

Committee eyes curriculum change

By Sofia Brooks

The Mount Greylock School Committee considered this week long-tabled proposals to review curriculum, scheduling, class-ranking and elimination of prerequisite requirements for AP classes.

Many students remember the uproarious controversy at the end of last year regarding a group of students and teachers calling themselves Strategic Planning Committee 3.1. Robin Lehleitner's Strategic Planning Committee was, in reality, a subcommittee of a larger program to critically review Mount Greylock's policies in several areas in an effort to improve them.

The students, community members, and Mount Greylock faculty that met in Lehleitner's room last year were in charge of curriculum improvement.

After much debate throughout the year, this group presented a proposal containing four action points to the School Committee last June. In making this recommendation to the School Committee, the subcommittee put the task of implementing these suggestions in the hands of the School Committee members, and since then, no one has heard much news.

Initially, the School Committee decided to vote on each point of the group's proposal separately. They chose to discuss the proposed tutoring program during their October meeting, the proposal to eliminate prerequisite requirements for AP classes in November, and the proposals to eliminate weighted grade point averages and class rank in December.

The tutoring issue came up in the October meeting as promised, but the committee saw problems with funding for the program and decided to postpone their final decision until these problems could be addressed. In November, the proposals were still on the agenda for the meeting, but once again, the committee made no final decisions.

The day before the most recent School Committee meeting in December, the votes on the Strategic Planning proposals were dropped from the agenda. (The committee planned to discuss the issues again earlier this week, but at this point, everyone is wondering what they have been doing all this time.)

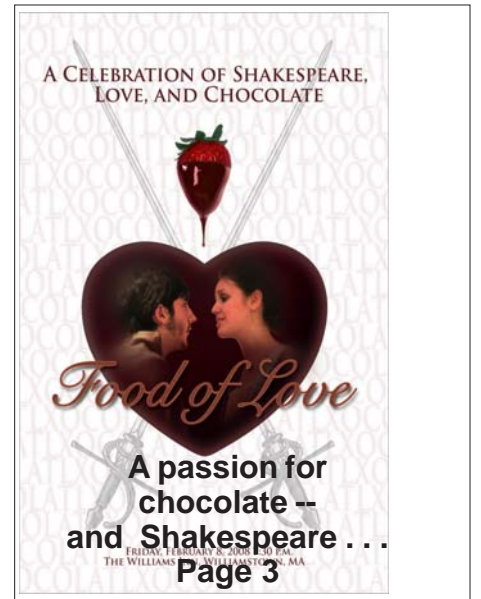
"When the proposals were brought up this fall, there remained some questions that had been addressed to the Committee which no one knew the answers to," explains David Langston, a member of the School Committee.

Upon contacting another member of the committee, Robert Ericson, it is apparent to the Echo that the committee is making an effort to thoroughly research the proposals presented to it. The committee has considered several topics regarding each proposal such as financial implications and what the potential negative outcomes are that could result from the potential changes. In addition, the committee decided to allow the fac-

ulty to comment on the proposed changes at a meeting earlier this year, and an information sheet was handed out to parents on Parent's Night this fall explaining the four proposed changes. Lehleitner understands the delays in voting on the motions, saying, "The School Committee is aware of the heavy-duty implications for Mount Greylock culture inherent in the proposed changes. They're trying to make an informed decision."

One area in which there has been action is the development of the tutoring program. With the help of Heather Dunlavey and other

See CURRICULUM, Page 4



Poster: Diana Walczak / Inset photo: Hank Gold

MG student council: What does it do?

By Krista Mangiardi



Photo: Echo archives

From left, student council members Tijana Samardzic and Gina Riggins, and junior-class president Michael Leja shown during the September community building day.

The Mt. Greylock Student Council is a student organization in which a lot has been going on this year. The Student Council is a group made up of six delegates from each of the high school classes. These students are elected into the council by their peers. Then, from within the delegates, a President, Vice President, Secretary, Treasurer, and Parliamentarian are chosen at the first meeting of the school year. The council meets in the new meeting room every Friday at 2:30 where they discuss current issues such as high school and middle school interaction, lacrosse's becoming a varsity sport, and student parking. These discussions can then be transformed into changes and improvements in various aspects of the school.

