

Travis seeks non-rotating schedule, expansion of work-study program

By Shan Wang

Mount Greylock students should expect changes in scheduling next year, said superintendent Dr. Travis in an interview last week.

Extended, a 30-minute appendage to a regular class, is a violation of the state mandated 400 minutes of schooling per day and will no longer be a part of the schedule.

Instead, each of the seven periods will be 48 minutes long, compared to the 44 minutes for each class this year. There will still be an eight-minute break for high school students.

Whether the schedule will be rotating or fixed is still uncertain, though the school committee will discuss the school's program of studies and vote on the issue in upcoming meetings this month. While Dr. Travis is in charge of making a recommendation to the committee, both the school board and the committee must review the schedule. The committee will have the final say on the schedule.

Results from a student council survey a month ago showed an overwhelming preference among students for a rotating schedule. "Not only does the rotating schedule provide for more variety in a possibly boring school day, it also prevents morning doldrums or afternoon frenzies from falling on the same classes the entire year," said junior Isa St. Clair, who remembers disliking the fixed schedule arrangement in 2002-2003. Other students are more blunt. "In 9th grade I had

Taps [Alberto Tapia] every morning," recalls junior Ananda Plunkett, "I wanted to kill myself." Classmate Jessie Grees shared a similar view, saying, "I would prefer not to have the same class every morning, especially gym."

Junior Zack Sheppard offers a balanced opinion. He said he understood where students in favor of a rotating schedule were coming from. "A rotating schedule offers a better way to balance priorities among classes," He does admit, however, that he "used to be in favor of a non-rotating [schedule], actually, because of a good experience with a first period class."

A non-rotating schedule might also be an advantage to part-time teachers, who would be able to leave school after their classes and prep work were done without having to wait in the building between classes.

Expansion of work study, electives

While a rotating schedule may be beneficial to the eight students this year taking courses at Williams, MCLA, or the Southern Vermont College because they do not miss the same school periods every time they attend their college class, it is not convenient for students currently on a work-study program.

These students, who have fulfilled most of their graduation credits, intern with businesses outside of Mount Greylock at a set time in the school day and attend only the classes at Greylock for which they need credits. For work-study students, a fixed schedule would guarantee that they can attend their required



Photo by Rosana Zarza

A student examines her second semester schedule

classes every day. Jan Livernois, who is in charge of students signing out during the school day, said both work-study students and students taking college courses have been responsible about keeping up with their schoolwork.

See SCHEDULE, Page 2

Seniors turn in project drafts -- finals due March 30



Photo by Rosana Zarza

Tom Ostheimer presents Senior Project Handbook

By the Echo Staff

The pressure is on for the class of 2006. On Thursday, seniors submitted a rough draft of their senior project part to peer review. Final drafts are due on March 30. The paper is a crucial part of the senior project, Mount Greylock's newest graduation requirement.

Besides a 6-10 page rough draft, seniors were also required to complete an outline and works-cited page, which were reviewed by faculty advisers.

Seniors began their projects with an essential question, intended to direct the process. The question describes the subject of their research and is phrased to emphasize the goal of learning over accomplishment. The year's topics are extremely diverse, including website design, preparing a novel for publication, restaurant operation, learning to play the cello, and wedding cake construction.

The senior project is now in its second year at Mount Greylock. Mr.

"I think it'll take another year or two to be a part of the culture of the school," says Tom Ostheimer.

Ostheimer, who introduced the concept along with Mr. Caraco, has observed less resistance to the project by this year's twelfth graders. He added, however, "I think it'll take another year or two to be a part of the culture of the school." This gradual integration will involve better training for faculty advisers and fine tuning of the project requirements. To encourage work of better quality, he may suggest the designation of "senior project with distinction." Also, in the future students may begin their senior project in their junior year.

