

OPEN ENROLLMENT

Should Advanced Placement be restricted to only the “best” students?

By GRACE SINGLETON

For the past four years, Mount Greylock has employed a new method of determining students’ class placement: open enrollment. Instead of relying on teacher recommendations, placement tests, and previous academic performance to determine course selection, Greylock students are able to choose to the level of classes – college prep, honors, or AP – that they would like to be in.

Before open enrollment, students that wished to take an AP (Advanced Placement) course were required to meet a certain list of criteria. For example, if an individual wished to enroll in an AP English course, he or she had to take a placement test with an AP-style essay prompt, carry at least a B+ average in their current English and history classes, and gain a recommendation from his or her current

English teacher. In the early years of open enrollment, these specifications were removed as mandatory criteria for enrollment. Students did, however, still take the placement test. By the time that course selection for the 2011/2012 school year arrived, that administration of that test had also ceased.

The implementation of open enrollment raises question to the role of the teacher recommendations that students still have to collect on their course registration forms since the signatures are no longer essential for entry into a class. Both guidance counselors – Jessica Casalinova and Beverly Maselli – maintain that the recommendations still hold significance. Casalinova explained that the lack of one warrants a conversation during a student’s course selection appointment in guidance.

Maselli commented, “I absolutely think that what teachers recommend is meaningful to students.” Her experience has revealed that multiple doubts from teachers do indeed make an impact on a student’s ultimate choice. She views the recommendation as a confidence builder that has the potential to motivate students.

A negative recommendation, however, also has motivational potential in some cases. Casalinova recognized that, rarely, students go against a recommendation and prove her wrong. Likewise, Maselli cited cases of course selection meetings in which a student acknowledges that a teacher did not recommend them but is still keenly enthusiastic to “give it a try.” She appreciates this aspect of open

2 in 650: An Interview with Alexandra DeVeaux and Katie Swoap

By LUKE COSTLEY



So far this year, the Echo has interviewed Olof and Ture Bodstrom of Sweden and Isabel Fuessel of Germany. Both articles focused on life in America for these students spending time at Mount Greylock. But this issue, the Echo is looking at living abroad from a different perspective: 2 in 650 with Katie Swoap and Alexandra DeVeaux explores life for Greylock students who have returned to Williamstown after time away. Both students spent time with their families living and going to school abroad. Here they compare and contrast their exposure to the outside world.

Photo: Luke Costley

The green thumbs of Greylock



The Greylock Garden Club preps the soil for planting on Saturday, April 30.

Photo: Naomi LaChance

Continued on Page 2

MAJOR ADMINISTRATIVE CHANGES IN STORE

By CALEB RAYMOND

With standards of education increasing at the state and national level, the Mt. Greylock School district must look to the future. The curriculum is changing to include more technology, more project-based learning, and smaller class size. To keep up with the increasing challenges facing the school community, Superintendent Rose Ellis has proposed a new model for the Mount Greylock administration. As part of the changes proposed for the next school year, the current dean of students position will be reworked into a new assistant principal position. According to Superintendent Rose Ellis, the change comes for several reasons, primarily requests from the school community. Ellis has listened to ideas from both parents and faculty at Greylock when deciding how to change the administration. Additionally, the increases in curriculum requirements require changes in the administration to meet the new demands.

The new administration will

include a high school and middle school principal, the tri-district superintendent, and the new assistant principal position, replacing the dean of students. Under the proposed administration, the assistant principal be responsible for overseeing student affairs as the current dean of students does currently, but would also work on curriculum changes, be responsible for professional development with the current Greylock staff, coordinate the use of school facilities, and manage the school calendar, personnel evaluations, and compliance with state mandates. In short, the assistant principle is a much broader and more extensive position than the current dean of students.

Ellis said the current dean, Lynn Penna, has served the school well, and the proposed changes in the administration are not due to any problems with Ms. Penna. Because the dean of students is primarily responsible for student issues like discipline and attendance, it was felt that a

Continued on Page 3

Japan disaster hits home

By KATELIN MARCHAND

On March 11, 2011, at 5:46 a.m. (EST) a 9.0 magnitude earthquake hit northeastern Japan, sending a 33-foot wall of water barreling towards the coast. At first, the death toll was estimated to be about 300 people, but four hours after the tsunami hit the coast, destroying everything in its path, the death toll had reached 15,000. Within a few days, the number of people, who were missing, presumed dead, skyrocketed to 88,000. This quake was one of the five strongest earthquakes in recorded history. The earthquake released approximately two exajoules of energy- more than 10,000 times as powerful as the bombs dropped on Hiroshima and Nagasaki- and was so tremendous that the Earth’s axis was shifted by six and half inches. Japan is now eight feet closer to the United States. By comparison, in an average year the Pacific plates shift about two inches. Besides the fact that the tsunami traveled six miles inland wiping away everything in its path, it also damaged nuclear reactors in three power plants. Nuclear materials were released into the Earth’s atmosphere over many days before the Japanese could restore electricity to the plants. The nuclear experts decided to use ocean water in an attempt to cool the reactors but to no avail. Since the water was continuously replaced, thousands of gallons of radioactive water was returned to the ocean. The nuclear meltdown in Japan has been elevated to the threat level of the nuclear accident in Chernobyl, Ukraine, in 1986. After the accident, Chernobyl was covered in a dome that was supposed to last forever, but is slowly disintegrating because of the radiation. Said Ms. DeSomma “I am heartbroken about Japan. The fact that off shore drilling and nuclear power plants are al-

Continued on Page 4

Q: You both took years away from Greylock to go to school abroad... can you give us a brief overview of the experience?

Katie: My family went to Australia because my Dad was doing research abroad for Williams there. I lived about an hour from the coast and half way between Sydney and Brisbane in a town called Armidale. While I was there I got to visit tons of cool places like the Great Barrier Reef, Sydney Harbor, and New Zealand. I stayed for my freshman year and went to the local high school.

