

TECHNOLOGY IN THE CLASSROOM

By NAOMI DAY

How many times a day do you use technology? Maybe you look at your Facebook page before going to school. During school, you might use a school computer for research or your smartphone to check your email. After school, you might type up a homework assignment on Microsoft Word, do research through search engines like Google, or check your grades on PowerSchool. When our parents were in high school, none of this was possible. However, as technology has advanced, Mt. Greylock has advanced with it.

Rob Wnuk, the technology director, has been at the school for five years. In this time, he says, the use of technology has increased. When asked if there is a certain subject that uses more technology than others, Wnuk replied, "Historically, the math department has been the biggest [user]." This still seems to be true: about three years ago, Mt. Greylock bought the first eBeam interactive white board for math instruction and there is now a classroom set of twenty TI-Nspire calculators, purchased in the last two years with money from the SEE Fund. However, the math department is no longer the only department in which technology use is increasing. Wnuk has installed a number of ceiling-mounted projectors in Math and English rooms, removing teachers' problems with reserving movable projectors, setting them up, and focusing them. Laptop carts are now found in various places in the school, including the language lab, the middle school, and the special education room. The middle school also uses ELMO, a projector that can project solid objects instead of just transparencies. Online, there are several newer programs that

Mt. Greylock uses. Using TurnItIn.com, the English department can require that students submit essays online to guard against plagiarism. Special Education and guidance both use Virtual High School, an online program that allows students to take



This year, technology is being used in new and innovative ways. Above, English teacher Blair Dils lectures with the aid of television. Photo: Naomi LaChance

courses over the Internet. Some teachers even have class blogs where they can post links to interesting articles and other news they want their students to check out.

Math teacher Joseph Bazzano is encouraging his students to begin using electronic versions of books. However, it is not turning out to be as easy as anticipated. Many students feel secure with textbooks: Baz-

zano believes that students don't trust the electronic versions of books to always be there when needed. In his own history, this inclination reminds him of when CD players were first installed in cars. He reminisces that some people had the same mistrust of

the system: at some point, they feared, the CD would be left at home and the CD player in the car would be useless. Despite reluctance from some students to use technology in the classroom, Bazzano has found definite advantages to the electronics he uses. For example, the ceiling mounted projector in his classroom permits learning to continue when he is absent: the substitute can turn on the projector and an online math program will teach something substantial even when he is not there.

Science teacher Rebecca Green is using a different method to incorporate more technology into her teaching method. Green has created a Facebook page as an extra aid to all her classes. She does not post homework here: instead, she reminds students of events such as labs and tests coming up and permission slips due soon. She has found it's an easier way for students to contact

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1 in 650: An Interview with Nick Carson

By LUKE COSTLEY



Photo courtesy of Nick Carson

Most high school students pursue some form of community service, but for senior Nick Carson, that work has a special significance. Carson is a volunteer firefighter for his hometown Bennington Village fire rescue, and his experiences on the job have been powerful. Here he shares his insight on firefighting, Hurricane Irene, and possible career options.

Q: As a volunteer firefighter, what does your job entail?

A: My job entails maintenance of equipment, various jobs on a fire scene and pretty much anything else my chief, captain, or lieutenant can think of. I'm obligated to one company meeting every month, 50% of all drills and exercises, and I have to maintain a certain level of training. The rest is optional.

Q: Are you stationed at a specific place or do you just respond to calls as needed?

A: Normally during the summer I respond to as many as I can. When I'm not on calls I just about live at the fire house because I love to be the first one on the truck out of the station on a call. During the school year I cannot respond during school or after 11:30pm because of department bi-laws, but as soon as I cross the Pownal line I turn on my pager.

Q: What skills or certifications are required to do your work?

A: Well this summer I had to get two certifications in order to participate at a scene: HAZMAT awareness 1 and NIMS 100 Is-B (incident command). HAZMAT is chemical awareness and how those chemicals will react with certain situations, and ICS is the structure of command during a national or large scale incident.

Q: Obviously, when Hurricane Irene hit, rescue workers were in high demand. How were you involved and in what ways did you help out?

A: During Hurricane Irene about 50 of us stood in the open truck bays in full bunkers and boots ready to deploy. The calls I was involved in included evacuations, a manhunt, and a swift water river rescue.

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PARKING LOT: AVOIDING "BOTTLENECKS"

By GRACE SINGLETON

The Mount Greylock parking lot does not have a history of running smoothly – neither in the sense of traffic flow nor in that of driving surface. In hopes of remedying the problems with flow, a new system for pick-up and drop-off has been introduced.

Three years ago, custodian Jesse Wirtes noticed that, at the end of the school day, the buses were assembled facing "backwards." This configuration resulted in a huge amount of congestion as buses and cars simultaneously attempted to exit the parking lot. Now that the buses are oriented in the opposite direction, that congestion is significantly reduced.

The process for getting dropped off at school in the morning has also been slightly modified. Parents who are bringing their children to school are now directed to drive down the lanes marked by yellow lines and let the students out of the car in the designated area. Wirtes explained that this measure was introduced as another method of alleviating traffic flow problems. Previously, cars stopping in the driving lane cre-

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BUDGET WOES

By CALEB RAYMOND

Students who read the papers over the summer may recall several articles dealing with the 2011-2012 budget for Mt. Greylock. In mid-June, the Lanesborough town meeting that voted on the budget chose to give \$30,000 less than what the high school budget called for. According to state law, after one of the member towns votes down the budget, the school committee then must either revise the budget or resubmit the same budget again. If the budget fails for a second time, the entire district votes to approve or reject it. At the meeting of the school committee on July 14, the budget was voted to be sent back to Lanesborough without changes. This larger budget was then approved at Lanesborough's second town meeting.

