By Jake foehl

This July, Mt. Greylock’s current Co-
ordinator of Curriculum Instruction, Mary
MacDonald, will become the school’s
new principal. Current principal Dr. Jack
Kurty is leaving shortly after the designa-
tion of current vice principal, Christopher
Barnes at the end of this school year, be-

gan a search for two new administrators.
MacDonald has already assumed some of
the duties of a principal, having stepped up
when asked by Superintendent Dr. Rose
Ellis. The school is still looking for a vice
principal.

MacDonald, in her current position,
works with teachers and students to discov-
er what can make learning in the classroom
more effective, by changing curriculum,
use of technology, etc. Recently, though, in training,
her focus has mainly on the
evaluation of the science program.

Although she has had previous experience as a
principal, MacDonald believes that her 15 years of experience as assistant prin-
cipal and her current role of Curriculum Coordina-
tor will help her in her new administrative post.
She also believes that her ability to support the
community and the teachers, as she was chair of Williamstown’s
parent organization, will work for the two elementary schools, and
she formerly taught at Mt. Greylock.

When Dr. Kurty took his leave of absence
earlier this year, MacDonald, Barnes and Guidance Counselor PJ Pannesco divided
up some of the principal’s work in order to
compensate for his departure. Since Mac-
donald had already taken over such duties as MACS administration and Wednesday faculty
meetings (typically jobs of the prin-
cipal), Dr. Ellis felt she would be a good fit
for next year’s principal. MacDonald also
already knows many of the teachers at Mt.
Greylock, as she taught there eight years
ago in the English department.

MacDonald says she looks forward to her
new role as principal. Her main goal,
she says, is to “strengthen academics to meet
the needs of all students. I want the kids who
thrive on the football field to thrive in the classroom and maybe even get
those who thrive in the classroom to go out
to the fields or other extra-curriculars.
I think that once we strengthen these things,
the discipline will also lessen.” MacDonald
knows, however, that this is not an
an-tidote for misbehaving kids and that with
a principal job comes disciplinary duties.

“I want to prepare kids for the world: for
college, for the work force, for their futu-
re social interactions,” said MacDonald,
and I look forward to getting to know the
students and continuing the momentum
we already have in bridging gaps between
our school and other schools, especially
the two elementary schools.”

MacDonald also believes that there should
be a balance between the student and the
what teachers and faculty want. With this
MacDonald hopes to create a more

tropic environment between the students and the
administration and hopes to give students at
Mt. Greylock the mentoring that never happens
any year that they’ve never had before.

Photo courtesy of Aaron Ziemer

Mary MacDonald will take over from act-
ing principal Christopher Barnes in July.

REGIONALIZATION WORK PROGRESSES
By ROSE SHUKER-HAINES

The road to regionalization has been a
long one. In fact, the idea of combining
Mt. Greylock and the Lanesborough and
Williamstown Elementary schools into
one district has been floating around for
decades. Recently, though, in training,
concrete steps have been taken to make this
idea a reality. The Regional District
Amendment Committee, which is in charge
of most of the regionalization process,
has just finished a draft of a regional agree-
tment that will help the two districts
work with the two elementary schools, and
she formerly taught at Mt. Greylock.

At a May 14th meeting, the agreement
was presented for feedback.

A thorough financial investigation has also
taken place. This report investigated and
triggers the costs of regionalization, and also
the possible financial benefits.

Carr-Greene, who is the official of the R.D.A.C.
mentioned that at this point, the amount of
money spent and gained will be about even.

The main purpose of combining the
schools, though, was never related to
financial gain. The main benefits would
hopefully be better educations for students and
more connection between the Williamst-

town and Lanesborough communities.

A major concern has been that of the
elementary schools will lose.

Many members of the Lanesborough community have expressed their
disapproval of the idea, or perhaps an eventual side-effect, of re-
gionalization is the closure of their elemen-
tary school. This idea had been brought up by District Chair of
Green and the R.D.A.C. to the
Williams Community
Fund supported the event.

The concert, performed on May 22 at
Mt. Greylock, was the final piece of the
middle school concert. It consisted of sections of
Denver’s songs which were composed into
a thirty-nine page piece (about four hun-
dred and one bar) titled “Legacy of Song.”

