

## Williams Lends a Hand

By  
NED KLEINER

Two and a half miles north of Mt. Greylock High School and almost two billion dollars richer, Williams College is one of the country's top liberal arts colleges. Since last January, the Williams Center has been quietly working to share with Mt. Greylock some of the school's extensive resources. It has been the parent of various initiatives: after-school tutoring, 9th grade writing fellows, the 8th grade "Step Out" program, among others, working under its intentionally broad goal: "to maximize the academic value [Williams] college can provide [Mt. Greylock]."

"Williams actively seeks ways to be effectively engaged in the community," President Morty Schapiro says. "The area in which we have the most to offer is education. So, it made sense for us to establish a center that could more fully coordinate the college involvement in the school that already took place and could promote more."

The Williams Center is led by Kaatje White, whose husband, Robert H. White, is the college's director of communications for alumni relations and development. She has one child at Williams, a second child in the high school, and a third in the middle school, making her the perfect choice to run a center for the cooperation of those institutions. "I am very committed to finding ways for diverse Greylock students and Williams students to connect one-on-one either in the classroom or outside the classroom in programs such as after school tutoring," Mrs. White says. "While these connections can be a logistical challenge, Williams students can provide Greylock students and teachers with opportunities for smaller group learning, and serve as wonderful mentors for Greylock kids."

One of the Williams Center's largest initiatives this year is the 9th grade creative writing program. Last spring, the School Committee approved a curriculum change to make 9th grade English classes writing-intensive. Class size was lessened; the two teachers, Mrs. Ames and Ms. Houle, were given only four classes each; and the Williams Center brought in eight college students to serve as teaching

*Williams Center, Continued on Page 5*

# THE VERDICT? OBAMA

By PAIGE BELANGER



After almost two years of vigorous campaigning and many months of equally as vituperative debates between the ordinary sides, the president has been appointed. Most, but by no means all, of the students at Mt. Greylock are satisfied with the country's decision to elect Barack Obama to the highest office in the government of the United States of America. These teenagers, though most not of age to cast their ballot for the candidate of their choice, were actively involved in this both important and historic campaign. Stickers proclaiming "Obama/Biden" still laminate lockers in the hallways of the school, signs for an Obama rally once decorated the corridors, a booth was set up in the cafeteria to register those who would be over eighteen before November 4th, and, less organized but not to be diminished, vocal support rebounded across the walls. Some teachers took breaks from their scheduled lesson plans to host discussions about politics, in which their students spoke their minds and contributed to intelligent discussion.

Though most of the high school was unable to vote, they were able to intellectually form their own opinions and educate and influence both themselves and, perhaps, friends and family who could participate in this essential democratic process. On November 5th, a countless number of students and teachers filed into classrooms half asleep, having witnessed the results of the election into late hours of the night or early hours of the morning. The importance of the 2008 election was not lost on many.

Before the national presidential election on November 4th, the students of Mt. Greylock participated in a mock election, in which Barack Obama was proclaimed victor by a margin even more decisive than that of the official voting. Even on a state-wide level, the Democratic candidate did not prevail over McCain quite so successfully. However, the results of the Greylock election seemed to be more comparable to the results of Berkshire County, which similarly saw over three-fourths of its ballots cast for Obama.

While the percentage vote towards Obama at our high school was not wholly representative of the state election, the decisions about the questions located on the back of the ballot concerning the Massachusetts state income tax, marijuana laws and dog racing followed the same decisions of no-yes-yes.

This mock election can indubitably be regarded as yet another example of student activism at Mt. Greylock, as students were able to illustrate their support for their candidate of choice by participating in an activity yielding tangible evidence of their espousal. In the case of Barack Obama supporters, this exuberance filtered into the next day, where dozens of students continued to wear pins and t-shirts proclaiming the names of Obama and Biden, as well as the inescapable message of "Change".

Yet, even with the energetic support of Barack Obama still evident in students after the results have been reported, it could be safe to say that many do not fully appreciate the consequences of

*Election, Continued on Page 2*

## Bio, Chem, Or Physics?

By  
MELODY EDWARDS

In 2008, for the first time, AP Chemistry, Biology, and Physics are not all being offered. A new system was put in place in the middle of last year, whereby AP Chemistry and Physics alternate every other year, and Biology is offered at all times. Since students are required to take Physics in freshman year and Chemistry in sophomore year, they have all the prerequisites they need to continue on to the higher level classes. This means that by junior year, no one will have taken Biology (the prerequisite for AP Biology), and thus can only take the AP class senior year. It would be unfair to only offer AP Biology every other year, because you would be depriving every other class of taking it. While there is the option to do summer work and test into the class in junior year, most students, even the highly motivated, would rather not spend summer vacation cooped up studying.

Such a system was conceived for many complicated reasons, but one of the foremost was budgetary. We simply do not have the funds to offer all three classes every year. By the new arrangement, one teacher period once allocated to AP science will be freed up for another class, such as an additional section of ninth or tenth grade. Also, in past years, one or more of the AP Science classes has not been full, leading people to question whether the funds ought to be put towards something else.

What effect will this change have on students? Probably not a huge one. This year's seniors will likely see the biggest impact. "I think a senior who planned on taking [AP Chem] would've appreciated a heads up," said Mr. Burdick. Because the announcement that it would not be offered this year was only made at the end of last year, members of the class of '09 had no time to adjust. Junior year was already almost gone, and with it, the chance to take AP Chem. "The lack of communication between the administration and the student body over requirement and curriculum changes that can undermine careful four-year planning is unfortunate," said senior Camille Robertson. However, after this year, the only repercussion will be that scheduling is "slightly less flexible."

