

Denial and Cherry Tomatoes

By L. O'RACHS

My name is Louis, and I speak for the trees. That is to say, I give voice to the metaphorical spirit of nature, which these days sounds like a non-stop, bloodcurdling death cry. But since you, of course, are good, composting people who deserve no broken eardrums, I'll simply remind you nicely to recycle your Echo when you're finished with it. And now...

Summer vacation has drawn to a close. It's time to readjust your sleep schedule, to remember how to write an essay, and to re-acustom your fingers to the buttons of that TI-89. It's time for the buses to produce another year's worth of carbon dioxide, and for the geometry curriculum to produce another heap of notebooks filled with theorems, corollaries, and bitter doodles.

But the joy of summer isn't over yet. You can still fend off those winter blues—with a stalk of basil as your sword. Just hop like a bunny out to the school garden and munch on a cherry tomato. Or eight.

In case you've been living under a roof for the past two years, the Greylock Garden is a 40'x80' plot just past the softball field and the greenhouse. In its second year, it continues to produce food for both the cafeteria and local food kitchens.

The garden is a community initiative. That means two things. First: anything you'd like to snack on is yours. Second: the garden wants your help. And you, of course, want to help the garden.

There are many reasons for this. Most importantly, you like food, and you like good food. The garden is full of tomatoes, cucumbers, chard, lettuce, and other veggies that are infinitely better when they're fresh-picked. As I like to say, once you go fresh, you never go back. So you want to weed those cucumbers because you want to eat them.

Second, you need to make up for the carbon footprint that trails you to school every morning. Your bus (or worse, your car) creates 20 pounds of carbon dioxide for every gallon of gas it burns. The more lettuce you plant in the garden, the more CO₂ gets sucked back up (or down, I should say).

And finally, you want your vitamin D. You may think your least favorite thing about school is the lack of fun, or the lack of sleep. But really, it's the lack of sunbathing. During the school year, you spend so much time inside you can't get your proper dose of sun. This means you're more likely to get sick and feel unhappy. By coming out to weed, water, or harvest, you can get your exercise and your sunlight in one fell swoop.

And, speaking of great things to do, come to the Harvest Garden Party on the 21st of September. The community dinner party will start soon after the Cross Country meet that day, and everyone is invited. There will be salsa with garden tomatoes, home fries with garden potatoes, fancy food made by Greylock Cooks, potluck brought by everyone, and live music. Even the trees will be dancing.

There's so much to do, so much to eat, and so much to love that one could almost forget about one's homework. Join me in my denial, and celebrate the extended summer. Because embracing denial is its own form of recovery. ■■

COMMUNITY EXPRESSES CONCERN OVER PERCHLORATE, HEALTH

Alums name school water supply as the cause of health problems; local officials find that evidence lacks

By GRACE SINGLETON

Many students about to begin the 2011-2012 school year at Mt. Greylock added a water bottle to the list of typical school supplies – notebooks, pens, and calculators – that would need to be purchased for the August 31st return to school. The reason for this additional purchase stretches back to 2004, a time so long ago that none of the students enrolled in Mt. Greylock at that time are still attending the school today.

Prior to 2004, the water used by Mt.

lems – including thyroid cancer – faced by Greylock graduates and linked these problems to the tainted water. This article elicited concern from parents of many current Greylock students.

One such parent is Allen Jezouit, who sent out an email with a link to the Transcript article to make sure that other parents and community members were informed. Jezouit was particularly surprised by the content of the article since, even though he considers himself a “pretty informed parent,” yet he found a lot of information in the article that he'd never encountered before.

Jezouit reported that, in response to his email, many Williamstown parents have approached him and said that they have instructed their sons and daughters not to drink the water at Mt. Greylock once they return for the 2011-2012 school year. Hearing that “normal people are taking these precautions,” made him wonder about the specifics of the situation at Mt. Greylock.

Jezouit plans to remain involved until he finds both answers and some sort of solution.

