

Council seeks to save rotating schedule

By The Echo Staff

Leaders of the Mount Greylock student council are urging students to turn out for a May 2 school-committee meeting to oppose a return to a fixed class schedule.

A Student Council team urged the Mount Greylock School Committee last week not to abandon the current rotating class schedule, saying 9 of 10 students in a survey like the current setup, and arguing students' biological rhythms are best served by not having the same classes each morning. They suggested as an alternative a "drop-period" schedule similar to Wahconah Regional High School in Dalton.

Working with a PowerPoint presentation, team member Dylan Dethier said 350 students, mostly from high-school classes, had been surveyed by fellow students. Dethier said an overwhelming majority, 89% of those polled, would rather have a rotating schedule. Also conducted was a less formal survey of the teachers, which also showed almost universal preference for the rotating schedule, Dethier said. In these interviews, which were mostly one-on-one, many teachers said that teaching to a first-period or last-period class was a nightmare; the students were either asleep or so rambunctious that nothing could be accomplished. In a rotating schedule, the tiredness or wildness is

evenly distributed over the course of the rotation, Dethier reporter.

Charles Cochran presented the biological drawbacks of learning early in the day, and a team of sophomores re-

searched what other schools around the county were using to schedule creatively. One of the schedules brought up by this group was Wahconah Regional's eight-period "drop schedule,"

which allows for more elective options. In that system, the students go to school for seven periods each day, "dropping" one of their eight periods. The period that they drop rotates with the schedule.

Three of the teachers interviewed at Mt. Greylock said that the drop schedule would be ideal, Cochran said.

The School Committee thanked and commended the students for their research and tenacity. They did, however, have concerns about the feasibility of the students' proposal. One prominent issue was Supt. William Travis' desire to promote the work-study program (see related story, this page) at Mt. Greylock.

He said that Mt. Greylock was not adequately supporting those students who were not college-bound. In a fixed schedule, students would be able to take their core classes in the morning, and then depart for a job or internship immediately after noon. With the rotating schedule, there is no way to adapt to this need.

Also cited as a problem was the issue of chronic lateness to school or class. Dr. Travis said that this would not be a problem with a fixed schedule, because first-period attendance would be easily facilitated, and teachers would not be confused by students aimlessly wandering the hallways.

Well, finally . . . Story, page 2



Photo by Rosana Zarza

Travis proposes "Career Pathways" for Greylock

By Lucy Pierson White

In early March, Superintendent William Travis announced his proposal for a "Career Pathways" system at Mt. Greylock, in which students taking a specific sequence of business or technology courses could graduate with certified proficiency in that field.

The Pathways would include mostly courses already being taught at the school, so that students who have taken some electives might only need a few more to complete a Pathway. For example, if a student has already completed "Basic Keyboarding" and "Per-

sonal Finance," he is obligated to take just two more classes, in either accounting or marketing, in order to complete a Pathway in business administration.

Travis thought up the plan when he realized the large amount of students who take "random electives" never receive sufficient credit for them. "This way," stated Travis, "students who struggle with academics may take a sequence of courses and graduate with credits towards a certain degree at a state college, or base-level knowledge for going into a business or technology-oriented job."

For students planning on attending a four-year liberal arts college, the Pathways system might help them pay for college by training them to get part-time jobs.

The six Pathways, as proposed, are: Business Administration; Accounting; Computer Graphics & Web Design; Business Software Systems; Network Administration; and Digital Still & Video Editing.

Another reason for the Pathways, Travis said, was to help offset the number of students who chose to

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Greylock students experience government 'Close Up'

By Ally Nowlan

Ditch Greylock for a whole week to hang out with Mr. Murray in Washington D.C.? Who wouldn't? Well, apparently only 11 juniors were bold enough to take advantage of this opportunity. And so we chose to go on a Close Up trip with Mr. Murray over the week of March 17th.

It did not take us long to realize that Close Up was not going to be a just vacation away from MGRHS. It was, in fact, very serious about its motto: "inform, inspire, and empower."

Close Up instructors really lived by those words as they strove every day to motivate the students to become more involved in their communities and more informed about government issues. They wanted to make everyone's week in D.C. one students would never forget.