This year, the Student Council has incorporated some new ideas that help anything from the way meetings are run to student body involvement. For example, students can now find a page on the school website sidebar where minutes, pictures, and an email address for the council are posted. Soon, a constitution outlining the way the group is run and the rules that it will adhere to will be approved and posted as well. Furthermore, a Greylock Student Council Facebook group now exists for easy contact.

In addition, meetings are now run by Robert's *Rules of Order*, a guide book for running orga-

See COUNCIL, Page 3

R.L.P. -- Life-changing experience for MG volunteer

By Sarah Crosky

If you are reading this in one of the many classrooms, at Mount Greylock Regional High School, take a moment to look around you. There should be books-- too many in the opinion of some students. There are posters, paper, new desks, lockers, televisions, projection machines, computers, printers, maps, and more. Notice the details.

Now picture this: A single room with a door to the outside. The floor and walls are concrete. Thirty tired desk-chairs are set up in crooked rows. A few sitting in the back are missing seats. There is a white board at the front of the room and a typewriter on a desk in the corner. That is all. Imagine this: The room is the fourth-grade classroom for



Photo: Sarah Crosky

Sue O'Riley instructs in Guatemala

Escuela Basico, an elementary school in the poor, rural village of San Andres, Guatemala. The school consists of a row of these classrooms, each with one door to the outside, in front of which is a cement basketball court-sized area used for physical education. The bathrooms are outside in a separate building. When we approach the classroom, the younger children, all smiles, rush

out to greet us. They offer to help us carry our bags and boxes to the fourth grade classroom. We peek into the room, and the teacher is explaining how to divide and multiply fractions. Confused, I think back to every time I learned this skill in my math classes. The way she's teaching, it's wrong! Completely wrong!

At this instant, I recognize the society

which I am in: one where education is poorly valued and lacks structure, a society where motivation is scanty at best. Most of all, this society lacks the resources that often provide the impetus for productive learning. At certain moments, all I can do is compare this picture to my colorful days at Williamstown Elementary School.

During a break from observation, we meet the teacher, and she is more than happy to leave us with the students for a whole morning (a day of class) to work with the young students on their pen-pal letters to next fall's class of fourth graders at in

Williamstown. "Amigos Del Mundo" (Friends of the World), the pen pal and photography program involving Spanish conversation between students in San Andres and the students of Williamstown Elementary School, is one of the many projects established by the Rural Literacy Project. The project is a group of teens, educators, and other vol-

unteers interested in community service work and spreading literacy in Latin America. Past volunteers include Henry Suave, Marichal MacDonald, and various Greylock alumni. The project was created eight years

See RLP, Page 3

INSIDE:

Tributes to the memory of Geoffrey Lewis, (MGRHS 2008), by a teacher and classmatePage 2

An insider view of the MG nordic ski team by Patrick Joslin.....Page 3

Meet the Misses and Mr. JanuaryPage 3

REFLECTION

Flexibility, empathy and identifying what doesn't work

On Thurs., Dec. 20, 2007, the Mount Greylock community lost a beloved student and friend, senior Geoffrey Lewis. Echo editors invited English teacher Robin Lehleitner and senior Sean Peltier to reflect on Geoff's life.

By Robin Lehleitner

Geoff Lewis was a smart kid. He was one of the smartest kids I have ever encountered in my eight years at Mt. Greylock. I knew how smart he was the first time I read one of his essays when he was a tenth grader. It was flawless: the sentences were beautifully constructed, the ideas were clear and well-articulated. Geoff was smart in a natural way—the kind of “smart” that could do well on an in-class essay even if it hadn’t studied; the kind of “smart” that could ace a test with one hand tied behind its back. But for a reason I never totally understood, Geoff was also the kind of “smart” that didn’t like school, especially certain kinds of assignments. He was usually here, but I’m guessing he usually didn’t want to be. On many days he may have watched those around him having what he assumed was a good time while he just felt like going home.

Most of the kids in my first and second period English 12 classes grew up with Geoff, and I have, unavoidably, experienced my grief with and through them. The morning after his death, nearly all of them came to school. They were devastated, but their automatic and natural response was to begin telling stories—both sad and happy—about their friend. Through them, I’ve heard about the things Geoff did like: music, exploring caves, anything and everything to do with computers. A few weeks ago he went to his first concert ever, and the kids who saw him there noticed how happy he seemed. Later he spoke of it as the highpoint of his life. The one consistent thing most people, including teachers, noticed about Geoff this year was that there were a lot of things he was looking forward to doing. The last time I talked to him, he spoke with confidence about writing his college essay.

