A note From the Director

PROFESSOR MEGHAN FREEMAN

In The Idea of a University (1852), John Henry Newman asserts that, before all else, a University has this object and this mission; it contemplates neither moral impression nor mechanical production; it professes to exercise the mind neither in art nor in duty; its function is intellectual culture; here it may leave its scholars, and it has done its work when it has done as much as this. It educates the intellect to reason well in all matters, to reach out towards truth, and to grasp it. (Discourse VI.1)

Looking back over my first year as Director of the Castle Scholars Honors Program, I take so much pride in the myriad ways in which our honors students and faculty have worked, both singly and together, to cultivate a vibrant and dynamic intellectual community on campus. Newman’s words serve as a important reminder, particularly in these times of instability and unrest, that the education of the intellect is not a luxury to be made secondary to more “practical” pursuits; rather, it is our foremost duty to ourselves and to each other, for “to reason well in all matters” is the base requirement for participating thoughtfully and ethically in civil society. Moreover, every time we strive to “reach out towards truth,” we also reach across established boundaries that serve to separate and divide us.

In its longstanding commitment to interdisciplinarity and service learning, the Castle Scholars Honor Program is focused each and every semester on creating multiple opportunities to reach out and reach across, both inside and outside the classroom. Whether through a searching investigation of the intellectual history of capitalism or a thoughtful meditation on the dangerous powers of prejudice or a far-reaching study of the intersections between music and politics, the honors courses from this past fall offered Castle Scholars new ways of looking at old problems and of working collaboratively towards satisfying conclusions. And in the context of those classes, they also applied what they learned in a variety of off-campus spaces, including the Metropolitan Museum of Art and the Tenement Museum. Those Castle Scholars who participated in our annual fall service course planning Human Rights Awareness Day advanced the program’s mission wonderfully with this year’s theme, “Breaking Borders.” As one of the ways in which the honors program gives back to the broader campus community, this year’s HRAD invited all interested students, staff, and faculty to attend and participate in an impressive slate of programming that included panels, lectures, and presentations on topics such national policies regarding migrant workers, international responses to refugee crises, and national and transnational approaches to political and labor organizing as well as art and theater workshops and a spoken word poetry performance. All in all, it was a busy and productive semester, but we also made time for a little rest and relaxation in the beauties of nature by virtue of a program field trip to Wave Hill, a public garden.
and cultural center in the Bronx, where we enjoyed a guided tour of the grounds and art gallery.

Of course, everything that Castle Scholars has accomplished this past term, we could not have done without the commitment and enthusiasm of those of you in the program. Thank you for all of your hard work and your continued investment in honors at Manhattanville. You make my role as your Director a tremendous pleasure. I hope that you all enjoy this latest issue of Castle Voices, our official Castle Scholars Honors Program Newsletter, which is produced entirely by honors students in the program and is meant to celebrate all of you, as you continue to reach out, in every direction, including towards the stars....

All best,
Professor Meghan Freeman

MANHATTANVILLE COLLEGE CENTENNIAL

EMILY BEHNKE

Although Manhattanville’s history as an academy, and later a four-year college, dates back to 1841, it didn’t officially become a collegiate institution under the name of Manhattanville College until about 1917. 2017 marked one hundred years since Manhattanville College received the provisional charter to grant undergraduate degrees from the state of New York.

In 1841, the institution was actually an organization led by nuns under the name of the Order of the Sacred Heart located in Manhattan, which is how it later came to adopt the name Manhattanville. The school moved briefly to Astoria, Queens, then settled on Convent Avenue in New York City. It remained there as a degree-granting institution until the land was bought by the City College of New York in 1951. In 1952, Manhattanville College moved to its current campus in Purchase, NY.

When Manhattanville received permission to grant undergraduate degrees to its students, the College jumped on the opportunity by immediately selecting a graduating class for the following year. Interestingly enough, the Class of 1918 was completely unaware that they had the option to receive bachelor’s degrees. There were only two stipulations: the students had to complete a thesis and an additional year of coursework. Two young women, Claire Smith Swift and Madeleine Brassil Hoffman, were told near the end of their time at Manhattanville, which they had entered while it was still a finishing school that they would be receiving their degrees in June 1918, which was a momentous feat in the history of women’s education.

