

Superintendent Travis reviews year, talks future

By the Echo Staff

This year has been a fruitful one, and also one full of many conflicts and controversies. Four of the Mt. Greylock Echo staff interviewed Dr. Travis for a year-end wrap up and also what he sees in store for the coming years. The discussion included the rotating schedule, replacing of staff, the new school building, the atmosphere of Greylock.

What challenges do you foresee for next year?

Travis: Well, there's no question that the budget will be a real factor next year. This year's budget was close to balanced with many reserves that the School Committee has in its own possession, which includes the money for [school] choice students and the fund which is supposed to be for the long term maintenance of the school building, and they've taken dollars out of that. They took \$300,000 from that last year and they took \$175,000 this year and there's only \$40,000 left in the balance. Now if the boiler were to go, and that's original to the building, it would be \$200,000 or \$300,000 to replace that item. So there isn't money to bail the school out next year. So either that's an override, drastic cuts...so from the very beginning of the years, that's going to be a major discussion.

If cuts are necessary next year, which budget item should be the first to go?

Travis: I would take the position that we are cutting no more, and the town will have to vote for an override, and if they refuse to pass an override, I would take that as a vote of no confidence, and the school committee may need different leadership. And I feel that strongly about it...the quality of the school is in jeopardy. So I don't know what will happen with things like fuel costs; are they going to come down to a reasonable level? Because that's taking a lot of our money, the cost for electricity. Indirectly we pay for fuel because we lease buses...There's [the cost of] health insurance; if it keeps climbing at double-digit increases, it wipes out any possible savings that we might get from cost of living increases and obviously, there are issues out there that really aren't under the control of the school committee...and I think the public consciousness has to rise to say that youth are worth the investment.



Photo by Rosana Zarza

From Left: Rachel Payne, Isa St. Clair, Lucy White, and Shan Wang interview Dr. Travis.

Aside from balancing the budget, what are your plans for next year?

Travis: I really want to get...Pathways up and running. I think it's been unfairly portrayed as a possibly vocational alternative to what McCann has to offer, and quite to the contrary, I see it as a focused opportunity for some students to take the kind of sequences courses that they really need to assure that they can have a post-secondary, college experience. So for the students who are not as fortunate as are the majority of Mt. Greylock students, to afford big scholarships for a college education, they would be in a position to work and go to school, if that is what's ahead of them. I think the school in lots of ways is so homogeneous that it ignores those kids who are any different from that, so it sort of troubles me to see people preoccupied with issues global warming and the sacrifices we need to make and then turn their backs on the kids who need a helping hand because they're not as bright or they don't catch on as quickly, and they need alternatives for learning. I at least think that the letter in the last edition of *The Echo* sort of said that those kids don't count, and leave us alone, we're doing just fine, thank you; we're going on to college. So I think it's a real challenge; not to demonstrate that we have that type of student, because I think we know we have that type of student. It's a matter of getting those types of students engaged so

that they will have a meaningful future...I think that it was also not a good job on my part in selling the concept. The fact that someone can misinterpret it in that way means that some more has to be done.

Is there anywhere students interested in the program can go to find more information on pathways?

Travis: The guidance office is beginning to gather information. There are a lot of commitments that have yet to be made and there are a number of businesses in Williamstown—we're exploring possibilities—that would be willing to take students, whether they are technology or in business, and give them a job, either after school or in the summer of their junior year, where they would get real, hands on experience. I would need to get the written commitments of various businesses for a number of slots for students.

As soon as that comes we'll have announcements for parents and kids next year and hope to bring that on and that they take advantage of it.

Do you expect that it will be pretty popular?

Travis: I don't know how popular it would be, but between kids who leave hear for McCann, or choose not to come here in the first place—I think that's a good 20 or 30 kids a year—and that is a good number to try to save, or retain. The kids who don't come here at all, who Greylock lost in the last round of cuts of staff, any kind of program that would offer them something of a job experience (there's nothing in woodworking, there's nothing in robotics; these were not vocational programs, they did not train you for a job, but they were enough "hands-on" so that students came here). With those gone, some students don't come here at all, they go directly to McCann and I think whereas they would rather come here, because they have their friends, and they've been through Williamstown Elementary, or Lanesboro, or Hancock. I think they deserve to stay with people they know.

