

# “Ginger” Abuse Has Some Seeing Red

By NAOMI LACHANCE

November 20 is the 324th day of the year. It is the day that Ukraine was declared a republic, and the day politician Robert Kennedy was born. It has recently, however, taken on a whole new definition: Kick a Ginger Day.

The event caused the kicking of red-heads, or “gingers,” as they are sometimes more colloquially known, in schools across North America. Mt. Greylock, unfortunately, was no exception.

“It was just a joke to me, like April Fool’s Day or something,” said sophomore Mackenzie Hitchcock, who was kicked for the color of her hair. “It was just friends doing it to me.” Sophomore Kyle Robitaille was also kicked for his red hair. “I didn’t care,” he said. “I thought it was funny,” although he admits, “I had a bruise for like a week.” Senior Ashlyn Moors was also kicked because of her hair. “I would describe the kick as a ‘love tap’,” she said. “It didn’t bother me at all, only because it wasn’t malicious, and we both got a laugh out of it.”

Others, however, had different experiences. “Someone came into class and said loudly, ‘Kick a Ginger Day!’ and proceeded to kick someone,” said Ms. Fernandez. “I thought it was a most horrid thing to do. That’s not a thing you do to friends.” “I was appalled,” said Coach Miro. “I don’t want to confuse bullying with just horsing around. That’s part of growing up. But this situation was no fun intended. It bothered me quite a bit.”

When reports of violence in the halls reached Mr. Payne, he knew something had to be done. “I did two things immediately,” he said, “I called faculty during break and explained what happened. The meeting was very short.” Then, he called an assembly for all high school students. “It was the first time I’d done anything like that in my seven years as an administrator,” he said. “I tried to speak from my heart.”

Mr. Payne, who was visibly upset, said at the assembly that a student had gotten badly hurt, and that such violence was completely unacceptable. He threatened to press charges if he found that a Mt. Greylock student had posted the event on Facebook or if anyone else took part for the remainder of the day.

Indeed, the event did gain publicity on Facebook, but it was originally posted by a fourteen-year-old boy from Canada. He was inspired by a South Park episode that first aired in 2005 entitled “Ginger Kids.” In the episode, a boy’s school report becomes a hate speech against redheads. “Like vampires,” he says, “the ginger gene is a curse. And unless we work to rid the earth of that curse, the gingers could envelop our lives in blackness for all time.” The series, famous for its controversial satire, has also featured satirical material targeted at Muslims, Catholics, Mormons, Jews, blacks, and Scientologists. Unfortunately, “Kick a Ginger Day,” as a Facebook

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# COMPLICATIONS IN SCIENCE ENROLLMENT

By NED KLEINER



The biology department classrooms like Mr. Bell’s, pictured above, are increasingly emptier than the physics and chemistry rooms, as some students are sidestepping Biology altogether in favor of more rigorous courseloads. Photo: Alyssa Tomkowicz

In the far Southwest corner of Mt. Greylock, the biology department reigns over a world of skinned cats and microscope slides. Recently, a debate has arisen over whether Biology is an indispensable piece of high school science.

Unlike most schools in the U.S., Mt. Greylock requires students to take Physics in 9th grade, followed by Chemistry and Biology, in that order. Most 9th graders across the country take Biology in ninth grade, then Chemistry as a sophomore and Physics as a junior. However, one problem with this system is that students, perhaps not wanting to do any more math than they are required to, often choose not to take Physics at all. Mt. Greylock’s system is designed to increase the number of students who take all three branches of science, since all ninth graders at Mt. Greylock have to take physics. But now Mt. Greylock’s science department as a whole is noticing that some students will be leaving Mt. Greylock without ever taking a biology class.

Many of these students simply prefer Physics and Chemistry. “I took Physics as a freshman and Chem as a sophomore, and I just wanted to continue in those subjects,” said one senior who has no misgivings about his decision to take both AP Chemistry and AP Physics.

When the issue was discussed at the November meeting of the School Council, though, some members were suspicious about the real reasons behind some students’ decisions. The idea was floated that, as in so many aspects of student behavior, the college admissions process might be involved. More than one member thought that part of students’ motivation not to take Biology is that they want to be able to tell admissions officers that they have taken

the “most challenging schedule possible”: in this case, AP Physics and AP Chemistry.

One obvious solution to the problem is to mandate Biology for juniors. One problem with this, however, is that since the AP Sciences now alternate years, students would only be allowed to take the AP science available their senior year, whether or not they would have preferred the other. Instead, the science department has asked Mr. Payne and the School Council to require that one year of all three branches be required for graduation, with students allowed to take Biology either their junior or senior year. Mr. Payne is considering multiple options, including “making Biology a graduation requirement or establishing a required series of science courses.” However, as Mr. Bell, one of the Biology teachers, noted, the Mt. Greylock administration “seems to be loath to make someone take [Biology] as a senior, when they’re in a class with all juniors.”

If the only object is to allow students to choose their course load without the interference of the college admissions process, one option would be to eliminate the AP designation for the science department altogether. A student taking “high honors chemistry” would still have the option of taking the AP exam, but there would be no obligation, and no boost to GPA. Also, there would be no admissions stigma in choosing to take Biology, since admissions officers would consider a student who takes Honors and High Honors Biology to have challenged him or herself just as much as a student taking High Honors Chemistry and Physics. There would be other possible upsides as well. Mr. Burdick, who teaches

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# 1 in 650: An Interview with Keith Martin

By NATE NURMI



In this issue’s 1 in 650, The Echo interviews Keith Martin about his efforts in the field of visual art.

## When did you first get into art?

Since I was really little my parents always made sure I had a piece of paper and a pencil. Drawing was a way for me to express myself before I could talk. So if you were to ask me whether I ever remember *not* drawing I guess the answer would have to be, “No, I just always have.”