Close Up focuses on American government, international relations, and current issues, but the program also made an effort to show everyone a good time. Meeting new people was yet another objective of the Close Up experience.

Everyone shared a room with two people from different schools, allowing us to spend time with people from Connecticut, Michigan or even Nebraska (where, it turns out, Kool-aid was invented). On bus trips it was actually mandatory to sit next to someone new, and this started many battles between those who say soda (like normal people) and those who call it pop.

The entire group stayed at the Chevy Chase Holiday Inn but was then divided into 10 workshops, each of which had a designated leader whom they met with every day.

Every morning at around 8:30 the workshops were debriefed about events that would follow later that day. For instance, while the groups were preparing media seminar with Mr. James Brosnan, each workshop made posters about how the media influences the public and whether or not it is corrupt. The workshop groups were bussed to a different memorial almost every day.

All together, we Mounties must have seen at least 20 memorials, including the Lincoln memorial, the World War II memorial, the Vietnam War memorial, the Korean memorial, and Thomas Jefferson's memorial, just to name a few.

When there was time left over, the workshops went to special exhibits in town. In the holocaust museum we saw a display about the present-day genocide occurring in the Darfur region of Africa and at the Arlington National Cemetery we the "Faces of the Fallen," a memorial commemorating those who died in Iraq.

Lunch usually took place in whatever part of town the leader decided to drop the workshop off in. The restaurants we saw in these villages were always a surprise. Several times we saw a subway right next to a fancy French restaurant or a bistro known for its

Ethiopian cuisine. Nothing was too out of the ordinary in these diverse communities.

Lunch was followed by a seminar about American media or foreign affairs. Many students who attended did not know much about the topic. Without really intending to, we learned a shocking amount just by attending. After-dinner activities included diplomatic

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OPINION

Opinion: Can we afford to lose independent study?

By Zack Sheppard

There is a storm brewing at Mount Greylock over the issue of independent-study courses. Some members of the community and administration, including Superintendent Dr. Travis, believe that the current system of independent study is a hazard to the school. In previous years, the school allowed students to fill a block of their schedule with an independent study of their choice, assuming they could find a teacher to act as an advisor and check up on the student's progress.

Opponents of the system, though, argue that this leaves open holes in the school's security; what if, for example, a student's advisor were to be absent or busy on a day and leave the student with nothing to do but wander the hallways? Instead, they suggest that independent study be turned into an extra-curricular of sorts, so students may still apply for it, but will be required to complete the work *outside* of school and, assuming they complete their curriculum, will then be credited for the work done.

Despite this argument from some local adults, independent study is strongly supported by many, including a vast majority of the student body. It is a hallmark of a mature and well-developed school that students are given a say in choosing their own

curriculum, an opportunity emphasized by independent study. Indeed, it should be a mark of pride that students are allowed to strip extraneous classes from their schedule -- often used as filler classes in which students have little, if any, drive to perform -- and replace them with subjects more attuned to their personal interests.

As the number of students who skip levels in subjects increases each year, more and more are going to exhaust the regrettably limited supply of course options. The natural solution to this is not to force a student to take a subject they have no interest in, since that only clogs up electives like Film and Economics with students desiring only to sleep in class, blocking students with a genuine interest in the subjects. Students should be able to create their own class if a suitable alternative is not offered.

Some will raise the supervision argument here. What if a student is left without an advisor for a period? Even worse, what if a student with no academic drive decides to take an independent study simply to gain a free period? To both of these dilemmas, there is already a solution in independent study.

First, students need not be under personal supervision every moment. Indeed, the point of *independent* study

is that it is just that, independent, so that a student should be able to quietly continue their studies regardless of which adult supervises them.

Students should be able to create their own class if a suitable alternative is not offered . . .

