

School committee alters contract offer

The Mt. Greylock school committee just announced key changes in its contract offer to the Mt. Greylock Educators Association. At press time, the two sides were in disagreement about whether they were close or far from settlement.

The school committee has offered a three year contract with a wage proposal of 0% for FY05, 3% for FY06, and 3% for FY07, resulting in a 6% total increase or 2% average annual wage increase. The faculty association's latest offer (5/6/05) asks for a 7.25% increase in a four year contract, for an average annual wage increase of 1.81%

The Mt. Greylock school committee has

modified its proposal on teachers' health insurance contribution from asking for a 25% contribution over 3 years to a 20% contribution starting in September 2005. This would make a 80-20 split instead of the current 90-10 split.

The teacher's association has offered to increase their contribution to 20% over the next 3 years, giving an 80-20 split, but at the end of the 3 years their contribution would revert back to a 90-10 split. The school committee could not accept this.

Other provisions in the committee's contract offer remain unchanged. "We are very close on most items," said Petricca, "with tentative agreements penciled in on all but

a few of the points we have been discussing."

The committee said it would not accept the request that tuition waivers be granted for out-of-district students whose parents are Mt. Greylock teachers.

On the surface it is a nice idea, but when we analyzed the loss of revenue to the district, we were amazed by the large sums the budget would lose and this would benefit only a small number of teachers. "We are very close to an agreement," Petricca said, "and the School Committee members are committed to holding negotiating sessions throughout the summer to reach a settlement.

School Committee proposal:

- * 3 year contract (2005-2007)
- * 0%/3%/3% pay increases Avg 2%/year over 3 years
- * 80/20 insurance split, effective September 2005.

Faculty association proposal:

- * 4 year contract (2005-2008)
- * total average (per employee) raise 1/1.5/2.25/2.5. 1.81% Avg annual over 4 years.
- * 80/20 insurance split phased in over 4 years.
- * Sunset clause - employee share reverts to 10% after 4th year (90-10).



Dr. Piechota at the class of '05 graduation

High-stake testing scored in Piechota's parting interview

By The Echo Staff

Dr. Mark Piechota, after 11 years at Mt. Greylock, will be retiring at the end of this year. Throughout his tenure here, he has believed that education is a collaborative process between students, faculty, and staff. He believes that less is more, and focus should be on the essentials, starting in middle school.

When he first came, the middle school was very much like the high school, and he tried to create more of a transition between the intimate atmosphere of elementary school and the hectic one of high school, with advisories, teams, and greater dialogue between teachers to better know their students.

He has also tried to create a mentoring program for new teachers. "It was a sink-or-swim introduction to teaching for new teachers," says Piechota, "and what we have now are mentors for new teachers and we have a coordination and a program. We created a four-year cycle for supervision, evaluation and professional growth, empowering teachers to set goals for themselves each year."

He has also tried to promote student citizenship, community service, and "the

school media as a vehicle for debate and therefore the Echo. I believe it's the media that is going to be the bastion for responsible citizenship in our democracy as the students can get in the habit of contributing to it and referring to it. They'll be better informed citizens if this school community and in the habit of seeking information as they go out into the world."

He is also a staunch supporter of the senior project and an opponent of intensive standardized testing because he believes that "the senior project is holding us accountable to our community. We don't want our communities solely to judge MG solely on the basis of MCAS scores, or SAT scores. That seems to be the way that this country is taking with politicians and the media: the only way to judge schools is by easily-quantifiable means...School is a deeper and richer experience, with deeper and richer goals. And that's what the Sp is trying to convey."

Too much standardized testing, Piechota believes, perverts education because people are focused solely on how to raise those results while missing many other important elements. He thinks that something

Continued on Page 3

Williams faculty, students to study water contamination -- focus is on finding sources

Beginning in mid-June, a team of Williams College scientists will begin a study of perchlorate contamination in the drinking water supply at Mount Greylock Regional High School. This project will continue and intensify an ongoing study of perchlorate contamination that began last fall, some months after the problem was discovered, and will address several important questions.

First, it will provide accurate measurements of contamination and will trace any changes in perchlorate levels that may have been occurring recently. Second, the study will search for and map any other perchlorate contamination sites in the local area, with special attention directed at possible contamination of surface soils, vegetation, and other nearby water supplies. Finally, the study will attempt to identify and localize the source of perchlorate contamination.

The simplest current hypothesis for perchlorate contamination of well water at

MGRHS is contact of groundwater with leaking industrial chemicals, or with fireworks and the residues from their use. Recent research from selected parts of the country, however, has suggested that

Perchlorates might be produced by lightning strikes and by electrochemical reactions that can occur in conventional water treatment/supply systems.

The research work at MGRHS will consider all of these as possible sources of the contamination problem. In addition, the

project will seek permission to sample other water sources in the area for contamination by perchlorate and other heavy metals. The research team will include three faculty members, Professors David Dethier (Geosciences Department) and David Richardson and John Thoman (both of the Chemistry Department), Jay Racela (Technical Assistant in the Center for Environmental Studies), and two students Manuel Moutinho, IV '07 and John Symanski '06.

"The research work at MGRHS will consider all of these as possible sources of the contamination problem," said Richardson. "In addition, the project will seek permission to sample other water sources in the area for contamination by perchlorate and other heavy metals."

Student participation is being supported by summer research grants from the Bronfman Science Center and from the Center for Environmental Studies at Williams College.

INSIDE:

Disinterested in student elections.....p.2

Goodbye to seniors.....p.2

Retirement Part IIIp.2,3

OPINION

Math teachers leaving Greylock for at least a year for college, engineering

by Flora Lim

Mount Greylock will be missing six members of the faculty and staff next year. Four of them will retire and two will be away for a year. Superintendent Mark Piechota, administrative assistant Joan Manners, district Business Manager Marti Mellor, and Chemistry teacher Robert Iannitelli will retire this year and Math teachers Michael Caraco and Alberto Tapia will be away leaving the school for a year.

Mr. Caraco will work as the Associate Director for the Center for Creative Teaching at Bennington College next year and whether he will be back after a year is uncertain.

Alberto Tapia, who taught Algebra 1, Algebra 2, Geometry, Pre-calculus, and Honors statistics this year, will leave the school for a year and will be working as an engineer. He said he feels good about the work he is about to do.