## What first inspired you to get into it?

Well a lot of my initial love for art came from “Harold and the Purple Crayon.” The imagination that Harold’s art contains inspired me at a young age to also try to capture my own ideas in my art. The difficulty of trying to capture that creativity is what makes me maintain my interest in art.

## You went to an art program in Philadelphia...tell us about it.

It was a great experience, and I advise people interested in art to look into similar programs. I stayed on the UPenn campus and took college level art classes with actual professors. Those helped me to hone my skills and further increased my interest in art. It was not just work, though. There was downtime in which I could kill the cockroaches that infested my room.

## What is your favorite type of art?

I like Graffiti a lot. It kind of has a bad rep for being destructive, but there is a lot more to it than that. I can spray paint fairly well (it’s very difficult to produce something that actually looks artistic), and do lettering on paper. In college, I would like to learn how to spray paint more skillfully and then hopefully do murals like the large mural project that the city of Philadelphia has adopted.

## If you were to pick one piece of your artwork you like best, what would it be?

At the program this past summer I made a book in the printmaking shop. It was based on childhood memories, and so included drawings of Elmo, Harold and the Purple Crayon, and Little Foot. It was fun to revisit characters that I had not thought of

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

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THE BOOK WORM

Isabel Kaufman reviews *The Magicians* by Lev Grossman.

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Cartoon

Cartoonmaster Rufus Paisley is at it again.

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Crossword: Winter Surprise

English teacher Blair Dils concocts another challenging and highly anticipated puzzle, complete with “Varsity” and “JV” clue sets.

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New Environmental Initiatives

Krista Mangiardi reports on MG’s latest environmental initiatives, including the installation of a new boiler over vacation and the latest activities of the Youth Environmental Squad.

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Half-Days at MG

Haley Mahar discusses the planning and events that surround those coveted days that occur once a month.

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8th Grade Debates

Rebekeh Packer reports on the exciting culmination of weeks of preparation and research for the 8th graders.

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## A Fond Farewell from the Editors:

We regret to inform our readership that this issue will be the last Echo produced under our editorial guidance. However, we have complete confidence in our successors, Cate Costley and Alyssa Tomkowicz, and we will stay on in an advising capacity for the remainder of the school year. We'd like to thank our advisor Mr. Niemeyer, all of our hardworking Echo contributors, the MG faculty and administration for agreeing to numerous interviews every month, and of course, Cate and Alyssa. We look forward to watching the Echo continue to grow as an essential vehicle for news and opinion within our school community. Thanks for reading!

Sincerely,

Sam, Patrick, and Taylor

## NEWS AND EVENTS IN BRIEF



**January 14th @ 7:30pm** – “Alcohol and Human Performance: Alcohol’s Effect on the Body and It’s Potential Consequences Relating to Athletic Performance” – by Justin Moore, Assistant Professor of Physical Education and Head Coach of the Women’s Crew Team at Williams College. This will be a comprehensive lecture on the physiology of drinking as it relates to the athlete’s body.

**January 28th @ 7:30pm** – Community Forum/ Panel Discussion – Our panel will include parent and Mt. Greylock Dean, Lynn Penna, parent, coach and teacher, Brian Gill, parent and coach, Dave Chenail, Dr. Jennifer Michaels, Medical Director of the Brein Center, and two students from the Teen Advisory Council to the Berkshire County DA’s office. This evening will give us all a chance to discover ways in which we can talk to and guide our young children, teens and students through the very complex issues surrounding underage drinking.

This lecture series will include valuable information for parents, teachers, coaches, and anyone who has or works with children. Please join us. For any questions or additional information, please contact Mt. Greylock CMCA Strategy Team Leader, Odette Klass at [oklass@nbccoalition.org](mailto:oklass@nbccoalition.org).

## January Music Concerts Coming up!

Come and support the Mt. Greylock music department and listen to the chorus, band, and orchestra perform the pieces they have been working on since the Get Acquainted Concert. The middle schoolers will perform Wednesday, January 13 at 7:30 in the auditorium, and the high schoolers will perform Wednesday, January 20th at the same time and place. They’re sure to be two enjoyable evenings.

## Italy Trip Meeting

On Tuesday, January 12th, Mrs. Keeley will hold an information meeting for all those accompanying her to Italy in February. The meeting will take place at 7:00 in the meeting room and will include lots of important information about the trip itself and how to prepare for it.

## The Class of 2010 Brings you: Snowball

From 8-11 in the gymnasium on January 23rd, come dance to a playlist handpicked by the class of 2010’s very own DJ Q! Admission is \$15.

### Sciences, Continued From Page 1

AP Chemistry, was enthusiastic about the possibility of removing the AP designation from the class: “I really wish [AP Chemistry] was a Chemistry II; it wouldn’t be so test-driven... it almost takes the fun out of what a teacher likes to teach: [if it weren’t for the AP test] we could do a whole section on organic chem, or nuclear. They’re the smallest bits of the AP test, but they’re the most interesting.” Mr. Burdick also thought that college admissions were pushing kids to take the AP’s rather than get the whole spectrum of sciences: “I really think that people are taking [AP Physics and Chemistry] because if a school offers AP, and you don’t take it, you look like you’re not motivated enough.”

Many students, though, thought that if Mt. Greylock removed the AP designation it would be shooting itself in the foot. When the idea of “High Honors Physics” was presented to the Student Council, there was an immediate chorus of “No!” One student suggested, “Maybe kids just don’t want to take Bio.” If students were really being motivated to take AP Physics and Chemistry by a desire to have the “most challenging schedule,” then they would welcome an initiative that would give them more freedom to do that.

