

## CLASSES OUTSIDE THE BUILDING

By KELSEY HEBERT

For the past few years, students at Mt. Greylock have had the opportunity to take college classes outside of the building. Students are able to take classes at the Massachusetts College of Liberal Arts (MCLA), Williams College, Bennington College, Berkshire Community College (BCC) and various online colleges. This opportunity is available through programs such as the "Bridge to College" program at BCC and the "Courtesy Course" program at MCLA. Currently, approximately 20 students at Mt. Greylock are taking classes at the aforementioned colleges.

High school students who want to take a college course at MCLA, BCC, or Williams College can take one course at a time for free. The majority of students taking college classes are seniors, but juniors are also starting to get into the mix. Colleges provide classes not offered at Mt. Greylock and allow for more rigorous levels of education in students' high school years. For a student to take a course at one of the area colleges, his/her transcript must be sent to the college for approval from the admissions office. Colleges usually look for success in Honors or Advanced Placement courses and a high grade point average. If accepted, the student must decide which course to take and find out if that course is available to them through the high school connection, as not all courses are. Applying seniors have a leg-up in their admissions process if they succeed in these college level classes as a high school student, demonstrating to colleges their ability in high-level courses.

Guidance counselor Jessica Casalinova

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## WILLIAMS CENTER STARTS UP AGAIN

By ZAVI SHELDON

The Williams Center at Mt. Greylock, beginning its fifth year, boasts a fall schedule packed with various educational and cultural opportunities for Mt. Greylock students. Already, students have participated in workshops with the dance group STREB and been able to attend a Physics and Chemistry study group led by Williams students on Sundays.

The Williams Center was established with the goal of maximizing "the academic value the college can provide Mt. Greylock." It connects Mt. Greylock teachers and students with their counterparts at Williams. Many programs are free because the Williams Center often simply acts as a bridge between the two schools.

The center offers programs for both middle and high school students in all academic subjects. One of the best established is the Williams Writing Fellows program, which pairs Mt. Greylock English classes with a Williams student, whose job may include editing student papers or participating in class discussions. On Tuesday evenings, Williams students tutor students in grades nine through twelve in any subject. Other programs include a college essay workshop for seniors, environmental studies lunches at Williams, free drawing studios, a middle school public speaking club, and dance workshops.

Students interested in learning more about the Williams Center's programs should contact its coordinator, Kaajte White, at [kwhite@williams.edu](mailto:kwhite@williams.edu). ■

## MOUNT GREYLOCK 'LEVELS UP'

By JONAH MAJUMDER

As of Wednesday, September 19, 2012, Mt. Greylock has officially been proclaimed a 'Level 1' school by the Massachusetts Department of Education. Mt. Greylock was one of only three schools in the county to be honored with this title, based on MCAS scores from the 2011-12 school year. About this success, Superintendent Rose Ellis said, "We're proud of our school, and now not only for so much of its programming. We can be proud of our school for its achievement."

Before this year, achievement was gauged nationwide by standards based upon the No Child Left Behind Act, put in place by President Bush in 2001. NCLB had the goal of "proficiency for all students," reported Ellis. It categorized schools in four main categories: schools with no status, schools in the "improvement" category, schools in the "corrective action" category and schools requiring restructuring. Each category corresponded with a relative level of state oversight. MCAS results from 2010-2011 qualified Mt. Greylock for "corrective action," a less than desirable status.

In February 2012, in response to the increasing number of schools in corrective action nationwide, the federal government granted NCLB waivers to Massachusetts

and certain other states. Massachusetts schools would instead be ranked on a scale of one to five, looking at growth rather than achievement. Ellis described the ultimate goal of the new system to be "to close the gap between [Mt. Greylock's] high needs students and the aggregate." Ellis reported, "I had my fingers crossed that we would be a level two, so it exceeded expectations that we came out a level one."

MCAS scores from last year showed improvements in overall achievement, but, more importantly, in the distribution of students throughout the levels of achievement. From the previous year, 10% of high needs students moved from the "Warning" category into "Needs Improvement," and another 10% from there into "Proficient." Ellis credits "our faculty and staff" combined with the school's many efforts at professional development with the placement of Mt. Greylock into level one. Ellis also expressed her gratitude for the financial support of Williams College, which made much of what the school did last year possible.

Looking forward, Ellis admits that "the challenge for us is to maintain that milestone." However, she is confident in saying that the results show Mt. Greylock's positive progress in "closing the gap." ■

## GETTING TO KNOW DR. KURTY

By EVELYN MAHON

*If you've been to school in the past month, you may have noticed some changes: shifting departments, new teachers, and yes, a new principal. Dr. Jack Kurty, selected by a search committee at the end of last year, journeyed across the Atlantic ocean to become the principal of Mt. Greylock. We sat down with him and asked him about his past experience, his present focus, and the future he envisions.*

Echo: So, Dr. Kurty, what were you doing before you came to Mt. Greylock?

Dr. Kurty: Well, I've worked in a variety of schools. I worked in urban schools, I worked in rural schools, but most recently I spent twelve years living in London at the American School in London. Before that, I was in Chicago at the Latin School of Chicago. I find that everything I've learned has bearing on what I can do here and now.

Echo: Pretty impressive resumé! When you first got to Greylock, what did you notice?