*Science, Continued On Page 5*

## Differentiation At Greylock

*The Echo Staff investigates Differentiated learning at Mount Greylock. A new initiative this year pushed by the SPC 3.1 has instituted various forms of differentiated learning in our community.*

See page 2.

## The Youth Environmental Squad

The Youth Environmental Squad, or YES, has started its meetings for the school year. The student group, started in the last couple of years here at MG is trying to make the school a greener place through various methods. This year, they are focusing on starting a more serious recycling program and possibly on composting. The group is trying to implement small changes that will have long-term impacts on the MG community.

See Page 4

## Senior Projects: Past and Present

*Sarah Phelps takes a look at some senior projects in the current senior year and in years past. The projects were selected by project coordinators and show how the wide variety of senior projects that individuals have and are undertaking.*

See Page 4

## THE BOOK WORM

Isabel Kaufman reviews *The Graveyard Book* by Neil Gaiman.  
See Page 3.

## Mock Election Results

The mock election held on November 4th has reported to the echo the results.  
See Page 3.

## Differentiation

By THE ECHO STAFF

Mount Greylock Regional School District's 2006-2011 Strategic Plan made it a goal "to enhance our already strong curriculum to meet the needs of all students." So what changes has our school undergone to make learning more accessible for every student since this plan was established? Recently, a representative from Teachers21 met with Mount Greylock teachers to share differentiated instruction techniques. Teachers21 is a non-profit organization dedicated to strengthening the education system in New England by working closely with teachers and administrators. Differentiated instruction, often referred to as differentiated learning, is a teaching philosophy developed by Carole Ann Tomlinson Ph.D., in which a teacher approaches a lesson with the specific learning styles of his/her students in mind. With this philosophy, a teacher may present information

Differentiated instruction, often referred to as differentiated learning, is a teaching philosophy developed by Carole Ann Tomlinson Ph.D., in which a teacher approaches a lesson with the specific learning styles of his/her students in mind.

through creative methods such as visual aids, class conversations, group work, or projects, rather than lecturing at the front of the classroom every day. The objective of differentiated instruction is to

get all students to understand the same material, though they may have absorbed it in various ways.

According to Tomlinson, adjusting to students' readiness, interests, and learning profiles is vital to differentiated instruction. A learning profile is essentially a student's learning style, generally divided into three categories: visual, auditory, or kinesthetic. The theory is that by adjusting to a student's specific learning profile, teachers can more effectively educate. As far as Greylock is concerned, Mr. Payne believes that "we're moving to a point where more and more teachers are using differentiated instruction. The funny thing is that a lot of teachers are already doing it . . . but they don't necessarily call it differentiated instruction." Some people may just call it being a good teacher. However, there are many students at Mount Greylock who feel that differentiated learning is not as effective as it could be within our school. One eleventh-grader pointed out that "as an honors student, teachers expect you to adapt to their teaching style, but they give you more leeway with studying techniques." Students taking Honors and AP classes tend to find the courses difficult, not only because of the heavy workload but because of the manner in which information is presented. According to one tenth-grade student, "honors teachers expect you to be able to keep up with their teaching methods because they know that you have excelled in that particular course in the past."

Students also find that most of their teachers at Mount Greylock do not know them well enough to be able to cater to their individual learning styles. Another

tenth-grader explained that "some teachers try to get to know their students, but they just don't succeed. Most teachers have too many students in their classes to be able to do that." Without knowledge of the learning preferences of individuals, it is difficult for a teacher to gauge what type of teaching meth-

Students taking Honors and AP classes tend to find the courses difficult, not only because of the heavy workload but because of the manner in which information is presented.

od students will benefit from the most. Not only do students receive more attention from teachers in smaller classes, but the intimidation factor when asking a question is greatly reduced. Thirty-student classes lead to teachers who still don't know students' names late in the fall and to kids who are reluctant to give any sort of answer or opinion in class.

Though many teachers at Mount Greylock are attempting differentiated instruction, students still feel that their teachers do not understand their learning habits. Therefore, it seems necessary to come together at a middle ground to improve the educational experience at our school. The administration is now making a concentrated effort to extend differentiated learning techniques throughout classrooms and revitalize teaching that connects to each and every student.

### Election, Continued from Page 1

Obama's victory. What were Obama's promises, and how can he fulfill them? Perhaps most critical is his need to revive the economy from its decaying state. In order to accomplish his vow of improving the financial situation of the United States, Obama has said that he will first issue a successful stimulus package and then "go through the budget line by name" to cut out failing programs. The money added to the budget by this invested time and effort will contribute to the rest of Obama's plans, which include a plethora of commitments that he believes will benefit the country, and will hopefully prevent adding more money to the deficit, which has been magnified to extreme proportions since Clinton left the Oval Office. Much more relevant to the everyday household is Obama's plan to cut taxes for middle-class families making under \$250,000 a year. This action could lead to more finances within family budgets, which would result in an impetus leading to a reforming economy.

Along with fixing the financial crisis pervading the nation, which undoubtedly affects every student who roams the halls of Mt. Greylock in some way, Obama has a detailed and comprehensive health care plan. This proposal, not intended as a "socialist" program despite attacks suggesting otherwise, aims to ensure coverage for every citizen of the United States at an affordable rate, something that a vast amount of non-communist governments have already enacted to benefit their people.

Concerning the much-debated Iraq War, Obama has promised to refocus troops into the one-target that is Afghanistan, removing all troops from Iraq by 2010. Obama also wants to take incredible monetary steps toward reforming both No Child Left Behind, a plan of Bush's that lacks appropriate fund-

ing to yield tangible results, as well as the educational system of the United States in general, a course of action that could be incredibly significant to students across the nation. He wants to indulge the budgets of public schools with more finances so that they might improve their conditions, making private schools not the only source of an adequate education, especially in inner cities. His educational plans are essentially based on treating the causes of the problem in education, not the symptoms.

