

MCAS STANDARDS NOT MET

By EMILY KAEGLI

In September, MCAS results arrived in the homes of Mt. Greylock students. Some students were pleased while others realized they still had some work to do. MCAS stands for Massachusetts Comprehensive Assessment System, a set of tests given to second graders through high school students annually. Although to younger students MCAS may seem like nothing important, they can be a big deal, especially if scores do not meet the requirements set by the state. According to Massachusetts State Law, to graduate from a public high school, a student must earn above a 240 out of a possible 280 (or a scaled score between 220-238) on the tenth grade English Language Arts and Mathematics test and earn at least 220 on the Science and Technology/Engineering test. Although a 220 sounds high on a 280 point grading scale, a student only has to meet the "Needs Improvement" level. The only way to fail the MCAS is to be in the "Warning" range. Students at Mt. Greylock usually take the Physics MCAS

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WILLIAMS COLLEGE & MT. GREYLOCK

By ZAVI SHELDON

On Tuesday, October 19, the School Committee received a donation of \$135,000 from an anonymous Williams alumna for the purpose of teacher development. The money "will enable the school and the college to support much more fully our faculty's efforts to pursue innovative teaching suited for 21st-century learning," said Superintendent Rose Ellis in a quote to the North Adams Transcript. Williams College president Adam Falk says that the donation was prompted, in part, by the donor's knowledge of how important Mt. Greylock is to Williams. For many years, Williams has been extremely involved in the Mt. Greylock community. The college has made monetary gifts to the school over the years when the high school has faced emergencies. In addition to financial support, the college provides academic support directly to the Mt. Greylock students. Many programs have been created to allow Williams students to help Mt. Greylock students, and as a result, strengthen the college's ties to the community. The Williams Center at Mt. Greylock plays an important role in coordinating these programs between the two schools. Founded in 2008, the center is run by Kaatje White and is funded through an annual grant from Williams. Before the Williams Center, some programming did exist, said White, but not formally. She added that "it is important for every community to have strong public schools, and Williams, as an educational entity, values that resource." Now, thanks to the Wil-

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A NEW WAY FOR GREYLOCK

By REBEKEH PACKER

In an assembly on August 31st, Mt. Greylock staff introduced students to their "new" school. Physical education teacher Brian Gill pointed out the fresh paint and



Senior Akash Persaud, left, and junior Crystal Haynes speak at a BRIDGE meeting this October.

Photo: Rebekeh Packer

new sports banners around the walls. A team of staff members explained the five core values of "The Greylock Way": Accountability, Respect, Integrity, Stewardship, and Excellence. Then the PEP club, a new organization that formed this summer, led the school in a cheer. The first whole-school assembly (besides Pep Rallies) in years, principal Tim Payne said, made "a positive start" to the year. Many of the ongoing changes in the building stem from Mt. Greylock's work with Multicultural BRIDGE, a Berkshire

County organization committed to "education and dialogue on the issue of race, ethnicity and effecting change to create a safe and inclusive community," according to its website. Administrators asked BRIDGE to work with the school in response to an incident in November of 2010 in which a confederate flag and "derogatory images of students" were discovered and immediately removed from the football locker room. BRIDGE's Executive director Gwendolyn VanSant led cultural competency training workshops with faculty, the football team, and a group of about twenty students from different grades and social groups. The all-day workshops included role-playing and discussion, and they aimed to make students more aware of diversity issues within the school. The football players told her afterward that "every student in the school should have to do this," VanSant said. VanSant applied to the SEE (Sustaining Educational Excellence) Fund, which awarded BRIDGE a grant to continue working with Mt. Greylock. BRIDGE trained about fifteen students as Youth Ambassadors last year; the group will expand this year to about twenty. The Youth Ambassadors act as leaders by making presen-

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1 in 650: An Interview with Pearl Sutter

By LUKE COSTLEY



Photo: Aaron Ziemer

Q: Okay Pearl, yes or no question. Can you do magic? A: Yes. Some of you readers might be raising your eyebrows right now. It's okay, that's a perfectly normal response. But what exactly does that "yes" mean? Pearl is not a witch; she did not receive her Hogwarts acceptance letter when she turned eleven; she has never been to the Leaky Cauldron or Diagon Alley. But she does possess an unusual talent for performing all manner of magic tricks, making her stand out as this month's 1 in 650. Still skeptical? Keep reading to find out. Q: Explain a little more. What kinds of magic can you do? A: Almost any kind... card tricks, coin tricks, I can use any kind of prop. Once I learned the technique for the basic tricks, I have been able to do anything. I make up my own tricks now. Q: How and when did you learn those basic steps? A: When I was nine, my dad brought home a magic set. He got me started, taught me what I needed to know, and then I have been learning by myself ever since. Q: In what ways have you been able to share or perform the magic that you have learned? A: I have done a couple different things. First, I perform at a lot of talent shows, either locally or for school events. I also did a performance on Willinet, the local TV station. And lastly, I am a counselor at magic camps during the summer. Q: Tell us some more about the magic camps. A: Well, campers come to the camp for a week at a time and I teach them the tricks that I know. All campers are then able to learn the tricks themselves and perform at the end of the week. Q: Do you foresee continuing to practice your magic in the future? A: Yes. Right now, I am in the business of performing magic at birthday parties, and I can see myself pursuing a similar path during college. I would also consider pursuing it professionally. Q: Last couple questions. What is the typical reaction when people learn that you can do magic? A: Mostly skeptical. Q: So do you then perform a trick to shut them up? A: Of course! Pearl then takes a butter from her lunch tray, lays it flat on the table, whisks her hand around it, and suddenly the butter is gone. She then holds out two empty palms. Vanished. As we stand up to leave, she puts the butter back on the table as if it never left. Still skeptical? You'll have to find Pearl in school and see for yourself.

Interview has been edited and condensed. To nominate a student for 1 in 650, please contact the editors at mount-greylockecho@gmail.com. ■■

OCCUPY WALL ST.



Protests against unequal wealth distribution continue. Katelin Marchand shares her experiences in the NYC protests. Page 4.

Photo: Katelin Marchand

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CROSSWORD

Evelyn Mahon stumps us with a new puzzle. See Page 8.

MOUNTIE PRIDE

A page of updates on PEP Club and other spirited happenings. See Page 6.

## MCAS STANDARDS NOT MET

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test in ninth grade because that is the course many complete their freshman year. If a student does not pass in ninth grade, he/she has to take the Chemistry test the next year and keep retaking the test until he/she passes. If a student does not meet the standards in mathematics or English in tenth grade, he/she will take the same level test again and again until he/she finally passes and meets the state law to graduate.