Dr. Kurty: What I first noticed was the exceptional school spirit and the commitment to a quality education that involves academics, arts, and athletics. The top schools that I'm familiar with share that commitment to excellence. When I visited the school last year, I was interviewed by students, I toured around the building with students, and I was pleased to see students being a part of that process. Everything we do in school is about the students. I thought that that was a good sign. The priorities are in the right place.

Echo: Mt. Greylock is a bit unusual for the area, in that we combine a middle school and high school in the same building. Have you had experience with schools like this before?

Dr. Kurty: In London and in Chicago, my schools were K-12 schools, so although the programs differ in an age appropriate way, it's a common mission and a common school culture. It's one community.

Echo: How do you think you can help to make Greylock even better?

Dr. Kurty: My focus is on student achievement. I want to make sure that students



Dr. Jack Kurty

have the opportunity to grow and learn and interact with each other in a productive, supportive environment. I like to think that coming to school at Mt. Greylock is the best possible use of one's time for a young learner in grades 7-12. What better thing can you do? Wake up in the morning and go to school. That's what I'd like to think, and in order for it to be at that level, everything has to be terrific—relationships, curriculum, instruction, co-curriculum, community involvement, student voice. It all contributes.

Echo: We've seen you in the lunchroom, in your office and visiting classes, but what's your favorite part of the day?

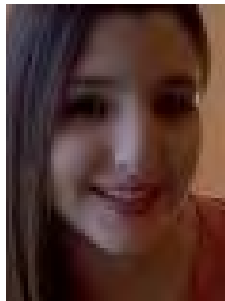
Dr. Kurty: I would say the best moment of every day is any time that I can help someone achieve their greatest hopes and expectations, whether that's something small on a daily kind of issue, or if it's longer term. A student comes in, wanting to help poor families in Appalachia. A teacher comes in and says, "I need new technologies to give my students the best possible learning experience." An athletic director comes in saying, "I want my student athletes to play this team so we can have a full test of our athletic ability." It's wonderful when I can help people and their programs excel. ■

## 2 in 650: An Interview with Mariza and Melina Sfakianaki

By EMILY KAEGI



Mariza



Melina

*With the advent of this school year come many new students, a few of whom are international. For the first installment of the school year's 1 in 650, the Echo decided to talk to juniors Mariza and Melina Sfakianaki. The girls are twin sisters from Athens, Greece. They came here with their family to help start a new business and will finish out their high school careers at our school. The two, although twins, act more like best friends than anything else, as you will often find them together. Even though English is a new language for them, they were more than happy to answer questions.*

Echo: How is Greece different from America?

Mariza: Everything. School is very different. Classes are different.

Echo: Why did you come to Berkshire County?

Melina: Our grandma and grandpa live here. And we opened a new restaurant, Olympic Pizza, so we came here to work. Mariza: We have cousins in New York and we came with our mum and dad. Our brother is back in Greece.

Echo: What was your first day impression, walking into Mount Greylock?

Mariza: It was so weird. The kids are very different.

Echo: What is the strangest thing for you about America?

Melina: Lunch time. We don't have a lunch time in school in Greece.

Mariza: We eat during our classes. Our school days were much shorter.

Echo: How does the size of Greylock compare to your school in Athens?

Mariza: A lot smaller. We used to go to a bigger school.

Echo: Yeah, Williamstown is pretty small, but do you like being here in America?

Mariza: I like it a lot here. Williamstown is beautiful area, although you cannot do many things! But wherever you are, being away from your friends is difficult.

Melina: I like it here, but I find it curious. At our age, it is difficult to not have friends nearby. I sometimes feel like I need to discuss things with friends.

Echo: Do your friends in Greece like hearing stories about America?

Melina: Yes. They might come to visit at Christmas time!

Echo: Are you planning on going back to Greece to visit?

Melina: Yes, during the summer.

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## NEW TEACHERS

Pearl Sutter and Caleb Raymond interview new additions to the faculty.

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## NEWCOMERS' BREAKFAST

Naomi Day gives the rundown on the breakfast that occurred during the first week of school.

See Page 3.

## SEVENTH GRADE FIELD DAY

Katelin Marchand reports on the class-wide field day that took place on September 25th.

See Page 4.

## HORSEBACK RIDING

Jake Foehl investigates a less popular sport and its role at Greylock.

See Page 5.



NEW FACES IN THE BUILDING

By PEARL SUTTER and CALEB RAYMOND

For the first issue of the school year, the Echo decided to get to know the four new teachers in the building this year. They are Dan Louis (Physics Teacher), Luke Polidoro (Math Teacher), Kristina Kovacs (Math Teacher) and Kate Caton (Choral Director). The following interviews have been edited and condensed.



Dan Louis

Echo: Where did you come from?  
Mr. Louis: I lived just outside of Boston before I moved here. I have lived in Williamstown for thirteen years now, and I taught at Hoosick Falls High School and Hoosac Valley High School.  
Echo: How did you become interested in physics?  
Mr. Louis: I’ve loved physics and been interested in mechanics since I was young. I loved sitting down and taking things apart, and then figuring out how to put them back together. How things worked always interested me.  
Echo: What do you like about Greylock, and what is new or different about Greylock?  
Mr. Louis: I like the students at Greylock and well, actually, just about everything. Also, the students are much more focused on academics here, and they have more freedom because they are a well-behaved group of kids. This high school is not a prison.  
Echo: What were your best and worst subjects in high school?  
Mr. Louis: My best subject was definitely physics. I enjoyed biology, but I think it was my worst subject.



