

Discussions

Ongoing About Two-Day Test Policy

By MEGAN HILEY

School is stressful, everyone knows that. But what is being done to help us from collapsing beneath the weight of our workload? The administration recently put into place a policy that designates the days when departments can give tests or major projects. Each department has two days a week when it can give tests, limiting the number of tests that a student will have on any given day to two. This policy is version 2.0. The original plan gave each department only one day a week to give a test or assign a major project. It quickly became clear that one day was not flexible enough. After collaboration among faculty, student council, and the administration, the second version was brought about. According to Mr. Payne, this policy has been in the works for a while: “It’s very much a conversation with students and teachers. It’s been a conversation here for years.” The administration hopes that this policy will help balance out the workload and make it easier to keep up with exorbitant amounts of work. But is it succeeding?

The overall consensus has been positive. Many students said that the policy did exactly what it was supposed to: make the workload easier. Others said that while they never had more than two tests a day to begin with, the policy has made their schedule more predictable and manageable. It has also helped to mitigate the usual end of the quarter spike in tests; teachers universally want to cram that one more exam or project in before vacation, and consequently, students have to deal with three or four tests on one day. Tests and projects have been regulated by this policy, but quizzes are still up to the teacher to schedule. One complaint that Mr. Payne has heard is an increase in “super quizzes,” basically tests disguised as quizzes and scheduled whenever the teacher wants. How are teachers dealing with the new policy? “It’s just not fair [for kids] to get slammed with four tests in major subjects...but it’s difficult for teachers,” says Mr. Murray. Forcing teachers to schedule their curricula around two days is hard. Some find that

Test Days, Continued on Page 5

BUILDING CHANGES TO IMPROVE PHYSIQUE AND ENERGY EFFICIENCY

By CAMILLE ROBERTSON

In response to complaints and concern about the environmental soundness and the physical attractiveness of the Mt. Greylock school building, two distinct committees are working to identify immediate and long-term actions that can be taken to remedy these issues.

The Mt. Greylock visual committee (VIZ), a volunteer group of parents and local artists, is responsible for the painting projects students have noticed in various halls over the past few weeks. Headed by John McDonald and Wendy Martin, the group identified different locations within the school building



The school painting projects include a series of white lettering that makes the building easier to navigate. The Superintendent’s office, as shown here, has already been painted. Photo: Echo Staff

that would benefit from color accents. They chose a five color theme which they hope will lend a sense of visual unity to the discrete projects. Their long-term vision is that the work done this year will serve as a foundation for future murals, paintings, and other artistic enhancements.

John McDonald’s design looks to achieve the greatest effect without straining the school’s resources. The yellow stripes that will run down the middle school hallway as well as the lettering denoting the Superintendent’s office and other hallways are actually vinyl stickers, saving time and money spent on stencils and precision taping. Funding for the project comes mainly from the Parent-Teacher Organization (PTO), which is looking into fundraising projects to pay back the money the school has paid up front for supplies.

VIZ has arranged for a large number of groups to come work on different sections of the school. The progress made on the Superintendent’s office is partially thanks to the work of Williams College students on their “Great Day of Service.” Over April vacation, the custodians continued painting. In July, an Overland service group will spend a couple days

at the high school. Stan Parese, father of an eighth grade student and a member of the Williams class of ’79, will bring his classmates up to Mt. Greylock to paint Mr. Payne’s office for their 30th reunion. The PTO will continue to hold painting sessions on weekends to complete the project. Another generous contribution to the beautification of the high school is the Clark Art Institute’s donation of two spacious glass display cabinets, seen in the school gallery and foyer.

While all students have noticed the painting projects, other changes being planned are less apparent.

1 in 650: An Interview with Simone Rodriguez

By NATE NURMI



This month, the Echo caught wind of a specially talented individual in a field not often widely publicized: dance. Simone Rodriguez (10th grade) has made some truly stunning achievements in her career for someone of her age. Here’s what she had to say when interviewed about her dance accomplishments.

Q: How did you first get into dancing?

A: My mom was a dancer, so she got me into ballet and tap classes when I was little. I got into Irish Dancing when my parents took me and my sister to see Riverdance. From there, I started taking classes.