A few of Green’s environmental science
students wrote narratives about the beau-
tiful aspects of the planet and the need to
protect it, which were read aloud between
each song. A slide show of photographs dis-
playing the environment was projected in
the background.

Caton, the chorus teacher, came up with
the idea for the event. She said that Su-
perintendent Dr. Rose Ellis encouraged a
“cross disciplinary” and “out of the box”
experience that was not only engaging but
also supported the music program. She then
emailed Ted Vigil and by chance, he
was in the area and agreed to help the students.

Continued on Page 2.

SPRING TESTING UNDERWAY
BY JAKE FOEHL

The month of May is generally seen
throughout the academic world as the
metaphorical last hurdle of the school year. This is
too especially true for juniors and seniors,
who take SATs, ACTs, and final exams. Some
students are enrolled in Advanced Placement
classes, commonly referred to with the acronym AP.

The first few weeks of May come the dreaded AP
tests that are required to complete the course.

Mt. Greylock offers a wide variety of AP
classes including calculus, which had its
AP exam on Wednesday May 8. Students
at Mt. Greylock enjoy an advantage over
other AP calculus test takers purely due

teachers ability to direct the courses.

More AP courses will be added for the 2013-2014 school year. Join-
ing the ranks will be Statistics and Latin.
Greylock’s selection of AP classes reflects its
interest in science and history and
also teachers ability to direct the courses.

Continued on Page 2.

VIGIL GIVES TASTE OF DENVER’S MUSIC
By EMILY RUDD

From May 20 to 22, singer and song-
writer Ted Vigil aided middle and high
school choir and orchestra members in
participating in the “John Denver: Arts
and Environmental Awareness Project.” It was
a concert dedicated to the work of the
musician and environmentalist John Den-
ver, as well as a means to bridge the arts
and sciences together. Faculty coordina-
tors included Kate Caton, Usina Folkehalt,
Jane-Elleen DeSamma, Rebecca Green and
Mary MacDonald. The Williams Commu-

ty Fund supported the event.

Continued on Page 2.

BLOCKBUSTER OR WANNABE?
Miranda Park and Nate Taskin review two hopefuls: Star Trek Into Darkness and Iron Man 3.

Echo: Have you been inside a burning
building before?
Ashley: Not yet. I just got certified in the
air-pack which allows you to go inside
burning buildings.
Echo: How do you know when there is a
fire?
Ashley: I carry around a pager.

Echo: What happens if your pager goes
off?
Ashley: It depends on what it is. If it’s just
an activated alarm, the call usually doesn’t
last that long so I just don’t go. But if it’s
something bigger, then I’ll go.

Echo: Have you been inside a burning
building before?
Ashley: Not yet. I just got certified in the
air-pack which allows you to go inside
buildings.

Echo: What was your training like?
Ashley: So far, I’ve only taken two classes.
The first one was for air-pack certification.

Echo: What was your training like?
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REGIONALIZATION

Continued from page 1.

For instance, Mt. Greylock would have no need for certain AP classes because not enough students would be interested and because Greylock does not have enough qualified teachers to cover all of the possible courses. Technically, however, most AP exams don’t require taking the class in the first place, though it is recommended.

Arguably the most rigorous of all these AP courses, the English Literature exam requires its students to read and understand a couple of novels that begins with readings from the Bible and Greek mythology and ranges to novels in the futuristic fiction genre. Even the most accomplished Greylock scholars have difficulty with this particular AP exam. Jonah Majumder, a current Greylock student who will be attending Yale University in the fall, took the AP English Literature exam a “Herculean task,” saying that “I was lucky to make it out alive with all appendages intact.” Luckily, AP Literature is taught by one of Greylock’s finest, Blit Dils, to whom Majumder and the rest of his classmates give due credit for preparing them for the exam. Although the exams themselves might be difficult, it is not that hard to succeed as long as preparation for the test is sufficient. Scoring is percentile base on a scale from one to five which basically means that if one were to score in the top percentile they would get the highest possible score, a five. This whole process is completely worth it because after exams, most AP classes spend the rest of the year doing less rigorous work.