For elementary and middle-school students, the MCAS is only used by the state government to make sure that schools are meeting teaching standards. For this reason, many teachers at Greylock try not to teach to the test and hope that through teaching their curriculum, they are able to educate their students well enough to pass the test.

The state mainly looks at eighth and tenth grade results. In the eighth grade, 89% of MG students passed with “Proficient or Higher” in ELA (English Language Arts) exceeding the state average of 79%, which is very impressive. Only 3% of Greylock students were in the “Warning” level. The school did not do quite as well in math and science in the eighth grade with only 52% “Proficient or Higher” for math and 28% for science. Mt. Greylock was a bit above the state level in both with only 17% at “Warning” level in math compared to the state’s 21%, and 13% versus 19% for science.

Tenth grade however, is the real test for the school because it is one of the key factors to graduating High School. Tenth graders passed with flying colors in English with a 92% at “Proficient or Higher” and only 2% “Warning”. This result bodes well for the school, given that the state’s average was 84% “Proficient or Higher” and 3% “Warning”. Unfortunately, we were below the state average in math of 77% “Proficient or Higher” with only 75% of MG sophomores scoring in that range.

So what does all this mean? Most of the results show that a good majority of students are above the state average. However, these numbers actually had a negative impact on the school’s standing. The state looks at these numbers and has certain criteria that the school as a whole has to achieve. The results can also show where the school is struggling. As Principal Tim Payne said, after being asked about the results, “There are places where we excel and other places that we have to look at.” To make the state standard the school has to have 95% of students in grades seven-ten take the tests and either make the state performance target of 95.1% in English and 92.2% in Math or meet a school improvement rate between 93.1-97.3% in English and 84.6-89.6% in math.

English was great for Greylock, exceeding the requirement with 99% of students taking the test, 96.2% passing, and a 1.7% improvement rate over last year. This is a positive reflection on both students and English teachers.

Math scores, on the other hand, were not what the school had hoped for. Greylock met the standards with 98% of students taking the test, but failed the other require-

ments. The passing rate was very low at 82.4%, and Greylock also did not make the improvement range. Although 82% sounds pretty high, that means that almost one out of every five Greylock students failed the math test.

Because of these results, the state has placed Mt. Greylock on the “Level 2” status because Greylock “subgroups” (i.e. low income students) have not met the math standards in four years. Greylock subgroups in math came in with only 70% passing. This is also not the first time that the “aggregate” or total student population has not met standards. In 2009 the school also did not achieve math requirements. In English we have shown great improvement over the years. Our subgroups did not pass in 2009 or 2010 but this year we did. If the aggregate and subgroups pass again in 2012 we will be totally in the clear for English.

Greylock has been placed in “Corrective Action” because of our math results. Now the school has to devise a school improvement plan to make sure that we can pass in 2012 and years to come. The school has also already notified parents and guardians, as they were required to do by the state with a letter set out in late September. The school has already taken action by restructuring Administration with the hiring of Vice Principal Chris Barnes.

Teachers will be involved in more professional development, specifically in math. There will also be more options for students that need extra help. Tutoring is now available through Williams after school. Our school numbers are small enough that the amount of students that will be receiving extra help as a result of not meeting state requirements will be low. For the majority of students, there will not be much of a difference in school life. With these new plans, Greylock students will hopefully be able to turn around the past results this spring and pass state requirements. ■■■

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	287	284	99	Yes	284	96.2	Yes	93.1	1.7	93.1-97.3	Yes	85.3	1.8	84.5	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	39	37	-	-	37	77.0	-	-	-	-	-	-	-	-	-	-
Low Income	45	45	100	Yes	45	91.7	No	87.0	3.3	87.0-94.8	Yes	60.0	10.0	50.0	Yes	Yes
Afr. Amer./Black	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	266	263	99	Yes	263	96.4	Yes	93.5	1.6	93.5-97.6	Yes	86.0	0.1	87.0	Yes	Yes

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	287	282	98	Yes	282	82.4	No	82.8	4.3	84.6-89.6	No	85.3	1.8	84.5	Yes	No
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	39	37	-	-	37	48.0	-	-	-	-	-	-	-	-	-	-
Low Income	45	44	98	Yes	44	64.8	No	70.0	7.5	73.0-82.0	No	60.0	10.0	50.0	Yes	No
Afr. Amer./Black	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	266	261	98	Yes	261	82.6	No	83.3	4.2	85.0-90.0	No	86.0	0.1	87.0	Yes	No

Adequate Yearly Progress History										NCLB Accountability Status	
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 1 - Subgroups	
	All Subgroups	Yes	Yes	Yes	Yes	Yes	No	No	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Corrective Action - Subgroups	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	No	No		

2011 Adequate Yearly Progress (AYP) Data for Mt. Greylock released by the state of Massachusetts after last year’s MCAS testing.  
Graphic: [www.mass.edu](http://www.mass.edu)

## Student Council Update

By JAKE KOBRIN

Many Greylock seniors applying to college this year have found themselves in a tricky situation. While most high schools use grade point averages on a four or five point scale, Mt. Greylock currently uses a system based on 4.5 point scale, making it significantly harder to compare Greylock students to students from other schools and submit Greylock GPAs accurately in the Common Application. This scale began in the mid-2000s, when guidance was looking to shrink the GPA gap between regular, honors and AP classes. When the school decreased the weighting system, classes were set on the scale

that we have today. This, among many other issues, were discussed in the Student Council’s meetings this month. The Student Council proposes that guidance raise each student’s GPA by .5 to create a five point scale. On another note, the Student Council has partnered with 4-H to host a can drive with a prize of \$500 to the class that donates the largest number of cans. The drive is running from October 13th to November 17th. Be sure to check out the Student Council’s new bulletin board located near the Principal’s office for news and updates on the each meeting. ■■■

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.

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## WILLIAMS & MT. GREYLOCK

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liams Center, the two schools are able to work together to improve the qualities of their students' educations.

This year, Williams has already proven to be a valuable resource to the AP Chemistry classes. Approximately once every quarter, the students participate in the labs of a class taught by a Williams professor. Chemistry teacher Scott Burdick said he that from this his students can gain a "real college experience." Transportation is provided by the Williams Center, and the professors donate their time as well, making the trip free for the students. "These kids are able to do labs that other high schools can't," said Burdick.

Additionally, many high school English classes have writing fellows from Williams. In its fourth year, the fellow program's primary goal is to help students improve their writing skills. Each class's fellow is available to help students write, revise and edit, both in class and through email. Generally, the fellow has some interest in English or education. English teacher Kellie Houle said she hopes that the program not only helps her students become better writers, but also provides them with a role model. "I think having a Williams fellow helped us start to write at a higher level," said junior Sophia Dastoli.

