

BUDGET

Teaching, admin or health share cuts are eyed as needed

By Carl Kubler

Mt. Greylock's Regional High School's revenues will increase by less than 2 percent and expenses by more than 4 percent over the next several years, financial specialists from Williams College estimated earlier this month.

"In the final analysis, to project balanced budgets for the school into the medium-range future will require dramatic steps by the school's policy makers and communities to increase revenues, decrease expenses, or somehow combine the two," the Williams researchers concluded in a public summary of their financial analysis. "None of the ideas generally floated in public discussions would by itself balance the budget for very long."

"[T]o project balanced budgets for the school into the medium-range future will require dramatic steps by the school's policy makers and communities . . ."

Among options reviewed:

- Teacher layoffs, with increasing class sizes.
- Cutting the school's share of teacher health-insurance payments, now at 90%.
- Chopping out administrative positions.

According to Williams spokesman Jim Kolesar, Mt. Greylock has suffered a \$550,000 reduction in state aid and \$664,000 increase in mandated special-education costs over the past three years. These costs represent a loss of about \$1.2 million, or 14 percent of the 2001-2002 budget.

Although the budget gap was partially filled last fiscal year by a tax override in Williamstown of about \$500,000 and a one-time gift from Williams of \$250,000, the school faces a projected budget deficit of \$326,000 in 2005-2006, which could grow to \$1.8 million by 2009-2010.

These figures assume that local appropriations will increase by 2.5 percent per year, state aid will remain constant, Mt. Greylock will lose revenue to the charter school at an average rate of 6 students per year, and all other revenue sources will remain constant.

See **BUDGET ANALYSIS, Page 2**

Soup line still a rare occurrence as cafeteria awaits tap-water solution

Committee meeting next week?

By Flora Lim

With fresh snow on the ground and rapidly sinking temperatures, Mt. Greylock students are wondering daily when they will again be able to count on soup for lunch to keep them warm. So far this winter, it's been rare. But a committee studying the problem is to meet next week.

Putting a filter underneath a sink in the cafeteria might provide a temporary solution for making soup, but the school committee has not yet discussed the option. "I've not really heard about this sort of filter for perchlorate—it could be a good idea, but you'd have to look at the costs of replacing the filter and periodically testing the water to make sure the filter was working correctly," says David Dethier, member of the committee charged by the school committee with solving the school's tapwater perchlorate-contamination problem.

Because of water contamination problems, the Mt. Greylock kitchen staff is limited to using bottled water for cooking. Furthermore, since each 5-gallon water bottle used by the cafeteria costs \$3, and about 30 containers are used weekly for cooking purposes alone, Director of Food Services Judith Richardson calls the \$90 spent weekly on water "an additional strain on the school budget."

See **SOUP LINE, Page 2**

DOUBLE GRILLING



Parents interview William Travis Jan. 15 prior to his selection as MGRHS's next superintendent.



In Echo interview, Travis suggests group purchasing of supplies

Interviewed by Kejia Tang

Q: Dr. Travis, what made you decide to enter Mt. Greylock?

I spent most of my adult life in the Berkshires and my wife teaches at BCC, so I knew that whatever I wanted to do after resigning from Pittsfield, I'd do in the Berkshires.

Q: Why did you resign from Pittsfield?

I have been on and off for 23 years in Pittsfield in different roles. I've already spent 7 years as superintendent and 5 years as assistant superintendent before that, so I guess it was time for a change of scene.

Q: Why do you think you are a good fit for Mt. Greylock?

I know some of the teachers at Mt. Greylock who used to teach in Pittsfield, and I've met others in various conferences and programs, so over the years I have grown to have a lot of respect for the staff and programs at Mt. Greylock.

"... [T]he democratic qualities that we have in this country are only sustained if you continue to have a quality public-education system."

Q: What policies do you plan to bring from your old district and what new policies are you thinking of implementing here?

I think it is a little too early to make these decisions but I believe the benefits of public education belong to all students, so I am as interested as seeing students who are academically talented get attention as much as those who need assistance. You never give up on any student.

Q: What do you think about the superintendent/principal position and what do you intend to do about/for it?