Lanesborough's budget cuts are nothing new. Last year, the town's contribution was \$60,000 below the asked-for budget. The difference was made up with some of the school district's reserve funds. This year's request to Lanesborough was around \$25,000 less than last year's, for a total decrease of about 1%. This year the school's reserve funds are lower than in the past. Instead of over \$500,000 in reserve funds, the school has only \$300,000 or so. "If there's an emergency during the year we can draw on it rather than having to wave our hands and go and borrow," said Heather Williams, a member of the school committee. The school's reserve is cur-

rently toward the low end of the standard amount for public schools.

The budget at Mt. Greylock is expected to increase at a rate of approximately 4 percent per year according to a study by the Williams College finance committee to evaluate the high school's budget. This number assumes normal circumstances – no increase in school population or extra expenditures like the recent locker room fixes. Under Proposition 2½, passed in Massachusetts in 1980, the school's budget is limited to a 2.5% increase per year. This means that under average circumstances the school's budget will be at least 1.5% lower than it should be in ideal conditions. The difference has to be made up with periodic overrides voted by the member towns to increase the budget more than 2.5%.

In the past, this difference has been made up because of dropping student enrollments. With fewer students at the high school, the district doesn't need as big of a budget. However, the student population at Mt. Greylock is currently increasing and is expected to continue to do so over the next few years. Next year's budget is expected to be an increase from this year.

Because of the two-town district, the Mt. Greylock budget is drawn from both Williamstown and Lanesborough. The school's total budget is divided among the two

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SPORTS

We interview golf captain Robert Glick, look into lacrosse's becoming a varsity sport, summarize the girls' soccer season, and look into the costs of a sports game.

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MOVIES

Nate Taskin calls Transformers 3: The Dark of the Moon the worst film of the summer.

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IRENE

Emily Kaegi reports on local hurricane relief efforts.

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STUDENT LIFE

Updates on clubs and activities

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EDUCATION

Pearl Sutter looks into strategies that speaker Ray McNulty suggests to improve education.

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her with questions because it is less intimidating than calling her. It is also easier for students because many are already on Facebook. In the future, Green wants to use the page to connect students with interesting articles and websites. There is a problem with this method of extra help: only about half of her students have “liked” the page and are able to see her reminders. This means that not all will have the advantage of reminders because they have not all connected to the page.

While technology has helped various teachers in various ways, there are downsides to this increase in electronics. With the boost in new technology, Bazzano says, the teachers have to alter their roles: instead of simply teaching their subject, they must also learn a lot about technology to teach with new electronics. This means they have less time to do other things.

Despite these downsides, several students have expressed satisfaction with how new technology in the classroom has enabled them to have a richer learning experience. When asked about Green’s Facebook page, senior Chelsea Dean said, “Yeah I do like using it. It’s really convenient because if I forget a test or homework I can just check the page and see what I need to do.” TurnItIn.com is easier for some students because they don’t have to print out copies of essays on time and remember to bring them to school; everything they need to submit their homework is right at hand on the Internet. Many people, students and teachers alike, enjoy how new technology has streamlined and enriched the learning and teaching process. ■■

CORRECTION

A change at the editorial level renered last month’s article on perchlorate inaccurate. State regulations on the chemical were issued in 2004, not 2006. ■■

PARKING LOT: AVOIDING “BOTTLENECKS”

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ated a “bottleneck” with the buses in the mornings. The new system eliminates the intermingling of cars and buses.

Other than the modifications for pick-up and drop-off, the rules of the parking lot remain unchanged. Student drivers still need to park beyond the yellow line and are still required to purchase a parking permit. The lot’s aesthetic will also stay as it was, potholes included. The mysterious pile of gravel in the corner of the parking lot is there temporarily as part of an agreement between the school district and the town of Williamstown that lets the parking lot be used as a staging ground for future road repair work. Assistant Principal Christopher Barnes confirmed that he does not currently know of any plans for the parking lot to get redone.

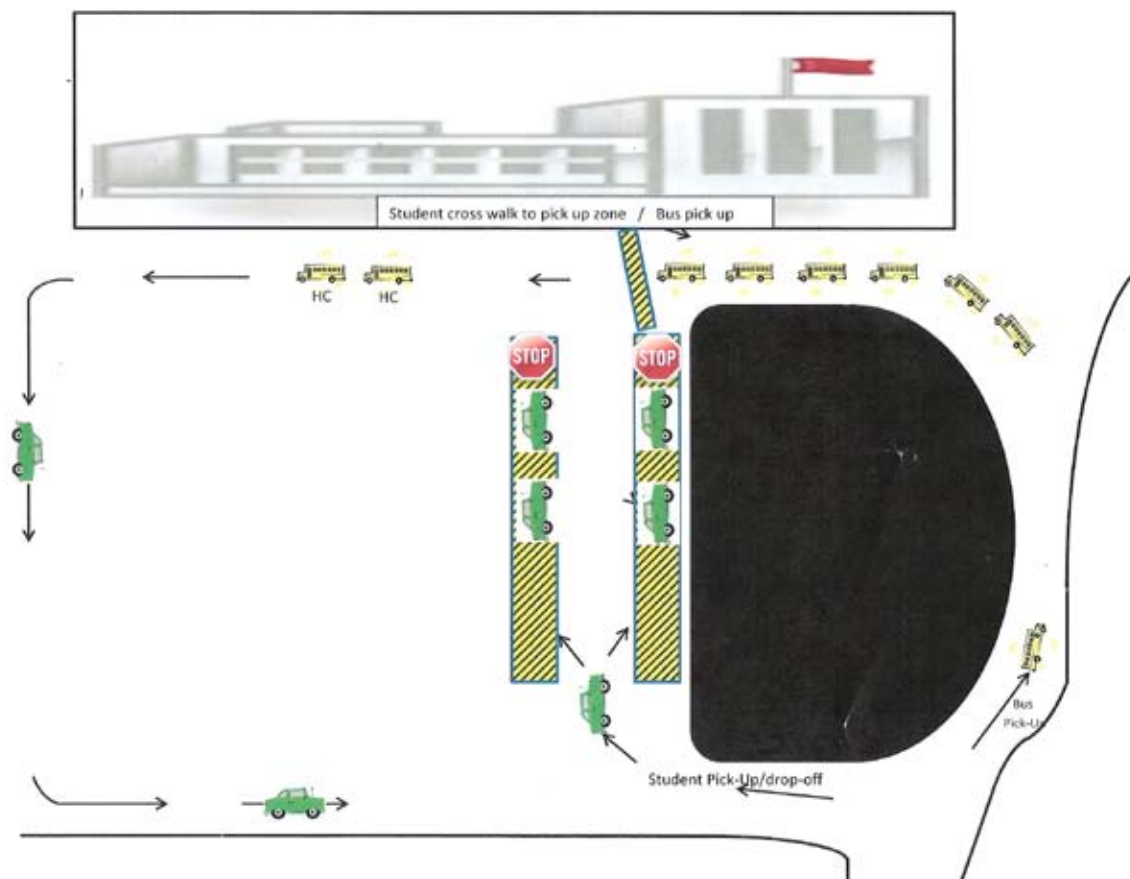
So far, Wirtes feels that the changes made to the parking lot have been reasonably successful. Although a few initially questioned the new system, he has received positive feedback from most parents. The afternoon transition has gone slightly better than the morning one, which Wirtes feels still needs some “tweaks.” To further improve this arrangement, Wirtes hopes to introduce a crosswalk on the right side of the drop-off area for students to use so that the departing cars will not be blocked as they turn left after drop-

