

ICLE VISITS GREYLOCK

By KATELIN MARCHAND

On December 12 through 14, 2012, Dr. Erika Tate, a representative from the International Center for Leadership in Education (ICLE), came to Mt. Greylock to evaluate the use of technology in the science department. While she was at Mt. Greylock, she toured the facilities and met with teachers, students, parents, school committee members and recent alumni.

This evaluation was carried out in preparation for the upcoming review of Mt. Greylock by the New England Association of Schools and Colleges (NEASC). NEASC evaluates schools at regular intervals, and the last time the science department was evaluated was in the early 2000s. As a result of that evaluation, Mt. Greylock was issued a warning due to the conditions of the lab facilities. This meant that if the science facilities did not improve, NEASC would put Mt. Greylock on probation. "NEASC wants to see improvements," said superintendent Dr. Rose Ellis, "and that is the reason I asked ICLE to evaluate the science department: so we can receive suggestions on how to meet the standards set by the Massachusetts science frameworks."

While Dr. Tate was evaluating the science department, she took into consideration the following factors: written curriculum, safety of labs, use of technology, structure, and the external support Mt. Greylock receives from MCLA and Williams College. Dr. Tate met with twelve students from grades eleven and twelve, and then with two groups of twelve students who were in grades seven, eight, nine and ten. In these focus groups, Tate asked questions pertaining to the use of technology in the classroom, types of projects, labs and the teaching techniques of instructors.

Continued on Page 3.

CRACKING DOWN ON NUTRITION

By MIRANDA DILS

Over the course of the first semester, students, teachers, administrators and cafeteria workers have been affected by new policies regarding food in school. Although several changes occurred during the latter part of last year, even stricter reforms were implemented this year in compliance with the Massachusetts Nutrition Bill, which went into effect on August 1, 2012. The goal of this bill is to provide students at public schools with healthy food and beverage options, allowing them to become more aware of what they are eating and foster healthier habits. At Mt. Greylock, however, the changes haven't gone without notice, and they have played a large role in and out of the cafeteria.

Any food provided by the cafeteria must now follow a set of nutrition standards. Pasta and bread must be made with whole wheat and a maximum of four ounces of protein. Also, all foods must have no trans fat and less than 35% of their total calories can come from fat. The same rule applies for sugar. The salt requirement states that food items should have less than 200 milligrams. In an extensive list of all the new regulations, specific standards are laid out for juice, milk, water, caffeine and artificial sweeteners. Although the cafeteria staff feels that healthy eating is important, some of the changes have been abrupt and have caused more work in making sure all of the food served is up to the Massachusetts standards.

In December, students could no longer buy cookies at the dessert window. The cookies that had previously been sold did not meet the requirements, said Judy Richardson, cafeteria manager. She had difficulty finding an acceptable cookie, as companies had not yet caught up with the new standards. Now, cookies are back, and

students are glad to see the return of this staple treat. Brady Foehl, a seventh grader, remarked that "they're pretty small and taste a little different." Although Foehl feels their price remains fitting, questions have arisen among students about why the cookies are the same price even though they are now smaller.

Several regulations regarding food provided outside of the cafeteria also came into play during the holiday season. The candy cane fundraiser, annually run by the student council, sparked debate within the administration. Technically, nothing is allowed to be sold within thirty minutes of the beginning and end of the school day which does not comply with the nutrition standards. Dr. Kurty agreed to permit the student council to sell messages at lunches and then hand out the candy canes at the end of the day, but the student council was forced to modify its time-honored tradition of delivering candy canes during first period. Classroom parties with food were also banned, and teachers can no longer give out food in the classrooms that does not meet the requirements.

Senior Alexa Adams thinks that "the new policies [in the classroom] are unnecessary." She said, "I don't really think that teachers giving out food in their classrooms is a problem, since at our school, it typically only happens once in a while."

Even though these are the strictest policies Greylock has seen, and some complain about the new standards, students do not seem to have been affected seriously. About the same number of people as before the implementation of these policies are buying lunch every day. And so while faculty and students adjust to the changes in the cafeteria and classroom, most can still enjoy the healthy nutritional options. ■■

1 in 650: An Interview with Arianna Bashara

By EMILY KAEGI



Photo: Aaron Ziemer

On January 18th and 19th, Mt. Greylock senior Arianna Bashara performed in *The Marriage of Figaro*, put on by Williams College. Most students see Arianna act in the high school plays and musicals, but what they don't know is that she balances things like operas on top of her school work, social life and rehearsals. We sat down with Arianna just days before her performance, and she was kind enough to sacrifice some voice capacity to talk about her experiences and what music means to her.

Echo: So how did you get a role in the opera?

Arianna: I am taking voice lessons with Keith Kibler and have been for about three years. We were working on a piece from *The Marriage of Figaro* and he said he wanted me to sing the piece to see how it would sound. After he heard it he said he wanted me to have the part in the show.

Echo: What role do you play?

Arianna: I'm Barbarina. She's a very promiscuous character. She's a servant girl and the daughter of the gardener. Everyone in the opera is paired up, and her partner is Cherubino, who is the page boy. They are about thirteen to fourteen years old, so they are the two youngest characters in the show. It is one of the smaller roles, but she has one of the most well known arias called "L'ho perduta," at the start of Act 4. We are only performing Acts 2 and 4, but we've set it up so the audience can figure out the gaps. We also have the two main finales which sum everything up.