The way I understand Massachusetts state law, there are problems with being both principal and superintendent. There are certain rights that students

See **TRAVIS INTERVIEW, Page 4**

INSIDE:

Senior project allegory

Columnist Devin Rock takes a trip to a fictional law office to describe, in allegorical terms, the "Senior Project" process. *OPINION, Page 2.*

Health ed update

MGRHS's health-education teachers would like more time for films and curriculum, but parents and students seem not to mind a curtailed program covering sex, relationships and other teen topics. *Page 3.*

Success in Guatemala

A Williamstown-based volunteer group bringing books and other literacy tools to a Guatemalan village appears to be succeeding. *Page 3.*

OPINION/ANALYSIS

Williams' summary analysis of MGRHS finances

EDITORS' NOTE -- The following analysis of Mount Greylock Regional High School's financial picture was prepared by four economics and finance experts at Williams College -- Dick De Veaux, Cappy Hill, Sue Hogan and Keith Finan -- in collaboration with the college's chief spokesman, James Kolesar, and presented at a public meeting Feb. 10.

Mt. Greylock experienced two major hits to its budget between 2001-02 and 2004-05: a reduction in state aid of \$550,000, and an increase in mandated special education expenses of \$664,000. These represent a negative financial effect of \$1.2 million or 14% of the 2001-02 budget. Like all employers, the school also experienced a significant increase in health insurance costs.

Some of the resulting budget gap was absorbed by a tax override in Williamstown of around \$500,000. Except for the one-time gift from Williams of \$250,000, the rest of the gap has been closed by reducing staff and program, charging fees for extracurricular activities, and greatly expanding fund raising.

All financial models, including the one used for this analysis, are based on assumptions. They do not represent what the preparers of this report think should happen but are best guesses of what will happen based on recent history and what is known of the future.

The assumptions made about the school's revenues were that local appropriations will increase by 2.5% per year, state aid will remain what it is now, the school will lose revenue to the charter school at the rate of six students per class year, and all other sources of revenue will remain what they are now, including user fees and fund raising.

The assumptions made about expenses were that salaries will increase per year by 2%, benefit costs will grow per year by 10% for current employees and 12.5% for retirees, costs for transportation and for buildings and grounds will increase each year by 3%, and capital improvements will be budgeted at \$61,000 in each of the next two years and \$150,000 each year thereafter.

If all these assumptions prove true and no other changes are made, income would grow by less than 2% and expenses by more than 4%. The school would face a

Historical Revenues						Historical Uses by Program Area					
MGRS						MGRS					
	2001/02	2002/03	2003/04	2004/05	Growth Rate 2001/02 - 2004/05		2001/02	2002/03	2003/04	2004/05	Growth Rate 2001/02 - 2004/05
Sources of Funds						Admin					
Assessments	4,706,887	4,920,656	5,543,294	5,600,518	6.0%	354,339	360,077	382,096	383,218	2.6%	
State Aid	2,355,137	2,297,285	1,804,803	1,806,600	-8.9%	Regular Ed Inst	3,729,172	3,702,225	3,587,002	3,223,851	-4.7%
Tuition	595,731	635,281	632,580	696,120	5.3%	Special Ed	720,718	973,636	1,427,314	1,385,029	24.3%
Transfers	150,000	280,000	215,000	250,000	18.6%	Other School Svcs.	1,243,086	1,154,072	1,187,300	1,161,651	-2.2%
Grants	260,522	273,998	748,608	290,860	3.7%	B & G	662,401	717,541	636,257	618,002	-2.3%
Revolving	592,326	609,420	707,900	703,900	5.9%	Benefits	1,416,677	1,678,478	1,824,126	1,982,797	11.8%
User Fees	0	0	32,480	81,500	n/a	Trans	345,510	380,478	393,470	355,475	1.0%
						Cap Improv	0	0	50,000	60,775	n/a
						Transfers	150,000	280,000	215,000	250,000	18.6%
Total Sources	8,660,603	9,016,640	9,684,645	9,429,498	2.9%	Total Uses of Funds	8,623,903	9,246,507	9,702,565	9,420,798	3.0%

deficit in 2005-06 of \$326,000, which would grow by 2009-10 to \$1.8 million.

By law the school can't operate with a deficit. To balance its budget the school will need to increase revenue, decrease expenses, or somehow combine the two.

