



Mrs. Kelley, 2004 file photo

## JCL, Clark play host this weekend

By Isa St. Clair

Off to a slow start after an overhaul of the government, the Mt. Greylock Junior Classical League is up and running. While the JCL plans to continue its tradition of the annual raffle, it has introduced a new fundraiser in which students identify teachers' baby pictures. Ballots are available in Ms. Livernois's office.

This past weekend, the JCL also participated in Words Are Wonderful at Williamstown Elementary, bringing Latin to kids, and did an outdoor cleanup project for the Massachusetts JCL's statewide service day.

But the biggest event is yet to come. On Saturday, October 28, Mt. Greylock will host the JCL Kick Off Event, a day in which clubs from around the state will gather for games, contests, and learning. Highlights will include a live performance, guided tours of the Classical art at the Clark Art Museum and, most importantly, the catapult contests.

This contest is one of the most popular all year, probably because it is one of the few times students are not only permitted, but encouraged, to hurl marshmallows, arrows, or eight pound balls on school grounds. Lead by Catapult Master Evan Dethier, Mt. Greylock always excels in the catapult contests, and will hopefully continue its legacy of domination this weekend.

## Some cafeteria rules relaxed after parent, student objections

By Rachel Payne

Principal Ellen Kaiser and Business Manager Mark Amuso presented Mt. Greylock's new food policy at October's PTO meeting. Having received many complaints from parents over the reduced lunch offerings, they explained government mandates, concerns over student health, and financial problems that prompted the reorganization of the meal program. They stated, however, that some of the restrictions on cafeteria offerings will be abandoned.

When Kaiser stood before the PTO, she told her listeners "You can only throw tomatoes and healthy foods!" Her joke pointed to the frustration voiced by students and parents alike over the changes to the high school lunch program: The smaller servings, the limited selection of snacks, and the absence on an ala carte option. She and Amuso explained that several different factors had led to these restrictions. In order to receive reimbursement for free and reduced-price meals from the government, Mt. Greylock had to comply with reforms to the wellness policy. According to the Child Nutrition and WIC Reauthorization Act, public high schools must address proper nutrition in health classes to receive full government funding. Accordingly, the Mt. Greylock wellness curriculum will be amended.

The reduced serving sizes that appeared in the cafeteria, however, were not required by the government. Rather, the meals were influenced by the newly revised food pyramid and recommended serving sizes, both of which suggest that Americans ought to consume fewer calories and carbohydrates than previously thought. Kaiser also said that the new meal policy was influenced by recent studies that state many teenagers are at risk for the development of diabetes.

Though serving sizes in the cafeteria were significantly smaller during the first weeks of the new school year, Kaiser asserted that apart from the calzone meal and French fries, lunches have returned to their original portions.

Amuso explained that many changes in lunch room policy were motivated by financial shortfalls in the cafeteria. The cafeteria, which is financially distinct from the rest of the high school, lost over

\$94,000 last year. Hoping to increase earnings, Amuso oversaw many cuts to the cafeteria budget this year: one cafeteria worker's position was reduced from full time to part time so the school could save on benefits, many prepackaged ingredients were eliminated from recipes in favor of government commodity items, and the ten choices of meal available last year were reduced to six. To further counter last year's losses, break is now earlier in the day; he believed that because snacks from the breakfast cart were available so close

to lunch period, the cafeteria was losing revenue. Since break was shifted to an earlier time slot, the number of meals sold in the cafeteria each day is up by 100. One adjustment to Mt. Greylock foodservice that Amuso could not explain was elimination of the *a la carte* option. The cafeteria decided independently to cut the choice of the individual salad or bagel. Both Amuso and Kaiser challenged the reasoning behind the decision. They reported that action is being taken and that students will be able to buy single items again soon.