These are only a few examples of the course of action Barack Obama has stated that he will take as President of the United States, and while it is impossible to enumerate all of his political positions in one article, in depth responses to various issues are easily accessible to students.

Barack Obama is the president-elect of the United States, to the exultation of some and the dismay of others. Regardless of political affiliation, it is essential that every inhabitant of the country, endowed with the ability to vote or not, supports the intended programs or plan of action that he finds beneficial to the future of America.

No president realistically fulfills all of the promises made along the campaign trail, but like most of the nation Mount Greylock is predominantly filled with hope and expectation for a reversal of the struggles in which our country is involved, and even more importantly students are seemingly more informed and aware of politics than has been the case for a while. Now we need to look to the future and hope both for increased prosperity and for as much awareness and involvement from our students in their political interests as has been shown in this 2008 presidential election.

## NEWS IN BRIEF

### Senior Can Get Help on College Essays

Seniors can now have their college essays read and edited by former Williams Director of Admissions Phil Smith and Williams students Emily Chu and Mary McChesney. The essays can be proofed until application deadlines. Be sure to give editors 2-3 days to respond. Contact information is listed at mgrhs.org.

### Quiz Bowl

A team front Mount Greylock will be entered in "As Schools Match Wits", a quiz bowl show aired on the Springfield PBS affiliate. Questions are categorized into Arts and Education, Literature, Math and Science, General Knowledge, Social Studies, and World Events. The team will play Glastonbury High School in January. The members of the team are yet to be determined.

### Java will Jive at Williamstown's Holiday Walk

On December 13th, JavaJive, the teen-run, substance-free coffeehouse will take place at The Log at 79 Spring Street in Williamstown during the town's Holiday Walk festivities. JavaJive has historically served as a venue for student musicians, poets, and comedians to perform their talents in what is typically an open-microphone situation. Performances will run from 7:00 pm to 9:00 pm and snacks and beverages will be available to be purchased. Mt. Greylock parent Moira Jones coordinates JavaJive and may be contacted at (413) 458-9407.

### Mount Greylock to Offer ASVAB in December

Mount Greylock will offer the ASVAB on Wednesday, December 10th to any interested seniors, juniors, and sophomores. The ASVAB Career Exploration Program (Armed Services Vocation Aptitude Battery) is a comprehensive career exploration and planning program developed by the Department of Defense to help high school and post-secondary students across the nation learn more about career exploration and planning. To sign-up for the test and acquire further information, interested students should contact Mrs. Wilson in the Guidance Office. The deadline to sign-up is December 5th.

### Sweets for the Sweet—Shakespeare and Maple Syrup

Mt. Greylock's thespians will perform Henry V one final time tonight at Founder's Theater in Lenox as a part of Shakespeare and Company's 20th annual Fall Festival of Shakespeare, encompassing productions from 10 area schools at 8:30 pm. Tickets will be \$5 for students and \$10 for adults. In order to raise funds to support the nine-week residency program that this performance culminates, actors will be selling 100% natural Ioka Valley Maple syrup to any and all interested parties. The fundraiser directly supports the Friends of the Arts organization. Order forms can be attained at the Mt. Greylock website ([www.mgrhs.org](http://www.mgrhs.org)) or from Mt. Greylock's Fall Festival participants and should be submitted in the Superintendent's office by December 1st.

*The Mt. 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 photographers, writers, and editors. Any Mt. Greylock student is welcome to submit articles, come to meetings, or join the Echo staff. Meetings are held in Echo Office at the back of the library, typically after school on Mondays after publication.*

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## MOCK ELECTION RESULTS

**Presidential Race**  
Obama/Biden: 79 %  
McCain/Palin: 18 %  
Other Parties: 3 %

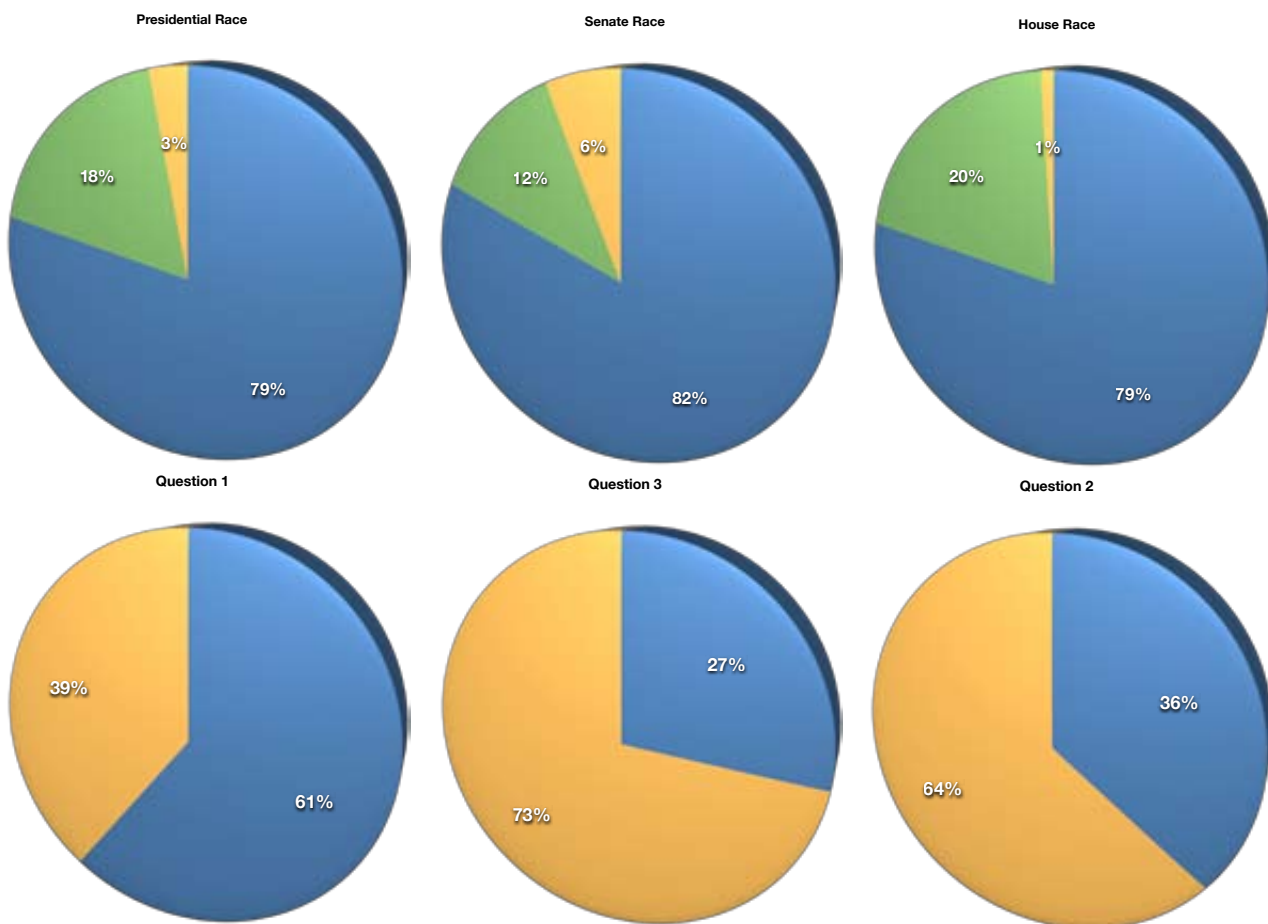
**Senate Race**  
Kerry: 81%  
Beatty: 12%  
Underwood: 5%  
Other Parties: 1%