... I think that someone who knows what McCann has to offer knows that they offer very high tech and in some of the programs very heavy duty things like welding and electronics, and automotive

Continued on Page 5

Caterpillars invade Greylock

By Gina Ianitelli and Shannon Young

Every spring, thousands of tent caterpillars descend upon Berkshire County and nestle themselves in maple and apple trees. Unfortunately, Mt. Greylock High school is not immune to this epidemic as students are forced to live amongst these creepy critters. Early in May these caterpillars made their homes in the trees around Mt. Greylock and began their wrath upon the students.

Remember the days when the caterpillars were cute, fun-to-hold companions whose arrival every spring was secretly looked forward to? Well, they have taken advantage of our kindness and have now established homes on every square inch of Massachusetts. They drop like tiny parachutists on unsuspecting pedestrians and, even worse, bikers and runners who have almost no chance to avoid running into them. Aggravated students are can be heard expressing their annoyance and fear of being bombarded by the "furry monstrosities", as they are dubbed by Gina Riggins.

Students take different approaches when battling the sneaky stalkers: while some avoid them or merely brush them off, others take more drastic measures and squish every one in sight with vengeance. Though these are popular methods of dealing with them, many students agree that if they are not bothering them, they give them the cold shoulder—but upon feeling the pitter-patter of little feet on their shoulder, they scream and jump up and down as if they are being possessed. "Caterpillars scare me, especially when they swoop," confesses

Continued on Page 6

INSIDE:

On the News page, college choices of class of 2006, senior Jen Rosenthal's Challah Bread recipe.....PAGE 2

On the NEWS page, Patrick Madden announces Aladdin, the middle school musical, and Travis interview continued PAGE 5

On the back page, sports editor Kelsey Dudziak reports on Track and Field in Western Massachusetts. PAGE 6