Geoff was friendly whenever you spoke with him, but he never felt comfortable sharing his ideas aloud in class. I place a high premium on class discussions, and sometimes his grade suffered as a result of his inability to participate in them. Once in a while, I would tease him about his shyness in an attempt to loosen him up a bit, but it never really changed anything. This quarter, however, I was just beginning to feel that maybe we had hit on something like a solution: when my seniors tackled *Beowulf*, a very long 1000+ year-old epic poem, I decided to invite them to earn their class participation credits by reading sections of it out loud. Geoff delighted me by volunteering on a number of occasions. I could feel a sort of hush descend on the room every time he read: he was a very, very good reader, and we were all aware of it. He was aware of it too. It was just something that came naturally to him, something he was comfortable doing.

On the morning of the day he died, Geoff handed me his final essay on *Beowulf*. It was one day late. I considered this the most difficult assignment I’d given my seniors so far this year, and I expected a lot of them to struggle with it. When I read Geoff’s essay, however, I realized that he had completed it with his usual flair for excellence. It was, beyond a doubt, an “A” paper, the kind of writing he had turned in on other occasions. Geoff cared deeply about the quality of his work, and he couldn’t stand to let an assignment slide. Sometimes he turned things in late, but he always turned them in. Or



Geoffrey Lewis, '08 Photo: Courtesy of Judy Dias

The lesson here, for me, is about flexibility. it's about seeing beyond the walls of the box I live in . . . Human beings give each other extraordinary gifts each and every day: admiration, kindness, emotional validation, financial support, and romantic adoration. But of all the gifts we give to one another, nothing hits the spot like empathy.

almost always. When Geoff died he still owed me one thing—a major poetry assignment from a few weeks back. I had asked him about it, but for reasons he never explained, he simply couldn’t bring himself to do it. Critical essays were really a breeze for him; the creative stuff, not so much. I don’t think he was unusual in this way; over the years, I’ve come to realize that many kids are comfortable with one kind of assignment but not with another.

Like many of us who knew Geoff, I’ve asked myself if there was anything I could have done to make life better for him. I know that it’s possible I’m simply overreacting, given the circumstances, but it strikes me now that I could have come up with a couple of alternatives to the poetry assignment when I realized he was struggling with it. Surely, there was some other way for him to show me that he had learned what I wanted him to learn. Some of you who read this will want to tell me I shouldn’t feel this way, but I feel this way because I want to—not out of guilt. I can live with this feeling and learn from it. I sincerely wish that I had gone a little farther to meet Geoff on his own terms. I’m not sure it would have made any sort of difference, but I still wish I had done it.

The lesson here, for me, is about flexibility. It’s about seeing beyond the walls of the box I live in. Geoff’s death has made me think, among other things, about how great it would be if we were all just a little bit more relaxed with one another—if we could feel safe enough to identify what does and doesn’t work for each of us, both as students and as teachers, and if we could respect and appreciate one another’s differences. It’s not always possible to change something in order to make someone feel more comfortable and capable. But whenever it is possible, it’s a good—not a bad—thing to do. This may seem to you like an insignificant realization for me to take away from the death of a student I had in both the tenth and twelfth grades, but it doesn’t seem insignificant to me at all. I’m going to think a long time about the fact that a student as blindingly brilliant as Geoff, one who cared as deeply as he did about turning in his work, could not bring himself to write a few poems.

About mid-day on that Friday morning before Christmas, I saw a group of seniors who had known Geoff well huddled together in a small, miserable clump in the wide breezeway near the principal’s office. Grief and shock were still bubbling up into their faces. It was class-passing time and all around them, in either direction, innocent, noisy kids were walking briskly towards class, laughing and talking and flirting, unaware of the smaller group standing there feeling unbearably sad and isolated. I stopped to ask if I could help in any way. Their answer: they didn’t want to talk to anyone; more than anything, they just wanted to go home. It struck me later that these desperate, out-of-place kids, overwhelmed by the happy, confident majority, were feeling the way Geoff may often have felt. It was as if, for that one moment in time, they were standing in his place and experiencing what it might have been like to be him.