Dushaney presumed innocent pending trial

Raymond Dushaney, audio-visual director and custodian, awaits trial on charges of possessing child pornography. At his March 9 arraignment, Dushaney pleaded not guilty before the Berkshire Superior Court, and his trial is expected to take place this month. Shannon Babcock has taken over Dushaney's responsibilities on a temporary basis.

Dushaney was indicted under a 1997 law (M.G.L. Chapter 272: Section 29C), according to the Berkshire Superior Court clerk. It makes it a felony to merely possess allegedly pornographic materials anywhere - including an electronic "depiction by computer."

Superintendent Travis said he first heard of the potential charges against Dushaney in late December from the District Attorney's office. The District Attorney obtained a search warrant for Dushaney's private computer. Because Dushaney was then only

under investigation without formal charges, Travis put him on paid leave and collected his keys, requiring that he stay off the school campus. Under the U.S. Constitution, Dushaney is presumed innocent pending trial. But upon being indicted, the district stopped paying him.

When the District Attorney informed Travis that the Grand Jury had found that the evidence was sufficient to proceed to trial, Travis notified students and faculty of the charges against Dushaney. He, with the assistance of the Emergency Response Team, quickly wrote a letter explaining the situation. The letter from Travis said the charges were not believed to involve school equipment or time. All MGRHS parents of students received the letter.

If any student would like to speak to Deborah Cole-Duffy about the events of the past month, they are encouraged to call 458-9243, ext. 159.

INSIDE:

On the OP/ED page, a student opinion on the schedule, findings in the 2005 NEASC report.
.....PAGE 2

On the NEWS page, the back story on business manager Mark Amuso
.....PAGE 3

On the SPORTS page, Kelsey Dudziak gives a report on spring sports teams, including baseball and tennis.
.....PAGE 4

OPINION

Rotating schedule an obviously better choice for all?

By Grace Laidlaw

The nagging question of next year's schedule is sure to be a subject of much debate at school board and school committee meetings over the next few months. Strangely enough, however, there is not much debate among the students, the group most affected by the decision, about the schedule. Why not? Because the student body is generally in agreement: A recent student-council survey indicated that an overwhelming majority of MGRHS students would prefer a rotating schedule to a fixed one next year.

Teachers, too, are generally in favor of a rotating schedule, for much the same reasons as the students: just as students don't want to have to sit through a difficult subject first thing in the morning (or last period, for that matter) every day, five days a week, for an entire year, knowing that they won't be able to concentrate, teachers, for the same reason, don't enjoy teaching to classes that are always either comatose or unable to sit still. Having experienced the fixed schedule as a freshman, and having endured one hundred and eighty days of first period geometry, I can safely say that, for a sleep-deprived student, a fixed schedule can be a dangerous and unpleasant thing.

Of course, taking the same classes at the worst times every day, while it is a major problem, is not the only factor involved in deciding on a schedule. If a fixed schedule had enough advantages, I would have to accept defeat—my math grade would just have to suffer. But, after months of discussion, I have yet to hear any convincing arguments in favor of the fixed schedule. One major point in favor of

It would be wrong, obviously, to base a schedule on the needs of a few students taking college courses over those of a larger group interested in work study. It would be academic favoritism of the worst kind, assuming a significant majority of students were interested in work study. But this is not the case.

the unpopular schedule plan is that it will benefit students who want to participate in work study programs by allowing them to keep up a steady work schedule—at the expense of those who want to take advantage of college courses, who need the flexibility of a rotating schedule in order to stay on top of both school and college work, without missing too much of either.

It would be wrong, obviously, to base a schedule on the needs of a few students taking college courses over those of a larger group interested in work study. It would be academic favoritism of the worst kind, assuming a significant majority of students were interested in work study. But this is not the case. In fact, the number of MGRHS students taking college courses is more than twice the number of those doing work study. The fixed schedule idea assumes that the rotating schedule is

discouraging a large group from even attempting to participate in work study programs. While this is certainly possible, without any student surveys (which have not yet been conducted) or even past statistics on the effects of a rotating schedule on work study participation (which have not yet been presented), basing a schedule for over 700 students on this assumption seems a little premature.

