

Condom Availability to be Discussed

By NAOMI DAY

Teenage condom use is a controversial topic for many people because of any number of factors: religious beliefs, family history, or personal values. Condoms are only one type of contraceptive, but due to a variety of factors -- they do not involve prescriptions, they prevent against infection, and there are both male and female versions -- they are a widely used contraceptive among sexually active high schoolers.

There is a wide range of opinions about having condoms available for high school students. Regional teacher for Education International Virginia Poyotte said, "our responsibility as educators is to educate and give the best information as possible -- the rest is left to the children and parents" (nationnews.com). The website of the U.S. Centers for Disease Control advises teens to "use condoms consistently and correctly each time you have sex." Making condoms available to those who ask is also markedly different from openly handing them out to all students. Handing out condoms might

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BREATHING EASY AT MT. GREYLOCK?

Air quality raises concern as building continues to be reevaluated.

By CALEB RAYMOND

As Mt. Greylock enters its sixth decade of operation, the state of the school's air quality has become an increasing concern. The ventilation system currently used at the high school is the same one that was originally installed when the school was first built in the 1960s. Only hallways built in the 1968 renovation have any ventilation. To date, there has been no major restoration or replacement of these systems.

The current system and the classroom univents work in a way that worsen the school's air quality. The univents that bring fresh air into classrooms also provide heating. When a room's thermostat calls for heating, the fresh air vent is automatically closed until the room reaches the correct temperature. This prevents any improvement to the air quality of the room while heating is taking place. The heating coils in each univent are within 12 inches of the outside wall grill, making them susceptible to freezing in the winter. Additionally, the fresh air intake vents are installed very close to the ground outside, making it very easy for mold and various allergens to enter the school, lowering air quality.

Currently, each univent is power-washed during the summer and receives routine

maintenance in order to insure continued function. The motors in the univents have been replaced as needed, but the cheaper replacements are louder than the original motors.

The biology and chemistry rooms are unable to host many standard experiments without hazarding the air quality of the room. The current hoods available in the science classrooms have heavy doors that can be dangerous to operate, and are therefore not used. Biology dissections are sometimes performed in other rooms, and the AP chemistry class travels to Williams College for more advanced laboratory experiments.

The library is ventilated by a "boxcar" unit connecting with the roof that uses the same pneumatic controls from the 1968 installation. As with the gymnasium and auditorium ventilation systems, the exhaust from the library is vented from the floor level. Fresh air is introduced at the ceiling level, in contrast to more modern ventilation systems which do the reverse. In all

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1 in 650: An Interview with Tyrell Thomas

By EMILY KAEGI



Photo: Emily Kaegi

For this 1 in 650, we interviewed sophomore Tyrell Thomas, who is new to Mt. Greylock this year. Tyrell has made an impression on the community with his rapping and dancing skills. His talent on the basketball court has also earned him accolades, and with the advent of the winter sports season, we decided to talk to him about his life on and off the court.

Q: Where are you from?

A: Manhattan, NY. Or Harlem as people call it.

Q: How did you find Williamstown?

A: The Fresh Air fund...I came up here when I was five and had my sixth birthday here. Every summer since the I have come up. Fresh Air Fund is a summer program that allows city kids to get out and live the suburban life for a few weeks. You take a survey and they pair you up with the family that fits you the most. Mine happens to be the Barretts.

Q: What made you decide to stay in Williamstown for the school year?

A: Well, I wasn't doing good in the city. I was getting into trouble so I needed a new environment and change so I could focus.

Q: How often do you go home to the city?

A: I go home at least once a month depending on how busy I am.

Q: How is Williamstown different than New York?

A: Everything! It's the total opposite from the city. It's so quiet, it's small. Everyone knows everyone else. It's totally different. Schools in the city are just bad. They have a few good ones, but most of the public schools are bad. They have metal detectors, cameras. Some of the students are just horrible.

Q: What is it like living with the Barretts?

A: It's fun. They make sure I'm on top of my work and keep my grades up, so that's good for me. I don't have as much freedom as I did in the city, but I can deal with it.

Q: You're a pretty widely talked about freestyle rapper. How did you get so good at it?

A: I don't really know. It's just like God's gift. I didn't really practice. Since I was young I've been rapping.

Q: Do you see yourself rapping in the future professionally?

A: Not really. It's just a hobby. I mean if it takes me somewhere and I get looked at, then maybe. But I'm not really taking it seriously.

Q: What's in store for Mt. Greylock Basketball this year?

A: We are definitely going to make it pretty far. Our goal is to make it to the Cage, which is like the finals, all the best teams in Western Mass.

Q: Speaking about Basketball, can you really dunk?

A: Oh yeah!

Q: As the new way to end every interview, if you could have any super power what would it be?

A: If I could have any superpower, it would be to fly or become invisible whenever I wanted.

Haven't heard Tyrell's rapping skills yet? Look up his YouTube channel: HMF50 ■■

ANATOMY CLASS PROBES DEEPER

By ZAVI SHELDON

Every year, the anatomy class dissects cats in their study of human and animal bodies. This part of their curriculum plays an important role in their studies because it allows them to absorb the material in a hands-on way, which biology and anatomy teacher Larry Bell hopes will engage the students more than standard textbook learning.