**House Race**  
Olver: 78%  
Bech: 20%  
Other Parties: 1%

**Question 1**  
**Tax Law Reforms**  
Yes: 39%  
No: 61%

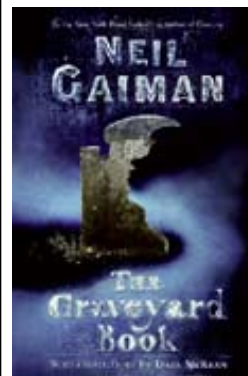
**Question 2**  
**Marajuana Law Reform**  
Yes: 64%  
No: 36%

**Question 3**  
**Dog Racing Laws**  
Yes: 73%  
No: 27%



## The Book Worm

By ISABEL KAUFMAN



Title: The Graveyard Book  
By: Neil Gaiman  
Price: \$ 17.99

Neil Gaiman might be a superhuman. Even if he isn't just a wry, scruffy British man who writes a lot and has too many ideas for his own good—that's even more impressive. He's quite prolific, and in any given book of his you can find at least five brilliant things, to say nothing of the moments that are merely good. He's not a perfect writer, but he's certainly smart. And he writes some things better than he does others.

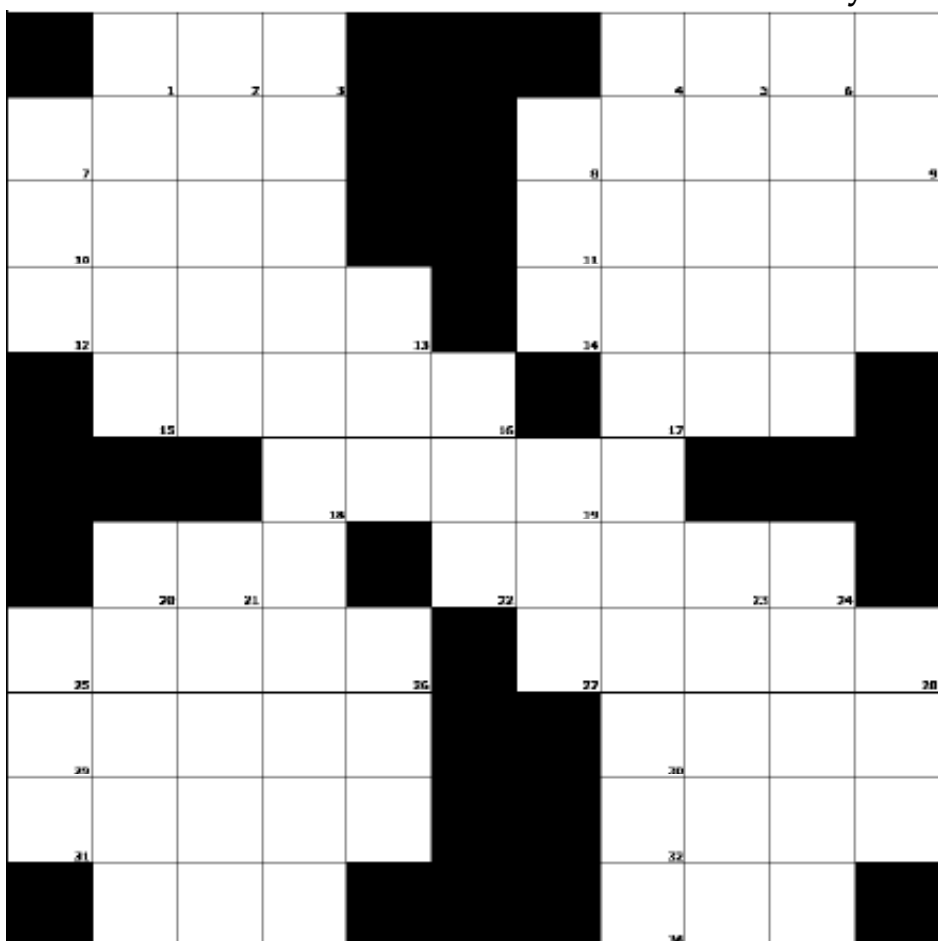
The Graveyard Book is extremely well-written. It freely admits to taking a page out of The Jungle Book's, er, book, and tells the story of a young boy taken from civilization and raised outside the human world. Here, the boy—named Nobody Owens, Bod for short—finds his home in (obviously) a graveyard, and is raised by the ghosts therein. Gaiman writes with a light touch, and his spare prose works perfectly here. He can say mountains with a five-word sentence; he can convey meaning with childlike simplicity. His words are well-chosen, and his characters are no less vibrant for it. The mythology of the story reveals itself easily without much explanation: Gaiman is a master, here, of the show in lieu of the tell. And he does so much within this little book. It's comedic, it's fantastic, it's spooky, it's sad. It's exactly as long as it needs to be, yet I couldn't help but wish that it were longer.