Q: I’ve heard that you’ve competed in Ireland . . . where else has your dancing taken you?

A: Yes, Ireland was for the All-Ireland National Championships, and I’ve been to England for the Great Britain Nationals. Also, I’ve traveled all around the US and Canada for the North American Nationals.

Q: So what events or competitions have you competed in?

A: I go to about 2 or 3 competitions each month depending on the time of year. Those are called feises, but since I’m in the “Open Championship” level, I can’t qualify for any majors or move up to a higher level at feises. The Regionals competition is Oireachtas, so every November I go to the New England Oireachtas. Every July I go to the North American

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The Echo is RECYCLABLE! Please do NOT throw it in the trash when done reading.

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CARTOON

Rufus Paisley presents another witty graphic.

See Page 3.

CROSSWORD

Puzzlemaster Dylan Dethier goes at it again.

See Page 5.

THE BOOK WORM

Isabel Kaufman reviews I, Lucifer, by Glen Duncan.

See Page 3.

Photography Feature

The Echo displays some of the engaging products from Mr. Powers’s digital photography class.

See Page 4.

Cups and Community Service

Paige Belanger discusses her experience with a little known community service project in Pittsfield, The Blessing Cup Project, as well as other service opportunities available to Greylock students.

Read about it on page 2.

Education and Competition

Cleo Levin delves into some education philosophy with a discussion about our educational system and the values, numbers, and pressures that shape it.

See page 3.



## NEWS IN BRIEF

### *UMass Quartet Coaches High School Musicians*

On Thursday, April 16, the UMass Graduate String Quartet visited Mount Greylock to both perform and coach student performers. Individuals from the UMass group played, and afterward they played as an ensemble a very engaging and impressive set of pieces. After their mini-concert, Greylock students performed while the UMass students watched and critiqued. A solo flutist, bassist, pianist, a flute-violin duo, and a student string quartet were all coached by the UMass musicians. All music students, including some from local elementary schools, were invited, and the event was thoroughly enjoyable for all involved. This visit was luckily made possible by a grant from the SEE fund.

### *Spring Concert is Coming Up*

The High School band, chorus, and orchestra will showcase their talents on Wednesday, May 6, in their annual Spring Concert. It will be the last performance for seniors, some of whom have played in eighteen concerts in their careers at Greylock. The musical ensembles work hard every block three to prepare for the concert and would love for you to show your support by coming to watch them perform. The concert starts at 7:30 and is free.

### *Class Elections on Horizon*

Annual class elections are coming up. Grades 8-11 will have class meetings hosted by the Student Council in which candidates for all class officer positions as well as Student Council seats will campaign. Class Officer positions include President, Vice President, Treasurer, and Secretary. Nomination forms can be picked up in the front office.

### *Sign up for Trips Abroad*

Mount Greylock teachers will lead students around the globe next year. Ms. Keeley will be taking students to Italy during February vacation of 2010. Mr. and Mrs. Murray will lead any takers around Spain and France in February, and Costa Rica in April. Each trip is sure to be a great time in beautiful places. Anybody interested should contact one of the above teachers, as there are benefits for signing up early, and deadlines are approaching quickly.

### *Recognition Night*

High School recognition night will take place on Wednesday, May 13 in the auditorium. Students receiving awards in a wide variety of categories will get an invitation to the event in the mail. The Echo extends its congratulations to all receiving commendations. It's sure to be an evening of fun and celebration.



## *BLESSING CUPS AND COMMUNITY SERVICE*

By PAIGE BELANGER

Though some view the Berkshire's opportunities as generally narrow, getting involved with community work is actually exceptionally easy for students at Greylock. Projects such as Habitat for Humanity and Y.E.S. are anything but devices for college credentialing, and every student, one way or another, interacts with the community at the end of their time at Greylock through the Senior Project. Several students have traveled abroad to such countries as Guatemala and the Dominican Republic for numerous causes, and other individuals help out in local churches and elementary schools. One lesser-known opportunity for students is the Blessing Cup Project, an organization aimed at combating poverty for women in Berkshire County.