Luke Polidoro

Echo: Where did you come from?  
Mr. Polidoro: I taught at Pittsfield High School for six years and was the math department chair. I’ve also taught at MCLA and BCC. Before I taught I did accounting and retail.  
Echo: How did you become interested in math?  
Mr. Polidoro: I first became involved in business, which involves a lot of math. I like how you need to think analytically, and numbers have always been easy for me. I discovered in high school that math and science are not just numbers and formulas, but they are an art used for seeing the world.  
Echo: What do you like about Greylock, and what is new or different about Greylock?  
Mr. Polidoro: I like that every person in the staff is professionally educated. I also like how the small classes and school spirit in the school keep the whole community tighter and more connected. The students seem to understand

that education is an opportunity, not a given. There is not much I find that is really different here from other places I have taught. I was nervous on the first day of school, like a seventh grader, because this is a new environment for me, and I didn’t know if it was going to be really different. However, the only differences here are the incredible school spirit and the cafeteria food. The school spirit is just about the best I have seen, and the cafeteria food is so much better than other schools I have worked at. There are fresh vegetables from the school’s garden, and the whole meal is overall healthier and better for the students.  
Echo: What were your best and worst subjects in high school?  
Mr. Polidoro: My best subjects were history, which was one of my favorites, and math, of course. My worst subjects were English and science. However, I found that I became more interested in English in college and actually considered switching my major to one in English instead of one with business and industry.



Kristina Kovacs

Echo: Where did you come from?  
Ms. Kovacs: I grew up in Dalton and went to Wahconah High School. Then I attended Springfield College and MCLA, so I have been close to this area my entire life.  
Echo: How did you become interested in math?  
Ms. Kovacs: I liked how math has a right or wrong answer, where other subjects are always changing. English, for example, can have an answer that is both right and wrong at the same time, but math has either a right or wrong answer. Math also is relevant in the modern world, to keep track of finances, business, and architecture. It also can relate to history because it is found in trade, farming and astronomy. Math has connections all over. Everything can usually be connected somehow to math.  
Echo: What do you like about Greylock, and what is new or different about Greylock?  
Ms. Kovacs: I really like the tight community I have found and seen at Greylock. All the students and faculty members are welcoming and supportive of each other. Many kids go out to see sports games that show the school spirit and support. I also have noticed that that students are very responsible because they know this is not something that is always guaranteed to them. It is an opportunity and they need to take it before it is gone. Finally, getting involved is easy, and I enjoy meeting new students and teachers.  
Echo: What were your best and worst subjects in high school?  
Ms. Kovacs: I loved biology, because I could play with it and it lasted a very long time. My worst subject is history. Depending on the teacher, sometimes I found history dull and dry.

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COLLEGE CLASSES

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believes that these courses are a great way for students to ease into college life and get a feel for the rigor of college classes. “It’s a great way for students to be exposed to the experience of college life, without being thrown into it all at once,” says Casalino. Casalino also notes that Williams College was recently ranked by Forbes as the number one liberal arts college in the nation, and that MCLA was recently named one of the top ten public liberal arts schools in the 2012 U.S. News and World Report. “We are so fortunate to live in an area with these types of resources for our students, right in our backyard,” remarks Casalino.  
There are a few setbacks to taking a college class as a high school student, however. Junior Stone Stewart, who is taking Intermediate Japanese at Williams College, explains, “Scheduling is a real pain. Courses at Mt. Greylock rarely fit perfectly into an outside course’s time. It involves a lot of rearranging, as well as missing classes and labs from time to time.” Casalino also inputs that transportation from Mt. Greylock to the college is not provided, so students must either drive themselves or have a ride prepared for the time of their class. Although students may miss Mt. Greylock classes during the time of their selected college class, one work period of their day is allotted to these students, so they are not taking eight classes instead of seven.  
So far, students have given a positive response to taking classes outside of the building. Stewart says, “It’s been great. It’s my favorite class, and I really enjoy the small break from Mt. Greylock. It’s like a breath of fresh air. It’s also a great way to meet new people and be exposed to a new way of learning.” Casalino is hoping that more students will take advantage of these courses offered to high school students and be able to see themselves succeed in an environment that they will be entering full-time, within a year or two. ■■

1 in 650

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Echo: Are there any certain things you hope to do while you are here?  
Mariza: Yes, I want to go skiing. We are also going to play basketball for the team.  
Melina: I used to play for my school team, and I like it a lot.  
Echo: What about Spring sports?  
Mariza: I like to play tennis in the spring.  
Echo: Are there places outside of Berkshire County you would like to visit in America?  
Mariza: We went to New York over the summer. I want to go back.  
Echo: What would you say is different about the two of you?  
Mariza: Although we are twins, we are so different! We have different characteristics and interests. We are close and we are good friends with each other, but we have different sets of friends.  
Melina: I agree with my sister that we are very different. That is great, because I see her more like a friend than a sister.  
Echo: You two seem so close. Specifically, how would you describe your differences?  
Melina: I can tell you that I am more athletic than Mariza. Both of us are shy, but Mariza can open up a lot easier to new people. I keep to myself more, which I hate, but if I find a friend, then I can open to him or her a lot!  
Mariza: I would agree with her. I’d also add that we think the same things simultaneously. It’s so funny and weird!  
Echo: We like to end interviews with the same question every time: if you could have any superpower, what would it be, and what would you do with it?  
Mariza: I’d like to fly, so I can go back and visit Greece.  
Melina: Yeah, the same for me.  
Interview has been edited and condensed. To nominate a student for 1 in 650, contact the editors at mountgreylockecho@gmail.com. ■■

