

What are you thankful for at Governor's Academy?

Thanksgiving break is approaching and it is always nice to show appreciation to those who you love. We recently sent an all school survey asking "What are you thankful for at Governor's Academy?" Here are some of the responses:

Community

Kathryn White (Friends)

I'm thankful that for the first time in a very long time, people make me feel like I ACTUALLY matter to them and that I'm given the opportunity to get the best education possible.

Campus

we have a long vacation

Faculty

For pushing me to my maximum effort every day

Headmaster's Holidays

Everything

Friends

Ms. Ruhl

Jenna Tivnan (Friends)

The patience of my students and the support of my colleagues. Taco Tuesday is pretty great, too.

Opportunity

What's Inside?

Opinions Pg.2-3

The Politics of Campus Assault
Read two interpretations of Title IX.

Around the School Pg.4-5

Seriously, Squirrel Watching?
The rumors are true.

Ozzie's Kids
Learn more about Ozzie's Kids

A Q&A with the Amalgamates
You've heard them. Now hear their story.

Any Plans for the Weekend?
Know who's running all student activities.

Editorial & Opinion Pg.6

Is Meditation BS?
Meditation might not be what you think it is.

Leaving the Office
Why does The Governor matter anyway?

Review Pg.7

Review of The Remains of the Day
A review on a great classic.

Review of Kitchens of the Great Midwest
Read more about this foodie book.

Interview pg.8

Chill(in) Interview
Funny interviews with members of the Govs community.

Betsy DeVos's recent elimination of Obama's campus assault rules inspired two opinions from the student body about the changes.



In late September, Education Secretary Betsy DeVos called to reform the Obama-era expansion of Title IX that addressed sexual violence on college campuses. Signed by President Nixon in 1972, Title IX bans gender discrimination in any education program or activity that receives federal funding. While the principal interpretation at the time applied mainly to athletic opportunities, it was expanded in 2011 to include student safety, primarily the proper handling of sexual assault accusations. Title IX required schools to address sexual violence “promptly, thoroughly and fairly,” ensuring that instances of sexual assault—on or off campus—do not intervene with the victim’s right to benefit from his or her education. DeVos and her colleagues, however, hoped to reform these campus guidelines in order to gain more rights for the accused, higher the standards of evidence needed to be found guilty, and shift the accusation process from educational institutions to courts of law. While these arguments appear logical and well-intended, they are in fact misguided and unsupported. All students, regardless of gender, are promised the opportunity to pursue a higher education, and reforming the expansions of Title IX will only cripple a survivor’s ability to fulfill that right.

DeVos’s main argument to reform Title IX is the need to protect the rights of the accused. After meeting with multiple Men’s Rights Activist Groups, such as the National Coalition for Men, DeVos points to narratives in which

men, falsely accused of sexual misconduct on campuses, believed the process enforced by Title IX stripped them of their right to due process and, as a result, they faced life-altering consequences. While compelling, this narrative fails to mention that in all cases where courts ruled that a school had indeed mistreated accused students, the violations were not a result of Title IX. In fact, in many cases, the school’s actions had violated the civil rights law. Instead of exposing a “broken system,” as DeVos calls it, each case simply demonstrated a failure to enforce Title IX and the consequences that erupt when its policies are ignored. Furthermore, what DeVos fails to fundamentally understand is that Title IX operates to strictly enforce the rights of the accused as much as the rights of the accuser. Regulations make clear that “both parties are entitled to a fair and transparent disciplinary process that treats the two sides equally.” During the process, any right or opportunity given to one party—such as the opportunity to present witnesses or evidence, the participation of lawyers or advisors, the right to appeal, or the right to equal access of information that will be used to make a finding—must be provided to the other party as well. Shockingly enough, the protections guaranteed under Title IX actually give more rights to those accused of sexual assault than those accused of other infractions, such as regular assault.

DeVos’s second point argues that, under Title IX, the standards for evidence needed to find the accused guilty are far too low. As of now, the regulations enforce the use of the POE standard. Under POE, or Prepon-

derance of The Evidence, the school must rule in accordance with which side has most evidence to support it (more than 50%). While DeVos and her colleagues saw the enforcement of the POE standard as an example of systematic favoring of the victim, they fail to recognize a few key points. First and foremost, the POE standard in nature assures fairness and equality to both parties, as the accused and accuser will be placed on “level playing fields.” Under this 50/50 standard, the educations of the accused and accuser are seen as equally valuable, and more importantly, both sides are equally credible. Such factors are incredibly important for victims such as Natalie Weill. During her time at the University of Madison-Wisconsin, Weill was sexually assaulted and relied on the POE standard to convince the college to expel her attacker. Without these guidelines, she states, “I would have been forced to drop out of school or risk the danger of encountering the offender.” Secondly, the POE standard is used in almost all civil trials that do not include possible incarceration. Therefore, if a victim sues the aggressor in court, the court will use the standard that DeVos somehow finds unacceptable for schools. Lastly, demanding a heightened standard, such as “clear and convincing evidence,” would have detrimental impacts on the survivors of assault. These standards, in nature, prioritize accused students and allow for biases implemented through “credibility-robbing rape myths” to impact outcomes of disciplinary processes. The chances of finding the accused guilty would become highly unlikely due to the “he said, she said” nature of the arguments,

especially if the school has reason to protect the accused because of their status as a professor, athlete or alumni. As a result, victims are less likely to report instances of sexual violence, allowing the issue to grow exponentially.