SENIOR PROJECTS

What we did: Music, service, work, history, world and more

Danielle Allard	How does one go about designing and creating three spring dresses?	Ben Just	How through historical research and the acquisition of manual skills can I most accurately reproduce an 18 th century tomahawk?
Noelle Allard	How can I learn the skills needed to create a wedding cake?	Alex Karampatsos	How can I learn and research coaching younger children soccer?
Penelope Almonte	How does the media affect a teenage girl's body image?	Seth Kelley	How do I speak Mandarin?
Alysha Apkin	How does one manage a women's retail clothing store?	Tom Kildahl	How can I make a handbook to assist future seniors in choosing the right college?
Courtney Archibald	How can I promote community service through advertisement?	Jessie Kirkwood	How can I create a Woman's Guidebook to Automobiles?
Katelin Bailey	How can I transfer my skills playing violin to learning to play cello?	Alex Kohut	How do soccer styles vary worldwide from region to region?
Sarah Bailey	How can I learn to help an autistic child in an educational environment?	Spencer Kowitz	How can I coach instruct and guide younger children to learn the game of basketball?
Kaitlin Baker	What are various ways to find out the genealogy or heritage of one's family?	Carl Kubler	How can I become skilled in cooking a variety of traditional Chinese dishes using locally available produce and ingredients?
Samantha Baldwin	How can I learn to make a wedding cake?	Philippe Langlois	How does the Canadian Security Intelligence Service keep Canada and its citizens safe?
Irene Bayly	How can I determine how successful people have been inspired to achieve goals?	Katlynn Lemaire	How could I advance the public's knowledge of horses?
Paul Bergmann	How can I create a film that will improve my skills as a writer, director, etc?	Sam Lepicier	How can one with little knowledge of experience build a road bicycle frame
Lucas Beverly	How can an individual working with Friends of Pontoosac, help maintain the lake's ecosystem?	Flora Lim	How can I create a realistic watercolor portrait using photos and people as models?
Ashley Boutin	How can I create clothing specifically designed for my body?	Colin MacDonald	How was hip hop evolved into its current form?
Rorry Brenner	How can I learn how to create sports equipment directory website that will become profitable?	Jesse MacDonald	How have design trends changed within the American automotive industry within the past ten years?
Emma Brooke	How can I effectively immerse myself in a foreign culture and share the experience?	Molly Mackin	How can I educate my peers about the value of community service in a third-world country?
Amber Bryant	How can I lose and maintain the ideal body weight for my size?	Maki Matsui	How can I write original fantasy novel that does not build solely on action?
Devin B. Bosshold	How can I make my novel ready to be published?	Colin McLaughlin	How is Kobudo relevant to modern society?
Mackenzie Burnham	How can I learn the processes needed to successfully operate and manage a restaurant?	Amy Mendes	How do massage therapies improve personal health, and how can I learn the skills to become a therapist?
Greg Burton	How can various interviewing techniques be used to create an informative and entertaining documentary on the Senior Project?	Jake Meyers	Based on my experience, how can I prepare high school students for college?
Derek Carlson	How can I learn how to predict and evaluate stock market successfully?	Chris Miller	To what extent can a Jeep Wrangler be modified to off road standards?
Lyndsay Cimini	How and what is it like owning a small business?	Marco Moreno	How can I capture a senior's life at Greylock through photography?
Matt Clement	Which suits me better, being an accountant or being a financial advisor?	Mandy Moriarty	Show do I learn the steps in building own home?
Charles Cochran	How can I write edit and ultimately publish a 1950s British spy novel?	Dustin Nalven	How do primitive tribes survive?
Alison Collins	How can I successfully capture my senior year through photographs?	Erica Newton	How do I design my own formal prom dress?
Sean Condon	How can I learn the proper balance between physical and mental preparation for X-C skiing?	Torie Nichols	How can design line of tube tops that appeal to general population of high school females?
Ann Connolly	How can I learn skills needed to teach special needs children?	Jen Noyes	How can I learn skills to become successful teacher of social studies?
Aurie Delano	How does the art of Shaolin-Kempo-Karate help improve the quality of my life?	Caitlin O'Brien	How can I learn photography skills to create my own show?
Desiree DeMyer	How can I learn how to design clothes for a fashion show?	James O'Neill	How to develop mood compositions using knowledge of mood in classical / neo-classical works?
Earl Edwards	To what extent is alcoholism among Native Americans a result of legacy of oppression?	Dan Onorato	How is television investigative report structured?
Nick Edwards	How can I best learn and implement skills to craft an animated movie using Maya?	Nicole Pedercini	Why has underage drinking increased or decreased since law change from 18 to 21?
John Elder	How can I create education theatre lighting and sound handbook using my knowledge to teach middle school children?	Josh Perlman	How can I write and record my own music?
Matt England	How can I master the art of fly tying?	Jake Phillips	What does it take to be a head football coach at the college level?
Kyle Flynn-Kasuba	How does one brew beer and what is the history?	Holly Polson	How does diabetes affect a teen's life?
Andrea Frank	Is graffiti an art or a crime?	Julia Real	How does Alipine skiing affect personal health?
Brittnea Frazer	How does sudden blindness affect life of a teen and how does the teen learn to cope?	Simon Reinhardt	How can I publish a well crafted comic book anthology?
Pamela Freeman	How can I help guide trouble Hispanic youth of Berkshire county by providing educational information to them in Spanish?	Amelia Richardson	How might an advanced violinist teach herself to play cello well?
Chris Foio	How can customizing a vehicle increase its value?	Hannah Rinehart	How can I create family tree that is genealogically accurate?
Jadeene Gabay	How can I volunteer my services in an effort to help benefit victims of Hurricane Katrina?	Jeff Robak	How does one record and edit information to make a successful documentary on the senior project?
Katie Galusha	How can I develop skills for the teaching and coaching of swimmers?	Dan Robinson	How can I learn to make a full website for a local band?
Nadia Garofalo	How can I communicate the activities of a community arts center to encourage participation?	Eric Rock	To what extent is the presentation of food important to restaurants and catering businesses?
Logan Garrity	To what extent can I transform myself into a trained triathlete?	Alexis Rosasco	What extent is art essential component of high school education?
Sarah George	How can I create emotions through my art?	Jen Rosenthal	How can I create Challah baking business in Williamstown?
Seth George	How do you own and operate a successful restaurant in Williamstown?	Hope Ross	How can I learn to communicate with the hearing impaired?
Eleanor Goerlach	How can I write and submit a novel for publication?	Angela Russell	How does one become licensed ski patroller?
Rachel Glover	To what extent do the clothes we wear shape our memories and our emotions?	Greg Russell	How can I become stand-up comedian?
Sabrina Gogan	How can I transform an interest in talent in acting into Murder mystery dinner theatre production?	Keith Schindler	How do you rebuild an engine?
Kate Grady	How do I learn what is necessary to start a day spa?	Louis Shacar	How design, plan and construct replica of Mt. Greylock summit tower to symbolizeschool name?
Josh Grauman	How can I profitably run a computer construction business within Mt. Greylock?	Patti Shartrand	How can I make movie teaching basic steps of riding, caretaking of horses, etc?
Mackenzie Haig	How can I learn the steps and procedures involved in making a formal dress?	Joseph Sicotte	How can I successfully produce direct and act in a musical review of Disney tunes?
Ryan Hall	How can I learn the business of operating a successful restaurant?	Jason Silberstein	How can I move beyond classical flute training and expand my repertoire?
Allison Hall Jordan	How can I prepare extended unit of instruction for second graders?	Chris Spencer	How can I learn a computer programming language and apply it by attempting to make a game?
Rachael Hogan	How can I learn CAD software and design aesthetically pleasing yet efficient building?	Phil Sullivan	What responsibilities does a general manager need to oversee a minor league organization?
Lucas Jandl	How can I create functional yet appealing website for Long Point Corporation?	Kejia Tang	How can one create awareness and help lower risk of STIs in migrant worker populations?
Clayton Johnson	To what extent do our emotions affect our performance in athletic competition?	Jessica Vickery	How can I make photography portfolio about my life?
Kelly Johnson	How can I effectively transform one of my short stories into a graphic novel?	Katrina Weider	What does it take to write songs and record them in studio and market CD?
		Elizabeth Weimer	How can I teach a small group of beginner students the fundamentals of playing cello?
		J. Wendling	How does a child cope when he learns at slower pace than rest of peers
		Katie White	How to design effective peer mentoring between middle schoolers and high school mentors?
		Kael Woodyard	How was pizza evolved from its creation to its present form?
		Nate Wootters	How can I make a short animated film?
		Tara Young	What are the measures a young dance student must take to become a principle dancer with a renowned company?