Echo: What is it like working with Williams students?

Arianna: It's really, really exciting because I'm not just working with Williams students, I'm also working with people who have done professional operas before. They have so much experience and a vast knowledge of music and operas. I've never had much experience except singing different kinds. Being able to work with

Continued on Page 2.

ADMINISTRATION ANNOUNCES ARISE AWARD RECIPIENTS

By PEARL SUTTER

For the past couple years, students at Mt. Greylock have started to accept the 'Greylock Way,' known by the acronym ARISE (Accountability, Respect, Integrity, Stewardship, and Excellence). It is intended to influence how students act and treat others at Greylock. Recently twelve students (two from each grade) and two faculty members were recognized for their exemplary exhibition of the ARISE principles.

Congratulations to award recipients Aleya Cappadona and Russel Gates (7), Crow Brennan and Duffy Martin (8), Molly Wilson and Tyler Rathbun (9), Jaclyn Knysh and Ian Greenhalgh (10), Rosemarie Mele and Harrison Dilthy (11), Allison Tremblay and Blake Sherman (12), and Patsy Worley and PJ Pannescio!

These students and faculty were selected by the Greylock staff for following the Greylock Way. During this year's selection process, teachers chose students or faculty members they believed truly embraced and demonstrated the Greylock Way. Then, the school's administrators met to choose from the collection of nominees. Two students from each grade were selected, a male and a female, along with two faculty members. There will be two rounds of selection per year, once during quarter one

and another during quarter three. Both the names of the recipients and brief explanations of the reasons for their selection are displayed on the mural outside of the principal's office. Principal Dr. Jack Kurty asked Ms. Green and the National Honor Society to paint this mural because "It will serve as a constant reminder of what we are watching for and what Mount Greylock expects from both its students and faculty," he said.

The ARISE initiative was started a few years ago by Mt. Greylock teachers and administrators to help promote Greylock's mission, which is "to prepare all students to achieve their full potential as learners in an ever-changing world." Over the few years following implementation, ARISE has been altered to fit the growth of the school. Teachers chose the first Greylock Way award winners based on the thought that actions speak louder than words. Because they feel that outstanding behavior should be recognized, the rationale behind a nominated student or faculty member will be made public, and now faculty members can also be chosen.

Dr. Kurty said, "ARISE should have an exclamation point at the end of it because it creates a sense of pride for Greylock, and it helps to call forth our best selves, which is what every school should aim for." ■■



Photo: Aaron Ziemer

The National Honor Society painted a mural to accompany the Greylock Way recipients, names.

DML

Kelsey Hebert explores a recent technological development at Mt. Greylock.

See Page 3.

SUMMER INTERNSHIPS

Will Walter investigates an out-of-this-world experience that has been opened up to Greylock students.

See Page 4.

WILLIAMS INN TAVERN REVIEW

Two of our up and coming writers revive the tradition of writing a restaurant review for the *Echo*.

See Page 6.

Any suggestions for 1 in 650? The Echo welcomes nominations at mountgreylockecho@gmail.com.

A Note from the Editors:

This issue of the Echo marks the annual editorial transition from the leadership of seniors to that of juniors. From this issue on, we will be withdrawing into the position of consulting editors. Our readers can look forward to continued excellence from our direct successors, Zavi Sheldon and Caleb Raymond, along with that of our newly conceived editorial staff. On that note, we would like to express our gratitude to our diligent writers; members of the administration for their cooperation; our advisor Peter Niemeyer for his unwavering dedication and support; and our publisher Eugene Michalenko for his helpfulness and punctuality. Thanks for supporting and reading the Echo!

Sincerely,
Jonah Majumder and Alina Fein

Internet Safety at Mt. Greylock: the SonicWall

By EMILY RUDD

Students at Mount Greylock go online everyday via laptops, phones or iPods and are often blocked by the SonicWall, software designed to control internet content and network security. It prohibits students from entering websites that are considered inappropriate or questionable. Rob Wnuk, technology director at Greylock, says that SonicWall "does most of its work behind the scenes. It acts as our firewall by preventing or granting people [from the outside] access to school systems."

SonicWall is run by the Federal Government and the school administration decides what students can and cannot view. The government created the Children's Internet Protection Act (CIPA), which was made a law in 2000 and constitutional by 2003. This act made it mandatory for K-12 schools and libraries to have internet filters in order to avoid the viewing of harmful or obscene online content by minors. All computers must have some sort of filter on them, and SonicWall accommodates these demands.

Wnuk added that our school pays the SonicWall's online database to automatically ban websites that contain certain questionable material. For example, Greylock mainly prohibits sites that contain violence, racism, intimate apparel or nudism. Other prohibited categories range from weaponry to gambling to drugs. At the same time, the school has the ability to manually permit or restrict a website for educational purposes. Rebecca Green, a biology teacher, operates SonicWall in

this way. If a web page is unattainable, she talks to Wnuk to unblock the site so that she can use it for a class.

Rob Wnuk explains that SonicWall also performs other tasks. He explained that it can "generate activity logs that show bandwidth utilization, intrusion attempts, viral attacks or hacking attempts from the outside world." Similarly, SonicWall can be applied to determine who tries to access a blocked site. The system documents the time and IP of the computer that was used. From that information, Wnuk can then look at server logs to decipher which user was logged in at that particular time. In addition to SonicWall, the school has a filtering software that keeps SPAM and other viruses out of the computers. This makes sure that SPAM stays out of the school's email accounts and prevents viruses from circulating.