Michael Caraco expressed that, having taught at Greylock for 8 years, he has become much attached to the school. This year he has taught Honors Pre-calculus, Algebra 2, Honors Calculus, Senior Project Workshop, and an MCAS support class. For next year's empty positions, two one-year-replacements will be hired. One will work in the middle school and the other will fill the voids in the high school offering (Caraco comments that this shouldn't be problematic as courses like Senior Project Workshop and the MCAS support class may be handled in different ways and the third teacher in the middle school is necessary for the Middle School model to be realized as the district envisions it). As for Senior Project, Superintendent Mark Piechota and history teacher Tom Ostheimer are reviewing candidates and Dr. Piechota will make a decision next week.

Mr. Caraco will work as the Associate Director for the Center for Creative Teach-

ing at Bennington College next year and whether he will be back after a year is uncertain. He says, "It's the kind of position I have thought about for a number of years. If it's as fulfilling as my job has been here and the environment doesn't change here, I will likely stay at Bennington. If not, I hope I will come back to Greylock renewed and recharged with a fresh perspective and hopefully a little smarter from my new experience."

There were many factors that contributed to his decision. Caraco says, "It's been a really hard year and was difficult to meet my personal and professional goals. Senior Project was more demanding than it should have been, at least from my perspective, and it took away a lot of my energy; so I felt like I had to make a choice, either change the way I approach my profession to make it more manageable, or change my job." A great opportunity to teach at Bennington College came to him so he decided to grab the chance.

"It has not been an easy decision at all. Students in this school are some of the finest I've met and it's been a pleasure to teach you."

--- Mr. Caraco

Making the decision was not easy. "It's hard, it's real hard," he said. "I have such a rich collection of memories with each kid. The students respond well, are smart, kind, and I can't say enough good things about them."

Although it is not sure if Mr. Caraco will ever be back as our math teacher, he says that he has enjoyed the school a lot: "I believe that the students at this school enjoy a great environment with great teachers who guide them with great care and professionalism."

He recounts, "I've grown tremendously. I hope senior project will continue to flourish but I also hope that people reflect and become more aware of how their words and actions affect the school's environment."



MGRHS math teacher Mike Caraco, last year's Teacher of the Year

Flawed democracy?

By Shan Wang

Year after year the high school goes through the pretty process of student elections. Like professionals, students queue up for the voting booths and deposit their ballots in a professional-looking box. What goes on between the slats of the voting booths is anyone's guess...not really.

It seems to take some people a world record time of 1/2 of a millisecond to decide to which candidates their vote goes to, and another 1/2 a millisecond to get out the door to precious lunch. 1 millisecond and the voting process is done. This can be explained, you say. This speedy individual must have contemplated heartily before the voting and now needs only to fill in some bubbles. When there is Geometer's Sketchpad, a due-tomorrow English paper, and ten friends to chat with during break, is it really feasible that this speedy individual considered his or her vote before casting the ballot?

Year after year the high school also goes through the even prettier process of speech-giving before the great elections. Take the example of our speedy individual. Is it possible that he or she gave any thought to the speeches given on the stage? Is it possible that someone who zoomed through the voting process in 1 millisecond even listened to the speeches given?

Often the long, articulate, and insightful speeches are received with yawns, hoots of ridicule, and forced, weak applause. In fact, not even the whole grade attended the speeches. I understand that no one can really concentrate during an extended period, but please at least feign some interest!

Often lack of attentiveness isn't even the audience's fault.

Every other that follows builds on the same points used in previous speeches. Competitors use used bits of information to attack other competitors and the incumbent. There are a few who are master orators, and there are a few who have solid resumes to brag about. There are also several who go up to the podium without so much as a false promise to give, knowing that either their popularity or some inescapable allure issuing from the depths of their soul will garner votes. But who can blame these poor, nervous candidates? If the audience doesn't listen, why write a speech? And so the paradox continues.

In the end, the winners of the election emerge through democracy, however flawed the process. In the end, the president will serve the class and be forced to raise money and have a prom. In the end, student council will sell hideous green carnations, and its members will put on the same pretty act of student elections year after year.

A school without seniors: Like a bun without a hotdog?

By Mike Stone

When I hear that it's the end of the year I think yea, school's going to be out for the summer! But, when you make friends with the seniors and you think that they'll be here forever but they won't be. They leave 18 school days before the rest of us and most people grow close to these seniors. After being with them for 162 days, they leave; they go off into the world. Most students are sad when the seniors leave. Some students also have crushes on the seniors, when it's time for the seniors to go, everyone starts to slack off.

Students feel that their world isn't complete without the seniors. Some students even say things like "the school is like a hotdog on a bun". The seniors are the actual hotdog and the rest of the school is the bun. It maybe a weird metaphor, but it still implies that the seniors hold together the school. Every senior is excited to leave the school, but they know this is where their childhood ends and their adulthood begins. It was where they learned everything to be able to go into the world. When I asked senior Jake Williams on his last day at Mt. "how

do you feel about leaving Mt. Greylock", he said "I feel good". It was where they learned everything to be able to go out into the world and become successful.

"We will be seeing our friends again, it's not like we're dying" said one senior. Many of the seniors will go to college, others will go into the military and some will start students. But when it comes down to it they will never forget Mt. Greylock no matter how much they hate it. When you are friends with a senior you have a friend who can drive you around, and give you advice on what to expect in the coming years. Waiting for a friend like one senior is doing. He's waiting for two of his friends to finish high school, so they can go to college with him. Now! that may sound crazy but it's what friendship can do when you have a friend who is senior.

Seniors are happy that they don't have teachers bothering them anymore but when they graduate they will come back and say to some of those teachers "you were a really great teacher, I miss you bugging me about homework and assignments I owed". Teachers will miss seniors a lot because they're their

students. When I asked Mrs. Wlodyka what her feelings were about the seniors leaving she said "sad because I will miss them, but also happy because they have a lot ahead of them".

The underclass students will also miss seniors a lot. "It sucks because I know some of the seniors" says sophomore Trevor Rathbun. I heard Trevor say to senior Josh Appelbaum, "I'm gonna miss ya man", and Josh saying "Hey will you sign my year book". As Friday May 27th was the seniors last day at Mt. Greylock. Many seniors have brothers or sisters or even both that go to Greylock. For the siblings it doesn't affect them that they're leaving because they're family. But for most, it was our last day to see the seniors until graduation, to say our final good byes.

I hear a lot of things everywhere about the seniors. When I went in the guidance office, I heard about the seniors signing out in that office on Friday, May 27th. When I asked P.J. Panesso what he thought about them signing out he said "It's a good day because the seniors are all excited, and I feel good too, knowing that their all going to make it". Yes they

will make it but they won't be around, so it is the saddest time for the school environment. It is also one of the hardest because everyone has to get going and make sure that they pass, and with the seniors gone it is even more difficult.