Williams stated the main obstacle to finding a concrete answer on the water issue: “the tricky part is that it's all if's.” As she pointed out, in order to say there is a problem, we must first be sure that there is a cancer cluster. Williams emphasized that, due to “messy data,” there is a big “if” attached to the purported cancer cluster. Data concerning cancer in a population is based on current residence as opposed to past, which means that all incidences of cancer among Greylock graduates would not be reflected in the cancer rate of the towns connected to the school. Likewise, since each current resident of these towns is not necessarily a Greylock graduate, the data could become even more “messy.”

Another key uncertainty, one highlighted by Archibald, is that there is no way of knowing the perchlorate levels before the initial testing of the wells that supplied Mt. Greylock with water. It is not possible to ascertain whether the tests done in 2004 accurately reflected the perchlorate levels in the years leading up to that point. The past levels could have potentially been higher, lower, or the same as those yielded by the 2004 test. Since 2004, the offending well has been tested quarterly, and the results are now showing levels of perchlorate that are actually below the regulated maximum.

The final “if” looming over the water issue is whether the perchlorate is responsible for the appearance of thyroid-related health problems in Mt. Greylock graduates. Archibald noted that although it is known that perchlorate dampens thyroid activity – it used to be a common treatment for over-active thyroids – there is no solid demonstration of exposure to perchlorate as a cause of thy-Continued on Page 3. roid cancer.



Unlike the days of the water-coolers and nalgene bottles in 2004, some students, including senior Alex Monteil, above, again drink from the water fountains at Greylock.

Photo: Katie Rathbun

Greylock was drawn from two shallow wells on the school grounds. In 2006, Massachusetts instituted statewide regulations for perchlorate levels in water. These regulations were completely unique to Massachusetts: at the time, no regulations pertaining to perchlorate existed in any other states or on a federal level. The regulations were spurred on by a study that found that ten public water sources across Massachusetts, including a source in Williamstown, were contaminated.

Upon the establishment of the 2006 regulations – a maximum of one part perchlorate per billion—the Mt. Greylock wells were tested. While the results of the first well's test were 1.03 parts per billion and only slightly over the limit, the second well's results showed perchlorate levels of 5.05 parts per billion. The speculated reason for the high levels of perchlorate in the wells is that the Mt. Greylock grounds had previously known life both as an airport and as a site for launching fireworks before the high school was built.

Heather Williams, a Williams College biologist who had a daughter enrolled at Mt. Greylock at the time, recalled that immediate action was taken upon the discovery of the contaminant. Although the water was still used in the school's toilets, she said, all access to it for use in drinking and cooking was stopped.

David Archibald, who has served on the Mt. Greylock school committee, assured said that “from that point on, nobody ever drank the water from that well.”

Williams affirmed that the school took appropriate action when faced with the problem of the tainted water supply: “you don't mess around” when student health is involved, she said.

Concern about the school water supply was renewed this summer upon the publication of an article in the North Adams Transcript that highlighted health prob-

1 in 650: An Interview with Chad Bolotin

By LUKE COSTLEY



Photo courtesy of Chad Bolotin

The Mt. Greylock volleyball team will have a new addition this fall: senior Chad Bolotin has joined the team. Although not typical on high school teams, boys are allowed to play and Bolotin's decision to go forward with the season is a bold step toward breaking the norm in a sport dominated by girls. While Bolotin will be presented with a unique set of challenges on and off the court, it is clear that his passion and enthusiasm for the sport will make him a valuable addition to the team.

Q: So you're allowed to play volleyball? Volleyball is a co-ed sport?

A: Yes, volleyball is a co-ed sport but since no guy has played at Greylock before most people do not know that.

Q: What motivated you to play this year?
A: Teammate Meaghan Albert was talking about it and Coach Paul told her that I could play under certain circumstances and she talked me into it.

Q: Have you played volleyball in the past?
A: I have been playing volleyball since I was 9 but I played for an out-of-school league.

Q: Are you at all apprehensive about playing a sport that is predominantly female at the high school level?
A: At first I was apprehensive about people making fun of me and calling me names but with the support of my friends they told me “don't care what they think and just be you. You love playing volleyball, so why not?” I know that if someone was to say something they would have my back so I have begun to not care.