Alexandra: My family goes to France every 4 years for 1 year because of my dad’s sabbatical and every time we stay in a different city. This time, we stayed in St-Germain-En-Laye, a 30 minutes metro ride from Paris, which was sweet. I stayed for my freshman year and went to the Lycee Internationale. Normally, I go to a completely French school, but my older brother went to this school last time when we lived in Paris and he really enjoyed it.

Q: What are the major differences between life here and life there?

Alexandra: Classes began so much later! My school schedule changed everyday, but normally I started at 8:50 and ended around 4:20. Since it was an international school, I met so many people from around the world who could speak up to five languages. All my friends knew at least French and English and most of them could speak at least another language. It’s also so different from Williamstown there: when we were bored, my friends and I could just hop on the metro and go into Paris for the afternoon.

Katie: At school there they all had uniforms and they also used lots of different words than we did. Everyone in high school got a 40 minute break and then a 40 minute lunch period, both of which we got to have on the big lawn outside the school. The overall environment was much less stressful and the people were friendly and laid back. It was also warm and sunny with NO

Continued on Page 3

TENNIS



Junior Sophia Santore leads the girls’ tennis team to the top.

Page 5 Photo: Hank Barrett

COLD CORRIDOR

Emily Kaegi investigates the mystery behind this elusive hallway.

Page 6

CROSSWORD

It’s a rerun, but that doesn’t mean it won’t be challenging.

Page 6

SPORTS

Tom Dils looks into the lives of students that participate in sports outside of Mt. Greylock.

Page 5

THEATRE



Fabulae: an Evening of Three One-Act Plays opens on Friday, June 20.

Page 3 Photo: Aaron Ziemer

OPEN ENROLLMENT

Continued from Page 1

enrollment as it presents an opportunity for students who want to work hard and improve. These students have the chance to improve their transcripts and to excel in an area of interest. Maselli explained that open enrollment “benefits those who don’t chase grades.” Such “underachievers” with a genuine passion for a specific academic area get the chance to be in the class in which they really belong.

The best predictor of a student’s success in a “reach” class is the reason a student has for selecting a particular course. According to Tom Murray, AP United States History teacher, the opportunity presented by open enrollment is a positive thing when a student actually wants it, not when a parent is forcing him or her to enroll in an AP level course. He has found that the policy is a very good thing for students who are genuinely interested in the course and has seen incredible scores on the final exam from individuals who would not have otherwise been in the course.

The question then becomes what factors influence students’ choices for course selection under a policy of open enrollment. For the most part, it seems that Mount Greylock students are guided primarily by personal interest. Akash Persaud, a junior, explained that he likes to challenge himself and therefore selects higher level classes in math and science, the subjects that he likes best. Fellow junior Kelsey Goodwin said that she was willing to put in the extra time demanded by AP United States History because she likes history. Junior Logan Wilson echoed this sentiment: “I don’t just do AP for the heck of it.”

Maselli confirmed that the AP classes that run in a particular year “depend on the kids’ mentality at a given time.” For example, AP Biology did not make it onto schedule for the 2010/2011 school year, but enough interest has accumulated for it to appear on the 2011/2012 one. Enrollment in AP English courses remains steady at Greylock while that of AP Calculus varies from year to year, as it is the most heavily dependent on skill.

Reputation is another apparent influential factor in scheduling decisions. Junior Hannah Paul cited other people’s positive comments as a main reason for her choice to take AP US this year. Persaud noted that the teacher also made a difference when he was choosing his courses. It was important for him that he or she would be able to spend time helping individual students and be available after school.

Miranda Park, a sophomore, admitted that although she wanted to take AP classes next year because they look good, she elected to take blend of AP and college prep classes in order to avoid being overbooked. She noted that many of her peers are “going to be way overbooked” since they loaded their junior year schedules with AP courses even though they were not recommended by their teachers.

Junior Charles Sutter chose to enroll in AP Biology for next year despite a lack of the prerequisite. He clarified his reasons for this choice, saying that he felt he needed a challenge and that he does not personally like “easy” classes since his father has been pushing him since he was young to take challenging classes.

Despite the necessity of enthusiasm for an AP course’s subject matter, the teachers of these courses stress that it is also imperative for a student to be adequately prepared to handle the material that will be covered. Blair Dils, teacher of the AP Literature and Composition course, emphasized that, when an unprepared student “foolishly” chooses a course that he or she is not prepared for, it is frustrating for both the student and the teacher.

Dils feels that this source of frustration is becoming more common as the message to go for AP becomes increasingly reinforced by parents, guidance counselors, and colleges. Trudy Ames, who teaches the AP Language and Composition course, agrees that there is mounting pressure to take on AP classes. Many students make the choice to continue with the AP track and enroll in Dils’s course for twelfth grade even after being unsuccessful in hers during junior year. Ames attributed this trend notion that dropping from AP to honors looks bad to colleges. She feels

that “colleges need to say that students can only take two or three [AP courses] at a time...multiple APs make it about getting it done instead of learning.”

Experience in teaching AP Language and Composition has made it clear to Ames that, for success, an individual must be a proficient student and enjoy reading, writing, and language. When people who want AP recognition but do not fit that description enroll in the course, it pulls down the class pace. She feels that it “destroys the integrity of the class to have open enrollment.” Ames speculated that the class will eventually become “watered down” as a result of the open enrollment policy as increasing numbers of enrolled students create the need for multiple AP sections.

Mary Laidlaw, a junior, offered a unique perspective on the problem of larger numbers and a range of learning styles within an AP class. She feels that the expectations of an AP course serve as a benchmark: it is “better than in honors or regular because in those classes, the teacher has to conform to the students but in AP, the teacher has to conform to the test. [It is the] kids’ own fault if [they’re] not ready.”

Most other students agree that open enrollment is only a problem when students enroll who are not equipped to handle the demands of the class. Katie Swoap, a junior, said that she finds it “okay as long as a kid is willing to accept the rigorous workload.”

