



# The High School View

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## School honors the good in Mr. Good

By Olivia Jacobs and Olivia Lingren

The school honored Mev Good, a beloved long time high school substitute and World War II veteran, last Friday. This day was pronounced 'Mev Good Day.' A few days before the event, Mr. Good had been told by his wife, Anne, that he was going to the school to deliver a book. Little did he know, a line of students would be waiting in the lobby, ready to honor all Mr. Good has done for the school. As he walked in, some students held up posters for Mr. Good, and as he saw everyone's smiling faces, he became teary eyed. After 10 years of substituting, Mr. Good recently had a fall and was unable to continue coming into the high school. Students and faculty wondered where he was, so this event was held to show just how much everyone had missed him.

As the luncheon began, the floor was open to students and faculty to speak about Mr. Good. Senior Maddie Webster said, "I made my speech, and Mr. Good cried! I interviewed Mr. Good a few years ago, and he still remembered me." After her speech, she received a standing ovation from everyone present at the banquet. Other students and faculty who spoke include history teacher Kate Holter, senior Tjark Aldeborgh, history teacher Elaine Weintraub, and Principal Stephen Nixon.

Elaine Weintraub, head of the history department and a good friend of Mr. Good's, organized the event. "He is a true gentleman with old-fashioned courtesy," said Ms. Weintraub. "He's humorous and cares very deeply about everyone." As a substitute teacher for her classes, he

would sometimes talk about his past and being in World War II. Eventually, Mr. Good started to give presentations in all of the history classes.

talk in detail for the whole class," said Ms. Weintraub, "At one of his first presentations, Mev brought in music he used to listen to and start-

feedback.

Senior Bella Bennett said, "It was really fun to get to know him over the three years that we were at the

ing stories from his past or handing out really interesting true-or-false quizzes that he made about life. It helped to make the history that I was learning in class more realistic."

Maddie said, "He's so loved because he's adorable and passionate. Mev helped me learn to love parts of history I didn't find interesting, like the War of 1812, by introducing music to the curriculum."

As the luncheon came to a close, Mr. Good sat at the head of the table. All of the students sat around him, listening intently to his stories, asking questions, and telling him how much they missed his presence in the school.

After being asked how he felt about the banquet, Mr. Good said, "It's very overwhelming. I am so grateful and was brought to tears. I want to thank everyone: Ms. Weintraub, Chef O'Malley, and all of the students."

Said Ms. Weintraub, "Mev gives us something you can't get anywhere else. History can seem so distant. When Mev comes in, he brings it to life."



PHOTO BY DYLAN BROCKMEYER

Seniors Maddie Webster and Bella Bennett hug Mr. Good as he enters the high school to attend what he believes is a quick errand. Instead, the high school is celebrating Mev Good Day. To show their appreciation for Mr. Good, students and faculty held a luncheon in the high school's Culinary Arts dining room.

"Mev has a very old fashioned teaching style. He would just stand there and

ed dancing with the girls in the class. They loved it." The students always listened intently and gave positive

high school together. He brought so much to every class. Mr. Good gained the respect of every class, shar-

## Prejudice explored in retreat

BY LILY BICK

Instead of learning about trig functions and World War I last week, some students were given cultural shocks at the ninth annual Race-Culture Retreat. They were excused from class on November 27 and 28 to go to the Y for the retreat. They discussed their racial backgrounds, their own prejudices, and the prejudices they have endured. Students were nominated by teachers to attend the retreat based on leadership skills and backgrounds.

The retreat focuses on raising awareness of discrimination within the high school. Students and teachers take part in discussions about sometimes-controversial topics. The retreat strives on

participation and contributions from each student. Said Amy Lilavois, school adjustment counselor, "I was particularly impressed with the level of engagement among the students this year."

As a group, students read Langston Hughes' "I, Too, Sing America," a poem that exemplifies diversity and encourages the appreciation of different cultures. The group discussed the poem in a way that encouraged voices to speak out about their opinions. Said junior Isabel Smith, "The big group gives you a look into other people's lives that you would never assume if you didn't meet them outwardly." Students played games that encouraged trust and openness in the group like personal scavenger hunts and group

problem-solving activities.

Some students who have participated in previous years were asked to return as student facilitators. They led discussions, provided insight, and shared stories about their lives. Said senior and student facilitator Maggie Riseborough, "Everyone becomes so comfortable and they can really be open to each other. It's a really good bonding experience."

For students who were intimidated or afraid to talk within the large group, dynamic, smaller "home-groups" offered a more comfortable and private environment. Students shared personal stories about being victimized and victimizing. Said junior Emelia Cappelli, who went on the retreat, "I liked the little group because

it got more personal."

While the retreat is mostly student-run, teachers also participated. Said guidance director and adult facilitator of the retreat Michael McCarthy, "I complete all the logistics of the retreat, but the students run it. I especially felt that the kids were very open with rich discussion about hard topics."

The retreat harbors dynamic discussion, evolving to accommodate what the students want to discuss. Topics this year covered a range of controversial issues, including race, women's issues, and sexuality.

Ms. Lilavois has observed discrimination and prejudice within the high school. She said, "There's a lot more discrimination than people talk about. A lot of it is said in a joking way, but I love race-culture because it puts kids on alert. Now they might

step up and stop someone who's picking on a person instead of laughing."

Like the discussion, the retreat itself is a dynamic thing. In its nine years, the retreat has evolved to suit the needs of the community. This year a new element was added. Said Mr. McCarthy, "We looked at the impact of the lyrics of songs on different people. It was very charged."

One activity that the students do in their home group is the "strength bombardment." Said Maggie, "I love the strength bombardment. You go through each person in your group and tell them what you appreciate about them and their contribution to the group. It was really nice."

Vice principal Andrew Berry has attended the retreat in the past, and has worked in schools in

Washington, D.C. that had diverse student bodies. As a result, he has undergone a lot of diversity training in the past. "We are a multicultural country," he said. "The retreat is getting people to the level of appreciation beyond tolerance and seeing how it adds richness to your life. That's valuable here because of the isolated life on the Island."

The retreat extends to all parts of the school as students return to the high school. Many of the students who participated in the retreat left with a sense of openness and satisfaction. Said history teacher and retreat facilitator Kate Holter, "Students at the retreat were so honest and insightful. It would be impressive to see them bring the same compassion that they had at the retreat into the school and express it with their friends."

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