DeVos’s final argument was her belief that the investigating and processing of sexual misconduct cases should be handled in the courts, rather than in the educational facility. However unintentional, stripping campuses of their disciplinary and investigatory credibility would eliminate a much-needed resource for victims who

attitudes and beliefs surrounding cases of sexual violence, as well as their training and experience. Surveyed police officers who had little experience with rape victims estimated that at least 50% of all rape victims are making false claims. That number drops to about 8-10% after the officer has had seven or more years of experience. In reality, only 2-8% of cases include false accusations. It’s no wonder, then, that 63% of sexual assault cases are never reported to the police. Relying on their handling alone of all sexual violence cases is unethical, irresponsible and highly unsafe.

their safety on campus. Among these promises are: resources to counseling and medical help; immediate accommodations (changing classes, dormitories or transportation methods) in order to avoid encountering their attacker; prohibition of retaliation in the forms of harassment, punishment or intimidation; prompt timeframes for investigations and the disciplinary process (60 days or less), and that no deviation from the standard procedures be allowed for any defendant despite their status as a professor, athlete or alumni. These procedures and guidelines

THE POLITICS OF

Kyra Steck '18



do not trust law enforcement officials to properly handle their case. Their fear is disturbingly well founded—multiple independent studies have exposed systematic issues in how officers treat victims of sexual violence. This mistreatment includes harassing the victims, downgrading and miscoding rape and even a complete failure to investigate the claims. As a result, more than half of victims face secondary victimization. This misconduct is a direct result of the law enforcement’s

If DeVos’s objective was truly to better protect the rights of both the accuser and the accused, she would focus her efforts on regulating law enforcement guidelines, not those of Title IX.

Most importantly, however, Betsy DeVos erases all of the impressive progress that institutions have made in protecting all students. In order to correct illusioned ills, DeVos is willing to rescind the promises universities and colleges have made to survivors to ensure

are necessary in order to ensure that all students have the ability to exercise their right to the education they have earned. Rape, after all, should never be a divisive issue. No administration, regardless of party, should be taking strides that promote sexual violence, and it’s on all of us to reject these proposals in unity. The discrimination and shame surrounding rape has plagued the system for far too many decades, and we will not go back.

CAMPUS ASSAULT

Betsy DeVos's recent elimination of Obama's campus assault rules inspired two opinions from the student body about the changes.

Jason Ho '19

The Salem Witch Trials of 1692 resulted in the executions of twenty people on the absurd charges of witchcraft. This was the epitome of mass hysteria, in which the rule of law was abandoned for the sake of punishing imaginary criminals. In order to stop this travesty of justice from repeating itself, the Bill of Rights specifically granted certain rights to those who are accused - rights designed to ensure fair trials.

Unfortunately, college administrators of modern-day America are equally oblivious to

allegations. These new measures included the lowering of the standard of proof from "clear and convincing evidence" to a "preponderance of evidence", the latter also known as "fifty percent plus a feather". Henceforth, college administrators could find a student guilty of rape as long as over fifty percent of available evidence suggests he committed the alleged crime. In order to avoid further traumatizing the alleged victim, she is exempt from cross examination by the accused. Please note, however, that the reverse is not true. Perhaps more

universities' new approach to handling sexual assault cases that one couldn't help but draw comparisons with the practices of the Salem Witch Trials. The "preponderance of evidence" is only ever used as a standard of proof in civil courts where only money is at stake. For many men who find themselves appearing before a college tribunal, there are more at issue than simply losing a few months' tuition. A verdict of guilty would signify, among other things, the total loss of personal reputation, the inability to continue



face and question one's accuser is also an essential part of common law, and the denial of such a right solely because the alleged victim might get emotionally traumatized completely delegitimizes these colleges' adjudication processes. Last but not least, since the accused and his attorney (if he could afford one) are barred from objecting during the tribunal, the investigators could often ask leading questions, and solicit hearsay and speculations from the witnesses as if they are genuine testimonies. All these highly questionable practices, coupled with the not-so-subtle stereotype of men being sexually aggressive, create a blatantly unfair system in which justice is often miscarried. In harsher words, America's elite colleges are also fanatic operators of kangaroo courts.

There are those on the left who claim that, because the consequences do not involve a loss of liberty, students under investigations by their colleges for sexual misconduct are not entitled to the full range of protections that they would have in a court of law. While true, this perspective is inherently flawed. This outlook is based on the false premise that it is the job

of colleges to investigate sexual assault in the first place. While universities have every reason and right to investigate and take independent disciplinary actions against its students in cases such as cheating or underage drinking; crimes such as rape--a class A felony--should be treated in a different light. University administrators are not professional judges; a panel of six professors is not a jury of twelve peers, and the credibility of private investigators hired by colleges do not compare to that of detectives and forensic scientists in law enforcement agencies. Education institutions have no expertise in criminal law and should not play judge and jury as if they do. Whenever a crime takes place, justice should always be served in a court of law. Precisely because it is a college's responsibility to eradicate violence of all kinds on its campus, colleges have an utmost duty to report promptly any incidents of sexual assault or harassment involving its students to local law enforcement. A college administration could still help resolve the issue by offering psychological counseling for alleged victims, as well as cooperating fully with law enforcement

investigations and providing all related information. Only after there is a verdict from a jury in a court of law should universities determine whether to take disciplinary actions against the involved parties. As proven, universities are woefully unqualified to act as the finders of truth or the arbitrators of justice. The adoption of the aforementioned measures by American colleges constitutes nothing less than a disquieting erosion of due process for accused students.