Goodwin found that the placement test that students are required to take -but not pass- before entry into AP English courses was helpful for determining if she was ready to handle the workload. She was not expecting the type of questions that she faced on the test so she also appreciated that the test gave her a realistic look at what the AP exam would be like. Goodwin felt that the placement test would be a reliable method of dissuading unprepared students from enrolling in AP classes: “it’ll scare kids out of taking it...if that’s not enough, look at the size of Moby Dick.” ■■

The Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williamstown, Mass. Published monthly during the academic year, each issue is developed and edited by a team of student writers, photographers, artists, and editors. Any Mt. Greylock student is welcome to submit material or join the Echo staff.

Editors:
Naomi LaChance
and Ned Kleiner

Consulting Editor:
Cate Costley

Business Manager:
Rori Brown

Sports Editor: Tom Dils

Photography Editor:
Katie Rathbun

Advisor: Peter Niemeyer

Mt. Greylock Regional
High School
1781 Cold Spring Road
Williamstown, Mass,
01267, USA

Questions? Comments? News
tips? Please contact:
moutngreylockecho@gmail.com

Greylock students curate art show

By EVELYN MAHON

On May 9, the Williams College Museum of Art (WCMA) debuted the latest changes to their Gallery of Crossed Destinies. However, the most recent curators of this exhibit were not faculty, staff, or students of Williams College. Instead, sixteen ninth-graders from Mt. Greylock under the tutelage of Jeffrey Welch, a history teacher at Greylock, and the WCMA staff, discovered what it means to curate an exhibit.

When people think of an art exhibit, they usually envision artists and their paintings or sculptures. However, what many people don’t realize about curating is that it is the key to a good art exhibit. Art connoisseurs wouldn’t go to a gallery where all of the art is just piled in the corner with no titles or price tags. That basically sums up the importance of a curator. Curators decide where and how to display the art, along with designing wall text and other simple necessities of an exhibit.

The WCMA website comments “The Gallery of Crossed Destinies is part of the museum’s reinstallation project, Reflections on a Museum, which looks at ‘the museum’ as its subject. In The Gallery of Crossed Destinies it is the people and perspectives--not the artworks--that change.” In other words, various community members curate an exhibit consisting of the same 25 works of art. The curator makes seemingly insignificant decisions (wall text, art placement, organization, etc.), yet by making different choices from the preceding curator, he/she lends a completely new perspective of the art. Perhaps one piece spoke to the curator, so he/she



History teacher Jeffery Welch, right, chats with freshman Steve O'Brien at the opening of the show *Crossed Destinies* at WCMA on Monday, May 9.

Photo: Aaron Ziemer

centers in on a wall, surrounded by other paintings.

The Mt. Greylock students are the second in a series of curators, including the artistic director of the Williamstown Theater Festival and the football coach at Williams College

First approached by the WCMA staff over the summer, Welch chose the participants carefully. “Early on in the fall, I looked for students who exhibited a genuine interest in history. I also tried to be mindful of cre-

ating a gender-balanced group which represented the various communities served by Mt. Greylock,” says Welch.

The students met during lunch a few times, and also took numerous field trips to the 1935 gallery, as it is called by the museum, to view the space and arrange the 25 works of art varying in media, genres, and eras. “The resources of the museum were put at their full disposal to create an exhibit for the 1935 gallery,” adds Welch. “They decided where and how to display the art,

including fixtures, colors, and wall text.”

However, not all of the students could see eye-to-eye when making decisions. Kelsey Hebert, a participant, said, “it was very frustrating when we didn’t agree on things because it was a big group of people.” Harrison Dilthey, another guest curator, says, “It was a helpful experience. We all had open minds.”

The exhibit itself has been open to the public for approximately a month so far, but on May 9, the student curators and their families attended a special reception complete with refreshments and live music performed by middle school orchestra students Anya Sheldon, Molly Wilson, and Luc Park.

Along with the student curators and their families, many teachers and administrators from Mt. Greylock attended the reception, including Mr. Payne. When asked what he thought of the exhibit and the students’ work, Payne said, “The first word is wow. The themes are really amazing, and I don’t think I’ve ever sat in a gallery that had such a wide time span of works.”

Joanne Harden, Coordinator of Education at WCMA was also at the reception. She chose to include the community because “usually community members don’t have a chance to curate. One idea is to just experiment with the stories different people tell. It’s a way for us to tell people, ‘This is your museum.’”

The exhibit will run through June 26, 2011. Admission is free, and everyone is encouraged to view this breathtaking formula of art and careful curating. ■■

FABULAE: AN EVENING OF THREE ONE-ACT PLAYS

By ALINA FEIN

Spring is finally in the air, which means Mt. Greylock's spring drama is just around the corner as well. This year, however, some major changes are setting the upcoming performances apart from previous years. One of the key aberrations from the usual annual spring play is the change from one multiple-act play to three one-act plays. Audiences will have the opportunity to sample three very different types of shows from diverse genres, so there is truly something for everyone to enjoy.

Another alteration is that this year's plays are student directed. The absence of senior involvement this year has motivated six avid theater students to step up to the challenge of instructing their peers in order to keep the tradition of the spring play alive. Naomi LaChance and Hannah Paul have chosen to direct the comedy *Seven Menus* by David Ives, Peter Iwasiwka and Charlie Sutter have taken on *The Actor* by Horton Foote, a comedic drama, and Maggie Crane and Ned Kleiner are directing the drama *Medusa's Tale* by Carol Lashof.

A tremendous learning experience has been bestowed upon these juniors as they face the challenges and rewards of directing a production. Student director Hannah Paul admits, "To be honest, it did not seem like as much work as it turned out to be." Taking on the responsibility of directing a show means working to cater to everyone's individual scheduling needs and tending to every minor detail to ensure a smooth process. Also, Paul noted the difficulties of dealing with "legal stuff about play approval, which I didn't expect." But even though the student directors have had to cope with the hardships that come with directing, they still regard the experience to be worth it. Paul said, "It feels really good to put a lot of work in and have it all work out."