In the Summer 1968 issue of the Manhattanville Alumnac Review, Bridgett Rizzo Paolucci ‘53 begins her article, “Fifty Years Later” with the following: “We didn’t even know we were in college!” What sounded like a happy accident when told by Claire Smith Swift and Madeleine Brassil Hoffman (’18) was an historical event” (17). Although Swift and Hoffman loved the old Order of the Sacred Heart, they embraced the College’s potential for change and agreed to walk. They received honorary degrees from the College at the Doctor of Humane Letters Commencement in 1968, as documented by Paolucci.

In 1941, President Damnman opted out of celebrating the centennial of the academy/institution because of the threat of war – a celebration might have been seen as inappropriate. Just six years later, President Eleanor O’Byrne, R.S.C.J. decided to celebrate simply one hundred years of being in the Manhattanville neighborhood with student and alumnae activities.

Today, the College’s complex history has made setting a date for a formal centennial difficult. Nonetheless, an effort is still being made by the Castle Scholars Program to showcase Manhattanville College’s timeline from 1841 to present day. As proven by the College’s long past of important accomplishments, the next one hundred years will bring even greater improvements to the campus.

The College of 1916-1917
4-Year Castle Scholars Suggested Plan

Brooke Hadgraft

Brooke Hadgraft’s 4-Year Castle Scholars Suggested Plan

“How I managed to complete all of my Castle Scholars requirements”

Freshman Year: 1000 Level Seminar, C.S. Spring Service

Sophomore Year: One 3000 Level Seminar

Junior Year: One 3000 level seminar

Senior Year: Capstone, Internship

By arranging my schedule in this way, I was able to stay ahead of the game with my required classes. I suggest following this format and also note you can complete your service requirement in the fall, if not spring. Graduating as a Castle Scholar is a huge honor, so do not wait until the last minute. Meet with your Castle Scholars advisor often for the best experience. Also, do not be afraid to reach out to upperclassmen Castle Scholars. We are all a supportive community.

Advice for the New Castle Scholar

Rachel Troy

So you’ve made it through your first semester as a Castle Scholar. Well done! Now comes the tricky part, planning out how to complete the program in the next four years. The first step to successfully completing the Castle Scholars Program is actually knowing what you have to do in order to complete the program. All you have to do to complete the program is maintain a 3.6 GPA, complete 1 1000 seminar (if starting as a first semester freshman), 2 3000 level seminars (or 3 3000 level seminars if starting after freshman year), 1 service seminar, a senior capstone, and an independent study or internship, and attend two castle scholars events each semester. Easy right? But the good news is, you’ve probably completed at least 1 seminar already, either your 1000 level, or one of your 3000 levels if you’re joining the program after your freshman year. So here are some tips to help you complete the program with ease.

Take a deep breath and remember that you have time to spread out your classes over several semesters. As a Castle Scholar you’re allowed to take up to 21 credits a semester, which means you can fit in that extra class when you have to. So look at what you have to take in order to complete your major, and plan out when you will have time to take a Castle Scholars Class in advance. Even if this changes later, it’s nice to have a general game plan of how you’re going to move forward.

Every semester the program offers a variety of events that allow you to meet other Castle Scholars, hear amazing speakers, and go on field trips off campus. Often these events include food, and I would recommend attending the events that feed you, though the ones that don’t are worth going to as well. Great events to attend that will help you complete your two per semester are the welcome back event, the field trip offered each semester, and Human Rights Awareness Day or The Undergraduate Research and Creative Achievement Fair. Even though you only have to attend two events, try to attend more, they’re a great way to meet other Castle Scholars and get involved in the program, as well as offering some unique opportunities only open to Castle Scholars.