### Bipartisan talk

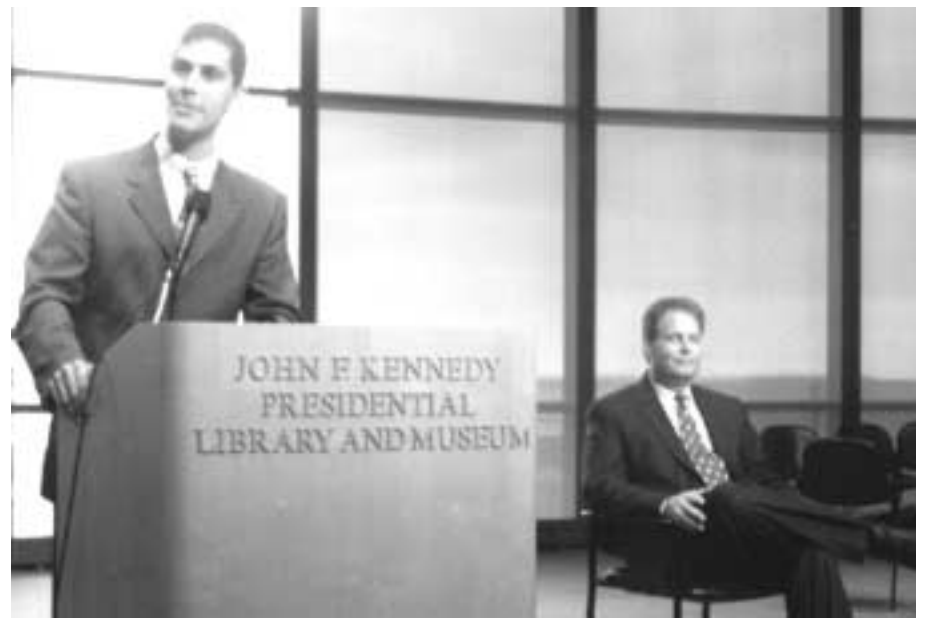


Photo by Rosanna Zarza

**Democratic state Sen. Jarrett P. Barrios, speaks as Republican Peter G. Torkildsen waits his turn at Boston's JFK Library Museum during an Oct. field trip by 50 MGRHS juniors and seniors.**

## Finance study panel seeks student input

A school-community committee studying the state of MGRH's finances is inviting student suggestions to aid its deliberations, says Supt. William Travis.

The Long-Range Financial Planning Committee is meeting every other Wednesday at 7 p.m. (next meeting Nov. 1), in Room S-1. Right now it is gathering data comparing the district's finances to 11 other Massachusetts school districts of similar size and demographics. Later, the committee will begin to formulate ideas for matching expected future revenues with escalating expenses.

A budget gap could mean things will have to be cut if new revenues aren't found or innovative new approaches to providing services can't be devised, Travis says. If students have ideas about "things they hold dear and that ought to be preserved no matter what happens," or suggestions for new approaches, now is a good time to step forward, says Travis.



### Current teams hams up serious request: Join Echo

Next staff meeting Wed., Nov. 1, 2:30 p.m., library.

## INSIDE:

On the NEWS page, Shan Wang interviews two new teachers for part two of our series. Also, band teacher Mr. Moore's experiments with new methods of composing music for his students to perform.....PAGE 2

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# NEWS

## Greylock is home to new science and art teachers.

*Nelson Russel and Richard Harrington are featured this month, interviewed by Shan Wang. Next issue we will continue this series with a story on Mrs. Jenkins.*

Interviews by Shan Wang

### - NELSON RUSSELL -

**Favorite Music:** Mr. Russell is flexible and likes all genres, though cannot make an exception for rap or hip hop.

**Mac or PC:** He uses both, though calling himself a "closet Mac [user]." He praises the Mac for its virus-free nature, and adds, "I love my G5."

**Yankees or Red Sox:** He is a fan of the underdog, and mourns the fact that the Red Sox have a tendency to "crash and burn."