The curriculum uses cats to show systems of the body with more accuracy and interaction than the information provided with an illustration. In December, students investigated the muscle system, and were tested with practical in which they had to identify fifty muscles in the cats, many of which are present in both felines and humans.

Anatomy students react in a variety of ways to the prospect of dissecting cats. According to Bell, usually one student per year chooses not to dissect. Bell wrote the school's dissection policy, which states that no student will be required to dissect. If the student elects not to, alternative assignments will be provided. In choosing not to dissect, Bell says that the student actually ends up doing more course work than his or her peers who do dissect.

Past anatomy classes have dissected other animals, but biology and anatomy teacher Larry Bell said that the cats remain the best option. Classes used to work on fetal pigs, but since studying muscle groups is a substantial part of the curriculum and the unborn pigs' muscles had never been used, they were not ideal. Minks, semi-aquatic mammals related to otters and weasels, were also used for a period of time. Bell says that they were too small and too creepy looking, although they were cheap. Dissecting a human cadaver would be ideal, according to Bell, but the high cost is prohibitive. Bell estimated cost to



Cat dissections are a memorable, and, to many students, highly informative element of Mr. Bell's anatomy class.

Photo: Aaron Ziemer

be \$10,000, a number that includes a fume hood to protect people from the dangerous preservatives. Also, it is likely that many more students would refuse to participate if the class were dissecting humans.

During the beginning years of cat dissection in anatomy class, Mt. Greylock was unable to purchase cats in the United States because of animal rights laws. Bell said that they came from Mexico, making the dissection much more "interesting," since they were not vaccinated and often came

with "cool" parasites and bacteria. However, the animal shelters in the U.S. which had previously supplied the cats were soon feeling the effects of the lost revenue. By selling cats to biology supply companies, animal shelters are able to raise money to help living cats and give them a greater chance of being adopted.

The environmental impact of cat dissection is relatively small. They are preserved

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AFGHANISTAN

Mt. Greylock students and teachers have become involved in a project to aid a school in Afghanistan.

See Page 6.

CROSSWORD

Ned Kleiner has made another puzzle. Try and solve it. We dare you.

See Page 6.

FLY AWAY HOME

Alina Fein & Grace Singleton review the Old Forge's famous wings.

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DEBATES

The annual event occurred this December, where eighth graders studied and defended standpoints on current issues.

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BREATHING EASY AT MT. GREYLOCK?

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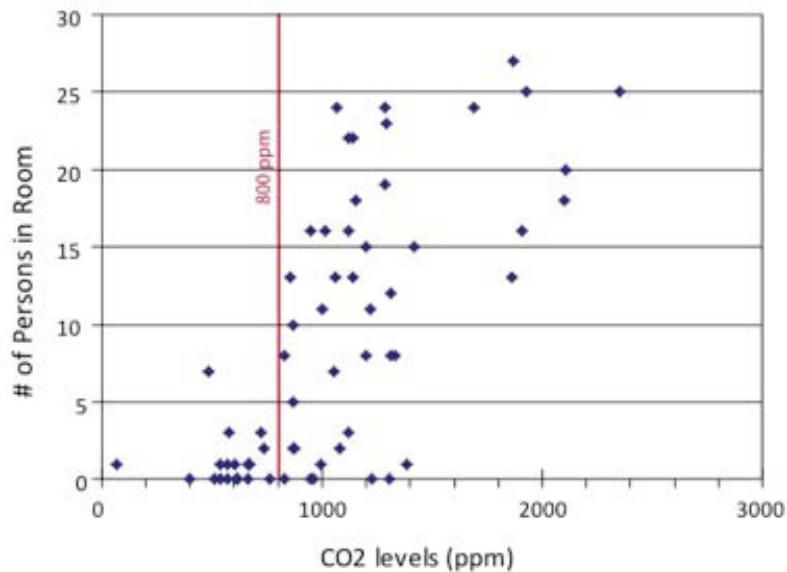
three cases, the heating systems of these areas have integrated heating and ventilation systems that are only able to operate in two modes. In the heating mode, fresh air is heated and circulated through the room and the exhaust system is automatically shut off. When the exhaust system is on, the fresh air and heating system is automatically shut off. The library's "boxcar" unit was evaluated for replacement in the late 1980s but the replacement was considered to be too costly for the district to afford.

In the gym, some exhaust vents are on the floor under the bleachers. Any debris such as dust or dirt is sucked into the system and circulated unless the vents are continually kept clean. It was also suspected that some of the insulation for the pipes might contain asbestos. The school bathrooms get their fresh air from the already poorly ventilated hallways.

In 2002, testing showed that there were many problems with the ventilation equipment, most commonly blocked air vents or frozen equipment. One of the classrooms lacked any windows, and was eventually combined with another adjacent room. (This double room is currently Mrs. Keeley's classroom.)

The 2002 study additionally found that several classrooms had carbon dioxide levels two or even three times the recommended level. The recommended state level is 800 parts per million in a public place. In schools, because of the added concern of young students, the recommended level

MGRHS Room Air Quality, 2002



N.b.: "# of persons in room" reflects only the moment of the testing, not any class size or average. Note that no classroom with ten or more persons present had an acceptable level of carbon dioxide. Many rooms with no one present had significant carbon dioxide levels, suggesting that the ventilation system was unable to clear the air even in an empty room.

is 600 parts per million. Several classrooms had carbon dioxide concentrations between 1200 and 2000 parts per million.