While the rotating schedule may be an inconvenience to some, the fixed schedule is sure to be an inconvenience to everyone, students and teachers alike.

Even part-time teachers, the group, aside from work study candidates, who are most inconvenienced by the rotating schedule because they sometimes have to wait, often for three or four periods at a stretch, in the building, in order to teach just one last-period class, are generally in favor of a rotating schedule. I have spoken to several part-time teachers who, having experienced the fixed schedule a few years back, and having faced the same sleepy or off-the-walls students as full-time teachers, day after day, have come to the conclusion that the benefits of a fixed schedule are not worth the cost.

In the end, the convenience and happiness (and, in the case of certain first-period math students and their teachers, the sanity) of the student body and the entire MGRHS community must be the primary considerations in determining next year's schedule. If the decision is based on those criteria, the answer is clear: rotating is the obvious choice.

The author is a MGRHS junior. Her mother teaches languages.

In 52 pages, study criticizes schedule, tracks, building

EDITORS' NOTE -- The following paragraphs are excerpted from various sections of a 52-page report of the New England Association of Schools and Colleges, commission on public secondary schools visiting committee's May 1-4, 2005 visit to Mount Greylock. Many other observations and findings were made based on visits in 2004 that do not reflect the current co-principal administrative structure or the arrival of a new superintendent. So much of the document is more an indication of problems already noted and under review, rather than an indictment of current practices.

Mount Greylock Regional High School has not clearly defined school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission. Mount Greylock Regional High School has defined a set of four graduation proficiencies that outline school-wide academic, civic, and social learning expectations. These proficiencies are measurable, but the accompanying rubrics need clarification. The major component of these proficiencies is a senior project program. This program has not yet been formally adopted by the school committee beyond the 2004-2005 school year. As a result, the students do not have a clear understanding of the entirety of academic expectations for graduation. Without additional clarification and formal emphasis, these proficiencies will lack relevance to students in all grades.

It is not clear that the schedule of the school allows for the completion of the school's mission statement or stated educational philosophy. The system of seven 44 minutes periods with one extended period does not

Full report: <http://olivetti.newshare.com/mgrhs/neasc-report.pdf>

facilitate the use of varied instructional practices. Moreover, the current schedule does not support the middle school model. The loss of science labs at the high school level needs to be revisited as well. The extended period does not introduce new instructional practices. For effective implementation of curriculum, instruction, and assessment that focus on interdisciplinary methodology and best practices, current scheduling practices will have to be re-evaluated.

The school does not equally allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning . . . Although classes are offered at four levels, standard, college preparatory, honors, and advanced placement, there does not appear to be equal opportunities at all four levels. There is a concern about the equitable allocation of resources for all students. Students who do not take foreign language or band do not have many options for electives. AP offerings have grown as a result of community demands and special education receives funds as a result of statutory mandates, decreasing funding for other offerings . . . There is strong evidence that students who are not highly academically motivated and not provided with special education services are not having their needs met.

The present school site and plant do not adequately support all aspects of the educational program and the support services for student learning. Not all areas of the school are handicapped accessible, e.g. the media center loft and the lower level areas. The gymnasium locker rooms are inadequate and are not secure. Science labs in the middle school are lacking

sufficient sinks in the laboratory work areas. Parking is inadequate for after school and weekend events. Science labs are outdated . . . Budget constraints have forced teachers to obtain supplies needed for their classes by obtaining generous donations from the staff, community, and local colleges. The physical plant and facilities do not meet all applicable federal and state laws and are not in compliance with all local fire, health, and safety regulations. The water

supply is not potable. Air quality in some areas of the building does not meet state standards, and one room must be closed as a result of air quality. Areas of the building such as areas of the library and the lavatories are not handicapped accessible. The indoor ramp in the gym is not at the proper pitch for effective use. Emergency routes and exits are not posted in all areas.