NEWS

Scenes from Parentalia on May 25



Some 60 MGRHS students received awards at the Greylock Latin Program Parentalia dinner and ceremony on May 25. Top award winners were literally put on pedestals, after parents and schoolmates looked on. At right, diners included, from left, Harris MacDonald, Wesley Richardson, Patrick Joslin, and Chris Densmore



Frisbee is spirit of senior class

As the school year is coming to a close and the 2006 senior class has been reveling in the pleasures and benefits of Senioritis, certain games and activities have dominated the time, effort, and joy of Mt. Greylock seniors. By simply observing the barbecue-picnic-extravaganza hosted by and for the Seniors on Thursday, May 25th, one can plainly see what have become hardcore senior fads: Ultimate Frisbee, Four Square, longboarding, and the out-of-the-ordinary Slip and Slide. With participants from every lunch table and every group in the halls at break, these games are truly diverse and full representations of the Senior class. Because I'm the most familiar with it, I have chosen to discuss the game of Ultimate Frisbee, which, despite its long-term presence in the gym roster, has recently stolen the bodies and hearts of an exceptional group of Mt. Greylock seniors, including me.

It all started on a dreary, cool day in early Spring, when after continuously playing Four Square for over a month in gym, senior Philippe Langlois casually suggested that we take up a game of Ultimate Frisbee. We had all played before and everyone knew the rules, so the game was no surprise to anyone. However, there must have been something in the air or the breakfast sandwiches or the Sand Springs water that day, because after that game, we were all hooked.