Teachers have known the seniors for a long time, but the people you don't think of are the librarians. "I've seen them since they were 7th graders. Mrs. Kathy share and I have had them in a library course, since they were in 7th grade. We've seen them since then and it's hard to believe that we won't see them anymore". Says Miss Sarah Henry, a school librarian. These two wonderful librarians will probably never forget the seniors. When I asked Miss. Henry Who the seniors are who came in the library the most were, she replied "Justin Fox and Kevin Brazee". Two seniors who I've known for awhile, they came to the library all the time and I usually went with them. But even knowing that the librarians will miss the seniors there is no competition that every one in the school will miss the seniors. Their time has come and our friends are leaving to go and become successful and live a new life - a life of their own.

NEWS

coming and going, Part III

Goodbye to Mr. I

EDITOR'S NOTE: Among teachers retiring from Mount Greylock this year is science teacher Robert Iannitelli. This interview was conducted by his daughter, Gina, who is a Mount Greylock student.

Q: How long have you been teaching here at Mount Greylock?

A: Since the fall of 1969.

Q: So you have been here longer than any other teacher?

A: Any teacher that is presently teaching, yes.

Q: What was the most enjoyable year?

A: This year.

Q: Why?

A: Because the rotating schedule came back, and I have good classes. Also, Extended is in the middle of the day.

Q: How do you feel your teaching style has changed over the years?

A: Well, two ways: the curriculum has changed with the times, and that has been influenced by what the state has mandated (they call them the state standards). So you need to find new ways to teach these things. I've been to nine summer chemistry institutes over the years to learn new experiments, etc., and as the course changed I was able to bring new things into the curriculum.

Q: Do you think you'll ever come back to work here?

A: No, not as an employee.

Q: What do you plan to do next year?

I plan to volunteer, do community service, read, swim, be the parent of a 10th grader. I also plan to exercise more than I have time to now.

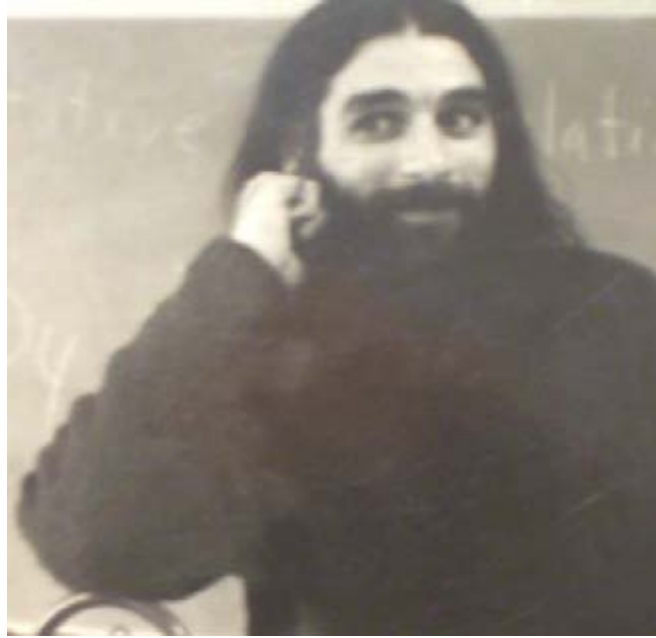
Q: Are you sad?

A: No. It's a new phase of my life.

Q: What teacher will you miss the most?

A: Hmmm that's hard. I think that what I'm going to miss the most is my friends on the faculty. But I'm not going to single out anybody.

Q: What is the worst thing a student has ever done during class?



Before and After: left, Mr. I during his first year teaching, right, during his last

A: You know the lab sinks in my room, with the upside-down "J" shaped faucets? Well, this kid decided to do a handstand on them and snapped them off. Water shot up to the ceiling, and Mr. Matuski had to help me find the water shutoff, but the room flooded before we found it. The school made the kid pay for the new faucets.

Q: Wow. Any other interesting stories?

A: Well back in the early 1980s, four guys in my class hid their digital watches around the room and set them to go off at the same time during a test.

So I quickly gathered up the watches, put them in my file cabinet and told them to come back at 2:30. I returned from lunch and saw them carrying the file cabinet outside so they could break it open. But I foiled their plan.

Q: Have you attended every musical since you started working here? What was your favorite?

A: Yes I have never missed a musical. My favorite was "Anything Goes" by Cole Porter in the early 1980's.

Q: Do you ever see your former students and do they recognize you without your beard?

A: It takes a while, but they do recognize me. The best way of seeing old students is going to reunions. So if you had me as a teacher, you should invite me to your reunion and I'll stop by and say hello.

Q: What was your participation in school sports?

A: Well, I coached the cross-country ski program in the late 70's, helped to begin the Jiminy Peak downhill ski program, refereed soccer, officiated track meets. Now I am a big fan of football, soccer, basketball, and volleyball, and tennis.

Q: What is your biggest pet-peeve about school?

A: When students don't listen to or follow directions during labs.

Q: Have you taught generations?

A: Yes. A lot of my students say that I taught their parents in the 70's.

Q: Any final remarks?

A: I've been at Mount Greylock since I was a young adult. It dominated my life for many years. But it's been great.

Dr. Piechota reflects on issues solved and unsolved

continued from p.1

more reasonable would be sampling students every two years to see how schools are doing rather than testing every student and giving out "negative report cards." "The whole national effort, No Child Left Behind, is really a very sinister effort from a number of people to defame public schools," says Piechota. "Because the way the whole system is built, at least 80 percent of public schools are going to be deemed failing within the next three or four years, just based on the formulae they use for judging schools." He feels that the end game of all those new law supporters is to promote private schools, vouchers, and dismember public schools as they have been known in the past four decades. He believes that support must come first from the state though, and the state legislature must better fund public schools.

One source of ongoing frustration for Dr. Piechota has been his inability to change what he believes is a schedule that burns out teachers and students alike. He feels that the seven-period schedule is like a treadmill with no breathing room. This "treadmill scheduling" burns people out and since teaching is a very demanding giving of oneself, getting exhausted to the point where people feel that they are giving up more of their lives and getting nothing back, they get drained and burned out.

A more humane schedule, he thinks, would be four courses one semester and four courses the next, though that gets difficult with classes like math, foreign language, and music, where students really should have them throughout the year. He suggests 90-minute, one-semester periods for English and Social Studies and 45-minute, yearlong periods with math, language, and music, or some other combination. "The intent is to have longer spans of time for most of your learning and fewer adults that you are responsible for in any one day."