Another variety of spring tests taken by Greylock students in grades 7,8, and 10 are the Massachusetts Comprehensive Assessment System math tests more commonly known as the MCAS. These tests are somewhat a waste of time for the middle schoolers but for the sophomores a passing grade on the MCAS on both math and the English Language Arts tests are required to graduate. However, sophomore year MCAS also marks a milestone in a student’s standardization testing taking care of preparing for the last year of an eight year period during which the MCAS holds the student captive. Finally breaking free of the restrictive chains that binds any student in the “MCAS zone” is a cause for celebration.

Greylock Garden Planning

Continued from page 1.

The school’s vegetable garden, now in its third year, has grown significantly since its beginning. The garden was started in the Spring of 2010 by Patrick Madden and Katherine Keys as a way to have a fresh source of food in school. They have received a lot of support from the Garden Club and the Youth Environmental Squad (YES). Biology teacher Rebecca Green’s envi- ronmental science classes will work in the garden next year.灰lock students will learn how to begin and help whenever they can, and in return, they get to eat the fruits of their labor.

During the school year, the cafeteria workers use the herbs, veggies, squash and other vegetables in lunches. All of the pro- duce is organic and GMO free. Not only does the garden being students closer to their food, but it is also much better for the environment to have food that does not require transportation.
On Saturday, May 27, students, teachers and faculty gathered in the Mt. Greylock gymnasium to await the start of the spirit recognition assembly, which was to be held at 4 pm. The event was expected to be the largest assembly of the year, with over 350 students and faculty in attendance. The ceremony was planned to celebrate achievements in the areas of academics, athletics, and community service.

The ceremony began with the presentation of awards for academic excellence. Students were recognized for their achievements in various subjects, including mathematics, English, and science. The awards were presented by faculty members, who praised the students for their hard work and dedication.

Following the academic awards, the ceremony continued with the presentation of athletic成就. Students were recognized for their contributions to various sports teams, including football, soccer, basketball, and track. The athletes were praised for their perseverance and teamwork.

The ceremony then turned to the recognition of community service. Students were honored for their contributions to the Mt. Greylock community and the wider community. The awards were presented to students who had volunteered their time and energy to various organizations, including the local library, food banks, and community centers.

The ceremony concluded with a presentation of awards for the most active and enthusiastic students. The awards were presented to students who had demonstrated a strong sense of community and a willingness to engage with others.

The assembly was attended by over 350 students and faculty, who were all grateful for the opportunity to recognize the achievements of their peers. The event was considered a great success, and the students and faculty were all looking forward to the next academic year, when they could continue to build upon their successes.
GRADUATION

Congratulations, Class of 2013

Six Things To Do This Summer

Well, seniors, congratulations. You’ve officially graduated from high school, an honor only the most prestigious scholars have bestowed upon them. I’m sure you’re all off to fabulous institutions of higher education in the fall, where you’ll go to Nepal to learn the art of yak taming for your gap year? But how are you going to fill those desolate three months we all know as summer vacation? Here are a few ideas for the less creative graduates:

1. Hike the Appalachian trail.
   - Except don’t just do it for the sake of adventuring. Make sure everyone knows you’re hiking. Spend hundreds of dollars on useless camping equipment. Post tons of artsy pictures of you looking at sunrises from the top of mountains.

2. Learn a new language.
   - We’re looking at you, Rosetta Stone. I mean, you could learn something useful like Spanish, but then, if you really want to be cool, learn a completely random and practically useless language. Try Gaelic or Tagalog. That way, you can say really stupid stuff and impress people at parties.

3. Volunteer.
   - Just don’t do those classic, cliché volunteer gigs. No one will be impressed by your work with the elderly. If necessary, start your own charity. Imagine orientation next fall: “Yeah, I did a lot of work with...”

4. Build your own Water Park.
   - Sure, you’ll break a few building codes, but nothing beats the heat like a multi-story slide made from plywood and tarps going directly into a pool filled with freezing water. For extra fun, add freeze pops to the mix. Cold As. Ice.

5. Read the Classics.
   - Sure, you could try to get through The Complete Works of William Shakespeare, but why would you? Instead, just read the graphic novel adaptations. They completely miss the point and the subtlety of the language, but that’s what will happen if you try to read the original, so just cut out the middle man and read the watered down, third-grade version from the start.