Aggressively diving for the Frisbee and anxiously defending our territory, we would get intense thrills from making dramatic catches or, contrarily, suffer anger and disappointment from missing throws to open teammates. Forming temporary enemies on the field and permanent bonds off the field, Ultimate Frisbee united us in the halls, at lunch, and in the classroom. The game not only improved our coordination, overall fitness, and gave us decent farmers' tans, but it created a positive outlet for our pent-up energy, thus reducing the number of "dickings" and phallic drawings produced by the members of the Ultimate phenomenon.

But Frisbee player or not, the Seniors of Mt. Greylock have always been involved in different activities together. We've remained a tight group, and have been known, whether jocks or nerds, to engage cooperatively in games of Red Rover, Four Square, ultimate Frisbee, and even Dodgeball. We may get rowdy and we may go overboard, but the senior class—in fact the entire high school—has never seen any real bullying or fights since as long as I can remember (middle-school excluded, of course). IN short, these arbitrary games, although competitive and intensely fun, are concrete proof of the deep connection that we seniors have developed towards each other over the years. For we may not hang out outside of school or some of us may even dislike each other, but we can all respect each other and get along well enough to join together, as a representation of the class, for a simple game of Ultimate Frisbee or Red Rover. Thus leads to my point: I'm going to miss our class, and I can only hope that the following senior classes will do justice to the unique character, solid unity, and immense spirit of the Mt. Greylock class of 2006.

NEWS/ARTS

TRAVIS INTERVIEWED

Continued from Page 1

repair, nursing, all of which require a lot of supplies, a lot of specially trained students. We've no interest in duplicating that; we could never afford that. But what we can do is provide students with something that is both career and college-oriented so that someone can leave here or from their sophomore, junior, senior year, and feel that they have the skill where they can get a job and earn some money while they're going through high school and then on to college. I think that's what happened with some kids who drop out; they don't see a future and so working, say at Dairy Queen is every bit as productive now and in the future as what they are getting out of high school. So I would hope to find something that would still have rigor but also something a little bit out of the totally academic genre.

After a year of being superintendent here, what is your general impression of the "typical" Greylock student?

Travis: I was blessed and impressed by the personal spirit that kids put into activities here, regardless of whether it's an athletic activity, or it's a JCL activity, or it's theater. There's a sense of "I want to make this a success," mainly "I as a student want to make this a success," as opposed to faculty, advisor or coach or teacher make us successful. That's an interesting twist, because I've seen many schools where kids show up and they say to the advisor, "show me," as in if you can't inspire me to get involved, I won't go do this thing. There's some self-motivation that is unusual around Greylock and that is impressive.

What is the situation with rotating and non-rotating schedule? Is that going to be settled at the next school-committee meeting?

Travis: Well, the school committee would like to have an answer. I don't know whether I'll be there. I'm certainly looking at the rotation possibility, the other aspect of the way we scheduled this year, there were efficiencies that weren't there in the past and so we've gotten class sizes pretty well evened off across the board. There are no really large classes and no really small classes. As a result of that several of the departments have part-time

positions that are left over. Either someone is taking another position, or retiring, and so when replacing that person, we don't need to hire a full-time teacher. Adding up those little pieces, make it very difficult for us to hire somebody who has the outstanding qualities that we want, if we go with the rotating schedule. So we just put in the last touches on the schedule today and I'll be meeting with the guidance counselors to work out the last couple of conflicts. So if there's a part time art position, a part time social studies position, a part time foreign language, a part time special education—and we have some pretty good candidates because we've advertised for those positions—a number have definitely stated that if there's a rotating schedule they won't be able to make childcare commitments, but they know they can be here in the morning or in the afternoon. It is a bit of a challenge to respect what the students are looking for and on the other side put in front of students people who are going to be challenging and interesting and well-qualified. It's hard to do that if people want to take a personal view of it. I would rather do it right, than just because we have a meeting next Tuesday.

Regarding the NEASC report published in the paper a while ago—there was some talk that Pathways was to address the "middle group" that Mt. Greylock did not sufficiently address before?