Scheduling overhauls have been a six-year frustration for Piechota, however, because of what he labels as the "roadblock mentality" – that some people think every change has a dollar figure attached to it without thinking that it'd benefit everyone even without adding more remuneration.

One reason for this, he says, is the sometimes-frosty relationship between the teachers and the administration. This he traces to negotiations back in 1996-1997 that derailed the relationship between teachers and su-

perintendent. In bigger districts, there was no problem when a superintendent sat with the school committee, but in a school like MG, the superintendent must sit with the committee one night and have to relate to teachers the next, and if the teachers don't think the superintendent is on their side, it can undermine their trust in him.

"If I had to do it over again," says Piechota, "I would not have been involved in negotiations back then. It would have been more the sense of a mediator between the two. I would have had more one-to-one conversations with faculty on the topic of schedule so I would be better able to know what their concerns about various proposals are and be able to do some creative adaptation that would address the concerns. More one-to-one talking...if people feel reassured they are willing to take a chance on a new proposal, and it was difficult to do that reassuring when I was sitting at the other end of a negotiating table."

A notion of sides is the root problem of it all, he thinks. Dr. Piechota recalls trying collaborative bargaining back in 1999, but that didn't work out, and when it again became two different sides and he was still at the table with the school committee, "that's when people felt in some ways betrayed."

He believes that Regionalization is an excellent idea, one that he has been pursuing for last 11 years. He feels that it would be better to have Williamstown and Lanesboro elementary schools together with this school, but study committees have found it does not save money, so people lose interest. De-regionalization would be impossible, Piechota thinks, because even if the school gets smaller, it'd still have to deal with a host of hidden costs, state regulations would fight it, and it will have almost no resources for AP's, athletics, etc.

Piechota also held that the charter school drains money in the long run, but more importantly, legislators should just give better funding to education.

The philosophy of education is changing, he believes. In the 1950s, people were looking to consolidate school districts but now education is being separated into many little pockets of interest.

Choice is good, Piechota says, but "public schools were built upon [the value] of bringing diverse people together to learn together for the sake of solidifying a democracy...I worry about what the future of the democracy will be when people are going to their own separate schools with their own like kinds of people and they aren't learning how to get along with people who are different from them."

One of Piechota's greatest fears for Mt Greylock is that too many students, when they get in the middle of the eighth grade, give up on doing their best and decide to coast because they

don't believe they're good enough to get recognized in anything. "The challenge is how do we make all students feel special so that everybody brings to us their gifts," he says.

According to Dr. Piechota, Only about three of the Spencer Kagan's theoretical eight intelligences are recognized and praised in school: The verbal linguistics and mathematics-logical that gets you high grades, and the athletic, or physical that makes you a sports star. The inter and intra-personal, nature, music, and visual spatial intelligences are largely unrecognized. He recalls that HE once taught a course here with his wife Pat called education and society and had students measure themselves on how they are in each of these intelligences, and there are huge shifts in each category because students are good at different things.

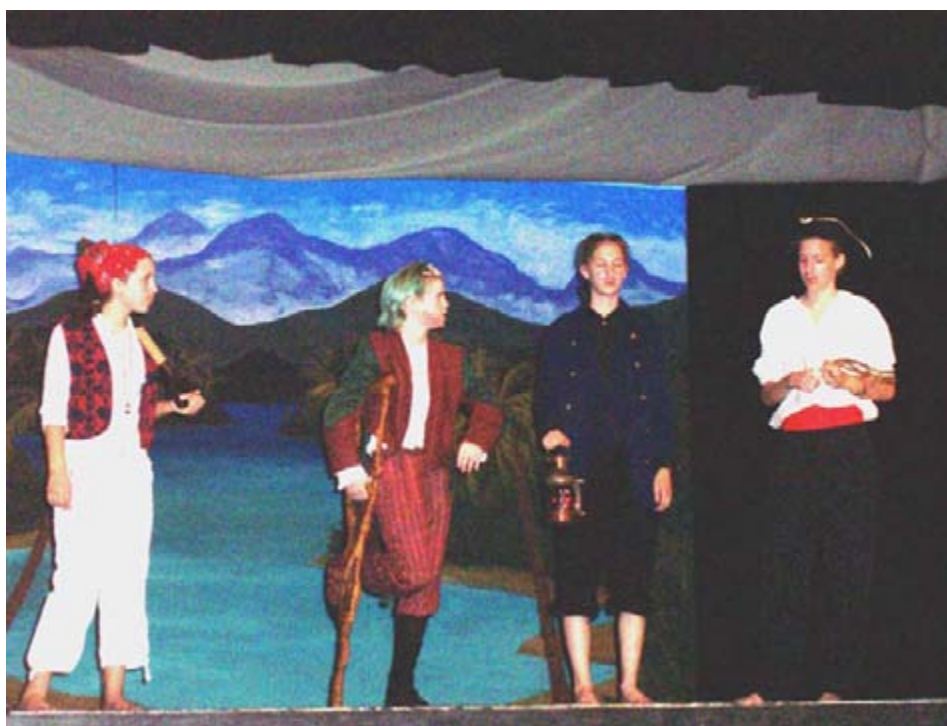
One way to get the middle students motivated, he believes, is to have a more adult presence in kid's lives. He thinks that the school should have faculty advisors for all students. "This whole theory of multiple intelligences: Schools emphasize these two intelligences [verbal-linguistic and logical mathematical] because that is what society values. And for kids in the middle, we need to help them become stronger in those areas but give them more opportunity to flash their talents in other areas," remarks Piechota. Advisors would help, and he also thinks the senior project is another vehicle where many of the "middle" students really shone.

Dr. Piechota confides that he will miss this beautiful country deeply, but will also have exciting things to look forward to, like going to town meetings where he is not a public official on the receiving end of questions and can just participate and ask questions occasionally himself. He hopes and believes the senior project will always be going strong.

The most satisfying and memorable thing at MG, he says, is "being in a school that spends six years being able to see these little seventh graders nervous and high energy and see them grow into ninth graders and seeing them start to spread their wings and flex their muscles as 11th graders and really come into full adulthood in the 12th grade."

Dr. Piechota will be assuming a position as head of Crefeld School, a small independent school in suburban Philadelphia with 100 students whose mission is to pioneer a progressive, alternative learning community for secondary students. He says that it's been around since 1970 and don't have some of the negatives associated with public schools, like MCAS, or intensive standardized testing.

ARTS/SPORTS



Pirates searching for treasure

Big cast helped by Buxton costumes, Paisley, Hirsch, warmups

Reviewed by Lizzy Fox

On June 10th and 11th, the middle school gave Mt. Greylock something to be proud of. For the second year in a row, Dave Librizzi and Kathy O'Mara (coordinators of Minerva Stage Company in Williamstown) directed the action on stage, while Deb Burns led the musical preparation, this year turning out *Treasure Island*.

