

THE STORY BEHIND SCHEDULING

By KRISTA MANGIARDI

When Mt. Greylock students returned to the school halls after summer vacation, they were ready to take on their new academic schedules. Some students, however, were not able to fully conquer that task due to a number of quickly developing scheduling conflicts. These conflicts have since stirred up a variety of reactions and responses within the school community.

Scheduling is a many-sided process, and it is necessary to understand that process before looking at this year's incidents. It all starts with the distribution of the Program of Studies to students around mid-year and an informational meeting with parents. Students then make their selections and sign up for their desired classes on their green sheet and then during a meeting with their guidance counselors. An accurate registration count is presented to principal Mr. Payne, who chooses how many of each course is going to be offered. When it comes to making the master schedule, first the inflexible information is entered into the computer. This includes designated lab periods and time allotment for teach-

ers. Then, the computer generates a plan that is the best fit for the most students based on the given restrictions. In June, the approved budget for the year may force modifications in courses of-



Parent Betsy Johnson expresses her scheduling concerns at a recent school committee meeting. Photo: Patrick Madden

ferred and teachers available. After this, the schedules are adjusted and the latest versions are sent to students over the summer. Guidance counselors are able to come in only eight days before school resumes, during which they deal with individual glitches.

There are factors that made the 2009-2010 school year unique in this process as well as issues that are inevitable every year. According to guidance counselor Mrs.

Casalinova, a large part is that "with a really small junior class of 86, there just isn't enough drive for decision making." Also, there is an extremely high number (31) of what the administration calls "singletons," or classes with only one daily section. This is a result of fewer teachers and tighter budgetary restrictions. When students with quite varied schedules sign up for a lot of the same singleton classes, it is virtually impossible to meet the needs of every student. Furthermore, with all of the options available for students at Mt. Greylock, and particularly to upperclassmen, many course loads

become, as Mr. Payne describes them, "unique." Mr. Payne elaborated that, "I don't have a typical eleventh grader anymore, but atypical is great; it is my issue, not the student's." These atypical schedules result from students taking college classes, signing up for more than one class in the same department (often multiple lab sciences), using gym wavers to increase course load, and taking, in many cases, up to four or five "singleton" classes. In addition, ninth grade (and total) enrollment is always unknown during scheduling because of McCann transfer students, private school transfers, and other new students. Thirty-eight new students had to be plugged into the system this year, and many others taken out.

Interestingly enough, 86% of students were fully scheduled by the end of last school year, meaning enrolled in seven classes, versus approximately 60% from last year. It was only when the last-minute and individual problems swarmed the guidance office that they, "had to get a little creative with things...the com-

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1 in 650: An Interview with Sato Matsui

By NATE NURMI

Each month in the 1 in 650 column, the Echo interviews one individual student (out of approximately 650 at our school) who stirs the water with a particular passion or artistic endeavor. This month's interview is with talented violinist and composer Sato Matsui.



Q. When did you start composing music?

A. I only started last year. It was a sudden passion, and I haven't really stopped since.

Q. What was your first piece?

A. My first composition was a symphony. One should never start with a symphony, but it was an opportunity that came my way.

Q. Have any of your pieces been performed live?

A. Yes, my symphony was performed by Sage City Symphony in Bennington last April.

Q. I hear you've involved composition into your senior project?

A. Yes, I'm composing a string quartet for my senior project. It's a challenge because I'm writing atonal music, which doesn't exactly follow the conventional harmonies.

Q. Where do you get your inspiration for the music that you compose?

A. Really hard question ... sometimes I just get inspired by ordinary things, for example frost in the window. Sometimes I'd see silhouettes, and they would just turn into a melody. It's almost as if my impressions conform into melodies rather than sentences or other ideas.

Sato, Continued on Page 2

Building Changes on the Horizon

By HALEY MAHAR

With the locker room collapse in the spring of 2009 and the news of faulty boilers, Mount Greylock started to consider some serious renovations. Starting in mid-August, the planning began. On August 16th, the School Building Authority (SBA) executive director Katherine Craven visited Mt. Greylock in order to assess the damage in the locker rooms and discuss possible funding for renovations. On a tour that comprised Craven, the School Committee, building subcommittee, school officials and Williamstown and Lanesboro town officials, the verdict was reached: what had happened at the school had elevated the school's status to the attention of the SBA.

The School Building Authority is an organization that assists with design, construction, renovation, and repair of Massachusetts public schools through grants. The SBA's visit was a response to the schools request for emergency funding. As the insurance company for the school would only pay for a small portion, state help was necessary. When Craven toured, she looked at reports and told committee members that she would bring a recommendation to the state board for immediate assistance. In a report by Barry Architects of Pittsfield, the collapse of the locker room was attributed to the use of too short nails, moisture, and the forty years that passed since the ceiling was installed.



Until the locker rooms get renovated or rebuilt, make-shift rooms like the boys' pictured here will have to suffice. Photo: Katie Rathbun

According to David E. Archibald, the School Committee chairman, the three boilers in the school can be classified as "relatively dependable," "marginally dependable," and "dead." The boilers, installed in the 1960s, all burn #4 oil, a thick oil that leaves pollution. The new boilers are intended to be of the same make, but burn #2 oil, which is cleaner and better for the environment. While the need is immediate, the actual renovations are not scheduled to be finished for some time. The boilers will take 4-6 weeks to order before the work can begin. If all goes perfectly, the second boiler will be replaced at the end of December. The final boiler repairs will not take place until next June, but will include higher efficiency pumps and possible biomass options. Plans are also in the works to repair the heating system on a larger scale. In order to receive funding for the locker room and boilers, the combined cost of which will range from \$1.5-\$2 million dollars, the school must

receive approval from Lanesboro and Williamstown Selectmen as well as the School Building Authority. The Williamstown selectmen voted on Monday, September 14 to send a letter to the School Committee expressing their support for the Committee's efforts to borrow funds to

Building, Continued on Page 2

New Attendance Policy

Students arriving tardy to school will face a new set of rules and consequences this year. Naomi LaChance reports on what the new policy entails and why it was enacted.

Read about it on page 2.

New (and old) Faces in the Community



Get to know the new and returning high school faculty members: Page 4.

Teen Drinking

Taylor Foehl presents his thoughts on this primary concern.

See Page 3.

Cartoon

Cartoonmaster Rufus Paisley is at it again.

View his latest witty graphic on Page 3.