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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## NEW STUDENT BREAKFAST

By NAOMI DAY

For the first two periods on Wednesday, September 5th, a sizable group of students new to Mt. Greylock gathered in the cafeteria with the Peer Team, for a breakfast designed to welcome them into the school. The purpose of the event was to introduce the new students to the Peer Team and show them the resources available at the school. It also helped them to see that they are not alone in their adjustment period: as freshman Nico Clarke put it, "I got to meet students in my grade and others going through the same process."

The students met in the cafeteria for welcome speeches by members of the Peer Team and faculty such as Dr. Kurty and PJ Pannesco. After eating, they split up into smaller groups, each with two or three designated Peer Team members, for name games and bonding activities to help them relax and get to know others in attendance. At the end, they reconvened for questions and closing comments from the Peer Team.

The breakfast was viewed in a positive light by many involved in the morning's activities. Junior Peer Team member Celestine Lockhart thought it was a good way for the Peer Team to get to know the new students, adding that she'll say "Hi" when she sees those students in the hall, providing them with a friendly face to recognize. Freshman Melany Francisco agreed, adding, "It was helpful to me to meet the Peer Team." Senior Cindy Jan said she "was so happy to be able to talk to new people," and "that it was a fun thing to do in the first week of school."

When asked about their experiences at Greylock so far, responses were resoundingly positive. Jan, who comes from a vastly different school system in France, felt that she "couldn't compare these two school systems, because here the students and teachers do anything you need to make you feel comfortable." Clarke agreed, adding that "the teaching staff is very dedicated to helping all of the students, ensuring their success," and gave the example of Math teacher Robert Thistle who, "during Directed Study, puts all of his work aside to give insight on Math topics."

One suggested change for the new student breakfast was to hold it closer to the start of the school year rather than a week after classes have resumed. But it is certainly an event that many think should be held every year— as Lockhart puts it, the breakfast was "helpful and fun and gave students a nice feel for Greylock!" ■■

## WILLIAMS DONOR ANNOUNCED

By ALINA FEIN

It is no secret that Mt. Greylock is extremely fortunate to be in close partnership with Williams College and reap the benefits that such an elite local institution has to offer. Members of the Greylock community may remember hearing of the generous donation last year of \$135,000 from an anonymous source through the college. As superintendent Rose Ellis recalled, "so many of us benefitted from that gift." This year, that same source, which turns out to be the Jeffrey family from Columbus, Ohio, comprised of Williams alumni and parents, has donated \$150,000 to Mt. Greylock to help improve the school even further this school year. The Jeffrey family's generosity is all the more striking because none of the family members live in Williamstown or Lanesborough.

Since the announcement at a committee meeting on Tuesday, September 18th, members of the Greylock community have been delighted at and grateful for yet another generous financial gift from the Jeffrey family. "Their generosity is astonishing," said Ellis. "We are so very fortunate to be its recipients."

The Jeffrey family's donation is regarded as a wonderful gift not just for the school but also the community as a whole. "The family has long been dedicated to education, and it's clear when I talk with its members that they understand the importance of the school not only to its students but also to the community, including the college," said Williams College President Adam Falk in a statement.

The family's original gift last year was put to a variety of uses, including funding a thorough assessment of the school, establishing teams to examine challenges associated with technology and scheduling, providing professional development training in a variety of educational initiatives, and acquiring laptop carts and printers. The additional \$150,000 will be used to fund similar and additional projects, with an emphasis on extended learning and technology. The Jeffrey family did not place any constraints on use of the money, but they will continue to be consulted for recommendations. According to James Kolesar, the assistant to the president for public affairs at Williams College, the Jeffrey family has been pleased so far with how the money is being used. "This is a family that cares about education and about Williams College," said Kolesar. "They understand that this is a pivotal time in the history of this school and realize that ... [they can] really make a difference in the school and in the community." Greylock students, faculty and staff will benefit greatly from these extraordinary donations. "It's no exaggeration that this is a historic moment for Greylock," said Ellis. ■■

## NEW TEACHERS

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Kate Caton

Echo: Where did you come from?

Ms. Caton: I came from Long Island in New York. When I was growing up, I went to a school that was incredibly artsy. There were 770 people or so in every single grade, which is more than all six grades in Greylock combined, and there were different specialties.

Echo: How did you become interested in Chorus?

Ms. Caton: During high school, I fell in love with chorus and theater, especially because we would do Gilbert and Sullivan, one-act opera nights, and other amazing plays. I left Broadway to become a teacher because I want to give to students what my teachers gave to me in high school. During my studies in England, and when I took my chorus to Switzerland, I learned about all different countries and their music diversity. Throughout my studies, I discovered how much I am in-

terested in music and how much I can give to students interested like I am through a teaching profession.