**Personal Hero:** Linus Pauling, a man who won the Nobel Peace Prize and the Nobel Prize for Chemistry.

**Favorite Element:** Antimony (Sb, atomic number 51), which expands as it cools.

Why did Mr. Russell, who has bicycled across all of Canada (his adventure took three months, choose to become a science teacher? The choice

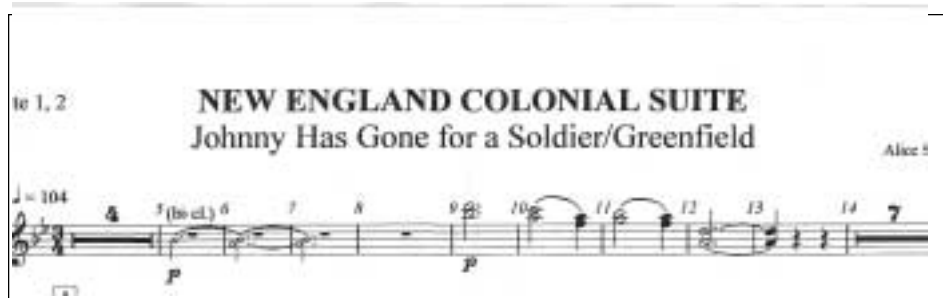
actually could not have been more natural, as he has always had a love for science and equally loved being in the classroom. He majored in science and education at UVM and furthered these studies at George Washington University. "You know, if you can do chemistry and physics in a fun way, you can really make the world come alive, and you can *change* lives." By now students in his 10<sup>th</sup> grade chemistry and physical sciences classes should have had a sampling of his toughness as a teacher. In his class, it is difficult to attain the A+, but equally difficult to fail. "I want to help a student, as much as it takes."

**"You know, if you can do chemistry and physics in a fun way, you can really make the world come alive, and you can *change* lives."-Mr. Russell**

Every chemistry teacher must be asked, "Will you make your students memorize the infamous periodic table of elements?" Mr. Russell's answer? That his students will indeed have to memorize some elements, because knowing elements off hand simply makes their lives easier. He adds, however, that he will never teach to memorization. "Another thing I never do is make my tests harder



Mr. Nelson Russell



The cover page to computer-generated sheet music.

## ORIGINAL MUSIC IN JANUARY

By The Echo Staff

Advances in computer technology and a grant from the Massachusetts Cultural Council are helping to create a unique experience that will be heard in January – an original work by a Lanesborough composer that is being customized for performance by the Mount Greylock Regional High School Band.

Band director Lyndon Moors says he and the composer, Alice Spatz of the folk group Wintergreen, have been working all summer on her composition, "New England Colonial Suite." By using a piece of computer software called "Sibelius," the duo is able to add and subtract notation for instruments

and even listen to a crude computer-synthesized version of how the composition will sound when played live. As a result, says Moors, he and Spatz are revising the work to precisely fit the number and mix of instruments in the school's band – 55 total performers. "It's a graphics program that understands music symbols and will translate them into sound," he says. "Changes we make so that it will work for our particular students update immediately." Spatz is composing two movements to be played the second Wednesday in January at Mount Greylock. She is scoring the first movement of the work separately for a performance by the Eagles Band of Pittsfield.

than the material I cover," he says. "I need to be as fair as I can."

Like the teachers interviewed in last month's *Echo*, Mr. Russell is thoroughly impressed with his students and their eagerness to learn. He has some lessons planned that will certainly keep the excitement alive: he may cover in class anything from atomic structure to the origin of the universe. His students will learn "the gigantic role of hydrogen in this world." He also tantalizingly mentions something about "time, and the fourth dimension."

To his students Mr. Russell gives this piece of advice: "Do not fear that phase of not *yet* knowing; be as excited about the process of learning as the final knowing."

But wait! Every science teacher must now also be asked an opinion on Pluto's booting removal from the planetary system. "I am very disappointed, of course. We spend all our lives holding Pluto in a certain status, but I suppose if Pluto is considered a planet, then there are many

### -MR. RICHARD HARRINGTON-ART

**Favorite Book:** Eye and Brain by Richard L. Gregory

**Red Sox or Yankees:** Yankees, but he doesn't *hate* the Red Sox

**PC or Mac:** "Either is fine by me."

**Favorite Song and Composer:** Johann Sebastian Bach and St. Matthew's Passion

**Favorite Artist:** Thomas Eakins (American realistic)

**Favorite Color:** "For someone who loves color, any color is great."

**His website:** [www.lughfineart.com](http://www.lughfineart.com)

Mr. Harrington hails from the Berkshires, having gone to high school in North Adams. He was drawn to Greylock in part because of his knowledge of the school's "absolutely phenomenal reputation," but also because his new job as an art teacher allowed him to reacquire with his home. Harrington mentions with a wink that he pitched against Greylock during his high school years and during one memorable season shut out the Greylock team and prevented them from reaching the playoffs.