It is all one thing or all the other. Rape is either a loathsome felony or a minor infraction. It cannot be both. And if a rape is to be held as universally loathsome - its perpetrator deserving swift and just punishment - then surely the judgment of university offices does not suffice in addressing such grave an injury. Only a court of law has the right to try individuals accused of as serious a crime as sexual assault. Likewise, only a sworn jury could find the accused either guilty or not guilty. There can be no middle ground. The rule of law, not the spirit of witch trials, should reign supreme in this land.



the importance of due process as Cotton Mather was three hundred years ago. The issue at hand stems from the controversy over sexual violence on college campuses, and the fight over how to address such wrongs. Many, it seems, have elected to undertake the Machiavellian principle of the ends justifying the means. Over the past few years, the overwhelming majority of universities have adopted new measures when investigating students' sexual assault

alarming is the absence of any measures adopted by the universities to protect the rights of the accused. Counsels of the accused are allowed to be present but are often barred from speaking or objecting. The accused are not guaranteed access to statements or affidavits of the alleged victims, supposedly to protect privacy. Inconsistencies in the accuser's account, therefore, often go unchallenged.

There are so many troublesome aspects to American uni-

higher education, and the permanent scarring of an otherwise innocent young record. Even though it may not result in jail time, the mere gravity of a rape accusation should require a much higher standard of proof to be met. Moreover, the possibility of a re-trial, after a verdict of not-guilty has already been reached, is absolutely unheard of and brazenly unconstitutional in the world of criminal law for it essentially constitutes double jeopardy. The right to

Seriously, Squirrel Watching?

Arif Abd Aziz '19 Timothy Chung '20

As we approach the end of a hectic quarter, it seems fitting for the community to take a quick break from all of its commitments. During this free time, I would usually be hanging out with friends, watching tennis videos, or strolling around campus. I enjoy doing the latter because it allows me to witness sights that I wouldn't usually notice on school days. Fortunately, I--with all my free time-- had the privilege to witness one of the greatest beauties on our campus: Squirrels. Many dorm parents have either nearly trampled a squirrel or been invaded by one. It's amazing how much they actually affect our lives, but I don't think many people acknowledge that fact. Tim and I believed that we could change that. Promising to fulfill William Dummer's motto, "Not for self but for others (squirrels)," we created a club for three harsh weeks that would spread awareness about the squirrels on our campus. After a long and tiring struggle, we are proud to finally introduce the Squirrel Watch-

ing Club to the community!

Are we just going to watch squirrels for fifteen/thirty minutes? Yes and No. Watching squirrels is the heart of the club, but it doesn't represent the entirety of the club's mission. The club will also look at other animals that are affected by human activities around the world and will host many fun school activities: building squirrel houses and feeding squirrels. Tim and I are also avid biologists, and we're willing to discuss any biological subjects with our club members: squirrels' niches, human activities versus niches, etc. This club has no limits; Tim and I are sure of that since we were crazy enough to propose it in the first place.

Most of you might be wondering what makes this club so special. I could write a list of all the things that make this club special, but I just want to stress a few points. First, Mr. Robertson is our club advisor. Second, our club encourages students to learn both indoors and outdoors. Third, Tim and I--and our club heads-- are

passionate about this club (unlike many others). Fourth, the club would be a great addition to your application. Finally, all club members, by the end of the school year, will understand a fundamental aspect of all global citizens: empathy. I could go on, but I believe you get the picture.

So why watch squirrels? What the heck can anybody take away from that?

If you create a squirrel watching club, the Governor's Academy is going to hell!

Honestly, we should start a squirrel hunting club.

Those are all good questions and powerful statements, and --honestly-- I can't think of a better response. I believe that there is meaning behind this club, but others don't. I think that the club will be a great experience for some but not for others. I hope that all members of the club will be passionate squirrel watchers, but some may hate it. Nonetheless, I trust the community can at least agree that having a squir-

rel watching club on campus, when others don't, is a unique addition to the Academy.

"Not for self but for squirrels."

(Arif Abd Aziz and Timothy Chung, Leaders and Founders of the Governor's Squirrel Watching Club)

SQUIRREL WATCHING CLUB

MEET IN FRONT OF MANSION HOUSE



MEET IN FRONT OF MANSION HOUSE

THURSDAY

5:30-6:00 PM

NOT FOR SELF BUT FOR SQUIRRELS

OZZIE'S KIDS

For the past fifteen years, The Governor's Academy community--students, families, staff, and faculty--has generously supported Ozzie's Kids, a program founded by Officer Ozzie Hardy. This program provides holiday gifts for children at risk.

Officer Hardy collects names of children from some of the neediest families in Haverhill and tries his best to provide an unforgettable holiday experience for them.

Last year, our community was able to provide over 100 children with an awesome holiday experience, making us the largest sponsor of Ozzie's Kids! This year, we want to do even better, and we have a list of 100 children who need to be sponsored. If you would like to help one of these children, you need to let us know. Sponsoring a child entails: providing a minimum of 5 gifts, including a warm coat and a warm outfit. Other gifts could include, but are

not limited to, toys (without the need of electricity/batteries), books, and other clothes. In the past, staff members, faculty members, advisee groups, dormitories, families and individual students have sponsored children.

Gifts, not including the coat, need to be wrapped and tagged with each child's name and age. All gifts, including the unwrapped coat, should then be put into a large bag (usually a trash bag) and labeled with the child's name and age. All gifts can be delivered to the Duncan Phillips Library during the week of the Nov. 27 and they must be turned in by November 29.

Let's work together to make this the best year yet! Please email us if you have anymore questions at ozziekids@govsacademy.org

By Daniel Flynn, Delaney Bashaw, Miki Takahashi, and Rachel Cheng

The Amalgamates are an a cappella group from Tufts University. The group visited campus just a few weeks back, and the 'Mates put on a stellar performance. They sang a variety of songs and even allowed some of our members to sing along with them. Here are a few questions that the group answered after the performance.