6. Or, spend time with your classmates.
   - For most of you, this is your last moment as a whole with your class. After your first year at college, you’ll have new friends and, well, a new life. High School won’t really matter as much. So enjoy this summer. Go to parties. Cherish your last few months as an adolescent, and don’t let the sobriety of the “real world” hit you too soon. Congrats, guys.
A lot of people seem to have iPhones now pictures and videos, which is kind of weird.

Echo: How does your class feel about the changes to our school this year? How has that made you feel?

Hank: I'm going to go a little off the question. I don’t think it's a specific day or thing of your grade or school?

Echo: What has been your personal favorite or most memorable experience from your time at Mt. Greylock?

Hank: I’m going to go with most memorable. It’s not quite my favorite, because we lost. This year, before the last game of my basketball career, I remember walking out of the locker room and just being absolutely in awe at the gymnasium. There must have been I don’t know how many people, but everyone was in awe of what we were capable of doing this year.

Echo: As you and your class leave Mt. Greylock next year's seniors?

Hank: I'm proud of us. I think that junior year you start to come together. I think that junior year you start to realize; ‘Oh this is going to be us next year,’ and you think about who you're going to be and just who you're going to be. You always look forward to your senior year. I think by now we are definitely very close and it started junior year.

Echo: How has your class changed since your first year at Mt. Greylock?

Hank: I’m going to go a little off the question. I don’t think it’s a specific day or thing but I remember by the end of middle school we were considered the ‘bad class’ and now as I go around and talk to teachers, talk to administrators, no one really has anything bad to say about our class. Just the fact that not only have we grown together, but that we’ve maintained the friendships and as leaders of the school and have been role models that people look up to, I think that development has made me proud of our grade or school?

Echo: When did you feel that the class first started to come together?

Hank: I might be biased because I was a part of the basketball team last year, but I felt that the whole school really rallied behind that team and in doing so our class started to come together. I think that junior year you start to realize; ‘Oh this is going to be us next year,’ and you think about who you're going to be and who you're going to be and you think it's. You always look forward to your senior year. I think by now we are definitely very close and it started junior year.

Echo: Throughout your whole Greylock experience, when have you been most proud of your grade or school?

Hank: I’m going to go a little off the question. I don’t think it’s a specific day or thing but I remember by the end of middle school we were considered the ‘bad class’ and now as I go around and talk to teachers, talk to administrators, no one really has anything bad to say about our class. Just the fact that not only have we grown together, but that we’ve maintained the friendships and as leaders of the school and have been role models that people look up to, I think that development has made me proud of our grade or school?

Ashley: Is there a memory that stands out for you?

Hank: When did you feel that the class first started to come together?

Ashley: Ashley is a black belt in karate and an instructor.

Interview has been edited and condensed.

To nominate a student for 1 in 650, contact the editors at mtgreylockecho@gmail.com.
Although many of us are familiar with Wild Oats on Main Street in Williamstown, we were not aware of this loca-
local, all-natural supermarket as a popular lunch destination. Hidden among produce and aisles of wholesome goods, the small daily buffet area can easily be missed. From our first review, however, we decided to explore this din-
ing option offered by the market and de-
termine if Wild Oats could be a good place for lunch.

We stepped into Wild Oats and, as always, we were greeted with the colorful sights, cheerful babbles and lively energy of the market. To the right, assorted fruits and vegetables were located beneath a rustic mural. Well-stocked shelves rose to the ceiling, displaying an abundance of organic snacks, frozen items, bulk food and even calendars, knick knacks and cos-
metic products.

As we approached the small corner of the store where Wild Oats offers a daily selection of lunch dishes, we were sur-
prised to see the buffet was bustling with people, contradicting our previous expec-
tations that it would not be well-known.

The variety of options included a color-
fully diverse salad bar, four dishes, and two hot, steaming soups. We helped our-
selves to a serving of chicken, edamame, rice, corn, vegetables and a medium sized cup of soup. From there, there were about a half dozen tables placed in the front of the store, clustered near a blossoming garden with a view of the parking lot and surrounding area. The dishes, although not outstand-
ning, proved to be satisfying and savory. Picked with organic delicacies such as to-
mato, couscous, spinach, carrot and zuc-
chini, the curried vegetable soup was any vegan or veggie-lover’s dream. One im-
perfection noticed in the otherwise richly satisfying dish was a lack of salt. When we sought out a salt packet indoors near the silverware and other condiments, none were found. Aside from this disappoint-
ment, as well as the uncomforable choice of hot, steaming soup on a balmy May afternoon, the soup was very tasty. There are always two soup options offered at Wild Oats, and one is usually vegan.