Harrington can hardly pin down the exact moment his passion for art began. "I've been making and drawing pictures since I was five, and I've just never stopped," he said, "I've been an 'artist' for about 40 years now."

The idea of teaching came to him during his undergraduate and graduate years, when he began studying childhood psychology and children's approach to picture-making, a topic that captured his attention. "It's fascinating—how children learn to make images over time, and the subject has been written about by so many very interesting people."

Teaching introduction to studio art to 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> graders and printmaking to high schoolers seems a stressful task, but Harrington is perpetually calm and patient. He says that his students are all talented, that "a consistent theme throughout is that the students are always far more capable than they realize."

Part of his job as an art teacher, he notes, is to "chisel away at that negativity." Recent projects for his classes have included a series of kinetic color disks, patterned disks that could be layered to create new patterns.

Students learned about the blending of colors through movement, attributes of radial symmetry, and contrast of complementary colors all through a single project. His printmaking class has been studying linoleum cut printing.

His class is also working on designs for a t-shirt (Moun-Tees) to be printed to benefit the girls' cross country running team. Harrington says that while the school does not have silkscreen printing facilities for the t-shirt to be made here, the printing "will be farmed out" and his printmaking students will still witness the entire process.

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Harrington himself has worked in both the fine and applied art fields. His experiences are impressive: he has been a type designer for Adobe Systems, created installations and light projects in the



Mr. Richard Harrington

United States and Europe, and for the last ten years has been a digital printmaker. Many of his prints are currently housed in the Fogg Museum permanent collection at Harvard University; he will bring some of these prints to the Mt. Greylock Art Gallery on November 1<sup>st</sup>.

"Greylock is an absolutely wonderful place. Everything about it: the setting, the people, especially the students." Harrington's final advice for his art students is succinct: "Don't underestimate yourselves."

# REVIEW

## Homecoming dance-what to wear, what to leave at home

By Kelsey Dudziak

**EDITORS' NOTE** -- After four years of attending homecoming herself, Kelsey Dudziak shares her observations and thoughts on homecoming, and also her advice to lower grades on how to make the homecomings to come successful experiences for everyone.

note if the straps are uncomfortable, because three hours of chafing on the shoulders can leave serious marks. Strapless dresses are also risky because they hamper your mobility. While they generally are most aesthetically suitable, you may just end up spending the entire night trying to pull up your dress. Do not ignore the length of your dress—no one likes to be flashed or tripped while dancing.



Senior-ected homecoming king Aaron Castonguay and Queen Ally Nowlan share their first dance. (Photo by Erin Archibald)

### On Style:

Boys, with limited options for dress, can escape violation easily; the girls are the perpetrators. Freshmen girls are generally clueless and may always be the most unsuitably dressed. This sad fact is only intensified by the awkwardness of their pre-adolescent bodies. They are almost always the most frequent violators of the Homecoming Code of good style, although far too many upperclassmen are likewise guilty.

In terms of dresses, there is nothing wrong with an inexpensive piece, but there are many things one needs to be aware of. Gaudy dresses embellished with too many sparkles suggest bad taste. It is better to be understated rather than be critiqued voraciously by homecoming-dress-wise girls. The beauty of being a freshman, however, is that you have three more years to choose correctly. For upperclassmen who still wear the type of dress of which I speak—there is no justifiable reason.

Black dresses are forever popular, but their popularity makes them unoriginal and bland, with very few exceptions. The dance floor is often a sea of black. To any girl looking to stand out, I suggest that she choose a colored dress. Black may be considered slimming, but you run the greatest risk of wearing the same dress as another. For freshmen, it would be nice to avoid garnering the irritation of an older girl whose dress you have “stolen.” By wearing a non-black dress you also have less risk of being compared to someone else. Furthermore, deodorant stains are much more apparent on black than any other color.