The play is based on Robert Louis Stevenson's novel of the same name, with libretto written by Jim Eiler and music composed by Eiler and Jeanne Bargy.

Nearly 40 students worked on the play

for only five weeks, and even with the lack of time, Deb Burns said that *Treasure Island*, "has the potential of being the best middle school musical ever."

The story follows Jim Hawkins, a teenage boy who has recently lost his father, and so is only taken care of by his mother and nanny, Meg. An old pirate, who is staying at the Hawkins' family-run inn, gives Jim a treasure map.

Intrigued by the hope of "never having to work again," Jim goes to sea with his father's friend, Tom Morgan, and Meg, who is dressed up like a boy because the ship would not allow a woman as a

passenger. What ensues is a journey with pirates, pieces of eight, marooned sailors, and, of course, a happy ending.

This happy ending, however, would not have happened without many things. A great portion of the costumes and props were borrowed from Buxton, and parents helped in set construction.

Mrs. DaSomma assisted too, painting a huge mural of an island scene with father and artist, Doug Paisley. Sarah Hirsch, who recently graduated, accompanied the students on piano.

Also, "the directors offered really helpful warm-ups," eighth-grader and

actress Olivia Tousignant-Pienkos said. For example, on opening night, Dave Librizzi taught the students how to get rid of anxiousness and warm up their vocal chords.

Librizzi told the students that *Treasure Island* was not just fun theater, but, furthermore, educational theater. His message got through to the actors.

Hirsch recalled that at the beginning of rehearsals, the kids didn't really seem to be very in to their parts. "But by [the end of the play], there was a noticeable change. The directors really did make a big difference."

Boys' and girls' track teams dominate W. Mass. -- again

By The Echo Staff

The girls' track team, under Coach Brian Gill and a great complement of assistant coaches (who also help with the boys' team), has always been known for excellence.

Even without track "goddess" Colleen Farley this year, others stepped up and they still managed an undefeated record and both the county and Western Mass crowns.

The boys' track team, however, was a pleasant surprise. The team made an amazing turnaround to win the county

championship for the first time in decades with a 0 loss record, two years removed from finishing with a 0 win record. Much of this can be attributed to the influx of new talents and the development of old talents, but also the spark of having a new coach, Larry Bell, who also teaches biology at MG. The following are Coach Bell's wry and simple remarks on the present and future of boy's track:

Echo: What made you want to coach boy's track?

Bell: I needed the money

Echo: Why was the team so unsuccessful before and why is it successful now?

Bell: We didn't have the new guys before but now we do.

Echo: What do you think about the future of boy's track?

Bell: If we can raise the money, bright.

Echo: What do you have to say to all the guys not in track?

Bell: Body fat.

The Greylock Echo

The Mount Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williams-town, Mass. Published monthly during the academic year, each issue is developed and edited by a team of editors and writers. Any Mt. Greylock student may join the staff, attend meetings and submit articles.

Next issue:

first day of school

Deadline:

sometime over the summer

Staff Meeting:

Staff meetings are open any Mt. Greylock RHS student and are held at 2:30 p.m. in the back of the Carleson Library.

Editors-in-Chief

Carl Kubler, Kejia Tang

This month's Staff

Gina Iannitelli, Flora Lim, Carl Kubler, Kejia Tang, Shan Wang,
Mount Greylock Echo

Mt. Greylock Regional High School

1781 Cold Spring Road

Williamstown MA 01267

(413)458-9582

all submissions:

echo@newshare.com

Note: Graduation supplement can be found on mgrhs.org.



Above: Mounties lead the pack. From right to left: Alex Peacock, Ally Nolan, Kelsey Duziak, and Lauren Clement



Above, from front to back: Evan Dethier and Nick Fogel at Wahconah.



LEFT: The girls celebrate after winning the Western Mass. Division II Championship... again.

Prizes/Awards, Class of 2005

1. Mt. Greylock Regional High School Faculty Association Award for Academic Excellence – Book Certificate – Elizabeth Windover
2. Mt. Greylock English Award – Plaque – Gilles Heno-Coe
3. Mt. Greylock History Award – Plaque – Austin Trites
4. Alfred J. Leonardi Prize in Mathematics – Plaque – Kiersten Bell
5. John D. Gill, Jr. Science Award – Plaque – Kiersten Bell
6. Class of 1950 Foreign Language Prize – Book – Gilles Heno-Coe
7. Elizabeth S. Piper Memorial Latin Award – Book – Gilles Heno-Coe
8. Clara Well Alpert Memorial Art Award – Book – Sarah Hirsch
9. Mt. Greylock Music Award – Plaque – Sarah Hirsch
10. Mt. Greylock Business Technology Award – Plaque – Thomas Kasuba
11. Mt. Greylock Health & Physical Education Award – Plaque – Devin Rock
12. John B. Clark Scholars' Awards – Four-year records indicate outstanding promise of success in higher education – Books

– Kiersten Bell, Sarah Elizabeth Emmons, Gilles Heno-Coe, Sarah Hirsch, Elizabeth Windover
AWARDED AT CLASS NIGHT
 June 3, 2005

1. Theodore R. Sylvester Award
Anthony Michael Quagliano
2. Berkshire Symphony Music Award
Alexander Daniel Bird
3. D.A.R. Good Citizenship Certificate
Sarah Elizabeth Marie Emmons
4. The Danforth Award
Leon Alphonse Pucklis
5. Gerard N. Davis Latin Award
Paul William St.Clair
6. Betty J. DeBlois Student Service Award
Ryan Thomas Flynn-Kasuba
7. Drama Awards
Acting – Zoë O'Riley Remillard
Technical – Sarah Adrienne Hirsch
8. Friends of the Arts Certificates
Erin Jeanne Beattie
Sarah Adrienne Hirsch
Megan Christina Bedard
Bobby Quinn
Claire Lynn Briguglio
Zoë O'Riley Remillard
Katherine Eva Buckler
Kelsey D. Schelling
Miranda Lauren Cooke
Henry Joseph Smith
Maxwell Casey DeMatteo
David Murphy Thier
Erica Radcliff DeWitt
Angelyn Christina Thornton
Ashleigh Elizabeth Dow
Sarah Valerie Whateley
Graham-Michael Frank
Elizabeth Engeltie Windover
9. Louise Noble Guild Recognition in Dramatic Arts Award
Kelsey D. Schelling
10. Krizack Memorial Book Award
Gilles Reginald Heno-Coe
11. League of Women Voters Faith Scarborough Citizenship Award
Ryan Thomas Flynn-Kasuba
12. Irene Mannheim Memorial Award
Carissa N. Calderwood
13. Massachusetts Foreign Language Association Board of Directors Award
French – Angelyn Christina Thornton
Latin – Maxwell Casey DeMatteo
Spanish – Ashleigh Elizabeth Dow
Leadership – Aaron David Rothschild
14. National Honor Society
Alexander Atkins Acheson
Sarah Adrienne Hirsch
Joshua Wright Appelbaum
Daniel James Hogan
Erin Jeanne Beattie
Samantha Rose Kalisz
Kiersten Signe Bell
Robert Daniel Lynch
Alexander Daniel Bird
Chloe Amara Margulies-Major
Claire Lynn Briguglio
Carly Anna Mason
Miranda Lauren Cooke
Lara Nicole Moody
Mary Ray DeMatteo
Sasha Ann Piatczyc
Maxwell Casey DeMatteo
Benjamin John Resio