Q: When was the group founded?

A: The 'Mates were established in 1984 by a group of students.

Q: How do you choose the songs you sing?

A: We choose songs during "song selection," in which we each bring in a song or two that we'd like the group to cover and explain why that song would be good for the group. Then we have a few days to listen through all the songs, and later in the week we use a rehearsal to discuss each song and vote anonymously later that night.

Q: Who arranges the vocal parts for each performance?

A: It totally depends who ar-

Q&A WITH THE AMALGAMATES

Wes D'Alelio '19

ranges each song! There are at least a few people in the group at any given point who know how to arrange, so they usually decide amongst themselves if they're passionate about a certain piece.

Q: Are there any competing a cappella groups on campus?

A: There are nine a cappella groups on campus, but we don't compete with them. We usually do private gigs, so we're booking them independently of the other groups. We actually usually go to other groups' shows to support

them!

Q: How often do you perform and travel?

A: We generally perform either once a week or once every other week. Most gigs are off campus, but usually in Massachusetts, so we'll drive up to an hour to any given gig. Sometimes, though, we'll book gigs that are farther away. Last year, for example, we performed at an a cappella show in Vermont! It totally depends on what the Business Manager books for us.



ANY PLANS FOR THE WEEKEND?

Arif Abd Aziz '19



Going back home during the weekend is fun, and many boarders welcome this opportunity to take a break from campus or hang out with friends. This isn't the case for all boarders. However, thanks to the wide array of student activities, boarders that stay over the weekends have a lot to do. Over the years, the range of student activities on campus have increased, and it's about time we--as a community--give thanks to the people that organize them. But first, let's get to know the people that run/ran all student activities.

Mrs. Howson was the Director of Student Activities, but she is now our Associate Director of Admissions. Just like Ms. Kagwa, she always sent out an email every week outlining the student activities during the weekends. Her work was greatly appreciated by the community especially from those who sought interesting ways to spend their free time. Her time as the Director

of Student Activities is over, and she has passed it on to Ms. Kagwa--a new faculty member.

Not many people know much about Ms. Kagwa, so here's a brief introduction. Ms. Kagwa was born and raised in Uganda, and she came to America as an exchange student and eventually studied at Northern Arizona University.

On her job experience in NAU, Ms. Kagwa said, "I was very lucky because one of my first jobs in college--I think it was my fourth week of my freshman year--was at the student activities office. So, I was at the front desk for them, and at that point, it was just a job in college." Little did she know, this was going to be her future job. Before coming to Governor's, she was the Assistant Director of Student Activities and Leadership at Colby College. Along with managing student activities at Colby, she learned that getting feedback was essential. Ms. Kagwa said, "I think that--at the

end of the day--students know what students want to do. My biggest thing about creating the Student Activities Board at Govs is to hear from the students and have students play the majority of the role of planning events and getting feedback. That's what I did in Colby too; if you're programming for students, then let students program."

Not only is she a new faculty member, she had to transition from a relatively small college to an even smaller private boarding school. However, she didn't face that many difficulties at first. As Ms. Kagwa said,

"I don't find it difficult; it's just learning what the community needs and that's going to take time. So, it's not difficult, you gotta have patience. I'm not afraid to fail; some events are going to be a huge success, and some events are not." The Student Activities Board runs on student feedback, and that's how Ms. Kagwa finds out if one event was particularly successful or not. If some event fails, she tries to figure out why it failed and decides whether or not to host the event again. These intricate processes, however, barely touch on the importance of running

student activities. So why are student activities important?

Other than allowing boarders to do something over the weekend, student activities play a significant role in a private boarding school. Similarly, Ms. Kagwa said, "Student activities play such a huge role in our campus because it's the most important time that students actually choose what they want to do. This is truly about choice, and it allows students to grow in different ways because there is no structure around how you have fun. It's a growth opportunity, and you get to jump out of your comfort zone. It also helps you to decompress; you put a lot of time in the classroom, and it is really important to take care of yourself outside of that. Student Activities Board give you the opportunity to do that." In other words, student activities contribute to your Governor's experience, and the board has done their ab-

solute best to ensure that all students have this opportunity.

As a fun way to end my interview with Ms. Kagwa, I asked her about her thoughts on the Squirrel Watching Club becoming a "thing" at Govs; Tim and I proposed it to her first, and she has been watching our every move since. Here's her full answer:

"I'm actually open to it. I really think it's a great idea, and we (Ms. Kagwa and I) talked about this when we met--when it was just an idea. We want to make sure--if we're going to support this club--that it's not just a once a year thing, and it's not a joke. It's a fun club, but we want to make sure that we're actually giving back something to the community and that this club can last more than your year (here)..... It's awesome. The squirrels are cute--why not learn from them?"

UP-AND-COMING RAPPERS

Eric Miller '18

Up-And-Coming Byfield Rapper Peter Whouley Shares Thoughts on Music Industry, Inspirations, and more

Artists such as Cousin Stizz are currently putting Boston on the map in the rap music industry, and seemingly, cities all around the Commonwealth of Massachusetts are also trying to share in this newfound prominence. The perfect example of this is Byfield, Massachusetts. For a town of only 2,500 residents, Byfield is a stronghold for young rapping talent, due in no small part to

the students at our very own Governor's Academy.

I recently got the chance to sit down with one of Govs' most exciting new faces in the rap scene, Peter Whouley, and asked him a few questions. As you'll see, he is a man of few words:

Q: Who are your greatest inspirations as an artist?