The preparers of the report also projected the financial effects of several ideas that have been floated by members of the community in recent years. Their inclusion in this analysis does not represent endorsement of any of them.

Some points regarding revenue:

- Increases in state aid, fund raising, and/or town assessments would have to equal the projected deficits and then grow by 4% per year. One override by itself cannot balance the budget in perpetuity as long as expenses increase by more than 2.5%.

- Increases in the towns' tax bases resulting from new development would have relatively small effect. If the tax base in Williamstown grew by \$5 million, tax revenues would increase by \$70,000. If that amount were split evenly among Mt. Greylock, the Elementary School, and Town Government, the result would be an increase for the high school of \$23,000.

Some points regarding expenses:

- If administrative costs could be cut in half, that would free \$194,000. This would leave a deficit for 2005-

06 of \$132,000, which would grow each year thereafter.

Reducing the portion of employee health insurance paid by the school district would free \$57,500 for each reduction of 5%. The district currently pays 90%. Since health insurance costs for current employees are assumed to increase each year by 10%, the effect of such a change would last longer than that of some other cuts but it would still leave a deficit next year that would grow each year thereafter.

- Eliminating all extracurricular activities would save \$45,000. They cost more than that but bring in gate receipts and user fees. (And are the target of most of the fund raising.)

- The reduction of one regular teaching position (special education positions are protected by law) would save about \$70,000 (assuming average salary and benefits). If the only step taken to balance the budget were to reduce the number of teachers, there would be 4.7 fewer teachers next year and an average class size of 23.9 (up from 21.5). By 2009-10 there would be 16.4 fewer teachers and an average class size of 36.1.

In the final analysis, to project balanced budgets for the school into the medium-range future will require dramatic steps by the school's policy makers and communities to increase revenues, decrease expenses, or somehow combine the two. None of the ideas generally floated in public discussions would by itself balance the budget for very long.

Writer offers a cynical, allegorical view of the senior project

By Devin Rock

Thomas Oliver has stacked papers, photocopied documents and worked many late nights for the Brucestein Law Firm. To reward Mr. Oliver's endless dedication, he has been promoted from untouchable status to that of vaishyas, where he will manage the filing and organization department. Unfortunately, a Promotion Project will have to be completed before Mr. Oliver can officially get his new job.

What is a Promotion Project?

It is a long, drawn-out program offering employees the opportunity to expand levels of management they can attain.

Mr. Oliver will have to create a promotion project that demonstrates sufficient skills in organization and problem solving in order to receive the promotion. (Example: Having the ability to choose between manila or colored folders for the filing cabinet and deciding if the pencils should be stacked with the eraser up or down.) The project should incorporate all the skills he has used the last 10 years while working for the Brucestein Law Firm. A possible option for Mr. Oliver could be to devise a plan to efficiently sharpen 5,000 pencils, make 15,000 photocopies and file 6,000 documents alphabetically in a single day.

A detailed scrapbook will be essential to Mr. Oliver's promotion project because it will serve as a calendar to hallmark all of the major accomplishments during his project. Every thought and every moment Mr. Oliver spends on the Promotion Project should be documented. The date and amount of time spent thinking of and performing the project should also be recorded. The scrapbook will be checked twice during the six-month program. The dates are tentatively, Dec. 1, 2004 and Feb. 4, 2005. If the scrapbook is not handed in on exactly those dates, there is no need to

worry because all the Brucestein Law Firm asks is that Thomas Oliver hand them in within weeks of the deadline and at his own convenience. He will be told at the end of his project if he was penalized for not meeting the deadlines.

The Brucestein Law Firm feels it is very important that a retired employee keep watch over every promoter's project. Mr. Oliver's project surveyor lives on the other side of the country, but he will try his best to make time to help. If Mr. Oliver really needs help, I would advise him to take time away from his job, family and church gatherings to fly across the country and meet with his surveyor. The surveyor would really appreciate any feedback to make the Promotion Project better than it already is.

Finally, when Mr. Oliver has met with his surveyor, and he has performed his

task, the Brucestein Law Firm asks that he write, in Braille, a 25-page review and analysis of the most efficient way to sharpen pencils. Mr. Oliver should not become stressed if his paper has many grammatical errors and awkward sentence construction because he will be given six chances to fix his paper before he officially fails and is not allowed his new job. Several fellow employees will even help him change his paper to make it fit the criteria needed to get the promotion.