Comfort should be among your criteria for a homecoming dress. How will it hold up once you're on the dance floor “shaking your thang?” Make sure to dance around with the dress on in the dressing room before you buy it. Take

As for hair, professional hairdos are still acceptable. If that is the route you choose, keep in mind that homecoming is not senior prom, so a fancy up-do may be excessive. The girls with the most successful hair are the ones with the most simplistic hairstyles, the ones who achieve the “I didn't try but still pulled it off” look. Dangling two long chunks of hair on each side of your face does not qualify the hair strands as side bangs.

**Black dresses are forever popular, but their popularity makes them unoriginal and bland, with very few exceptions.**

Other just as basic pieces of advice: hair looks best worn up with a dress with straps and worn down with a strapless. An up-do with a strapless dress is better suited for prom than homecoming. If you have bangs, please make sure they are angled and cut to flatter the frame of your face.

Shoes complete the dress, but they are not as essential since most remove their shoes on the dance floor. Hiking boots are unacceptable, but I give a pass to Old Navy flip flops. Your makeup completes you. I can only give broad tips, since so many different shades and intensities look good on different people. Always take into account the color of the dress when applying makeup. Remember the rule that applies to most things of style, that simplicity suits everyone. You can easily avoid the drag-queen appearance by bypassing blue eye shadow. Jewelry is a good finishing touch, but there is never any need to spend large amounts of money on heavy

necklaces and earrings, which can be an annoyance on the dance floor.

### On Etiquette:

That a girl cannot ask a boy to homecoming is an outdated rule. It is my opinion, however, that boys should always offer to pay for their dates.

A date for homecoming does not mean marriage. Even if there is no one you are yearning to ask, it is practical to have a date because homecoming tickets are cheaper for couples. If you do not have a date, it is perfectly acceptable to go with many of your friends. A lack of a date should never spoil your evening.

Sometimes, having a date can even complicate things. There are many additional things to consider. How much should I dance with my date?

What if he or she does not like to dance? What if he or she is a bad dancer? Couples also dine before the dance, and dining brings up more questions. What if I look repulsive when I eat? Do I have food stuck in my teeth? I normally eat more than just lettuce—will that make me look like a pig? (Your date should always accept you for the pig you are. Eat what you want).

One date problem that I have seen over the years is a particularly thorny. What if someone who is not your first choice asks you to go to homecoming as a couple? Can you even say no? Once you agree to go with that person, you can always treat the night as a test of character. Can you still make the best of the night even though it is not exactly what you wanted? Anyone should be able to. First of all, let us acknowledge positives. You won't have to worry about impressing the person you were hoping to go with, as it is much less stressful to go with a friend. You will also have a chance to get to know someone you may have not taken much interest in previously. From my own experience, I say that these things happen for a reason; be swept up by the course of events. If anything, you at least have a date and a ticket that is paid for.

You cannot disregard your date upon arrival at the dance, as I have seen happen in some years. The act of abandonment is tactless and simply rude. Instead, stay with your date and find a place for to hang up jackets. Next, decide whether you both should head straight for the dance floor, or wait around and chat until more people show up. The most daunting part of the evening is looming ahead.

**The common belief that a girl cannot ask a boy to homecoming is an outdated rule. It is my opinion, however, that boys should always offer to pay for their dates.**

Many are uncomfortable with dancing and attend homecoming purely to socialize. If your date refuses to dance, wait until he or she finds another person to talk to. Then you may join your friends on the dance floor. In such cases it is appropriate to leave your date, since it is not your obligation to ruin your evening. Even so, try to encourage your date to dance before giving up, especially during slow songs (why would anyone pay twenty-five

dollars for a dance and refuse to dance entirely?). It is inappropriate for a date to refuse a dance during a slow song, though he or she may choose to sit out on any other song. To fulfill your duties as a date, you can always slip out from the dance during a bad song to meet up with your reluctant counterpart for a



Photo by Alaina Sanderson

chat. Finally, the first and last dance should be reserved for dates to dance together.

Dancing is self-expression, but it is not an excuse to entirely ignore other people's personal space. Despite excitement, always refrain from excessive “jiggling,” as such style of dancing will never is not considered slow dancing.

Slow dances are unwelcome if you do not have a partner. You can always use these times as an opportunity for a bathroom break, a chance to touch up on make-up, or to get a sip of water. There is no requirement that binds people to remain on the dance floor without a date if they are uncomfortable.