Human beings give each other extraordinary gifts each and every day: admiration, kindness, emotional validation, financial support, and romantic adoration. But of all the gifts we give to one another, nothing hits the spot like empathy. Putting yourself in someone else’s place, heart-wise and mind-wise, actually understanding where someone else is coming from, is heroic work. Every time someone practices it, the world becomes a more humane place. It changes the person who gives it as much as the person who receives it. If Geoff’s death means anything to us, let it mean this: today, or any day, for just a little while, stand in someone else’s shoes. Feel, even just for five minutes, what it is to be another person—preferably, someone as different from you as possible. It might stretch you, challenge you, turn you inside out in a way that feels uncomfortable, but afterwards—I guarantee—you’ll be someone significant. You’ll be one step closer to understanding how to change the world.

Enthusiastic, gifted writer, a lover of video, computers, caves

By Sean Peltier

I will never forget Friday, Dec. 21, the day I learned that my friend and classmate Geoff Lewis had passed away. That day will remain etched in my memory, forever, for so many reasons. The hallway, normally a happy, loud place full with chatter prior to that dreadful first period was eerily silent, with only whispers and sobs audible. Faces were gaunt, showing either absolutely nothing or the deepest pain. Classmates turned to each other, looking for comfort, an answer, or any connection. We asked ourselves how it was possible that one of our classmates was gone; how was it possible that we had lost one of our own?

It could have happened to any of us, and yet, there we were, without Geoff. The day proceeded in the same manner, a day of silence and sorrow. Personally, three portions of the day affected me most profoundly. On my way into to gym class, I turned around in the same spot I always do. I turned to say “HI” to Geoff and chat about something of no importance

whatsoever. That was our thing, our connection and tradition. Geoff was the most enthusiastic kid I’d ever seen in gym. He would fly about the floor wreaking havoc on the game of soccer. Later, at lunch, the usually talkative table at which I normally sat next to Geoff was completely silent, not a word was spoken, nor was much food consumed. Even later came psychology class, in which I sat next to Geoff and completed worksheets with him. I never saw it coming. But he’s gone now, and nothing I can ever do will bring him back.

Geoff was, despite his unconventional theory that sleeping in class made you smarter, a good student, a gifted writer, and a fun kid to be around. He loved video games (Who doesn’t?), enjoyed driving, going to Greylock football games, and simply hanging out with friends. He loved making movies; I could never get him shut up about Mr. Powers’s video editing class. And the caves were ever so important to him. Geoff loved spelunking, crawling into dark nooks and crannies to see what lay

beyond. I never asked Geoff what the appeal of climbing into a cold, muddy hole was but I wish I had. He was also a good employee. Only after his death did I discover that he had worked with my cousin, Tim. Tim described Geoff very much like anyone else would; he described him as a great guy. Geoff was a great guy. He never had anything negative to say and he was always there to pick you up when you were down, telling a dumb joke and cracking his goofy smile. Geoff Lewis was *truly* a great guy.

There are many different beliefs and theories regarding what happens to us after we die. I would be lying if I said I had any clue as to what actually happens. Nevertheless, I personally find it difficult to believe that our souls can die. Right now, the loss of Geoff is fresh and the thought of going ten minutes, much less a day, without thinking of Geoff is incomprehensible, but time heals all wounds and healing will happen. It’s simply the way people are. Even so, I know one thing for certain: Anytime I see a Chips Ahoy!® cookie, or

Pringles®, or green grapes, or a Capri Sun® juice pack, hear about spelunking or hear Sublime on the radio, I’ll remember Geoff, his smile, his giving his insanely enthusiastic best in gym soccer, and his appearing to be asleep in psychology yet somehow hearing everything and receiving better grades than I did. I’ll remember how he could always tell when I was having bad day and how he always managed to cheer me up. I know one thing, a part of Geoff will remain alive as long as we remember him, and I, for one, will never forget.

Geoffrey Lewis is gone, yet, in the weeks since his passing, I have seen changes within the student body. I have seen people checking on acquaintances to make sure they’re alright. I’ve seen friendships forged because those people who knew Geoff came together to remember him. I would like to think that, at the very least, Geoff’s death brings us together as a class, a school, and a community. Rest in peace, Geoff Lewis. We will never forget you.

OPINION/ARTS

New year, new you: Less cool, less tough, less judgemental?

By Nick Fogel

2008 is well underway and it's time to pack the excuses away and start making good on the New Year's resolutions. You want to shed a few pounds without spending too much time in the kitchen or the health food aisle? Is it finally time to unveil the six-pack abs? Maybe you are determined to be a better spouse: cook a few meals, spend more time with the kids, and not watch so much football? We've got all you need to stay motivated and, in the words of our democratic candidates, make 2008 the year of change!