The Echo is RECYCLABLE! Please do NOT throw it in the trash when done reading.

THE BOOK WORM

Isabel Kaufman reviews Norwegian Wood, by Haruki Murakami.

See Page 3.

Crossword

In a highly anticipated piece, English teacher Blair Dils presents us with a challenge of his own creation.

See Page 6.

NEWS IN BRIEF

Homework Help Now Available!

The Williams Center at Mount Greylock is gearing up for another great year of extensive tutoring opportunities. In the high school, Williams college students are here to help in all subjects on Tuesdays and Thursdays from 2:30 to 4:00. Go to new math teacher Ms. Brooks's room to receive extra help from any of these willing tutors. Likewise, middle school tutoring will take place Monday, Tuesday, and Thursday from 2:30 to 4:00 in Mrs. Barrett's room. Feel free to use these valuable resources either for one-on-one help or for a quiet study hall.

College Representative Visits Starting

Starting September 30, college representatives will be visiting the Guidance office. Juniors and Seniors: This is an incredible opportunity for you to learn about schools and connect with representatives! Take advantage of this resource. A complete schedule of visiting schools is posted in the Guidance office or online at <http://www.mgrhs.org/>. To set up a meeting with a desired school, please pick up a College Representative Visit Attendance Form in Guidance. Many, many colleges will be passing through the school in the next few months; learn about them and make personal connections!

Get Acquainted Concert: October 21st

On Wednesday, October 21, at 7:30 PM, the first concert of the year will take place in the auditorium. The orchestras, bands, and choruses of both the middle and high school are working towards great performances. The only concert for both middle school and high school, the Get-Acquainted Concert is an important opportunity for new students and parents to familiarize themselves with the music program at Mount Greylock. Support music at Mount Greylock and continue our traditions of musical excellence by attending!

International Day of Climate Action!

On **October 24th** from 10-1, Williamstown Elementary School's Words are Wonderful celebration will join forces with Williamstown's COOL Committee, HoorWA, and the First Congregational Church along with others globally to help spread the power of words by working toward saving energy and addressing climate change (www.350.org). Highlights include: a reading of 350 nature poems staged by Inkberry; a hands-on workshop re-using textiles with local author/artist, Crispina Ffrench; tap-water tasting; live music; interactive renewable energy displays; a Williams College Zip car, safe bicycling clinic....and more! Contact Wendy Penner (wendypenner@hotmail.com) to learn more and find out how to help make this day a success. Mt. Greylock's own Youth Environmental Squad will contribute by collecting letters pushing for climate action to mail to Senator Kerry. E-mail greengreylock@gmail.com to get involved in the letter campaign.



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NEW POLICIES IN PLACE FOR LATE-COMERS

By NAOMI LACHANCE

It's not always easy to get to school on time. Homework, sports, work, and a plethora of other extracurricular activities can make it difficult to slip in a good night's sleep, and waking up early in the morning can be far from ideal. Arriving to school on time, for some, is even harder. Punctuality, however, is typically instrumental to success, something that simply must be accomplished.

Different schools find different techniques to either coax or threaten students to arrive at their first period classes on time. According to the Principles' Partnership, a program from the Union Pacific Foundation, techniques include, "being locked out of class, detentions, parent conferences, additional assignments, reductions in grades, work details during lunch, after school, or free periods, Saturday classes..." The list continues.

The tardy policy listed in the handbook in previous years has always been rather flexible, calling for teachers to develop their own policies and consequences, generally including detentions. This year, however, Greylock is trying a new program: instead of a detention, after three tardies to school, the student will not be allowed in his or her first period class that morning. Greylock isn't alone in thinking that perhaps detention isn't the most productive choice. "Many of these strategies proved effective," stated the Principles' Partnership on their website, "but detentions, reduced grades, tardy rooms, and additional assignments proved ineffective at changing behavior."

To Mrs. Penna, dean of students, the need for change was apparent. She said the vast majority of students already come to school on time consistently. "I didn't think it was fair for their learning to be interrupted" with the ar-

rival of a late student. "Fortunately, it is only a small group that this will affect," she said. No one has had a fourth tardy yet, and Penna is optimistic, adding, "I feel like kids are being much more conscientious."

Opinions vary, however, as to whether or not the new program is a reasonable change. Sophomore Samantha Quinn found it to be a fair one, saying, "It's disrespectful to the teacher to continually come in late." Mrs. Laidlaw shared in the opinion, and said that arriving late to class, "not only has a negative impact on the late student, but it is extremely disruptive."

Others found the policy to be counter-productive. "You're depriving the student from learning," said sophomore Grace Singleton. "It's an inconvenience to the teacher, because their students are missing class," she added. Classmate Hannah Paul agreed, saying, "Some kids probably like missing class, so it's rewarding the student."

Penna countered such criticisms, saying that it will not be an inconvenience to teachers, because they are in no way required to help the student make up his or her missed class. When asked about a situation in which a student has no control over his or her punctuality, due to an irresponsible parent, for example, she pointed out that every student living in the district has access to a school bus, so transportation cannot be to blame for tardiness. Additionally, late buses will be pardoned.

With the new policy, Mt. Greylock is definitely not the most lenient high school when it comes to tardiness, nor is it the strictest. So far the approach has been successful, and only time will tell how efficient it is as the year progresses. Penna has high hopes.

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make the necessary repairs at MGRHS. As Selectmen Tom Costley put it, "This is a fantastic opportunity to begin the repairs of our high school." The approval from both towns is needed as money to pay for teachers and books through taxes come from the residents of Williamstown and Lanesboro. The School Building Authority is scheduled to meet on September 30th. If the board accepts the request, it should result in 54% of the final cost of the renovations paid by the state. The other 46% percent the school will borrow from the bank in a 10 or 20-year plan similar to a mortgage.

Once all the funds are secured, an architect and engineer have to be hired, plans drawn up and reviewed, and a contractor chosen before the renovation of the locker rooms building can begin. The rooms are tentatively scheduled to be finished at the end of April. Dr. Travis expressed his confidence in the project: "I'm optimistic that we'll get stuff done in time and the repairs will be improvements to what we have. The lockers rooms will be cleaner and better for classes and teams, while the boilers will keep

Sato, from Page 1



Q. How many instruments do you play?
A. My main instrument is violin, but I also play piano for theory purposes and composition.