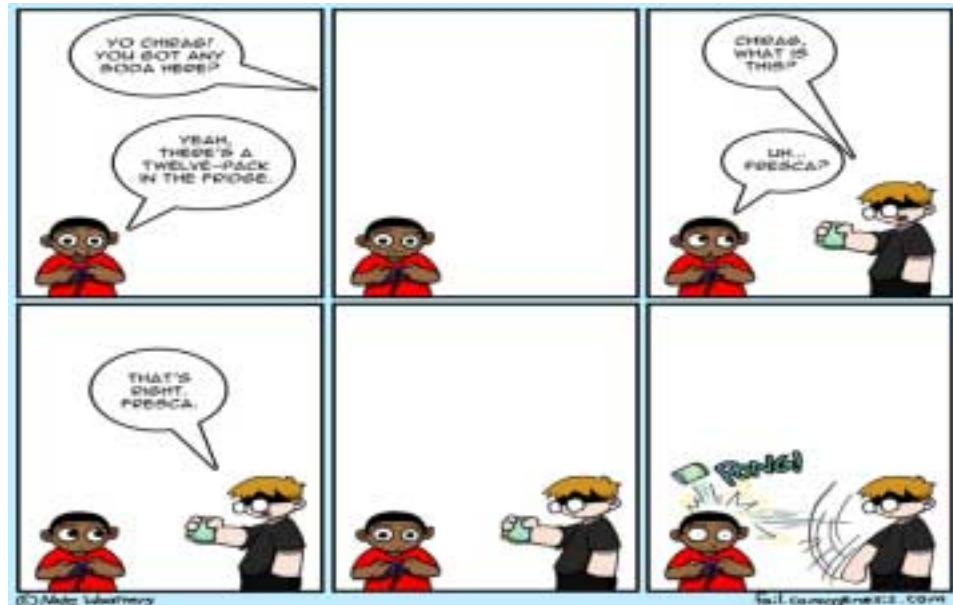
Yes, a student must be under the care of an adult in case of emergency, but for that the school already has a system in place for students with a gym waiver or other class excuse. On days when an advisor is unable to watch over their student, that student can report to the library for quiet study. Likewise, if the library is closed, the main office is always open and staffed. Each of these locations provides at least one responsible adult who can watch over those pursuing independent study.

On the second point, regarding students without an academic drive applying for independent study, there is fortunately already a system in place to prevent this from becoming a problem: the advisor. Since every student who wishes to take an independent study must gain the approval of a teacher, it is perfectly open to the teacher's discre-

tion to deny independent study to an unruly student. If further guarantee is needed, simply impose a grade requirement upon independent study, requiring, for example, that one be a student in good standing and a senior to apply, ensuring that the only people seeking this extra time are those who have proven themselves academically and are old enough to be trusted.

Independent study classes are something that must not go away from this school. They provide an extension to the curriculum that is infinite, since there is no limit to the variety of courses that can be constructed by students. If we allow these courses to be removed from "class" status, forcing students to commit some of their already over-scheduled extracurricular time to them, we will not only see a dramatic drop in the number of students taking the initiative to start independent study courses, but a rise in uninterested students in existing classes, as well as a continuation of the exodus from Mt. Greylock already underway. It will be a sad day if the educational richness offered by Independent Study vanishes quietly from our school.

Zack Sheppard is a junior at Mt. Greylock and wrote this editorial for Ms. Ames' English class.



Comic by Nate Wootter. For more, visit fail.comicgenesis.com

Well construction to start after April vacation, Travis says

By Flora Lim

After years without potable drinking water, Mt. Greylock well construction will finally begin soon. An engineer will be here to map out the underground route that needs to be dug for the pipes that will extract water from the well. The pipes will connect a nearby well to a 1000 gallon tank that will be built on the school grounds. The tank will in turn feed into the school, where the water will be used for drinking and cooking. Mount Greylock's superintendent Dr.

Travis says that after April vacation construction will start, including digging the trench to put the water pipe and sources of power to run the pumps. Hopefully this will be completed before the end of this year. The well is almost 600 feet deep and all the work, including designing will come to about \$275,000. Most of the money will be paid by a grant from the Massachusetts Department of Education, a special fund to help out schools when they have unusual expenses.

CLOSE UP

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and domestic roll-playing. One night we pretended to be members of the United Nations and decided what action should be taken on embargo on Cuba, or whether South Korea and North Korea should unite.

Often we argued a view we didn't support personally, which opened our eyes to another way of looking at a problem. In another session, we decided whether to pass certain bills as if we were congressmen/women. Mock lobbyists came to each group devoted to a certain bill and declared pros and cons in order to persuade those who would be voting. We discussed legalization of marijuana, same-sex marriage, abortion, and immigration policies. Opinions varied among student delegations from various states. We learned our views matter, and are represented via our obligation to vote.