Don't worry; the Echo has not turned into Men's Health. Honestly, I'm not a big fan of New Year's hype myself. Does 2008 really feel different than 2007? There is nothing new or fresh about January in New England. But, if there is one good thing that this "holiday" offers, it is a chance to change. However, artificial it may be, 2008 is a new opportunity.

For many of us, 2007 could not have ended much worse. Geoff will forever be in our hearts and minds. As we move on in this New Year, we carry the memory and pain with us. I know there is nothing I can say to ease the pain felt by those friends and family who were close to Geoff, but I want you to know that we are here for you and pray for you every day.

2008 is full of possibilities, uncertainty, and new beginnings. Seniors will leave, with any luck, enter college, make new friends, and open a new path in their lives. Underclassmen will have to suffer with the loss of the best class any of us can remember and somehow find a way to carry on for at least one more year. All of us have the better part of six months left in the school year. While

it seems cliché, maybe the New Year is the perfect time to make some changes. I'm not talking about drastic measures that require loads of effort. Maybe this change is as simple as holding the door an extra couple of seconds for someone who is a little ways behind you or not cutting the entire line at lunch as though you are more deserving of your bagel than everyone else (I'm talking to you junior boys).

Try being . . . "a little nicer to each other, a little more understanding when someone is upset, a little less judgmental, a little less concerned with looking cool and tough, and a little more concerned with being a good friend."

There are a lot of problems in the world that could be solved if people made a point of being a little nicer to each other, a little more understanding when someone is upset, a little less judgmental, a little less concerned with looking cool and tough, and a little more concerned with being a good friend. I know there are a lot of people that dread coming to school, and I'm not going to pretend that I'm not looking forward to February break, but I know that I'm also dreading leaving Mount Greylock.

We have loads of people that want us to succeed and

are willing to help us if we fail, loads of opportunities to find out who we are; what we like; and what we want to do, opportunities to have a lot of fun along the way.

Let's look at 2008 as the chance for change. If you have never played a sport before and are used to taking the 2:30 p.m. bus home every day, try a sport. If you're a boy, maybe try a sport outside on the snow that has a three-year win streak, a sport with a group of the coolest and best looking guys in the school. If you haven't yet spoken to a lot of people in your grade, don't think that you are too cool or too lame for them and say hello. If you have been too afraid to talk to your lifelong crush, Valentine's Day is coming up, so put on your best clothes, get a nice haircut, and work the magic.

Sometimes it seems impossible to change and break out of our routine. Sometimes we need these artificial holidays like New Years and Valentine's Day to realize what's important to us. Sometimes they provide a wakeup call to who we want to be, who we want to be with, and how we want to live. So whether you have big or small plans for change, take 2008 as a chance to try new things, grow, and be happy. Best wishes to everyone in 2008!

Feb. 8 'Food of Love' mix to include chocolate and the 'darker side'

By Patrick Madden

"A combination of three of life's most delicious things: Shakespeare, love, and chocolate" is how Deb Burns describes the annual *Food of Love* theatrical event that takes place at the Williams Inn in Williamstown on Friday, Feb. 8 at 7:30 p.m. -- just before Valentine's Day. Sound appealing? It should. There are cups of chocolate mousse (literally cups made out of chocolate filled with chocolate mousse) and a plethora of other delicacies, all making up an all-you-can-eat chocolate buffet available to audience members. "The audience gets to sit and gorge on chocolate (made by the Williams Inn's chefs) while amazing young actors in costume perform Shakespeare's love scenes — comic, romantic, tragic — all around them," says Burns, the show's director and originator.

Food of Love was pioneered by Burns four years ago as a fund-raiser for MGRHS's

participation in the state-wide *Fall Festival of Shakespeare*. Burns has continued the program, much to the benefit of all chocolate and/or Shakespeare lovers. Tickets will be approximately \$15, and all proceeds will go towards next year's *Fall Festival*. While tickets will be sold at the door, seating is limited, so it is safest to purchase tickets in advance. Tickets will be available shortly at *Where'd You Get That?!*, *Wild Oats* and can also be purchased from Robin Lehlitner.

Some 25 student actors -- include a few MGRHS alums, are preparing for this year and are already hard at work, rehearsing sometimes twice weekly in the First Congregational Church and the '62 Center for Theatre and Dance. Milos Mladenovic, a highly experienced actor and director, and Franny Shuker-Haines are also helping to direct scenes from eight or nine Shakespeare plays. Local world music group *The Shoes* will also provide live music before and throughout the performance.