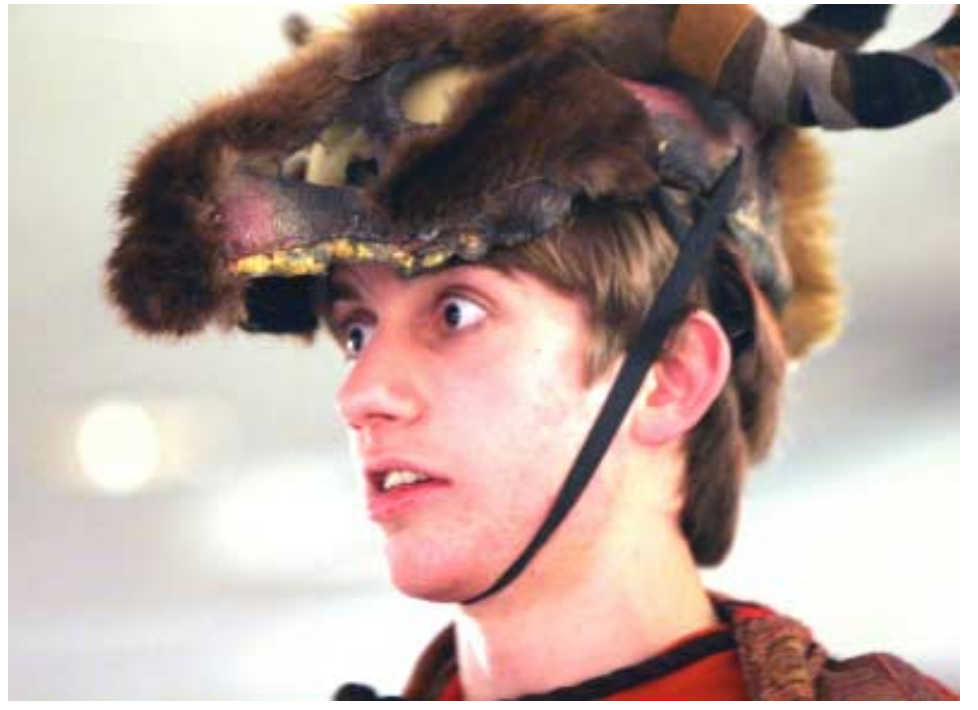
Once the final Promotion Project is accepted, Mr. Oliver will be asked to give a presentation to local elementary students. The students will decide if Mr. Oliver understands his topic and if he has demonstrated a solution to efficiently sharpening thousands of pencils and photocopying thousands of documents in one day. He will have to responsibly

accept feedback such as "Wow, that sucks," and "are u freakin' retarded," from the elementary students. The fate of Mr. Oliver's promotion will be in the students' hands, so it should not be hard to achieve.

Thomas Oliver has worked many years for the Brucestein Law Firm and is only one Promotion Project away from getting a new job and a big pay raise. He has no choice but to create a project that incorporates all of the skills he has already learned and used all his life. Mr. Oliver should be able to impress his fellow employees and the elementary students with his project, but hasn't he already done just that for the last 10 years? It does not matter how hard Mr. Oliver has worked throughout his career, as long as he meets the mediocre goals that the Brucestein Law Firm has set.



NEWS/ARTS



Photos courtesy of Hank Gould

Scenes, above, from the Friday, Feb. 13, "Food of Love" cabaret-style performances at the Williams Inn.

'Food of Love' chocolate, raffle and performance nets \$1,500

The Food of Love, a celebration of Shakespeare, love, and chocolate, took place on Friday, Feb. 11, at the Williams Inn, earning money for the Fall Festival of Shakespeare and sharing this unique program with the wider community.

The evening earned more than \$2,300, a portion of which (\$800) will go to the Williams Inn for the dessert spread of chocolate-inspired treats. This income includes the proceeds of a raffle organized by Michele Ridgeway.