Most often, volunteerism is associated with large time commitments and associations such as soup kitchens and food pantries. However, service in the form of the Blessing Cup Project is quite different. Dedicated to "provid[ing] a creative and artistic venue that supports, trains, mentors, empowers, employs and inspires women in transition in Berkshire County, Massachusetts as they shift from poverty to a sustainable future"(blessingcupproject.org), the project pays women ten dollars an hour to create crafts called blessing cups, which are small bowls made of clay, and blessing bags, which are essentially miniature purses. These crafts are then sold at fairs and other gatherings as inspirational gifts, and the proceeds are used to pay the women who are employed by the organization.

The main focus of the Blessing Cup Project is not marketing, although that is extremely important in keeping it alive. The founder, Hannah Anderson, is motivated by her desire to help the impoverished women of Pittsfield, Massachusetts. While the cups and bags that the project retails were initially her own idea, the project has grown far past the products that it makes. The proceeds are now directly used to pay the salary of women who wish to provide a better future for themselves.

However, the opportunities for involvement in the Blessing Cup Project are not limited to Hannah, the women in

the employment of the project and its board of directors. In fact, there are many ways to be involved. Firstly, there is the website, blessingcupproject.org, that can always be accessed for more information on the project and a retail price list for all items being sold. There is also a Facebook cause page, which currently has recruited 76 members. The Cause page is an easy place for the administrators of the page to provide up to date information to the people who support what the project is all about.

There are also many ways to participate in the project that do not revolve around internet access. Donations of materials for bags are in demand right now. This includes

fabric and beads of any sort, whether from a broken necklace or bracelet, a single earring, or from a set of beads that have not been used in quite some time. These are perhaps the easiest way to express support of the Blessing Cup Project.

It is also always beneficial to the project's cause if its products are purchased. The merchandise, both cups and bags, come in different sizes, and can even be special ordered. Each of these items makes a great gift, as they are all meaningful and unique. Pictures of these products are on the project's webpage.

The Blessing Cup Project is most definitely not the only volunteer organization that

students at Mt. Greylock are able to participate in. There are programs such as S.M.I.L.E., Mt. Greylock's official student service organization, U.N.I.T.Y., and Y.E.S, which helps to promote healthy environmental changes within the school and the community at large. Such groups are readily accessible for students at Mt. Greylock if they seek to become involved in their surrounding community. A less formal type of community service is tutoring, which many students become involved in over the course of their four years in high school. Moreover, for the Senior Project an essential question can be fashioned around volunteering at institutions that the student finds important. Opportunities to volunteer are everywhere, available in diverse fashion for students of all interests.



*Examples of some of the pieces made through the Blessing Cup Project*

*The Mt. 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 photographers, writers, and editors. Any Mt. Greylock student is welcome to submit articles, come to meetings, or join the Echo staff. Meetings are held in the Echo Office at the back of the library, typically during early lunch on Mondays.*

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*The views expressed in opinion or editorial pieces do not reflect the collective views of this newspaper or the administration, but those of the individual authors.*

## Education vs. Competition

By CLEO LEVIN

What is the purpose of education? Why do we come to school everyday? An explanation most often given is that school permits you to get a prestigious job and to make a good living -- a rather disturbing premise.

Students strive to accumulate enough high marks in high school to get into a competitive college so that, even further in the future, they can be employed in a lucrative position, perhaps a surgeon, perhaps a lawyer, perhaps the owner of a bank. This is all well and good except that this system, based on promoting future prosperity and position, undermines the importance of learning for its own sake. In their scramble to reach the summit of the academic mountain, students have little time to stop and smell the intellectual edelweiss along the way.

As David F. Labaree wrote in a Brookings Institute study, "The result... is a stress on quantity over quality of education, on completing the course over learning the subject... form outweighs substance, and schooling trumps learning."

In our current system the esteemed courses are in "real" subjects: Math, Science, History and English, especially at the Honors or AP level. Art, Music, and other creative endeavors are perceived as lower in the academic hierarchy. This hierarchy mirrors the societal perception of the relative lack of value of the arts. Since the arts foster creative thinking in a manner different from traditional academic subjects, it is unfortunate that the arts get excluded on such economic grounds.