The other dishes received positive re-
vues as well. The medium-sized piece of chili lime chicken on the bone, which is prepared every Sunday, was bursting with the rich flavors of citrus, vinegar and spices. The next component of the meal, the organic cumin brown rice, proved to be very delicious, while the edamame beans, mixed with bay carrot and onion, were tasty but could have benefitted from a dusting of salt. The chipotle corn had a savory flavor similar to the rice and con-
tained tomato, black beans, onion, pep-
pers and other tasty ingredients.

Our experience with the hot bar, salad bar, and soup options at Wild Oats were both very good and about $15.00 later with our main dishes, as well as an enticing bag of Gringo Jack’s chips and a bottle of Green Machine Na-
ked Juice, a delicious alternative to less healthy beverages offered elsewhere. Although there was a secluded, charm-
ing, section of the store with designated indoor seating and large, bright windows, we chose the sit outside in the warm May sun, which was about a half dozen tables placed in the front of the store, clustered near a blossoming garden with a view of the parking lot and surrounding area.

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A Week in Haiti
By ZACH LEAMON

The first thing I saw when I stepped out of the Port-Au-Prince International Airport was a daunting sight: a search and assault rifle toting police. Haiti is filled with militarized police such as this, with 15,106 officers in total. On the drive from the airport to our final destination, high in the mountains in Dasab, we encountered maybe six police checkpoints. The beaten up white truck I rode in pulled up to ten or so handily armed officers who came up to the van, exchanged a few words with Creole with the driver and waved us on.

The completely unnecessary show of militarism was appalling. The police officers, according to the leader of my trip, were “great at stopping cars, and not much else.” They served only to drain money from where it was needed most—the people. Indeed, when confronted with the astounding poverty of many Haitians, the 1.3 billion USD costs on police security appears almost trivial, especially since the GDP of Haiti is only $13.5 billion (compared to the United States’ GDP of 15 trillion).

The extreme poverty was evident all over Haiti. Rubble was strewn on the sides of the roads, cars that had been totaled were left on the side of the road to rust. In short, Haiti three years after the earthquake still looked like a war zone. As we drove into the mountains, the conditions began looking more delicate. The inhabitants began looking progressively less healthy. The medical staff on the trip took note of this as well.

“Look for blond or reddish hair,” Dr. Susan Yates told me one day. “It’s an indication of malnutrition or a lack of vitamins,” she said. As I looked, I began to notice many of the children with patches of discolored hair. One tiny boy’s hairline was almost completely bald. I asked him how old he was. “Six,” he answered. He looked closer to an American three year old, and he weighed about as much. This scene was repeated for all the children; my sense of astonishment was apparent even though we were only a table only a little while after the attacks on 9/11. When asked about an end in sight, the children would say “everyday life.” I asked him, “Really don’t know because I never remember a time when we weren’t at war.” In response to this Miranda Murphy, another junior, wondered out loud if the United States had ever been at war.

Even though students remember the war, many young adults don’t feel that it has much of an effect on their everyday lives. Almost universally students without a direct connection to the military said that they didn’t feel that the war didn’t affect their daily lives. One of the most common responses to this was that being at war was, as junior Giselle Foster said “just the way things have been.” Another junior, Amaloo Hinton, felt that the much of the US population was “disconnected” from the war because of the lack of knowledge of the war.

Many other interviewees agreed with this perspective and junior Emily Rudd added that because the wars are never covered in class and have such a complicated background she feels like she simply doesn’t understand them.

Rudd also said that she is uncomfortable knowing so little about the wars, and this opinion is held nearly universally amongst those interviewed. Almost every person who said that they did not feel connected to the wars immediately cited the news closely, other felt that both their parents and the media itself should take a piece of the blame.

Elaborating on her opinion, the majority that those interviewed thought could improve its coverage of America’s foreign wars was the media and news in general. As Sophomore Andrew Whitaker put it “The war’s being so focus on a far back background. It’s become more and more of a background issue.” They felt that as men and women are risk

Many never having experienced peace

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Even though students remember the war, many young adults don’t feel that it has much of an effect on their everyday lives. Almost universally students without a direct connection to the military said that they didn’t feel that the war didn’t affect their daily lives. One of the most common responses to this was that being at war was, as junior Giselle Foster said “just the way things have been.” Another junior, Amaloo Hinton, felt that the much of the US population was “disconnected” from the war because of the lack of knowledge of the war.