The amount of flammable material (paper) posted on the walls and chemical storage in the science rooms does not comply with new Massachusetts fire regulations.

'St. Louis' photos on Echo website



Olivia Tousignant-Pienkos, Ananda Plunkett, and Lizzie Fox in Meet Me in St. Louis.

Photographs of the high-school musical production of "Meet Me in St. Louis," are part of an "web-extra" page of The Echo this month. To view the page of photographs by student photographer Rosana Zarza, former

Mount Greylock Regional High School parent Henry Gold, go to the <http://www.mgrhs.org> site and click on the Echo link on the left. The phones are on Page 5 along with a review and wrapup of the production.

NEWS

Amuso brings enthusiasm to the business office

By Katie-Rose Decandia

Too few students know of the important position of Mark Amuso, Mt. Greylock's own business manager. All students should be familiar with the school's administration and staff. After all, they're the people who educate the student body and make decisions that affect the entire high school.

Preceding Amuso's decision to work here at Greylock, he had worked many other jobs in all sorts of fields. He spent time working for GE, after which he got a job down south in Texas where he put pinstripes on cars. He then came back to Pittsfield where he worked at the hospital. In 1983 he became supervisor of the Environmental Services Department, and moved on to be director in 1987. At that point in time, he realized that to go further in his career, he would have to go to college. So, at the age of 35, Amuso began to take college courses at BCC. "You really don't appreciate the value of a good education until you find out how limited you are without one," said Amuso.

He went on to take classes at Southern Vermont College where he earned his bachelor's degree in business management. After taking a year off, he returned to college, this time attending UMass, Amherst where he earned his MBA. Throughout this college experience he raised three kids as well as working full time. Before he finished college, and while still working for Berkshire Health Systems, he became involved in a political campaign in which he helped a candidate get elected into office. This candidate, who later became the mayor of Pittsfield, asked Amuso whether to become the director of community development for the city. He could have either left his comfortable job at BHS, or have taken on a new, exciting position. He decided to take the

"We do what we can to hold down expenses, and employees have worked hard to give us value for the dollars we have, but the bottom line is, there's always going to be tension."

-- Mark Amuso

new opportunity, which involved managing federal housing and urban development. Not only did Amuso greatly benefit from this position, but the community did as well. He started two remarkable neighborhood revitalization efforts to benefit the poorer sector of the community.

Following his job as director of community development, he had the opportunity to work at a school in Holyoke, as the director of operations.

He would be working in an underperforming school district among a different population, facing a series of new challenges. Though he had an eye-opening and pleasant experience there, the appeal for a position as business manager here at MGRHS intrigued him for many reasons. First of all, it was close to home here in the Berkshires. This would enable him to spend more time with his family and he could enjoy a shorter commute to work. "For me, family is the most important thing" he explained.

Amuso finds that his job here is challenging, but a lot of fun: "Without a challenge, it's difficult to feel good about



Photo by Rosana Zarza

going to work. I'm very impressed with the students and the faculty and the staff in this institution."

As to what the work consists of, it varies all the time. "There's no such thing as a typical day in this office" he said. He comes in with a plan every day and then works around his and the staff's schedules. He deals with issues ranging from water complications to inspecting suspicious conditions around the building. In Amuso's words, "every day is an adventure." With reference to the ever-changing budget, Amuso's actions help regulate it. He helps the staff stay within the budget. There are some pressures on the budget that were not predicted, what with energy costs rocketing sky-high. He's found that "budgeting is a dynamic process; everything has dollars attached to it." The state has a formula that regulates the funding expected in cities and towns. Mt. Greylock has an estimated budget of \$9,000,000, which may sound like a lot, but really isn't when all of the school's needs are taken into account. There is a struggle between education and the municipality's ability to provide additional

funding. The school looks at the budget requests and bases its decision on need and what our goals are for the future. If Mt. Greylock's revenues aren't large enough, cuts must be made. Amuso summarized the situation this way: "we do what we can to hold down expenses, and employees have worked hard to give us value for the dollars we have, but the bottom line is, there's always going to be tension."