ping off their passengers.

The general goal of the new system is increased awareness. Wirtes explained that the alterations were introduced as preventative rather than reactionary measures since “before this, everyone just put their blinders on and hoped for the best.” The changes aim to make the buses and cars conscious of their relationship to one another as well as to pedestrian students in the parking lot. Barnes noted that, when walking into

school, students will also need to be aware of the changed traffic patterns and “defer to the buses.”

Wirtes welcomes any feedback from the school community that would help the parking lot system become more finely tuned. Until the time when the new routine is familiarized, he plans to be out – “rain or shine” – directing traffic. He does, however, have a personal goal: “I’d like to have everyone trained before it gets cold.” ■■



A new parking lot system reorganizes traffic flow for safety and efficiency.

Graphic courtesy of Jesse Wirtes

Ray McNulty speaks on improving education

By PEARL SUTTER

On August 30th, teachers from Lanesborough, Williamstown and Mount Greylock gathered in the Mount Greylock auditorium to listen to keynote speaker Raymond J. McNulty, from the International Center for Leadership in Education (ICLE). He presented an opening day lecture titled “Best to Next Practices- Challenges in Education,” which focused on improving and changing the schools’ curriculum in order to better prepare students for their lives after school.

McNulty is currently the president of the ICLE and has been the senior vice-president in past years. Dr. William Daggett founded ICLE in 1991 with the basic mission to support “rigorous and relevant learning for all students”. In order to carry out their mission, ICLE presents keynote speakers who lecture about the nation’s best educational practices and success stories that have come from schools that have adopted ICLE’s suggested curriculum. As McNulty said in a lecture he gave in 2010, “the primary aim of education is not to enable [students] to do well in school, but to help them to do well in the lives they lead outside of school.”

McNulty is not a new face to the Greylock community. Superintendent Dr. Rose Ellis first saw McNulty at a Superintendent Leadership conference at Cape Cod in 2008. Then, in 2009, McNulty gave a lecture at MCLA that attracted over 400 teachers, including many teachers from Greylock.

This past June, three principals from this school district, six teachers from Greylock and five Williams College representatives traveled down to Nashville, Tennessee to participate in the three-day conference of 7,000 teachers. “We sent a group of teachers down to Nashville so that we could get to know ICLE a little better before we invited them to Greylock” says Payne. At the conference, the teachers all acquired excitement pertaining to the new school

year.

Payne said, “on the way home from the airport after the conference, I found it amazing that the conference sat so well with all the teachers that they all thought we should send more people in future years.” English teacher Mr. Blair Dils, one of the six teachers from Greylock who attended the conference in Nashville, found ICLE very interesting and strongly supports the organization. Dils says, “I was intrigued by the International Center for Leadership in Education and its emphasis on the best practices that the really successful schools are using.” He is already applying some of the ideas discussed at the conference in his classroom.

After the conference in Nashville, Ellis decided to bring ICLE to Greylock. With the help and support of Williams College, who helped provide the funding for bringing ICLE here, McNulty gave a presentation to all the district faculty on August 30th. However, this is not the last appearance of ICLE at Greylock. Greylock will see more of the ICLE organization throughout this school year. Ellis said, “the world is changing exponentially and our high school needs to reflect that change.” ICLE will start to make visits to Greylock to see what is working well, and what needs to improve. The organization will conduct surveys and interviews with teachers and students, as well as assess the students to see what part of the school studies needs development. Also, ICLE will visit Greylock on half-days to provide presentations to the teachers and faculty. Ellis brought ICLE to Greylock, she says, because “my goal is not to just make us a good school, but a great school.”

The Mount Greylock community found McNulty’s opening speech and the new involvement with ICLE very motivating. Ninth grade English teacher Kelly Houle found McNulty “passionate about what he does, and he inspires others to share his

passion for education.” Greylock’s band instructor Lyndon Moors said, “[McNulty] transferred his positive energy to Mount Greylock.” Principal Tim Payne also found McNulty’s opening speech encouraging and valuable. “I think [Mount Greylock] will benefit from having an outside organization looking at us to help us improve,” says Payne.

Students should start to see changes in the classroom throughout the year because of ICLE’s involvement in school activities. Courses at Greylock may start to ask different style questions and have new expectations. Houle said, “ICLE’s focus is to ask the kids the right questions, not to see if the students have the correct answers.” Moors says, “Band becomes as valuable as ever because we work together to solve problems, there is creativity, and all of these traits are part of the new skills that [ICLE] encourages schools to adopt into their teaching styles.”