A: Governor's alumni Colin Reilly (a.k.a. lowercase, peep his soundcloud).

Q: What is the hardest part of making music?

A: I'm kind of bad at it,

so I'd say making something that doesn't sound trash.

Q: Of the several emerging rappers in the Governor's community, you are one of the newest faces.

Do you have a favorite Govs artist?

A: Bashevis and K wavy are undisputedly the top 2 right now, but I'll be coming for their necks real soon. Some new heats gonna be coming, it's just a matter of when.

Answers like the last beg the question of a possible beef between artists. While destruc-

tive and bitter, these disputes tend to produce very entertaining and skillful diss tracks, which are very important. If you would like to check out Whouley's music, his Soundcloud page can be found at soundcloud.com/pwhouley. It will be extremely exciting to track Whouley's and various other artists' growth in the music industry, and how they deliver their unique, prep school perspective in the form of music.

The Governor

2017

Joon Woo Baik
Managing Editor

Nicole An
Design Editor

Arif Abdul Aziz
News Editor

Staff Writers

Haodi Shi
Rose Robinson

Advisor

Paula Kass

Photographers

Ken Minamoto
Maevie Forbes
Leo Lin



IS MEDITATION BS?

Nicole An '18

“You can’t sleep?”
“Yeah. I lay on my bed for 4 hours staring at the ceiling before I eventually fall asleep.”

“That’s not good. Have you tried meditation?”

“It’s not gonna work. I don’t think it would be----”

“Just give it a try.”

That is how I ended up with a new app on my phone, Headspace, a digital mediation service that provides daily audio guidance for short-length mindfulness training. The firm was founded in 2012 and has over 3 million users now. The founder, Andy Puddicombe, was formerly a Tibetan Buddhist monk who is now devoted to spreading the influence and evoking the public awareness of mindfulness. According to the New Yorker, it is something that could “enlighten your life.”

Well, I wasn’t buying it.

Meditation at first seems overrated to me. It is easy for people who pursue calmness to sit on a yoga mat and think about nothing but breathing, but it is hardly possible for people like me, whose

mind is always in the air, to keep my mind on one thing. My close friends would know that I often describe my mind as “an intruder.” It throws irrelevant information at me even when I am trying to focus on something important. I didn’t believe that mediation would stop these random thoughts from rushing into my head.

But still, what else is better for me to do during that 4 hours? “No more ceiling staring,” I told myself.

The next night I opened Headspace. The first meditation session was terrible. I was sitting on my chair listening to the British guy’s voice telling me to close my eyes and focus on my breath, while my mind reminded me about my grocery shopping list, my upcoming statistics test, my registration for visa application, my upcoming session with my philosophy teacher, and many other things—even how my classmate poured her watercolor paint all over my favorite pants in elementary school.

So it went bad as predicted.

Just when I was about to give up, I surprisingly found

out that by the end of the session, my eyelids were feeling a bit heavy. This made me give Headspace a second try the following day.

On day two, the British guy told me that it is okay to have thoughts coming in. Just let it be free. Try not to control it but to let it flick through the mind.

“This is new.” I thought.

I could not really remember what he said afterward because I fell asleep during the three-minute session. It was great. My sleep analyzing app showed that the quality of my sleep went up about 15%. Great. Though I know that falling asleep is probably not what the British guy would hope for, I am happy with it.

Now, Headspace has become a part of my nightly routine, making me less a skeptic. Although I am still not a strong believer or advocate, I would not go against something that helps make my life easier.



Andy Puddicombe, the founder of Headspace

LEAVING THE OFFICE

Joonwoo Baik '18

Poor writing quality
Not enough Research
Fact check required

Just like that, my first article “The Governor’s Academy is not the Oldest Operating Boarding School in the United States” was denied publication. An enthusiastic sophomore student who really wanted to see his name on paper--deeply disappointed--decided to write another one. The next article I submitted was published, and when a teacher passing by said “interesting article you wrote,” I knew I would be writing another one soon. Since then I’ve continued writing articles for the newspaper, and it has become a big part of my school life. Throughout the year, I was more and more involved with the newspaper, and I finally became an editor for the paper during Junior year. After three great years, my role as an editor is about to come to an end. Before I go away, I decided to

share few things that I wish I would have known when I first started to work for The Governor.

1. A newspaper is not your personal diary.

For the past two years, The Governor refused to publish a few articles from student writers, and the editors usually encouraged these writers to edit their articles and resubmit. Yet some students did not understand why The Governor refused to publish certain articles or why we even make edits in the first place, bringing up “Freedom of Speech” and “Democracy.” The paper certainly aims to represent everyone’s voice in the community but that does not mean the newspaper is like Facebook where anyone can post whatever they want. The paper has a clear and definite purpose--positively impact the Governor’s community by creating, collecting and publishing news

and information. As an editor, I am responsible for the paper’s content, and it is my role to ensure that all articles ultimately serve this core purpose. Students can submit an opinion piece, but it has to fit a criteria: good quality writing, originality, newsworthiness, timeliness, and accountability. A writer should also feel confident about what he or she wrote and be ready to assert his or her point against other people’s.

2. Readers are important.

The readers of a newspaper are as important as creators of the paper. Even if the staff and editors create an award-winning paper, it is pointless if no one bothers to read it. The Governor is a school newspaper, and the main readers are the members of the school community. Therefore, the support of the community is crucial to the paper. When I was in 10th grade, I realized

that not many students at the school read The Governor. As a staff writer who witnessed how much effort and time editors put in to create a paper, I was disappointed to see this reaction. Frankly, I thought the problem was the Governor’s community, not the paper. However, after meeting with newspaper editors from other schools and reading their papers, I realized that there is major flaw with our school paper. Although The Governor had a few high-quality articles, most of them were not related to the school. What makes Governor’s special is the community and the events happening in school. After we started to focus more on people, events, and life at Governor’s, more people showed interest in the paper which motivated us to work harder.