Echo: What do you like about Greylock, and what is new or different about Greylock?

Ms. Caton: First of all, the mountain is incredible. There are no mountains on Long Island at all, because it is flat there. I find that the mountain puts everything in perspective for me. Also when I look out my window at the mountain, I get to admire all the open space I see, that didn't exist in Long Island. I like the slower pace at Greylock too. In Long Island everyone was always rushing to get somewhere on time and so no one had a moment to talk. Here at Greylock there is a more relaxed feel where I can talk to lots of people. I find as well that the people at Greylock are incredible friendly and always willing to help. This doesn't mean that the people on Long Island were unfriendly, but there is a different feel here because everyone, it seems, is nice to everyone else.

Echo: What were your best and worst subjects in high school?

Ms. Caton: I have to say my best classes were my music and theater classes. However, my worst class was only my worst because of its structure. I like sports and playing them, but in physical education, we were forced to wear these white one-pieces that zipped up, which was awful. The coaches were strict— if you complained about being cold, the coach would just make you take more laps. We learned pretty quickly never to complain. I would have liked PE more if we did not have to wear the uniforms and had more lenient coaches so that we were able to play games and have fun. ■■

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# COMMUNITY

## FALL PERFORMANCE CHOSEN

By WILL WALTER

Around the middle of every summer, kids start to dream about going back to school, and wake up with relief to the fact that their alarm clock never went off, it is still summer time, and they can sleep in for a few more hours. Well, that time has come and gone, and everyone is now back at school. Alarm clocks are going off, and kids are waking up to the realization that they do have school the next day—there is no escaping it. However, there is a way to relieve those frightening, yet reassuring dreams: Mt. Greylock, with Shakespeare and Co., will be putting on a new production on November 9th and 10th. The play is William Shakespeare's *A Midsummer Night's Dream*.

The play was written in the 1590s and describes the events that surrounded the marriage of the Duke of Athens, Theseus, with the Queen of the Amazons, Hippolyta. And if the prospect of seeing a play about a summer dream and the Queen of the Amazons hasn't made you leap completely out of your seat (nevermind, don't do that, it could be dangerous), this alone will: the play has fairies in it. Yes—love-wielding, mischievous fairies. Who doesn't love a play with fairies in it? That's just another reason to come see *A Midsummer Night's Dream*.

*A Midsummer Night's Dream, considered by many to be Shakespeare's greatest comedy, will be performed by Mt. Greylock students on November 9th and 10th.*

Another important aspect of this year's play is the two new directors. Josh McCabe and Jessie Earl will inherit the honor of directing the Mt. Greylock Shakespeare program from previous director Jonathan Croy. McCabe co-directed *Henry V* at Greylock in 2008, so he has already has a taste of the great Greylock atmosphere. "I am a big fan of the Greylock community! Everyone here is so supportive and energetic. I feel very lucky to have the opportunity to come back and play." While Josh McCabe is familiar with Greylock, co-director Jessie Earl is not, although she has enjoyed it so far. "I am very new to the Greylock community, and so far I am having a blast," says Earl. The rehearsals have been going well, and the directors are excited about the upcoming play. "This is such a talented and diversely skilled group of students—both in the cast and all of the crews—that I have no doubt they will create an exciting and touching performance," says McCabe. Earl adds to that statement an invitation: "We invite the entire community to see *A Midsummer Night's Dream* on November 9th and 10th at 7pm; you don't want to miss it." That's right, you definitely don't want to miss this play. I hear it's going to be "fairy" good. ■■



*On September 25th, all of the seventh graders were excused from classes in order to participate in a field day run by the Mt. Greylock Peer Team and the seventh grade core teachers. Above, students participate in a game of "Ninja" with senior Peer Team member Alexa Adams.*