Travis: I see that as one possible response to that, trying to find another relevant structure. I think that those kids rise to standards if you put something that is interesting to them out there, rather than the solution be that we are forced to come up with a "dummy math" or a "dummy science" course. I think we want to challenge them, to get them involved with something they might be able to relate to. I think for some students that is finding a way to make some money while they are in school; to do something career-oriented. So those courses only amount to one full course a year, and in your senior year, one full course and a semester elective, so everything else you take, can cover anything from upper-level language to advanced placement science. The idea is not to create a dummy course, although that is one way to keep kids in the "middle" occupied by giving them some free time and not challenging them. So I thought the other way would be more ethical to them and more productive for all of us.

But is there danger of kids exploiting this opportunity to escape academic classes, skipping gym...

Travis: No, there isn't. There isn't a single course in the Pathway other than a student who wants to go in that direction, that replaces any of the core requirements—three years of math, four of English, three of science.

I have a question about the new school building process, how is that going?

Travis: Well, I was at a public hearing in Lanesboro, and I think that the quality of the people on that committee, they know their stuff. We'll be able to put our best foot forward in terms of the needs that we have to the state commission that will review the needs of school building.

Whether we can convince the voters of the estimated cost which goes from \$45 million to \$54 million. Some of those are major renovations, small additions, to a brand new building, but if we can convince people that that is something they can afford to invest in, is exciting. The new Williamstown Elementary school was built for \$9-10 million, and the Lanesboro was right in that ballpark. Cost of supplies, fuels, and other utility costs and the new construction company we have are just escalating our construction prices, so I don't know whether that's going to be an affordable kind of project.

How soon do you think renovating or building the school will be? Is that something that will happen soon, or in a long time?

Travis: I don't think it's going to happen for about three years...but it's absolutely essential. We can't continue to have science labs with only a teacher demonstration table and desks for every student. We need to be mixing chemicals, have fume hoods for everyone's safety, even. We have to be able to do here what some students experience when they go to Williams [College] for labs.

We need that for every kid. Our classrooms currently are not large enough for that, they don't have the right gas and air pressure and all of that. We clearly need an upgrade in technology. If we are perceived as falling behind, kids will rather attend a brand new Monument Mountain, or a brand new Lenox Memorial High School. We must stay competitive.

Do you think there's a place for student activism in getting this building built?

Travis: Definitely, I do. I wouldn't know the best way to channel that right now, but I think that the users of the facility can be the best advocates of why it is deficient and what would be necessary to do a better job for its occupants...We have students from Hancock and New Ashford, but those two towns are not technically part of the Mount Greylock region, and so there are a number of people who will vote on a bond issue who will ask why they should subsidize the students of those communities, let's redesign the regions and include those schools. There are people in those communities who say, well, we might get some improved services by doing that, but now we're going to have to pay a share in the school project. So, here is the difference between a free ride and an expensive project, even though everyone thinks that education ought to be a top priority.

Middle School to perform musical: Aladdin

See the production on the 15th-17th of June in the Mt. Greylock Auditorium. Tickets \$5 for students, \$8 for adults.

By Patrick Madden

Have you always wanted to take a fun and exciting vacation to some exotic place? Unfortunately, vacations to foreign places are depressingly expensive and chances are you'll never get to have your dream trip unless you are blessed with rich relatives. But I have good news. No, I didn't save a bunch of money on my car insurance, but - just as good - you can come and see the Mount Greylock Middle School's production of the musical *Aladdin* on June 15th, 16th, and 17th in the Mt. Greylock Auditorium at seven o'clock. It is set in sandswept Arabia and you can have fun pretending that you have rich relatives and are actually there.

There's also the bonus of seeing Mt. Greylock's youth perform a piece of musical theatre that they have been preparing for over a month. With stage director Kathy O' Mara, musical director Deb Burns, pianist Mitch Galley, costumer Diedre Bollinger, not to mention the infamous John Elder in the tech booth, and starring Peter Conforti as Aladdin and Gwendolyn Tunncliffe as Jasmine, it's sure to be quite an experience. The cast and crew have been hard at work since auditions were held during the week of May the 12th.