Miranda Park, a sophomore in 7

Menus, acknowledged the changes present in this year's show: "a lot of people left last year, so there are more opportunities to branch out into bigger parts." Junior Akash Persaud has received roles in two of the plays, enabling him to work with the cast of *The Actor* as well as *7 Menus*.

Both actors address the concept of being directed by their peers. "The directors are my friends so it's kind of

weird, but I think they've been doing a good job," said Park. She said working closely with her peers enables more of a "group effort" in the whole procedure. Demonstrating this teamwork during a rehearsal, Paul sat on the stage facing the actors as they rehearsed, prompting lines when needed, and constantly maintaining positive encouragement rather than showing frustration at any time. The actors benefit from working off of each other's positive energy in the sometimes-stressful rehearsing process, and to receive instruction from an empathetic friend absolutely eases the burden they all carry.

As a newbie to participation in the spring drama, Persaud said the support of his peer directors as well as fellow actors helped him ease in to this process: "Peter is my friend so I can talk to him about how I feel. At first I was really nervous, but everyone's just so nice and

rehearsal is good so I feel good about it." Persaud reported that it is "an advantage to have peer directors because they can relate to me as a student. It's easier having a peer director because they are approachable."

The dedication and passion of these young actors and directors will undoubtedly be demonstrated when the plays make their debut. "It's been fun," said



Freshmen Evelyn Mahon, left, and Nate Taskin rehearse a scene from *Medusa's Tale*.

Photo: Aaron Ziemer

2 in 650: An Interview with Alexandra DeVeaux and Katie Swoap

Continued from Page 1

snow and lots of trips to the beach.

Q: How was the transition back into school here at Greylock?

Katie: The transition back was easy although I still miss my friends over there. I even had an accent for the first few months I was home!

Alexandra: Since I've done this before I was used to the transition home. Sometimes I still find myself forgetting how to say some English words, but besides that everything is just the way it was before I left.

Q: If you could go back and do your year abroad again, what would be one thing you would change?

Katie: I would try to travel around the country as much as possible and visit a bunch of new places I hadn't been before.

Alexandra: Nothing.

Q: Ever wish you were back in France? Or back in Australia?

Alexandra: I miss my friends so much so I definitely wish there could be an easier way for me to visit them more often... I always skype with them and I know I will never lose contact, but it's still not the same as being with them.

Katie: Sometimes when school gets really stressful or after I skype with my friends from Australia I wish I was back there.

Interview has been edited and condensed.

To nominate a student for 1 in 650, contact the editors at mountgreylockecho@gmail.com. ■■

MAJOR ADMINISTRATIVE CHANGES IN STORE

Continued from Page 1

more comprehensive position was needed to meet the increasing standards for public schools nationwide. The Superintendent does not wish to belittle the position of dean of students, and says Penna is capable of holding the position of assistant principal and may choose to apply for it. Ellis also hopes to increase continuity between the middle and high schools, especially since projected enrollment is decreasing over the next few years. She says that the position of Dean of Students was necessary when it was created, but a new, more forward-thinking administration is needed.

Student opinion of the change in administration has been mixed. Some students feel that the dean of students doesn't interact enough with students who have problems, one student claiming that Penna "told me to go to Mrs. Kaiser." Another student considers it "odd that we have both a principal and a disciplinarian at Mt. Greylock." Others, however, are very supportive of Penna. One student feels that "A disciplinarian keeping order in lunch and the hallways is good for the school. I think Ms. Penna should remain in her current position or be replaced," and another says "I love Ms. Penna. I think she's very nice and friendly."

No matter who takes over, the administration hopes that the new position will usher in a period of improvement at Mount Greylock, as the school changes to keep up with modern standards.

Editor's note: since this article was written, the School Committee voted unanimously in support of the Superintendent's proposal to restructure the administration. ■■



Class Election Results are in!



Class Officers:

9th Grade:

President: Liam Chenail
Vice President: Alex Harrington
Treasurer: Zach Harrington
Secretary: Celia Bote

10th Grade:

President: Emily Kaegi
Vice President: Zavi Sheldon
Treasurer: Heather Tomkowitz
Secretary: Pearl Sutter

11th Grade:

President: Margot Besnard
Vice President: Kat Chenail
Treasurer: Sophia Dastoli
Secretary: Heidi Kurpaska

12th Grade:

President: Sophia Santore
Vice President: Katie Rathbun
Treasurer: Sean O'Connor
Secretary: Naomi LaChance

Student Council:

9th Grade:

Taylor Carlough
Miranda Dils
Jake Foehl
Jake Kobrin
Carter Stripp

10th Grade:

Tommy Guettler
Sophie Leamon
Evelyn Mahon
Emily Rudd
Caleb Raymond

11th Grade:

Hank Barrett
Ben Krant
Jonah Majumder
Nathan Majumder
Alex White

12th Grade:

Rori Brown
Luke Costley
Tom Dils
Ned Kleiner
Hallie Walker

COMMUNITY

Japan disaster hits home

Continued from Page 1

lowed to exist with no plans to protect or fix the damage if something should go wrong worries me." Continuing, she said that when she was a child people thought that the worst affect of an atom bomb was the flash, not knowing that radiation poisoning was far more lethal.

In a small survey of fifteen Mt. Greylock students, most felt that the tsunami in Japan had not affected their lives personally, but many were deeply troubled and sad about the disaster. Likewise about 70% felt that the Greylock community, as a whole, was not affected. Many brought up ideas of ways to help such as sending money, food, water, and clothing through the Red Cross, but 55% said that they themselves had not done anything to help.

On the other hand, Sarah Robinson, a senior who recently took a trip to Japan, felt that the Greylock community was greatly affected. After the earthquake, Robinson went to visit her mother's fam-

ily who had lived where the tsunami had hit. Robinson described the experience as,



Senior Sarah Robinson traveled to Japan to visit her family members whose village had been hit by a tsunami.