A weekly tutoring session on the Williams campus provides yet another way for Greylock students to receive help from Williams students. Nearly thirty college students volunteer to spend an hour and a half tutoring a student one-on-one. Guidance counselor Beverly Maselli, who coordinates the project with a Williams student, said, "the program has worked very, very efficiently and grown over the years." In fact, she says that with about fifty Greylock students participating, the program is almost too successful. There is also tutoring on Tuesdays and Thursdays for middle school students at Mt. Greylock. White said of the program, "I hope that the Greylock kids enjoy the peer tutoring. Sometimes it is easier to be helped by someone closer to your own age."

These are just a few of the opportunities provided to students through Mt. Greylock's relationship with Williams. Classes take trips to see guest speakers give lectures, visit the Williams College Museum of Art and do workshops such as the MathBlast, which is being offered to tenth graders again this year. Also, sixteen students are taking classes at Williams this year. Students can participate in dance workshops offered by Williams dance groups, and Williams helped to establish the successful school garden. In April an SAT preparation program will be available to all juniors.

White stresses that, although it seems to be mostly Mt. Greylock students receiving support from Williams, it actually is a beneficial relationship on both sides. "They either find Greylock comforting, because it is similar to their old high school and friends, or it is fascinating and new because their high school experience was so completely different," said White. Many Williams students choose to work at Mt. Greylock as part of a work-study job, for community service, or to gain classroom experience. Spending time at Greylock also strengthens their ties to, and gets them more involved with, the community.

Through financial contributions and educational and extra-curricular programs, Williams College and Mt. Greylock are able to take full advantage of the opportunities they provide to each other. Hopefully, this strong relationship will continue to thrive in the years to come. ■■

## JCL Kickoff Day



*Latin students from around the state congregated at Mt. Greylock on Saturday, October 22 in a Junior Classical League kickoff event called, "Catapult, Certamen, and the Clark!"*

*Photo: Aaron Ziemer*

## Seventh Grade Reads *The Bystander*

By SAM KOBRIN

The seventh grade has been reading and discussing the book *The Bystander* by James Preller. The SEE fund made it possible for the seventh graders to meet the author and attend writing workshops led by him on October 12th. He also gave a presentation to the whole seventh grade class. They read the book because last month was national bullying prevention month. For the past two years Mt. Greylock has been addressing bullying in school in accordance to the new Massachusetts bullying laws that went into affect last winter.

The book is about a seventh grader, Eric, who just switched to a new school. Griffin who seems to be cool, confident, and popular befriends him. As they become better friends, Eric sees that Griffin is a bully. Eric has to choose between standing up to Griffin or safely standby. If your walking down the middle school hallway ask a seventh grade about their experience. ■■



*Author James Preller speaks to seventh grade students on October 27.*  
*Photo: Liz Costley*

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## THE ULTIMATE VILLAIN: MGRHS TO STAGE *RICHARD III*

By NAOMI DAY

This year, for the Fall Festival of Shakespeare, the Mt. Greylock stage will play host to a truly terrifying man: the Duke of Gloucester, also known as Richard III.

Among the early plays of one of the most famous playwrights of all time, William Shakespeare, *Richard III* is the second-longest play he ever wrote. The students, along with directors Jon Croy and Daniel Joeck, face the task of cutting *Richard III* down to a 90-minute rendition

which leaves only four major characters alive by the play's end.

King Richard's character will be played by three different students. Junior Miranda Park, who has been performing in Mt. Greylock plays since middle school and is one of the three Richards, said, "I think that it's really cool how Richard has been split up into three parts. The character is so complex that I think it'll be interesting to see what the directors do with him."

Jon Croy is the Youth Programs



From left, Evelyn Mahon, Dan Packer, Samantha Adams, and Thalia Rositer rehearse a scene from Shakespeare's *Richard III*.

Photo: Katie Rathbun

that still contains all the key elements of the play.

This year's performances will be held in the Greylock Auditorium at 7:00 PM on Wednesday, November 9th and Thursday, November 10th. An in-school performance will be held on Thursday for middle schoolers. These shows are preceded by seven weeks of preparation which include a week for auditions and tech week, an intense time of practice during which the cast and crew work hard to perfect their version of the play. After the shows, Mt. Greylock students perform in the Fall Festival, a noncompetitive event hosted by Shakespeare & Company that seeks to promote interscholastic cooperation and support between Mt. Greylock and the nine other participating local schools. Junior Kim DiLego, who has been in the Shakespeare productions since 8th grade, said that "between the language of Shakespeare and all of the schools, [the Festival] is a great atmosphere." Mt. Greylock will perform at Shakespeare & Company on Friday, November 18th at 8:30 PM.

The play follows the life of Richard, Duke of Gloucester, who later becomes King Richard III. A deformed and bitter man, the Duke has become jealous of seeing his other family members inherit the throne when he believes he is the one who should rule England. Richard III engineers the murder of his brother in his quest for the throne, and sets off a chain reaction

Director in the Education Program of Shakespeare and Company, where he has worked for 24 years. He said he finds the work of the Education Program "really inspiring," adding with a smile, "I love this program." In his 11th year at Mt. Greylock, Croy is now directing his one of his largest casts ever at the high school, with over fifty-nine tech, crew and cast members. The high participation rate is a result of an important aspect of the Shakespeare program: during auditions, nobody is turned down. Everyone receives a part to match his or her interests and abilities.

Croy said of the process of bringing the play into being that he is "constantly asking students to think for themselves." Instead of doing what many directors would do – something along the lines of walking in and telling the students how to act, where to stand, and what expression to put on their faces – he wants them to actively create their own character. Students seem to truly enjoy this aspect of the Shakespeare program. Park said, "Having more control over my role and the decisions I make for my character is really liberating." She added, "when I have the freedom to make my own decisions, I feel like I can relate more to the character I'm playing."

With a passionate cast and the strength of Shakespeare's words, this innovative rendition of *Richard III* is sure to delight and disturb audience members young and old alike. ■■

## #occupywallstreet

By KATELIN MARCHAND

When I first entered Zuccotti Park I was hesitant. Walking through the park snapping pictures at the protestors with signs felt trivial and strictly touristic. As I continued through the park, weaving between damp sleeping bags and blue tarps I got caught up in the moment; the drummers, the vibrant signs and the people who had all left something behind to be here. But I was mostly amazed by the people. Each person was there because they felt the need to fight for something that they believed was unjust. So Cool!!! This public demonstration titled "Occupy Wall Street" located in Zuccotti Park, in lower Manhattan, was thrilling to observe.