Being part of the school newspaper has elicited the most personal growth for me.

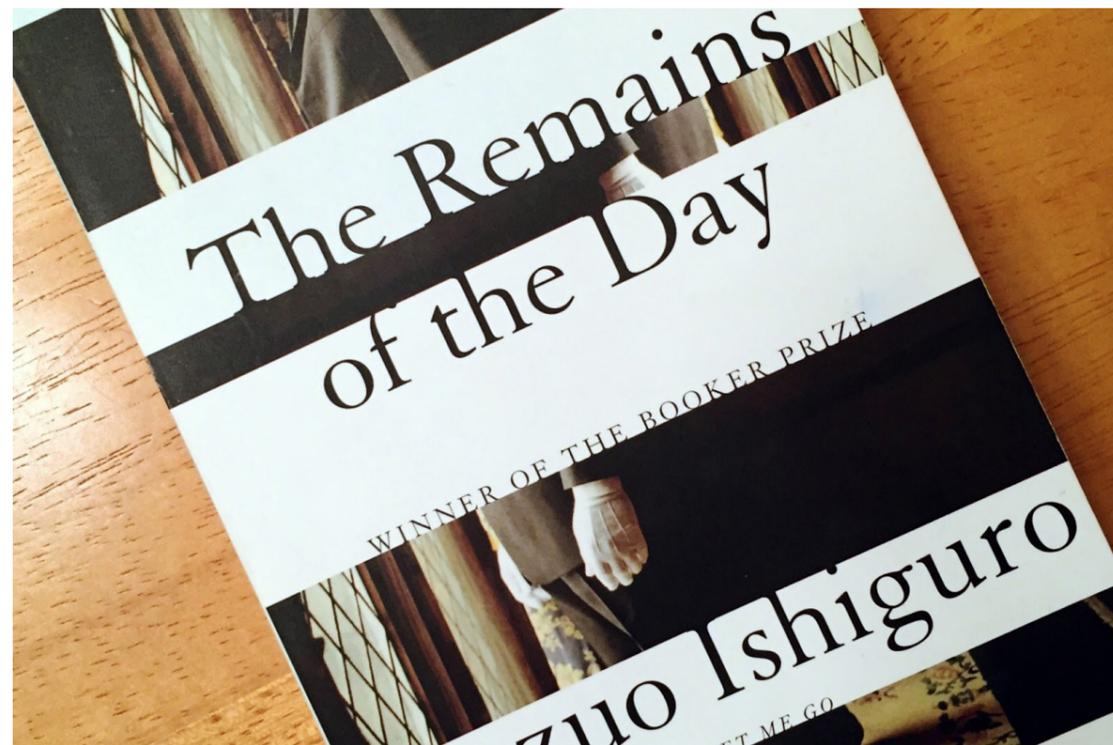
I witnessed how a few motivated seniors and other editorial staff transformed the newspaper, and I was truly impressed by their work. As an editor, I often emailed students asking them to write an article for us. I called and visited printing companies to find the best deal. I had to communicate with school officials to talk about censorship. These experiences taught me lessons that I would have never learned in classes: leadership techniques, communication methods, production planning tips, and many other valuable lessons. Most importantly, I had a chance to listen to incredible experiences of faculty members and peers, read about mysterious secrets of the academy, and share my deep inner thoughts with fellow students. The Governor helped me to really get to know our community and realize how special it is.

Review of *The Remains of the Day*

Jin Zhu '18

The Remains of the Day, by the Nobel Prize-winning author Kazuo Ishiguro, tells the story of an English butler, Stevens, serving his master after WWII. A dedicated worker, Stevens believes in the “dignity” of great butlers, who can deal with the most complex situations without disturbing their masters. By serving great English gentlemen, he feels like he has fulfilled his desire to improve humanity. When Miss Kenton, the female servant of the house, repetitively shows romantic affection towards him, he forces himself to keep a straight face. Later on, he realizes that the Nazis have manipulated his master, Lord Darlington, which forces Stevens to question his entire career. By capturing Stevens’ memories as an old man, Ishiguro reveals that Stevens’ full-hearted dedication to an unknown cause costs him the possibility of a family, and throws his personal achievement into doubt.

Ishiguro believes that many of us, like Stevens, remain unsure of our commitments at times. Most of us are working for some grand purpose, whether it be a corporation or an organization. We often hope that, in doing so, we are also helping humanity to progress in some tiny little way—“Non-Sibi Sed Aliis” for example. We give our choices to the leaders, hoping they would make the right decision; we would merely



need to complete the business in our hands to be successful. But when leadership malfunctions, all our effort could prove futile. Stevens is such an unfortunate man. He believes in honor—he fulfills all the request of his master no matter the condition—even when his very father is dying in the house. He never questions anything, never allows his curiosity to take over unless it’s at his master’s request. Unfortunately, Lord Darlington is accused of aiding Hitler, and Stevens spends his later years going through court cases with him. Eventually, Stevens admits that his life is empty because he doesn’t even have the chance to make his own mistake. He ultimately loses his very identity serving his lord.