Photo: Aaron Ziemer

"At first I thought it was going to be scary but I was surprised that [the Japanese] acted like nothing had happened, they were shopping and going to work." She also recommended that clothing, water, and food should be sent because "...they lost everything and every day items were limited. My friends raised over \$3,000 dollars for my family, which I brought to them when I visited. It was called the Sarah Robinson's

Family Fund," said Robinson. Sophomore Miranda Park and some friends went door-to-door asking for donations as well as

having a bake sale. Park said, "We also had a donation box at all three lunches... we raised around \$201." Mrs. Bradley felt that, "Kids who have connections with Japan were more affected than the rest of us but everyone feels bad." In 2003 Mrs. Bradley vacationed to Japan and said, "The people were so gracious. They treated me well, I was impressed." All over the world, not just in the Greylock community, people watched as this terrible disaster unfolded, but people also saw humanity at its finest. Adults saving children, young people helping the old and disabled while other brave workers were exposing themselves to high amounts of radiation. The scientific community was brought together to brainstorm ways to stop the nuclear reactors. China has recently decided not to build a nuclear power plant in hopes of avoiding a situation similar to that of Japan. There are over one hundred nuclear power plants in America and the Vermont Yankee nuclear plant is less than 50 miles away from Williamstown. Perhaps it's time to rethink the viability of nuclear power. ■

WILLIAMS COLLEGE AT MT. GREYLOCK

By PEARL SUTTER

Since its inception in January 2008, the Williams Center has been providing homework help, writing fellows, grants for field trips, and support for many other clubs and activities at Mt. Greylock. Kaatje White, the coordinator of the Williams Center says the Williams Center's goal is "to maximize the academic value the college can provide Mount Greylock."

The Williams Center was created when White arranged for writing fellows and tutors from Williams College to come to Mt. Greylock. Emily Rudd, a ninth grader says, "I like the writing fellows because they help me to see different sides of writing. Also they are great at helping me come up with new interesting topics for my writing." Now the success of the Williams Center at Mount Greylock has grown, and more activities, clubs, and departments in the school have become involved.

White decided that each year she would add a few more supported activities to Mount Greylock. Now the Williams Center supports clubs such as YES (Youth Environmental Squad), the GSA (Gay-Straight Alliance), and the Iris literary magazine. Junior Rebekeh Packer runs the YES squad and thinks that the help the Williams Center has sent to into the garden is, "wonderful, organized, and the students that help us are more knowledgeable about the garden than all the high school students."

Activities in the sciences are also covered by the Williams Center. Dr. Shawn Burdick is, "very grateful for the Williams Center. It helps Mt. Greylock's faculty and students, and, in return, Williams College connects more to the community. I see it as a win-win situation." The Williams Center covers bus costs for the Physics trip to the Great Escape, transportation to Williams for labs, and provides help to the juniors participating in the Biology research project.

Remember all the dance workshops that have come to Mount Greylock? Who supported these dance groups and allowed them to teach dance at the high school? The Williams Center. Kaatje White says, "part of each dancer's contract is that they must come to Greylock to teach students some dance. This way we ensure that Greylock students connect with the college more."

The Williams Center has some hopes for the next few years. The Williams Center wants to be very supportive of the administration and education at the school. Also the Williams Center aims to bridge the gap between Williams and Mt. Greylock. Once the gap is bridged, the Williams Center wants to connect to each department in the school to create more of a community. Even though they are currently very involved in sciences and English, the Williams Center hopes to become more occupied in history and math.

The best part about the Williams Center is that even though they are supporting so many activities and programs, the Williams Center is still open to any suggestions. As Kaatje White says, "I am open to all suggestions. For me, the sky is the limit." ■



The Williams Center creates many events at Mt. Greylock, including this dance class with a visiting dance company.

Photo: Peter Niemeyer

* OLD HOUSE SAFETY UPGRADES
* NEW CONSTRUCTION WIRING AND DESIGN
* SMALL INDUSTRIAL INSTALLATIONS

CALL US IN WHEN YOU WANT
THE TOPS



asa zoesman
master electrician

A Partner of
Northern Berkshire
Habitat
for Humanity



MAXIMA is here to help!
458 - 9111

A HAIKU:

When you're done reading,
please recycle the Echo.
Love, the Editors

ATHLETICS OUTSIDE OF GREYLOCK

By TOM DILS

Our school is fortunate enough to boast strong teams in almost every MIAA sport. We have a Super Bowl football squad, State Champion Nordic ski teams, County Champs in soccer, cross country running, and wrestling, and countless other playoff contenders. Greylock fosters a strong athletic environment, and these teams certainly deserve all of the hype and support they receive. But there are many sports that Greylock students participate in that do not fly the Mounties banner. These are not the sports or athletes that will make Berkshire Eagle headlines, but the commitment and passion is no different than any varsity team. This is a look into their decisions to create their own high school athletic experience.

This past fall, Ben Krant was a defensive stalwart on the soccer team and a contributor to the squad's undefeated season. What many do not know about Krant is that he is a talented squash player. In fact, many do not know what squash is at all. Squash is an individual racquet sport played in a boxed-in court. Krant has taken advantage of the Williams College facilities since he was in elementary school, and has grown into a top thirty player in the national under-17 division. Along with other squash players like Nick Zimmerman, Carlos Ames, and Margot Besnard, Krant commits six days a week during the winter to training individually, with Williams coach Zafi Levy, and

with Williams players like Taylor Foehl (Mt. Greylock class of 2010). For competitions, Krant travels all over the Northeast playing in topflight tournaments. He says that many people do not know enough about squash to see that it is an incredibly intense sport. Krant has devoted much of his high school athletic career to squash and will likely play at a top college program.