In Zuccotti Park, the method the protestors use to communicate with one another is a "call and response" method. One person stands up and calls the attention of a mass of people then shout a message or announcement which the crowd of activists must repeat. Microphones are not allowed to be used because a permit is needed to use one. Sophomore Amalia Leamon went to NYC over Columbus Day weekend and shared her experience: "I was really energized because everyone was engaged in their beliefs." Leamon participated in the protests by being part of the call and response. While Leamon was there she didn't see any arrests but as she was leaving many police cars pulled up and policemen left their cars with sets of handcuffs.

Everywhere I went there was someone holding a clever poster or chanting cheers. On the edge of the park there was a sign making station. There a woman was being interviewed while her young children made posters that said, "Tell the truth!"

The truth is American tax dollars bailed out Wall Street without reforming it. Hedge fund managers, such as John Paulson, "...made \$4.9 billion last year..." and paid taxes that were, "...just 15 percent rather than the regular personal income rate of 35 percent," stated the New York Times on October 15th. How can a person possible make 4.9 billion dollars in one year and then pay barely any taxes? If he had paid taxes at the normal 35 percent, he could have greatly benefited society. Taxes pay for our schools, roads, and general infrastructure. How is it possible that the wealthiest pay the least amount of taxes? This is one of the many tax loopholes that allows the top 400 richest Americans to have more combined wealth than the rest of the 150 million people in our country.

Our nation's distribution of wealth is more unbalanced than the that of Egypt or Tunisia, two countries which only this year became democracies. According to The Atlantic, our country ranks near the bottom in income inequality.

"We are the 99 Percent" encourages us to demand of those in power, "Are you with the 99 percent or not? And what are you doing about it?" And the "99 percent" slogan is not only all-embracing but nearly correct: the system is working for far more than one percent of us, of course, but how much more? We are the most class-divided of all the world's "developed" nations..." (Marc Bittman, NY Times, Oct. 11th)

The national protests began on September 17, 2011, and have spurred a huge movement across the country and the globe. Occupy Wall Street has spread to over 1,995 locations throughout the United States and in many cities on 5 of the 7 continents. Although lacking any demands, the movement has rapidly gained support. To me personally, it is amazing that the movement has grown so large in merely a month. October 15th was labeled as a day for global change, and over 1,500 events were held all over the world. In honor of global change day, the protesters that were occupying Wall Street and others who believe the system needs to change, gathered and thousands marched through Times Square. Where this movement is headed, no one knows, but it is evident that a metamorphose needs to occur to return us to a more economically balanced America. ■■

## RICHARD III Performances

Wednesday, November 9 @ MGRHS, 7 PM

Thursday, November 10 @ MGRHS, 7 PM

Friday, November 18 @ S & Co, 8:30 PM

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## OWNING UP TO LANGUAGE

We're not a community of homophobes, misogynists, or anti-Semites.  
So why do we act like one?

By NAOMI LACHANCE

Language is a funny thing. It holds incredible power, yet humans so often forget to recognize it. Recently, we as a community have fallen into the habit of using terms whose uses beg reconsideration. These words' histories, their baggage if you will, are too heavy to simply ignore. I suggest that we all take the time to own every word that we say. Rather than scolding a person every time an offensive word is used, or worse, saying nothing at all, we begin to create an accepting community when we strive to recognize the implications of our words.

Let's consider a few common phrases. Homophobic slurs, particularly "gay" and "fag," have become slang to describe a distasteful situation. For example, "I'm grounded. It's so gay." In using these words out of habit, we associate homosexuality with the negative, a mistake that can have dire effects, even when the word is not used to deliberately be homophobic. Carl Joseph Walker-Hoover and Tyler Clementi are just two of many teens that have committed suicide from the torment of anti-gay ideas. The words "gay" and "fag," even when not used out of overt homophobic malice, carry hateful implications. I go so far as to assert that students and

teachers using these words out of habit ought to have retribution as severe as if they were, by school definition, bullying, because through the use of these words, they are creating a community that has agreed that homophobia is acceptable.

The phrase "slut" is another that permeates the school hallways. I have friends that will defend it, arguing that, if a woman engages in certain sexual activities, then she really is a slut. I, however, hearken back to Tina Fey's words of wisdom in her 2004 film *Mean Girls*. "You've got to stop calling each other sluts and whores," she tells her female students, "It just makes it okay for guys to call you sluts and whores." Women are not sexual objects, and when we use this term, even out of supposed deserving, we are contributing to a culture that demeans women as domestic objects. This is a school where gender norms are questioned, from the volleyball team to the stage to the classroom. That ought to be reflected in day-to-day language as well.

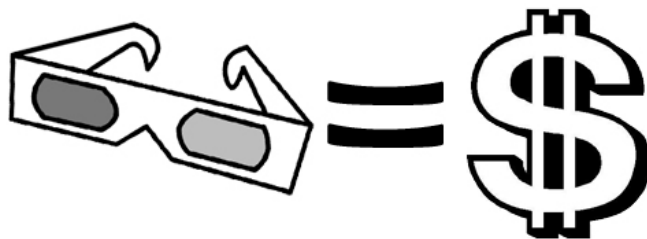
Another phrase I hear used by the school community is "Jew." Not, "I'm a Jew so I'm missing school for Rosh Hashanah," but rather, "these uniforms make us look like Jews," or, "don't Jew me out of our bet." This word in

particular has significant baggage; it carries the weight of the centuries of discrimination that Jews have endured. Nearly seventy years ago, six million Jews were killed in the Holocaust. Many Americans choose to see that as the end of anti-Semitism, but in truth, anti-Semitism is as present as ever, even within the walls of Mt. Greylock. Even when the word is used out of habit, it evokes the same pain as when the word is used for deliberate hatred.

These are only a few of the words that, when used, hatefully target specific members of our school. If a student truly hates gays, or women, or Jews, or any other group that language targets, then perhaps this issue ought to be addressed differently. However, I believe that the majority of the slurs that are used at Mt. Greylock are used out of a failure to think rather than out of legitimate hatred. I request that every member of the school community—students, teachers, faculty, family—take time to consider the implications of language. Even if a word seems only like slang, it can carry with it extreme hatred. Even if a word only seems like a word, it has the power to cause profound harm. ■■

## The Case Against 3-D

By NATE TASKIN



Graphic: Peter Iwasiwka

In the mid-1950s, Hollywood came up with a brilliant new marketing gimmick for movies. What if, from the perspective of scientifically modified glasses, audiences could see a movie with the illusion of depth perception in three dimensions? What if the images onscreen could just POP OUT at you? This new practice, dubbed "3-D" was beloved by audiences and critics alike, becoming a mainstay in film theaters everywhere.