Although beneficial and a necessary precaution, the system is not perfect. Sometimes students circumvent the wall, perhaps out of annoyance or frustration, and connect to web pages that aren't supposed to be accessed. Miranda Bucky, a junior, expressed that it doesn't always block sites to the fullest potential, so "procrastination is still possible with SonicWall."

Wnuk understands that SonicWall is not flawless and that sometimes teachers and students are angered by it. But, he explained, "the school has to do its due diligence and make a valid attempt at providing a safe learning environment for everyone." ■■

WANT YOUR VOICE TO BE HEARD?

- Students, write for the Echo
- Business owners, buy advertisement space
- Everyone, write a letter to the editor

Please contact the editors at: mountgreylock-echo@gmail.com

1 in 650

Continued from Page 1.

them, listen to them, see how they perform, has really, really helped me. Even though I don't have one of the biggest roles in the show, it has been a great opportunity to listen to them, watch them, and mimic them and grow myself.

Echo: How much practice time has gone into this production?

Arianna: We've been practicing since the end of the summer. We practiced once or twice a week for three hours, but in the past three weeks we have practiced every single day. Starting January 1st, we practiced every single day for about two hours a night. This past week we have been practicing from 7pm to 11pm.

Echo: How has it been balancing *Oklahoma!* and this opera?

Arianna: It's been really interesting because I go from a full day of school to two hours of musical rehearsal where I'm singing. Since I have the lead, I'm singing a lot more. I have a break to eat dinner and then I go to opera rehearsal and I'm singing the whole night there too. It's been a balancing act especially making sure I don't get sick because if I do get sick it would ruin everything that I'm doing. I've had to find the happy medium between how much I can sing and making sure I really take care of my voice. If I talk too much in school I won't be able to sing at night.

Echo: So this interview probably isn't the best thing...

Arianna: No it's fine! Just in between classes I have to be careful and keep lots of cough drops.

Echo: When did you first become interested in singing?

Arianna: I've been singing since I was two or three. I've always loved singing and I used to take singing lessons when I was a lot younger at BCC. My mom sings. She

never went into it as a career, but I grew up in a house with lots of music. She was always singing and I found that I had a passion for music when I was about ten or eleven. That's when I decided I wanted to go into more depth with it. It has been a huge part of the college process too. I'm sending in singing supplements and music and vocal pieces. Music has become part of who I am.

Echo: So singing is definitely in your future plans?

Arianna: I see it in my future. I don't know if I'll go into it as a career. But, whatever I do or wherever I go, music will definitely be incorporated in my life.

Echo: The final question: if you could replace your arm or hand with anything, what would it be?

Arianna: This is really hard. I'm gonna say a tea cup pig because they are the cutest things on this planet and then I could have it with me wherever I went.

If you missed Arianna's performance in The Marriage of Figaro, don't fret—she will be starring in this year's school musical, Oklahoma!, on March 7-9. ■■

CORRECTION

The Echo would like to acknowledge a mistake made in the December issue of the paper. The article entitled "Spanish Students Venture to New York" indicated that the field trip happened for the first time this year. In fact, the trip on December 7 was not the first, as the trip has been going on for over 15 years.

Also, the Echo would like to make clear that the trip was chaperoned by Senora Fernandez, Senora Kirby and Senorita Vigeant. ■■

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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Les Miserables *Movie Review*

By MIRANDA PARK and NATE TASKIN

Based on Victor Hugo's novel of the same name, *Les Misérables* is about a man, Jean Valjean (Hugh Jackman), who redeems himself after an unfair prison sentence. The musical adaptation of the novel, written and composed by Claude-Michel Schönberg, opened in London in 1985 and came to Broadway in 1987, where it won eight Tony awards. The film adaptation, directed by Tom Hooper (*The King's Speech*, *John Adams*) may be a bit *too* miserable, despite standout numbers at the box office.

All the advertisements have repeated *ad nauseum* the fact that this is the first time the songs have been performed live, rather than lip-synced. This is the film's greatest strength. Many die-hard fans of the musical have complained that the singing is "bad." However, film is visual while musical theater is auditory. If the soundtrack had been recorded months prior to shooting, the resulting performances would have been stale, dull, and lifeless. When Anne Hathaway breaks down during "I Dreamed a Dream," we feel the emotional gut-punch that is her life. The audience can tell which of the actors connect emotionally to their parts, and which ones get so wrapped up in singing on key that they forget that their job is to act.

With that being said, let's focus for a bit on Russell Crowe, who plays the zealous antagonist Javert. The problem with Crowe's acting in this film is the lack thereof. The reason his singing sounds so stiff is because he does not bother to inject any modicum of human emotion into what he says. When your character devotes his life to hunting down someone for stealing a loaf of bread, one would think that you at least should pretend that you care. His two big numbers are delivered with all the emotional intensity of scraping butter over toast. Everytime Crowe appears on screen, his vacant expression sucks any life out of the scene.