### Ginger Abuse, Continued From Page 1

event, spread rapidly to high schools all across the country and even abroad. So far, charges have been pressed against many individual participants who have committed acts of violence, and an investigation was even opened on the original 14-year-old administrator of the group, who has since issued a public apology and reiterated that the event was meant to be a joke.

Community member Mordechai Kamel thinks the idea of discrimination against redheads has even earlier roots than South Park: the University of Toronto in the mid-sixties. He said that a group of students forged a memo from the university’s president, saying that, given the university’s history of discrimination, they could not simply abandon prejudice altogether. So, in lieu of women, blacks, and Jews, redheads and left-handed people were the new targets. “Everyone had a good laugh,” Mr. Kamel said, “but we didn’t think anything else of it.” Like South Park, the forgery was intended to ridicule baseless discrimination. “What they do is poke fun at the most ludicrous and absurd things to show what’s extreme and unacceptable,” said Mr. Kamel. Satire, however, runs the risk of getting horribly out of hand.

“I didn’t think of [Kick a Ginger Day] as scary at all until I found out someone got hurt,” said Hitchcock, “but actually, if you think about it, it was really stupid of them. It was so mean.” Sophomore Grace Singleton had similar

Students could always look at the Biology textbook over the summer and try to get an 80% or better on the final in order to place into AP Biology. This would allow them to take two AP sciences while still being exposed to all three disciplines. According to Mr. Bell, though, “only a couple kids have ever followed through and passed that. Most of them just kind of bail after they look at reading the whole [biology textbook] by themselves.”

There is another serious problem if students miss Honors Biology, which would not be solved if they skip into AP. This year a new initiative has been introduced, wherein all students in Honors or College Prep Biology write a research paper on a topic of their choice. Mr. Bell feels that this is now a de facto graduation requirement, and is concerned that some students are bypassing it.

There has been no formal action on the issue, but it will not resolve itself. No one seems to have crunched the numbers on how many students have avoided Biology in the past few years, but an informal survey of juniors and sophomores yielded a handful of students who expressed a desire to take both AP Chemistry and AP Physics, whether or not that comes at the cost of an incomplete science education.

sentiments. “It was really stupid that someone made it up,” she said, “but it was more stupid that people don’t know how to conduct themselves.”

“It shattered my illusions,” said Mt. Greylock parent Laura Bentz. “I didn’t think kids at Mt. Greylock did that kind of thing.” She said that for her, it was less about her child, who has red hair, but more about universal respect. After the events of November 20, she communicated with other parents, and was disturbed by the results. “I found out about a bunch of bullying and bias,” she said, “and it’s all very shocking to me. We need some sort of educational programming. Bias is not OK.”

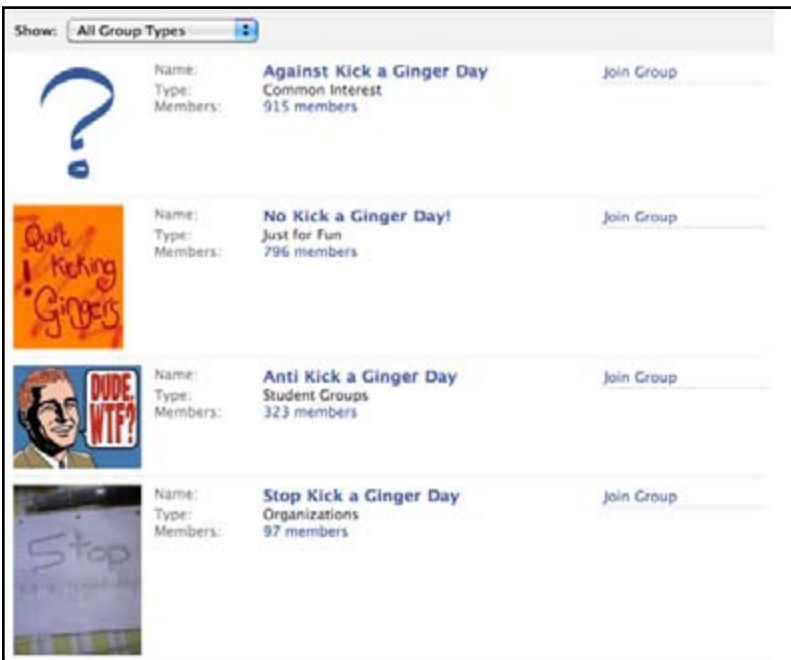
There have been other events on Facebook targeting minorities such as Jews and Asians. “I could divide the student body into 650 different groups and single a different one out every day,” said Mr. Payne. “It’s ridiculous.” Moors, however, saw it differently. “No one brought us to the auditorium and thanked us during ‘Hug a Jew Day,’” she said. “It’s the same principle. Hold *those* kids accountable for their actions, for bullying a kid. Don’t assume that everyone is making bad choices like them.”

“There are going to be bullies,” said Coach Miro. “People bully because they don’t feel good about themselves. It’s gutless. It’s an act. That doesn’t mean they can’t change.” He also noted that the instigators are not the only ones contributing to a problem. “Kids don’t realize they’re being just as harmful if they don’t intervene,” he said.

“It was a very, very, very, very small group of students that would do this,” Mr. Payne stressed. “The vast majority make good choices.”

Some research shows that children are not born with ideal behavior. It must be taught. “Kids need the education,” said Miro. “You can’t just throw them in the office. It’s a teachable moment. We shouldn’t tolerate that kind of stuff.” Ms. Fernandez expressed similar wishes: “We need to educate students,” she said. “What’s appropriate behavior, and how do you treat a friend?”