Q. How long have you been playing?
A. I have been playing the violin for 13 years.

Q. What music ensembles are you in?
A. I am the first violinist of the *Sunrise String Quartet*, where I play classical music. I also belong to *The Shoes*, which is a student-directed world music ensemble. I also play in the Williams College Student Symphony.

Q. How do you plan on pursuing music in the future?
A. I'd like to go to music school after college and primarily pursue composition. Of course, I'll continue with performing as well. I'd really like to continue being part of a chamber group as well because the best way to play music is to play with other people who love music.

things from being cold and hot in different rooms in the same building."

Finally, the idea of installing solar panels at the school was also brought up. "We looked into it, but in this phase of the project, it is not feasible," said Dr. Travis. These green additions to the school could generate between 300 and 400 kilowatts, enough to cover the school's electrical needs, but the school is designed to 1960's building codes, and therefore the roof is not strong enough to hold both solar panels and snow.

For the time being, the focus is on the locker rooms and the boilers. With the new repairs, the long-term future of Mount Greylock has been put on hold. Katherine Craven assured the school committee by saying the request the School Building Committee submitted two years about a new school remains active. "It seems to me like your building is not in terrible shape. You have done a great job of maintaining it over the years," Craven said.

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 the Echo Office at the back of the library, typically during early lunch on Mondays.

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Teen Drinking

By TAYLOR FOEHL

I remember when a representative for M.A.D.D. (Mothers Against Drunk Driving) came to Greylock for a presentation. It must have been when I was a freshman, young and impressionable on the classic teenage alcohol issue. We watched a video which featured one horror story after another involving stand-up athletes and scholars getting their lives snatched from them, either by drunk driving, being hit by a drunk driver or simply by being in the car with one. One image in particular sticks out: the story of a firefighter who was digging through the rubble of an accident and found the remnants of a body. Later he learned that the body was that of his teenage daughter.

I remember this presentation having a profound impact on my group of friends. We walked out of the auditorium regarding alcohol as one of the most terrible, destructive substances in existence. Pacts were made all over the school ensuring no alcohol consumption throughout high school. Years later, after the first summer where parties dominated the social scene around me, I wonder what happened.

Simply being a high schooler brings alcohol into the social scene. I would venture to say that if a survey was taken at every high school in the country, the results would show that in not one does alcohol consumption not thrive. Last summer conversations like the following happened nearly every night:

Person A: So, what are we going to do tonight?

Person B: Let's go to (place where there is alcohol)

Person A: I don't want to drink

Person B: Well what else are we going to do?

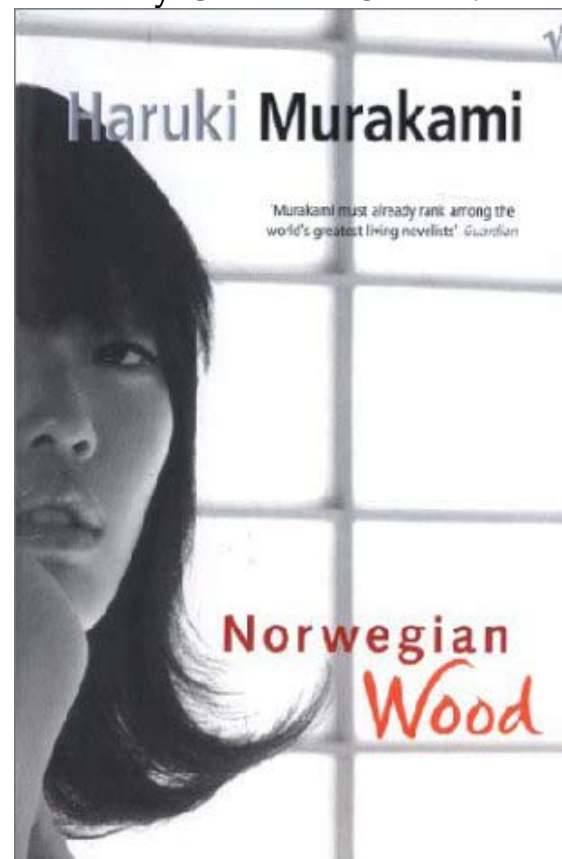
The assumption always being that drinking was the only way to have fun. I'm not sure how this philosophy came to be, because kids from the age of 6-14 have always been able to have fun without even considering alcohol. Come to think of it, I can't really remember what I did in middle school and the surrounding years that I found so enjoyable, but I suppose it was just being with good company, which makes high school so great. It seems like now company is only enjoyed deep into the woods around a fire with drinks flowing.

I'm not writing this to suggest that Greylock students have a drinking problem, and probably the problem isn't as widespread as I may make it seem. But we simply have too much to lose. Walk through the halls and you'll see athletes that have worked hard all their lives to achieve success, and one unlucky scenario at a party could take them out of a large part of their senior season. Some students have studied to make sure "A"s are the only thing on their transcript, when suddenly they're caught at a party and the transcript becomes irrelevant to their dream school.

Let's not even think about far more significant disasters that are equally plausible, like the loss of a student or students to drunk driving. The devastation that would be felt around the entire school community is unimaginable. Just as Mr. Payne said that he wants to shake all of our hands at graduation at a recent class meeting, I want to be tossing my cap into the air with everybody else.

The Book Worm

By ISABEL KAUFMAN



Title: Norwegian Wood

Written By: Haruki Murakami

Price: \$14.95 (paperback)

It was the anniversary of Woodstock this past summer. It's past, now, but even so I see a lot of sixties nostalgia around me. Accordingly, it strikes me as an excellent time to review this particular book of Murakami's. It's clearly an excuse, but it makes my life easier: the choice and the opportunity fall right into my lap.

Haruki Murakami is a Japanese writer, a surrealist, a prolific creator of the beautiful and the strange. To figure out which book to review of his was a nightmare of overthinking on my part: to have to decide between the sprawling, labyrinthine epics (Kafka on the Shore, The Wind-Up Bird Chronicle) and the smaller, elegantly obscure books of mystery and romance (A Wild Sheep Chase, Dance Dance Dance, Sputnik Sweetheart) struck me as unfair to the point of impossibility. As it is, in writing about *Norwegian Wood*, I've picked something of an outlier. *Norwegian Wood* is his only purely realistic book. It's his most immediately accessible. (You, reader, have no reason not to be reading this book once the review's over.)