Because this spring's musical got off to a later start than it had in its earlier years, everyone involved has had to work quickly and efficiently to get everything done. As anyone who has ever been involved in a theatre production well knows, there is infinitely more to be done than simply memorizing lines. There are songs to be learned, choreography to be practiced, cues to be decided, scenes to be planned out, costumes to be designed, set pieces to be built, and so much more. All of the many necessary components of the show must be blended together to create one smoothly flowing work of art.

The *Aladdin* cast has been working and continues to work and grow towards that goal as opening night draws nearer. They have come a long way. At every meeting, they engage in team-building games and trust activities as well as actual rehearsal. Rehearsal is difficult, yet the cast has a great deal of fun. So please come. Take take the cast's advice and "Come one down, stop on by, hop a carpet and fly, to another Arabian night!" You're guaranteed to be swept away into a whole new world.



Photos by Rosana Zarza

Summertime is here: wildflowers bloom on the Mt. Greylock fields

SPORTS

The Greylock Echo

Mounties shine at Western Mass despite controversies

By Kelsey Dudziak

The Western Mass competition is the highlight of the season for Greylock's track teams. Parents, friends and caterpillars alike turned out for the event and no one was disappointed with the excitement this meet had to offer.

Girls Head Coach, Brian Gil, and Boys Head Coach, Larry Bell, have been training their athletes since the second week of March. After those two-and-a-half months they were finally ready to show all of Western Mass the depth of talent their teams possessed. The Dufour yellow school bus rolled out of the Mt. Greylock parking lot at 6:45 Saturday morning carrying two teams: a team who had a Western Mass title to defend and a team whose time it was to prove themselves.

For many of Greylock's athletes, the day began as soon as they stepped off the bus. Abby Bishop (Long Jump) and Sarah George (High Jump) were both competing in field events that were the first of the day. This was also true for Justin Ryan in the Discus and Javelin. Nick Fogel and Evan Deither did not have much time to spare as they warmed up for the 2-mile, the first event on the track. All season Fogel and Deither worked together, pushing each other's limits, but on that Saturday they were split into different heats. Nonetheless they took 2nd and 3rd (respectively) for Division 2, with the times of 10:19.95 and 10:20.87 (respectively).

The next event on the track was the 800. Joe Baisch was Greylock's competitor and nearly had an undefeated season in Berkshire County. Western Mass found him decent competition from Division 1 schools, but Baisch came first for Division 2 with a comfortable lead of two seconds ahead of the 2nd place finisher. Baisch's time of 2:00.42 (a personal best) placed him 4th overall and earned him a trip to states.

Meanwhile, on the girls side, Molly Mackin also earned her ticket to states in the Javelin with a tremendous throw

And so, Western Mass 2006 ended in celebration for both Greylock's teams. These athletes left the field as champions; champions with sunburns, a few new furry friends

of 113-7 feet. Her throw placed her 2nd overall and 1st for Division 2.

Katie White, now a senior, had not seen Western Mass since her 8th grade year due to injury. Before the meet, White was not seeded in scoring position; however, she fared better in the scorching sun than many of her competitors and displaced runner's in the fast heat of the mile for a 4th place finish. Four seconds behind her was freshman Hannah Chenail, who has been progressively making her way down below the six minutes mark all season.

Classmate, Jackie Lemme, is notoriously known throughout Berkshire County for her outstanding running talent. It came as no surprise when Lemme was named Berkshire County's track MVP. She continued to shine at Western Mass as the Division 2 Mile Champion. She placed third overall, earning her a spot at states for the third year in a row.

Earl Edwards made his mark on Western Mass in the 200. Earl ran a time of 23.31, placing first for Division 2, and not far behind him was teammate Mitch Galli, who ran a time of 24.08 for sixth place.

Now lets bring the hurdles out onto the track. Carl Kubler, who has been injured for most of the season, came back just in time to qualify for Western Mass in the 300 Hurdles. As the gun went off, Carl was looking good until he tripped over a hurdle. Nevertheless, Kubler still managed to place 5th in a time of 44.05. The wonder of Carl Kubler will never cease. All-Berkshire Selection Lindley Bell held down the track on the girls side for the 300 Hurdles. Bell ran a solid race, running her seed for a 3rd place finish in Division 2.