Bod grows up in the graveyard, hiding from the man (well, we'll call him a man) who killed his family when he was a baby. Along the way, he comes into contact with different varieties of ghosts, weird beings, and, occasionally, people. Of course, he matures along the way, but he is naturally written in every phase of his life. Impressively, the book manages to transcend shelf-space: it would be equally at home in the adult and children's section, to say nothing of YA. It's not to be categorized; it's meant to be read. The plot, in its description, sounds so simple. It is so. It isn't a complicated book. It is complex, though, if only in the way that it will sit in your head and your heart: for a little book, it takes up a lot of space.

If you haven't read Gaiman, this is a fair starting point; if you have read Gaiman, you will end up reading this anyway and loving it. It's a book that should be read. It's a book that should be loved, and can easily be so.

## CROSSWORD

By DYLAN DETHIER



### Across

- \_\_\_ culpa
- Limit
- Fey of "30 Rock"
- Result
- Libertarian Nominee
- Without companions
- Bend
- Magic symbols
- Queen \_\_\_ Lace
- \_\_\_ Ott
- Cookie leftover
- When you'll get there
- How you'll get there
- Use strength
- Holy song
- View
- Cold cut home
- North Shore county
- Cain's downfall
- Tire residence
- Thither and \_\_\_

### DOWN

- Mazda make
- Failed Houston company
- Followed his brother Nick
- October Day off
- Repent
- Committee
- Place for Seinfeld
- Road substance
- Coach Miles
- For each
- Cali sight: Big \_\_\_
- Janitor's tool
- Be
- Short for "Theresa"
- "Billy's Boot Camp" Exercise
- Latest host of the Oscars
- Adam's counterpart
- It could be levied
- Home of the Brewers, for short

The Echo Editorial Staff invites you, the MGRHS community (teachers, parents, administrators, and students alike), to let us know what you're thinking! If you have comments about the Echo, Mount Greylock, or life in general, let us know! Please submit any letters to us at [mountgreylockecho@gmail.com](mailto:mountgreylockecho@gmail.com) or give them to Mr. Niemeyer. Be aware that the editorial staff may make decisions to run or not run your letter depending on what we deem is appropriate. We also may elect to run an excerpt of a letter.

Thanks for your submissions, The Echo Editorial Staff.

# COMMUNITY

## A CLOSER LOOK AT SENIOR PROJECT

Compiled By SARAH PHELPS

The time of year has come when all seniors have picked a topic for their last graded assignment, the senior project. These ideas range from learning to dance to tying knots to designing homes, but what really makes a senior project great? According to Tom Ostheimer, former coordinator of senior project, there are a variety of different factors. Originality, intrigue, and self-interest always have the potential to give excellent results. Last year's projects on breeding pygmy goats and studying the "N-word" fit well into these categories, and each student gave more-than-acceptable presentations to their panel of judges. Projects that stretch comfort levels can make a senior project more than just a necessary evil, for example, learning to sing.

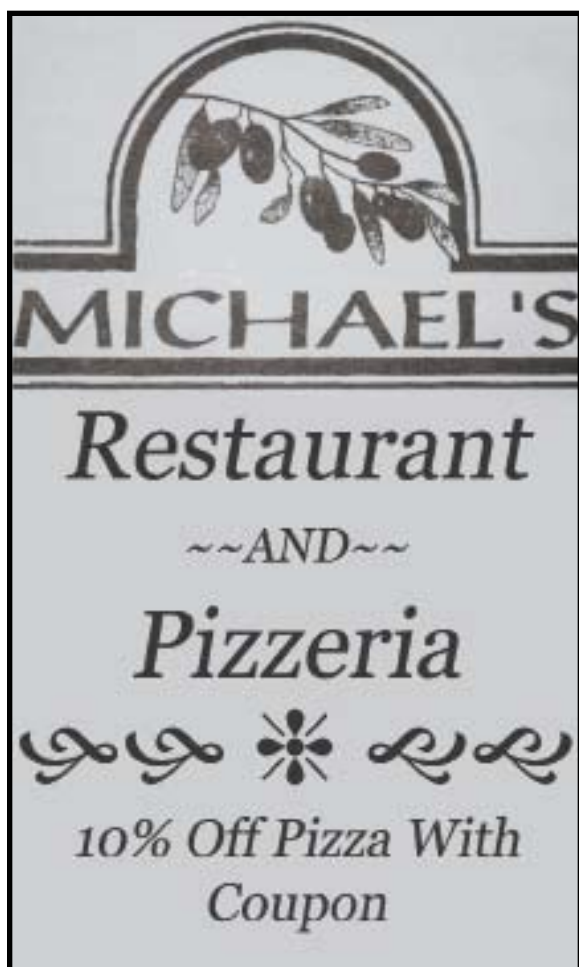
Alumnus Peter Glover performed a ballad for his presentation, he received his degree, and now he can carry a tune. Community and school related projects are key to the senior projects whole basis: bringing student focus back to their surroundings. Involving the community in the high school through mentors and especially project ideas is what gives meaning to the entire process. Organizing sporting events and awards brings Williamstown into MGRHS.