Q: Do you think that you will have particular advantages or disadvantages on the court?
A: I will probably have a harder serve and spike than other people on the league but I can only hit from the back row in order to make it fair for all players.

Q: Through the beginning of preseason, how has the transition onto the team gone?
A: Everyone on the team was excited for me to play and they all welcomed me with open arms.

Q: Excited for the season?
A: I am very excited for the season and to see what everyone else in the school and county thinks of me playing.

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Interview has been edited and condensed. ■■

CROSSWORD

Mr. Dils has created another challenge.

See Page 4.

New Faces

Alina Fein and Jonah Majumder interview new members of the faculty and staff.

See Page 2.

SPORTS

Season previews for volleyball, boys' soccer, and boys' football

Photo: Katie Rathbun

See Page 3.



NEW FACES

Greylock welcomes many new teachers and faculty members

By ALINA FEIN & JONAH MAJUMDER



From left: Shannon Vigeant, Bob Thistle, Rebecca Tucker-Smith, Matthew Fisher, Matthew Capeless, Katherine Brown
Photos: Katie Rathbun and Naomi LaChance

Katherine Brown English, grades 11 & 12

Echo: Where are you originally from?
Brown: I was born in Ireland and moved here with my family. Now I live in New York State.
Echo: What motivated you to become a teacher?
KB: I've always loved it. I was a wedding planner and a restaurant manager, which doesn't work well with small children, so I went back to school. I was also a theater major in college so I always felt that goes along well with English. But I have just always loved it.
Echo: Where are you coming from and how long have you been teaching?
KB: I'm coming from Taconic in Pittsfield and I've been teaching for six years.
Echo: What is your favorite part of being an English teacher?
KB: Making the relationships with the kids. I truly enjoy this grade level and I enjoy when they make connections when we look more globally at things bigger than ourselves.
Echo: What do you anticipate your biggest challenges to be teaching at Greylock?
KB: I would say to get the 12th graders ready for after Greylock. To get them totally prepared for life outside of high school.
Echo: What are you most excited about being new to Greylock?
KB: I would say working with the level of teachers here.
Echo: What is your favorite way to spend your free time?
KB: Usually with my family or cooking with my friends, and reading.
Echo: What advice would you offer to a student wanting to succeed in your class?
KB: Master the procrastination. It's something I struggle with and it can be pretty detrimental. I really would hate for my students to carry that burden.

Matthew Capeless Resource room, grades 11 & 12

Echo: Have you taught high school before?
Capeless: I taught last year in the Steeples program, an alternative program for grades 6 - 10 in the North Adams schools. I have also taught at a residential school, Eagleton School and in alternative program at Pittsfield HS. I spent twelve years coaching men's college basketball and three years coaching HS basketball. I coached at Junior College, Division III, Division II and Division I, including four years as Head Coach at North Adams State.
Echo: What do you like most about teaching?
MC: I enjoy the opportunity to help students maximize their academic potential.
Echo: What are your most notable traits as a teacher?
MC: I am flexible, have a sense of humor and aim to help the students at every opportunity.
Echo: What is your favorite way to fill your spare time?
MC: With three children between 12 and 17, most of my time is spent supporting their interests. My daughter has been involved in dance since she was 3 and in school drama productions since grade 6. My two sons have been involved in soccer, basketball and baseball. My summer was spent following my youngest son's 11 year little league all-star team (Pittsfield South) as they advanced to the semi-final game of the state tournament. I also am involved in coaching their basketball and baseball teams. I also am an active high school basketball official.
Echo: What are you most excited about in coming to Mt. Greylock?

MC: A new opportunity in a new location is always exciting.
Echo: What do you anticipate as being the biggest challenges?
MC: Making sure Henry doesn't escape!
Echo: What advice would you offer to students hoping to do well in your class?
MC: Always be ready to work and take responsibility for your academic success.