- Erica Radcliff DeWitt
 Jason P. Robichaud
 Jodi Lynn Dias
 Aaron David Rothschild
 Ashleigh Elizabeth Dow
 Kelsey D. Schelling
 Sarah Elizabeth Marie Emmons
 Henry Joseph Smith
 Rachel Loretta Finan
 Paul William St.Clair
 Patrick Peter Flynn
 Emily Jane Stinson
 Ryan Thomas Flynn-Kasuba
 David Murphy Thier
 Danae Grace Gmuere-Johnson
 Sarah Valerie Whateley
 Gilles Reginald Heno-Coe
 Elizabeth Engeltie Windover
15. National Junior Classical League Service Award
Danae Grace Gmuere-Johnson
 16. National Merit Scholarship Test Certificate Winners
- Commended Students -•
 Sarah Adrienne Hirsch
 David Murphy Thier
 Elizabeth Engeltie Windover
17. President's Education Award Program

- Educational Improvement -•
 Kevin Louis Brazee, Jr.
 James David Curtiss
 Sary Chhuon
 Arthur Richard Raney
 Than Chum
 Thi Van Wood
 Courtney Wooliver

- Educational Excellence -•
 Alexander Atkins Acheson
 Ryan Thomas Flynn-Kasuba
 Joshua Wright Appelbaum
 Gilles Reginald Heno-Coe
 Erin Jeanne Beattie
 Sarah Adrienne Hirsch
 Kiersten Signe Bell
 Robert Daniel Lynch
 Alexander Daniel Bird
 Derek John Mansen
 Claire Lynn Briguglio
 Chloe Amara Margulies-Major
 Mary Ray DeMatteo
 Lara Nicole Moody
 Maxwell Casey DeMatteo
 Benjamin John Resio
 Erica Radcliff DeWitt
 Henry Joseph Smith
 Jodi Lynn Dias
 Paul William St.Clair
 Sarah Elizabeth Emmons
 Emily Jane Stinson
 Rachel Loretta Finan
 David Murphy Thier
 Patrick Peter Flynn
 Sarah Valerie Whateley
 Elizabeth Engeltie Windover
- 18. Student Council Service Award
Ryan Thomas Flynn-Kasuba
Daniel James Hogan
- 19. United States History Award
Joshua Wright Appelbaum
- 20. Volunteer Service Learning Certificates
Erin Jeanne Beattie
Chloe Amara Margulies-Major
Alexander Daniel Bird
Lara Nicole Moody
Claire Lynn Briguglio
Chirag R. Patel
Mary Ray DeMatteo
Leon Alphonse Pucklis
Sarah Elizabeth Marie Emmons
Bobby Quinn
Rachel Loretta Finan
Devin Alan Rock
Sarah Adrienne Hirsch
Emily Jane Stinson
Elizabeth Engeltie Windover
- 21. United States Military Academy Appointment
Daniel James Hogan
- 22. Thomas Andrew Janeczek Memorial Scholarship
Rachel Loretta Finan
Michael W. Larson
- 23. Adams Co-operative Bank Scholarship
Jason P. Robichaud
- 24. American Legion Auxiliary Scholarship, Richard A. Ruether Unit 152
Amanda Whitney
- 25. Mathias Jessup Bartels Memorial Scholarship
The Class of 2005
- 26. Berkshire County Arc Scholarship
Ashleigh Elizabeth Dow
- 27. Berkshire Heptones Betty Von Mosch Memorial Scholarship
Jereme C. Vinette



Class of 2005 graduation ceremony. Photo by Rosanna Zarza.

28. Mildred Bilotta Memorial Scholarship in Early Childhood Education
Miranda Lauren Cooke
29. E. Herbert Botsford Scholarship
Demaris Elizabeth Bailey
Jesse Olshever Fowle
Megan Christina Bedard
Carly Anna Mason
Brandon Joseph Burnham
Michael Jeffrey Nawazelski
James David Curtiss
Bryan Paul Roach
Matthew Ryan Drummond
Denna Elaine Simon
Michael Doran Fedotowsky
Angelyn Christina Thornton
Thi Van Wood
30. Stanley W. Bubriski Memorial Scholarship
Mary Ray DeMatteo
31. Bernard R. "Bucky" Bullett Scholarship
Devin Alan Rock
32. Nellie Cameron Scholarship
Justin Andrew Rancourt
33. Citizens Scholarship Foundation of Lanesborough and New Ashford
Joshua Wright Appelbaum
Derek John Mansen
Kiersten Signe Bell
Colin Garrick McCarthy
Stefen James Boehringer
Nathaniel D. Newton
Carissa N. Calderwood
Jason P. Robichaud
Joshua R. Christie
Devin Alan Rock
Jodi Lynn Dias
Timothy Ryan Sayers
Ashlee Nichole Dufour-Martinez
Kelsey D. Schelling
Ryan Thomas Flynn-Kasuba
Sarah Jean Truskowski
Justin Matthew Fox
Jereme C. Vinette
Keith Matthew Jones
Andrew Thomas Wheeler
Thomas Joseph Kasuba
Jacob Joel Williams
Michael W. Larson
Courtney Wooliver
34. Class of 2003 Scholarship
Daniel James Hogan
35. Silvio O. Conte Education Foundation Scholarship
Sarah Elizabeth Marie Emmons
36. Allen E. Danaher Memorial Scholarship
Leon Alphonse Pucklis
37. Carol A. Dean Memorial Scholarship
Leon Alphonse Pucklis
38. Mary Dempsey Memorial Scholarship
Jesse Olshever Fowle
Colin Garrick McCarthy
Brian Allen Sweet
39. Different Drummer Award
Colin Garrick McCarthy
Brian Allen Sweet
40. George and Phoebe Duberg Scholarship
Katherine Eva Buckler
41. Dufour Escorted Tours, Inc. Scholarship
Keith Matthew Jones
Nicholas J. Kaiser
42. Excelsior Employees' Benevolent Fund Scholarship
Jason P. Robichaud
43. John Falvey Memorial Scholarship