Many Greylock students participate in dance. The Echo has interviewed Simone Rodriguez and Alyssa Alimonos before, and other dancers include Katya Danyluk, Alina Fein, Kayla Goodwin, and Grace Singleton. Singleton started dancing with Berkshire Dance Theater at a young age and stuck with it through her elementary and high school years. She enjoys the program because of the friendships and the continuous growth. A typical week features classes on Monday through Thursday and an extended rehearsal on Saturday. Dancers prepare for occasional community performances but turn their attention during the second half of the year to the final show in June. "I understand why dance isn't recognized, and it's the wrong sport if you want to be in the paper," Singleton said. However, she is annoyed when people do not understand how much work goes into preparations and how much athleticism is required. Despite the small number of Greylock dancers, she says that

people should not assume it isn't a valuable experience.

Another example of "not your typical sport" is horseback riding. From Greylock, riders include Emily Renzi, Sara Scorpa, Dominique Chenial-Briggs, Heidi Kurpaska, Celia Bote, and Rori Brown. Brown has taken riding as far as performing in A-level shows across the region. She owns a horse named Reggie who she rides every day in the summer and three or four times a week during the school year. Brown values the riding experience because she loves horses and likes the variety in competition. Most of all, it is a way to have fun. Said Brown: "Greylock kids don't really understand. They say horseback riding isn't a sport, but we put in the same effort."

There are club teams that host many Greylock athletes play on in addition to their regular varsity season. Lucy Barrett, Miranda Dils, and Julia Vlahopoulos are

playing on a regional AAU Basketball team this spring, and both boys and girls soccer players participate in the Berkshire Ajax program run by Williams head coach Mike Russo and Greylock coach Blair Dils, among others. Ryan Mahar and Sophie Leamon are both key contributors to their Greylock teams and play in the Ajax program. The club draws players from all over the region, leading to stronger teams and better competition. Said Mahar, "It's great practice and helps us to be as strong as we possibly can be for the fall season." Leamon added that the best part of the program is the coaching, "because they all are really good and know what they're doing." Ajax is also flexible enough to allow players to play other sports in the spring for their high schools.

From all of these examples, it is clear there is more to high school athletics than just Friday night football games or spring baseball games. Any sport that requires commitment and en-

courages being active should be appreciated. But almost everyone admitted that they were bothered by the lack of respect given to their efforts. "It's annoying that Greylock doesn't recognize sports that other people are doing outside of what the school offers," Rori Brown said. However, these athletes made the choice for a reason. Ben Krant said, "Even though I knew it would be different, I chose squash because it would be beneficial for the long term, and it has been a good decision." Ryan Mahar said that Ajax was ultimately a good way for him to stay active and play his sport. Grace Singleton said that in dance, "the leadership and friendships make it worth while." These athletes have given up publicity and popularity to pursue the sport they love, but they do not deserve any lesser respect for the effort they put in. Anyone who is willing to compete and be active is worthy of respect and praise. ■■

BASEBALL

By ALEX WHITE

Senior Tommy Nowlan set the tone for the season in Mt. Greylock's first baseball game of the year. Nowlan pitched a complete game gem and no hit the New Lebanon boys in a 15-0 drubbing. Sophomores Andrew Leitch and Sean Houston led the team offensively with four and three hits respectively, plus a combined five RBI and seven runs scored.

Although they have cooled off slightly since their first showing, the Greylock baseball team has fought their way to a 4-6 record to start the season with wins over New Lebanon, Lenox, Lee, and Wahconah.

Leitch has made a name for himself in his first year as a starter on varsity. In a 12-2 win over Lee, he threw a complete game and went 2 for 3 at the plate with a triple and two runs scored. Meanwhile, Nowlan, a

captain, has solidified himself as a leader and the ace of the pitching staff. He made a bid for his second no-hitter of the season against Lenox on May 8, but it was broken up in the fifth. Although losing the no-hitter, Nowlan finished off the shutout in a 6-0 win. Houston went 2 for 4 with a triple and senior Brandon Decelles also added two hits for the Mounties.

With half of the season done, the team is realizing that despite their youth, they can compete in any game, especially if they keep receiving strong starting pitching. Mt. Greylock is now setting their sights on qualifying for the Western Mass tournament. They will have to win more than half of the remaining games, but they have a realistic chance of making it. ■■

GIRLS' TENNIS

By LUKE COSTLEY



Senior Sam Rydell has been an instrumental part of this year's girls' tennis team.

Photo: Hank Barrett

The Mount Greylock girls' tennis team has succeeded through the first half of the season thanks in large part to consistent efforts from team leaders and reliable contributions from a versatile group of support players. No match seems to have the same exact lineup, indicating how the girls are able to enter any role the team needs them to fill and still get the job done. Recently, that depth was shown in a commanding 4-1 win over Drury

High School.

At first singles came a battle of two of the county's best: Sophia Santore played Drury's Sarah Mikutowicz. An earlier contest between the two had gone Santore's way in a three-set marathon, but this time around Mikutowicz overcame her opponent to notch Drury's only win. From there it was all Greylock. Sam Rydell and Laura Nolan cruised at singles; both players have been steady contributors to the team. Laura did not so much as drop a game in her 6-0, 6-0

win.

The doubles matches were a similar story as Katie Swoap and Natalia Renzi also won 6-0, 6-0 in the only other contested match. Laura Rosenthal and Tyra Nurmi won by forfeit.

The Mounties improved their record to 6-1 with the win and indicated they were heating up for the postseason with this mid-season victory that embodied their style of play. ■■

TUNNEL CITY COFFEE

NORTH ADAMS
115 STATE STREET

413-458-5010

WILLIAMSTOWN
100 SPRING STREET

Why Greylock gives the cold shoulder to the Cold Corridor

By EMILY KAEGI

The mystery of the cold corridor has puzzled Greylock students, faculty and staff for years. Many questions have been asked. What is the Cold Corridor? Why is it called the Cold Corridor? Who is allowed to use it? When is it used? What happens if you are caught using it? And most of all, what is up with the murals?

Everyone in the school seems to have their own ideas behind it. Freshmen Evelyn Mahon and Nate Taskin both think there must be something hidden in this hallway, perhaps bodies, ghosts, or government agents. Latin teacher Keeley also mentioned bodies when she was being interviewed. The cold corridor puzzles her and seems very mysterious. She describes it as "the oldest folklore of Mount Greylock."