The biggest problem with the film is that it ultimately fails as

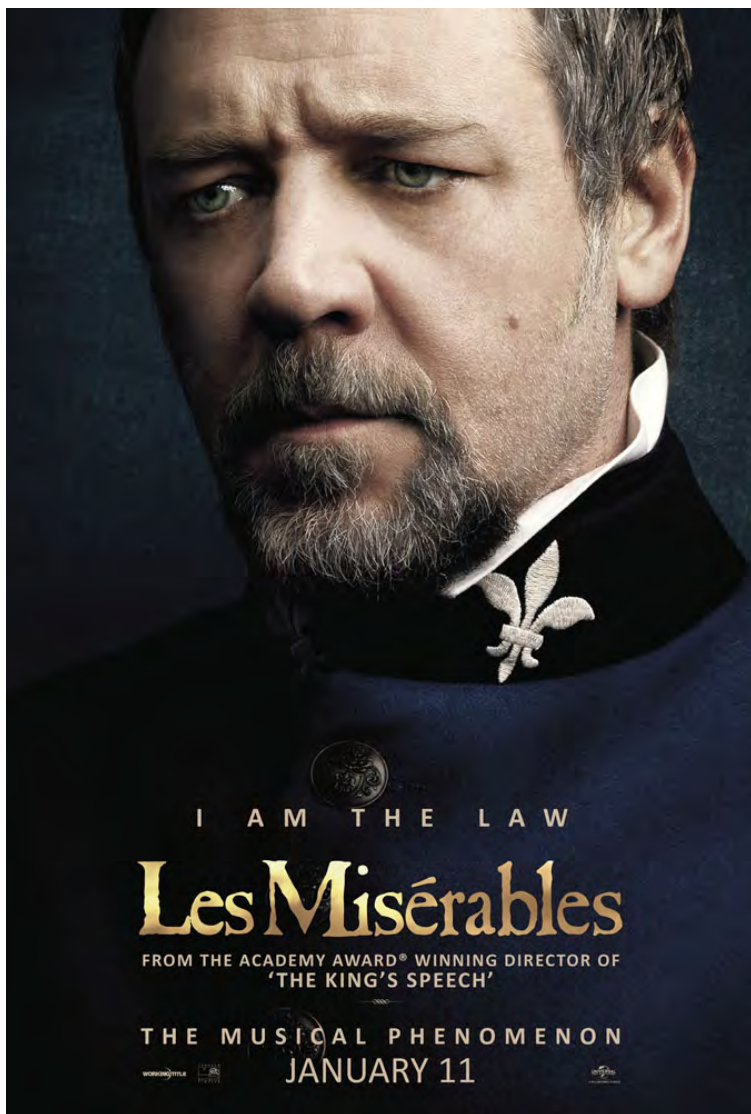


Photo: Echo files

The title of this film translates to "the misérables," which refers to the many boyfriends who will be dragged to see it.

a narrative. The story itself is fine, but Hooper's presentation of it is flawed. Characters are plopped into the middle of their scenes without so much as an establishing shot, creating a sense of disorientation for the viewer. Moreover, the film features some odd choices in cinematography, including uncomfortable close-ups of the actors' faces and inexplicable Dutch angles. Handsome

as he is, not even Hugh Jackman can make rotting false teeth look good.

Despite its noticeable flaws, fans of the musical should ultimately enjoy *Les Misérables*. If you are not familiar with the source material, then most likely you will not make head nor tail of this three hour opera of clutter.

Final Rating: 2.5 Loaves of Bread out of 5. ■■

MIDDLE AND HIGH SCHOOL WINTER CONCERTS

By SOPHIA DASTOLI

On Wednesday, January 9, the music department put on its annual middle school Winter Concert. Performances by the band, chorus, and orchestra students filled the ears of audience members, conducted by Lyndon Moors, Kate Caton and Ouisa Forhaltz, respectively.

The following week, on January 16, the high school put on a

show of their own. Senior cello player Lindsey Wick said: "The concerts are always filled with surprises, and this one was great. The [concert] really showed off the talent from each group." Principal Jack Kurty hosted a reception in the auditorium lobby prior to both concerts which was enjoyed by performers and attendees. ■■



Photo: Aaron Ziemer

Above: Kate Caton and the middle school chorus perform, accompanied by a number of high school musicians.

Below: The musicians of Ouisa Forhaltz's middle school orchestra tune before performing on January 9.



Photo: Aaron Ziemer

ICLE SCIENCE

Continued from Page 1.

In a letter on November 7, NEASC expressed concerns about sixteen specific areas of the lab facilities following its visit to Mt. Greylock in October. Originally, Greylock was supposed to submit a progress report to NEASC by December 1, but since the Massachusetts School Building Authority (MSBA) announced that this year they would not be giving any funds to aid Greylock, NEASC extended the date to mid-January. Without these funds from the MSBA, it will be harder for Greylock to improve the facilities, so NEASC is only expecting small changes on issues with the most concern. On November 14th, some members of the school's subcommittee, along with Dr. Ellis, went to Boston to attend an MSBA board meeting. At the meeting they received helpful feedback on how to improve their funds proposal for next year.

This is not the first time ICLE has reviewed a department at Greylock. Last year the math department was evaluated, and the English department was evaluated prior to that. Ellis has not received feedback from ICLE about the science department, but it should be coming soon. ■■

The Digital Media Learning Lab

By KELSEY HEBERT

In August 2012, a new approach to learning at Mt. Greylock was implemented by Digital Media and Learning Specialist, Richard Scullin. This new learning technique, called the Digital Media and Learning Lab (DML), allows teachers to use the internet and the media in order to enhance their curriculum and students' learning.