Rebecca Tucker-Smith English, grades 9 & 10

Echo: Where are you originally from?
RTS: I grew up in Hastings, NY, but went to college in Amherst, MA, and also lived in Eugene, Oregon, Oakland, CA, and Boston.
Echo: What do you like most about teaching your subject?
RTS: I love to read and discuss books. I love to help people understand the power of good writing, both as readers and as writers.
Echo: Have you taught before? If so, where have you taught in the past?
RTS: I taught at James Logan High School in Union City, California. I also taught graduate students at Cal State Hayward and undergraduates at Boston University. I worked with students at Williams College as a winter study instructor and also as a guest lecturer.
Echo: What is your favorite way to fill your spare time?
RTS: Some good combination of the following things - hiking, reading, spending time with my husband and kids, playing scrabble, eating good food, watching (at the moment) project runway, and playing water polo.
Echo: What are you most excited about in coming to Mt. Greylock?
RTS: I am most excited about meeting my students, getting to work in a great department, and, also, the view from the school.
Echo: What do you anticipate as being the biggest challenges?
RTS: Grading papers!
Echo: What advice would you offer to students hoping to do well in your class?
RTS: I would suggest that students be prepared to do a lot of reading, thinking, and writing.

Matthew Fisher English, grades 10 & 11

Echo: Where are you originally from?
Fisher: Originally I'm from Middletown, New York.
Echo: Have you taught high school before? If so, where have you taught in the past? If not, where are you coming from?
MF: I first was a part of the NYC Teaching Fellows Program where they basically take teachers and put them right into jobs at schools. I spent three years in Brooklyn, New York, teaching at Boys and Girls High School, and I was at Hingham, Massachusetts before coming here.
Echo: What do you like most about teaching English?
MF: I love being in front of and working with students. To me the subject matter is secondary. The interaction is the fun part.
Echo: Do you have any notable traits as a teacher?
MF: I'm a little silly. I would say I tend to talk a lot. And I try to keep things interesting as best I can.
Echo: What is your favorite way to fill your spare time?
MF: I don't have too much spare time, but right now I have a one-month-old baby so that takes up a lot of time. Otherwise I am a huge sports fan. I am very into music, not too much because I can sing or play an instrument - because I can do neither - but I listen to it way too much. And also

reading. I'm an English teacher! I love reading.
Echo: What are you most excited about in coming to Mt. Greylock?
MF: I think doing something new. I don't know what to expect. I've taught at two very different places, so just enjoying not knowing. New books. Everybody I've met so far has been amazingly cool.
Echo: What do you anticipate as being the biggest challenges?
MF: Oh, that's easy. Trying to manage the workload of teaching along with a baby. Right now baby feels like a full time job so that will be interesting.
Echo: What advice would you offer to students hoping to do well in your class?
MF: Do all your work. Pay attention. If you make an effort, I'll meet you halfway and you'll do well.

Shannon Vigeant Spanish, levels 2 & 3

Echo: Where are you originally from?
Vigeant: I was born in Arkansas, lived in Thailand for a year then moved back to Massachusetts and grew up there - mostly in the Berkshires, graduating from Monument Mountain High School.
Echo: What motivated you to become a high school teacher?
SV: I have always enjoyed working with youth and I love other cultures and languages. Teaching Spanish is a perfect blend of the two.
Echo: What do you like most about teaching your subject?
SV: The moment the light bulb goes on for a student-- and they say, "I understood what you just said in Spanish!" or when a student is excited about using the language in a real context.
Echo: Have you taught before? If so, where have you taught in the past?
SV: I taught Spanish in Northern Virginia for 8 years... I also taught basic American Sign Language for one year.
Echo: What is your favorite way to fill your spare time?
SV: I have many interests in my spare time... number one being experiencing life with family and friends. I also play a decent game of racquetball, enjoy cooking - especially ethnic foods - and love to travel and experience new cultures.
Echo: What are you most excited about in coming to Mt. Greylock?
SV: I have been so impressed with the quality, kindness and energy of the educators and all the staff at Mt. Greylock. And I am looking forward to getting to know the students better, this is a beautiful area and a great school.