The story is that of a young man named Toru, a college student in 1960s Tokyo. He, like most Murakami protagonists, is solitary and self-contained, a stoic in the face of astonishing circumstances. In this case, he is involved with a girl by the name of Naoko: the relationship might at first be called an intense psychological friendship; it naturally develops into something more as the two become more and more involved and mutually reliant. But Naoko is far from happy, and as she slips further and further into depression, it falls in part to Toru to try to keep her together. Yet he exists autonomously from Naoko as well: as they are necessarily being drawn further and further apart, he at the same time strikes up a friendship with Midori, a free-thinking and truthful girl at his university.

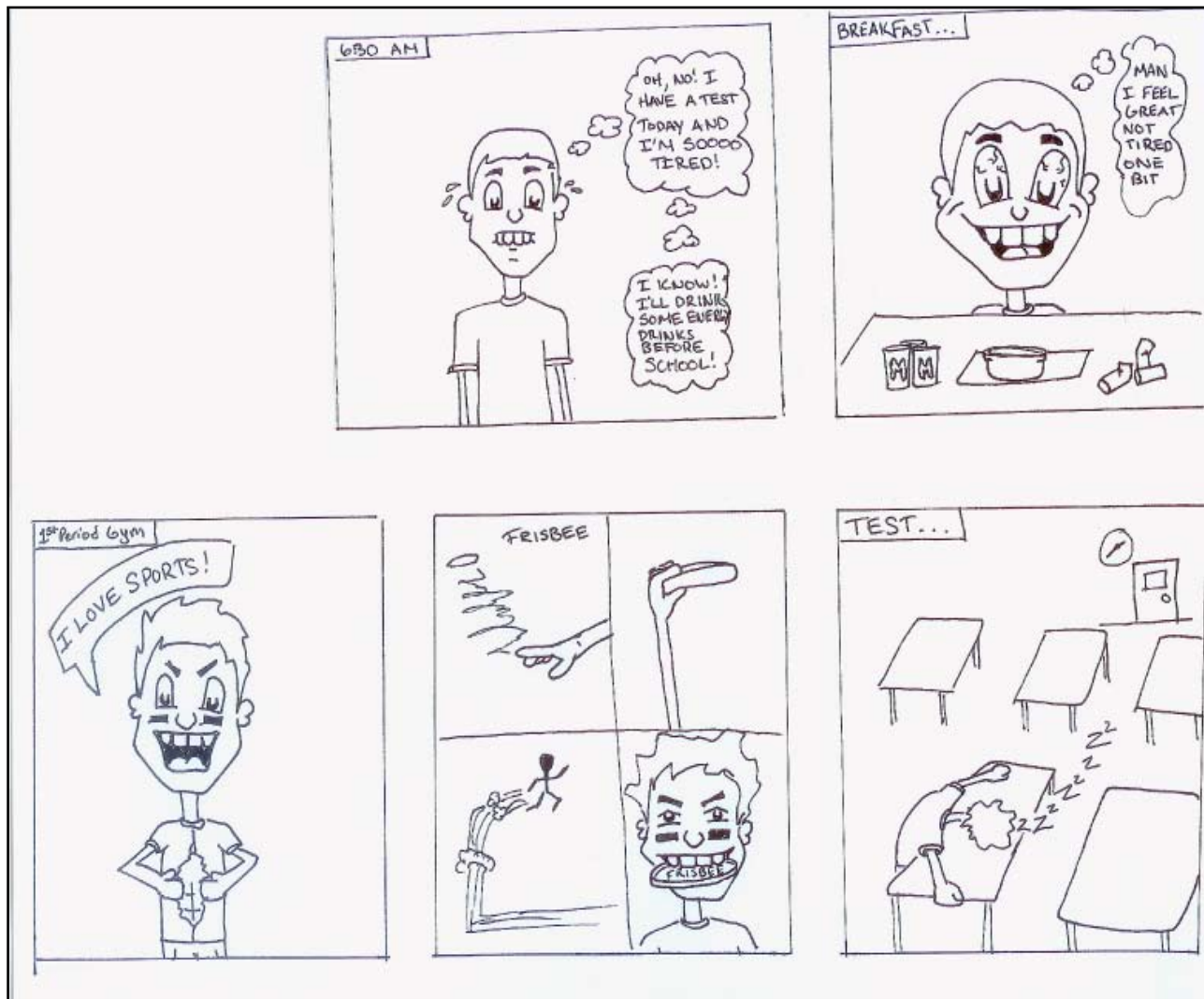
What *Norwegian Wood* is is a romance. More precisely, it is a book to make you believe in love, shatter your heart in the process, and then give you the means to pick up the pieces.

Murakami is a man of subtlety, though: all of this is done in quiet, measured prose. What makes his surrealism so natural in his other books here serves to create relationships of astonishing truth. What's evocative here is so because it's both wonderfully written and extremely natural. In dealing with emotions, as in dealing with strange phenomena, Murakami's touch is extremely delicate. The restraint always works to his advantage: he's the least manipulative writer that I've ever come across. He does not need to overwrite and his characters do not need to overfeel. Which is not to say that there is any lack of emotion here, simply that it is never less than genuine; there is no cheap feeling here. It's an astonishing story in spite of everything because the characters are so human. What is true, what is ordinary, here becomes breathtaking.

So, like in the song after which it is titled, *Norwegian Wood* is a book that finds what is beautiful and extraordinary about basic human relationships and lives. It is not Murakami's most impressive work, perhaps, but all the same I consistently find it to be one of his most beautiful and profound.

Cartoon

By RUFUS PAISLEY



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 or give them to Mr. Niemeyer.

Be aware that the editorial staff reserves the right 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 or invite other writers to reply.

Thanks for your submissions, The Echo Editorial Staff.

COMMUNITY

New and Old Faculty Faces

By NED KLEINER (PHOTOS BY KATIE RATHBUN)

Mrs. Burdick



Mrs. Burdick is filling in for Ms. Green, who is on maternity leave. She has a Bachelor of Science in Biology, a Masters in Education, and twelve years of experience in teaching biology.

ECHO: If you weren't a teacher, what would you be doing?

Mrs. Burdick: I love teaching, but I love being a mom even more.

ECHO: Who are your favorite writers?

Mrs. Burdick: Too many to name!

ECHO: What are you reading now?

Mrs. Burdick: Field Notes from a Catastrophe, by Elizabeth Kolbert.

ECHO: Which living people do you most admire?

Mrs. Burdick: My husband and my son.

ECHO: What talent would you most like to have?

Mrs. Burdick: I have all the talent I need.