Earlier this year, the Mt. Greylock Building Committee began considering more testing. The subcommittee had gotten sidetracked from the air quality problems in 2009 when the locker room ceiling collapsed and the boilers had to be replaced. The school had its carbon dioxide levels retested in early December by the state Department of Public Health, as well as carbon monoxide levels and air particle concentration. The preliminary results found no significant problem with carbon monoxide or air particle levels in classrooms.

In general, the results of the 2011 test were a substantial improvement over the 2002 test, primarily due to the fact that many of the classroom univents had been cleaned and refiltered over

the summer and in the early fall. However, the stained glass room was closed due to poor air quality and lack of ventilation.

It is unknown what the fate of the Mt. Greylock ventilation system will be. Hopefully, any remodeling of the school will address this issue. The Building Committee sent a Statement of Interest to the Massachusetts School Building Authority in late December. This is essentially an application to have the state provide money for a renovation or rebuilding of the school. If successful, the MSBA would provide a significant amount of the necessary funds. The deadline for submissions is January 11. Mt. Greylock submitted their SOI a month early in the hopes of gaining attention from the state. It is not clear when the state will reply. ■■

A Note from the Editors:

We regret to inform our readership that this is our final issue of the Echo as editors. We look forward to future issues and the excellence that will undoubtedly come from our successors, Jonah Majumder and Alina Fein. We would like to thank our diligent and thoughtful staff; our advisor, Mr. Niemeyer; the administration; our advertising partners; and of course, you, our loyal readers. We are proud to have been involved with the Echo, and we have total faith in its future successes. Thank you for reading!

*Sincerely,
Ned and Naomi*

Birth Control Availability to be Debated

Continued from Page 1.

seem to send the message that sex is encouraged, but making them available to those who wish to protect themselves allows students to make a safe choice without giving the impression that the school is promoting sexual activity. Some people, however, believe that any level of contraception education is too much, and that abstinence should be encouraged at all costs. The Heritage Foundation website decries the fact that "sex-ed curricula contain sexually explicit and offensive materials. For example, curricula have students practice unrolling condoms on bananas, cucumbers, or model phalluses."

In the 1990s, when the issues of STDs and teenage pregnancy were coming into the spotlight, many high schools across the nation had heated discussions about how to protect their students, some of whom were engaging in unsafe sex. As the issue attracted more attention across the nation throughout the '90s, Mt. Greylock felt it was time to deal with these questions. A parent meeting was called and after debating about the best course of action to take, it was decided that given the recent information about HIV/AIDS and other STDs, condoms should be made available. A policy was written saying that condoms, as well as information about contraception and abstinence, could be made available to students who requested them.

At the time the policy was created, the school nurse, the health teacher and Peer Team could give out these items. The same training was given to Peer Team as

"As...Lisa Jennings said, the pressing question behind this decision was 'how do we keep our students safe?'"

was given to the nurse: they were taught how to explain how to correctly use condoms, tell students what the risks in engaging in sexual activity were and explain that abstinence is the only sure way to stay safe. As current health teacher Lisa Jennings said, the pressing question behind this decision was "how do we keep our students safe?"

After about ten years of this policy, the student organization fell apart for a few years and lost its ability to distribute condoms. Peer Team has been back in the school for several years, but currently only two people, school nurse Nichole Russell and reproductive health educator Jennifer Munoz, have the ability to hand out condoms and information to students. No questions are asked of the student, but many students may not feel comfortable going to an adult they don't know well about a topic that can be extremely private. The issue of STDs and teen pregnancy is still very relevant, with some students engaging in risky sexual behavior, but now there are fewer people who students can approach to receive help.

The Peer Team is beginning to discuss whether or not it makes sense to try to regain the ability to hand out condoms to Mt. Greylock's student body. Jennings spoke to the administration on behalf of the student group: if Peer Team decides to pursue the policy shift, change will not be immediate. They would begin with a discussion on what they think should be modified, and then write up a proposal to send to the School Committee. When asked if he would support Peer Team starting this discussion, high school principal Tim Payne said "Absolutely... I'd be totally open to listening." As Jennings says, the policy is already on the books, so it is "not like we're suggesting something new. It makes perfect sense to try to protect people."

Munoz has worked at Mt. Greylock since 1998 as the reproductive health educator and was at Mt. Greylock when the issue of making condoms available was discussed. She said that currently "[her] job includes making sure that students and teachers have the information and referrals to help students make good choices for themselves in the area of reproductive health." She also wants to see students stay safe so their lives are not changed because of "poor choices around reproductive health."