Mt. Greylock students and alums presented about 24 scenes and sonnets focusing on the subject of love, appropriately for the Friday before Valentine's Day. The mood ranged from purely romantic (Romeo and Juliet

meeting at the Capulets' ball) to seriously disturbed (Hamlet advising Ophelia to get to a nunnery), from sardonic to uproarious to magical.

Mt. Greylock music teacher Lyndon Moors played 17th-century pieces on the oboe as the audience assembled, and sophomore Katie-Rose DeCandia played classical guitar throughout the show, stitching the different scenes together. The Elizabethans from Williams College performed several madrigals as their contribution to the Shakespeare program.

The turnout was excellent and broad-based, and many audience members asked that this become an annual February tradition. Among the guests was incoming Mt.

Greylock Superintendent William Travis. Also present were four professionals from Shakespeare & Co.:

Education Director Kevin Coleman, School Programs Director Mark Woollett, Riotous Youth director Jenna Ware, and the beloved director of Mt. Greylock's Fall Festival production for the past three years, Jonathan Croy.

In addition to current Mt. Greylock students, actors included Colin Gold '04, Alex Kopynec '04, Sean McHugh '02, Eli Phillips '04, Eliza Ryan '01, and Sarah Ryan '99, all of whom returned to take part because the program had been so meaningful to them while they were students.

No objections to shorter, gradeless health education?

By Chirag Patel

When Mount Greylock curriculum planners decided two years ago to eliminate drug, sex, nutrition and health education as a full-semester course, teachers worried about the impact. "Health" topics are now treated as part of the physical-education curriculum within "gym" classes.

However, neither parents nor students have complained about the change.

Students in grades 10-12 who have not taken Health were required to sign up for the first quarter so that they can graduate or get the requirement done early.

Primary health teacher Sue Strizzi and substitute teacher Trisha Gorman both said in interviews they are concerned that teen health topics can't be taught well in one quarter. To cope with the lack of time, they combine certain aspects of the syllabus into one unit. For example, bullying, harassment and dating violence are all incorporated into a "violence" unit.

Another way they cope with time constraints is to eliminate some of the extra activities, such as full movies (they only show clips) and trips to the computer lab. The course no longer represents a letter grade (or a different grade entirely) on one's report card. This has affected student motivation in the class, and is more likely to escape notice of parents, because it is now shown as pass/fail.

"Health should be taught in 8th grade as an introduction/primer," says Gorman, "and then revisited in 10th grade when most people are actually confronted and starting to deal with issues of substance abuse, sexuality, STI's, pregnancy, relationships, personal development, nutrition, and values clarification, and have begun to develop the abstract thinking abilities to consider how all these things fit in their lives and the choices they want to make around them."

In other words, health should first be taught as an introduction course in 8th grade, where the students first identify the issues. Then, as a student gets older, Gorman feels it makes more sense to educate students on how to deal with such issues in 10th grade, and relate this to their own lives.



Lynda Araoz

Photo by Roseanne Zarza

Araoz, in first year on DSS job, seeks greater student-teacher links

By Lucy White

Settling into her first academic year as director of student services, Lynda Araoz wants Mount Greylock students to know her door between the guidance and special-education offices is open to them.

Araoz's job involves working with the Special Education Department as well as the guidance office, specifically dealing with scheduling issues and other programs of studies. Ms. Araoz loves Mount Greylock but also believes that the Guidance and SPED offices need to do more to help students reach their highest potentials.

She encourages everyone to build relationships with adults. Students benefit by learning what teachers do outside school.

As an organizer, Lynda does not have many interactions with students. She recognizes that "a plus in any job is the ability to work with kids, their energy, and potential."

A problem arises since most students are unaware of what Ms. Araoz does and therefore cannot seek her help. Although Ms. Araoz's job does not normally include one-on-one communications with students, she has an answer to the issue at hand. Her message to the school is, "education is so much bigger than the classroom."

She encourages everyone to build relationships with adults. By learning about what a person reads or does outside school, students can benefit much more from their educators, she suggests. One might not know for instance, that Ms. Araoz can speak Spanish and that she lived in Argentina for 14 years.

Hired by the school committee April 6, Araoz previously was special-education and counseling director at the Albany Academy, Albany, N.Y. She also has taught English at a school in Buenos Aires, Argentina, and has served as a counselor at the Neil Hellman School in Albany.