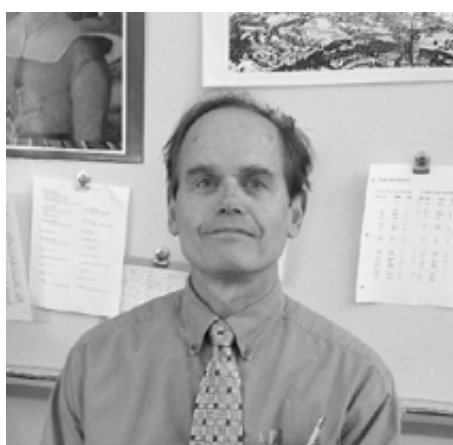
ECHO: Where, if not in the Berkshires, would you most like to live?

Mrs. Burdick: The Berkshires are the best place on earth.

ECHO: What is your motto?

Mrs. Burdick: Raise your children to be good people. All the rest will fall into place.

Mr. Gibson



Mr. Gibson attended Brown University as an undergraduate. He then got his Masters in the History of Theater at the University of Texas at Austin. He was an oil broker for 18 years before moving to the Berkshires and beginning to teach at Mt. Greylock. From 2003-07 he taught history, Spanish 1, and Economics. He then worked as a professional storyteller for a few years before returning to Mt. Greylock this fall to teach 9th and 10th grade English.

ECHO: If you weren't a teacher, what would you be doing?

Mr. Gibson: I would return to being a professional storyteller.

ECHO: Has anything changed significantly since you last taught at MG?

Mr. Gibson: Different faces, fewer students.

ECHO: Who are your favorite writers?

Mr. Gibson: Plutarch, though only in English, not in the Greek. Tolstoy, Ste-

Ms. Brooks



Ms. Brooks grew up in North Adams and Clarksburg, and went to Drury high school. She then went to MCLA. She did her student teaching at Drury, Hoosac and McCann.

ECHO: If you weren't a teacher, what would you be doing?

Ms. Brooks: I was always really good in math, so I majored in it, and I didn't really know what to do except go into teaching. I love teaching, anyway.

ECHO: Who are your favorite writers?

Ms. Brooks: I mostly read horror novels, and I enjoy Stephen King, Dean Koontz, things like that.

ECHO: What are you reading right now?

Ms. Brooks: I was reading the Chronicles of Narnia. Since school started, though, I haven't had a lot of spare time.

ECHO: Which living person do you most admire?

Ms. Brooks: My grandfather. He's always encouraged me to do all that I can and do it as well as I can.

ECHO: Where, if not in the Berkshires, would you most like to live?

Ms. Brooks: Well, my boyfriend and I would both like to live in the middle of the woods. He's thinking Vermont.

ECHO: If you didn't teach math, what would you like to teach?

Ms. Brooks: Music.

ECHO: What motto do you try to follow?

Ms. Brooks: Live each day to the fullest. Don't put things off, because you never know if you'll be able to get to it the next day. Do things while you have the chance.

ven Ambrose, Richard Wright, Paul Johnson. My list is pretty different from other English teachers, since it's mostly non-fiction. When I was in college, I read a lot more fiction.

ECHO: What are you reading right now?

Mr. Gibson: The Metaphysical Club, which is about the ideas that have come out of America. I just finished A Bridge Too Far, by Cornelius Ryan.

ECHO: Which living person do you most admire?

Mr. Gibson: I'd have to say Vaclav Havel. He's a Czech playwright, and a former president of Czechoslovakia and the Czech Republic. He was very outspoken against communism. He was writing at a time when, if you were behind the Iron Curtain and you criticized the government, you would be sent to a prison camp. The reason he survived was that he smuggled enough of his work out that he had publicity in the rest of the world and the Soviets would have been embarrassed to kill him. I really like one of his quotes, "Even a purely moral act that has no hope of any immediate and visible political effect can gradually and indirectly, over time, gain in political significance."

ECHO: What talent would you most

Ms. LeBelle



Ms. LeBelle completed her undergraduate work at Massachusetts College of Liberal Arts, earning a Bachelor of Science in Computer Science and a Bachelor of Arts in Sociology with minors in Mathematics and Criminal Justice. She then completed her Master of Science in Criminal Justice at Westfield State College. She is an Adams native, and has taught in Dalton last year and in Pittsfield the year before. She has also taught in a variety of other districts.

ECHO: If you weren't a teacher, what would you be doing?

Ms. LeBelle: I would be working in the criminal justice field as either a prosecutor, a probation or parole officer, etc.

ECHO: If you didn't teach math, what would you teach?

Ms. LeBelle: If I weren't teaching math, I would like to teach English.

ECHO: Who are your favorite writers?

Ms. LeBelle: I don't have specific favorite writers; I just love to read.

ECHO: What are you reading right now?

Ms. LeBelle: Just my textbook since I started here after the start of the year and have to get caught up, then ahead of the game. Normally, however, I am reading either a classic or a legal thriller.

ECHO: Which living person do you most admire?

Ms. LeBelle: I admire various qualities from a multitude of people, but do not have any one person I admire or wish to emulate since everyone has their positive and negative attributes.

ECHO: What talent would you most like to have?

Ms. LeBelle: Fluency in multiple languages.

ECHO: Where, if not in the Berkshires, would you most like to live?

Ms. LeBelle: San Diego, CA if I were to remain in the United States. If not, probably Australia.

like to have?

Mr. Gibson: Neater, faster handwriting. The ability not to need sleep. I think those are both within reach.

ECHO: Where, if not in the Berkshires, would you most like to live?

Mr. Gibson: I think we'd move to South Carolina, to be closer to our grandchildren. When we moved out of Iowa 12 years ago, we could have moved anywhere, and we chose to move to the Berkshires.

ECHO: What is your motto? Or what motto do you try to follow?

Mr. Gibson: Always assume others are acting with good intentions.

Mr. Iannitelli



Mr. Iannitelli is returning to Mt. Greylock this year to teach chemistry. He was an undergraduate at MCLA, and received his masters in Chemistry and masters in Biochemistry from UNH. He first taught at Mt. Greylock as a teaching assistant in 1969, and taught here from '69 until 2005.

ECHO: If you weren't a teacher, what would you be doing?

Mr. Iannitelli: I would be traveling. I was retired for the past few years, so I had the time to travel a bit, and I plan to travel some more in the future.

ECHO: If you didn't teach chemistry, what would you teach?