As Peer Team begins to further take on this topic, the school could be beginning to see a change in the availability and distribution of condoms. This is an issue of great significance because it pertains to the safety of Greylock students. "I think that having more venues where students can access condoms is a good idea," said Munoz. "The idea is to help keep students safe, and they may feel more comfortable asking certain people for condoms." ■■

LOCKDOWN, NOT A DRILL

By THE ECHO STAFF

Students in school on Thursday, January 5, will remember the 45-minute lockdown that took place during fourth period, from about 10:55-11:40. The lockdown occurred because a student called a service agency and stated, according to principal Tim Payne in a phone call to Mt. Greylock families, that "they wished to harm themselves." When the police arrived, the student was unarmed and said that the call had been a "bad joke." The student was charged with disturbance of a school. The event was seen by many as a wake-up call of sorts, serving as a reminder that even we are not exempt from dangerous situations. ■■

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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Wingin' It: The Old Forge's Most Famous Offering

By ALINA FEIN & GRACE SINGLETON



We could begin this article with a general overview of all the dishes that the Old Forge restaurant in Lanesborough offers – salad bar, appetizers, pasta – but that would probably mystify all of our readers. So we will start off by stating the obvious: it's all about the wings

A trip to the Old Forge is not complete without an order (or two) of its famous wings. There are five different types – original, hot, super hot, “Buff Orpington,” and traditional buffalo style – which are available in multiples of twelve. If it is your first wing experience, you might want to go for an order of original wings, like we did. Or, if you are a wings aficionado, you can go all out and get super hot wings with extra sauce. Either option comes with blue cheese dressing, celery, and electrifying flavor.

Although wings are the Forge's best-known offering, the menu's quality extends past the appetizers. We went for lunch and were pleased with the selection of dishes that work as either midday or evening meals. The extensive list of sandwiches and burgers provide a range of options suitable for lunch. For those in search of a lighter meal, appetizers, salads, and soups are on hand. The menu also lists more elaborate dishes, like grilled garlic rosemary steak, St. Louis style BBQ ribs, and wild mushroom ravioli. This variety ensures that people with a range of tastes will all be able to find something to enjoy. We, however, felt inclined to stick with the classic bar fare for which the Old Forge is known.

At the end of our meal, we were pleasantly surprised by the selection of desserts. While most restaurants of this type have a limited assortment of sweets, the Old Forge dessert menu offered more than just a standard ice cream sundae. After examining our choices – two kinds of cheesecake, two varieties of ice cream sundaes, apple crisp, and three flavors of cake – we ordered carrot cake. The robust combination of shredded carrots, thick cream cheese frosting and fragrant spices made the generous slice of cake the ideal ending to our lunch.

Now that we have appropriately acknowledged the flavor and quality of the food at the Old Forge, we can move on to a discussion of the restaurant's atmosphere. Overall, the establishment displays a feeling of friendly intimacy. Our waitress was genuine and personable in her interactions with us instead of choosing the path of minimal involvement and enthusiasm.

If you look around the restaurant, its characteristic sense of community is manifest in forms beyond its staff's friendly attitude. Tables seat groups of friends engage in conversation while sharing – what else? – heaping plates of wings. The walls are canvassed with silver mugs, vibrant coasters, and shiny plaques. Some of these boast of the numerous titles and recognitions which Old Forge wings have earned. Others display the smiling faces of local kids who have played on Forge-sponsored sports teams. This décor emphasizes the restaurant's homey feel.

We encourage you to experience this local treasure for yourself. Our only warning is that you recognize the messy nature of much of the menu. If you're looking to be dainty, this might be a bite out of your comfort zone. ■■

ANATOMY CLASS PROBES DEEPER

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with an alcohol-based solution, which evaporates quickly if the cat is not covered. Eventually, the cat decomposes without any damaging effects on its surroundings.

Students currently enrolled in the class described a slow start with increasingly beneficial experiences. “The first day was definitely tough,” said senior Samantha Quinn, “but after that it became fun to look for different things every day.” Junior Al-

exandra DeVeaux added, “pretty soon you stop thinking of it as a cat.” Bell said that these responses are typical, because once the cat is skinned, it doesn't look like a cat. Covering the head also makes the dissection easier for some students.

The cat dissections have made many of Bell's students excited study anatomy at a more sophisticated level. The class is considering further projects, including a trip

to New York City to see BODIES...The Exhibition, which respectfully displays preserved bodies to give visitors a look inside the human body, and visiting a human cadaver lab. When senior Katie Swoap was asked if she would continue taking anatomy in college, her answer was almost immediate: “For sure,” she said, “for sure.” ■■

EIGHTH GRADERS FACE OFF ON MODERN ISSUES

By KELSEY HEBERT



Eighth grader Molly Wilson speaks as classmate Tyler Rathbun listens during the tenth annual eighth grade debates.

Photo: Katie Rathbun

For the tenth year in a row, Mt. Greylock eighth graders formulated arguments for their class debates, which were held Monday, December 19 through Thursday, December 22 in the auditorium. Eighth grade history teacher Pat Blackman has been organizing the debates since 2001 with help from English teachers Sharon Dupee and Liza Barrett. This year, students debated a variety of pertinent and controversial topics: gun control laws, women's rights, burning the American flag, students' rights, police and technology, the death penalty, hate speech and terrorism control. For each topic there are two opposing teams.

Blackman chooses the topics based on Supreme Court cases that have been presented in recent news, many of which have caused much controversy. Some of these topics change from year to year, while others, such as the death penalty and women's rights, are mainstays of the debates. After students have indicated which issues they are interested in, Blackman and Dupee form the groups and decide with a coin toss whether the students will be on the opposing or affirmative team. Because of this, some students

are arguing for a point of view that they do not agree with.

Blackman has modified a typical debating structure to be compatible with the eighth-grade experience level. The first constructive speaker from the affirmative side presents his or her arguments, which are then opposed by the first rebuttal of

their opponent. Each member of the team is given 2-3 minutes to present his or her argument and is cut off if this limit is breached. After the debates are finished, an informal question and answer session is opened to the audience.