Echo: What do you anticipate as being the biggest challenges?
SV: One of the challenges I feel I am facing is adjusting to a new system and familiarizing myself with the routine (and the bell schedule!).
Echo: What advice would you offer to students hoping to do well in your class?
SV: Don't annoy the teacher... Just kidding! I would advise students to work on letting go a little and allowing themselves to be a little uncomfortable sometimes when learning a language - even though at times this can be hard amongst our peers. For some, language comes easy and others it is a bit of a risk. We will make mistakes along the way and that is okay, it is all a part of the learning process. Additionally, practically speaking, students need to review material daily and always be prepared. I am really excited to get to

know all of my students and see what we can do!

Bob Thistle Mathematics

Echo: Where are you originally from?
Thistle: I grew up in Pittsfield, Mass.
Echo: What motivated you to become a high school teacher?
BT: I have always liked math and in high school, I coached youth basketball. I really liked working with kids, so a high school math teacher seemed to be an excellent fit for me.
Echo: What do you like most about teaching math?
BT: I enjoy seeing kids decide that they are "math people," but even with students for whom math isn't a strong subject, I like when they realize, "O.K., I can do this," or "This isn't so bad."
Echo: Have you taught before? If so, where have you taught in the past?
BT: Early on in my career I taught in Boston, but in 1998 I came to Mount Greylock. In 2004, I left Mount Greylock and went to Pittsfield. I taught math there until last year, when I decided I'd like to return to Mount Greylock.
Echo: What is your favorite way to fill your spare time?
BT: My real passions are coaching basketball and baseball, and I also love watching my kids play sports too. When I was younger, I liked to run marathons, but now I can't anymore. I also play a little guitar.
Echo: What are you most excited about in coming to Mt. Greylock?
BT: I am most excited about the culture at Mt. Greylock, both students and faculty included, and about how people are proud of the school.
Echo: What do you anticipate as being the biggest challenges?
BT: At Pittsfield High School, I had the chance to establish myself and become a respected teacher. I think the challenge will be having to start over at Mount Greylock and reestablish myself.
Echo: What is something that makes you unique as a teacher?
BT: I like to tell stories to make math problems a little more interesting.
Echo: What advice would you offer to students hoping to do well in your class?
BT: Students should be ready to work hard but also shouldn't be afraid to ask questions.

Interviews have been edited and condensed. ■■

The Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williamstown, Mass. Published monthly during the academic year, each issue is developed and edited by a team of student writers, photographers, artists, and editors. Any Mt. Greylock student is welcome to submit material or join the Echo staff.

Editors: Naomi LaChance and Ned Kleiner
Associate Editors: Alina Fein and Jonah Majumder
Business Manager: Rori Brown
Sports Editor: Tom Dils
Photography Editor: Katie Rathbun
Advisor: Peter Niemeyer

Mt. Greylock Regional High School
1781 Cold Spring Road
Williamstown, Mass, 01267, USA

Questions? Comments? News tips?
Please contact:
mountgreylockecho@gmail.com

COMMUNITY EXPRESSES CONCERN OVER PERCHLORATE, HEALTH

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Several other explanations, besides perchlorate's presence in the drinking water, can help account for the apparent prevalence of thyroid cancer in Mt. Greylock graduates. Williams identified thyroid cancer as the most common cancer among young women. She also noted that the cancer may be genetic. These factors could mean that the afflicted graduates would have developed thyroid cancer even if they had not attended Mt. Greylock.

If perchlorate in the drinking water was indeed the source of the reported cancers, the cluster should not continue, since nobody at the high school continued to consume the water after the 2004 tests. Both Williams and Archibald noted that, should there be a continuation reports of thyroid cancer in more recent Mt. Greylock attendees, some other culprit is evidently to blame for the cluster.

Even though the perchlorate may no longer be a direct issue, the awareness brought on by its coverage in this summer's media has intensified the focus on other problems facing the school. Jesouit commented that, in search of a solution, "the facility itself could stand to be replaced." The task of planning for a new building falls to the building subcommittee of the Mt. Greylock school committee. This group may expect increased interest from parents like Jezouit, who plans to get involved with the committee in order to work towards turning plans for a new building into a reality. He feels that this would be the ultimate solution to the health problems plaguing the high school.