Mr. Payne said that the question for faculty is how they can step in to empower students. “Every kid should feel comfortable walking through here,” he said. He has yet to decide on a solution, but is in favor of something involving smaller student groups. “You get to hide in the crowd in a big school-wide assembly. Its so easy to say, ‘Hey, I have a redheaded friend, I have friends who are different religions, I didn’t do anything wrong.’ We need to treat each other better and do a better job talking about tolerance.” Mr. Payne said he would spend his winter break thinking about possible solutions.



These are some of more than 240 anti-“Kick a Ginger Day” groups that have sprung up on Facebook in response to the original event.

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 writers, cartoonists, photographers, and editors. Any Mt. Greylock student is welcome to submit articles, come to meetings, or join the Echo staff. Meetings are typically held during early lunch on Mondays, but contact an editor if you’d like to attend.

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## Half-Days at Mt. Greylock

By HALEY MAHAR

For the students of Mount Greylock, there is something special about one Wednesday of every month. The emotion in the air is almost palpable: a mixture of relief and excitement for the students, the distasteful knowledge of later meetings for the teachers. For on that Wednesday, school gets out at 11:45 opposed to the traditional 2:21, and a long awaited half-day has finally arrived. In past years, the schedule has remained the same, just with shortened classes. Students attend the rotation of classes as they would on a traditional day, with periods lasting 35 minutes. However, in the '09-'10 school year, a different schedule has been implemented for the half-days. Students attend three classes that vary each half-day so that classes are attended equally before the school year ends. At the end of these three periods, which go by consecutively without a 12-minute break, the rest of the day is devoted to activities for the high school and middle school.

For the past two years, speakers have visited the high school from Williams College. In the '08-'09 school year, Mt. Greylock had the pleasure of hosting Ken Kuttner, an economics professor who presented "The State of the Economy" and James McAllister, a political science professor who presented "The National Presidential Election." This year two half-day speakers, Joe Cruz and Stephanie Boyd, have given presentations to the high school. Cruz, a professor of Philosophy at Williams, gave a talk to 10th-12th graders entitled "Who Am I in This World? Travels of a Philosopher in Asia" while Boyd, Director of the Zilkha Center for Sustainable Initiatives at Williams and the Greylock YES club presented "Our Sustainable World." Patrick Madden and Petra Mijanovic, the co-presidents of Greylock's Youth Environmental Squad (YES), introduced Boyd to the high school. In the presentation, Boyd discussed the greenhouse gas emissions, and encouraged students to reduce the carbon footprint at Greylock. Kaatje White, Director of the Williams Center, has found speakers in the past and says, "Now that we have had a few speakers and students and faculty see what can be presented, I would also be really interested in hearing what subjects and speakers would interest Greylock students and faculty. I would also love to have student groups and classes involved as well, similar to what occurred with this latest assembly and Y.E.S."

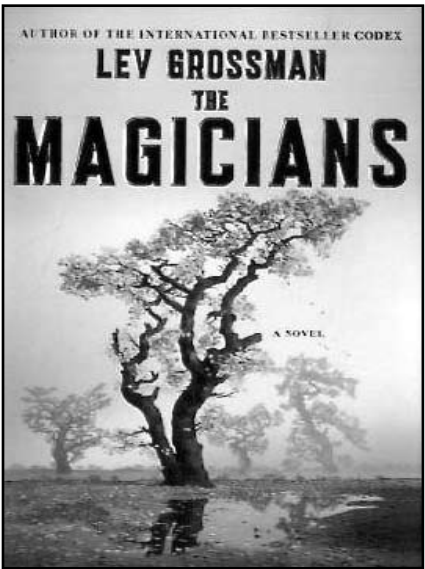
The Williams Center has 2 other dates set up for speakers, one in April and one in May. Ideas for the next two events are already circulating, such as the conflict in the Middle East or something related to the food industry. Potential events for future half-days are already being planned by the school, such as a possible winter carnival in January. Wednesdays in recent years, and presumably those ahead of us in 2010, seem to hold more than three classes and an early dismissal. Students are presented with the opportunity of learning something that doesn't come out of a textbook, to experience new things that cannot always be found in the classroom. Students' learning, while traditional classes are cut short, is extended into the world beyond.



Stephanie Boyd, head of the Zilkha Center for Environmental Initiatives at Williams, presents a lecture called "Our Sustainable World" to grades 9-12 as part of Mt. Greylock's half-day series. Photo: Katie Rathbun

## The Book Worm

By ISABEL KAUFMAN



Title:  
*The Magicians*

Written By:  
Lev Grossman

Price:  
\$26.95 (hardcover)

In many ways, *The Magicians* is the magic book I have always wanted to read. It's smart, it's dry, it's a Harry Potter for the cynical grown-ups who still want like anything to believe in something magical. It's something I haven't encountered before. It does new things with epic fantasy and still keeps a firm, snide foot in the real world.

In some ways, it works. Main character Quentin Coldwater is a Brooklyn boy who grows up to be a dissolute, anomic young man; he and his friends are elegantly dissipated in a Fitzgeraldian lost-generation way. They never lose their sense of cool, even when they're personally being destructive, and they rarely, if ever, drop their armor of wit. It's a pleasant change from the earnest children who tend to stumble into magical worlds in fantasy's tradition. The book makes good use of this disparity: it tells the story of Quentin, who is admitted to an obscure magical college and both learns magic and comes of age (as you do in these books) in its pleasantly dusty Gothic halls, with perpetual reference to Quentin's undying childhood passion for the Fillory books. The Fillory books, the reader is given to understand, are a sort of Narnia allegory, a set of simply written children's books wherein a young family of pristinely anachronistic English children stumble upon a pleasant fantasy world by way of a cupboard. They pursue adventures and leave, in the end, edified and happy. If there are plot holes, Quentin forgives them—they are children's books, after all.