Below is a list of example project ideas from this and past years. Hopefully, the topics from this year can turn out as well as ones from the past.

- How can I promote the ABC House in a documentary?
- How does one prepare oneself intellectually and emotionally to be a nurse?
- How can I effectively portray my experiences in Guatemala through a combination of photography and narratives?
- How does one prepare to be a police officer whose partner is a canine?
- How do I effectively create a multimedia presentation of the class of 2009 memories?
- How can I train a dog to become obedient?
- How can I, in a cost effective manner, restore a convertible to a running and inspect-able condition?
- How can I organize a tennis tournament to raise money for a charity?
- How do I effectively raise money and awareness in my community about thyroid cancer?
- How can I, as a classically trained pianist, learn to successfully improvise in jazz style?
- What do I have to learn about dancing before I feel comfortable teaching swing to my classmates?
- Will a man-made "natural" habitat provide an environment in which fresh water bass will thrive and reproduce?
- Can building a pin-hole camera make me a better photographer, in general?
- How can I design/rejuvenate a garden to make it aesthetically pleasing to the surrounding classrooms?
- What is the role of radiological technology in today's medical profession?
- As a young adult, how can I enrich the lives of senior citizens in an assisted living situation?
- How can I successfully create an online magazine that focuses on the intellectual and artistic aspects of fashion?
- Can I learn to program, create, and integrate java script and AJAX applications, as well as expand my knowledge of HTML code and web design and display proficiency and understanding of the languages and techniques in a functional website for a local artist to display and sell his artwork?
- In what ways might ultimate sports affect and influence the behavior of teenage males?
- As a novice musician, how can I write a guitar piece that could impress someone more musically experienced than I?
- How can I share my passion for sailing with elementary school students?
- What is the process of designing and making a snare drum?

There is a national organization that certifies Senior Project programs; while Greylock's program has not yet been certified at a national level, the national programs; success in clearly a motivator for the program. Many of the ideas, goals, and even timelines are similar to the recommendations the national program prescribes. Former project coordinator Tom Ostheimer says that while the initial program was just based on other schools, there are surprising similarities to the national programs. Many seniors resent the extra workload, yet others enjoy the prospect of truly self-directed learning.

However, the success of a senior project comes down to one factor: motivation. A good idea goes nowhere unless the student behind it is willing to work his or her way to victory. Almost any project, no matter how simple, can produce extraordinary results if the student can really put in as much effort as possible and walk out of Mt. Greylock with a feeling of achievement. A senior project topic gives potential for success, the student fulfills it. So Seniors--Good Luck!



## SAYING *YES*. TO THE ENVIRONMENT

By KRISTA MANGIARDI

The Youth Environmental Squad, or YES, is officially up and running for the school year. Not only are they having their weekly meetings again, but they are ready to get some things done in the school. Under new leadership, a new advisor, and with help from the Thursday Night Club through the Williams Center, committees have been formed and their work will soon be seen throughout the school. Overall, it has been decided that the organization will be focusing on making small changes in our own school that can make a large difference for the environment. They will provide opportunities to help and also try to create awareness.

One of the committees is donating their time to help create more recycling opportunities in the school. Mt. Greylock already has paper bags in most classrooms for recycling paper, but is not as effective in promoting recycling plastic bottles. Recycling bottles has become vitally important in our nation as it is one of the weaker environmental programs as a whole. MSNBC news recently found that only about 12% of water bottles are recycled in any recent year, and when bottles aren't recycled it further strains our amount of natural resources. Five YES members are working on acquiring recycling bins to place throughout the school, a surprisingly tricky process regarding funding and fire codes. But plans are in effect to have purchased and placed these bins throughout the school in the upcoming months, so be prepared for them. Another aspiration of this rising club is a focus on composting. Programs in composting already exist successfully in the local elementary schools, and now YES is trying to do the same here. Every day at lunch instead of throwing all food away, it could be organized into different bins for composting. This would help to create a useful organic product instead of putting more waste into landfills. Soil can then be used to benefit the school. Currently the committee is educating itself about making this possible and also figuring out ways to encourage fellow students to compost during lunch. As soon as it can be implemented, students from YES will be volunteering their time at lunch to help students in using the new system. This should cut down on the school's waste significantly, without too much work for students.

A third goal is titled "publicity," aimed at raising awareness of what students already can do to save energy in the school. Slogans and signs should soon decorate the halls, reminding students about conserving, for example by automatically shutting light switches and opening doors. The goal is to create attractive and friendly reminders for what many of us often forget. Accompanying the three latter committees are more expansive and ambitious YES projects. Some outside research is being done on getting solar panels for the school potentially benefitting Mt. Greylock financially for years, as well as the environment. Methods such as signing petitions or talking to local representatives are expected.

Meetings are often announced over the loudspeaker and are open to anyone and any ideas to contribute. Filled every week with the bustle of excited discussion by students that truly care about the environment and the wellness of Mount Greylock, YES has ambitious plans for the upcoming months and students should expect new measures to be taken at Greylock.

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ible for any individual student," as Dr. Burdick put it. Most will get to take the courses they want so long as they "think ahead, and think about [their] future[s] a little bit more," pointed out Mr. Burdick.