Although Williams echoed his sentiment, saying "I think we all want a new school building," she noted that the increased impetus for a new building is an "odd thing, because there's a disconnect between the water problem that's gone and the fuddy building." ■■

THE GREYLOCK WAY

By NED KLEINER

Accountability
Respect
Integrity
Stewardship
Excellence

At the first all-school assembly since last October, held on the first day of school, Wednesday, August 31, the Mt. Greylock faculty and administration unveiled a new initiative: The Greylock Way. The Greylock Way is alternatively known as ARISE, an acronym for Accountability, Respect, Integrity, Stewardship, Excellence. "We at Greylock want to set our own culture," said gym teacher Brian Gill during the assembly. This program sprung from the school's collaboration with the Multicultural Bridges program, in an effort to correct some flaws in the school's culture that became evident last winter with some incidences of intolerant behavior, including a Confederate flag's being found on the football locker room. (For more information on last year's incidents, please see the January 2010, issue of the Echo, available at www.mgrhs.org.) Efforts are being spearheaded by the new PEP (Positive Energy People) Club. The Mt. Greylock SEE (Sustaining Educational Excellence) Fund is also providing support to the project. Said Superintendent Rose Ellis about The Greylock Way: "We look forward to welcoming our students back to school and enlisting their active involvement in this on-going effort to foster a tolerant school community at Mt. Greylock for all." ■■

Peer Team's second annual new students' breakfast a success

By NAOMI LACHANCE

Tuesday, September 6, the Peer Team held a breakfast for new students. All 24 new students were invited, and the morning was spent eating snacks, getting to know one another, and playing games led by the Peer Team members. Peer Team is a group of twenty juniors and seniors that meets every day during second period. The new students' breakfast, now in its second year, is the brainchild of members of the Peer Team that wanted to help make new students feel more at ease in the school community. "It was a hit," said senior and Peer Team member Katie Swoap. "It was so fun to get to collaborate with the new students." ■■

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BOYS' CROSS-COUNTRY RUNNING

By MATT CHEUNG

The summer months are defined by days at the beach, family vacations, and sleep away camps. For some, the summer is all of those plus a chance to train for fall sports. The 2011 cross country team is full of those dedicated athletes who train during sweaty weeks. There is something other than the team's dedication, however, that makes this team different than the ones before: experience. Four of the team's top five runners and six of the predicted top ten are returning seniors. One of those seniors, Josh Harrington, has put in his training hours both on feet and on roller skis and is one of Greylock's strongest runners. He said, "Everybody has been training hard and it will be great to see how the season unfolds." Logan Wilson, another senior, has been running in Lanesborough's hills, while classmate Matt Belouin has had an active summer and will certainly be fresh for the tough training to come. Seniors Matt Cheung, Aaron Taylor, and Sean O'Connor will also provide senior talent to the team.

The team also sees serious talent in its younger members. Junior Will Kirby, who has trained almost every day, looks ahead to a solid year of cross country. Kirby's races this year are sure to be fast, and his overall finish in the county should be something to watch. Just behind him, freshman Carter Stripp has done a large amount of smart and strong training. It will be exciting to watch his progression of fast races during the season to come. Sophomores Archer Greenhalgh and Cole Jackson will also turn in good times for the team.

Coach Burdick has kept his eye out over the summer, watching his runners

take advantage of their potential. His main goal of the season is to "keep everyone healthy and try to be our best at the end of the season," he said. He knows that the seniors have dedicated themselves to training; keeping them uninjured and able to run is his most important goal. On a more strategic note, Coach Burdick will focus at keeping the "3-5 split" as low as possible, which, translated out of cross-country jargon, means having the third, fourth, and fifth runners finish as close together as they can. The team, one of the best in Western Mass. over the past decade, is looking forward to another strong season this year. ■■

BOYS' SOCCER

By ALEX WHITE

The Mt. Greylock boys' soccer team is ready to go after a summer of hard work. Senior captains Luke Costley, Ryan Mahar, and Tom Dils led training sessions throughout the past two months in order to prepare the team for the upcoming season. Much of the team attended a training camp at Camp Dudley in Westport, NY, and will get right into the thick of the action with a game against Wahconah on September 8.