When Quentin and his friends end up in Fillory, as is literarily inevitable from page two, it is unsurprisingly much less simple. Nothing is black and white in *The Magicians*; the book lives in gray, mostly because its characters are so fundamentally gray in and of themselves. Grossman is undeniably more interested in his characters than in the magic or the world that he has created, which both separates the book from its peers and makes it weak. Quentin himself is not a character that can sustain a reader's love: he is unhappy and self-pitying from beginning to end. He is truthfully written, though, and his fallibility is a pleasing change from your ordinary bluff epic hero. Yet it's inevitable that the reader will want to give the boy a wallop every now and again: there is only so much angst a narrative can sustain. Fortunately, other characters are there to provide the wallop, and the reader loves them for it, particularly his wonderful girlfriend Alice. Unfortunately, Quentin is such a selfish narrator that the reader never fully gets a grasp on the depths of the characters around him. Personalities slip in and out of the pages, and few stick around long enough to provoke the reader's attachment.

I blame Quentin; more accurately, I should blame Grossman. The man is smart: he writes intelligently, he has degrees in comparative literature from Harvard and Yale, and he throws around magical polysyllables like "pangborn" and "grimling" with enough facility that he's clearly done his research into magical tradition in literature. Frustratingly, he seems to think that that's enough—that by having read a lot of books himself, he is spared the responsibility of creating a world within his own. He is incredibly cavalier about his world-building: the magic operates in self-consciously unknowable ways, with no clear internal logic. He does not bother with much explanation, and when he does throw the reader a bone, it's always in the form of a tell, not a show. He doesn't care enough about developing the magic to make the world as complex and interesting as it clearly could be. Instead, he has compiled a list of tropes and thrown them together in coolest-first order. Logic takes a byway: he's largely more interesting in listing Quentin's existential complaints.

I wanted, very badly, to like this book. Instead of love, though, it bred a mix of affection and frustration. It should be read—its individuality gives it worth, and I hope it sets a precedent for fantastical adult novels that come after. It is brimful with potential, but nearly all of that potential ends up going to waste. I can only hope that other authors read it and do Grossman one better. In more careful hands, *The Magicians* could have been revolutionary.

## Cartoon

By RUFUS PAISLEY





# EIGHTH GRADERS SPAR ON IMPORTANT ISSUES

By REBEKEH PACKER

In the last week of school before winter break, many Greylock students were relaxing, enjoying a lighter homework load, and cheerfully anticipating the vacation. Eighth graders, however, were working hard to complete a project that had occupied both their English and history classes since the first of December: the debates.

Eighth graders at Greylock have participated in the debates since 2001, when history teacher Pat Blackman and English teacher Liza Barrett applied for a superintendent's grant, which provided them with a stipend to spend time over the summer bulking out their idea for a joint English-history unit. They met for five days, said Mr. Blackman, "hammered it all out...and finally came up with a plan that is essentially the plan [they] still use."

The project is designed to teach eighth graders about the constitution and to provide them with "at least one stressful public speaking experience" before high school. Students experience hands-on a process that, as Mr. Blackman describes, is part of "fundamental American democracy." Eighth grader Evelyn Mahon said the debates helped her develop a "sense of teamwork, and...that feeling that it's not just about you: you have to help others to make the debate the best it can be." Pearl Sutter, who worked on the students' rights debate, said she enjoyed the debates as a "chance to get 'filled in' on what was happening in the world."

Each of the twelve resolutions – the topics for the debates – states one side of a nationwide issue, stemming from the constitution. For example, one resolution says, "The words 'under God' in the Pledge of Allegiance are unconstitutional and should be eliminated." Students are given the chance to pick resolutions they would prefer to work on. Pearl Sutter said she was excited to work on the students' rights debate because she had heard "outrageous stories in the news" about zero-tolerance policies that expelled students for bringing knives to school to cut their apples. "We try to give everyone their first or second choice," said Blackman. Teachers then separate each

group into two teams of five, and the teams are randomly assigned either the affirmative or the negative side of the debate to argue.

There are five roles on each team – First and Second Constructive Speakers, Two Rebutters, and a Closing Speaker. Students assign roles to each team member, research their topic, write speeches or note cards, and present their debate in the auditorium before their classmates.

This year, students had about two weeks to prepare for their debates. During their history and English classes, eighth graders could be found in the library, researching and planning their debates. They presented their debates the Tuesday, Wednesday, and Thursday before winter vacation. A few parents and high schoolers sat in the back of the auditorium to watch some debates.

For the first time in the history of the debates, this year's eighth graders had access to a number of laptops. Each group, said Mr. Blackman, had one or two laptops to use for research or word processing. "Instead of... competing with conflicting demands," he said, students could work where and when it was convenient without being tied to the computer lab. Evelyn Mahon, closing speaker for the negative team of the terrorism debate, said that the laptops made her team's preparations easier because students could "work in [their] own separate places, rather than having everyone in the computer lab with the noise level" and other distractions.

Although the original process for the debates remains, the topics change "depending on what is in the news" and what students are interested in, Mr. Blackman says. The national health-care bill is one of the topics for the first time this year, and the affirmative action debate has been dropped due to lack of student interest. Overall, Mr. Blackman said, the debates this year were "a great success". As usual, Mr. Blackman and Mrs. Barrett used a rubric to pick winners of the debates, and on Friday, December 18, students learned who had won each debate.