The DML, produced by Mr. Scullin based on the thoughts and experiences of a teacher and entrepreneur as well as Mt. Greylock body opinions, is a digital space online for sharing and communicating ideas as well as a space where students and teachers can share ideas on how the digital media will shape 21st century learning. The DML is highly customizable for each teacher's needs in the classroom. Teachers come up with ideas of what they would like to accomplish in their classroom and then find ways, with the help of Mr. Scullin, for digital media to assist their classroom learning.

So far this year, the DML has helped students and teachers to

expand the typical classroom learning. Mrs. Strizzi's eighth grade science class used a presentation tool called Prezi in order to aid them in their study of the Periodic Table of Elements. The students came up with presentations on their element's history and compounds while also making connections to the real world, even building atomic structures of the element. Mrs. Barrett's seventh grade English class used iPads, iPods, cell phones and cameras to record themselves speaking in front of audiences. This digital aspect stemmed from the class's work with a Williams College student on public speaking. The videos created were then hosted on Edmodo, to which many classrooms throughout the school have been introduced. In addition to these, the DML has tested online tools such as Mozilla's Popcorn video editor, Hackasaurus, MIT's AppInventor, Scratch and Raspberry Pi.

"[The DML] offered us the opportunity to leverage digital media as another form of expres-

sion and communication, emphasizing how we will represent ourselves in an increasingly connected and networked world," said Scullin. Scullin uses digital learning to also allow students to reflect on how to act and what to post on an ever changing networked world that is continually driven by social media. Eventually, Scullin hopes to explore how tools such as Twitter, blogs and other social aspects of the internet influence civics, learning, and the community.

The DML doesn't only aid the learning in classrooms but also connects some seemingly non-school related subjects into the classroom. Eith grade history teacher Pat Blackman's Tech Exploratory used games such as Minecraft and Spore to allow students to prove how games can be used for learning. Mt. Greylock students have also done a live chat with New York University's Interactive Telecommunications Program and a MacArthur grantee on and new learning app called OpenPath and also demonstrated to

them the use of a program called Raspberry Pi.

"Education is changing profoundly, and the DML hopes to help guide this project in an intelligent fashion. It all sounds futuristic, but it is already happening and it is directly relevant to Greylock students and their lives," says Scullin. Scullin uses his outside affiliations with the Williams College Experiential Education department, work with metaLAB at Harvard, the Bill and Melinda Gates Foundation, and OpenPath to aid students at Mt. Greylock with their learning.

Scullin also wishes to mention that he is looking to create a student advisory board for the DML which would look to shape how digital media can further be used at Mt. Greylock. Since students are already making decisions about digital media in their lives, it is imperative to have their input on the digital learning experience. Anyone interested in participating should see Mr. Scullin in room W413A or email him at rscullin@mghrs.org. ■■

COMMUNITY

PEER TEAM UNDERGOES DIVERSITY TRAINING

By SAM KLASS

Mt. Greylock is fantastic in many ways, including its academics and athletics, but there is one area in which it is slightly lacking: diversity.

Our school has had trouble with racism in the past. Most upperclassmen remember the white supremacy issue a few years back, with racist comments polluting the hallways here and there. For many, it was offensive and very difficult to listen to. Not only this, but there was also a large Confederate flag and other racial graffiti in the boys' locker room.

Following these incidents, the school took initiative and invited a professional group called the Multicultural BRIDGE program to help initiate a culture change regarding diversity. The Multicultural BRIDGE Cultural Competence program is meant to teach cultural sensitivity and awareness. Many consider it vital for our students to learn the importance of diversity and cultural sensitivity. Originally a small group of students intended to initiate diversity promotion went through the training during BRIDGE's first year at the school. This year, however, Mt. Greylock's Peer Team went through the diversity training and will be using what they learned to implement their own program that opens up exclusively to the middle school.

"Sometime toward the end of last year," said Lisa Jennings, the Peer Team advisor, "Dr. Ellis asked if the Peer Team would be interested in participating in the BRIDGE training during the coming year." The idea was that the Peer Team could "use that training and develop a way to bring it to middle school students."

Senior Peer Team member Alina Fein was a member of the original BRIDGE group and also spoke to Ms. Jennings

about the idea of Peer Team going through the same training. "I knew that the BRIDGE training was very well-intentioned and that the issues we were talking and learning about were important, but I thought that we would really be able to take implementing a change in the school to the next level if the Peer Team were to go through the training as well. I feel that members already have a strong presence as leaders in the school, and the more educated we are, the more we can start integrating what we've learned about diversity and acceptance into the rest of the school," she said.

"Peer Team students are important facilitators of several middle school activities," continued Jennings, "and this initiative to widen the influence of the diversity training seemed to be a good idea and fit. The hope was that other high school students who were part of the initial training might be interested in joining with the Peer Team to deliver a curriculum to 7th graders." The training happened in late November of this year and was led by Gwen Van Sant, who comes from the Multicultural BRIDGE organization.

Even though our school has not been incredibly diverse in the past, Jennings stays positive, saying, "I think that the BRIDGE training was helpful in raising our consciousness and sensitivity to others. We are a community of people with different strengths, weaknesses, and backgrounds."