Other students were asked why they thought it was off limits. Sophomore Stephanie Adamczyk said she thought it wasn't open because "it is not needed, so it saves money not to heat or because it goes to the girls' locker room and they don't want other kids up there." Freshman Heather Tomkowicz was also discussing the possibility of it being closed because of its connection to the girls' locker room. Sophomore Alex White wonders if it is closed for safety, "so it can be used in an emergency for injured students and they will have a clear hallway to get through."

Each teacher has their own ideas why it is off limits. Dr. Burdick said that it is because it is not heated, can't be supervised, and the only reason it remains open is because of fire code. He said that it was off limits when he was a student and had no recollection of using it. Ms. Keeley said she thought the corridor was only to be used for kids with special needs.

Almost every student has used it before because it connects the middle school hallway to the gym and art rooms. "When in middle school I used it millions of times," said a student who wishes to remain anonymous. "Teachers even told me to use it to be faster in the hall." You will often see middle-schoolers using the hallway as a shortcut and

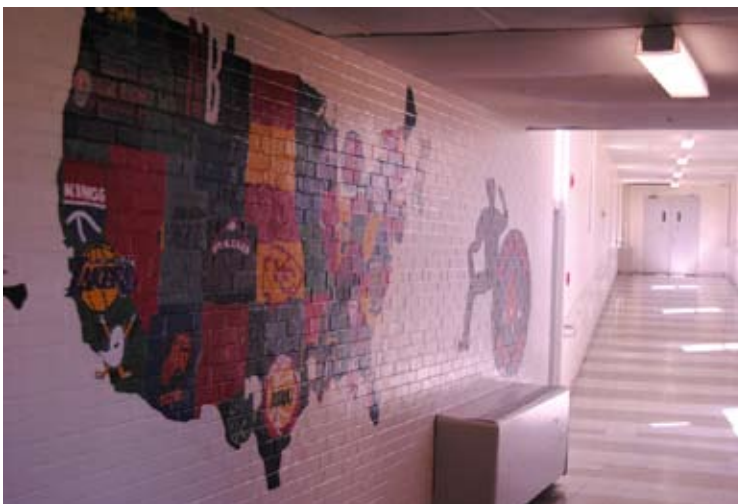
occasionally teachers, too.

With so many students using it, it is surprising that you never hear stories about getting caught and being written up. Searching the student handbook, there is no mention of the cold corridor. The only thing you can find is a passage on page 43 that lists "Being in unauthorized areas of the school" can be punished by "up to suspension." So to find out the truth behind the cold corridor you have to go to the administration.

Interviewing Ms. Penna, the Echo staff hoped to discover the truth. "Thirteen years ago, when I first came to this school I was told students couldn't go in there and I just accepted it." However, Ms. Penna did know a little of the basic information behind this mystifying hallway. She knew that it was reserved for the physically handicapped, but there are times when it is open to students because of the theater productions.

Ms. Penna was also asked about the punishment of being caught in the corridor and said "teachers have become more and more relaxed about it." She will occasionally walk down the corridor to make sure no one is skipping class. When she sees students using it as a shortcut she just gives them a warning and reminds them to go around. Students are usually only punished for "what they are doing" in the corridor. If they are caught skipping class, then the punishment will be given for skipping class, not for being in an off-limits area.

Ms. Penna finds it strange that students are



Is it hiding dead bodies? A government conspiracy? The Cold Corridor remains shrouded in mystery.

Photo: Aaron Ziemer

chairs, tables... you could barely get through the hallway so it wasn't much better than before." Once again, the fire chief came in and told the school to remove the furniture from the hallway for safety reasons.

Now the school just prefers not to let students in the hallway. When PJ was a student the population of Greylock was a lot larger, so the extra hallway helped to control crowdedness. But, with our population so low, we don't need the extra hallway.

The origin of its name comes from a building issue. Even when the heaters were first installed, they never worked. PJ said that they tried to fix the heaters so many times that they finally gave up. The hallway is also such a strange shape that it would be hard to heat anyway. The hallway gets very cold in the winter (and all year round) so it has been dubbed the "Cold Corridor". The lack of heat is probably another reason why students are not allowed to use the hallway.

To PJ, "the reasons it is closed don't really make sense anymore. Students now don't have any time, or any reason to be in there. We don't have a 'smoking problem'." It seems that for over fifteen years Greylock has just stuck to the same rules about the corridor because there is no real reason to change them.

The only real mystery left is well stated by Evelyn Mahon. "Really, what is up with the murals?" Neither Ms. DeSomma or Ms. Mendel knew who painted the murals because the paintings were up before they started working at the school, so again, PJ was the only person with the full story. "A group of middle schoolers decided to paint the murals on the walls to pretty it up."

Students still continue to use the hallway as a shortcut, even though it is closed. On rainy days in the spring you might even find the track team racing through it. There is no big "conspiracy" behind it (that we know of) and no dead bodies hidden. But no one really knows everything about it, so as Ms. Penna rightly put it, "the mystery continues." ■

Editor's note: longtime readers will notice that this crossword was originally printed in January 2010. Our apologies! We suspect it will be just as fun the second time.