On Capitol Hill day students finally got to spend the day with others from their own schools and see the teacher that they possibly hadn't seen since



Submitted Photo

Mount Greylock juniors cluster outside the U.S. Capitol during their "Close Up" visit to the nation's capital.

arrival. The day offered students an opportunity to explore the inner workings of Congress. The Mounties began by sitting in on a congressional hearing and two public commission meetings. Each assembly was well organized, with a primary speaker leading a panel of other members who responded to the requests of the lobbyists. The group then moved on to meet with a representative of Sen. John Kerry. This opened up a chance for Massachusetts students to ask about the senator's views. After the question-and-answer session we moved over to the left side of Capitol Hill to see the House of Representatives. There we met an envoy of U.S. Rep. John Olver. We discussed community concerns and actions and ended the day more informed on what it takes to be involved in government.

Close Up experience required more work than being in school for a week. But that made it more enjoyable than school, in the end, because of what we learned. In addition, I'm sure many Midwesterners are very grateful that we taught them how to properly use the words "nasty", "wicked" and "dhur."

NEWS

Fourth-annual humane society fundraiser race April 29

Run or walk, with or without your dog at the fourth-annual Humane Race and Dog Jog on Saturday, April 29 on Mt. Greylock Regional High School campus. Benefiting the Berkshire Humane Society, the race offers both a 5K-trail run as well as a 1-mile fun run for kids 12 and under. Dogs are welcome to participate in either distance (but please see the website, www.HumaneRace.org for dog-jog safety rules).

Race day check-in and registration is from 8:30 - 9:30 a.m., the 1-mile fun run begins at 9:30 a.m., and the 5K starts at 10 a.m. The race will also feature post-race food, live music by the "Acoustic Cats," and homemade dog treats by The Daily Drool Bakery.

Registration forms are available at www.HumaneRace.org, or at the Berk-

shire Humane Society, 214 Barker Road in Pittsfield, The Mountain Goat, 130 Water Street in Williamstown, Greylock Animal Hospital, 1028 State Road (Rte. 2), Sports Corner, 61 Main St., North Adams, Curves, 12 Holden St., North Adams, and The Arcadian Shop, 91 Pittsfield Road in Lenox.

Or register on-line at www.active.com. Pre-registration costs \$15 for adults and \$10 for ages 21 and under (pre-registration forms must be received no later than April 27 to qualify for lower fees), and race-day registration fees are \$20 for adults, and \$15 for ages 21 and under.

The first 100 people to register receive a Humane Race T-shirt, and all dogs will receive a doggie bandana. Prizes will be awarded to the top finish-

ers in each age category.

Race sponsors are also asking participants to raise additional funds through pledges.

Pledge sheets are available with the registration forms at the previously mentioned locations, as well as on the Humane Race website. The person who collects the highest dollar amount through pledges will win a \$400-value "cat suite" package from the Red Lion Inn in Stockbridge including a night and breakfast for two in an antique-filled suite featuring luxurious Italian bedding, and the warmth of the Red Lion's resident.

Proceeds go to Berkshire Humane Society programs, including the pet food bank for economically distressed pet owners, free educational events for

local school children, and through the Elizabeth Freeman Center, assistance in providing abused women with a safe haven for their pets during crisis. The BHS is open Tues.-Sat., 10 a.m.-4 p.m., Thurs. evening from 5 p.m. to 8 p.m. and Sundays from 1 p.m. to 4 p.m. The phone is 413-447-7878. For more information, or to become a member, visit www.berkshirehumane.org.

The four-annual Humane Race and Dog Jog is sponsored by Hill's Pet Nutrition, Greylock Animal Hospital, The North Adams Transcript, The Advocate weekly, Berkshire Schedules and the Red Lion Inn. For more information, please contact race director Alix Cabral at info@humanerace.org or (413) 441-3677, or visit the website, www.HumaneRace.org.

Pianist Ran Jia: Beyond the perfect performer

By Shan Wang

Students of the Mount Greylock Music Department were treated to a performance from gifted 17-year-old pianist Ran Jia on Friday (April 7) as part of the "Discovering New Artists" series sponsored by the Williamstown Chamber Concerts.