- ship
 Sarah Valerie Whateley
44. Lilian D. Fitzsimmons Scholarship
Angelyn Christina Thornton
 45. Edward T. Flynn Memorial Community Service Award
Bobby Quinn
 46. Aline S. Geigerman Purchase Prize in Art
Claire Lynn Briguglio
 47. Rudy P. Goff Memorial Scholarship
Emily Caroline Mason
Benjamin John Resio
 48. Francis V. Grant Memorial Scholarship
Sarah Jean Sylvester
 49. Hancock Community Scholarship Fund
Justin Andrew Rancourt
Michael B. Williams
 50. Doris M. Harbour Memorial Scholarship
Alexander Atkins Acheson
 51. Hart's Pharmacists Scholarship
Erin Jeanne Beattie
 52. Raymond H. Hill Memorial Scholarship,
Richard A. Ruether Unit 152, American Legion
Sarah Elizabeth Marie Emmons
 53. Hillcrest Educational Center Scholarship
Ashleigh Elizabeth Dow
 54. I.E.E.E. Berkshire Section Scholarship
Nathaniel D. Newton
 55. Patrick W. Kelley, Sr. Athletic Scholarship
Kiersten Signe Bell
 56. Lanesborough Education Association Scholarship
Samantha Rose Kalisz
 57. LaPlante Memorial Scholarship
Jodi Lynn Dias
 58. John W. McGowen Creative Writing Award
Jacob Snow
 59. MeadWestvaco Corporation Specialty Papers Scholarship
Devin Alan Rock
 60. Mt. Greylock Education Association Scholarship
Kiersten Signe Bell
 61. Mt. Greylock Sport Award in Memory of Ingrid Mara Patterson (1958-1976)
Sarah Valerie Whateley
 62. North Adams Lodge of Elks Scholarship
Danielle Marie DeSanty
Derek John Mansen
 63. North Adams Travel Club Book Award
Sarah Jean Sylvester
Ryan Thomas Flynn-Kasuba
 65. Maria B. and Alton L. Perry Memorial Scholarship for the Performing Arts
Zoë O'Riley Remillard
 66. Jennah Quinn Memorial Scholarship
Mary Ray DeMatteo
 67. Abraham and Bertha Sabin Memorial Scholarship
Aaron David Rothschild
 68. Sarah Sabin Memorial Scholarship

- Thi Van Wood
69. Meredith Shine Memorial Soccer Award
Rachel Loretta Finan
Elizabeth Engeltie Windover
 70. Gladys Simmons Memorial Award
Thomas Joseph Kasuba
 71. Pauline Smith Memorial Scholarship
Erin Jeanne Beattie
Sarah Adrienne Hirsch
Claire Lynn Briguglio
Benjamin John Resio
Maxwell Casey DeMatteo
Henry Joseph Smith
Sarah Elizabeth Marie Emmons
Emily Jane Stinson
Gilles Reginald Heno-Coe
Elizabeth Engeltie Windover
 72. South Adams Savings Bank Scholarship
Ashlee Nichole Dufour-Martinez
Sarah Jean Truskowski
Kelsey D. Schelling
Andrew Thomas Wheeler
 73. Specialty Minerals, Inc. Scholarship
Chirag R. Patel
 74. UNICO Baseball Hall of Fame Scholarship
Joshua Wright Appelbaum
 75. Beverly Wall Scholarship
Devin Alan Rock
 76. Waubeeka G.E.M. Award
Sawyer John Hamblin
 77. Williamstown Community Chest Scholarship
Chirag R. Patel
Leon Alphonse Pucklis
 78. Williamstown Community Scholarship Fund Awards
Alexander Daniel Bird
Sasha Ann Piatczyc
Katherine Eva Buckler
Brian Allen Sweet
Emily Garcia
Austin Lands Trites
Amanda Whitney
 79. Williamstown Education Association Award
Stuart Hawkins Coniglio
Zoë O'Riley Remillard
Robert Daniel Lynch
Benjamin John Resio
 80. Williamstown Grange Book Fund
Patrick Peter Flynn
 81. Williamstown Lions Club Scholarship
Ashleigh Elizabeth Dow
 82. Williamstown Rotary Club Scholarship
a.O. Dixon and Jean Marshall Scholarship
Lara Nicole Moody
b.General Scholarship
Claire Lynn Briguglio
Emily Jane Stinson
Chloe Amara Margulies-Major
Sarah Valerie Whateley
Elizabeth Engeltie Windover
 83. Williamstown Rural Lands Foundation
Mathias J. Bartels Environmental Leadership Award
Claire Lynn Briguglio
Paul William St.Clair

Graduation speeches, 2005

Excerpts from “Thinking Inside The Box”

**Graduation Address by
By Paul William St. Clair**

The story begins on the playground behind my old elementary school during recess.

On the day in question, I noticed a buildup of sand that was slowing the river's flow. With nothing but the most helpful of intentions, I delicately nudged the sand out of the way with the toe of my shoe. No sooner had I freed the river, that a voice yelled at me, “Hey, you can't put your shoe in the river. Get over here.”

I had apparently broken a sacred rule, and as punishment, I was told to stand against the wall of the school for five minutes.

Instead of feeling ashamed or scared, I was furious. It was on that way that my little 8-year-old brain learned three very important lessons about rules and authority.

1. Authority is not always right.
2. Rules can sometimes be just plain stupid.
3. If you don't want to be standing against the wall, you need to know what the rules are and how to avoid breaking them.

So all of us, as we got older, ran into plenty of rules, some fair, some not fair, some arbitrary and some sensible. Many of us followed the rules, many of us questioned



Paul St. Clair, one of the graduation speakers

those rules and some of us broke those rules. Rules and how we deal with them have been a central part to our entire Greylock experience.

Beyond the simple bother of day to day rules and regulations, there are also the cold, hard laws of the universe that are harder to understand and harder to figure out how to deal with. For example, those irritating principles of thermodynamics. When I was in eighth grade, I had a brilliant idea for a perpetual-energy machine. I was so excited. I thought that I had solved the world's energy problems. Some of my friends may recall, with some pain I must imagine, my extensive explanation of this idea. Unfortunately, I soon found out that my invention violated most the laws of thermodynamics that you would learn in your first week of physics class. However, now I know some of these absolutely laws of nature and will make sure that my next perpetual-energy machine follows them.