The lessons which the Peer Team has created are to inform the middle school students about current societal problems. This program for the middle school is planned to be carried out in March of this year and will happen through middle school Exploratory classes. ■■

NASA OFFERS INTERNSHIPS TO HIGH SCHOOL STUDENTS

By WILL WALTER

Have you ever wanted to explore outer space, venture out to the vast unknown or discover if extraterrestrial life really does exist? Well, now is your chance, because NASA is offering internships to high school and college students for this upcoming summer. The internship was originally made for college students, but because of a recent program addition, high school students with a GPA of 2.8 or higher are eligible to apply for up to fifteen positions at all fifteen NASA Centers.

NASA, the National Aeronautics and Space Administration, is the U.S. agen-

option for current high school students in addition to the college program. Current seniors can be accepted to the college internship program as freshmen.

To qualify for the internship, a student must be an American citizen and have a GPA of at least 2.8 on a 4.0 scale. However, the students who generally receive the internships from NASA have GPAs of 3.0 or higher and are at least 16 years old at the start of the internship.

The NASA GSFC, or Goddard Space Flight Center, summer internship program engages interns in applications of

The Goddard Space Flight Center, pictured here, is one of NASA's leading research laboratories. Students who apply for a NASA internship could potentially be working in this iconic space research center.



Photo: Echo files

EL NUEVO CLUB DE ESPAÑÓLES: SPANISH CLUB MAKES SPLASH AT GREYLOCK

By EDWARD GEBARA



Photo: Aaron Ziemer

Students learn to Salsa dance at a recent Spanish club meeting.

Earlier this month at Mt. Greylock, the new Spanish Club, a student run organization, met for the first time. With a strong presence of thirty-five students, the club has the potential to become one of the largest and most popular clubs in the school. According to Ms. Vigeant,

the club's advisor, the club was started "to provide students with something that creates enthusiasm for language learning."

During the first meeting, several students were elected to hold certain offices within the Spanish Club. Junior Archer

cy responsible for the nation's civilian space program and for aeronautics and space research. It is also behind the Apollo moon landings, the Skylab space station and the space shuttle. NASA was created by President Eisenhower in 1958 for creating peaceful research and applications in space research. NASA's mission, as the organization itself says, is to "pioneer the future in space exploration, scientific discovery and aeronautics research." If you are interested in space, this is the program for you.

The NASA internship came to the attention of Dr. Burdick through a mass email sent out to science teachers. He thinks the opportunity would be a worthwhile one, stating: "I think [the internship] would be great for a student with an interest and aptitude for such things." In November of last year, NASA formed a pre-college internship

science, technology, engineering, math (STEM) and other main study subjects in a research based environment at Goddard. Interns learn and apply research protocols related to Earth- and space-systems science, computer science, and engineering and technology. It is crucial for interns to have knowledge of computer applications for all NASA placements.

So, if you are tired of sitting on the couch all day during the scorching hot summer days in the Berkshires and are looking for some out of this world excitement, apply for a NASA high school internship. You never know where it could take you.

If students are interested in the NASA internships and have any further questions, they should contact Katherine Bender by email at Katherine.J.Bender@nasa.gov. ■■

Greenhalgh was elected president, junior Mook Khajornchaisak vice president, freshman Melany Francisco secretary and sophomore Grant Raphael treasurer.

In some of the coming meetings, club members will take part in exciting activities such as Spanish dance lessons (in the Salsa, Bachata and Merengue), American political talks, possible future trips and, of course, lots of tasty foods! Speaking of food, there was an "Iron Chef" showdown at the last meeting, in which students got into groups to compete to make the best salsa. The judges (the teachers) chose the group with the

best salsa. Supposedly, Dr. Kurty was even involved with the selection process.

The club, however, does not focus only on the Spanish culture or the language—it's a social group of students with similar interests and a desire to make an impact on the world. There will be plenty of volunteer and social opportunities within the new Spanish club. Students are hoping to raise money to help people in South American countries by purchasing livestock (through Heifer International) and giving children better educational opportunities. ■■

WRESTLING

By JAKE FOEHL

The Mount Greylock wrestling team looks to continue its winning tradition this season, coming off yet another successful campaign, which resulted in a fourth straight Western Mass title. The team has built a reputation as a perennial power led by head coach Ray Miro. In Berkshire County, wrestling does not have the same number of participants as basketball. Because of this, Greylock co-ops with Hoosac Valley and two other schools; the team still bears the Greylock name however. This year's captains are Ross Jackson from McCann and Mitch Graves from Hoosac Valley. These two seniors, in coalition with the rest of this year's squad, will be tough pressed to extend the Western Mass title streak to five years. Youth and inexperience are two obstacles standing in the way of the Mounties, whose roster boasts only three seniors even when drawing from four schools. Currently Greylock is focusing more on the county title, a trophy that bears their name as champions for the last thirteen years. Although the team has some holes to fill in the higher weight classes, Coach Miro has high expectations for the team as long as the grapplers put in the work and are able to make weight.