## List of Debate Topics with Final Results

1. The words 'under God' in the Pledge of Allegiance are unconstitutional and should be eliminated. **(Negative Team won)**
  2. There should be an amendment to the Constitution to guarantee full equal rights for women. **(Tie)**
  3. There should be an amendment to the Constitution to ban homosexual marriage nationally. **(Tie)**
  4. The United States should guarantee some basic constitutional rights to illegal immigrants. **(Affirmative Team won)**
  5. The 'Establishment Clause' of the First Amendment prohibits the teaching of 'Intelligent Design' in science classes as an alternative to the theory of evolution. **(Affirmative Team won)**
  6. There should be an amendment to the Constitution to ban burning the American flag so that it cannot be protected as 'free speech' under the First Amendment. **(Negative Team won)**
  7. The death penalty is unconstitutional 'cruel and unusual punishment' and should be banned nationally. **(Affirmative Team won)**
  8. A government health insurance option represents a dangerous expansion of federal power never envisioned by the Founding Fathers when they framed the Constitution. **(Negative Team won)**
  9. Gun control laws have gone too far and have violated our rights under the Second Amendment. **(Tie)**
  10. Students' constitutional rights in school have been unjustly restricted in the name of school safety. **(Negative Team won)**
  11. The First Amendment goes too far when it protects the rights of hate groups like the KKK to peacefully protest, assemble, or share their views in public. **(Affirmative Team won)**
  12. Certain constitutional freedoms must be limited to effectively fight terrorism. **(Negative Team won)**
- Note:** The above resolutions are either worded from a liberal point of view or from a conservative one. This is meant to represent the diversity of political opinion in the nation. The wording of these resolutions in no intentional way reflects the private political views of the Eighth Grade teachers.

## New Initiatives Vamp Up MG's Environmental Efforts

By KRISTA MANGIARDI

Lately, a lot of attention has been given to making Mt. Greylock a more environmentally sustainable building. There have been direct changes to the building itself, much planning for the future is underway, and there has been a rise of student involvement and education on environmental issues. Changes have been occurring at a rapid pace and are sure to continue as they permeate throughout the school.

Students may be noticing certain additions to the school that have been put in place to cut down on energy use, and by extension, save money. The Zilkha Center for Sustainable Initiatives helped put weather stripping into place on the doors around the school. The new strips will keep cold air from coming through the cracks at the bottom of the doors, making it easier to keep the building warm. Furthermore, motion sensor lights have been installed in many areas of the school. These help to ensure that lights are not being wastefully kept on when no person is in the area. The motion sensor lights will continue to show up, as more are scheduled to be installed. The school is also receiving new boilers that burn a more efficient type of oil than previously used. To be seen in the near future, efforts are underway to raise money for purchasing three vendor misers for the vending machines in the building. These will shut off the vending machines when they are not in use, thus saving a significant amount of energy and money, as the current vending machines run even during school breaks.

A step that does not look like it will be occurring anytime soon, however, is the construction of a completely new school building. According to Heather Williams of Williams College, the funding for a new building would have to come about 54% from the state of Massachusetts, 28% from the town of Williamstown, and 18% from the town of Lanesborough, and it is unlikely that the sources will invest in the project in the current economic climate. Williams also believes that the state is unlikely to invest because Mt. Greylock is not overcrowded, the building is in good condition compared to many inner-city schools, and there have been recent investments in repairing the existing structure. There have, on the other hand, been requests sent to the state for additions, such as improving science labs and the auditorium.

Several efforts to "greening" the Mt. Greylock community have been student-initiated. The Youth Environmental Squad, or YES, is an active club of students who work to find ways to make Mt. Greylock environmentally friendly and to educate their peers on living green. A major project installed by YES is the composting program that collects 300

pounds of compost a week and over 10,000 pounds a year. The organization has made a goal to collect 350 pounds more a week throughout 2010, and would like to remind students to kindly compost all of their excess food to help reach this goal. All of the compost goes to organic pig farms with the help of a Williams College contractor. YES also placed can and bottle recycling bins strategically around the school. In addition, the club looked beyond Mt. Greylock when they facilitated the contribution of about 150 letters to Senator Kerry supporting climate change as part of the International Day of Climate Change in October. Everyone is welcomed to join and get involved with YES. They meet Thursdays during early lunch in the meeting room, with occasional middle school lunch and after school meetings. Those interested can contact Patrick Madden, Petra Mijanovic, or email greengreylock@gmail.com.



One new boiler, pictured on the left, was installed over winter break. The new boiler burns a better grade oil and much more efficiently than the old ones (right). Photo: Echo Staff

There is a lot of potential for the near future within Mt. Greylock to make it more environmentally aware and sustainable. In December, Stephanie Boyd, Director of the Zilkha Center for Sustainable Initiatives, came to speak to high school students about the environmental concerns that surround us. Brought to students by the Williams Center, the next step that is being encouraged is for students to get involved with what they learn about. Kaatje White of the Williams Center says, "The Williams Center at Greylock and The Zilkha Center are interested in creating collaborative projects between Williams and Mt. Greylock, and welcome Greylock students who would like to work with Williams students and faculty." Many people involved in the efforts to green Mt. Greylock would love to see students getting involved through senior projects focusing on aspects of sustainability at Mt. Greylock. Anyone interested in pursuing a senior project of this type is encouraged to contact Kaatje White at kwhite@williams.edu. There is also hope with YES to recruit students interested in developing an organic garden on the campus in the spring. If any students would like to get involved with a garden they should talk to Patrick Madden, Petra Mijanovic, Karen Lobdell, or Katherine Keys.

Many people in the Mt. Greylock community and beyond are dedicating hours of their time to help the school become a greener place. There seems to be a lot of positive attitude about making changing throughout the building. The cause is taking on momentum and everyone is welcome to get involved.



Keith, Continued fom Page 1



since I was little, and I think I captured my childhood well in the six pages. It may not be my overall best work, but it is sentimental so that is why I like it the most.