One of Mt. Greylock's greatest dance traditions is the Sandstorm mash pit. Given the opportunity, do not hesitate to dive in, though consider that you will be surrounded by heavy bodies slamming into each other. Make sure that you are a part of the pit and not apart from it. Girls who do not have shoes on should sit this one out or find indestructible shoes and girls with long dresses should be extremely careful.

### On Photographs and Necessities:

I cannot talk about homecoming without giving my opinion of taking photographs before the dance. Parents will insist on them for memories and if you are grumpy, the photograph will turn out horribly—do not turn this into a situation in which you lose either way. Take the embarrassing picture session in stride, as you want to arrive at the dance in a good mood, not an antagonistic one. Remember that certain poses turn out better in photos than others. Practice briefly in the mirror before homecoming. Never stand stick-straight with your legs together before the camera. This pose tends to widen a person. A classic and successful pose, I have noticed, is to place one leg in front of the other to form a “T” with your feet. Another flattering option is to stand in a three-quarters pose beside your date and turn towards the camera.

There are also a few items that are essential. Dancing always works up a thirst, so make sure to bring a water bottle or money for a drink. Chapstick is equally important, along with any makeup that needs reapplication during the dance. Do not leave your homecoming ticket at home, as your hard preparation will be wasted if you are not admitted into the dance.

Despite my criticisms and other observations, homecoming has always been an enjoyable experience. Take note of the advice given and may each year's homecoming surpass the last!

# OPINION

## Another try at schedule: Why not 90-minute period?

By Matt Baker-White

Last year's student council fought long and hard for a rotating schedule this year. Now we have a schedule, and while it is not static, it is not optimal for teachers or students. Our break is short, and our classes, though slightly longer than last year, are still brief, unfocused, and hectic. We have lots of homework with little time to catch up if we don't understand a concept. I personally find this schedule very hard to work with; instead, I think we should have a two-day schedule.

I believe that a two-day schedule would provide a compromise between the static and rotating schedules; students wouldn't have the same classes every day, but the schedule would constantly shift. We would have a longer break, two days to do homework, and more focused classes. I say more focused because each class would be twice as long. If you don't think longer classes are a good idea, try taking a close look at our current class periods- not a pretty sight.

Now, I know not all of our classes break down this way, but this is what I've observed: the first five to ten minutes are taken up by students coming in late, teachers checking homework, and general mayhem (time check: forty minutes left). The next twenty minutes are relatively focused, unless the teacher gets off track (twenty minutes left). Then there is usually a disturbance of some sort, and the class loses focus for a couple minutes (fifteen minutes left, or so). And, of course, the last five minutes of class are spent watching the clock, frantically writing down homework, etc. And even if the teacher is able to effectively teach a whole topic to the class in depth, if some students don't understand it, the teacher is forced to re-teach it. Also, if there is a lab activity during a class, there isn't enough time for students to finish it without either taking two days or using a lab period, during which they miss another class.

With ninety-minute-long class periods, many of these problems would be solved. The first five to ten minutes would be wasted, as before (eighty-five minutes left). Then the teacher would teach for twenty to thirty minutes (about fifty-five minutes left). Then the class would probably get distracted for about five minutes, or the teacher might give them a short break (fifty minutes left). Then the teacher would teach either the same or a different subject for another twenty to thirty minutes (twenty

ALTERNATE SCHEDULE PROPOSAL		
Time	Day One	Day Two
7:45-8:30	Static class	Static class (ex. English)
8:30-8:35	5 min. passing	5 min. passing
8:35-10:05	First 90-min. class (ex. Math)	First 90-min. class (ex. History)
10:05-10:20	15 min. break	15 min. break
10:20-11:55	Second 90-min. class (ex. Language)	Second 90-min. class (ex. Gym)
11:55-12:00	5 min. pass	5 min. passing
12:00-12:30	Lunch	Lunch
12:30-12:35	5 min. pass	5 min. pass
12:35-2:15	Last 90-min. class (ex. Elective)	Last 90-min. period (ex. Science)

minutes left). The class could then ask questions for the remainder of the period, or the teacher could help students individually for fifteen minutes (five minutes left). And, of course, the last five minutes would be wasted watching the clock. If a student didn't understand a topic, the teacher could take the time to answer questions about it or work with the student individually. Also, if a teacher needed to lead a lab or activity, students wouldn't have to miss other classes for it. Aside from ninety-minute-long classes, I suggest having fifteen minutes of break and five minutes in between classes. This would work out schedule-wise because there would be fewer breaks between classes during the school day, so breaks between classes could be longer.