Intellectual curiosity is not always promoted in the current educational system. Students are more concerned with navigating the river of information toward the delta of the test than with the tributaries found along its course. What could we learn about the people of the colonial times from a study of their clothing? What could be learned from their houses?

The ferocity of competition in today's schools cannot be denied. In evolutionary terms, competition can be defined as, "the struggle between organisms of the same or different species for limited resources." This means a living winner and a dead loser. The system, which equates performance in school with future economic prosperity, creates bitter competition where there should be cooperative learning. Nancy Siegel, a high school head counselor, observed "a cutthroat competition for grades that had less to do with learning and more to do with finding a position in the class." The plethora of numbers that promote competition in students (SAT scores, class rank, and GPA) are relatively small figures that pack a comparatively large punch. These morph the bones, blood, and guts of students into a series of hollow numerical comparisons.

Janet Durrans, in an article from the New York Times, tells us, "Students strategize to win ... (they) avoid more creative courses, like art or photography, where grading can be subjective, and a B could ruin their shot at the top spot." These students ignore artistic potential in exchange

for the hopes of a future career reward.

Some students have adopted cheating as a desperate means toward achieving an increasingly unattainable end. Education Testing Service research indicates that, "Academic cheating ... has risen dramatically during the past 50 years." A survey of the students reveals, "80% of the country's best students cheated to get to the top of their class." There is an obvious flaw in a system that leads to this result.

Too often classes must be geared largely toward test preparation. Questions and opportunities for further discussion, not central to the test material, are often ignored. In AP classes, the year-end test is not so much a culmination as a limitation of the students' opportunities for learning.

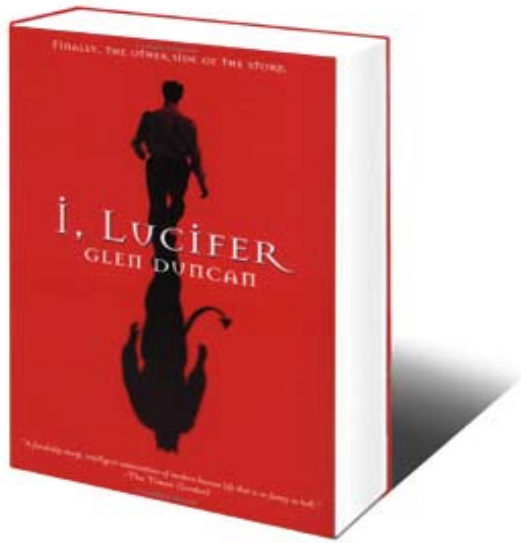
Even on its own terms, does the current academic system of learning succeed? Does it lead to enhanced professional advancement? Karen D. Arnold, a professor of higher education at Boston University, did a 15-year study of high school valedictorians. "Dr. Arnold found that high school valedictorians consistently did well in college and were generally well-rounded, successful people. They were not a group, however, who were particularly creative or who would achieve great distinction in life."

Many colleges are beginning to recognize the enormous pressure of the system that they have helped to create. They are now telling students to relax and enjoy their educations. Sara Rimer, writing for The New York Times notes, "Colleges today are preaching the value of 'balance,' 'unstructured time' and 'learning for learning's sake.'" Students are confused; if they had done the same things in high school they would not have been admitted to these competitive colleges. Should we really suspend this realization until college years? Could not high school students also benefit from this sort of balance and from learning for its own sake?

Does this desperate scramble of rote memorization, this type of frenzied, stressful activity, create an enduring love of learning? Arthur G. Powell, in his article "American High Schools and the Liberal Arts Tradition," writes, "The ultimate product of an effective liberal arts education is active reflection about serious ideas. Enduring intellectual interests are to be created and pursued long after required courses and examinations are over and done with... Academics are to be engaged in because they lead to enduring habits of mind, which give meaning and pleasure to life." As long as we see education solely in terms of promoting career advancement the diploma will be nothing more than a token to be exchanged for an intellectually bankrupt future. Powell notes, "The dollar benefits of increased educational attainment are important.... But these incentives do not seem sufficient. Students should also learn that academic subjects provide a partial entry not only to the business of making a living, but also to the business of making an informed and examined life."