When the faculty needs supplies or equipment, it has to be budgeted. Staff members must fill out a purchase requisition, which spells out the details of the desired items. Then school management sends in a purchase order number, and the goods arrive. Then comes the bill. All these things, including the invoice that finally comes in are called the accounts payable. "Nobody has the right to use the school's name for a purchase without working through this office. There's a right way and a wrong way to do purchasing" said Amuso. When it comes to accounts receivable there is an expected payment from a team or company. When the check comes in they offset that journal entry with a payment.

Student fees, which are accountable in the business office, have become higher in the past few years. They are used to offset the activity expenses, which have risen in recent years. Without the fees, the activity must be eliminated. "It's a balancing act," he said. "It's a combination of increased cost, budgeting dollars, and filling in the gap."

Amuso doesn't just deal with the budget and money. "The job involves a lot more than just the financial aspect." He has his hands in everything, from securing the water supply, to looking at potential renovations for the school, to the building grounds. "It's a real learning experience for me."

SCHEDULE

Continued from Page 1

In earlier an interview Travis suggested that Mount Greylock was losing students to vocational schools such as McCann due to an inadequate work-study program. A new proposal is in the works for a more comprehensive work-study program, which, according

to Travis, "will be promoted aggressively to convince students that Greylock has additional programs in addition to a rigorous academic one." The plan would allow students who have a sufficiently high grade-point average the opportunity to make contact with community businesses as early as sophomore year.

Mount Greylock does not have the required quality of technical equipment to run a state recognized vocational program. The state regulates vocational

schools under Chapter 74 law, which ensures that the classes and equipment provided to students by the school will guarantee a smooth transition into the workplace. Travis acknowledges that while Mount Greylock will never adopt a vocational program, electives such in the areas of business, finance, network management, and digital technology might be re-introduced to address the loss of students due to lack of career-oriented classes.

Such electives have been dropped as teachers retired and enrollment declined. "During the '70s, we used to have around 1,200 students and so many of them doing work-study that there was a separate bus to suit their schedule," Livernois recalls. "We also used to have many more shop classes like automechanics and wood-working."

"The new work-study experience," said Travis, "would have the student going to, say, a bank or credit union after lunch, learning work experience, earning money, and going home." Travis also said he does not expect such major program changes for next year as the work-study concept is still being fleshed out and there are still financial barriers. If such a program is indeed implemented, a fixed schedule would be required.

Another scheduling dilemma lies in coordinating the middle-school with the high school's. High-school extended and middle-school advisory, a "home-room"

"The new work-study experience," said Travis, "would have the student going to, say, a bank or credit union after lunch, learning work experience, earning money, and going home."

period, fall into the same block on the schedule. The current eight-period middle school day does not align with the seven-period high school schedule for next year, which has longer periods. If the existing eight-period, no-break schedule for middle school continues after schedule negotiations, then middle-school and high-school classes will never end or start at the same time. Students who want to take a course, such as foreign language, with a high school teacher, will not be able to do so. Among the suggestions for the middle school schedule is an A-week, B-week schedule. In the A-B system, students might have two classes before gym one week, three before gym the next, and so on. Each day would have seven periods. "If the high-school and middle-school schedules are fixed, it would make the entire scheduling job much, much easier," said Travis.



Singing on the streetcar in "St. Louis"

A promising season for Greylock sports?

By Kelsey Dudziak

Greylock athletes feel the familiar adrenaline rush returning to them as the winter season begins to wane. Many bare the frigid temperatures and harsh winds of the Berkshires to get in the self-motivated, pre-season training that puts so many of Greylock athletes at the top of their game. Coaches and athletes alike wait anxiously for March 27, the date that signifies the start of Spring Sports. For seniors, this is the last season of high-school sports that they will ever play, and so, Mounties, we except nothing but your very best!