There are also the immutable realities that are much less abstract and that we face on a much more personal level. Last year, we all had to learn first hand, if we didn't already

know it, that life is often too short and that it is often unfair. What can we do about it? We live our lives to the fullest, plant daffodils, and remember. It seems that from all sides, we are boxed in. By rules, by principles, by the laws of physics, and by difficult universal truths.

But should that control our lives? No. They we respond to these limits is what controls our lives. We cannot be afraid of these restrictions. We must challenge them. We must constantly be pushing the boundaries of what is possible and what is permitted. There are some limits that can't be pushed. These are the hard facts of live, and thermodynamics. Others, unless we are willing to spend our time standing against the wall, shouldn't be broken. Perhaps it's our responsibility as we grow up, to clearly understand where the limits lie, and then push right up against them.

So it seems there will always be limitations surrounding our world. But don't let those limitations become the walls of a box which confines and defines you. But instead, find those walls and shape the nature and size of the box for yourself.

EXCERPT: Robert Petricca on Mark Piechota's retirement:

“We need to recognize a very significant event . . .”

“I was on the search committee that hired him. I remember his first few years here as he brought us through a strategic-planning process involving a whole community – students, parents, school committee, faculty, in setting the standards in where Mount Greylock is going to be going for the next several years. He has been our leader for the last four years of tremendous budget cuts, teacher layoffs, course reductions – extremely difficult times. And finally, in this last year, when there was no relief in budget cuts, he agreed to take on the dual role of principal and superintendent at no additional pay which saved us valuable dollars which we were able to use for other important things. But I think the one thing he will always be remembered for is the opportunity he has given our students in instituting and initiating the senior project. Now I know it has been a bit controversial this year. But I have to tell you, one member of the school who was adamantly opposed to it, who was on the judging committee, who sat through three days of presentations by our students, and was totally overwhelmed by the great job our students did. In fact she called me and said, ‘You know, I was a doubter, but we have such great students and they did such a superb job, I'm a convert.’ I think the senior project will go on to be one of the great things about Mount Greylock. I think you will find every other high school in Berkshire County following our lead and instituting it. As Mount Greylock has always shown over the years to be the leader, the flagship school in this county. And we continue to be, and we owe that to Mark.”

EXCERPT: Comments by Tom Ostheimer, named teacher of the year

“These guys have survived a lot. And most significantly, they've survived the loss of a great friend, student, scholar, athlete, Mathias Bartels. And this year, much less significantly they have survived the senior project. And they're all here to, they're all here.”

Excerpts from “Beyond the Grade” by Devin Rock

**Graduation Address
by Devin Alan Rock**

I want to try to make sense out of the four years, or six years that we have at Greylock. And why is it that we learn mathematics, study world history and write dozens of your typical three-to-five paragraph thesis papers. You are told that school is far more than the grade you receive but what you learn and how you use that brain power in the future. The future meaning this crazy thing we call life and the big world right out here that we're left to explore in 45 minutes that we're going to go out and see what we can do here.

It kind of gets me aroused a little bit and kind of gets me jumping around that I'm going to be able to go out and make an impact and see what I can do and see if I can kick some butt as is everyone else. So many times, as students, we forget that high school is a stepping stone or a launching pad into something bigger.

So, we often lose focus and get caught up in the letters on the report cards as teachers do, too, it seems, or I feel also. We have to step back and realize that when this is all said and done, Mt. Greylock, the activities, the sports, and everything we do here that we're so much more ready than four years

ago when we started this and we're going to be able to do whatever you want or whatever you put your mind to.

Writing this speech, it was hard not to think of Derek Manson becoming a famous music producer, or Paul St. Clair starting his own landscaping business because he has a passion for that right now and he's going to be pretty damn good when he gets older. Or of course Tim Sayers ripping up the Daytona 500. It is no lie that high school prepares you for your next endeavor in live and creates memories that will last you forever. Unfortunately, or maybe not, it is not the grades or the awesome pre-calc class that you took that you're going, but the people who made up your daily routine and who brought a little sunshine every morning into your life that are things you're going to actually cherish.

I'll always have etched in my mind when Rachel Finan and, you can't get around it, her amazingly beautiful self, would walk into school and every guy's head would sort of turn like a swivel, hoping to catch a glimpse of Rachel without her noticing.

Of course, Sarah Hirsch and her senior project and her terrific play that she directed. She not only directed the play but she wrote the script and then she wrote the song lyr-

ics and you get to the auditorium and you find out she's playing the music. So it was absolutely amazing and at the end I need to hug her, ask her on a date or something and see what we can do. I never did, instead, I bought her CD, which had 12 or 13 tracks I think. And I think it was track 8 that I really got to late and I played it for a week wanting to learn it. And I finally I got the, “Lucretia, Carlotta, Magnolia, Monica, Carlay the 13th!”

And of course, Cody, who is going to forget the hysterics of Cody Webb. And there's this crazy mischievous vein that pops out of his head when he gets really excited. And there are people like Cody Webb that you might not have never talked to but there mere existence made high school that much better. And I know from personal experience that I wish I had gotten to know these people better. People like Bobby Lynch, Ben Riccio, Alex Bird, Max DeMatteo, who I've always respected and admired but unfortunately never went that extra step or reached out to say, “Hey, Dude, you're pretty cool, how about we go hang out and do something after school.” And at the same time there's a whole list of girls that I won't mention or list off to spare my embarrassment and there's, I guess.

So that is a lesson to all the youngsters, I guess – if you give your classmates a chance, you'll meet some pretty interesting people and find out they have more in common with you than you actually thought to begin with. And everyday we see and interact with people, our classmates, who will soon be forgetting. Time does that, unfortunately. And when you look back on your glory days of high school, while looking through your yearbook, you realize and appreciate how significant these people were to your daily lives and your high school and the four years that you had here. And it's whether you were even best of friends or just hall-passing companion.

I'd like with final words, I guess, to tell everyone when they go out into college and the work force or wherever they go, go that extra step and meet everyone that you can because they're going to bring more to the plate for you to learn and prosper for your future. And in parting, as the minutes continue to tick and at the hour's end, we will no longer be students we'll no longer be students, but graduates of the Mount Greylock class of 2005. I'd like to wish everyone good luck and go out there and grab life by the kahunas and see what you can do it. Let's take it from there.