## SEVENTH GRADERS PARTICIPATE IN FIELD DAY

By KATELIN MARCHAND

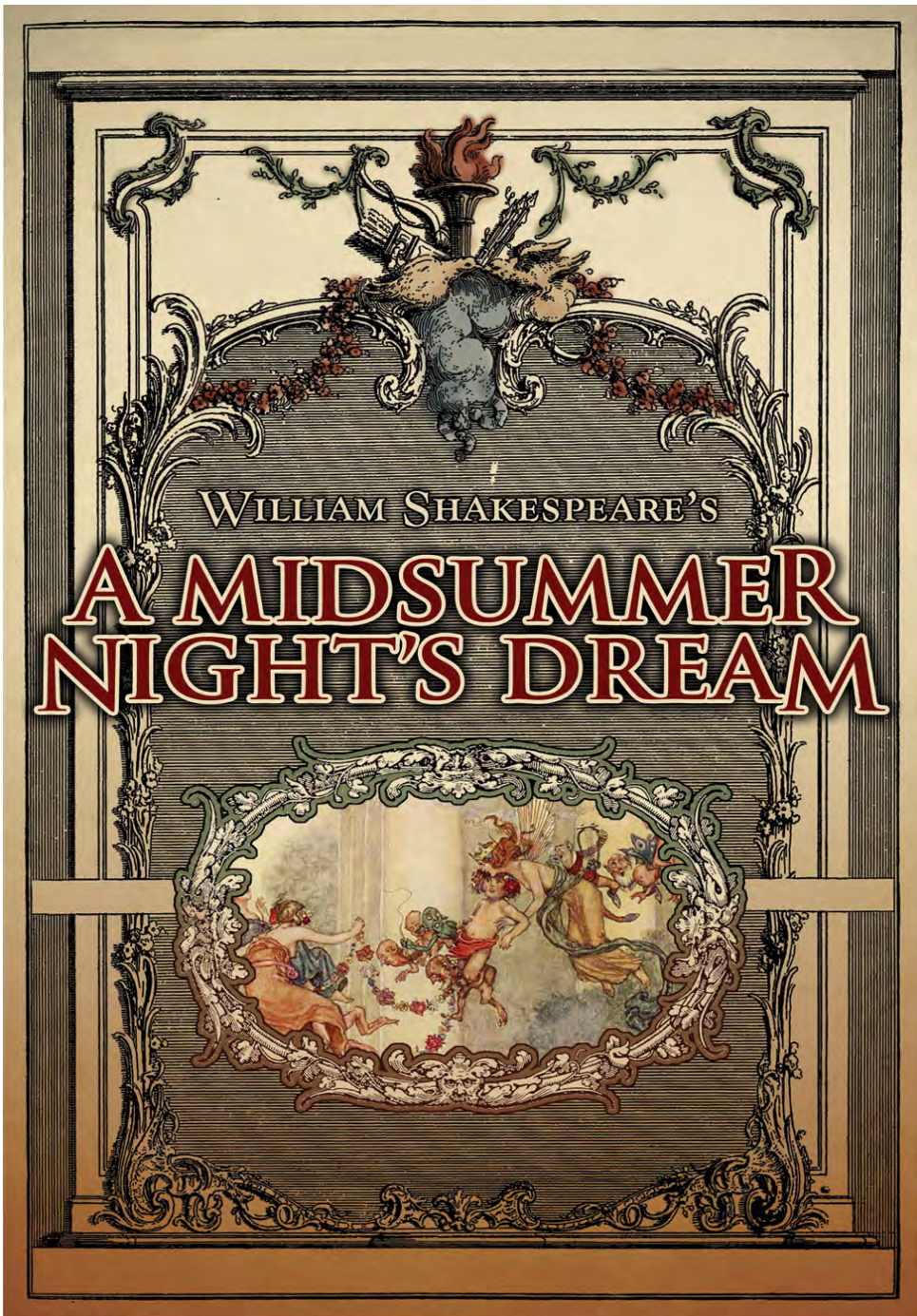
On Tuesday, September 25, 2012, the seventh graders participated in a team-building oriented field day, run by the Peer Team and the seventh grade core teachers. The day was jump started with apple cider and donuts in the cafeteria. Next, Dave Armet, president and co-owner of Williamstown Physical Therapy, spoke about team building in the auditorium. He engaged the students with an interactive presentation and introduced insightful slogans such as "We, not me," and "The first follower is just as good as the leader." Armet encouraged the class to take advantage of the size and power of their group.

Once the presentation was over, the seventh graders split into ten groups, each with nine to ten kids. The groups proceeded to specified rooms where they participated in team building activities for an hour. The first two exercises, during the "Pep Planning Period," were ice-breaker games. One was Two Truths and a Lie and the other a yarn toss, where students took a ball of yarn and tossed it to another student, saying the receiver's name and paying him or her a compliment. At the end of the yarn toss activity, students broke off a section of the newly created web and made a bracelet which they wore to the outdoor activities. Next, everyone participated in a game of human charades: groups had to work silently and make themselves into shapes announced by a Peer Team leader. Finally, the hour concluded with the seventh graders creating slogans of their own, based on Dave Armet's inspirational speech. They made up cheers and posters that they presented

to the entire grade at the day's closing ceremonies.

After lunch, the students participated in outdoor games like ninja, dodgeball in pairs and samurai (a game where one blindfolded "samurai," with a pool noodle as his/her weapon, tries to hit all the people in the surrounding area). They also took part in team-building activities, which included getting the entire group through a hanging hula hoop, switching places on a balance beam, and flipping over a sheet while the whole team stands on it. The enjoyable day ended with closing ceremonies. After the seventh graders presented their enthusiastic cheers, four peer team members, Carlos Ames, Hank Barrett, Cole Jackson and Brett McCormack, entertained everyone with a clever rap, reiterating all the themes of the day.

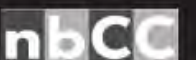
Historically, the seventh grade has always had some type of team building day, whether it be a hike or a day similar to what took place on the 25th, but this day was special. Lisa Jennings, health teacher and Peer Team advisor described the day as "a chance for the youngest members of the Greylock community to feel power within themselves as a group, so that they can move through Greylock as a united class." Junior Peer Team member Aaron Ziemer agreed with Jennings, stating, "The team building activities united the grade and were a major success on all levels." All in all, there was an extremely positive response to the field day. The Class of 2019 can look forward to another fun day with the Peer Team in the fall of 2013. ■■



keep your brain in gear,  
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## VOLLEYBALL

By BEN KRANT

Fall is here, and with the season, another strong Mt. Greylock volleyball team takes the stage. These Mounties are determined to continue their success of making the Western Mass tournament in the 2012 season. This year has been categorized as a rebuilding year, due to the graduation of many seniors. This year's younger teammates been forced to bond together, with only three seniors to lean on for guidance. Senior captain Brianna Jones said, "We've had way more fun bonding this year. Our team chemistry is very good because of that." However, the Mounties are resilient and continue to play powerful volleyball.