Many other interviewees agreed with this perspective and junior Emily Rudd added that because the wars are never covered in class and have such a complicated background she feels like she simply doesn’t understand them.

Rudd also said that she is uncomfortable knowing so little about the wars, and this opinion is held nearly universally amongst those interviewed. Almost every person who said that they did not feel connected to the wars immediately cited the news closely, other felt that both their parents and the media itself should take a piece of the blame.

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Mr. Greylock prides itself as being a top athletic competitor in Berkshire County. This year alone, our team earned 10 Berkshire County Championship titles, 20 teams participated in Western Mass, two (and counting) of which came away with Western Mass titles and the boys' Nordic team won a state title. Our school's athletic talent comes from intense training and commitment. Stars like Katie Chenail or Hank Barrett aren't born overnight.

The talent of Greylock is much deeper than most think. Behind star-studded varsity teams stand the often-overlooked Junior Varsity (JV) squads. These teams foster the younger athletes who grow into the stars you will one day read about in the newspaper.

Each sport at Mt. Greylock runs its JV program differently. The boys' soccer and lacrosse teams, which have huge rosters, use practice squads and swing players. Instead of being cut from the program, practice squad players are allowed to practice with JV, but do not usually play in games. “Swingers” practice with varsity, but play in JV games. Boys' lacrosse has a number of swing players that are put in at the end of games when the team is leading by ten goals or more (the JV experience this season). This allows players who would not normally make the JV squad an experience to play with the varsity team.

“The hardest coaching job is the JV coach,” said coach Besnard. “You are dealing with so many different levels of players,” said boys soccer coach Blair Dils. “I'm asking as a varsity coach, to play boys that haven't practiced with the team, is challenging,” he continued. Seth Rogers trains the JV boys soccer players and prepares them for a future on the varsity team. His team this year had a record of 7-6-4, with freshman John Pflister their leading goal scorer. Cal Filson, a freshman, has been training to take over for graduating goalkeeper Sean Houston. Similarly, the girls JV lacrosse coach, Tom Osborn, is training Tennyson Smith to take over as goalie for varsity in the next few years.

The scores of JV games do not need to be reported to the MIAA, and because of this, most teams do not keep official records. They want to win games, of course, but the programs focus more on fine-tuning skills and teaching the game in a less competitive atmosphere. “I think this past year was more about focusing on developing our skills than winning games, but we still had a great time and it was a great way to start my Mountie soccer career,” said seventh grader Leah Majumder.

In some sports, the JV team is used to help the varsity team get better. In football, the JV players comprise a “practice squad,” against which varsity practices play. This year is a perfect example of why training varsity and JV together can be crucial. When senior quarterback Hank Barrett’s season was ended prematurely by an injury, freshman Brodie Alteir was ready to step in. Because he had been practicing with the varsity, he had seen the players in action and knew what the offense needed to work on. With this knowledge, he was able to build some team chemistry, so when I had to take it over it wasn’t entirely new, but still difficult” said Alteir.

Cross-country running, golf, Nordic skiing, tennis, and track and field all have their JV and varsity players together. In this situation, older athletes have a huge impact on younger participants. “I have learned so much from [senior captains] Will Kirby and Blake Sherman. When I graduate from Mount Greylock and think back to my first year, those two gentlemen have been my默. After graduating, my first race till my last” said seventh grade cross-country runner Sam Edger. In these sports, the top ten or so athletes compete for points and in essence, the outcome of the game. However, in cross-country running, Nordic skiing and track and field, all athletes get to compete anyway. This allows all participants to try to beat the times of top athletes and work themselves into scoring positions. Emma Polomobu, a seventh grader, started in the middle pack of the cross-country team this fall, but by the end of the season was the team’s tenth runner. In track, if a runner beats the time of a teammate in the scoring heat, she will be in the scoring heat in the next meet.