Not all classes would have to be a full ninety minutes long. One static class every day could be forty-five minutes long and could serve as an anchor class. This class could happen first thing every morning and could function as a time for teachers to hand out announcements, important info, etc. After that, there would be a five-minute-long passing time, followed by the first ninety-minute-long class. Then there would be a fifteen-minute-long break, followed by another ninety-minute-long class. Then another five-minute passing time, after which students would have another ninety-minute-long class, which would be broken up by lunch. For example, one class might have lunch, then a ninety-minute class, while another

might have thirty minutes of class, then lunch, then another sixty minutes of class, while still another might have sixty minutes of class and then thirty minutes of lunch, and then another thirty minutes of class. All of the lunches would be earlier in the day than they are now, which, for those of us with late lunch, would come as a welcome chance. After class three/lunch, students would have another five minutes of passing time, followed by the last class of the day.

Another benefit of the two-day schedule is that students would have two days to do homework. Of course, teachers would theoretically assign twice as much homework during every class period as they do now, but a two-day time period would give students a more flexibility in completing their work. Students would also have an opportunity to ask teachers questions about homework on days between classes.

I had a schedule very similar to this in middle school. It was great. The classes were focused, the teachers were relaxed, the students learned more, and everyone had more time for everything. Our current system, while better than a static schedule, is still very flawed. My proposed schedule fits into the current school day and gives teachers more useable blocks of time, students longer passing periods, and is overall a much better alternative to our current schedule.

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

**Next news meeting:**  
Nov. 1, 2:30 p.m., library  
(all-school community welcome)

Next deadline: Nov. 10  
Next issue: Nov. 17

**This Issue's Editor:** Lucy White  
**Co-news Editors:** Grace Laidlaw,  
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## SPORTS NEWS

### All-school meet yields request for rules on 'spirited' behavior during sports events

By Sean Pellitier

There seems to be no question that Greylock has great sports teams; however, students and administrators have clashed recently over the issue of spectator behavior at Mount Greylock sporting events. During second period on Oct. 12, athletes were called to a mandatory meeting in the auditorium about sportsmanship.

Principal Mr. Payne spoke at length regarding appropriate sportsmanship, using his three-year old daughter as an example: "My daughter likes to come to sporting events and stand next to the big kids while they yell and cheer. Next time you're at a sporting event, ask, should Mr. Payne's daughter hear this?" Brian Gill, physical education teacher and assistant football coach also gave a lengthy talk, stressing that sports should be only played in an altruistic environment. He also made it clear that he thought Greylock sports fans undoubtedly had superb team spirit.

Senior cross-country captain Even Dethier followed with perhaps the best speech of the assembly. Eloquently stating "There's more reason than before to cheer, and it's exciting for all of us," Dethier went on to say, "I applaud people for

coming out, but when you're caught up in the moment, cheering not for your team, but against the other team, that's a line you can't cross."

Prior to the meeting, girl's soccer Coach Jenna Cece commented, "this year's student body has more school spirit than any I've ever seen" and that "I've seen sports fans get carried away, but for the most part the excitement is in good taste."

The school-wide assembly was the culmination of a series of meetings both with coaches and team captains to discuss behavior at sporting events. Mr. Payne said during the assembly that both groups had requested that the rules for what is and isn't acceptable be made more transparent. One recently instated rule that applies to home football games: at halftime, the visiting team must leave the field before the human tunnel can be formed. When questioned about school spirit, head football Coach Shawn Flaherty said, "it's fantastic, it's great as a coach to see the entire student body come together." He also noted several specific examples of spirit, such as the tunnel at halftime and the pep rally. Junior soccer player Chris Condron described it best when he said, "sportsmanship is love, just spelled differently."