During the planning stages, there was some concern that if students were taking such difficult classes in junior year, they would not yet have learned the necessary math. AP Physics, in particular, was worrisome as it has the largest mathematical component. With students of different levels in the same class, it is likely to "[require] a little adjustment on the physics teacher's part," observed Mr. Bell. This year, Dr. Burdick's class is about as mixed as it gets, split nearly 50-50. "And I like that," he says, "I think it's actually very good for AP Physics." He believes that both his 11th grade and 12th grade students are well prepared to take his class. In addition, since Physics is now a re-

quired subject for all freshmen, everyone enrolling in the AP level has "a foundation for physics that wasn't

Due to the fact that there is now one section of each AP Science per two years, the number of students per section is higher. There has always been only one section of Biology and Physics, but it has been filled with one year's worth of students, rather than two.

there in the past," commented Mr. Bell.

Currently, the more problematic issue is the large classes that result from the new system. Due to the fact that there is now one section of each AP Science per two years, the number of students per section is higher. There has always been only one section of Biology and Physics, but it has been filled with one year's worth of students, rather than two. This year in AP Physics there are 28 students, whereas in the years leading up to the change, the highest enrollment in the course was 22 in 2005. "AP Physics is indeed a little too big," admitted Dr. Burdick. AP Chemistry is bound to be even bigger when it is offered next year, because it customarily has two sections; Mr. Bell, head of the Science Department, speculated that that would probably not be possible in the years to come.

Over the course of future semesters, opinions about the change will crystallize. Time may tell us that the rotation needs some tweaking. However, odds are that

## Williams Center, Continued from Page 1

assistants. The college students visit once a week and provide more one-on-one feedback. Liz Costley is coordinating the efforts by the college students to help the freshmen improve their creative writing. As a freshman, I can testify to the usefulness of discussing my writing not only with my peers and with my teacher, but also talking with a better writer, but one who is still a student, and remembers what high school is like.

Williams students are also offering after-school sessions. Available every Wednesday, coaches have agreed that no one will be penalized for missing the start of practice to get help. There is also a session of one-on-one tutoring available on-campus Tuesday nights 7:00 to 8:30. Contact [bmaselli@mgrhs.org](mailto:bmaselli@mgrhs.org) for more information.

One of the things colleges know the most about, naturally, is getting into college. Along with representatives from MCLA, Williams admissions staff discussed writing a college paper with the seniors, and can provide feedback if a draft is sent to [philip.f.smith@williams.edu](mailto:philip.f.smith@williams.edu), [emily.p.chu@williams.edu](mailto:emily.p.chu@williams.edu), or [mary.r.mcchesney@williams.edu](mailto:mary.r.mcchesney@williams.edu). In addition, seniors can get help preparing for the SAT's or writing their essays at the tutoring after school on Wednesdays.

Another field where Williams has expertise is environmental activism. As students will soon be inheriting the problems of climate change and resource depletion, the college has already implemented such features as composting and aggressive energy saving. Mt. Greylock students who also wish to join

the fray have created the Youth Environmental Squad, YES. YES is advised by Karen Lobdell, working with the Thursday Night Group an environmentally aware group of college students that meets - you guessed it - on Thursday night. The Williams Center is assisting YES by allowing it to latch onto the college's composting program and use some of the college's recycling bins

lated in their Social Studies classes. In addition, math professors at Williams will be visiting Mt. Greylock to present extension lectures to some Greylock math classes. Williams faculty and their spouses have also offered to be Senior Project mentors for those doing projects in their areas of expertise.

The Williams Center is not just helping high schoolers, however. The

Mr. Payne, when asked what the school hopes to gain, says "Williams College has always been generous with its offers of resources and services to the school. At times it can be challenging to determine which would have the most benefit for students and to coordinate multiple efforts. My hope for our collaboration with the Williams Center is to understand the range of opportunities available, identify the ones we want to institute and then support these efforts so they have a lasting impact on students and the school."

for bottles and cans.

Williams also has lots of experience teaching students. As one of the country's best liberal arts colleges, it has great teachers, who are happy to assist Mt. Greylock in some of the areas we are weakest. Recently, an Associate Political Science Professor at Williams, James McAllister, gave a lecture on the election to the high school, and took questions from the students formu-

lated in their Social Studies classes. In addition, math professors at Williams will be visiting Mt. Greylock to present extension lectures to some Greylock math classes. Williams faculty and their spouses have also offered to be Senior Project mentors for those doing projects in their areas of expertise.

the heart (and for the lungs)." The Williams Center is also holding workshops for the eighth graders, part of the Step Out program. To this end, on September 25, all of the eighth graders gathered for dinner together, after which Williams College student leaders led them in team-building exercises. They then met for breakfast the next morning, before traveling to Jiminy Peak where a professional outdoor education staff will lead them through various fun activities designed to help them grow and know themselves. "This program is really about building tolerance and respect at a time when students not only are wrestling with their own identity, but also are trying to figure out how to fit into the Mt. Greylock community," Mrs. White says.

Despite the many ways the Williams Center is helping out Mt. Greylock, name recognition among students remains low. In my admittedly unscientific survey of ten underclassmen, only six said they had heard of the Williams Center, and none of them could tell me what it did. But the Greylock Community has high hopes for the initiative. Mr. Payne, when asked what the school hopes to gain, says "Williams College has always been generous with its offers of resources and services to the school. At times it can be challenging to determine which would have the most benefit for students and to coordinate multiple efforts. My hope for our collaboration with the Williams Center is to understand the range of opportunities available, identify the ones we want to institute and then support these efforts so they have a lasting impact on

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By JANELLE VAN LULING

*As autumn comes to a close, so do the Mt. Greylock fall sports. With impressive performances throughout the season from all teams, the Mounties have proven to be an athletic force not only in Berkshire County, but also Western Mass.*

## Soccer

On the boys side, life is good. Heading into the state-wide tournament after winning the Western Mass final on Sunday, they have had quite the season. With a current record of 18-1-1, the Mounties are going strong. Senior captains Than Finan (Keeper), Alvand Hajizadeh (midfield) and Nico Walker (defense) have lead the way for this amazing season. Falling only to Lenox in a 2-1 game early in the season, the Mounties picked up the intensity and never looked back. Junior Tyler Grees has had not only an outstanding season, but postseason as well with four goals already. Each member of the team has had a significant impact on the season, and it's clear that not just the starters are able to hold their own. Claiming the number one seed in the tournament gave the boys a great sense of confidence and it can be seen in their level of play. People all over Western Massachusetts are noticing the magic the Mounties are producing, and many from Berkshire County cheer them on to bring home the state championship. Whether they win or lose in the state tourney, it is clear that they have beaten the odds and are one of the finest groups of soccer players in the state.



