25. Sub-discipline of bio
26. Hit a two-bagger...and a clue for the starred answers in this puzzle
28. Statuette of a knight holding a sword standing on a five-spoked reel
29. 1 of almost 25 billion downloads at iTunes
30. Romney, for ex.
34. ___ Gras
38. "The ___ Show"
40. Fly
- *42. Chewing gum
43. Tiny island
44. World Cup cheer
46. Film editor of old
48. Tow truck
50. ___ Society (provides clothing for the poor)
51. Where some are stuck
52. Destitution
54. Tattletale, slangily
58. Kunis and Hermanovsky
61. Kind of bargain
63. Plasm starter
64. Distort
66. 2012 Supporting Role nominee von Sydow
68. Ill. neighbor
69. Ethan Hunt's org.

DOWN

1. Org.