She holds a B.A. from St. Lawrence University, an MA from the University of Birmingham, in the United Kingdom, and a master's in social work from SUNY-Albany. She's now taking courses in public administration at the Massachusetts College of Liberal Arts.

Literacy Project reports progress in Guatemalan town of San Andres

Three years ago there were no books San Andres, Guatemala. Now, because of the Williamstown-based Rural Literacy Project, spearheaded by elementary school teacher Sue O'Riley and other volunteers, the small central American town has a library which is used every night.

Riley reported last week that the fund-raising and supply of books, magazines and other resources yielded this note from the town's park director: "I have been opening the library since early January, and it has changed my life. I love helping students with their homework and getting them to read. As of last week, we have some 260 using the books, and the library is packed every night with people from the community that need help with homework, want to learn English, or French or what ever."

The Greylock Echo

Where did gym olympics go?

OPINION

By Greg Burton

You may recall that during the fall, the Gym Olympics was not held. Not only was it not held, the Friday that it was supposed to be held on was made into a full academic day. Why was it cancelled, and why were we denied a day off?

Those are some excellent questions. It turns out that the event was cancelled a few days before because word got around that there might be some snow. Now we all know how accurate forecasters can be (just think back a few days to the supposed 20" snowstorm), so it seems that the plug was pulled a bit prematurely. As it turns out, there were some light flurries that would have had limited, if any, impact on any outdoor activities. On top of that, it really was not all that cold.

The year before, the Olympics were held on a day that was colder. So should the powers that be have waited one more day before they called it off? Absolutely. To add insult to injury, the three-day weekend was summarily taken away as well. You may say, "Why does it matter?" It matters because student freedoms are slowly being impinged upon. Teachers talk of the "glory days" when the school wasn't crumbling and students were allowed to roam the halls during extended. Oh, and there was recess.

Not quite a year ago, road hockey was indefinitely suspended after someone ran into a car and dented it. It seems that there is less emphasis being put on individual accountability and more on group punishment. Why should hundreds be restricted because of the actions of a few? Whether it is something as mundane as the Gym Olympics or some-

thing more serious, it seems that the trend at Mount Greylock is toward increasingly limiting students in what they can and cannot do. The time is now to use the councils at our disposal to stop this drift towards educational imprisonment.

CLARIFICATIONS:

Student in good standing redux

Last month's story in The Echo about the student-in-good-standing policy may require some clarifications, according to Assistant Principal Tim Payne:

— Students who are not in good standing can still receive diplomas.

— The expectations for students in good standing are separate from graduation requirements. Also, the school community in general (teachers, staff, students) – not just the administration – believes these standards to be attainable by students.

— If a student is suspended, her or she loses good standing during the period of suspension and may return to school after the suspension is served.

Other points not covered in the article, Payne said:

— In the first academic quarter, 90 percent of students were in good standing.

— MGRHS views student participation in athletics, parking in the parking lot, and attendance at dances as privileges of students in good standing and charges the assistant principal with enforcing this policy.

POETRY CORNER

The Dreamer

By Anonymous

Tick, tock.

The grandfather clock tolls solemnly
in the darkness of a memory long forgotten, years
blurring into heartbeats
with the pendulum's rhythmic stroke.

And I wonder what it is like
to sleep in the forest,
its antediluvian expanse forever reaching out
towards me,
as I drift through Ovid's *Metamorphoses*, the
leather a familiar stranger
beneath my fingertips.

Tick, tock.

I am alone
but not alone; my past
pasted onto the wall in glaring
black and white atrocities
for all to see, fires
burning within the house.

Yet outside,

in the forest,
treetops caress the moon in soothing
whispers, and then
tick tock
the *Zeitgeist* flees, musty tome
falling from my hand.

Budget

Continued from Page 1

The committee that gave the presentation, which included college Provost Cappy Hill, Associate Provost Keith Finan, Controller Sue Hogan, and statistics professor Dick De Veaux in addition to spokesman Kolesar, also assumed that salaries will increase by 2 percent, annual benefit costs will increase by 10 percent for current employees and 12.5 percent for retirees, annual transportation and building and grounds costs will increase by 3 percent, and capital improvement costs will be \$61,000 in each of the next two years and \$150,000 each year thereafter.