Just kidding. It was savaged by critics and made a laughing stock by audiences, and was quickly shelved after the fifties winded down. But now, 3-D has made an unfortunate comeback. After the massive success of James Cameron's *Avatar*, studios took note of its usage of 3-D and abruptly followed suit. This resulted in a relentless outpouring of shoddily-made films with the sole purpose of making more money by getting on the 3-D bandwagon. Although there are definitely a few good movies in the ongoing 3-D hysteria, their greatness has nothing to do with 3-D; it has to do with the film itself. The worst part is that this marketing trick worked. A vast majority of the top-grossing films of last year were in 3-D. But what is the true point of its use? In the end, it's just a waste of dimension and your money. It adds nothing new or interesting to the movie-going experience. Not only that, but when a movie-screen is seen through the eyes of 3-D glasses, it just looks like plain ol' crap.

Here's an exercise: recall the greatest moments you've had with movies. When thinking of those moments, do you think they could have possibly been improved by 3-D? A great film completely envelops us and engages our fullest imaginations. A truly extraordinary film doesn't need 3-D when it has a great story with great actors and writing. What would *Goodfellas* have to gain in 3D? What about *Edward Scissorhands*? *Casablanca*? *Mean Girls*?

As a whole, the sole purpose of utilizing 3-D in the movie is to draw a larger profit. Most tickets for regular movies shot in 2-D are around five dollars. With 3-D, tickets can cost up to eleven dollars. There's absolutely no point in paying more for a movie with distilled images and a dull screen when you can see it full and brightly colored in glorious 2-D. Also, you're able to save money and I don't know any level-headed person who would consciously choose to waste money on a movie that they can barely even see.

This brings me to my final argument. I could forgive the extra price if 3-D actually looked any good. But the truth is; films in three-dimensional format just look flat out awful. When watching a movie in 3-D, have you ever noticed that the images always seem dim? 3-D dilutes the light projected from the screen, muddling the vision. This makes the image of the film blurry and out of focus. True, it pops out at you, but what you're seeing is a hazy and indistinct picture that is incredibly ugly to look at. This is especially apparent in movies converted to 3-D in post-production (again, for a quick cash grab). Even films that use 3-D more effectively than others, like *Avatar* and *Alice in Wonderland*, are guilty of this. The popped image is still grainy, and no matter how good the 3-D in those movies, it still didn't stop them from being bad movies. (Seriously, Johnny Depp break dancing?)

What was the final straw in my hatred of 3-D, you ask? It was none other than *The Last Airbender*, one of the most laughably bad movies made in the last couple of years. I was told that the special effects were one of its few saving graces, but I can't confirm this. After all, the 3-D, being 3-D, prevented me from seeing any of these allegedly good special effects and subjected me to rely solely on the dialogue. I'd explain what the dialogue was like, but if someone's ever shoved a power drill into your ear, then you probably have a good idea. *The Last Airbender* is a good example of everything that's wrong with 3-D and marketing gimmicks as a whole. Hollywood needs to stop with the 3-D mania. It doesn't "enhance" or "strengthen" the film experience, it just ends up weakening it. The idea that moviegoers need a cheap visual trick to draw them to the theater is insulting and pathetic. When Hollywood feels threatened, it shouldn't have to search for the latest marketing scheme, it should just work a bit more on the script. ■■

## Cartoon

By HALLIE WALKER



# MOUNTIE PRIDE

## THE RED ZONE

By MOLLY CARSON

Most students have noticed the bright red ribbons hanging along the once empty closet space next to Mr. Gibson's room. The Red Zone is Mount Greylock's latest PEP Club improvement, and provides red and white accessories to all grades. Coach Lynn Jordan says, "A lot of students here don't have an opportunity to buy school gear unless they're on a sports team. The Red Zone is here to provide all students with that opportunity." The store is open Tuesdays and Thursdays during the second half of every lunch period, and is manned by members of the PEP Club. They sell every Greylock-related item you can think of, and even some others. Water bottles, sweatshirts, t-shirts, sweatpants, jackets, shorts and pencils are just a few of the things sold there. They also have

packs of gum and individual mints if you need an afternoon pick-me-up. The store was originally funded this fall by the School Council, when it was recog-

about \$2,000 were carved out of the student council budget, PEP Club accepted the responsibility to start the project. Once Pep Club pays off their loan, all profits will go towards pep rally, homecoming and future events at Mt. Greylock. Student Council president Hallie Walker remembers the first stages. "Once Sophie came up with the idea, everyone was behind her full force towards setting it in motion. She went to Superintendent Rose Ellis and was immediately supported." The Student council worked towards opening the store last spring before Pep Club stepped in at the beginning of this year and offered their support. Nick Carson and Susie Shanley, the co-chairs of the PEP Club, were instrumental in getting the store ready for its grand opening. The school store is gathering momentum, thriving with support from students and teachers, but hopes to attain greater success. Junior Emily Greb commented on the impact so far: "The Red Zone has definitely connected our school in a positive way. It encourages the school to

wear more red and support our athletics. The Pep Club has made so many great improvements throughout the school and I'm sure there will be many more great things to come." She reflects on the painted cafeteria and the greater presence of school colors in the hallway. "The red-out days are really great. Especially on soccer and football game days, the hallways are so full of school spirit. The school store connects the high school and middle school students with the same great merchandise, and already many of their items have sold." The high school is full of team spirit on game days, and the school store helps those who don't play a fall sport join the fun. The suggestion box is waiting for Mounties who feel their ideas could help improve the store appeal to a wider spectrum of students. Freshman Jake Kobrin agrees the store has miles to go: "I haven't seen that the store has affected the lower grades as much, but it's definitely catching on. With a little publicity, the store is bound to reach its full potential." Students and faculty members are encouraged to visit the store and support your school Pep Club! Since the school store has been added, red has become a prominent color on campus. Varsity sports teams have attracted record numbers, and red-out days have brought school spirit to its highest point yet. Mobs of painted fans fill the bleachers and thanks to the red zone, every student has an opportunity to show their spirit. ■■■



The Red Zone, Greylock's new store, proudly sells Mountie paraphernalia.  
Photo: Katie Rathbun

nized as a necessary addition to the school community. Sophie Leamon came up with the idea and it was eagerly supported by the student council. Once funds of

## A NEW WAY FOR GREYLOCK

Continued from Page 1.