Some sports, however, do not have JV and varsity matches, not all athletes compete. To get in playing time, sometimes practices are devoted to challenge matches. During these practices, all athletes get valuable playing time in a simulated match and have a chance to move up on the team. Golf coach Luke Polidoro even changes up his lineup every week to give players a chance to get experience on different courses. This is also the case in wrestling. When var-

sity has a meet, Coach Ray Miro sets up matches with the other teams' JV athletes so all his wrestlers participate.

The Nordic ski team provides one of the best opportunities for younger athletes. “The JV team is very competitive as often the fastest skiers are trying to beat the times of some of the varsity racers, so that they can move up to varsity in future races.” The JV athletes also have a chance to compete against ski ers from around New England. Greylock sent seven boys and six girls to the Masa chusetts team. Similarly, cross-country running athletes go to invitational where younger runners compete in races with just their age group. The middle school girls took second place against some of the best teams in New York state at the Burnt Hills Invitational this fall.

With so many stellar athletes at Mt. Greylock, JV teams often are full of var-

sity level players. The boys varsity bas ketball and baseball teams are loaded with talented upperclassmen, and because of this, the JV teams are very good. To deal with that, the basketball team created a 7-9th grade team that has an easier, less competitive schedule. These athletes, who would not be able to play on JV, get game experience instead of sitting on the bench. As the basketball team graduates impor tant players, sophomores will move up to fill the vacancies. When Greylock returns to the post season, everyone is looking ahead.

The boys lacrosse team has dominated all Berkshire County competition this season. The team went 6-4 in the regular season and qualified for Western Mass.

Despite a completely different roster from last year, the girls’ tennis team has been quite successful this season. The team has only played in the summer and qualified for Western Mass. As the basketball team graduates important players, there will be many athletes ready to take the reins and continue Greylock’s athletic dominance.
The Mt. Greylock boys' track and field team had a successful season this year. Although the Mounties rolled to a 6-1 record, they were the Berkshire County Champions. The team has been training for years to be at their best. Majetich commented about his training, saying, “I have been training all season and just see how far our talent and hard work go and how far we come. As a team, we are always improving, getting better and more focused on one match at a time.”

The Mt. Greylock girls track team had a successful season this year. The team had a successful season this year, winning the 100 meter dash title at Western Mass. They were undefeated (10-0) and were the Berkshire County Champions. The team has been training for years to be at their best. Majetich commented about his training, saying, “I have been training all season and just see how far our talent and hard work go and how far we come. As a team, we are always improving, getting better and more focused on one match at a time.”

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An Interview with Alexa Adams

By IAN CULNANE

Alexa Adams is a senior at Mount Greylock and a new recruit on the lacrosse team. Alexa decided to play lacrosse over being a track captain defending an unbeaten track record since her 7th grade. Alexa: Track has been the one thing at Greylock, that I have been on. Mostly because its a really really different group of girls. I think it pulls in girls on different sports too. Lacrosse brings in a diverse group of athletes from the school. We have been doing very well. Personally I have definitely improved since the beginning, I’ve been learning a lot and its a lot of fun.

Echo: When did you begin lacrosse? What made you interested?
Alexa: I played a year of youth lacrosse, through the Youth Center, when I was in 4th grade. I have been wanting to play since 10th grade. I had always thought it was a really cool sport. My best friend Haley (Mahar) has played at Greylock, Holderness, and now, Williams. It always seemed really cool. I really like soccer and lacrosse had the same team sport aspect. Echo: How did you feel switching? Looking back on the decision, do you agree with any regrets?
Alexa: I definitely don’t have any regrets. I think if I had not tried lacrosse this year, I would be regretting that. Looking back on the decision, I know I made the right one, but sometimes it’s a little sad to see the team. I know that they had their first loss since before I was in 7th grade. That really hit home with me because I had been part of the team for so long. But I know that it was the right decision.

Echo: Were there anyone who pushed you to play lacrosse, or stick with track? Any hard feelings?
Alexa: I was talking to my friends on the soccer team, like Sarah Stripp, and she really wanted me to play and said that she thought I would be really good at it. I also talked to her dad, Jeff Stripp, who’s the boys lacrosse coach, who also encouraged me to play. Making my final decision, I talked to both Coach Gill and Coach Von Holtz, and Coach Von Holtz was very supportive. She gave my the run down to both Coach Gill and Coach Von Holtz. However, she also knew it was going to be a tough decision for me. Going to talk to Coach Gill was a little scary, because even after the years we had become really really close. He was actually surprisingly so supportive of my decision. He said he thought I would be great at lacrosse and I was very understanding. And I can’t thank him enough for that.