With ICLE’s new ideas coming to Greylock, students need to understand what ICLE’s mission means. ICLE’s mission is to combine rigor, relevance and relationships in the classroom. Rigor means that students need to be challenged in the classroom. Relevance is needed to accomplish rigor because in order for a student to work hard and be challenged, they should be studying a topic in which they are interested. Lastly, relationships are important because the connection between teachers and students needs to be on the personal level because studies find that students learn better when they know the teacher.

Williams College is a huge

supporter of involving ICLE at Greylock. Ellis says, “Williams College was a significant catalyst in making this all happen and supporting the school in this effort.” Without Williams College, who provided most of the funding needed to bring McNulty to Greylock, ICLE would not be currently involved at Greylock and helping make it a better school. Thanks to Williams College’s support of ICLE, students should be ready for the new kind of thinking that is coming to Greylock. As McNulty said in his presentation to the teachers in August, “it’s not about thinking outside of the box. It is about creating a new box.” ■■

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

Associate Editors: Alina Fein and Jonah Majumder

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:
mountgreylockecho@gmail.com

1 in 650: An Interview with Nick Carson

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Q: Because Bennington was pretty severely damaged, it must have been a powerful experience to be working there, to be in the middle of the whole thing. What did you learn, and what lessons did you take away?

A: One of the most important lessons I learned from the hurricane was that "this is what I want to do with the rest of my life." Not a lot of people have the opportunity to help someone on the worst day of his or her life. That's why I do it, because if I can help somebody out even just one time, to me that's a successful day as a firefighter.

Q: Do you think you will continue to pursue this type of work in the future?

A: Yes, I'm looking into Fire Science degrees at some colleges and even if I don't get a degree in it, I will continue to pursue volunteer work as much as I can. Military Fire Fighting is also being taken into consideration, however *I am looking to earn some sort of degree before I focus solely on firefighting.*

Interview has been edited and condensed.

BUDGET WOES

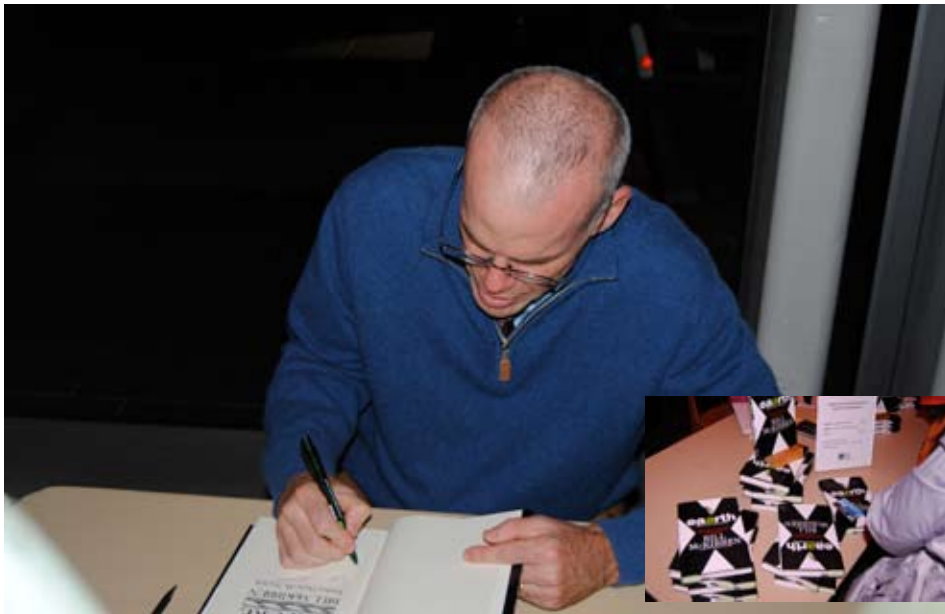
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towns based on student enrollment, with Williamstown paying roughly twice that of Lanesborough. This means that if Lanesborough voted the budget down by \$30,000 Williamstown would have to decrease its contribution by \$60,000, for a total loss of \$90,000. Although in previous years the school has covered such deficits with withdrawals from its reserves, the district was feeling in a less generous mood this time. At the July 14 school committee meeting, members said they thought the budget had been cut down enough. School committee member David Langston said "The budget we put forward was reasonable. The expectation that people were going to have to sacrifice in difficult times is reasonable. . . I think our principal obligation is to the children, and to their education. They only go through high school once, and to step back away from that with the expectation that somehow next year we're going to be able to make that up again is completely unrealistic, because next year we're going to need 2.5% plus 1.5% under normal circumstances and everybody's going to have to continue to sacrifice for public education."

The budget for the 2011-2012 school year is \$250,000 lower than last year's (and \$70,000 less than the year before) because the federal stimulus package has expired, and the school district did not expect the towns to pay for that difference in the budget. The school district no longer receives any grants from the federal government. The other reason is from the building project, as its cost of \$186,000 this year has been folded into the main budget as operating expenses instead of capital costs, as the override passed in Williamstown but not in Lanesborough. If these capital costs were eliminated from the budget, the budget would actually have decreased by 4.6%. School committee member Heather Williams said "The idea of cutting more when we've already given Lanesborough a 1% cut and are swallowing our capital costs as part of our budget . . . I can't see that we're doing the students a service if we go through with that."

As the full budget was approved at the second Lanesborough town meeting this summer, Mt. Greylock has not had to dip into its reserves. However, with a budget that is expected to increase faster than the district can pay, the future remains uncertain for budgets in years to come. ■■

EAARTH



Members of the Youth Environmental Squad heard environmentalist Bill McKibben speak at Williams College on Tuesday, September 20. Above, he signs his book, *Eaarth*. The book, inset, argues for extreme change to preserve the environment.