The Mounties currently have three wins and six losses after facing many of their hardest opponents early in the season. A few losses have been heartbreakers, such as a match that went to five games against St. Joe. The girls are led by the exceptional Coach Phil Paul and battle-hardened seniors Jones and Michala Dean. This young unit has had strong wins against Mount Everett and Taconic and looks to continue to progress in their upcoming match against Pittsfield. The matches usually take place on Tuesdays and Thursdays, so be sure make your way over to the gym for some high quality volleyball! ■■



Above: The Greylock volleyball team huddles up after a point.

Below: Juniors Mia Disantis and Amanda Galib and sophomore Josie Verter await the ball in a recent game against Lenox.



## CROSS COUNTRY

By ERIC HIRSCH

The Boys and Girls Cross Country running teams are, as usual, off to good starts, yet it hasn't been easy. Unfortunately, all great streaks come to an end. That was the case for both the girls and the boys at the Mt. Everett course. A 37-race winning streak for the boys was snapped by Lenox in a 31-24 loss. As for the girls, the race went just as badly, with several of the top runners taking a wrong turn midway through the race, resulting in their first loss in 44 races. Stephanie Adamczyk said, "It's always tough to lose, but we keep our heads high and shake the winners' hands."

Losing is not familiar territory for either team; however, it will not affect the way they train. Sophomore sensation Carter Stripp said, "We are going to do the same things that have worked in the past." Despite com-

The girls' team rushes off the starting line in recent race.



ing back to beat Lenox in the next race, the boys soon suffered their second loss of the season in a one point defeat to Monument. The girls also added a second tally to their loss column. Even though their winning streaks have ended, the runners are crushing their previous times. Both the boys' coach Scott Burdick and the girls' coach Larry Bell say that this is the best that the league, as a whole, has been in years.

One challenge for the boys team this year has been to fill in the four varsity spots vacated by last year's seniors. Sophomore runners Sam Kobrin, Jake Kobrin and Will Nolan have stepped up in a major way. "Our one-to-five split (time between first and fifth runner) in the last race was only 47 seconds. That is fantastic," said Stripp. This strength gives the team a lot of hope heading into the postseason. Coach Burdick isn't too worried about the losses, stating triumphantly, "The king ain't dead yet." The boys are looking to prove exactly that as the season progresses.

The girls team is led by upperclassmen Stephanie Adamczyk, Kat Chenail and Emily Kaegi. They know it won't be easy, but they are focused on the goals of Berkshire County and Western Mass. In the recent race at Greylock, the girls came up just short, despite a second place finish from Kaegi and a fourth place finish from Chenail. Senior Stephanie Adamczyk said, "It has been challenging this year because our depth is not as good as in the past." With a mix of experience and talent, the team is hoping they have the right recipe to make another postseason run. ■■

## GIRLS SOCCER

By ALEX WHITE

Photo courtesy of iBerkshires

In an exciting season already defined by both smoking stadium lights and last second goals, the Mt. Greylock girls soccer team has established itself at the top of Berkshire County's Southern Division with a 3-1-1 record.

Senior captains Margot Besnard and Alexa Adams have held down the Mounties' defense. In her fifth year as goalie, Besnard's experience is evident, with teams struggling to score against the athletic keeper. Up top, senior captains Alex Majetich and Alexandra DeVeaux run an up-tempo offense, along with junior Sophie Leamon and recent iBerkshire player of the week, Kelsey Orpin. Orpin calls her recent transition from outside back to striker "a fun challenge," adding that she is "happy to play wherever [she is] needed." In the middle of the park, junior playmaker Miranda Bucky controls play through a dangerous combination of foot skills and vision.

Recent wins over Southern Division rivals, Hoosac and Drury, have established the Mounties ranking at the top of the South. After a hard-fought first half, Greylock and Hoosac were tied at 0-0. A Hoosac goal just three minutes into the second half forced the Mounties to take the offensive. Orpin responded with a goal in the 65th minute, to tie the game up at one apiece. With six minutes to go, Majetich got the ball from sophomore Lucy Barrett, touched the ball forward, and drilled the ball into the back of the net. However, a damper quickly was put on the celebrating swarm of Mounties. The ball was called back by the referees based on an odd advantage call gone awry. Luckily, an untimely Hoosac handball in the box left Majetich with another shot to win it. She calmly placed the ball in the back of the net before the ref blew his whistle, sealing the deal on a 2-1 Mountie victory. Drury provided a nice contrast to the drama filled game Hoosac game. Orpin and Leamon put Greylock up 2-0, with freshman Melissa Swann icing the



Senior captain Alexandra DeVeaux traps a ball as a Drury defender stands nearby.

eventual 3-0 victory with a looping goal in the final minutes.

Coming off such a successful week, it is no wonder that Besnard is excited about the remainder of the season. "We've had a strong start, and I think if we play at the best of our ability, we can win the South Division and have a good shot at the Western Mass trophy," she stated in an interview. Looking forward, perennial Berkshire Country powerhouses Pittsfield and Wahconah should prove to be tests for the Mountie girls, but if their recent successes are any indication, they are ready for the upcoming challenges as they approach midseason. ■■



Miranda Bucky is a junior midfielder for the Mounties. Here, she skillfully controls the ball in a recent game.