Echo: Do you have any personal goals for the season?
Alexa: Personal goals would definitely be do my part and help the girls to Western Mass, and getting that 500 record. Also I need to work on fouling less, because I do do my part and help the girls to Western Mass. As the postseason for the team began, excitement among the players increased. The Mounties were knocked out of the tournament in their first game against North Hampton, but did not go down without a fight. The team had a very successful season and has high hopes for next year.

Girls’ Lacrosse

By GRAY KAEGI

What started off as a building year for the Mount Greylock girls’ lacrosse team has turned into a triumphant season. The team went 11-5 and qualified for the Western M tournament. Key players like junior Alan Berea, sophomore Lacy Barrett and eighth-grader Sarah Stripp helped to give this team a dominant force in the league.

Having a great group of older players helped the team throughout their season. The younger players on the team, however, also showed spirit and dedication to the team. One player who has enjoyed being on a team with the younger players is senior captain Chloe Anderson. “I love playing with the younger girls. They have so much energy and they are willing to work hard to demonstrate how committed they are to the sport,” said Anderson. Having a young team will give the Mounties ‘a strong team for the years to come.’

It has been a very memorable season for the team. For Maggie Rorke, some of the team’s wins have been unforgettable. “I think the most memorable part of the season so far has been when we beat Lee. No one had beaten them in our league for a very long time. We finally had the chance to prove ourselves and show that we had the skills and the determination to beat them. Our hard work paid off!” said Rorke.

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Crossword: Dog Days Ahead

By BLAIR DILS

24. Go over lines, with “through”
25. Kind of playing cards
28. March office prognostication contest
30. A&W rival
33. Make ___ request
34. Carrie Underwood honor, for short
35. 70s hair style
36. Part two of quotation
40. Sole
41. Cream or pale, for example
42. SEE Fund money, for example
43. Habitual, for short
44. “Men in Black” star
46. Main artery
47. ___ up (raises the intensity)
48. NRA part
50. A project’s incipience, often
53. Valuable deposits
54. Driver’s accessory, for short
55. A&W rival
56. “Man!”
57. Part three of quotation
58. Full force
59. “It distresses me to say…”
60. Jr. test
61. Microsoft Office program
62. Salad cheese
63. Like some berries
64. Tiresias and others
65. Obama policy chief

Across
1. Google
2. Part of seasonal Russell Banks quotation, after “Ah”
3. The No. 1 ______
4. Restaurant before That’s a Wrap on Spring Street, to locals
5. “Fuzzy Wuzzy ___ bear…”
6. "It distresses me to say…"
7. Eight-line stanza
8. Full force
9. Like a fugitive
10. Blissful locale
11. Hockey legend who played professionally in six decades
12. Blissful locale
13. Metallica drummer Ulrich
14. Yale students
15. Vegetables under mattresses
16. Song end, often
17. Part one of seasonal Russell Banks quotation, after “Ah”
18. Hydrox level
19. Gene
20. Restaurant before That’s a Wrap on Spring Street, to locals
21. bathing suit
22. Access a dog at the park?
23. Thorny flower
24. A & W rival
25. City chief
26. Isolated
27. Old French folks
28. March office prognostication contest
29. Eight-line stanza
30. “It distresses me to say…”
31. Full force
32. ___ Rica
33. The ___ Hammer”, Lebron nickname
34. Myers’ characters
35. Yankee Stadium
36. Admitter of wearing a hairpiece in his 2009 tell-all “Open”
37. Hook’s henchman
38. Tuesday’s crossword to Monday’s, say
39. ___ as a fiddle
40. Pedals
41. Jr. test
42. Kind of dance
43. ___-washy
44. Aegean Sea
45. Tuesday’s crossword to Monday’s, say
46. ___ up (raises the intensity)
47. “Men in Black” star
48. “It distresses me to say…”
49. “It distresses me to say…”
50. A project’s incipience, often
51. Valuable deposits
52. Driver’s accessory, for short
53. A&W rival
54. Driver’s accessory, for short
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