That hard work began to show on Wednesday, January 9, when the Monument Spartans rolled into the Mountie dome in a bout that determined first place in the North Division. The youthful mounties looked to get back to their winning ways following a loss to Franklin Tech. They faced an equally young spartan squad whose lineup includes only one senior. Despite Monument's strong reputation, the Mounties soundly defeated the Spartans 46-26, rising up to the largest test they have faced in county this season. With the win, Greylock improved its overall record to 15-3 while maintaining its undefeated record in county, upping it to 3-0. The Greylock captains were able to put the team on their backs with Jackson pinning his opponent and Graves winning by majority decision 14-4. Also helping the cause, Travis Hilchey and David O'Brien both earned wins by way of the pin over their Monument counterparts. Overall, the key win provides the Greylock wrestlers with a major confidence booster as they progress toward the postseason with that fifth straight Western Mass title growing closer toward the Mounties' grasp. ■■

GIRLS SWIMMING

By GRAY KAEGI

Although Mt. Greylock has had heated athletic rivalries with Drury, Hoosac, and McCann in other areas, the four schools have been able to put aside their differences and join together to form a co-op swim team. The team practices at the North Adams YMCA, which is also the site of their home meets. Mt Greylock's Allison Tremblay, a senior, is the team's captain. The other swimmers from Greylock include Abby Tague, Amy Larabee, Elizabeth Bernardy, Emma Whitney and Julia Whitney. After losing key seniors, this year is a building block for the future of the team. The team has a lot of young swimmers with great potential, so they hope to build up strength for years to come. Of the team dynamic, freshman Julia Whitney said, "The team has really gotten close all season. We have swimmers that range from never swam before to swimming since they were four years old. It's a wide range of ability, but everyone supports each other no matter what." If you are looking for an up-and-coming Greylock sports team to support, look no further. This young team looks promising. ■■

Hockey

By JAKE FOEHL and EMILY KAEGI

Photo: Erica Pecor



Senior Eric Leitch weaves in and out of four opposing players on the Belchertown High School squad.

When it comes to hockey, Greylock must call themselves Crusaders rather than Mounties due to their co-op program with McCann Tech and St. Joe. But no matter whose logo the Mountie representatives on the team are boasting, all the players have a drive to be competitive and win in the Berkshire County "Hennessy League." One focal point of this year's team will be senior Andrew Leitch, returning as a top goalie in the county from last year. With a strong presence in net, it will be easier for the Mounties to win by scoring fewer goals. The offense will be a top line, led by Eric Leitch and Derek Remejko, both seniors at Mt. Greylock.

Both Remejko and Eric Leitch had a chance to show off their scoring abilities when St. Joe's faced off at home on January 12 against Wahconah, a perennial power in Berkshire County. This year, reigning Berkshire County MVP Ryan Ouimet leads a star studded Warrior lineup backed by Lane Grogan and Nick Monferret. All three ended the night on the scoresheet with a goal each in what turned out to be a 3-2 Wahconah victory. However, St. Joe (particularly the Mounties on the team) played with a fight most would not have thought they had, prior to the first puck drop. No surprise, it was the keeper that kept St. Joe within striking distance. After the first period ended, with Ouimet and Eric Leitch both scoring goals, Monferret and Grogan added sec-

ond period scores for the warriors, leaving the Crusaders in a 3-1 hole heading into the final period. However the hole could have been much deeper if Andrew Leitch had not been 'standing on his head' for the rest of the game. Remejko was able to draw the Mounties within one, but it proved to be not enough in the end. The final score cannot take away from the dis-

play Leitch put on. The goalie finished with an astounding 45 saves on the night, including 19 in the third, and single-handedly kept the Warriors frustrated and the Crusaders in the game. Moving forward, the squad has high expectations, so long as the forwards can provide sufficient offense and Andrew Leitch can continue to provide stellar performances. ■■



Photo: Erica Pecor

Senior goaltender Andrew Leitch makes one of 45 saves in a recent game versus Wahconah. The game ended in a 4-4 tie.

ALPINE SKIING

By ERIC HIRSCH

Most people in the Mt. Greylock community do some type of skiing, whether it be competing on the cross country team, or just performing tricks on the mountain. It seems that when the snow flurries for the first time, in late November, the majority of the student body starts to overflow with excitement. Some of those ski fanatics join the Mt. Greylock Alpine Ski team. Unlike cross country skiing where endurance and stamina are the keys to success, Alpine skiing is more about pure speed and efficiency. The captains of the boy's team, Frank Rickus and Ryan Kuhn look to lead Mt. Greylock to yet another successful season. Other top skiers include Nick Disanti and Niko Santore. The team has been attempting to recover from the loss of sev-

eral key seniors, including Kent Hanson and Eli Burnham. However sophomore Andrew Rickus said, "Our main goal is to get better personal times." Rickus figures that if everyone can perform at their best, then the team will benefit in the long run. Unfortunately, this year the Girls' squad is lacking the numbers necessary to have a successful program. The team consists of mostly underclassmen. The few skiers on the team consist of Carly Munzer, Mercer Greenwald, Gabby Orpin, and Abby Wiseman. The lack of depth, however, hasn't stopped the girls from working hard to achieve individual goals. Both the boys and girls squads have struggled from a lack of snow, with several races being cancelled. However, they continue to train

diligently and try to maintain a positive attitude.