Mr. Iannitelli: In college, I was intrigued with history. I thought it was interesting, and I still read it, as a kind of hobby.

ECHO: Has anything changed significantly since you last taught at MG?

Mr. Iannitelli: Well, since the '70's, there's been a lot of change. The building's a lot older, for one. Also, the campus was a lot more open. Students had more freedom to leave campus.

ECHO: Who are your favorite writers?

Mr. Iannitelli: W. E. B. Griffin, Cormac McCarthy. I really like McCarthy's The Road. I had a lot more time to read during my "retirement."

ECHO: What are you reading right now?

Mr. Iannitelli: Jericho's Fall, by Stephen L. Carter. It's about a former CIA director who's dying, and who everyone thinks might give up some secrets. Since school began, though, my bookmark's been really creeping along.

ECHO: Which living person do you most admire?

Mr. Iannitelli: Hillary Clinton. She fought and lost, and then she was able to join the team. She fought hard for what she believed in, but she could accept her defeat.

ECHO: What talent would you most like to have?

Mr. Iannitelli: I'd really like to be able to spend more time learning to play my guitar. I guess that's a talent within reach, I just need to dedicate the time.

ECHO: Where, if not in the Berkshires, would you most like to live?

Mr. Iannitelli: The Rhode Island coast. I love the coast, and that's a really beautiful place.

ECHO: What is your greatest fear?

Mr. Iannitelli: Not being able to find qualified chemistry teachers to replace Mr. Burdick and me. The school tried, but that lack of qualified teachers is why I came back.

ECHO: What is your motto? Or what motto do you try to follow?

Mr. Iannitelli: Always, as a teacher and a role model, set a good example.

The Community Page is devoted to furthering the Mount Greylock community as a whole. If you are interested in having a feature piece run in the Community section of the Echo, please contact the editorial team at mountgreylockecho@gmail.com

Schedule, Continued from Page 1

puter can't think, so we have to override," according to Mrs. Casalinova.

Whatever the complications, many in the school community feel that the scheduling issues reached a breaking point at the beginning of this year as individual issues multiplied and students spent the first 5-10 days of the year trying to fill empty blocks and decide between classes that have historically been offered at different times (such as music and a number of core classes). These issues affected many students and teachers in diverse ways. It seemed like everyone had an opinion about the schedules as the year began. Biology teacher Mr. Bell believes that the school "has crossed the threshold of having enough faculty to offer what has been historically offered" and that "the school community needs to get priorities, instead of pleasing everyone." Bell thinks that by "depersonalizing" the process, scheduling might be more efficient for students. Some teachers were placed in truly unique situations. Mrs. Murray is teaching separate Spanish classes during the same period, in two separate rooms in order to let Honors Spanish IV be offered at all. Student Ashlyn Moors feels that, "a lot of people were confused, and not many people knew how to solve it." She personally is "not going to have any AP Biology labs at all this year; we're not given what we need; we need 40% of our time for labs."

On Monday, September 14th, the Mt. Greylock school committee met as usual, and scheduling was the hot-button issue. A regiment of concerned parents showed up to voice their frustration over their children's scheduling issues, and they also got a chance to hear about the internal process. Increased parent attendance at the meeting was spurred in part by a group e-mail sent

by Mt. Greylock parent Bill Densmore to a large number of community members and then forwarded to the Mt. Greylock faculty encouraging community members to attend and "listen to our elected representatives on the school board describe the resource challenge they face." The meeting was a pivotal point in discussing, explaining, and addressing exactly what happened.

Mr. Payne opened the dialogue with a thorough presentation about the scheduling process and all of the factors that made this year particularly difficult. At the end, he included points from the process that were met with "mixed results" and that he perhaps could have organized better. First, the school sent home what looked like final schedules over the summer, when in fact these schedules were not finalized and subject to change. This caused panic among students and parents. He proposed sending home a "draft" schedule next year, or a schedule simply listing the tentative class titles the student is currently enrolled in. Second, Mr. Payne had decided to bring the guidance counselors in over the summer at separate times, hoping to maximize time and effectiveness. He said this backfired slightly as they were not able to work through problems together and hopes to bring them in at the same time next year.

Following the presentation was a lengthy discussion with comments from all parties. Committee member Heather Williams proposed starting the scheduling process much sooner and giving students the "draft" schedules in early June while they are still in school. This way, individual problems could be worked out before guidance counselors leave, preventing unsolved issues from hovering over the summer. She said with the current system, "we're losing 5-10 days of the school year" to fix problems that should be fixed earlier. Her idea was met with applause from the parents

in attendance. One parent, Betsy Johnson, called for action, and soon. She pointed out that both AP Calculus and Honors English 11 were scheduled the same period as the high school music ensembles, causing unfortunate conflicted enrollment for the groups. She spoke of the sheer volume of problems that cropped up this year, saying "It's not just my daughter. I've heard probably 40-50 ramifications of missed scheduling opportunities for our kids, and its our kids who aren't getting what they need." She went on to express concern over when the problems were addressed this year, saying "this has got to be changed, and primarily, it has to be changed because it can't be happening at this time of the school year . . . we've lost 10 days . . . if the computer's not working, get rid of it. Perhaps [scheduling] should be done in a way that other people have said to me has worked fine in past years." Concern was also expressed over the many students that had blank, unscheduled periods which they had to use sitting in guidance for the first week or two of school. Committee member Bob Ericson pointed out, however, that there's no possible way with the current constrictions for every student to get the exact schedule he or she wants and that "our kids need to learn how to compromise." Committee member David Langston regretfully reiterated that "we've been nickled and dimed down the budgetary ladder every year." Molly Magavern, chair of the School Council, proposed a possible solution for some English class scheduling problems: making the AP exam (at least for English 11) at the end of the year optional, as it is at many public high schools. The AP exam deters some honors students financially and academically from taking the course, and making it optional while moving a few more students into AP English may solve a few scheduling problems. This proposition

was met with mixed reactions but sounded like it would garner further discussion.

So, after receiving so much attention, what does this mean for the future? The conflicts have been addressed to what extent they can be for the 2009-2010 year. They will, however, influence discussions about next year. Possibilities include teaching honors and college prep levels in the same class, as Dr. Burdick is doing this year for Physics. Also, Mr. Payne hopes to put his draft schedule plan into action and to bring the guidance counselors in together over the summer. Mr. Payne also expressed a desire to increase their summer hours, but, as a contractual matter, a change can only be requested. Mr. Payne finished his presentation at the committee meeting by saying that he hopes to review course offerings and budget restrictions and prioritize and revise scheduling for next year. Whatever turns these discussions may take, it seems likely that the community will be seeing some changes.