Photos: Aaron Ziemer

THE WORST FILM OF THE SUMMER

Nate Taskin explains why *Transformers 3: Dark of the Moon* is a "long, ugly-looking mess of a movie"

Most films try to connect with the audience by presenting themselves with likeable characters, a compelling story and engrossing dialogue. The *Transformers* series decides that it doesn't need any of that pansy crap and opts instead for explosions, mean-spiritedness and more explosions. The third installment in this inexplicably popular franchise, *Dark of the Moon*, is no less guilty of these occurrences. It is a long, ugly-looking mess of a movie.

The "plot" of the movie revolves around one thing: robots that cannot be distinguished from one another killing each other. There is no semblance of coherence or story structure. It exists solely so the audience can see things get smashed and the studios can make a profit off of it. The final hour is entirely composed of one long, incomprehensible, mind-numbingly boring fight sequence where you can't even tell the good robots from the bad robots. I find it rather hard to feel bad for the death of a character when he looks just like all the other pieces of computer-generated scrap metal.

While it is not entirely mandatory for a character to be likable in order for the story to work, one has to make sure that when scripting a likable character, you give him endearing traits. Shia Le Beouf plays Sam, the designated protagonist of the movie. I say "designated protagonist" because all he does throughout the 154 minute onslaught is whine about his perfect life. The whining would be forgivable if Sam had any genuine problems. In the first film, he comes from a white,

suburban, upper-class family and he whines about his dad being cheap. This is somewhat pardonable, as he's just a teenager. But in the second movie, he's a young adult who is dating Megan Fox, owns a Camaro that can turn into a robot and has parents who are paying him to be sent to an Ivy League school. Sounds like a nice deal to me. But somehow, he still complains about how hard his life is. Now in this film he has a new girlfriend with a huge house and she supports him emotionally and financially. And he's still angry! Why is he still angry? Because he feels as if his life isn't meaningful enough. Apparently saving the world twice is not life-affirming at all. Sam spends the first half hour wishing people would better recognize how awesome he is and boasts to everyone he meets about his accomplishments. Who needs humility and selflessness? It's all about bragging rights, man. This would be like Batman wishing for the Joker to come by and kill some more people so he can save Gotham for the millionth time.

The other characters aren't really worth mentioning. In place of Megan Fox, we have model Rosie Huntington-Whitely as Sam's love interest... because the movie needs a love interest. She's not there for character development, she's there as another one of Michael Bay's props. She serves her purpose as a misogynistic fantasy, reaffirming Bay's belief that the only role a woman can have in the movie is to stand there and look pretty.

And don't even get me started about the 3D... ■■

Cartoon



By MARY LAIDLAW

Stop the pipeline

What to do with the autumn ants in your pants

By L. O'RACHS

Greetings, Greylockians! I'm Louis, and I speak for the trees.

Fall has officially arrived. The leaves are getting redder (or browner, in some cases), your summer tan is getting paler, and it's nearly time for Halloween. There's a nip in the air. You're restless. You just want to *do* something. You need a call to arms.

And if you dislike smog as much as I do, I have just the call for you: activism!

Bill McKibben sent out the first call when he visited Williams College on September 20th. McKibben is a top-notch tree hugger, an author and an activist. He told the audience (including some Greylock students who selflessly sacrificed their homework time to hear him speak) about the proposed Keystone XL pipeline.

The pipeline would stretch from Canada to Texas, pumping 700,000 barrels of crude oil a day from the tar sands of Alberta to the coast of Texas. Tar sands, or oil sands, *cause even more smog* for the energy produced than conventional oil deposits. Tar sands have to be mined, separated, and upgraded before we reach the oil in them, bitumen. Even then, the bitumen is so thick that it has to be diluted before it can be piped anywhere. Nevertheless, the TransCanada company is hoping to be allowed to dig up 1,900 miles of land to lay down the pipeline.

If this sounds like a bad idea to you, you're not alone. The Dalai Lama, Desmond Tutu, and over twenty thousand Americans have come out against the pipeline. Smog-haters have arrived at Obama's campaign speeches with anti-pipeline banners. From August 20th through September 3rd, people of all ages from all parts of the country participated in an enormous sit-in in Washington, with over 50 people arrested every day—the biggest act of civil disobedience since the civil rights movement!

Their goal: convince Obama to say the pipeline is not "in the national interest." The president has the final word on this, and the activists want to remind him of his campaign promise, to reduce carbon emissions by 80% by 2050. Their rallying cry is, "Yes We Can...Stop The Pipeline!"

So far, even 1,252 arrests haven't been enough. On Friday, December 23, the State Department announced that the pipeline wouldn't cause significant environmental damage—a foreboding step towards White House approval. The State Department claims that burying the pipeline deeper will make the risk of accidents negligible, and that Canada will burn the oil anyway if the US doesn't support the project.

"Everyone has known exactly what they would say all along," McKibben wrote in an email to the Guardian. "And everyone knows that they've valiantly ignored the elephant in the room - the fact that this would go a long ways towards opening up the world's second-largest pool of carbon."

But Louis, you say, you still haven't told us what to do! We have the autumn jitters, and we want to do something.

Okay, here it comes: on November 6th, one year before the next election, thousands of activists will arrive in Washington DC and encircle the white house as a statement to Obama. It's a huge goal. It's never been done before. It's going to take a lot of people. And it's the perfect way to channel your fall heebeegeebees.

Some of you can vote in the next election. You have a voice in your government. Now is the time to start speaking.

Save the date! And in the meantime, figure out who you're going with. Can you get together a carload of people? A vanload? A bus?

Also, check out tarsandsaction.org, the great website organized by some of the coolest tree huggers around. In fact, don't take my word for it, or theirs. Look around, get both sides of the story. And then decide: do you want America to stick to the dirty oil it uses now, or to set an example and stop the tar sands pipeline? ■■

STUDENT LIFE

OUTING CLUB

By WILL WALTER

One minute it's balmy, the next minute freezing cold. No, you are not going crazy, you're just in the snow hole; a cave on the Taconic Crest Trail in New York. This cave is big enough to hold several grown men (or women) and contains snow almost year round. And that's where ten Mt. Greylock students found themselves on Sunday, September 25, as the Mt. Greylock Outing Club made its maiden voyage of the year. "It wasn't a particularly challenging hike, but it still felt like an accomplishment," says Thomas Schoorlemmer, a ninth grader, and a member of the club.