CROSSWORD: "WINTER SURPRISE"

By BLAIR DILS

Varsity Clues

Across

- Trip est.
- Indigestion aid, informally
- With 59-down, result of 20-, 39- and 56-across
- DEA agent
- Influenza type
- _____ fruit
- First part of a stage magician's word
- "| |"
- Downhiller Miller
- Low on the Atlantic seaboard?
- "The Lone Ranger and _____ Fistfight in

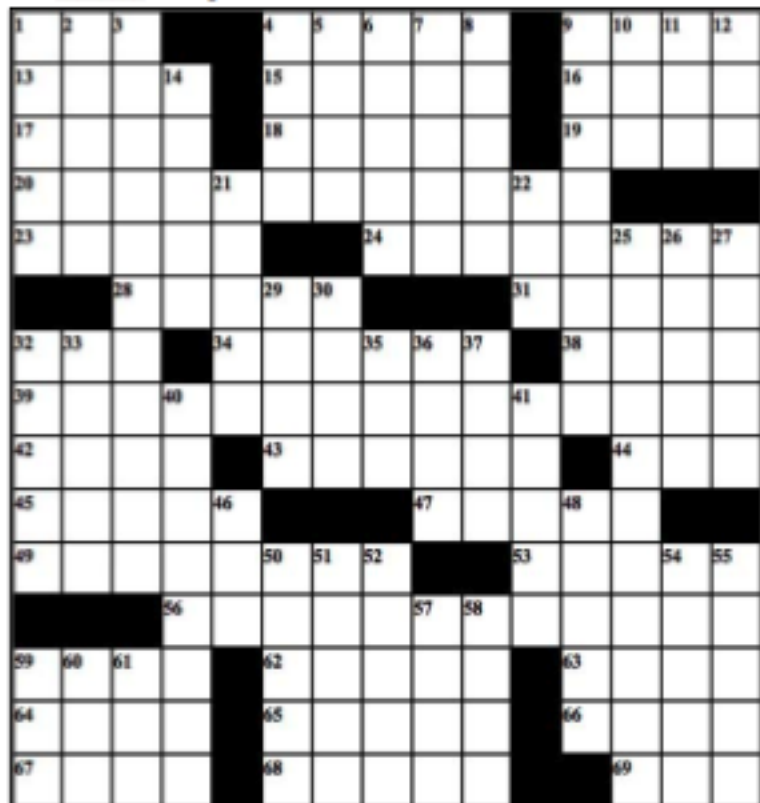
- Heaven," Alexie story collection
- Coleridge and Keats, for example
 - 50s French playwright who wrote "The Balcony"
 - Hip hop's A _____
 - Called Quest
 - Cain and Abel's mother
 - Portfolio expectation
 - Chew (on)
 - Young part-time workers?
 - Leftward, on a boat
 - Borgia featured in Machiavelli's "The Prince"
 - Place for a 787 or DC-10
 - Testis or ovary
 - At this very moment,

- with "up"
- Vladimir's pal in "Waiting for Godot"
 - When "SNL" ends, in New York
 - Good plowing conditions?
 - Comedian Cook
 - French city that was part of the Roman Empire
 - Mimicked
 - Burn soother
 - "I _____ Hero" - Bonnie Tyler song in "Shrek"
 - Late night host who replaced Carson
 - .9144 meters
 - The "_____ Rebellion," 1918 Budapest protest

- QB protectors
- #### Down
- Perform
 - Pictionary rival
 - Funeral or flower follower
 - Hemingway's nickname
 - Performance assessment, for short
 - Pope who helped standardize the Holy Mass in the 1560s
 - Mouthful
 - "_____ the other"
 - Drown
 - Oxfam or Doctors Without Borders, for example
 - "My _____ Apartment," Barenaked Ladies song

- Fourth woman to play a men's professional golf event
- Social stratification
- Forceps
- Alphabetic trio
- Computer time-waster
- ING Direct, for ex.
- Of interest
- Guitarist Clapton
- _____ deaf
- Premiere or deuxième in a maison
- Tour de France racers' needs
- Ozs. and lbs.
- E!'s "_____ Morning Show"
- Grinder
- Bartlett starter

- Singer of "Nessun Dorma"
- Carrell title role (2007)
- James's new teammate in Cleveland
- "_____ Fly Now" - theme from "Rocky"
- Cut and scrapes, to a tot
- NY baseball player
- Pitch _____
- Linux alternative
- Super ending
- _____ Bomba, Soviet nuclear weapon detonated in 1961
- See 9-across
- In the style of
- Easter predecessor



JV Clues

Across

- "H" in the Greek alphabet
- _____ Bismol
- With 59-down, result of 20-, 39- and 56-across
- Drug cop
- Bird (flu)
- Unattractive (fruit)
- Fox-like Pokemon character
- Take a break
- Foretell
- Nor'easter, for example
- Lone Ranger's sidekick
- Male poets
- French philosophical playwright Jean _____
- Native American group, for example
- Day before
- _____ spurt
- Says Iago, suspicion "like a poisonous mineral doth _____

- my inwards"
- Freezing cold, informally
- "Coming about, hard _____" - sailing phrase
- _____ Borgia, Italian-Spanish 16th century duke
- Shade of blue
- Reproductive gland
- "Where _____?" (chauffeur's query)
- Character in "Waiting for Godot" that sounds like a female hormone
- Early morning hr.
- Unsafe roads, perhaps
- Resident of Copenhagen
- Southwestern French city
- Imitated
- _____ vera
- "We _____ Little Christmas," song from "Mame"
- Jay _____
- Play area
- Daisy-like flower

- Forwarded postings on Twitter, for short
- #### Down
- Make into law
 - Forbidden subject
 - Musical revisions
 - Grandfather, informally
 - Performance assessment, for short
 - The fifth of 12 similarly named Popes
 - Sample food
 - "_____ two scoops?"
 - Go under completely
 - International aid grp.
 - Not used
 - Golfer Michelle
 - System in India
 - Salad servers
 - Alphabetic trio
 - Submarine, for example
 - Place for an internet savings acct.
 - Noteworthy
 - "The Hungry Cat-

- erpillar" author Carle
- Word after ring or before deaf
- Floor, en francais
- Bikes, en francais
- Measurement in lbs.
- This alternative
- Superman, for example
- One at the core of a bosc
- Sax type
- Brown of "Angels and Demons"
- Shaq
- "I'm _____ Git You Sucka," 1988 Wayans film
- Ouchies
- 3B David Wright, for ex.
- Pitch _____ (set up camp)
- Microcomputer language before Windows
- Super ending
- Nicholas II, for example
- See 9-across
- Pie _____ mode
- Neither's mate