Kelsey Dudziak, Alaina Sanderson, and Ally Nowlan prepare for spring sports.

Baseball

Swinging into this 2006 season, the Greylock baseball team is led by last year's MVP Andrew Agostini and eight other returning varsity players. With the loss of nine graduating seniors, the team will have lots of ground to cover (literally) with the young varsity prospects. But there is no doubt that Coach Steve Messina will be able to create a strong team with Phil Sullivan's reputable batting average (he was second on the team last year, behind Agostini) and the pitching skills of Eric Rock. Last year's season started out with an eight game losing streak, and yet the team remarkably ended up going all the way to second round in Western Mass. This was one of the biggest turn-arounds in Mount Greylock baseball history. Captains Andrew Agostini and Matt England hold Captains practices in order to prepare for the 2006 season and fans eagerly await to see what these two player's will lead this team to accomplish.

Softball

Lets now switch our attention to the lady ball-players, the softball team. Coming out of last year's mediocre season, the girls will plunge into this season with nothing lose. The team lost only one graduation senior so softball fans won't be seeing many new faces out on the field. Nevertheless, Coach Phil Paul is constantly scouting for new players so, ladies, dont' be afraid to show off a little in gym class. The mountie girls had a 9-10 record last year, and while there is

always room for improvement, winning is not Coach Pauls top priority

"I want them to be successful-not so much in winning and losing- but that they play as a team all while keeping a competetive mentality.

Captain this year is Senior Rachel Hogan, who will play catcher for the team. Other senior, key players include Mandy Moriarty and Mackenzie Haig who will both hold down the outfield.

Boys Tennis

Blake Johnson, coach of the Greylock tennis team, may have some trouble this year filling the holes left by last year's seniors. Players will have to step up and work hard to fill the top singles spot left by standout Matt Shapiro. Last year, the team have an impressive 15-1 and was second in Western Mass. To achieve the same success this year the team will have to really pull together and work hard throughout the seasn. Captains this year have yet to be determined, however the team can always look up to older members, Clayton Johnson and Ben Poulin, for advice. Tennis fans wait eagerly for the season to begin and find out what Blake Johnson can push this team to do.

Girls Tennis

The Girls Tennis Team plans to serve up another solid season this year, led by Senior Captain Sam Baldwin, who has an outstanding 39-1 career record. Because the team did not lose any seniors, they already have a firm foundation for the upcoming season. Also captains are juniors Erin Archibald, who plays doubles with senior Ali Hall-Jordon, and Danielle Collyer, who plays third singles. Last year the team made it to first round Western Mass. Who knows how far Coach Cheri Johnson will take the team this year? Johnson can be sure to expect many new faces on the courts this year and she'll have her work cut out for her while scouting for new talent. The beauty of tennis is that it allows for all ranges of intensity; eitherway, everyone is backed by the support of the whole team.

Boys Track

A unique event occured last year in Mount Greylock track history: both the girls and boys team claimed the Berkshire County league titles. It is about time that the boys showed Berkshire County what they are really capable

of. Head coach Larry Bell is lucky to have so many talented athletes on his team. Bell set a few records himself back in his day, and now he is taking his knowledge and using it to breed a few new record breakers. Greg Payton, this year a freshman, has already made a name for himself by going to states as a middle schooler. Joe Baisch, a junior, is 7th on Mt. Greylock's track honor roll in the 800 and we can expect to see big things from his this year. Nick Fogel made a name for himself in the 2-mile and Captain Carl Kubler went unbeaten in Berkshire County in the 300- Hurdles. Finally, there's Aaron Castonguay. In the 2005 season he was All-round Berkshire Country MVP for his performances in sprinting and mid-distance races, as well as his success in the Long and Triple Jump. With so much accomplished already by this team, who knows what they will achieve in the 2006 season.