## The Book Worm

By ISABEL KAUFMAN



**Title:** I, Lucifer  
**Written By:** Glen Duncan  
**Price:** \$15.00

I bought this book with the idea in mind that it would be a quick read: quick and humorous, hopefully witty. Yes, it was a bestseller in Britain -- I saw that; the back is plastered with critical acclaim -- but I didn't suppose that that indicated anything of significance. It didn't breed expectations, in short. I supposed that it would make me smile, expected that I would read it overnight and thought cynically that I might forget it a month later.

And then I read it, and it punched me in the face. So to speak. This is a positive.

I did smile, but that is certainly not the only reaction that the book produced. I did read it overnight, but it was nigh-impossible not to: the plot and the voice tear along at whip speed. As for forgetting it anytime soon --

I, Lucifer is the story of -- well, of Lucifer, the Morningstar, the fallen angel now known as Satan. You know him. He's the Devil. Only now he has the chance to--maybe, possibly -- redeem himself and re-enter heaven as an angel once more. That is, if he can live out a mortal lifetime in a reasonable span.

As it is, it's chalked up to one of God's whims, and so we, the readers, follow Lucifer as he inhabits the body and life of failed writer Declan Gunn (an acronym, interestingly, for Glen Duncan). If it sounds like a gimmick, it is and it isn't -- if it is, at least, it's one that pays off. What you get is a funny book, but also an unbelievably clever endeavor, a book that's so sharp it cuts. Duncan knows his theology, and he also seems to know a little bit of everything else. You've got your Bible references, your Dante references, your British pop culture, your twisted jokes, and your Oxford English Dictionary vocabulary, all chucked into the same intellectual blender and mixed with manic glee. And maybe he's a bit of a philosopher, too; in any case, it's almost inevitable that you'll walk away from the book with some musings about morality rolling around in your head; they'll sneak up on you before you've even realized that you're wondering about the meanings of good and evil; you'll have been preoccupied laughing, or absorbed in the writing.

I say that the musings are inevitable, and they're mostly a function of the narrative voice. Of course. It's narrated by the Devil. And Lucifer is the most fascinating protagonist I've encountered in a long while (again, this seems fitting): he's a force that creates unconscionable actions and revels in them, that does not and cannot worry about the morality of his actions, yet one who also has been put in an impossible position. He's fundamentally unsympathetic, but he never asks for sympathy. Yet he's charming, even as he's infuriating. And his wit is a rapier one. It's a huge, destructive, incredibly compelling character exercise; it blows up on the page (and eventually in your mind) like literary TNT.

Perhaps the strongest, most oddly seductive aspect of the character, and of the writing as a whole, is the strange joy that everyone -- Lucifer, Duncan, and the reader -- finds in humanity. Duncan's writing is never better than when he describes the sensory dazzle of the world around Lucifer when he's first experiencing corporeality. Duncan loves words; there's a real, visceral joy in his descriptions. They're designed to take the main character's breath away, and so do they the reader's.

It's not what I was expecting. It's a huge, crazy ride, and one for which I was entirely unprepared. You're not.

What the Hell are you doing, not reading this book?



Cartoon by: Rufus Paisley



# COMMUNITY

## STUDENT PHOTOGRAPHY

By THE ECHO STAFF

Anyone wandering down the gym corridor these past few months may have glanced into the gallery next to the superintendent's office. There, he or she would have seen an impressive array of digital photographs taken by Mt. Greylock students as part of Mr. Powers's digital photography class. We decided to feature a few of these photos on our Community page. Those interested in digital photography (the art or the class, or both) should stop by and see Mr. Powers, discuss elective options with guidance counselors, or leaf through the Program of Studies. The class (which is one semester in length) was immensely popular this year, with over 60 students enrolled. The details for next year's offerings are still being sorted out, but a possible advanced photography class is under consideration. The number of basic sections and when they will fall in the year has yet to be concretely determined as well (although the course will certainly be offered first semester next year). The photos below are in black and white and slightly cropped, so make sure to stop by and check out the originals to see them in their full color and beauty (as well as many others). The photos have recently been moved to a new viewing location: the meeting room. Next time you find yourself in there, take a look around at the walls.