With senior captain Sam DeMatteo and Swedes Olof and Ture Bodstrom gone from last year's squad, the team is looking for a few members of the freshman class to step up into varsity roles and add roster depth.

The backbone of the team, though, remains the same: junior goalkeeper Sean Houston anchors the defense with Mahar and juniors Jonah Majumder and Keath Machado. In the midfield, Dils, Costley, and junior Nathan Majumder roam the field and look to control the game from their respective positions. Up top, seniors Jesse Foehl and Nick Carson will continue to be scoring threats, although Carson is expected to see time all over the field.

When asked about the upcoming season, Mahar stated, "I'm really excited to start playing and see what this team can do. We have a bunch of young players coming up who I'm sure will add a lot of energy to the team. This group of guys has played together since we were in first grade, and, at least for me, this season is a culmination of sorts of all those years



Senior Alyssa Mangiardi is expected to be a key player in this year's volleyball team. Photo: Katie Rathbun

together."

After a crushing defeat to end last year's season in the playoffs, this year's team will play with a little extra edge as they look to improve upon last year's successful, yet tantalizingly unfulfilled, season. ■■

VOLLEYBALL

By KELSEY GOODWIN

Last fall the Girl's Volleyball team broke barriers. Coming in tied for first in Berkshire County, finishing with a near perfect 22-2 record (the best in the program's seven years), and placing third in Western Massachusetts after a heartbreaking five set game against Wachonah, this upcoming season can be described by two words: Great Expectations. Despite a crippling injury to senior captain Meaghan Albert, whose return back to the court is yet to be determined, the Mounties are lead by fellow senior captain Alyssa Mangiardi and an incredible five returning seniors. Rounding off the varsity team is a group of strong juniors and sophomores who have moved up in the program. Varsity coach Phil Paul is excited about working on strengthening a new offense he implemented last year with his veteran squad while adjusting to a three man receive defensive game. Assisting Coach Paul are Junior Varsity Coach Tania Hernandez and Eric Dean. Come out and show your support for the team

during these exciting, fast paced matches as the Mounties looks to finish where they left off last season in search for the program's first Western Mass title. ■■

CHRISTOPHER BARNES, VICE PRINCIPAL

By EVELYN MAHON

This year, Mt. Greylock introduces not only a new member to the staff, but also a new administrative position. Christopher Barnes moves in as Greylock's new Vice Principal. Evelyn Mahon sat down with him to discuss some important topics.

On becoming Vice Principal:

I was really excited. I got a distinct impression from [principal Tim] Mr. Payne and the search committee that this position was a real collaboration with the administration to develop and improve what is already a very good school. My passion is instruction. I love kids, and so I thought this was a great opportunity to move to a beautiful place and an incredible community and work at a school that already has a great reputation and make it an even stronger school.

On his job:

I'm going to report to the principal and take care of the responsibilities that he feels should be part of my job. I'm going to be working with Mr. Flaherty in the SSC [Student Support Center] and helping to meet the needs of kids who have to go there for in-school suspension or just for a period. So I'm going to be seeing how we can help kids who need further intervention. I'm going to be working with instructors, certainly, and observing teachers. That will be a significant component of my job.



Christopher Barnes comes to Greylock with strong intentions and high hopes.

Photo: Naomi LaChance

On MCAS:

I'm going to be involved pretty intimately with MCAS, I've already been to workshops on the data warehouse, and been beginning to understand it. We certainly had something very similar in Maryland... so, I've already been to a workshop on that and I've got a very good foundational understanding of it, and I'm going to be following up with, I hope, many more meetings so I can become an expert at that. I do believe that it's incredibly im-

portant.