Run by senior Luke Costley and Overland leader Conor Frantzen, the outing club is a perfect mix of beautiful sights, ecstatic adventures and exercise. The club was originally started last fall, but it took time to figure out the logistics, and the first trip was delayed to the spring. "I started it because our school is in such a beautiful spot, and I just thought we needed to have one," says Costley. Middle school students go out on hikes along trails in the Berkshires with Costley and Frantzen once a month, though their vision is to expand their presence in the school. They are interested in organizing a bigger variety of trips that would attract high school students as well. But for now, students in grades 7 through 9 are the kings and queens of the trail. "[The hole] was really cool. You go into it and it's really cold, and then you walk out of the cave and you're like 'Whoa,'" said Schoorlemmer. If you would like to have an experience similar to his, then what are you waiting for? Join the Outing Club today! ■■



Members of the Greylock Outing Club on a recent hike.
Photo courtesy of Luke Costley

STUDENT COUNCIL

By HALLIE WALKER

This month, the Student Council has changed its meeting times to Thursday during Directed Study. We will have meetings open to the public the last Thursday of every month after school in the Student Council room in the science corridor. Please come and share your concerns with your representatives!

So far this year we have made our 2011-2012 budget, discussed how to assist the Spruces, and attended the High School Open House. In collaboration with the PEP club, we plan to open a school store within the month. ■■

PEER TEAM

By KELSEY HEBERT

A new school year brings about new clubs but also a new set of students to make up Mount Greylock's Peer Team. Annually, the Peer Team is specially trained in sex education, mediation and leadership skills while also seeking training in other areas such as substance abuse, bullying and other issues present in the school community. The Peer Team traveled to Williams College on September 26 and 27 to work with educator Dara Johnson about relationships and safety issues around sex and sexuality.

The Peer Team is a group of juniors and seniors led by health teacher Lisa Jennings that other students within the school to deal with issues safely in a secure environment. Jennings said there are two main charges the Peer Team works off of: First, to actively make the Mt. Greylock community feel comfortable and let students feel confident that there is always a peer willing to listen, and second, to be aware of the diverse groups of students at Mt. Greylock. In recent years, the Peer Team has helped other students resolve fights through mediation and resolve many issues of bullying, including anti-bullying Purple Day in October 2011. In addition to leaving campus

for training sessions, the team meets every day during second period.

Peer Team is made of juniors and seniors who apply in the spring to be on the Peer Team the next fall. To obtain a position on the Peer Team, students must write a short essay. These essays are reviewed by faculty and Peer Team members and, after evaluating the applicants, a new group is chosen for the next year.

This year, the Peer Team will be teaming up with the middle school to help them with special events and projects throughout the year. Right now, the team is helping to plan a 7th grade Community Building Day for the students. They are also working with 7th Grade Team Leader Liza Barrett to see how they can assist in reading the Bystander by James Preller and addressing issues on bullying and conflict in the middle school.

"I think Peer Team members learn a great deal about themselves and their peers and it is empowering for them to be able to step up and help," said Jennings. Junior Peer Team member Alexa Adams agreed, saying that she has found she has learned a lot about herself and other people along with learning how to manage her academic stress. Adams also said that Peer Team gives her the opportunity to hang out with people that she wouldn't typically interact with during the normal school day.

For any students who need help resolving an issue or just need a peer to listen to them, see Ms. Jennings or stop by during second period to meet the team. Said Jennings, "Peer Team is a great resource. We're a really fun and friendly group and I would encourage anyone to stop by and get to know us!" ■■

GAY-STRAIGHT ALLIANCE

By NAOMI LACHANCE

The GSA plans its first meeting for Thursday, October 13 after school in health teacher Lisa Jennings' room. Members will discuss goals for the year and tie-dye T-shirts. All students are welcome to attend.

The GSA "aims to educate the student body, and to foster a feeling of acceptance in the community regarding gender and sexuality. GSA works by creating awareness and fostering activism," according to its mission statement. The group works through initiatives including the Day of Silence and I <3 Everyone Week.

Meetings are planned for the second Thursday of every month; each month has a planned topic of conversation. The November 10th meeting will address nature vs. nurture and childhood experiences within the LGBT community. For additional information, please contact mggay-straightalliance@gmail.com. ■■

AMNESTY INTERNATIONAL

By NAOMI LACHANCE

The Greylock chapter of Amnesty International will hold its first meeting after school on Wednesday, October 19. All high school students are welcome to attend.

Amnesty International is a group that aims to end violations of human rights. Founded in 1961, the group now has over 3 million supporters from over 150 countries and territories.

At Mt. Greylock, the group hopes to discuss and raise awareness regarding human rights issues both internationally and within the school community. The group had a significant presence decades ago, but has since been dormant until now. Meetings will be held twice a month. At the first meeting, an issue will be discussed, and at the second meeting, members will take action by writing letters, making posters, and other methods to raise awareness.

For more information, please contact Hallie Walker or Naomi LaChance. ■■



The Peer Team meets daily to address issues within the school community.
Photo: Lisa Jennings

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GIRLS' CROSS-COUNTRY



Junior Kat Chenail crosses the finish line at a recent meet.
Photo: Katie Rathbun

GIRLS' SOCCER

By KELSEY GOODWIN

After graduating ten seniors last season, girls' varsity soccer coach Tom Os-theimer thought this upcoming season would be a "classic rebuilding year." The Mounties have jumped out to a 4-1-2 record and first place in the Southern Division, and it seems like this team is in for a far more exciting season than originally anticipated. Lead by senior captains Annie Flynn, Kristina Wadsworth and Erin Os-theimer, the squad is a good mix of experienced and new players. Many would think that having four underclassmen as starters would be a problem, but says Coach Os-theimer, "Our challenge of youth is offset by our athleticism."