**Do you have any particular influences?**  
There are not many specific people I could name who influence my personal art style, but there is a pretty cool old building in Long Island City I like called "5 Pointz." It is a place where a ton of unknown artists go to put their work up right on the walls of the building. I love the concept of community art and trading ideas, and that, I think, influences me more than any particular person. But I do like Jackson Pollock.

**How do you plan to include art in your future?**

Art is something I just do, whether its doodling on my notebook or doing actual compositions in art class. So it will definitely be a part of my future, but as of right now I am unsure if it will be a professional pursuit or if it will just remain as something I do for my own pleasure. I wouldn't mind designing shirts for Nike though...



Photo: Katie Rathbun

## Boys' Basketball

By TOM DILS



Photo: Katie Rathbun

The Mountie boys' basketball team has started off their season strongly, with a 2-2 record as of December 18th. With expectations to play on the same level as the top Berkshire County teams and to win the South division, the team has made progress so far. Despite an opening loss to Mt. Anthony, they dominated their next opponent Pittsfield, winning 50-35. In the Gene Wein tournament hosted by Drury, the Mounties pulled out a close battle against Wahconah, 51-45, in which they dominated the boards and paint. Sophomore Mike Geannelis racked up 25 points with deadly 3-point shooting. In the finals against Drury, the team came close, but Drury's fifteen-point run at the end of the first half was too much for the Mounties, and they fell 57-46. Will Alimonos scored 27, and Tyler Picard dominated the boards and shut down the Drury post play.

The team has relied on their defense, holding many of their opponents' best players to under ten points. Alimonos, Geannelis, and Spencer Rioux have provided most of the offense, while Picard, Jason Pilot, Tom Dils, and Matt Wilson have dominated the defensive end. This past week, the Mounties faced off against Mt. Anthony and St. Joe's, as well as Taconic for the Coaches Versus Cancer weekend at MCLA. These were all important games (especially the St. Joe's matchup) since they will be contending for the South title as well.



Photo: Katie Rathbun

## Girls' Basketball

By TOM DILS

The Greylock girls' would be enjoying an excellent start to their season if not for one team: Drury. The Mounties faced Drury twice in three days, one as a regular season matchup, the other in the finals of the Gene Wein tournament. They dropped the first by a large margin, and although they played much better in the second leg, Drury's shooting and paint play were too much for Greylock. To reach the finals, however, they had to go through Wahconah, whom they hadn't ever beaten. After being down all game, the girls posted fifteen points in the fourth quarter to tie the game at 34. With time running down in overtime and the score tied at 41, Sara Brink hit a jumper as the horn went, giving Greylock the 43-41 victory.

So far, juniors Sarah Brink and Kim Houston and seniors Annabel Barrett and Erin Manners have been the key contributors on the offensive end. However, the girls are confident with their lineup top to bottom, and there have been many players in the scoring column. The Mounties faced Hoosac and Lee over vacation, two important games that need to be won. They also played on Tuesday the 5th at St. Joe's and Friday the 8th at home against Lenox.

See **page 6** for Hockey and the crossword



## Boys'and Girls' XC Skiing

By ALEX WHITE

The Greylock boys and girls cross country ski teams took a trip to Lapland Lake, New York to train hard and find some fresh snow. The first day was focused on getting used to their surroundings and some technique drills. The second day started off early with a classic time trial which was the team's first real race situation of the year. Day three's main workout was a skate sprint time trial where the skiers had to first qualify for the semifinal and final

rounds. On the final day they took a farewell ski along their favorite trails and packed for the ride home.

The first race of the season took place on December 28 in some tough conditions. With snow falling heavily during race time, Luke Costley led the boys team to victory with a fifth place finish while Mackenzie Hitchcock won the girls race and set the stage for a dominating performance by the Greylock girls.

The second race occurred on January 2 with much the same results for the boys and girls teams. Costley again led the boys with a second place finish, less than a second back from first. Hitchcock repeated her victory from the week before with a strong effort as junior Cate Costley followed close behind her in second. Both teams look to build on this success in the rest of the regular season and beyond.

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# Hockey

By LUKE COSTLEY

This winter, the Mount Greylock-St. Joseph co-op hockey team is ready to take the county by storm and, in the process, re-energize a once proud program at Greylock. Over the past several seasons, our student body has contributed a handful of skaters to help flesh out a St. Joe team roster that lacked depth in recent history, thus creating a co-op team between the two schools. But this year, there is a very different story to be told. Sparked by strong

underclassmen, the hockey team is rich with Greylock members, all of whom are eager to turn some heads.

Leading the Greylock contingent is senior captain Andy Budz, a consistent scorer and strong leader for a group of mainly young additions. Joining him is fellow senior Matty Roach, sophomore Jesse Foehl, and freshmen Gus Colonna, Eric Leitch, and goalie Andrew Leitch. All will see plenty of time in a demanding Berkshire county and

regional schedule.

So far this year, the team has roared out of the gate. “We had a good start with a 3-0-1 record,” Foehl quipped. “We hope to continue our success against a strong Berkshire County.”

Hockey has truly returned to Mount Greylock, if not in uniform, then at least in spirit. As the season continues on, we will all watch with rapt attention as the newest chapter of their story unfolds.