Burns hints the program includes some surprises and new elements this year, including swordplay and more exploration into love's darker side. *Food of Love* actors are able to explore their scenes independently and/or with a director. Mount Greylock sophomore Isabel Kaufman calls *Food of Love* "an amazing opportunity and the perfect fundraiser because it incorporates what we love most about the Shakespeare experience with copious amounts of delicious chocolate!"

Burns loves that each student is "a star in his or her own little scene, so students who sometimes don't get big parts are playing [leads]." She also loves it when Mount Greylock's experienced actors try new things, and one of her favorite aspects of the project is that "the students do most of the work to raise money for this program they care about so much — although this is really play, not work." Burns guarantees "a fun, warm, relaxing evening with lots of laughs and some magic moments."

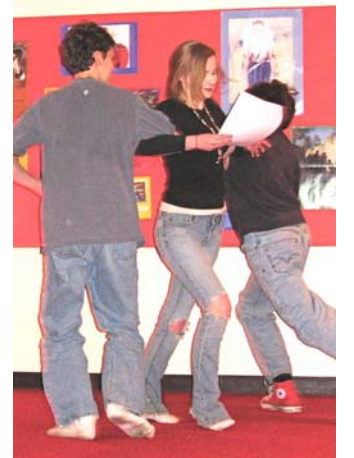


Photo: Patrick Madden

R.L.P.

Continued from Page 1

ago by a fourth-grade teacher at the Williamstown Elementary School, Sue O'Riley. It has helped to establish libraries in rural communities of Honduras, Guatemala, Peru, Nicaragua, and Bolivia. Future plans involve a trip to Ecuador. Each trip involves many heavy suitcases packed with books, paper, games, projects, and soccer equipment. Most recently the bags carried a computer, two printers and all the necessary cords and accessories. Nothing goes through the mail.

I traveled to Guatemala this past summer and am planning my second trip in February. The trip was a life-changing experience that opened my eyes to the power of volunteering and developed my sense of cultural awareness and respect. I discovered a deeper passion for photography and for language study. The children I met became my close friends and were enthusiastic and curious about participating in the pen pal project and contributing to our activities and work.

Nights at the library, a direct result of the Rural Literacy Project serving as the nightly hotspot for the youth of the town, consist of intense Scrabble competitions among kids of all ages, English tutoring, checker games with bottle caps, and the production of library cards for the new computer system we installed. The library has become a safe and encouraging place for the children and is serves as a transition from educational neglect to a what could be a bright future. These grateful children and their families were eager to receive us in every way possible. We left the small community with pleas that we return from all, which we will not deny.

The Rural Literacy Project is currently selling calendars, jewelry, and bookmark beads to raise funds for books and classroom supplies for the next trip. Crosky encourages those interested in the project to contact her.

Student council

Continued from Page 1

nized and official club or group meetings. "We are hoping that the Student Council will hold a lot more decision making power as [it forms] committees and subcommittees to address issues and concerns in the school," says faculty advisor Mrs. Keeley. This system has helped the Student Council add to their list of successes. The group recently got the student parking line to move forward and is continuing to work on getting rid of it altogether.

The members of the Student Council show exemplary leadership skills with running school wide events, making changes that effect everyone, and representing their peers. Mrs. Keeley also states that "it's really exciting to come to Mt. Greylock where we have the potential for incredible leaders who can make a big difference in this school." Currently, the council is considering creating a time during which underclassmen may consult seniors about the college-application process and course recommendations.

Another idea that they are working with is groups of high school students going to middle school classes to talk to them and answer questions about high school and more. Furthermore, the Student Council is considering having a Spring version of the Community Building Day from the half-day this Fall.

Of course, there is also discussion about the ways in which the Student Council, students, and school can commemorate Geoffrey Lewis whether in the form of an assembly or some sort of monument.

The Mt. Greylock Student Council is a school organization that has the power to help the school environment in which so much time is spent. The council works directly with both students and faculty to make sure that concerns are dealt with. Anyone may approach a council member and input is welcomed. The council is a voice and governing body of the high-school classes.

To contact the Student Council, either speak with the representative from your grade, email them at mgstudentcouncil@gmail.com, or visit their website at <http://www.mgrhs.org/page.php?pid=162>.