Solidifying the team's defense are upperclassmen Kristina Wadsworth and Alexa Adams, as well as freshmen Kelsey Orpin and Lucy Barrett. Adams scored a key goal in the waning minutes to tie rival Hoosac 4-4. Junior Alex Majetich, who transferred to Mt. Greylock last winter, has been an explosive addition to the Mount-

ies' offensive game. She has already scored five times and her speed is a constant threat. Miranda Bucky has held down the center of the pitch, distributing the ball to wings Sophie Leamon and Molly Carson.

Returning to her spot as starting goalie, Junior Margot Besnard has had strong start to the season with an unbelievable four shutouts already under her belt. Besnard was key in a recent 1-0 victory over northern division Taconic. The Mounties took an early lead with an Alex Majetich goal, and Besnard took care of the rest, turning aside fifteen Braves' shots for the shutout victory.

When asked about his expectations for his team now, Coach Os-theimer said that a competitive run in the Western Mass tournament is definitely a realistic possibility. With their talent and knack for finding the back of the net, the Mounties will continue to be a force in Berkshire County this season. ■■

BOYS' SOCCER



Junior Keath Machado on defense at a recent soccer game against Monument Mountain.
Photo: Katie Rathbun

LACROSSE: GREYLOCK'S NEWEST VARSITY TEAMS

By TOM DILS

Some thought that lacrosse would never find its way to the Berkshires. Others, like Greylock's club team coach Jeff Stripp, believed that the sport would one day join the ranks of baseball and track and field as a spring athletic option for high school students. Stripp, who founded the Berkshire County Lacrosse Association, now finds his vision nearly completed.

The Mt. Greylock School Committee voted last month to accept the proposal to move lacrosse to a varsity level sport. Said senior Hallie Walker, "I remember when the girls lacrosse team was not allowed to ride the late bus because we were a club sport. Getting the varsity distinction is definitely a huge step forward."

Stripp, Principal Tim Payne, and Athletic Director Lindsey von Holtz put their plan for Greylock lacrosse forward, and with the support of many parents and players, the proposal passed unanimously. Said Payne, "To me it just made sense because we had so many kids involved with the club lax programs. Also, with all of the other Berkshire county teams moving to varsity, our club team would not have had anyone to play."

Greylock was the last school that moved from BCLA club teams to varsity. Pittsfield, Taconic, and Wahconah were the first to make the push for varsity level lacrosse, and all seven teams in last year's Berkshire County league are now varsity. The switch made sense, but only a full transition for the entire league would have worked. If Greylock had decided to stay at the club level, they would not have been allowed to play county teams with a varsity distinction. This would have destroyed the county championship and deserted Greylock without any opponents closer than an hour drive away.

With everyone at the varsity level now, teams can not only play each other like last year but also schedule Springfield-area teams for official games. Lacrosse is already a MIAA sport, so the playoff system will work like all the rest, with a Western



Long a club sport, lacrosse has now gained varsity status.

Photo: Katie Rathbun

Mass. tournament and then a state championship. When asked about the switch, junior Hank Barrett was most excited about the postseason implications. "It's exciting that we're now a varsity team because we'll get to play teams outside the county and have a Western Mass. championship," he said.

The only remaining puzzle is how to finance two new varsity teams. Three options—funding by the only the school, funding by only the booster club, or a half-and-half compromise—all are potentials. No matter what, Greylock will have boys and girls varsity lacrosse teams this spring, and the county athletic directors are now working with the MIAA to set up an official league.

Lacrosse certainly has found its way into the Berkshires, and with continued support, we will soon have a thriving varsity lacrosse program at Mt. Greylock. ■■

ON PAR: AN INTERVIEW WITH ROBERT GLICK

By BEN KRANT

Robert Glick is a senior at Mount Greylock and a captain on the golf team. Robert has been an irreplaceable golfer on the team since his first year in seventh grade. We sat down with Robert to get more insight on his golfing experiences and his passion for the sport.

Echo: When did you first begin to golf?

Robert: I first started playing when I was about 6 or 7, but didn't play seriously until I joined the golf team in seventh grade. I started off on varsity in seventh grade, which was very scary for me because of the expectations.

Echo: What's your favorite part about the golfing experience as a whole?

Robert: My favorite part is when I'm playing with my family and we just play to have fun, not compete. That is my favorite way to play golf.

Echo: How have you enjoyed the high-school golfing experience at Greylock? A funny memory?

Robert: I really enjoy getting to know new members of our team and helping them become better golfers. I try to mentor the younger players and teach them all about competition golf. One of my best memo-

ries of the golf team was when I was in ninth grade and a senior on the team teed up a ball for his drive, took a full swing, and hit the ball straight up in the air. The next thing I know he is diving to catch his ball he just hit.

Echo: Any personal goals for this senior season?

Robert: This season, one of my biggest goals, is to have a winning record and keep my score low so I can possibly qualify for Western Mass individuals. I also hope to play well in the Berkshire County Classic at the end of the season.

Echo: Can you recall one fond memory or special achievement on the range? A special round?

Robert: My most special round ever was when I was in tenth grade and my score of 39 gave us a one-shot victory over number one in the county, Wachonah. I was the last group in and the match was tied until my score gave us the one stroke to win.

Echo: What are your plans for continuing your golf career?

Robert: I haven't decided if I want to play golf on a college team, but I will definitely keep playing whether I'm on a team or not. ■■

WHAT GOES INTO A SPORTS GAME?

By ZAVI SHELDON

Ask any athlete the number one reason why they play a sport, and their response could be any number of things. For some it might be about staying fit and healthy, for others spending time with friends. For a few, it could take them to a level of play beyond high school. To achieve success, many athletes focus solely on the training and competitive aspects of their sport. However, as was demonstrated by the proposed elimination of five sports during budget cuts in recent years, athletes must also be mindful of other aspects of their sport. It is important for them and their parents to know what kinds of financial and physical work goes into a sporting event.