Photo courtesy of iBerkshires

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# The Art of Horseback Riding

By JAKE FOEHL

Around Mt. Greylock, people tend to associate athletic excellence with such notable sports as football, soccer and cross-country. However, there are a few athletes in the school that participate in lesser-known, non-varsity sports. Into this category falls the art of horseback riding. It's fair to say that not many students at Mt. Greylock, or even around the country, would know the basics of horseback riding and how it translates into competition. But in fact, horseback riding is a fairly popular sport around the world, and this year's London Olympics featured a number of equestrian contests. These events included the dressage (a show of a horse's obedience to its rider), show jumping (a timed event in which the horse must jump over obstacles without knocking them down), and the cross country event (similar to show jumping in that it involves the horses vaulting over natural obstacles such as banks, ditches and water). Here at Mt. Greylock a select group of riders compete in equestrian competitions closer to home. Two of these riders, sophomores Laura Galib and Celia Bote, each have many years of horseback riding experience under their belts. "I started riding when I was five years old," said Bote, "I would have to say my favorite part of horseback riding is the bond that I share with my horse," while also adding that being able to hit a jump the size of a

toddler is fun as well. Galib, who started riding when she was nine, agrees with Bote that her horse makes the whole experience much more enjoyable. "It's also really fun to be suspended in mid-air for a second while your moving really fast," added Galib. The two have competed in many horse shows around Massachusetts and elsewhere. "Horse shows are pretty much a 'hurry up and wait' kind of thing," explained Galib, "You have to rush to get yourself and your horse all ready and warmed up, and then you sit around and wait for your turn. But when you get in the ring and nail your course, it's all worth it. It's a really exciting feeling to know that all your hard work and practice has paid off." Both of these student-athletes know exactly where hard work can get them. Bote is a member of the varsity volleyball team, while Galib is a top cross-country runner for Greylock. Even during other sports seasons, these devoted riders find times for the animals in their lives. Even though they live in a part of the world where horseback riding isn't taken incredibly seriously, they have both managed to discover a sport with which they have since fallen in love. To them and to equestrian competitors elsewhere, horseback riding is less about the accolades and more about all the experiences they share with their horses and each other. ■■

Photo courtesy of Celia Bote



Celia Bote, pictured above clearing an obstacle, has been riding horses since she was five years old.

## CROSSWORD: "SOME LIKE IT HOT"

1	2	3	4		5	6	7	8		9	10	11	12	13
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58							59					60		61
62							63					64		
65							66					67		

- Across
- 1. Categorize
  - 5. Erases a debt
  - 9. Obsolete
  - 14. Remorseful soul
  - 15. Looney Tunes fictional supplier company
  - 16. Ignore, in pronunciation
  - 17. Treadmill's product
  - 18. Bad habit
  - 19. Burdened

- 20. Result of strong conflicting opinions
- 23. Building block of molecules
- 24. One of a psychoanalytical trio
- 25. Kind reception
- 30. Covered up
- 33. Or \_\_\_\_ (bully's words)
- 34. Joyeux \_\_\_\_
- 35. Low, marshy land
- 37. Rickman of Harry Potter
- 38. Henry's House

- 40. European connection?
- 41. Physicist credited with inventing the battery
- 43. Wise man
- 44. \_\_\_\_ 70s Show
- 45. Aliens (abbr.)
- 46. Orator's tool
- 49. Box office warning
- 50. Roadmaking substances
- 51. Lover's emotion
- 58. Nearly sacrificed son

- 59. Pirate's bounty
- 60. "Happily \_\_\_\_ after"
- 62. Greek prefix for 4
- 63. Northern Italian river
- 64. \_\_\_\_ finals
- 65. City on the Ruhr
- 66. Of an idea or body of water
- 67. Walked

- Down
- 1. Sp. female title
  - 2. Hard-hitting response
  - 3. Practice sessions
  - 4. Doctor's specialty
  - 5. Off the streets
  - 6. LSD, informally
  - 7. Community org. est. 1844
  - 8. Fortune teller
  - 9. Inundations
  - 10. Spanish mission
  - 11. Alabama mascot
  - 12. Home of the Tree of Life
  - 13. Bad impression?
  - 21. "\_\_\_\_ed at owner's expense"
  - 22. A diamond, e.g.
  - 25. Interlace
  - 26. Designate
  - 27. It might make you a nit-picker
  - 28. Tree of the Pinaceae family
  - 29. "Study of" suffix
  - 30. Discusses, informally
  - 31. Hip-related
  - 32. Fate of Miller's salesman
  - 36. Most diluted?
  - 42. Elephant subspecies
  - 47. Product of dissociation
  - 48. Faux \_\_\_\_
  - 49. Small mammal's bane
  - 51. Take the bait
  - 52. Wields
  - 53. Shucks!
  - 54. Tickled pink
  - 55. Microscopic opening
  - 56. Popular steak condiment
  - 57. Fictional Nautilus captian
  - 58. Free oneself of

Interested in writing crosswords for the Echo? Submit your puzzle to mountgreylockecho@gmail.com and we just might run it.