The Greylock Echo

The Mount 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 editors and writers. Any Mt. Greylock student may join the staff, attend meetings and submit articles.

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Next staff meeting:

Thursday, January 24, 2008

Staff meetings, open any to Mt. Greylock student, are held at 2:30 p.m. in Mr. Niemeyer's Room (54)

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X-C ski team looks to continue splendid success

By Patrick Joslin

When most people think about cross-country, or “Nordic,” skiing, they probably think about revealing spandex, skis that look absurd and skiing uphill (a grim prospect for most). Many teenagers dismiss Nordic skiing as dull, boring, and monotonous. However, the truth is that most students at Mount Greylock Regional High School probably don’t know about our Nordic Ski team’s perennial success and the excitement that accompanies it.

The abridged version of the scoring system for Nordic skiing works like this: The first four skiers on are scorers. Their places are added together. For instance, if your team had skiers that placed 1st; 2nd; 4th; and 6th, you would add those numbers together to calculate your score. In this case it would be 13.

The team with the lowest score wins. The next four skiers that ski varsity can displace skiers from other teams. That is, they can move other team’s skiers down in rank but cannot score themselves.

The Nordic ski team at Mount Greylock is, from this admittedly biased author’s point of view, one of the greatest all-around teams at Greylock both on and off the ski trails. The team usually attracts roughly between sixty to seventy students from both the senior high and middle school, amounting to an astounding approximately ten percent of the student body.

Each and every team member adds to the nearly family-like feeling of one of the most tightly knit teams in the school. The atmosphere on the team is always a constructive one. The team is also a collection of some



Photo: Chris Densmore

The Mountie ski teams working out in the school’s weight room.

of the most hysterical and charismatic personalities around the school. Although Nordic skiing is viewed predominately as an individual’s sport, the Greylock squads exemplify team-building skills and incredible collective sportsmanship on and off the course.

Although there is room for individual glory, any one of the skiers will tell you that the team goals are set far above individual gratification. Nevertheless, this chemistry is truly put to the test when rain covers the trails in the middle of January. This circumstance has plagued several seasons in recent years due to the much-debated phe-

nomenon of global warming. But, that is another story. Despite striving against the elements and the ever inconsistent weather they bring, the Nordic ski teams have some of the best results, if not *the* best, of any team in the school.

Many of us winter sports fanatics, at one time or another, have found ourselves in the perpetual alpine skiing vs. Nordic skiing argument. The truth is that both sports have their respective lures and challenges, but this is neither the time nor the place for that debate. The fact is that the vast majority of the school is uninformed about the Nordic skiing and our ski team’s

perennial success, as with most cross-country teams in the school. It would not be unreasonable to say that the Nordic ski team is the most under-appreciated team in the school.

The boys’ team has been both undefeated and reigning MIAA Division III State Champions for five consecutive years. This year’s squad is poised for another stellar season. With its only loss being that of its number one skier, the ever-charismatic; attractive; and cheerful Evan Dethier, the squad is returning seven of its top eight.

Leading this year’s crew into the cold, frosty, gutsy competition is standout senior captain Nick Fogel, who will look to contend for the individual state title. Nick is closely followed by other senior and captain Ben Ogden, junior Dylan Dethier, and yours truly rounding out the top four.

Any one of those top four skiers could make a serious bid for a state title. Nipping at the first four’s heels are junior Cary White, sophomore Jordan Touboly, and freshman Greg Karibinos. White, fresh out of cross-country running and a good summer of training, has impressed early with a sixth and seventh place finish in the first league races. The eighth spot is hotly contested for by junior Evan Grillon, sophomores Nate Nurmi, and Caleb Pudvar, and, last but not least, senior captain Peter Glover.

The races are usually held on Saturday mornings and there are both junior varsity and varsity races for boys and girls. So find a cross-country skier, get directions to the next race, and get out there to cheer on one of our schools most successful athletic endeavors and most lovable teams.

Students of the month



By Nick Fogel

Anthony Bellmon

There is something different about Anthony. He has something I just don’t see a lot of at Mt. Greylock, something that separates him from the rest of the students. Yes, he is black, but no, that’s not what I’m thinking of. Actually, Anthony has a lot of unique qualities that make him one of the most respected people at Greylock.