On improvement:

With regard to the MCAS, the data can really provide us with a lot of information as to where we're at as a school, where the students are at, and what areas we need to target for improvement. I hope I will not only be looking at the data, but working with teachers to figure out how we can improve. Wherever you are, even if you're in the ninety-eighth percentile, well, you're not at one hundred yet. One hundred is the goal every day, I think. I'd just like to comment that it's impossible for everyone to be in the 100th percentile... We're going to work towards trying to make it better, make

sure that everyone is performing at a higher rate than they are now.

On Towson:

Well, Towson was in Baltimore County. One thing that would maybe put it on the map for most people is that Michael Phelps graduated from there. It's in the very same neighborhood as a state school, Towson University, and it's just north of

the city of Baltimore. In terms of achievement, [Towson High School] was just an incredible group of kids. I've only really met a few [Greylock] students, but I get the impression from the community that it's going to be pretty similar. There's a huge number of very motivated, talented kids, and Towson high school was like that-- a phenomenal group of kids, but we were closer to the city, so we had a significant urban population-- kids coming from troubled homes, and there's all sorts of problems that can come with that. So, that's something that we were trying to help with for those kids. Certainly, Greylock doesn't have that same urban element, but I think wherever you go, you'll find kids across the spectrum.

On how he works:

I might do [the jobs] by myself, I might do them with Dr. Ellis or Mr. Payne, it really depends on what's best for the school environment. I hope to be in classrooms every day, at least for a few minutes here and there. I really love working collaboratively with teachers to figure out how we can better serve the kids. That, to me, is a real intellectual pursuit that never ends. What else can we do? How can we do better?

Interview has been edited and condensed.

IN DISGUISE

By BLAIR DILS

ACROSS

1. 90s collectible card game
6. Beauty pageant article
10. Brandenburg concert composer
14. Black Bear hangout?
15. Reverb
16. Check out (the opposite sex)
17. Butcher's cut
19. _____ Rabbit
20. 60's stage and singing star Robert and the voice of Wheezy in "Toy Story 2"
21. Appointment with Earl Grey?
23. Capt.'s designation
24. Service with a goat mascot
25. Helmet attachment
30. "Dies Irae", for example
34. Hazard precursor?
35. Rend
36. Whale in "Finding Nemo"
37. Yankee 3B who posed for "Details" magazine in 2009
39. "Mary Tyler Moore" spin-off
41. Word that as verb means "cast aside" but as a noun means "shelter"
42. Makes over
44. Homer Simpson's mother
46. End for a meth user?
47. Pro orgs. for 18-down and 53-down
48. Trike guider
50. Showtime's "United States of _____"
52. Tide rival
53. "Love in the Time of Cholera" novelist
56. Nobel playwright Eugene
59. MLBers Felipe, Matty or Jesus
60. Link for 17-across, 25-across or 48-across
63. End of a Caesar quotation
64. _____ curtain
65. _____ protector
66. "Now!"
67. Fail miserably
68. Sedaris piece

DOWN

1. May honoree
2. "Snug as a bug in _____"
3. Rudimentary computer code command
4. One after the other
5. Most dope, to some
6. Anabaptist or Methodist, for example
7. "I use to pray to recover you/ _____ du" _____
- Plath's "Daddy"
8. Ascended (the charts)
9. Dreams' partner
10. "Bells on _____ ring..."
11. Cultural prefix
12. Red Skelton character _____
- Kaddiehopper
13. NPR's "_____ and Now" with Robin Young
18. Tennis players
22. "Two _____ Half Men"
25. Bruins' captain Zdeno
26. Mature leverets
27. MP3 players owned by 300 million
28. Old school cheer
29. Odor
31. Amy Winehouse hit of 2008
32. Davis of "Thelma & Louise"
33. Orson Scott Card character
36. Accessory for Jack Sparrow
38. "Never give up!"
40. Put on
43. Isaac's son
45. "Above _____" (entirely)
48. Afghani people featured in "The Kite Runner"
49. Yale and Root
51. Attach new pipes
53. 2011 NBA Champs
54. Landed upon
55. _____ Wear
56. Sound in the pen
57. "_____ and the Real Girl", 2007 Gillespie film
58. La _____, Spanish professional soccer organization
61. Not pro
62. Southern California's Marina del _____