According to Mount Greylock's proposed 2011-2012 school budget, the Athletic Department will be allocated more than \$170,000 this year. When looked at in a general sense, three main areas consume most of the budget. Athletic officials and

the "Student Athlete Medical Accident Policy" together are projected to cost \$44,000 this year and transportation to sporting events off campus will total over \$34,000. "Athletic Stipends and Fees" will take another \$83,000. Smaller expenses make up the rest of the budget, such as the Athletic Director's salary, equipment maintenance and athletic staff development.

From there the costs can be broken down even further to see what goes into specific sporting events. An average football game can cost over a thousand dollars; this cost includes officials and an EMT, required by law. A game that draws large crowds, such as Homecoming, usually costs even more because police need to be on-site for crowd control. According to Athletic Director Lindsey von Holtz, the cost of hosting the game can be balanced by ticket sales on a night with good attendance. To prepare for a football game, maintenance staff paint the lines on the field and put up yard-line markers.

The budget for a soccer game looks roughly the same as football, but comes between \$250 and \$600, depending on whether the lights are used. The boy's soc-

cer team elected not to run the concession stand, which other teams use as a fundraiser. Instead, the junior class operates it and the money goes to their class fund. The

ly, and parent volunteers. The trade-off, though, Bell says, is that he and Burdick put in three to four hours before every meet setting up the course. This includes marking the trails with spray-paint and flags, as well as trail maintenance.

When asked where the department had tried to reduce costs, von Holtz replied, "there are not many places that you can," as the biggest expenses, referees and transportation, cannot really be reduced. However, it was decided by athletic directors from each school in the county that all sports seasons would be shortened by one home game and one away game for all teams.

The athletic programs at Mount Greylock play an important role in the school's culture, as evidenced by past, and hopefully upcoming, spirit weeks and pep rallies. Participation on sports teams fosters discipline, sportsmanship, and dedication, which wouldn't be possible without the hard work put in by the athletic director, maintenance staff, coaches, parents, and athletes. ■■



Despite significant costs, sports games remain a valued part of Greylock life.

Photo: Katie Rathbun

set-up for a soccer game, says von Holtz, is fairly minimal: aside from the maintenance staff cutting the grass and painting the lines, she just sets up the corner flags.

A cross-country running meet is the only home event which costs the school nothing to host. This is because it does not require any officials to enforce the rules. It is run entirely by the boys' and girls' coaches, Scott Burdick and Larry Bell, respective-

Facts and figures:
 Home Volleyball Game: \$300
 Home Football Game: JV-\$220, V-\$1060
 Home Soccer Game: JV-\$200, V-afternoon-\$250, V-night-\$400-\$600
 Home Basketball Game: \$600
 Home Track Meet: \$500

Irene hits home

By EMILY KAEGI

Unless you managed to escape the East Coast, you certainly felt the effects of Hurricane Irene during the week before school. The majority of students only were impacted by the need to stay inside and short power outages. We did not need to postpone the start of school like some other schools in the area. Irene almost became a farce to some Greylock students, because besides some flooded basements, there was no real damage to houses.

However, after the storm was over, many Williamstown residents went down to look at Cole Field (also known as Cole Lake) covered with ten feet of water. The Hoosic River had over-flowed and Water Street, among many other roads, was closed. News of the water and road damage in North Adams, which blocked many people from getting home, started to spread. Suddenly the effects of Irene were real. Cole Field dried up after a few days, and besides damage to athletic fields, it is back to normal. But for residents of the Spruces, the hurricane had a lasting impact.

The Spruces is a mobile home park in Williamstown for retirees aged fifty-five and older. The rain from Irene was close to record-breaking in the Berkshires, and the Spruces got hammered by flooding. Guidance Counselor PJ Pannesco said this is the worst he's ever seen it. Almost all of the park's 278 residents were displaced from their homes. Many sought shelter during the storm with friends or family. Those without a place to go took cover in Williamstown Elementary School (WES), which was marked as an evacuation place. WES was without a gym for the first week of school while meetings were held there to try to figure out what to do about all the damage.

Even a month later most homes are still

condemned and people cannot re-enter their houses. Some people may never be able to go back to living there and at the moment are without real homes. FEMA, the Federal Emergency Management Agency, has set up a recovery station outside the park to try to help with clean up and fix hazards, power lines, and gas leaks.

The Pittsfield Fire Department, Village Ambulance, and United Uniforms held a "Fill the Boot" fundraiser over Labor Day weekend to fill a boot with money to help the people at the Spruces. Pannesco heard about their efforts and thought "Why can't we do that at Mt. Greylock?" He contacted eighth-grade science teacher Sue Strizzi and asked if her students could make posters to spread the word. Then, he enlisted the Peer Team to work the tables at lunches. On Monday the twelfth, Tuesday the thirteenth, and Wednesday the fourteenth of September a fire boot was set up at all three lunches. Students, faculty, and staff all were all very generous and cheerful as they dropped their donations into the fire boot, raising \$403.33 by the end of the three days. Pannesco took juniors Katie Rathbun, Nick Carson and Chad Bolotin with him to the Williamstown Savings Bank to deposit the money in the community-based fund for the Spruces. The money will go to help the clean-up and former residents who have lost their homes. When asked about the amount of money raised, Pannesco said, "We most definitely filled the boot!" In addition to this school fundraiser, the proceeds from the recent middle school dance on September 30 will also go to the Spruces. The Greylock community has been very helpful and generous with their efforts to help out these people in need. ■■



The recent Spruces fundraiser for hurricane relief raised over \$400. Above, Peer Team members (l-r) Alexandra De Veaux, Susie Shanley, and Cooper Gangemi help with the drive.

Photo: Katie Rathbun