Photo: Jessica Barnes



Photo: Dan Mansen



Photo: Chelsea Garrison



Photo: Dominique Chenaille

*Simone, from Page 1*

Nationals. And Worlds takes place either in March or April (it's different every year). As I said, I've also competed in the Great Britain and Ireland Championships.

Q: What kind of accolades have you won?

A: Well...I've won many medals, silver or gold platters, trophies, sashes and perpetual cups, crystals, and titles. Right now, I'm in the top 10 (6th) for the New England Region and top 20 in the nation. In the beginning of March, I won the New Jersey State Competition.

Q: Impressive! How much time goes into the dancing behind the scenes?

A: A lot of time. I have dance class every day except Wednesday and Sunday. And I usually practice for a little over an hour on my own. When major competitions are close, I practice a lot more (before and after school and class).

Q: Where do you train and who do you train with?

A: For Ballet and Tap, among others, I work with Judi Drozd at the Terpsichore Dance Studio in Pittsfield. For Irish Dancing, I go to the Rosemary Campbell School of Irish Dance, where Rosemary Campbell coaches me (although I started Irish Dancing with the Michael Farrell School of Irish Dance and then transferred a few years ago).

Q: And how long have you been dancing?

A: I started dancing when I was 4 or 5 and started Irish when I was 8.

Q: Are there any other Mt. Greylockers you have danced with?

A: I used to do Irish with Krista Mangiardi and her little sister Angelina at the Farrell School. I know Krista doesn't dance anymore, but I'm not sure about Angelina.

Q: Do you practice a variety of dances for competitions, or do you specialize in one particular area?

A: For Irish, I do three dances depending on age. My age group is U16 – even numbers do reel, hornpipe and a set, and odd numbers do slip jig, treble jig and a set. Therefore, I just started practicing my new reel (soft shoe dance), hornpipe (hard shoe dance), and set (hard shoe dance) for Nationals. Set dances are solos and are only for Open Champions or are danced at a major competition if that dancer placed.

Q: One last question - Has Caleb ever practiced with you?

A: Really, Nate? No, he hasn't practiced dancing with me. Although, he has been to a few of my competitions. He is my good luck charm though, because whenever he comes, I either win or do very well.

TUNNELCITYCOFFEE

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Building, Continued from Page 1

solar air preheat systems (both of which work by circulating sun-heated air or water through tubing in the building), and biomass (burning hay and woodchips instead of propane). Though all of these large projects would be expensive to install, they are projected to produce nearly half of Mt. Greylock’s entire annual energy use.

Apart from these expensive, complicated systems, CET suggested a number of simple, easily implemented actions to save energy in the building. Installing occupancy sensors that would turn lights on in the cafeteria, halls, and restrooms only when the room was in use, instead of leaving lights on all day as we currently do, would save an estimated 42,000 kWh/year: about \$5,460 each year. Another upgrade recommended at this time is replacing the locker room showers in the gym with individual valves and low-flow shower heads. Instead of all of the showers turning on when one person wants to bathe, the activation of each individual shower with a pull chain or rope would save about 1012 gallons of propane a year, an annal savings of \$4,125.

Other recommended upgrades include better heating controls and ventilation controls. By reprogramming the demand system to automatically shut off all computers in the building at night and over the weekend, the school would save at least \$5,558 per year. The energy audit also suggested small efforts that would save energy and money in the long run, such as a Vending Miser, which powers down certain aspects of a vending machine when there is no activity near it for 15 minutes, or light shelves, which reflect natural light into classrooms, decreasing the need for artificial lighting.

If every recommended energy conservation measure were implemented, the school would save a projected \$264,854 each year, an enormous 14% of the current annual spending. so logical, considering these statistics, lots of capital is needed for each upgrade, and various instillation obstacles have to be overcome. Hopefully the school will be able to find some money to implement at least some of the recommended changes.

If every recommended energy conservation measure were implemented, the school would save a projected \$264,854 each year, an enormous 14% of the current annual spending.