Students are allotted about two weeks with two class periods every day to

prepare their debate arguments. Regarding the workload of the project, eighth grader Tessa Christman said, “on a scale of one to ten, it's definitely a ten and don't even think about getting behind if you want to do well.” Many students indicated that the project would help them with their fear of public speaking. Sophomore Harrison Dilthey recalled, “I remember long, perilous hours in the library trying to perfect our topics, but in the end I enjoyed getting in front of everyone to defend my beliefs.” Dilthey also mentioned that although he was nervous about getting in front of

his fellow classmates, once he was up there he realized that public speaking wasn't as hard or nerve-wracking as he originally thought.

The debates were open to parents and the public in the auditorium. Students worked hard to prepare an exciting debate for everyone who attended. ■■

Debate Results:

Flag Burning: Affirmative

Gun Control: Negative

Womens' Rights: Tie

Students' Rights: Tie

Hate Speech: Negative

Death Penalty(1): Tie

Death Penalty(2): Negative

Police Technology: Negative

War on Terror/Civil Liberties: Negative

the opposite side. Then, the first constructive speaker from the negative side presents his or her arguments, which are opposed by their opposing side. This cycle happens once more with the second constructive speakers and rebuttals. Then, each side presents a closing argument to further prove their own point and disprove

PACKER WINS SUPERINTENDENT'S AWARD

By ALINA FEIN

It is no secret that many multi-talented, motivated and enthusiastic students walk the halls of Mt. Greylock every day. The school makes a conscious effort to recognize student achievements, academic and extracurricular ones alike, bringing attention to the successes of sports teams, posting the student honor roll, acknowledging the school plays and supporting various clubs' accomplishments. Every year, the state Association of Superintendents singles out one exceptional senior from every school in the state to recognize, who demonstrates leadership and academic and extracurricular excellence. The superintendent of each school—in Mt. Greylock's case, Dr. Rose Ellis—personally selects the recipient.

This year on November 15, Greylock senior Rebekah Packer was awarded the Massachusetts Association of School Superintendents' Certificate of Academic Excellence. Everyone at Mt. Greylock hears Packer's cheerful voice each Tuesday morning, reminding the school to turn off the lights for "Turn-off Tuesdays" to help save energy and has demonstrated huge

commitment in participating in the Youth Environmental Squad and being a crucial leader in the organization and maintenance of Mt. Greylock's garden. She has also been involved with Shakespeare, lacrosse, the Echo, Iris, the Junior Classical League, and the Gay Straight Alliance. In addition to maintaining this extensive array of extracurriculars, Packer has remained a top student in the classroom and this year was a commended student in the 2012 National Merit competition.

Although Packer's impressive list of accomplishments alone makes her seem an obvious recipient for such a prestigious award, Dr. Ellis selected her for her personality and presence in the school rather than solely for her achievements and accolades. Packer is a leader who is "extremely kind and thoughtful to others," said Dr. Ellis in an iBerkshires article. "She is one of the most charming, delightful and modest students."

Packer expressed how honored and proud she was to receive this award. "It's always nice to feel like you're being recognized," she said, "Especially senior year, going

into that realm of applying to colleges, because you're being thrown in with a pool of top notch students and it's an intimidating process." Indeed, part of the intent of this award is to let a hardworking and involved student such as Packer know that his or her efforts are appreciated by the school community, and also hold that student as a model to their peers.

When asked about her participation in so many activities, Packer said, "there's a lot of stuff I really like to do so there are a lot of activities that I really want to be a part of. I am sort of an eclectic person, so all those interests keep me pretty busy." Still, she emphasized that she always puts school first, demonstrating that while involvement is important and always looks good for college, it is essential to pursue activities you are passionate about so you are motivated to put in the time. As the recipient of the Superintendent's Achievement Award, Packer would advise her fellow Greylock students hoping to achieve excellence to "find things that you really enjoy and really believe in and then just work hard at those." ■■

STUDENTS RECEIVE "GREYLOCK WAY" AWARDS

By JONAH MAJUMDER

Early in December, Principal Tim Payne recognized students from seventh to twelfth grade by presenting them with awards on behalf of the "Greylock Way." Faculty at Mt. Greylock nominate students who manage to integrate the five concepts of the Greylock Way into their daily lives at school. The awards are meant to thank students for their contributions of accountability, respect, integrity, stewardship and excellence to the school community. Recipients of the award received A.R.I.S.E. certificates and will have their pictures posted at the front of the school.

In the seventh grade, a number of students were recognized. Dagny Albano, Kyle Alvarez, Jenna Benzinger, Immanuel Brennan, Caroline Carlough, Cameron Castonguay, Niku Darafshi, Olivia DiNicola, Grace Dodig, Nicholas Garrity, Sally Gotlieb, Amanda Hamilton, Mark Hayden, Fiona Kelley, Simon Kent, Matthew Kleiner, Joshua Leab, Joshua Narey, Najla Nasar, Neel Patel and Camryn Roberts were all selected to represent the class of 2017. Only two recipients were chosen from the remainder of the grades. Eighth graders Lily Crolius and Gray Kaegi, ninth grader Emily Sabin and Matt Hogan, tenth graders Pearl Sutter and Nate Ethier-Taskin, juniors Kim DiLegio and Courtney Bossana, and seniors Nick Carson and Catherine Benoit were recognized with the awards.