Skiing is a sport where an individual can be stuck in between team and personal goals. Since skiers run the course individually, the sport has little teamwork while on a run, yet everyone's times will matter in the end. Unlike basketball or soccer where one star player can carry the team a long way, everyone matters equally in Alpine skiing. Teamwork comes into play during practice. The skiers have to find a balance between working hard to achieve their own goals, and supporting and helping other members of the team. So far this season, the boys' side has done a sufficient job of finding that balance. ■■

The Tavern

By HANNAH FEIN and ANYA SHELDON

While the Williams Inn is widely known as a charming, small-town hotel, it also offers two distinct yet little-known dining options that are not reserved for only guests. For our first restaurant review, we opted to dine at the Tavern--the less expensive, more casual of the two. Our party of five freshmen set out to explore the prospect of eating dinner at our local hotel with enthusiasm.

The atmosphere of the Williams Inn Tavern was warm and relaxed, with a candle at each table and a blazing central fireplace. Cream-colored walls combined with a dimly lit chandelier to give the large room a welcoming, comfortable glow. After choosing a table, we were greeted by a nonchalant yet friendly waiter and ordered drinks. We could not help but notice the place was mostly

empty, and our only fellow restaurant-goers were significantly older.

Selecting our meals took little time, as the menu was not very extensive and contained numerous appealing entrees. One member of our party ordered a chicken and vegetable quesadilla while another chose a barbecued pork sandwich. Two others got a Caesar salad, while our last member ordered a grilled Angus burger. Other notable menu options included a deli sandwich, spicy nachos, stuffed potato skins, fish and chips, chicken fritters and Reuben sandwich. It was apparent that this menu was not full of fine dining selections, but rather with casual dishes.

We chatted during the wait, but our attention was repeatedly drawn to the television behind the bar, which was

slightly too loud. Around a half an hour later, our waiter brought our food, along with some confusion regarding whose meal was whose. We began eating eagerly and were left speechless by our first bites of the high quality french-fries. Only two of our dishes came with them, so they were devoured in no time. With this positive beginning to our meals, we happily started on our entrees.

Our friend told us that she enjoyed the chicken and vegetable quesadilla, though, "it was slightly bland." The barbecued pork sandwich was reported as an all-around delectable and savory meal. The fresh lettuce, chicken, and croutons of the flavorful Caesar salad elicited mainly positive responses, although there was a slight overabundance of dressing. The Angus burger was cer-

tainly a hit-- perfectly cooked, juicy and flavorful. Overall, we were very satisfied with our food.

As we finished up at the restaurant, more customers began to trickle in. We exited with a positive feeling towards the Tavern. However, if you are interested in going out to eat for the purpose of fine dining, the Tavern may not be the right choice. In this case, we'd advise you to check out the Williams Inn's other dining option. While this choice may be more expensive, it will provide a more formal experience than the relaxed Tavern. Ultimately, we would certainly recommend this tasty and laid-back restaurant to anyone searching for delicious food, a welcoming environment and a casual place to socialize and have fun with a group of friends. ■

CROSSWORD: "MAKE YOUR MOVE"

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| <p>Across</p> <p>1. Cogitate (with "on")</p> <p>5. Togo's chief port</p> <p>9. Boca ____, FL</p> <p>14. Many a returning soldier</p> <p>15. Kingly name</p> <p>16. Playing marble</p> <p>17. Shakespeare villain</p> <p>18. Timber dresser</p> <p>19. 1995 animated film</p> | <p>20. Take a decisive step</p> <p>23. Punch-line reaction</p> <p>24. Break a Commandment</p> <p>25. __-jungg</p> <p>28. Paroles</p> <p>31. Speedometer letters</p> <p>34. Prima donna's repertoire</p> <p>36. Memorable time</p> <p>37. Flier's feat</p> <p>38. Take a decisive step</p> | <p>42. Auction site</p> <p>43. Poem originally intended to be sung</p> <p>44. "Laughing" critter</p> <p>45. Three Gorges project</p> <p>46. "A Nation of Immigrants"</p> <p>49. Scale notes</p> <p>50. State touching Can.</p> <p>51. Earn</p> <p>53. Go too far</p> | <p>61. Nonnational</p> <p>62. It might go into a pot</p> <p>63. "___ each life ..."</p> <p>64. Short-tailed lemur</p> <p>65. Freight car hopper, perhaps</p> <p>66. Is unable</p> <p>67. Shoe forms</p> <p>68. ___ for business</p> <p>69. "___ the night before Christmas ..."</p> |
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- Down**
1. With it
2. Use one of the senses
3. "Cogito, __ sum"
4. Nike symbol
5. Hate
6. Passe
7. Puzzle of perplexing paths
8. At some time
9. Leporid
10. From square one
11. Bath powder ingredient
12. "The Iron Chancellor" Bismarck
13. Bright light in the big city
21. Taco condiment
22. Frequent drink
25. Defeated at chess
26. Resort west of Curaçao
27. King of Tyre
29. Seamstress
30. "... man __ mouse?"
31. Suburbanite's tool
32. It gets off the ground
33. Georgetown team
35. Where or how preceder
37. Conversation opener
39. "___ is an island ..."
40. JFK preceder
41. Denim alternative
46. Handsome young man
47. Drink
48. Shipping unit
50. Without energy
52. King's proclamation
53. Court security
54. Skeletal unit
55. Purges
56. Audio feedback, of a sort
57. Haberdashery, e.g.
58. Chew like a mouse
59. Eruptive spot
60. Bibblers