tations or just by setting a good example. VanSant has also continued holding cultural competency workshops with groups of under twenty students at a time. After a full staff meeting and several training workshops for the adults in the building, a smaller faculty "task-force" worked together to design the Greylock Way: ARISE. Superintendent Rose Ellis called the initiative "a truly grassroots effort, starting with staff and faculty." She stressed that adults were trying to "model the behaviors" they expect from students. "We need to set a new standard," said Payne, "and hold not only students but adults in the building to that standard." As the school sets its new culture, administrators are making efforts to keep parents involved. On Wednesday, October 5, BRIDGE invited the community to a parent forum to help spread the word. Many community members and teachers spoke, and the meeting ended with a drum circle taught by musical educator and Greylock parent Otha Day. Local historian Stewart Burns, a Mt. Greylock student during the 1960s, spoke at the forum. Burns attended the March on Washington in 1963 and started a civil rights committee at Greylock, an "educational forum" to help students educate themselves about civil rights. In his work at Stanford University and now as the Coordinator of Community Engagement at Williams, Burns has organized similar discussion groups. "There are lots of ways to have these dialogues," he said. In bringing people together to discuss diversity, he added, "communities can form that you would never have imagined." Burns voiced concerns about diversity at Greylock. He mentioned a workshop last year with civil rights activist Bob Moses about "quality education as a civil right." An assembly did not work out logistically, but Burns thought perhaps a larger group "would have cut across more of the boundaries." Most of the attendees (class officers and student council members) turned out to be the more privileged students, he said. When he attended Greylock, Burns said, kids who weren't involved in academics or sports "weren't exactly a part of the cultural family." Alex Steele, class of '91, added: "When I went here, it was a scary place...we didn't

have ways to confront [diversity issues]." He said of the work BRIDGE has been doing, "This is a huge milestone...the fact that there are ways to communicate this message." Junior Crystal Haynes, an ABC (A Better Chance) scholar and a Youth Ambassador with BRIDGE, said Mt. Greylock students "weren't used to seeing someone like me." She said the workshops opened up a discussion about "what prejudice means, what racism means." Senior Akash Persaud said that his work with BRIDGE has taught him "how to handle certain types of situations" and "be a role model for other students." The parents at the meeting met the reports of changes in the school with applause, but when VanSant opened up the floor, many expressed concerns. Greylock parent Nicole Harrington said she hoped BRIDGE could "broaden [its cultural training] beyond the building...lots of kids have privileged backgrounds", she said, and she has noticed a prejudice towards students at schools in less wealthy environments. Another Greylock mother, Moira Jones, has a daughter who had avoided attending Greylock for fear of being targeted for a disability. Said Jones, "People are afraid to be themselves because they think other people will judge them—that's what we're up against." Despite the challenges, however, there has been some real change, said VanSant: kids say "it's a different place." Even last year, when Liza Barrett and Lynn Jordan left the faculty meeting in January of 2011, they noticed "an energy and something different," said Barrett. They began PEP (Positive Energy People) Club for students interested in making the school a more positive place. Barrett assured the audience at the parent forum that the school's efforts have not gone unnoticed. Before the assembly on the 31st, she asked her seventh graders to define the Mt. Greylock community. One called it "a nice, fun, clean school." Another said the Mt. Greylock community was "an environment where you can feel safe and secure." A third seventh grader wrote, "We are all pitching in to make the school a better place." ■■■

## PEP RALLY REVISIONED

By EVELYN MAHON  
REPORTING By REBEKEH PACKER

Ask any student what their memories of Pep Rally are, and they will most likely describe blurs of red and white as the seniors fly past and into the bleachers, the roar of the juniors as they attempt to drown out the seniors, and, if they're old enough, questionable student activity such as the infamous Ben Ogden incident. However, this year's Pep Rally is slightly different than those in years past. There are new rules regarding dressing (abdomens are supposed to be covered- i.e. no shirtless guys or girls donning a sports bra in lieu of a shirt), and instead of the traditional, senior-dominated rally most Mt. Greylock students are used to, the Pep Rally this year is supported by the Positive Energy People (PEP) Club. The PEP Club had its first meeting on September 15, Advised by gym teacher Lynn Jordan and Middle School English teacher Liza Barrett. When Barrett attended Mt. Greylock, she said, "We had a great school, and we knew it, and we were proud of it." But when she returned to teach, the Pep Rally no longer felt like it was "bringing the school together. Jordan said, "We wanted to bring back the old school Pep Rallies." Over the summer of 2011, Barrett and Jordan began contacting students. Senior Susie Shanley, co-president of the PEP Club, said Jordan called her during the summer and said, "We're trying to...get some school spirit going because the school spirit has been lacking lately." The first few members made signs before school started that would be up in the halls on the first day of school, and PEP Club already has over 100 members. At the meeting on September 15, they elected two co-chairs, a secretary, and two treasurers. The club also discussed ideas for theme-days during spirit week. Also touched on at the meeting was just how much the PEP Club would be involved in this year's Pep Rally. "We're the worker bees," says Coach Jordan. "We want the seniors to be in charge, we're just here to help them and support them. If there were more seniors involved in PEP Club, and they heard what our ideas were, then they'd be really excited about it all. But I think they're just seeing it as 'Oh, they're just taking it away from us.' It's not that. We want them to be in charge. We just want to help them get there so they have a lot of input and direction." However, there are still seniors who want the PEP Club to have nothing to do with their rally. Said senior Tommy Dils, "They're taking all the fun out of senior year." It's not only the seniors who feel this way. Sophomores Warren Taylor and Dustin Chang see the PEP Club as a force dethroning the seniors' grip on spirit week and the pep rally. "I believe the pep rally should be run by the seniors. It's tradition." Said Chang. Taylor added, "The seniors should definitely do it." Of course, there are students with mixed emotions on the subject. Senior Ted Burdick said that he likes "that they're doing stuff, but it seems like a senior thing. But then again, as seniors, we're all kind of lazy, so it's good that there's a little help." Sophomore Celestine Lockhart said, "It's just really different than previous years, but I think it'll be better because there will be more spirit." Then there are the dedicated supporters of the club, including senior Henry Sanford who said, "It's good impact, because it gets [the Rally] a lot more organized. It will probably get more people involved." Sophomore Blake Sherman agreed, but added, "People are going to have mixed opinions about it." Yet, the PEP Club has not limited its incredible source of school spirit and energy to the Pep Rally. Also organized by the PEP Club is the new phenomenon of "red-out days"- the entire school decked out in red on the day of a race, game, performance or any other event. The P.E.P. Club has also brought back the school store to its former glory. "A lot of the stuff that we do with PEP club isn't necessarily done in the meetings," said senior Nick Carson, co-president. "We're school spirit for the school, so whatever the school tends to be interested in, that's what we support." Although the PEP Club has become a leader in spirit, they do not control the Pep Rally. Although its members helped organize voting for homecoming kings and queens and contestants in the classic pep rally games, only the senior class knows what exactly will happen at their rally, and hopefully that will never change. ■■■

## FOOTBALL: DRIVING TOWARD PERFECTION

By TOM DILS

When your winning streak is pushing twenty in a row, what is the reward? How about a televised Friday night game in front of one of the largest crowds seen at Greylock in recent years.