These awards commend successful students while also offering incentive for all students to live their school lives in the Greylock Way. The administration hopes that the entire student body can begin to act and present themselves in accordance with the five pillars of the Greylock Way. More recipients will be chosen to receive the Greylock Way awards each month to the end of the school year. ■■

CAROLING AN ANNUAL TRADITION

By PEARL SUTTER

Recently, the high school chorus, left, continued its annual tradition of singing holiday carols in the Mt. Greylock hallways and in local senior centers.

Photo: Katie Rathbun



On Tuesday December 6, the Mt. Greylock chorus continued their tradition of caroling at the Williamstown Harper Center and Williamstown Commons to spread the holiday spirit around Williamstown.

The chorus began preparation for its annual caroling trip the second week of November. Chorus teacher Sherrie Howard said, "I was so excited to go caroling with this choir because it was going to be fun for them and also the community." She said that the whole trip went very well and she "could not have asked more" from the students.

At the Harper Center, the high school chorus sang songs including "Silent Night," "Carol of the Bells," and "Jingle Bells" for around thirty minutes then took a break for pizza. The next stop on the trip was the Williamstown Commons. The chorus caroled through the halls, stopping to sing in the big units especially the Alzheimer's wing where their singing carried special significance. "Sometimes carols help Alzheimer patients to remember events and people whom they have forgotten" said Howard. Once the chorus had finished, they returned to the school in time to sing for the front office before the day ended. "This was a great chance for the students to get out of the school and perform," said Howard.

The chorus also caroled on December 15 through the halls of Greylock. They visited the Superintendent's Office and then continued to carol through the hallways, stopping around the school, including in front of teacher's classrooms who had requested for the chorus to sing for their class. The sounds of their harmonies echoed through the tiled hallways, bringing joy to many. Sophomore Schuyler Fohrhaltz-Burbank said, "I really liked the whole experience of bringing the Christmas spirit to the school."

This tradition of caroling around school and outside of Greylock has been around for a while. Senior Leah Miller said, "I started chorus in seventh grade and I remember that the caroling had been going on long before seventh grade." The choir was successful in bringing the Christmas spirit to Greylock, as senior Angelina Mangiardi said, "I loved watching students' faces light up as they listened to a carol they recognized." Miller said, "When some people started to sing along with us to 'Jingle Bells' I got really excited and they made my day."

Many of the chorus students enjoy caroling as much as the people listening to it. Mangiardi said, "I love going caroling every year; I find it a very rewarding experience that brightens up people's days." ■■

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STREAKS PART II

By TOM DILS

Part I of “Streaks at Mt. Greylock” featured the boys soccer and football teams, both of whom have not lost a regular season game in two seasons. Greylock Football captured a second-straight Super Bowl to push their winning record to 26-0. The teams featured here go a little more unnoticed simply because they have dominated for so many years in a row. Both the boys and girls teams in cross country running and Nordic skiing are the best at what they do. The combination of stellar coaching and incredible turnouts has led to year after year of championship trophies.

Boys and girls cross country at Greylock often have squads that number greater than football. Many athletes begin in seventh grade and climb the ranks as they experience what it takes to be a successful runner. They learn from an early age the culture of winning—and not just winning; absolutely dominating.

In Coach Burdick’s tenure, the boys have a record of 124-8. Seniors Matt Cheung, Aaron Taylor and Sean O’Connor, who have been in the program for six years, have been a part of five Berkshire County titles and four Western Mass championships. For the past two seasons, the boys have not lost during the regular season. Coach Burdick tallied their winning streak in Western Mass to be 37 victories straight. “Winning is psychological,” he said, “and because the kids work so hard in practice and focus on being prepared, the wins take care of themselves.” The seniors, also including Josh Harrington and Logan Wilson, finished their careers with a perfect season and another Western Mass Championship.

Girls running has the same expectations and has performed even better in the past decade. Senior Laura Nolan vaguely remembers losing at one point in her career, but defeats were few and far between. The girls team captured the Berkshire County title and the Western Mass Championship this season before finishing a very respectable fourth at states. There will be no championship rings or police escorts through town, however, for the Mounties

produce these results year in and year out. In the last six years, the girls have achieved five county and Western Mass titles each. When a team succeeds so consistently, it becomes boring for the media. But the athletes deserve recognition for performing at the highest level every year.

Nordic skiing takes the winning momentum from the fall and simply moves from shoes and trails to skis and snow. Not all runners are skiers and not all skiers are runners, but many Greylock athletes compete in both. Nordic skiing might not have the numbers that other sports in Massachusetts have, but that does not diminish the accomplishments of the boys and girls teams. The current seniors on both teams have lost a state championship race only once each. Every year, every race, the Mounties end up on top. They have incredible depth in the lineups, and some skiers that race in competitive regional races like J2 Championships and Eastern High School Championships do not even score in most team races.

Here are the numbers: five out of the last six state championships for the boys and four in a row for the girls. Not many other schools in Massachusetts can say they have that type of success in any sport. But Greylock is more than a dominant force in Bay State skiing; they have created a program that produces a number of competitive college skiers. Greylock alumni Even Dethier, Patrick Joslin, and Greg Karabinos all ski for NESCAC schools, and seniors Luke Costley and Josh Harrington both plan to ski at Williams College in the future.