The MG Soccer forward line pushes forward.

Photo: Matt Baker-White

The girls soccer team finished out their season with an overall record of 8-5-3. In the first round of the Western Mass. Tournament, the Mounties played hard, but in the end came up short in a loss to Mahar. In the regular season however, there were some exciting and notable wins. The girls beat Monument Mountain 3-1, Taconic 4-2, and tied Pittsfield 0-0. Senior captain Amanda Karampatsos ended her high school career with the ability to say that she scored 100 points; which is something not many soccer players can say. Overall, the girls had a very successful season and will hope to continue their success next year.

## Golf

The golf team had another solid year. With a final record of 13-2, the mounties' dominance of the county is quite clear. Lead by senior captain Dylan Dethier, the boys placed second at Western Mass. and fifth at states. The key players throughout the season have been (in addition to Dethier) Seniors Sam Garivaltis and Dan Mansen, Juniors Mitchell Hebert, Andy Budz and Taylor Dunn, and sophomore Collin Delano. With huge promise early on with large numbers, the golf team was expected to continue their success from previous years. Despite an early loss to Taconic, the Mounties continued to have a strong season and eventually beat Taconic at Waubeeka. With strong performances not only from Dethier but also Garivaltis, sometimes known as the "Dynamic Duo," the Mounties could be confident the two would always come up big. Overall, the golf team had continued success this season, and is one of the top teams of Greylock in the Fall.

## Volleyball

Getting into the Mountie Dome, the MG Volleyball team had yet another outstanding season. Landing a final record of 15-3, the girls spiked their way into the Western Mass. tournament. Despite predictions that this would be a rebuilding year for the Mounties, the girls ended with a better record than in 2007. Key players for the girls this fall were Seniors Chelsea Garrison, Bri Morrison, Sierra Schultz and Danielle Gagnon, Juniors Sam Radke, Regis Shanley and Tijana Samardzic, and Eighth grader Emily Mortenson. In the first round of Western Mass. the girls defeated Pioneer and advanced to the second round where they fell to Turners Falls. Despite their Western Mass. loss, the Mounties had an incredible season, erasing all doubts that the MG Volleyball program would struggle with the loss of six seniors. The girls are looking to continue their success next year, and advance even further into the Western Mass tournament.

## Cross Country Running

Girls cross country has had yet another incredible season. Placing second at Western Mass, they have advanced to the State championship on November 15. Senior captain Jackie Lemme has individually had an amazing run this year. Striding ahead of the competition, she has claimed Berkshire County dominance. Her second place finish at Western Mass. is the best of her entire cross country career. Freshman Mackenzie Hitchcock has also had an incredible season, finishing third at Western Mass., right behind Lemme. Two other freshmen, Laura Nolan and Kaylene Lemme have also made a serious impact on the team, consistently finishing in the top five. Seniors Meghan O'Grady and Abby Bishop have made a run for the top five as well, along with a pair of 8th graders Kat Chenail and Alexandra DeVeaux. The girls have not only had success in the Berkshires, but also some on a national basis. At the Walt Disneyworld Cross Country Classic in October, the Mounties won the Junior Varsity race and placed 6th in the Varsity. The Mounties finished their regular season as Berkshire County Co-Champions and are hoping to have a solid performance at States.



Above, Center: The senior members of the Girls Cross Country Running team pose at the Western Mass Championship Race. Back Row: Jessica Lemieux, Hannah Chenail, Jackie Lemme, Jenay Haskins, and Abby Bishop. Front Row: Katherine Wadsworth, Meghan O'Grady, and Alicia Dupras. Missing is Janelle Van Luling who was unable to make the event.



At Right: Senior and captain Patrick Joslin on the course at the Western Mass Championship Race.

Photos: Matt Baker-White

## Football

The football team has had an improved season from last year. With a current record of 2-8, the Mounties are definitely in a rebuilding stage, though impressive wins against Pittsfield and Monument Mountain show that the boys aren't to be dismissed. Seniors Ian Jones, Kris Jolin, Jordan Adames, and Ben Shiner have lead the team throughout the season. Other key players have been Jason Pilot, and young quarterback Kyle Quagliano. Despite small numbers, (and actually, compared to many teams, small players) the team has worked extremely hard to produce a strong line up. Although the past two seasons have put the Mounties in what some would call a slump, they are hopeful that in the coming years they will reclaim their title as Berkshire County Champs.

The Boys cross country team has had a great amount of success this year. Finally defeating Berkshire County rival Monument at what is considered one of the most important races of the season (Western Mass.) the boys couldn't be more pleased with the progression of their season. Senior captain Patrick Joslin has proven to be the best runner in the Berkshires, and one of the top five best runners in all of Western Massachusetts. Freshman Matt Cheung has also had an impressive season, consistently finishing second for Greylock. Seniors Cary White and David Nolan are also on Greylock's top list, along with Juniors Caleb Pudvar and Will Alimonos. The boys placed second at Western Mass as a team, and also advanced to the State race.