Well, the Mounties football team certainly deserves all the attention they are receiving, and they are backing it up with wins. Greylock is 7-0 this season, with a 6-0 nail-biter over Hoosac and an absolutely dominant 36-6 performance against Drury. They made the best of their airtime in a 28-14 win over Lee, a game that featured four types of touchdowns from Kent Hanson. The quarterback captain threw, ran, returned, and intercepted all night long and vaulted the team to victory. Receivers Brett McCormick, Billy Pulaski, Noah Kelley, and Tyler Picard have been reliable targets for Hanson so far this season.

Greylock has the playmakers to score points, but the team also has the depth and consistency to dominate. The veteran offensive line featuring Josh Hadley, Pat Malloy, Dylan Fields, Anthony Mazzeo, and Anthony Carvahlo plays bigger than its size and opens up holes for the running backs. Kurt Schultheis, Eric Leitch, and Daivon Clement shared carries in the beginning of the season, and in the past month, transfer Ethan Ryan has emerged as a leading back. Ryan had a career-top-

ping performance against Drury, rushing for 205 yards and four touchdowns.

Picard is making a case for defensive most valuable player. In the past two games he blocked a punt and forced a fumble with St. Joe backed up on their own goal line. This was a turning point in the game, and after the Mounties punched in the touchdown, they never looked back. The final score was 38-6, marking the fifth game of the season that Greylock has won by four or more touchdowns. Corner Hank Barrett picked up his third interception in as many games.

Despite the impressive statistics and records, Greylock will not be content with anything but another Super Bowl run. The team knows what it is like to win a title, and the players have the talent to defend their championship. The Mounties will likely be the top seed in Berkshire County and face either Hoosac or Drury in the title game. The winner punches a ticket in the Super Bowl semifinals.

The Mounties have two more regular season games and then the playoffs begin. If they can continue to score on the ground and in the air and also shut down opponents' offenses, they may have what it takes to repeat last year's heroics. The Greylock football team does not look like it is going to stop rolling any time soon. ■■

## THE INSURMOUNTABLE BOYS' SOCCER TEAM

By BEN KRANT

Young? Yes. Tall? Decently. Unstoppable? Absolutely. Call Greylock soccer what you will, their intentions have become clear. Greylock has proved that they are the gold standard for all soccer in the Berkshires.

Junior Nathan Majumder, a key offensive producer, leads the team in points with thirteen goals and nine assists in sixteen games. "I'm excited," Majumder said. "While the loss of Ture and Olaf [Bodstrom], Sammy [DeMatteo], and Ben [Krant] has been hard, our team has stepped up and I see us going far. We're playing great yet but we can't stop now, and we need to continue to train hard."

With a hard fought victory over Lenox on Monday, October 23, 2011, Greylock sealed first place in the north division for the fourth year in a row. This win also marked 50 consecutive undefeated matches against Berkshire County opponents. For Greylock, this is a streak unparalleled in the program's history. Luke Costley scored the lone goal in the 1-0 shutout and keeper Sean Houston played another outstanding game in net. For many games, however, the back line has made Houston's job easy. Ryan Mahar and Jonah Majumder anchor the back four, with Keath Machado and Nick Carson running the wing positions. Fellow seniors Tom Dils and Jesse Foehl have provided much of the offense in addition to Majumder. Foehl went down with an ankle injury but hopes to return by the postseason.

Last weekend the Greylock boys traveled to Amherst to take on some Division I talent to see how they stacked up. Amherst is one of the best teams in the Pioneer Valley and Greylock had not faced this type of competition yet. This game had been looming over the Greylock schedule all season and it was clear it would be a test. Alex White, a junior, and

starting left forward said, "Going into the game we knew the quality of the Amherst program. We came out hard and played some of the best soccer we have yet this year." The quality team performance resulted in a 2-1 victory, with Majumder scoring both goals.

Said White, "we look forward to continuing to work hard and hopefully our drive will pay off as we head into the post season." The Mounties need to stay healthy and continue to score goals, but they are in a position to make a deep run in November. Majumder summed up the excitement by saying, "I love the way the team is playing together and it feels like this could be the year. It just feels right." ■■

## A RUN OF SUCCESS FOR GIRLS' XC

By ALEX WHITE & EMILY KAEGI

A successful cross-country running team depends not only on one or two runners to carry the team, but also a strong core of runners that fill in the rest of the spots, not far behind the leaders. In the past, this pack of runners has been the Mt. Greylock girls' cross-country team's strength. This strength is definitely needed to have the impressive long standing record of 135-1 over the last 10 years, with at least seven Western Mass titles and a third-place finish at states in 2010. The only loss in this 10-year period came about when the team took a trip to Disney World the weekend before and all came back sick.

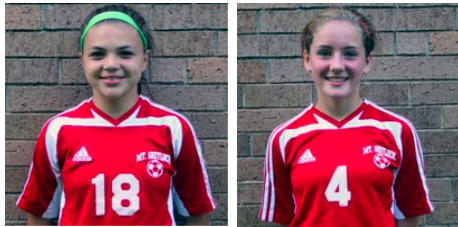
While in past years top runners such as Cate Costley have surged ahead, there has always been a group of red jerseys following relatively close. In the stormy last home meet of the season, a line of red could be seen coming out of the woods as the girls took spots one through six. This year, while the girls continue to be the county's top team, they are relying more on fresh, younger faces to fill in the spots behind the veteran, fastest girls.

Senior Mackenzie Hitchcock, junior Kat Chenail, sophomore Emily Kaegi and senior Laura Nolan are usually at the front, but behind them the order becomes scrambled and usually is determined on a race-by-race basis. The rest of the spots are filled by freshmen Laura Galib and Miranda Dils; sophomores Jenna Phelps, Zavi Sheldon and Amalia Leamon; juniors Stephanie Adameczyk and Sophia Dastoli; and seniors Susie Shanley and Oona Wood. Let's just say that Coach Larry Bell will have many choices for his top 10 in the postseason.

The girls have just wrapped up another undefeated season, despite their coming back into the year after some lacking summer training and the loss of All-State Runner Costley. However, the girls have grown and even pulled out some impressive personal records. Their aim is now set on November 12 at Berkshire Community College where they will try to defend their Western Mass title. ■■

## AN INTERVIEW WITH LUCY BARRETT & KELSEY ORPIN

By ALEX WHITE



*After losing last year's entire back line, the Mt. Greylock girls soccer team had some holes to fill. Freshmen Kelsey Orpin and Lucy Barrett have stepped up for the Mounties and have earned roles as starters. Their contributions have been pivotal to the girls' success so far.*

Echo: So far what has been the highlight of the season for you?

Lucy: For me, it has been getting a chance to start as a freshman on the back line. Coming into the year, I was just looking to get some good experience on varsity. Luckily a spot opened up for me, and I have really enjoyed being out on the field for almost eighty minutes a game.