Ran Jia hails from Szechuan, China and has studied at the Shanghai Conservatory of Music. At the age of three, she picked up the piano at the encouragement of her father, a renowned Chinese composer. At the age of nine, she was already a professional performer.

Now studying at the Curtis Institute of Music in Philadelphia (incidentally, the alma mater of composer Leonard Bernstein and another Chinese pianist Lang Lang), Ran thinks she has discovered her dream.

Ran had already performed at two schools that day before coming



Ran Jia performs April 17 at MGRHS.

Photo by Rosana Zarza

to Mt. Greylock. When I spoke with her briefly before the performance, she said that an audience of a few

hundred kids her age made her feel much at ease.

As she struck the first demanding

chords, the chatter died away immediately. The audience was noticeably in awe of her virtuosity; her impeccable technique, the agility of her fingers, her passion.

"I love the piano," she told me. "I will never tire of it."

Ultimately, behind her amazing skill, are hours of practice. Ran spends four to five hours at the piano on a weekday, and another couple of hours on weekends, learning around three or four pieces at once. Someone asked if she had a procedure of plied firmly.

Ran loves her art with a certain zeal that I don't often associate with teenage girls. But while she may eschew pop tunes or hip hop in favor of Schumann (her favorite composer) or Liszt, Ran still enjoys many of the activities of a normal 17-year-old, such as reading novels and shopping.

Upcoming auditions for the Middle School musical - "Aladdin"

It's that time of year again - the Middle School Musical is about to start. This year's productions is the beloved tale of "Aladdin."

Auditions will take place Wednesday, May 3 and Thursday, May 4 from 2:30 until 5:00 pm in the Chorus Room. All seventh and eighth graders are encouraged to try out, regardless of experience. All students will be taught the same song, so it is unnecessary to prepare and individual audition piece.

The cast list will be posted on Friday, May 5, and the first full-cast rehearsal will be that same afternoon.

The final performances are scheduled to take place June 15-17. For the third year in a row, Kathy O'Mara will direct the show, with Deb Burns as the music director for the sixth year.

PATHWAYS

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leave Greylock for McCann Technical School. "The Pathways would re-arrange courses already in place to help students achieve skills in fields that they might feel only McCann offers."

For students planning on attending a four-year liberal arts college, the Pathways system might help them pay for college by training them to get part-time jobs, supporters say.

Travis said that most of the courses in the Pathway program were already in place at Greylock. He added that the additional courses needed for the program would be a long-term investment for Greylock, reversing the annual loss of kids to schools like McCann. Some of the courses may be taught by instructors from MCLA and BCC. The only possible set-back at this point is the al-

ready strained 2006-2007 budget.

Next year costs in special education will balloon nearly \$500,000, in addition to higher prices for fuel, and a bus contract increased by 10%.

Travis said, however, that the Pathways program can be achieved in steps. The technology Pathways cost quite a bit more than do Accounting or Business, which are made up mostly of courses already in place at Greylock.

The School Committee will make the decision whether to approve the Career Pathways system. Travis hopes that even if it is not possible for the start of the next school year, it can be a priority for the following year, 2007-2008.

"The Committee can't just hope to start the Pathways; they must decide if it will be a feasible option. I'd feel dishonest telling middle-school students to stay [at Greylock for high-school] because of the Pathway system and then have it fall through," says Travis.

Most School Committee members appear enthusiastic about the new program, although they are wary of adding new costs to the budget.

Said Sarah B. White, a Committee member from Williamstown: "The Pathways will open up opportunities and challenges for some of the Mt. Greylock students who often have felt they had no clear direction when working toward their diplomas."

The Greylock Echo

The Mount 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 editors and writers. Any Mt. Greylock student may join the staff, attend meetings and submit articles.

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This Issue's Editor: Isa St. Clair
Co-news Editors: Rachel Payne / Lucy White
Layout Editor: Shan Wang
Copy Editor: Grace Laidlaw
Arts Editor: Rosana Zarza
Business Manager: Isa St. Clair

This month's staff: Kelsey Dudziak, Lucy White, Evan Dethier, Ally Nowlan, Shan Wang, Molly Mackin, Isa St. Clair, Zack Sheppard, Nate Wootters

Send all submissions to: echo@newshare.com

Mount Greylock Echo
Mt. Greylock
Regional High School
1781 Cold Spring Road
Williamstown MA 01267
(413) 458-9582



Ask Molly

This month THE ECHO debuts an experiment: "Ask Molly." In this new column, senior Molly "Bulldog" Mackin takes your questions and offers indispensable wisdom for your everyday life. If you want Molly's advice, submit your questions to the "Ask Molly" box in Ms. Livernois' office!