Girls Track

The performance of last year's Girl's Track Team will be a hard one to beat. The girls ran into the last year's season expecting it to be a rebuilding year. They came out of the season as Berkshire County champs and a Western Mass title. Not too shabby. This year's team many lack depth in sprinting and field events, yet the team certainly does not lack talent. The team has four returning All-Berkshire runners, including 9th grader Jackie Lemme, who was named Running MVP in the 2005 season. Even so, it will be difficult to fill the shoes of Field MVP Sarah Whately! y and the other graduating seniors. Luckily for Greylock, the Mountie girls always have a way of stepping up in the nick of time. Captains this year are Sarah George and Alysha Apkin and they will lead the team along with Head Coach Brian Gil and his excellent coaching staff to defend their Berkshire County and Western Mass title.

As the Spring Season nears, Lynn Jordon may finally have a break -- since the majority of Greylock's over-zealous fans participate in spring sports, far too busy to stir-up trouble.

An editorial! The Echo staff pushes Sudoku

The sudoku craze is sweeping the country, and it's hit Mt. Greylock full force.

These puzzles are printed in local newspapers; they're available online; even our own math teachers feed the addiction.

Sudoku can only be compared to the Rubik's Cube for its ability to fascinate and exasperate, but it is certainly America's most innocent fixation and we, the Echo Staff, have decided to encourage it.

Copy Editor Isa St. Clair designed this one. The rules are simple: just fill in the grid so that every row, every column, and every 3X3 box contains the digits 1 through 9. Enjoy!

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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.

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This Issue's Editor: Rachel Payne
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Scenes from "Meet Me in St. Louis" -- March 2-4, 2006

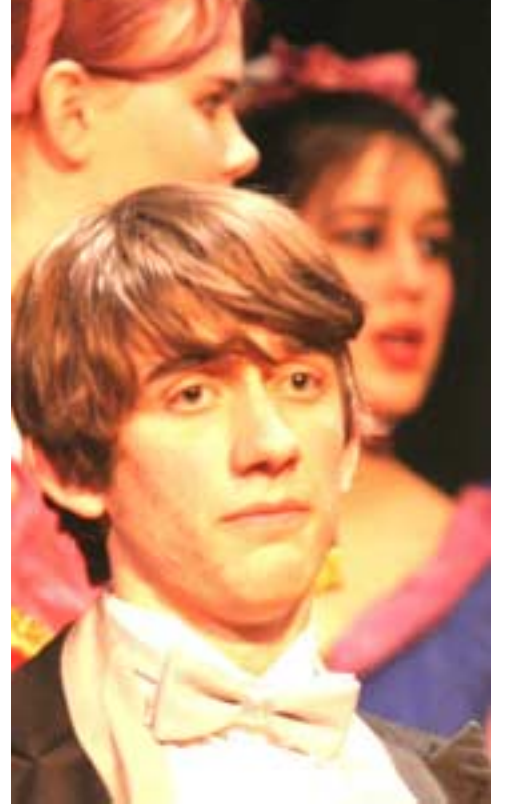
The Mount Greylock Region High School winter musical



Mitchell Galli, the next door neighbor



ABOVE: Charles Cochran and Molly Mackin



ABOVE: Jesse MacDonald

ABOVE: Sophie Brooks.

RIGHT: Aurie Delano and Anna Swan-Pye

BOTTOM: Sofie Brooks, Charles Cochran, Paul Bergmann, and Molly Mackin



BELOW: Ananda Punkett



Photos courtesy of Hank Gold.



CLOCKWISE, from top, Chris Densmore and Aurie Delano; Molly Mackin and Paul Bergmann; Lyndon Moors, Lizzie Fox and Olivia Tousignant-Pienkos; Dakota Garrity, Brie Morrissey, Louise Smith, and Tess McHugh; Olivia Tousignant-Pienkos.