Kelsey: My highlight of the year was definitely our home game against Drury when they scored twice in the first half and we came back to win 3-2. It really said a lot about our team that we didn't get down on each other and came back in a big way in the second half.

Echo: How has the back line played as a unit this season after graduating three of four defensive starters?

Lucy: I think it's been a great experience for all of us. We have learned what to expect from each other at any given time. We've gained a lot of confidence in each other.

Kelsey: Like Lucy said, if one of us makes a mistake we pick each other up. For me, it's been really enjoyable playing with Lucy, Alexa [Adams], and Kristina [Wadsworth]. I feel like our work as a group shows on the field.

Echo: Looking past the regular season, what are your feelings about the playoffs?

Lucy: I'm really looking forward to the playoffs. Obviously, if you lose you're done, but I feel like we are continuing to improve as a team and we are well prepared for the postseason.

Kelsey: I'm pretty nervous, but I'm also really looking forward to the opportunity.

Echo: Lastly, Kelsey how do you feel about being labeled "El Quatro" [referring to Orpin's number] by the Greylock fans?

Kelsey: (laughs) It's always fun to have the support of the fans so I don't mind it. ■■

## VICTORY FOR VOLLEYBALL



*The Greylock volleyball team finished their season with an undefeated record of 18-0. Captain Kelsey Goodwin, left, has been a vital part of the team's rise to success.*

Photo: Katie Rathbun



healthy choices, the ultimate win

not before 21. . .

not in northern berkshire

mobilizing for change on alcohol - northern berkshire community coalition



RESTAURANT PROFILE: SPRING ST. PIZZA

By ALINA FEIN & GRACE SINGLETON

As we strolled into Spring Street’s latest culinary acquisition on a brisk October night, we were greeted by a welcoming atmosphere. A warm color palette and brick wall motif created the effect of being inside a pizza oven – sans 450° heat, of course. Engulfed in the aroma of freshly baked pizza, we headed for the counter.

Unless we wanted to wait for a full-sized pizza to be made, our options for an entree were to get either pizza by the slice, a cup of soup, or a salad. Two combinations are offered for pizza by the slice: Combo One and Combo Two. Combo One costs five dollars and comes with two slices of either cheese or pepperoni pizza and a fountain drink. Combo Two costs six dollars and comes with two slices of the daily specialty pizza and a fountain drink. The specialty pizza may be selected from one of the established choices on the menu or created by the whim of the chef on that particular day. On the day of our visit, the specialty pizza featured a tomato base, hamburger, and red and green pepper. With a name like *El Guapo* – Spanish for “The Handsome” – how could we resist?

We only had a short wait between placing our order and receiving our food. While we waited we were able to catch a glimpse of our pizza being created behind the counter. When we picked up our slices from the counter, they were appetizingly displayed on ceramic plates rather than paper. This service choice coupled with the real silverware gave the meal a homey effect. Upon tasting *El Guapo*, we first noticed its complementary blend of ingredi-

ents. We could tell that the pizza was fresh and expertly constructed. The large size of the slices gave us a generous portion for



Alina and Grace were impressed by the new pizza joint’s offerings, particularly *El Guapo*, above. Photo: Alina Fein

the reasonable price of six dollars.

Our inspection of the rest of the menu demonstrated the depth of Spring Street Pizza’s offerings. Standard appetizers like mozzarella sticks and wings are available, in addition to the enticing option of sweet potato waffle fries. Basic salads – house, Caesar, and Greek – and soups are offered for those in the mood for lighter fare. The pizza section of the menu revealed a spread of both traditional and unorthodox

options.

Three bases, tomato, garlic, and pesto, can be combined with a wide range of veggies, meats, and cheeses. While elements expected on a pizza such as mushrooms, black olives, pepperoni, and sausage are present, exotic toppings like fried jalapeno, grilled zucchini, pulled pork, and goat cheese are also listed. There is also an extensive list of specialty pizza flavors featuring unexpected flavor combinations.

Our experience was punctuated by a charming conversation with Bryan Segal, the restaurant’s gracious and amiable manager. According to him, business so far has been very lively during lunch and dinner hours but slow in-between, with a lot of community members coming in to sample the town’s newest pizza.

Bryan added that future plans for the restaurant include a “create your own” specialty pizza contest so that the community will have a chance to contribute to the current array of flavors. The restaurant does not plan, however, to add a delivery aspect any time soon.

We left Spring Street Pizza very pleased

with the addition of a new pizza restaurant to Williamstown’s restaurant scene. The innovative combinations of tastes and comfortable atmosphere provided a setting with the potential to be enjoyed by families, students, and middle-aged couples on romantic dates (yes, we saw one).

OUR RECOMMENDATIONS:

Alina:  
Big Kuhuna (tomato base)  
Fresh garlic, pineapple, Canadian bacon, roasted tomato, mozzarella, coconut.

Grace  
Ba Ba Shroom (fresh garlic base)  
Fresh garlic, mushroom, gruyere, mozzarella

A QUICK REVIEW OF WILLIAMSTOWN’S OTHER PIZZA RESTAURANTS:

Colonial Pizza – convenient for take-out and reliable for classic pizza tastes  
Cozy Corner Pizza – a family-run establishment with consistent quality and additional Mediterranean offerings  
Hot Tomatoes Pizza – known for chunky tomato sauce and ultra-thin crust  
Olympic Pizza – another newcomer offering basic pizzas as well as pastas, sandwiches, and Greek cuisine

ONE SMALL STEP FOR MAN

By EVELYN MAHON

Across

4. “And \_\_\_\_\_ dead, that would have slain my husband.”  
9. his ship made the Kessel run in less than twelve parsecs  
10. 1980s actress  
11. Lovegood  
12. Nebula in constellation of Taurus  
15. Perseus’ princess, 2.5 million light-years away  
20. \_\_\_\_\_ of \_\_\_\_\_, similar to Twelfth Night  
21. Purple \_\_\_\_\_  
23. Female Thespians  
24. Maned cousin of seal  
25. to sing in Italian infinitely

Down

1. A flamboyant deceiver  
2. \_\_\_\_\_ in the membrane  
3. “It’s only a paper \_\_\_\_\_”  
4. to respect others’ beliefs  
5. promotional summaries  
6. “that’s gonna \_\_\_\_\_”  
7. character in “Grand Slam” (1967)  
8. Agent of Saruman  
13. “And now, \_\_\_\_\_ his 1924 election victory”  
14. Justinian’s Empire  
16. Liturgical garment  
17. Speak to, Middle English style  
18. Memoirs of a \_\_\_\_\_  
19. It’s bigger on the inside!  
20. The Ivory \_\_\_\_\_  
22. \_\_\_\_\_ Thomas