Given Steven’s tendency to obey his master, he is doubtlessly going to miss some precious opportunities. He could have stayed with his father and heard his last words, but he chose not to. He could have disobeyed Lord Darlington’s command to fire the two Jewish maids which the lordship himself regrets later. He could have revealed his affection to Miss Kenton who repeatedly shows a romantic interest in him. In fact, after the reunion of the two, when Miss Kenton is already married to another man, Stevens admits that “my heart was breaking” because he missed the opportunity to reciprocate her love. He has always been interested in Miss Kenton, but he tries his best to

suppress his emotion instead of accepting it. For him, indulging his individuality means going against the essential criteria of a butler—a tradition that he holds on to. Miss Kenton, on the contrary, represents a more emotional creature that accepts its fate. When she learns that Lord Darlington is about to fire the two Jewish maids, she threatens to leave the house. When, after years and years of attempts, Stevens remains stern and distant, she marries someone who is apparently not as competent—a second choice. Miss Kenton knows how to choose the best experience, given limited resources in hand. She represents the English democratic ideology, while Stevens embodies the belief of the lower class’ obedi-

ence towards an aristocracy.

Beyond the ideas, Ishiguro’s also attempts to capture the texture of the memory, which significantly enhances the complexity of the tale. By providing carefully chosen pieces of Stevens’ memory, Ishiguro presents smooth transitions and dramatic realizations. Stevens’ day trip through England resonates with his understanding of the country’s “greatness” and “honor.” When other people ask him of Lord Darlington’s later years, a forbidden topic in his mind, he redirects the discussion. During the trip, the villagers passionately invite Stevens to a party, during which he starts to reevaluate his lifelong service and the trust he placed onto Lord Darlington. Finally, his meeting with Miss Kenton forces him to realize that he has, indeed, wasted his life for a wrong purpose. By selectively interweaving the past and the present in a first-person narrative, Ishiguro illustrates the entire career of a butler—his beliefs, his absolute loyalty and his defeat.

The Remains of the Day, a thoughtful yet clear story by Ishiguro, depicts a conservative butler’s reflection over England in 1920s. Stevens’ failure in serving humanity and the opportunity lost as a result of his stubbornness creates many captivating images in his mind. This existentialist novel is able to throw readers into wonders.

Book Review: *Kitchens of the Great Midwest* by J. Ryan Stradal

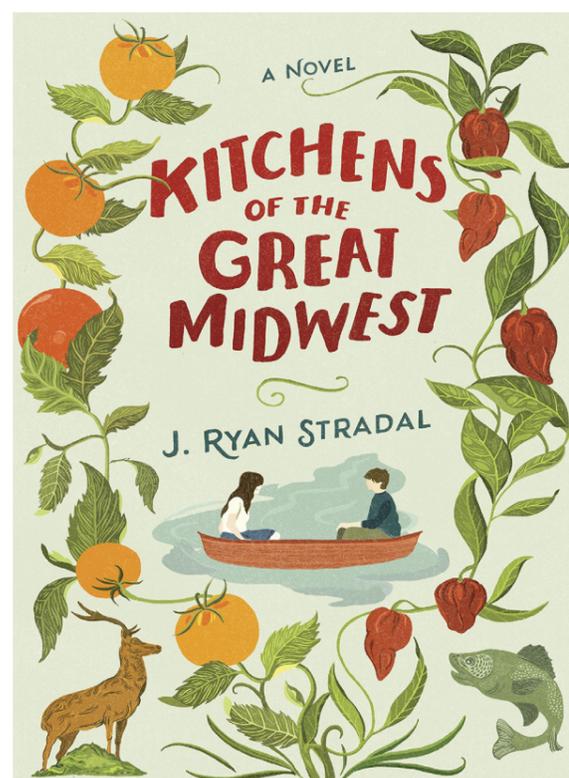
Melina Robertson '20

Eva Thorvald is an awkward young woman with an extraordinary gift; she was born with a “once-in-a-generation palate” and a love of fine foods. In *Kitchens of the Great Midwest*, Stradal paints a picture of a young prodigy who grows into one of the most in-demand chefs in the world. Told in eight chapters, we hear from eight different people affected by Eva, from friends, to family, to enemies, and ultimately her estranged mother. In *Kitchens* Stradal celebrates food but often satirizes foodie culture. At one point, a young

couple threatens a lawsuit over accidentally consuming butter containing bovine growth hormones. In another story, we see two foodies so overcome by their meal that they rock back and forth in their seats, crying and licking their plates.

Through Stradal’s vivid descriptions of food and those who love it, he presents an appealing coming of age story of a prodigious young woman for whom food is her life. Although Eva is central to the first few stories, her appearances later in the book

become few and far between. Despite this each chapter presents a compelling narrator, and Eva’s connection to every story makes her elusivity somewhat exciting instead of tedious. That said, Eva’s abilities and accomplishments, particularly her rapid rise to fame, can seem somewhat unbelievable. If you’re looking for a light read with compelling characters, this book is for you.



CHILL(IN)TERVIEW

Rose Robinson '20

This year, for every issue of the newspaper I'll be conducting two interviews; one with a staff/faculty member and one with a member of the student body. What makes these interviews chill? These two people are randomly selected. By random, I mean I walk into the dining hall when I feel like it and interview who ever is there and whoever doesn't look too busy. I also make up these questions about ten minutes before I have the first interview. Some of the questions are silly, some of them go deeper. They are "chill" because these are conversational topics. They're the kinds of things you somehow find yourself engaging in conversation with your friends about, or thinking about in the shower. I want to share the voices of people in the community, whether they are ones we hear often or not often enough. I want to break down some barriers to learn things about people I wouldn't learn otherwise, and to invite the paper's readers too do the same. Maybe you'll find that someone in here seems pretty chill.

After my algebra class, I was ready to head to the dining hall for an interview. Instead, I realized there was a perfect person for the faculty/staff interview for this issue sitting right in front of me. Ms. Ianucci was kind enough to let me interview her and shared with me some great thoughts, memories, and emotions.