It is a special time to be a Mountie. Success is embedded in our athletes and the results have been nearly perfect. Coach Burdick attributed some of the success to having many of our coaches working in the building. “We have incredible coaches, and they create a culture of doing the best,” he said. This culture is spirited, positive, and great for the athletes and teams who compete under the Mountie banner. And for as long as the support continues, Greylock will keep on winning. ■



Junior captain Nathan Majumder takes a foul shot while senior captain Tom Dils looks on.

Photo: Katie Rathbun

BOYS HOOPS OFF TO A STRONG START

By ALEX WHITE

Four games into the season and the Mount Greylock boys basketball team has yet to lose. Opening the season against a strong team, Greylock took it to the Blue Devils at Drury High School in a clash of two of the county’s most talented teams. Hank Barrett led the team with 17 points, including a pair of clutch free throws as the fourth quarter was winding down. Tyrell Thomas and Tyler Picard combined for twelve rebounds and twenty-five points as they badgered the Drury big men all night. With time running out and Greylock up 53-52, junior Brett McCormack blocked a

baseline shot to preserve the Mounties lead as time expired.

Thomas and Coach Bob Thistle, both new additions to the Mounties, have led the squad through the first part of the season. Thomas, hailing from New York City, has had an impact on all parts of Greylock’s game. His athleticism on defense has allowed the team to press, force turnovers, and transition into fast break scoring chances. Thomas went off in the Greylock’s home opener with 24 points and six rebounds in a 71-19 win over a Wahconah. The Warriors seemed to have no scoring answer against Greylock’s high-energy defense, leading to many easy points for the Mounties. Nathan Majumder added 15 points of his own and Picard controlled the paint with ten rebounds.

Coach Thistle, in his first year at Greylock after many successful seasons as the head coach at Pittsfield High School, has brought a spark to the team, which had gone through its share of ups and downs over the past few years. Said fourth year varsity player Hank Barrett, “Coach Thistle, along with the assistant coaches, has renewed the energy and passion in this program. He has done a great job thus far, and we hope to continue our early season success.”

On December 17 the team traveled to McCann, where they struggled back and forth with the Hornets, entering the fourth quarter down by six points. A strong fourth quarter, however, gave the Mounties a 48-39 victory. A 17-5 streak by McCann in the third quarter proved to be the low point for the Mounties as they struggled to stay focused. Luckily, a different looking team came out to play in the fourth quarter, as Greylock closed out the game with a 17-2 run of their own. Barrett again led the team with 17 points with Majumder and Picard each scoring ten.

Looking forward, the Mounties face many tough Berkshire County opponents. They play Hoosac and have a rematch at home with McCann before squaring off with Coach Thistle’s old Pittsfield squad. Highlighting January is a rematch with a hungry Drury team home at Greylock on the 17th. It is a must-attend for the Mountie faithful as Greylock will try to once again subdue the hungry Blue Devils. ■



Greylock’s Josh Hadley shakes hand with an opponent at a tournament in Cohoes, New York.

Photo: Stacy Soldato

WRESTLING

By TOM DILS

The Mt. Greylock and Hoosac Valley combined wrestling team’s members have high expectations for this season, as they always do. The squad has the talented individuals it takes to be a highly competitive team as well as enough experience to win. Before Christmas, the Mounties sparred off with Taconic—the only team in Berkshire County to which they lost last season. “Last year’s loss was a kick in the gut feeling,” said head coach Ray Miro. This time around, Greylock took a different approach and won the match. The best Mountie wrestlers all scored decisive wins while they held Taconic’s best wrestlers to only victory by decision.

One aspect of the team Coach Miro would like to change is the depth. He said the team has never had great depth, but when only one middle schooler tried out last season, it was not a good sign. This year, the Mounties have eight middle schoolers to go with a strong contingent of high schoolers from Greylock and Hoosac. Leading the squad is Josh Hadley, who is one of the top wrestlers in his class in the state. Other top wrestlers include Dylan Hilchey, Ross Jackson, Dylan Walker, Mitch Graves, and Anthony Carvalho. They all have a chance

to compete at states. Said Coach Miro, “We want to be relevant at state individuals. It’s nice to get respect throughout the state.” However, the Mounties focus on a team first attitude, which in turn supports the individuals when they reach the larger competitions.

In mid-December, the Mounties spent a weekend at a tournament in Cohoes, NY. They finished 6-2—good enough to earn second place overall. The losses came to the winner Saratoga in a close match and to Camp Hill, PA in a one-point decision. For some teams, this is a huge tournament, but the Mounties have set their sights on a bigger venue. Early in January they will travel to Pennsylvania for the National High School Festival. They will stay and train at Blair Academy, which boasts the number one wrestling team in the country. Blair, along with the number two nationally ranked team, will be competing in the tournament. Coach Miro is not expecting the results the Mounties achieve in Massachusetts. The purpose of the trip is to experience high school wrestling at its best and learn from it. This experience might just prove to be crucial when the team hits the postseason. ■

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A WORLD APART, A WORLD OF GOOD

Mt. Greylock students and teachers meet with governor, founder to help school for young women in Afghanistan.

By NAOMI LACHANCE

In the Logar province in Afghanistan, there is a school that teaches over 700 female students. The school has little electricity, but that does not inhibit the curriculum, which teaches science; mathematics; Pashto, the local language; Islam; rights; duties and Afghan history. While the school teaches these subjects at a level above many American schools, one notable difference is this school's lack of resources, particularly lab supplies for science experiments.