In ninth grade, Anthony journeyed north from Philadelphia, the City of Brotherly Love, to Williamstown. Most of the girls who saw him on that fateful first day probably remember grabbing their best friend, pointing, and asking with wide eyes, “Who is that hottie?” Anthony has moved well beyond being the good-looking guy from the city who is good at dancing and singing and looks a little bit like Kanye West. Anthony is known as a leader, a voice for the students, a good friend, and a kind classmate.

From the beginning, Anthony did not openly look down upon us “country folk.” He fit in immediately — winning the ladies over with his charm and extraordinary fashion sense and befriending nearly everyone he met. Last year Anthony was a finalist for Berkshire Idol, showcasing his musical and performing talents. He also captivated all present at last year’s Martin Luther King

speeches. This year he was a main organizer of the pep rally. (He ensured that his coolness made up for the lameness of the other MC to illustrate how sweet our class is.)

Everyone at Greylock is thankful that the ABC program exists and chose Anthony to come here. When Anthony talks, people listen. When Anthony sings, hearts of young girls melt. When Anthony enters a room, you get a strange feeling that you should stand. Anthony claims that he wants to be a judge when he grows up, and I have no doubt that he will succeed in any path he chooses, but let me be the first to say this: I endorse Anthony Bellmon for President in 2028. (Maybe this column can serve as his first campaign ad?) Anthony is a true role model, someone that this class and school will never forget.

Lindsay/Alysson Maynard

This article is dedicated to the best twins at Mt. Greylock, two girls who stand out from by being tall, stunningly beautiful, smart and kind. Lindsay is basically married, and Allyson — who knows her status? But what self-respecting Greylock guy wouldn’t want to win at least the friendship, if not the heart of one or both of these amazing women.

The twins first made their mark at Mt. Greylock on the sports scene. If you’ve ever been in a gym class with either of them, you already know that it is a challenge for the best male athletes to appear cool and manly with the twins there, and the rest of us are in serious danger of being completely left in the dust. Both twins star on the softball team, and Ally is dominant on the soccer field and basketball court, leading the basketball team in scoring and shutting down opponents as the goalie in soccer.

If you are a middle-schooler and don’t know these two, you might be afraid to meet them walking down the high-school hallway to lunch. You might wonder why you haven’t had any trouble keeping your lunch money. But, in fact, the “deisel” twins are two of the kinder people at Greylock. I mean Lindsay is always hugging some boy in the hallway, and both of them are always laughing and joking around. They are often willing to help those in need — you probably remember their coming to the defense of 120-pound



Zach Bishop at the pep rally.

The only problem with the twins is finding a way to tell them apart. Nothing is more detrimental to a first date than calling the girl her sister’s name. If you have not met them, or still have trouble telling them apart, here are pointers: Allyson sometimes has curly hair and usually sports a very fashionable outfit while Lindsay usually goes with simpler clothes and is easy to spot as the girl walking with Matt St. Pierre.

The “diesel” twins have helped keep everyone smiling in their six years here and have helped their sports teams immeasurably. Their contributions as classmates and friends have made them well deserving of the title of Miss(es) January.

I apologize to anyone who has had a hard time with college apps or the social scene because they have not been named Mr or Miss of the Month. There is no doubt it’s among the most prestigious awards at Mt. Greylock. If you are not selected, well deserving as you may be, colleges will consider mitigating factors in assessing you application. You may also still have a shot at a reputable institution, though probably not your first-choice school.

Curriculum

Continued from Page 1

representatives from Williams College, last year’s Step-Up Tutoring program has been transformed into the Williams Center, a tutoring program with Williams College undergraduates as well as Greylock students.

Now, with no cost to Mount Greylock, students may visit Ms. Lehleitner’s classroom after school on Mondays and Wednesdays to receive free tutoring, or tutor other students for service-learning hours. Although there is some uncertainty about the future of this program after this year, the creation of the Williams Center has been a big success for the school committee and the members of the Strategic Planning Committee.

Background on the planning committee: a survey of needs

The Strategic Planning Committee has included approximately 20 students, teachers, co-Principal Tim Payne, and parents. The group has been working on evaluating ways to make students’ lives better at Mt. Greylock. It’s work began with a questionnaire to all high-school students seeking change requests.

Students listed more free time for school work and the availability of extra help during school hours as their top priorities. The committee determined a need to explore ways to have students interact more with various community organizations -- including businesses -- to enhance their educational opportunities. Such school-community partnerships would benefit everything from senior projects to applying for joint grant programs with other schools and various local groups.