A photoshopped projection of what VIZ might potentially add to the cafeteria walls in the course of the painting project. The color scheme does not show in black and white, it but will fit into the color themes for the rest of the building, hopefully adding unity and beauty to the school’s interior appearance.

Test Days, Continued from Page 1

they are faced with two options: either cram a test in early, or push it back and “waste” a day or two of class. But according to Mrs. Green, “the pros outweigh the cons.” The original one-day-a-week policy left teachers with very little wiggle room. Their feedback was one of the main reasons why it was changed to the two days a week policy that is in effect now. Some teachers may not be sticking exactly to the schedule, and that could create problems in the future. Theoretically, one teacher’s shift of a test to the next day creates either an immediate conflict on the next day or, if other teachers prefer to accommodate, a continuous string of test day changes. If teachers follow the letter of the law and not the spirit, then students may find themselves taking two tests and two “super quizzes” in one day. But if teachers follow the spirit of the law and switch to a non-test day when the students so desire, or test on another subject’s day because otherwise precious days would be wasted in review, conflicting studying still arises.

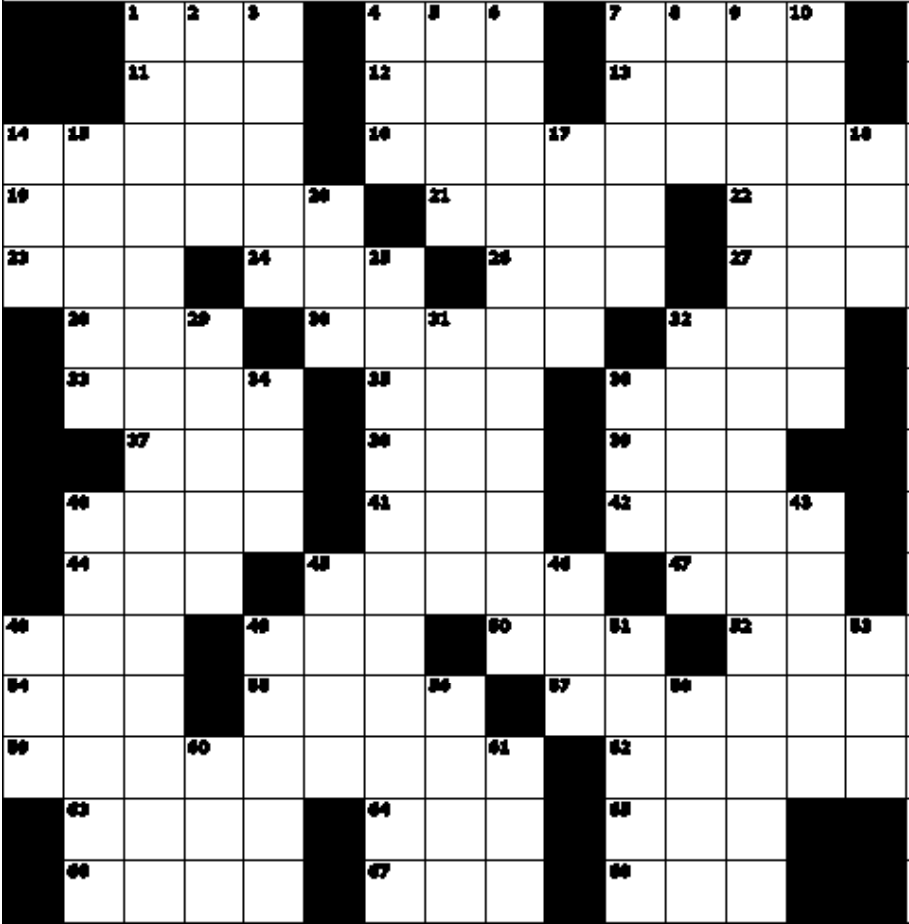
The simple solution is for all teachers to adhere strictly to the new policy, resulting in a maximum of two tests on a day. But this policy can be wasteful for teachers, and often can increase stress if two teachers who normally would have given tests on consecutive days are led to give tests on the same day in order to get the exam in on their shared day. It is precisely this situation that leads to debate over the new system: sometimes the flexibility of not being forced to test on one of two days lessens stress and results in minimal negative effects, but other times it creates immediate conflict and increases stress. Is it better to adopt a simpler system which sometimes results in the unnecessary stress of two tests and possible other quizzes and which is sometimes wasteful for teachers, or to allow teachers to be more flexible with the system at the students’ and their own discretion, with extra stress on certain days still present?