Dear Molly,

I and my friends have always been really great together, but all of a sudden they've been ignoring me! When I try to approach them about what's going on they won't respond. I need help - I want my friends back! What do I do?

Sincerely, No-Friends

Dear No-Friends:

I surmise that you probably didn't have any friends to begin with. Either you made them up to get attention, or they were imaginary. If you really want friends, you should try my foolproof solution. Just follow these three simple steps:

- 1) Wear flashy items, including reflector tape. The more on the facial area, the better. Attention will be coming your way in boatloads.
- 2) Talk loudly to yourself at all times, especially in public. Make rude comments about passers-by, such as "That skirt is way too short," or, "Did he get those pants from the dumpster?"
- 3) Avoid showering or cleaning yourself in any way. Also, steer clear of deodorants, perfumes, breath fresheners, etc. The sweatier and greasier you smell and look, the more people will notice you.

Actually, friends are overrated, seriously. They can be annoying, overbearing, and an all-around drag. It's a societal pressure that drives people to amass them in large quantities. By rejecting the social norm, you are in the same category as many other individuals that fought societal restrictions: Robespierre, Karl Marx, Woody Allen, Sojourner Truth, and more. Consider yourself lucky to be counted as a part of such a group.

Dear Mama Molly,

I haven't been sleeping well and it's catching up to me. I always toss and turn and wake up in the middle of the night. Help my tired eyes!

Love, Sleepless in Seattle

Dear Sleepless,

First of all, don't call me "Mama." That's a little weird—try "dominator . . ." or "awesome-pants." Something stinging and powerful.

Then there's the issue with your code name. "Sleepless in Seattle?" I mean, come on. That has got "no friends" written all over it. Maybe you and "no Friends" should hang out or something. Next time you write to me, try for competence.

The Greylock Echo

SPORTS

Teachers tell all

Baring the athletic feats of MG faculty

By Kelsey Dudziak

It may be hard to believe, but at one time our teachers were teen-agers much like ourselves. Who would have guessed that many of our teachers actually led exciting sports careers back in the day? How good were they exactly, you wonder? Well, you are about to find out.

At Mt. Greylock Larry Bell is known foremost as a biology teacher. To the rest of Berkshire County he is known as a legendary miler. In his senior year at Pittsfield High, Bell ran a 4:18.10-minute mile. For those of us who are familiar with track, this time can only be described as incredible. To this day it is still the Berkshire County record. Bell flew by the competition at Western Mass, but at states met the only three runners that could match him. Bell took fourth in states in a race where the top three finishers all broke the state record. This was an epic year in Massachusetts high-school track history.

Scott Burdick, Bell's coworker is the science department, was also a runner during his high-school days. Burdick attended Mt. Greylock and was a member of the cross-country and track teams. He was second on the team for cross-country and was named All-Berkshire County. After placing 12th at Western-Mass he was named All-Western Mass as well. Burdick's track career was equally successful. Burdick started out track as a sprinter, but his coach forced him to run the 800. As a senior, Burdick was Berkshire County's top 800 runner with a time of 2:02.

The Burdick clan's athletic ability did not end with Scott, but was seen in his brother, who is another science teacher here at Greylock. Shawn Burdick, in contrast to Scott, competed in a wide variety of events. He raced primarily shorter distances and hurdles, while at the same time threw the javelin. Burdick was also a jumper and competed in the long and triple jump. As co-captain his senior year, he led a strong team that placed high in Western Mass. During his junior year he was a leg of the 4X400 team that won an essential race by a mere .10 second. The Mounties always have a way of coming through in the nick of time.