Photo: Katie Rathbun



Photo: Katie Rathbun

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# CROSSWORD: “WINTER SURPRISE”

By BLAIR DILS

## Varsity Clues

### Across

- 1. Trip est.
- 4. Indigestion aid, informally
- 9. With 59-down, result of 20-, 39- and 56-across
- 13. DEA agent
- 15. Influenza type
- 16. \_\_\_\_\_ fruit
- 17. First part of a stage magician's word
- 18. “| |”
- 19. Downhiller Miller
- 20. Low on the Atlantic seaboard?
- 23. “The Lone Ranger and \_\_\_\_\_ Fistfight in

- Heaven,” Alexie story collection
- 24. Coleridge and Keats, for example
- 28. 50s French playwright who wrote “The Balcony”
- 31. Hip hop's A \_\_\_\_\_ Called Quest
- 32. Cain and Abel's mother
- 34. Portfolio expectation
- 38. Chew (on)
- 39. Young part-time workers?
- 42. Leftward, on a boat
- 43. Borgia featured in Machiavelli's “The Prince”
- 44. Place for a 787 or DC-10
- 45. Testis or ovary
- 47. At this very moment,

- with “up”
- 49. Vladimir's pal in “Waiting for Godot”
- 53. When “SNL” ends, in New York
- 56. Good plowing conditions?
- 59. Comedian Cook
- 62. French city that was part of the Roman Empire
- 63. Mimicked
- 64. Burn soother
- 65. “I \_\_\_\_\_ Hero” – Bonnie Tyler song in “Shrek”
- 66. Late night host who replaced Carson
- 67. .9144 meters
- 68. The “\_\_\_\_\_ Rebel- lion,” 1918 Budapest protest

- 69. QB protectors
- Down**
- 1. Perform
- 2. Pictionary rival
- 3. Funeral or flower fol- lower
- 4. Hemingway's nickname
- 5. Performance assess- ment, for short
- 6. Pope who helped stan- dardize the Holy Mass in the 1560s
- 7. Mouthful
- 8. “\_\_\_\_\_ the other”
- 9. Drown
- 10. Oxfam or Doctors With- out Borders, for example
- 11. “My \_\_\_\_\_ Apartment,” Barenaked Ladies song

- 12. Fourth woman to play a men's professional golf event
- 14. Social stratification
- 21. Forceps
- 22. Alphabetic trio
- 25. Computer time-waster
- 26. ING Direct, for ex.
- 27. Of interest
- 29. Guitarist Clapton
- 30. \_\_\_\_\_ deaf
- 32. Premiere or deuxieme in a maison
- 33. Tour de France racers' needs
- 35. Ozs. and lbs.
- 36. E!'s “\_\_\_\_\_ Morning Show”
- 37. Grinder
- 40. Bartlett starter

- 41. Singer of “Nessun Dorma”
- 46. Carrell title role (2007)
- 48. James's new team- mate in Cleveland
- 50. “\_\_\_\_\_ Fly Now” – theme from “Rocky”
- 51. Cut and scrapes, to a tot
- 52. NY baseball player
- 54. Pitch \_\_\_\_\_
- 55. Linux alternative
- 57. Super ending
- 58. \_\_\_\_\_ Bomba, Soviet nuclear weapon detonated in 1961
- 59. See 9-across
- 60. In the style of
- 61. Easter precursor

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## JV Clues

### Across

- 1. “H” in the Greek alphabet
- 4. \_\_\_\_\_ Bismol
- 8. With 59-down, result of 20-, 39- and 56-across
- 13. Drug cop
- 15. Bird (flu)
- 16. Unattractive (fruit)
- 17. Fox-like Pokemon character
- 18. Take a break
- 19. Foretell
- 20. Nor'easter, for example
- 23. Lone Ranger's sidekick
- 24. Male poets
- 28. French philo- sophical playwright Jean \_\_\_\_\_
- 31. Native American group, for example
- 32. Day before
- 34. \_\_\_\_\_ spurt
- 38. Says Iago, suspi- cion “like a poisonous mineral doth \_\_\_\_\_

- my inwards”
- 39. Freezing cold, informally
- 42. “Coming about, hard \_\_\_\_\_!” – sailing phrase
- 43. \_\_\_\_\_ Borgia, Italian-Spanish 16th century duke
- 44. Shade of blue
- 45. Reproductive gland
- 47. “Where \_\_\_\_\_?” (chauffeur's query)
- 49. Character in “Waiting for Godot” that sounds like a female hormone
- 53. Early morning hr.
- 56. Unsafe roads, perhaps
- 59. Resident of Copen- hagen
- 62. Southwestern French city
- 63. Imitated
- 64. \_\_\_\_\_ vera
- 65. “We \_\_\_\_\_ Little Christmas,” song from “Mame”
- 66. Jay \_\_\_\_\_
- 67. Play area
- 68. Daisy-like flower

- 69. Forwarded post- ings on Twitter, for short

### Down

- 1. Make into law
- 2. Forbidden subject
- 3. Musical revisions
- 4. Grandfather, infor- mally
- 5. Performance as- sessment, for short
- 6. The fifth of 12 simi- larly named Popes
- 7. Sample food
- 8. “\_\_\_\_\_ two scoops?”
- 9. Go under com- pletely
- 10. International aid grp.
- 11. Not used
- 12. Golfer Michelle
- 14. System in India
- 21. Salad servers
- 22. Alphabetical trio
- 25. Submarine, for example
- 26. Place for an inter- net savings acct.
- 27. Noteworthy
- 29. “The Hungry Cat-

- erpillar” author Carle
- 30. Word after ring or before deaf
- 32. Floor, en francais
- 33. Bikes, en francais
- 35. Measurement in lbs.
- 36. This alternative
- 37. Superman, for example
- 40. One at the core of a bosc
- 41. Sax type
- 46. Brown of “Angels and Demons”
- 48. Shaq
- 50. “I'm \_\_\_\_\_ Git You Sucka,” 1988 Wayans film
- 51. Ouchies
- 52. 3B David Wright, for ex.
- 54. Pitch \_\_\_\_\_ (set up camp)
- 55. Microcomputer language before Win- dows
- 57. Super ending
- 58. Nicholas II, for example
- 59. See 9-across
- 60. Pie \_\_\_\_\_ mode
- 61. Neither's mate