According to Mr. Payne, throughout his nine years at Mt. Greylock, "the schedule has always been a discussion." Mrs. Casalinova feels that, "this was a better year for me than last year." Whatever the case, two definite conclusions can be made at the end of the discussions: firstly, that Mt. Greylock is facing reduced resources every year, making it continually more difficult to give everyone the schedule they want and need; secondly, that the beginning of the school year is the wrong time to address these widespread scheduling problems. The community is certainly asking more questions this year, trying to figure out how this difficult process will be played out in the future. Now, as the school transitions out of those turbulent first weeks, the bigger picture comes into view and many have their eyes on progressive changes for improvement in the following years.

SPORTS

Football

By LUKE COSTLEY

For the past two years, the Mount Greylock football team has suffered from injury, depleted rosters, and bad luck. However, as this new season begins, a feeling of optimism resonates throughout the team. Despite the fact that the team's roster doesn't even break thirty on a good day and there are only a handful of seniors on the field, many of the players, especially those at skill positions, have played for two or even three seasons at the varsity level. Running backs Jason Pilot and Kyle Quagliano will lead the ground attack, helped by Quarterback Kent Hanson and Wide Receiver Mike Greb. Injured freshman Tyler Picard hopes to rejoin the lineup at the Tight End spot, where he will join a group of lineman that includes Jake Whalen and Zach Hanson. Almost all of these players are juniors and sophomores, so Greylock has a promising couple of years on the horizon even if this year they are not as strong as they hope. Much of the league will provide stiff tests for the Mounties, but the coaching staff hopes to keep the team healthy and have their boys compete in every game. Keeping contests close all fall could help the Mounties gain some confidence and earn some big wins.

Girls' Soccer

By LUKE COSTLEY

As the Mount Greylock girl's soccer team began practicing in August, the squad found themselves without last year's leading goal scorer and captain, Amanda Karampatos. However, while many teams faced with such a gaping hole might crumble, the Mounties have little to worry about. This year's team features nearly all the key components in a strong backline from last year, including senior Erin Manners, juniors Kim Houston, Siri Mason, and Hayley Flynn, and freshman goalkeeper, Margot Besnard. In the middle of the field, Courtney George and Sarah Brink will take control, and hope to possess the ball, giving the young frontline opportunities to put the ball in the back of the net.

Looking ahead to the upcoming games, head coach Tom Osteimer hopes his girls can once again challenge the North division powerhouses Pittsfield, Taconic and Wahconah and win the majority of their south division games against teams such as Lee, Hoosac and Lenox. Although the schedule is filled with tough tests, the Mounties main goal is to qualify for Western Mass. From there, who knows? Anything can happen come mid-November, and the girl's soccer team will be ready for whatever comes their way.



Photo: Katie Rathbun

Volleyball

By TOM DILS

The talented Greylock Girls' Volleyball team is off to a solid start to the season, with three wins in their first five games. Led by Coach Paul and captains Annabel Barrett and Samantha Radke, the Mounties have established themselves in Berkshire County, beating Mount Everett and Monument Mountain. These victories were won by the Mounties' excellent serving and defense, two areas in which Coach Paul said they would be the strongest. Next to Barrett and Radke, key contributors include seniors Regis Shanley and Jessie Johnson, and junior Alexandra Levinski. The Mounties are hoping to make the playoffs again and work to get through the quarterfinals where they lost in 2008.

See **page 6** for Boys' Soccer and Boys' and Girls' Cross Country.



Boys' Soccer Looking to Defend State Title

By TOM DILS

The 2009 season is completely different for the boys' soccer team. Before the title game, Masco advertised on their school website, "Come watch us win the state title." Last year the Mounties defied all logic and against immeasurable odds pulled off a string of upsets that ended on a cold November day with a 3-2 victory over undefeated Masconomet. This was the first state championship for Greylock soccer since 1995. That was ten months ago, however, and now the squad is back to defend their title.

The Mounties are no longer underdogs, boasting a senior class of 14 as well as some young talent that will play key parts in the 2009 season. Despite losing Nico Walker who led the defense last season, captain Sam Sokolsky-Tift and senior Chris Mahar will run the show in the center. Captain Taylor Foehl leads the Mounties' deep midfield, and captain Tyler Grees carries the offensive burden along with Stephan Danyluk and Jordan Tuboly. Sophomores Luke Costley, Tom Dils, Ryan Mahar, and Jesse Foehl will all see minutes as well. It's tough to replace Than Finan in goal, but talented freshman Sean Houston has stepped in and has readily held his own. Capping the roster is Greylock's newest addition, Shershah Atif, a senior transfer from Pittsfield. "I'm very excited about the top-to-bottom quality of this team. We're hoping to

simply wear teams out with our intensity and the depth of our team," said Coach Blair Dils.

Already the Mounties are 7-0, winning the Hall of Fame Cup in Oneonta, NY with two come-from-behind victories against two much larger schools, Fordham Prep from the Bronx and Westhill from Syracuse. In the Westhill match, Greylock rallied from a 3-1 deficit, scoring three goals in the last 30 minutes to win 4-3. The Mounties have also taken down North Division rivals Monument (2-1) and Hoosac (2-0). "We're fully expecting every team we play to want to beat us. We'll have to be mentally ready to play each game," captain Taylor Foehl said. Greylock will face everyone's best effort this season, and will need to keep the intensity high for every game.

The Mounties are now in the middle of a five game road stretch, with matches against Lenox, Pittsfield, and Wahconah in the next few weeks. Greylock also squares off against one of Vermont's top teams, Burr and Burton, at Applejacks Field in Manchester, on October 3 at 7:00. The Greylock boys' soccer team isn't content with one remarkable run last year; they want to perfect every aspect of their game in 2009. Right now the Mounties are on their way, and come November, they hope to be fighting for the top spot again.

Boys' XC

By ALEX WHITE



Photo: Katie Rathbun

Coming in with some new faces, the boys cross country team expects to be a central force this year and hopes to reclaim the county crown that has slipped through its fingers the past two seasons. Sophomores Matt Belouin, Logan Wilson, and Sean O'Connor join key varsity returners Will Alimonos, Charlie Besnard, Matt Cheung, Greg Karabinos, Will Kirby, Caleb Pudvar, Spencer Rioux, and Alex White, adding depth not expected of a team that lost five seniors last year. Also, sophomore Aaron Taylor has made a strong case for varsity as a result of some hard summer training.