As you make your way down the South corridor, take a moment to stop

and talk to Mr. Dils, Mrs. Murrary, or Ms. Cece, who were, and still are, all fine athletes. Blair Dils attended high school in Connecticut, where he played three years of soccer, ice hockey, and tennis. During his three years on Varsity soccer, Dils played both sweeper and striker. His performance on the field landed him a spot on Connecticut's All-States Team. Dils also took his athletic abilities out onto the ice. He played three years of varsity hockey on a team that was the Connecticut State Champions. As a devoted left wing, Dils and his teammates, many of whom played professionally, brought their team along the way to becoming the 4th ranked high school team in the nation.

Across the hall from Dils, we find Sue Murrary. This *senorita* was very busy with sports during her high-school years. Murrary competed in field hockey, track, gymnastics, ice hockey, and on top of all that, she was a cheerleader. Her field hockey team was a strong team, and she was a strong enough player to go on to play in college. In gymnastics she dared to take on the balance beam and vault. At Stoneham High School, where Murrary attended high school, not many girls played ice hockey. Ergo, the team apparently did not receive much funding because the girls had to wear the guys' equipment.

Next, we have Jenna Cece, who not long ago, spent most of her days as a student here at Greylock. Now a math teacher, Cece once used her knowledge of triangles out on the soccer field in her striker position. She spent two years on the varsity soccer team, but where her talents really showed was down on the track. Her events ranged from mid-distance races to the 300-hurdles and onto the sandpits with long and triple jump. She had the honor of running of the 4X800 relay team in the state competition as well as being a member of the team during the "Decade of Dominance". Between the years 1990 and 2000 the girls track team won nine Western Mass Championships. Cece was also captain of the team for Brian Gils' first year as head coach.

Now we move onto the History department. Drew Gibson spent his high school years at Deerfield Academy. Obviously, at a school like Deerfield that

recruits post graduate students specifically for sports, it would be difficult for a 140-pound player to make the varsity team. And so, Gibson was content playing defensive end and pulling guard for the JV team. In the spring, Gibson got into the best shape of his life playing midfield on the lacrosse team.

Fellow history buff, Thomas Ostheimer, went to high school at Governors Academy. Sports were highly competitive but Ostheimer had no trouble making the soccer and lacrosse team. Ostheimer was positioned in midfield where he mostly assisted on goals. However, he did step into the spotlight in one game when he cleared the ball from mid-field and then fell over. The ball sailed through the air, sinking to the upper right corner for a spectacular goal. Ostheimer also played on a very competitive lacrosse team that won a New England championship.

Next, Peter Neimeyer will close out the athletes in the History Department. Neimeyer had the fortune of attending a high school in Maryland where athletics were mandatory. As you can imagine, he was a busy guy. Neimeyer tested out various sports including wrestling, crew, and rugby, but he found that his true calling was to the diving and track team. The diving team was a small team that was part of the school's champion swimming team. To be initiated onto the team, the prospective diver had to fit their whole body into a swimming cap, which Neimeyer assured is entirely possible. The track team was Division A Champs and Neimeyer contributed to the team by becoming the 3rd ranked pole-vaulter in the state.

Finally, direct your attention to the tall guy teaching in the band room -- Mr. Moors. Here the traditional opposites - music and athletics - are combined. This talented musician happened to be one heck of an athlete back. At Mt. Anthony high school, Moors played starting varsity goalie for his junior and senior year. During his senior year Moors defended his team's way to state quarterfinals. He was also All-Tournament in the John-James Tournament, which is still being held today. Despite his height, Moors did not play basketball, but instead acted as the team statistician because, on the top of his many other talents, he was good at math.

With all these teacher athletes, take a moment to step back and think. Remember in third grade when you were convinced that your teacher was an alien? Well, our fears have just been confirmed. How is it humanly possible that our teachers not only know everything, but were also superstar athletes as well? It seems, Mounties, that we may have to rethink our original views on our teachers here at Mt. Greylock.

Sudoku: A mental puzzle

The Sudoku craze has swept the nation, and we at the *Echo* have succumbed. So here it is, the second puzzle, created by Echo staffer Isa St. Clair. For Sudoku newcomers, the rules are simple. Just fill in the boxes so that every row and column contains the digits one through nine. Good luck!

		6			9	8		4
4							7	
	9			8	7			5
7				6		1		
8		1	5				9	
2				7		5		6
9		5	2			7	6	
6			1		3			2
					6			8