Over to the field events, Boys long

jump was nothing less than spectacular. Berkshire County's All-round MVP Aaron Castonguay and All-Berkshire Selection Greg Payton placed 2nd and 3rd (respectively) in the long jump. Castonguay's jump of 21-01.25 and Payton's Jump of 20-07 gave them both a chance to compete at states. Both jumps were personal records.

Even with such a high level of excitement many of Greylock athletes and fans remained under the Greylock tent to escape the dehydrating sun. This may have been the perfect weather for beach-goers; however, sunny with temperatures in the 80's is not ideal weather for those athletes standing out on the track all day. But if the athletes were not facing down the sun, they were fending off caterpillars that were descending upon the Mounties track bags.

But besides the weather and bugs, what would a day at Western Mass be without a little controversy? Coaches began to suspect something fishy when many of the meet's top 400 runners were getting less than satisfactory results. As Mounties Coach Brian Gil discovered, the 400 runners were set up on the wrong lines. As a result the runners in lanes two through eight ran over 400 meters. Luckily for the Greylock girls, Abby Bishop was in lane one and therefore ran a legitimate time of 1:01.33, a personal record. Bishop was seeded first for Division 1 (which was what she placed) and 7th overall. In the end, Bishop's time brought her up into the top 4 of the meet, meaning she would continue on to states.

The boys, however, were not so lucky. Neither Castonguay nor Payton were in lane one and therefore 400 plus meters. Even with the extra distance Castonguay finished with a time of 52.29. Boys Coach

Larry Bell suspects Castonguay would have broken the school record had he been timed for the proper distance. Castonguay placed 1st for Division 2, while Payton took 5th place.

The sun remained unforgiving as the meet wound down with relays. The competition was stiff and for many teams, relays were where titles could be won or lost. The 4X800 was first and the Mounties girls (White, Dudziak, Bell, and Lemme) placed first for Division 2, although, disappointingly, did not make it to states. Girls 4X400 (Flynn-Kasuba, Van Luling, Nowlan, Bishop) took 3rd place finish, while the 4X100 (Apkin, Smith, Garivaltis, Payton) took 2nd.

The boys 4X800 team took 2nd in Division 2, comfortably ahead of the teams main competitor, Mohawk High School. The 4X100 team, which the week before had broken the school record, placed 1st in Division 2 and high enough overall to compete at states.

With the finish of the boys 4X400, it was time to tally the up the score and name the overall winners. Mounties girls placed 2nd overall in Division 2 behind Frontier. The loss of the their title did not diminish the girls spirits and they await the arrival of the 2007 season to take it back.

Trophy in hand, the girls listened anxiously to hear the Boys Division 2 Champion. The announcer listed off the places working his way up to first. It seemed certain that Greylock would get second place, which was respectable considering how long it had been since Greylock boys had been anywhere near the top three. So imagine everyone's surprise when it was announced that Mohawk high school received second place with 81 points and the Mt. Greylock was the Division 2 boys champion with 82 points!

And so, Western Mass 2006 ended in celebration for both Greylock's teams. These athletes left the field as champions; champions with sunburns, a few new furry friends, and an appetite that could only be sated with a stop a Chiles for the post-meet celebration. What will the 2007 season bring? Fans wait breathlessly for that question to be answered.

The Greylock Echo

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Photo by Rosana Zarza

CONTINUED FROM PAGE 1

Lucy White, a junior. "I scream every time they come through my sunroof and land on me."

Hopefully, the expected departure of the tent caterpillars in the weeks to come will allow us to leave our houses without feelings of paranoia and fear while walking on sidewalks and passing under trees. "I can't wait for their squished bodies to stop littering the sidewalks... when they're finally gone, it will make me so happy" says a discontented sophomore. As the war against caterpillars wages on, students and community members alike are forced to endure surprise encounters with our springtime visitors.



Photos by Rosana Zarza

Caterpillars cluster on and climb a tree