(Somebody wanted their veracross picture this time, don't worry.)

What is your zodiac sign?

I'm a Libra.

And do you feel it's accurate to who you are?

Yeah... I do, I do (laughing). I mean I believe the things I agree with.

Do you prefer tea or coffee?

I like them both... In the morning though, coffee because I need a lot of caffeine...but tea is delicious.

If you were to create a country what would you name it?

Cindy: Imaginary Land.

Umm... What would I name it... I feel like most people would name it after themselves, but I would never name anything after myself... Maybe Sloth Land... Imag-

inary Sloth Land

Cindy: Yes!

Where did you experience your best childhood memories?

These are deep.

Yeah, some of them get pretty deep.

No, I've just never thought about where I experienced them... I would say the backyard of where I grew up... of the house I grew up in.

Do you prefer the sunlight or the moonlight?

Hmm... See the thing about Libras is that we enjoy balance, so you have to have a balance of both. But I would probably say... if I had to choose... the sunlight.

What meal is your definition of comfort food?

Oh, dessert.

Is there a specific dessert that you find really comforting?

(Pausing) Chocolate cake...with ice cream.

This is another deep one...what is your number one priority in life right now?

Ummm...it's always balance. Like striking the balance between work and personal life. Stress and whatever doesn't cause me stress (laughing).

Who is someone that you look up to?

That's a good question. Well the canned response is like "my parents" but...I'm trying to think of people that I look to... yeah, probably my dad.

Is there a reason you look up to him?

With the things that we share in common, he's obviously been doing them for longer so I can see the trajectory of those things. Like he and I are both very organized and we both like to analyze and think through things...but also he has skills that I feel like I don't do such a great job with. Like he's very good at talking with people...

*(Here, Ms. Ianucci lovingly spoke about her father for a while. She recalled her admiration for his ability to socialize and his gregarious nature. At one point she shared an anecdote of how her father would sit her in front of an 90's camcorder if she had presentations in school, so that she could record and watch herself in order to improve. She clearly learned a lot from him; she said that without him she would sit behind a desk and never talk to anyone.)**

Have you ever been inspired by piece of art? It could be writing, a painting, a movie; anything you define as art.

Oh definitely.

What piece of art?

I mean there's a lot...hold on, I forget the name of it (searching on computer)... there's this painting by Arshile Gorky and it's called Garden in Sochi...but he's an Armenian painter and it looks like nothing...it looks like a Picasso rip off almost...but the story behind it is so enthralling and emotional...I mean I

could go on an art tangent...

*(And that's exactly what she did...Ms. Ianucci shared some lovely thoughts on art with me. She expressed her love for Garden in Sochi as well as Picasso's Guernica. She talked about how the art that really moves her is more emotionally symbolic than realistic; she really likes more modern art movements like cubism and abstract art. She also shared with me the story of when she saw Garden in Sochi at MoMA. The story behind it has to do with the death of Gorky's parents in the Armenian genocide, and objects in the painting are symbolic of their lives. She was so moved by the piece that she began crying, causing a security guard to be concerned. As a creative soul, this was a really nice conversation that I really appreciated.)**

What is something or who is someone that you are thankful for?

I mean, obviously I'm thankful for my family, so my mom my dad and my sister...umm...and I'm mostly thankful for the people that challenge me...so, you know, my family, my friends, my students (laughing)...yeah I'm very thankful for people who are very thoughtful... you know, deep...and ask very good questions (laughing).



Garden in Sochi



Guernica

While I had a only couple minutes free, I went into the dining hall ready to do a quick interview. I approached the first table I saw, and Destiny was kind enough to talk to me. Although it did end up being a brief interview, it was still enough time to see what a thoughtful and well spoken person she is.



(Destiny chose to send me this awesome picture of herself).

What is your zodiac sign?

Scorpio.

And do you feel it's accurate to who you are?

Sometimes I do, and sometimes I don't. Like sometimes it says that that I'm mean or unapproachable, which I don't think is true...but other parts like competitiveness and that type of thing are true.

Do you prefer tea or coffee?

Coffee.

If you were to create a country what would you name it?

That's hard...(Laughing)...hmm...Nah I'm not going to say that, that's embarrassing...umm... Destinya.

Where did you experience your best childhood memories?

The Boys & Girls Club.

Do you like the sunlight or the moonlight?

Sunlight

Is there a reason you prefer that?

Tanning. Yeah...and I just like the sun, like I don't know the darkness just freaks me out...I mean the moonlight is nice, if it's with stars, but if it's just the moon...

what meal is your definition of comfort food?

Probably lunch.

Is there specific food you find really comforting?

Pizza.

What is your number one priority in life right now?

Getting good grades. And family and keeping in touch.

Who is someone you look up to?

My mom.

Is there a reason you look up to her?

She's my role model. She was the first person in our family to go to college, and she raised four kids on her own.

Have you ever been inspired by piece of art?

Yeah. I'm a dancer, so I get inspired by dance pieces...so definitely whenever I go to a show. It doesn't matter what kind of stuff, like I went to a Dance Up show recently and there was a tap piece that was so alternative and it was amazing and totally inspiring.

What is something or who is someone you're thankful for?

Probably the closeness, I guess, of my family...I'm very thankful for that because I know a lot of people don't really have the comfort. Like they don't like their mom, or their parents won't tell them they love them every single day... Like I'm always treated with lots of love which I'm very thankful for because it would be a lot more difficult to live with if I didn't have that constant reminder that people are there for me, and that they care about my well being.