The new two-day policy has certainly been largely effective, though cases of added stress also abound. The motives behind it are undeniably well-intentioned and positive; it is simply the method that is questioned, and which leads to the ensuing complications. To a certain extent, any realistic system will result in some level of unnecessary stress, and the curreny system, when strictly followed, might be as good as any. The policy is currently probationary and is under review. If Mr. Payne gets enough positive feedback from teachers and students, then this system might well become permanent. Be sure to talk to your teachers, administrators, or Student Council representatives if you have any questions or, especially, suggestions about the test day schedule. The current schedule for departmental testing is as follows:

**Math:** Mon. & Wed.  
**English:** Mon. & Thurs.  
**Science:** Tues. & Thurs.  
**History:** Wed. & Fri.  
**Language:** Tues. & Fri.

CROSSWORD  
By DYLAN DETHIER

Across



1. They’re fed to a computer
4. Buffoon
7. E Pluribus
11. Lion of the Zodiac
12. Oregon running legend
13. El of the South
14. Period
16. Reaches out
19. Go over
21. Nautical cry “Hard
22. Canine waste
23. Rage
24. Declare
26. Safety stat (abbrev.)
27. Had lunch
28. Sort
30. Stones hit, “I can’t
32. Human part easily bruised
33. Cambodian neighbor
35. Clothing choice, for short
36. Broadcaster Albert
37. Grab forty winks
38. Potion place
39. It’s under 18, for minors
40. Acting without focus

41. Loosen up
42. Equal
44. Home to Bulls, Bucks, and Bobcats
45. Come clean
47. Enzyme partner
48. “Love and Memories” artist
49. Canine cry
50. Stay aware—keep it to the ground
52. Knoxville-based New Deal program
54. Poofy ‘do
55. Rank
57. Passes
59. Pampers
62. Sentence needs
63. Pesky critter
64. Tolkien talking tree
65. Tough to swallow
66. Psychic abilities
67. American alternative
68. Globe

Down

1. Ohioan football team
2. Lunch meat locale
3. Trodden upon with every step
4. “Special” Army branch
5. Geometry 101
6. Down

7. Good for the underdogs
8. Casually express disagreement
9. Gardened, successfully
10. Spicy cocktail
14. Lanka
15. Jeopardy
17. Game of numbers
18. Dark poet of 19th century fame
20. Canine sign of contentment
25. Colorful ailment of the S. Hemisphere
29. Australian herbivore
31. Moves on a track
32. Keen
34. Mole
36. Plot
40. Hot and bothered
43. Baltimore helmet-wearer
45. Milk supplement
46. Crib
48. Switch option
49. They work under someone (abbrev.)
51. Fourth with John, Paul, and George
53. Horse cousin
56. Claim no part
58. Some candies
60. Hit the hay, quickly
61. Big road, for short



By JANELLE VAN LULING

The Mounties have started off their 2009 season with a bang. In their first match of the season, the girls defeated the Mt. Everett Eagles 5-0. Tijana was unable to play due to injury, so Cleo took over the 2nd singles spot, and Sarah played the 3rd spot. Both Levin and Crosky, in addition to Santore, defeated their respective opponent. Both doubles teams won as well, with Dewey and Mortenson at the number 1 spot and Shanley and Ostheimer playing number 2. The Mounties continued their success at Pittsfield the following Monday, and at Drury the next day. On Thursday, the girls did it again and defeated the Lee wildcats to keep their undefeated record alive. It is safe to say that the Mt. Greylock girls tennis team will be a strong contender for the Berkshire County title this year, and are on the right track to seeing some serious time in the post season.



*Photos: Sarah Crosky*

By DYLAN DETHIER

In a highly offensive battle (against Wahconah), Greylock hit hardest, scoring in each of the first six innings to win 12-7.

baseball's streaky nature, Greylock looks to build a lot of momentum down the stretch en route to a strong run to the playoffs.

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