Because the school cannot legally operate with a deficit, the medium-range future will demand dramatic measures by the Mt. Greylock administration and community to increase revenues, decrease expenses, or combine these two options, the researchers say.

Estimates regarding these options are as follows: decreasing the portion of employee health insurance paid by the school district – 90 percent – would save \$57,500 for each 5 percent reduction; cutting administrative costs in half would save \$194,000; eliminating all funding of extracurricular activities would save \$45,000; and reducing one regular teaching position would save about \$70,000 per teacher, assuming average salary and benefits.

If reduction of teaching positions were the only option pursued, there would be 4.7 fewer teachers in 2005-2006 and 16.4 fewer teachers by 2009-2010, with average class sizes increasing to 23.9 and 36.1 students, respectively.

A summary of the financial projections and charts prepared by Williams College is available at www.williams.edu/outreach/mgrhs/.

Soup line

Continued from Page 1

Meanwhile, in the cafeteria, the bottled water is more difficult than the tap to use, workers say. "Using bottled water is not easy because it is hard to lift the bottle and empty it into the kettle for the actual cooking," Richardson says. She added that the limited water supply forces the lunch staff to use longer cooking methods.

Likewise, when food is steamed, workers must ensure that items are sealed properly to prevent moisture from getting into the food and thereby lengthen cooking time. Washing vegetables with bottled water also takes nearly twice as long as using tap water.

Restricted water use also limits the lunch menu. "Some foods that need a lot of water to cook are eliminated from the menu because it's time consuming to figure out a way to cook it without contaminating the food," Richardson says. "We can't have foods such as raviolis, and I can only do minimum spaghettis because it requires 30 gallons of water to cook pasta the proper way."

Richardson described the situation akin to "not being able to use tap water at home." She added: "More labor hours are devoted to the handling of water, which makes our lives extremely difficult."

Despite the inconvenience, the cafeteria has no choice but to wait for the school board to solve the problem, Richardson said.

Travis interview

Continued from page 1

have that delegate one set of power to the principal with rights to appeal to the superintendent, and if you are the same person, you would be denying certain due-process rights to the students. For example, if a student is going to be expelled, he/she holds a hearing with the principal and the principal makes the recommendation to expel the student. Then, the student can have another hearing to appeal to the superintendent. If the principal and superintendent [are] the same person, then you see the problem with fairness.

Q: What strategies do you have to help remedy our budget problems?

I've looked at the recent Williams College economic forecast, and there's more that needs to be done. I don't know if there are savings that can be made if Mt. Greylock joins other districts for the purchase of materials and services. Pittsfield, for instance, joined with 28 other districts when purchasing fuel and electricity.

Q: What are your priorities come budget time for retentions and cuts (i.e. teachers, supplies, technology, programs, etc.)?

My approach is the school committee and public first see everything the faculty thinks it needs in order to do the best job it can, even if it makes an unrealistic budget. If you don't let people see what you need and settle on something less in the beginning, you will never have a long-range goal to get things in place. So you need to hear from everyone, from librarians to teachers about what they need first and then make some priorities from there.

Q: What priorities do you put on the different programs of Mt. Greylock (music, sports, clubs, etc.)?

Again, that's something I've got to hear from students, staff, and parents about what things they think are the hallmark of Mt. Greylock. Each district has a climate of what people think should be preserved before anything else,

and the best set of programs for Mt. Greylock is probably different than that of Pittsfield.

Q: Is there anything else you would like the students to know prior to your coming?

Well, let me just say that I was a product of public education and I believe that the democratic qualities that we have in this country are only sustained if you continue to have a quality public-education system. If we had just private education for those who can afford it, you would have a much different society, so even though the budget and everything else makes things look tough, I believe people will pull together because I think there is a great deal of faith and need in continuing high quality public education

The Greylock Echo

The Mount 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 editors and writers. Any Mt. Greylock student may join the staff, attend meetings and submit articles.

Next issue: Fri., March 18, 2005
Deadline: Fri., March 11, 2005
Staff meeting: Tues., March 1, 2005

Staff meetings are open any Mt. Greylock student and are held at 2:30 p.m. in the back of the Carleson Library.

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Carl Kubler, Kejia Tang

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