On Friday, January 6, members of the Mt. Greylock chapter of Amnesty International, the Peer Team, principal Tim Payne, science teacher Larry Bell, and Peer Team advisor Lisa Jennings met with Don Goodrich, a founder of the school, and Roohul Amin, governor of Farah province in Afghanistan. They discussed possible ways to help the school, concluding that Mt. Greylock will be of greatest assistance if students work to create manuals for using lab equipment.

The school's lack of resources poses a challenge for supplying equipment, as, according to Goodrich, experiments provided must be renewable; an experiment involving water from the local stream is far more feasible than one that needs particular chemicals. In addition, because the school has limited electricity, equipment that must be plugged into an outlet is of little value. Bell is researching equipment, microscopes, for example, that

can run on solar power instead.

The school's history makes it particularly dear to members of the Mt. Greylock community. Goodrich's son, Peter, was on the plane that crashed into the World Trade Center on September 11, 2001. After struggling with the profundity of the situation, Goodrich and his wife, Sally, decided to create a foundation in his honor, called the Peter M. Goodrich Memorial Foundation, after Maj. Rush Filson, a marine and a Williamstown native, asked the couple to collect school supplies for children in a village southeast of Kabul. "It was the beginning," Ms. Goodrich later told the Boston Globe, "I call it the moment of grace." The foundation has since carried out many projects, including supporting two smaller schools and an orphanage in Wardak Province and helping exchange students from Afghanistan attend schools in New England. The school in Logar province graduated its first class of seniors in 2011, and two of the 17 students will teach at the school during this upcoming school year.

The Goodrich family has long been involved in the local community; the oldest son, Foster, attended Mt. Greylock. Although Ms. Goodrich passed away in 2011, the Foundation still continues to thrive through the work of Mr. Goodrich and others.

The school in Logar province is groundbreaking in that it succeeds in giving young women opportunities to lead a more auto-



The late Sally Goodrich, above, and her husband, Don Goodrich, earned much media attention for endeavors in Afghanistan, including this cover of the Boston Globe Magazine from May 2007. Among other accomplishments, the couple began a school for young women in Logar province.

mous life than might be accepted by many Afghans. According to an Amnesty International report

regarding human rights in Afghanistan published in October 2011, "girls' education has been

particularly hard hit by the Taliban and other armed groups." While Mr. Goodrich and Amin acknowledged that the school was indeed a precarious endeavor, Amin said, "we should take the risk."

Amin, whose daughters Asma, Salma, Seema and Naseema attended Mt. Greylock in 2009, spoke of the importance of women's education. "If you educate a lady, you educate the whole family," he said at the meeting on Friday. He said that he was the first in his extended family to send his daughters to school, and that since then, other girls in the family have been educated as well.

Goodrich reminded the Mt. Greylock students at the meeting not to confuse lack of resources with lack of intelligence. "They have an insatiable thirst for knowledge and they are very, very smart," he said of the students at the school in Logar province. As the students and teachers that attended meeting continue to brainstorm ways of helping the school, they will look for ways to involve the greater community. This is a project that has the potential to have a lasting positive effect on both Mt. Greylock and the school in Afghanistan. Doing so will require time and effort, but, as Goodrich said at the meeting on Friday, "It all helps." ■

ALPHABET HOTEL

By NED KLEINER

Across:

1. Smoothies
6. TV color system
9. Darken
12. Do, as cocaine
13. Neither con nor am?
14. Smelted substance
15. Ewoks' home
16. Capital of Puerto Rico
18. Compendium of Eng. words
20. Examined, with at
21. Currency worth 0.77 euros
24. NYC and D.C. are on it
25. River in Spain
26. Kat's partner?
28. Skewer
32. Ctrl-___-Del
33. Thirteen vertebrae
36. "We Three Kings of Orient ___"
37. Poetic dragon
39. When repeated, a cheerleader's tool
40. Ctry. of New England baseball fans?
41. He loves, to Marquez
44. Affixed with 61-Across, say
46. Died away
49. Treebeard, e.g.
50. Reprimand formally
52. Regions
56. Awesome, to the Teenage Mutant Ninja Turtles
57. Drunkard
58. Unspoken
59. Mesozoic, e.g.
60. Governmental Dept. founded by Nixon and hated by Ron Paul
61. Strong polymeric glue

Down:

1. L.A.-to-San Diego dir.
2. ___ Arbor
3. Indicate approval
4. What girls/boys do, in a rhyme
5. Runs naked
6. Way to settle disputes: Abbr.
7. Raisin predecessor
8. Fox show starring David Boreanaz and Emily Deschanel
9. Austere
10. Dies ___
11. Fix
17. Sharks' enemies
19. Efficient form of irrigation
21. 5-card ___
22. Smarmy
23. Film trilogy directed by N.Z.er Peter Jackson
27. Waiter's reward
29. Loose woman
30. British butt
31. "___ It Like Beckham"
34. Opposite of yep
35. Exude
38. Small rugs
42. River of France, Belgium, and the Netherlands
43. "I'll just have ___..."
45. Fastener
46. 43,650 square feet
47. Mammal of the family Ursidae
48. "A one ___ two..."
51. When we are going to get there: Abbr.?
53. System starter
54. ___-en-Provence
55. Pigs' home

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