With their first race under their belts, the Greylock runners got a good look at some opposing teams. They easily beat out Wahconah (a preseason favorite) and scouted out a solid looking Lenox squad, which should provide some very tough competition throughout the season. Matt Cheung will compete hard for league MVP, as he is lined up to be at least one of the top two runners in the county.

Girls' XC

By ALEX WHITE

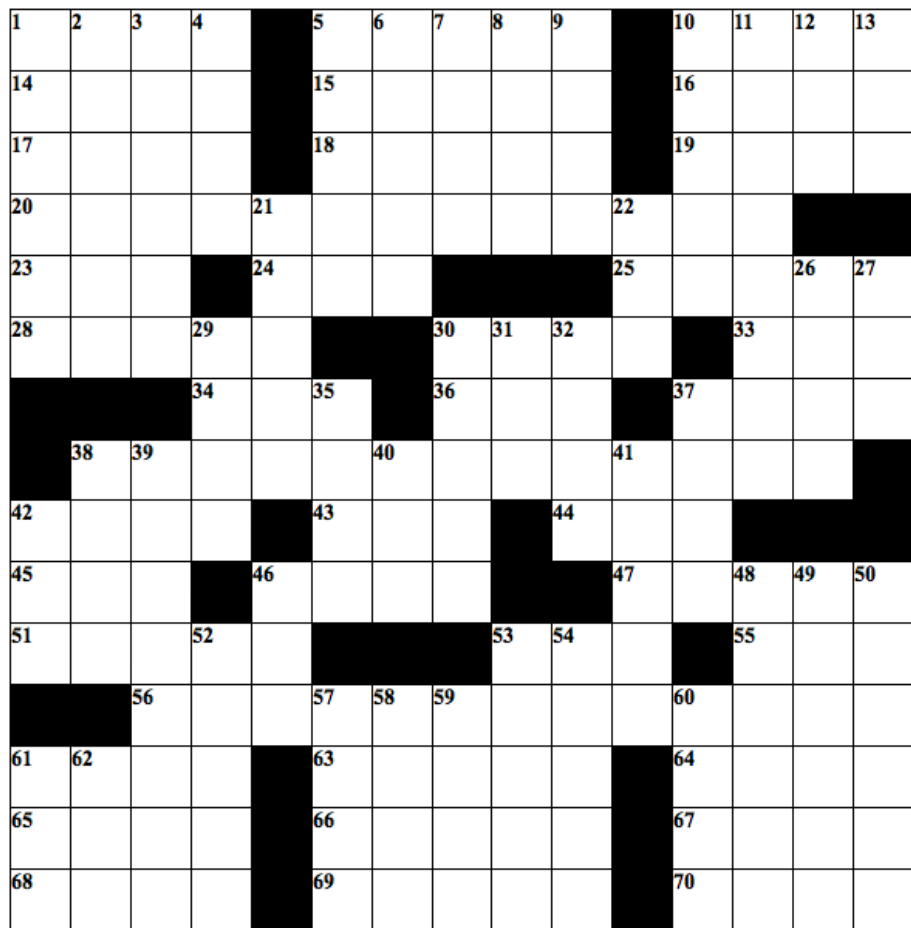
The girls cross country team is back at it again, having dominated the invitational and the first two league races. Mackenzie Hitchcock leads the team, coming away with the victory in both races. She is closely tailed by junior Cate Costley, sophomore Kaylene Lemme, and freshman Kat Chenail. The girls are not only looking at a county title, but potentially beyond. Asked about the team's goals for this year, Chenail replied, "People don't re-

alize how deep our team is this year. I think we can not only win the county but go on to score well at Western Mass and states."

By placing five in the top six in the race on September 16, the Greylock girls easily outran Monument and Mt. Everett to capture the win at BCC. League rival Taconic will likely be the most challenging competition, and it will be interesting to see who has the legs to outrun their competitors and win the league title.

CROSSWORD

By BLAIR DILS



ACROSS

1. Old Thailand
5. Winter garment
10. Shrek is one
14. Year Byzantine Emperor Leo VI was banned from the church
15. E.T. is one
16. Jodi Picoult novel, with "the"
17. Poems
18. _____ Kierkegaard, Danish philosopher
19. Apple desktop
20. Gets disciplined?
23. Swamp
24. Battery type
25. Rear window ornament
28. Go bad
30. Cribbage pieces
33. Mine find
34. Landscaper's supply
36. Gold of "Entourage"
37. Coffee order
38. Saucy principal's office dish?
42. Phone plan option
43. Flour used to make pumpernickel
44. "Evil Woman" (1975) band
45. Fall cry?
46. Salt Lake City players
47. Troy, to Homer
51. Less wet

53. Off-road veh.
55. Messenger or Ribosomal
56. Bio man as new hoops coach?
61. Begin to awake
63. French school
64. "____ Sing America," Langston Hughes poem
65. ____ spumanti, Italian champagne
66. Varsity, informally
67. Tilt
68. "Nothing Left to _____," Mat Kearney hit
69. Entourage
70. Earth, in Berlin

DOWN

1. Speaks derisively
2. Wide receiver call?
3. Skin cleanser
4. US pro soccer grp. that folded in 2008
5. Carb-rich food
6. Greeting in Maui
7. Laugh in Madame Demick's class?
8. Accumulate
9. Tennis ace Kournikova
10. Declare
11. University of South Carolina coed
12. Toshiba rival
13. And so forth (abbrev.)
21. Place for highlights
22. RBs's stats
26. Width x Height
27. Kind of screen or light
29. "____ She Lovely," Stevie Wonder song
30. Loses color
31. Period
32. Take's partner
35. Dodge model '60-'76
37. Abdul's former show, informally
38. Bosc or Bartlett
39. Shows
40. Seaman's affirmative
41. "____ Kitteredge," Elizabeth Strout novel
42. Bit
46. www address
48. More mad
49. Dump
50. Gangster Bugsy
52. Like a Stephen King story, often
53. Titan who supported the heavens
54. Type of park
57. Lambeau _____ (Packer celebration)
58. Starter for pus?
59. Enemies
60. Liver secretion
61. Jimmy Kimmel's Cousin _____ Iacono
62. General order at Chopstick's?

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