Get involved with the program, other than just attending events, there’s the Castle Voices Staff and the programming board that are great ways to get involved with the program and truly take advantage of all that being a Castle Scholar has to offer.
LET'S TALK: MANHATTANVILLE'S CENTER FOR INCLUSION

WAAD HASSAN

With the start of the 2017 Fall semester, Manhattanville College revealed various changes and additions to its campus including the new Starbucks, smoothie station, solar panels, and most importantly the Center for Inclusion. The Center of Inclusion at Manhattanville College aims to provide a space for fostering understanding and acceptance of difference. It employs its efforts towards programming and training that help create a space where different cultures, ethnicities, religions, and backgrounds can exist in harmony. By doing so, the center hopes to support the student's college experience with possibilities of communication, open dialogue, and intercultural education. “The main goal is to help institutionalize and create normative talking about a sensitive topic,” says Sarah Napoli, the Director of the Center of Inclusion.

Sarah Napoli aims to employ her impressive credentials, a BA in Cultural Anthropology and Theatre, an MA in Applied Human Rights, and MA in Social Justice in Intercultural Relations, to use the center as a resource for students and faculty. This includes continuous programming, gathering sources, and bringing influential speakers to campus. “It is almost an impossible task, but it is appealing because it's challenging,” said Napoli when asked about the challenges facing the newborn center. The center will continue to encourage the college on student- and faculty levels to address past events in a productive manner. This is to build a safe environment on campus where dialogue regarding conflict is normal and encouraged.

The center has already started three series of events that will continue over the semester. The first is the Nacho Average Monday which is a social-educational event where students watch films and engage in discussion while enjoying nachos every Monday night at 7 pm in Founders Gallery. The second is The Art of Hip-Hop Series which focuses on bringing veterans, pioneers, and practitioners from the Hip-hop industry to Manhattanville to offer students the opportunity to learn from that culture. The last, but not least, is the ICCP which is the Intercultural Competency Program which is a series of workshops concentrating on culture, race, and sexuality.

The center is meant to bring the Manhattanville community together by fostering understanding and communication. To do so, the center will need the support and help of the students and faculty by attending the events and engaging in the dialogue. The main goal is to bring everyone together to talk. “Please come by! Read a book, look at the resources, let me know what's missing,” said Napoli. The center is located in Founders Gallery and is welcoming to everyone.

Photo Courtesy: Waad Hassan
Professor Cherry: Birder by Day, Professor By Night!

INSIGHT ON PROFESSOR CHERRY’S SABBATICAL

ASHLEY THOMAS

Professor Elizabeth Cherry, former Director of the Castle Scholars program and sociology professor, went on sabbatical last semester to dedicate herself to her sociological writing and pursue her love for birding. This love for birding began when she was in grad school. “I used to sit by the computer in grad school working on my dissertation and I had a bird feeder, but I did not know much about them,” she said. From there, her love for birds grew. As she would sit there and write, stuck behind the screen of a computer, she would watch the birds fly to the feeder and want to know about them. Prior to her sabbatical was when she truly did the most “birding”. Her sabbatical was rather spent at home in Nyack behind the computer, just as she was in grad school. Professor Cherry was using all the time she had during this time to compile all her research and write her next book. In order to be a qualitative sociologist, it is necessary for there to be years of field work. Her sabbatical was in addition to the 2 years she had already put into the project, as she received her IRB approval in April of 2015. After this, she took many nature walks and many early mornings as well, for the best time to see the birds are in the early hours of

Photo Courtesy: Elizabeth Cherry

the morning. Since Professor Cherry has been birding for a couple of years already she had all this research and used the whole of the spring semester to put it all together. However, she did talk about one of her experiences during the time, saying, “I did go to Puerto Rico and did some yoga out there. There were plenty of birds!”

Birding is much more for Professor Cherry than just a hobby, as she turned into an inspiration for a second profession. She has traveled to many different locations for her field work. While speaking with her, she shared that her favorite research-related trips were to North Carolina and Georgia. She also spoke to me about her most recent trip to the Everglades, where she was “gathering data on how national parks depict wilderness.” This has to do with her newest book, which is in the process of being published. This new book project comes hard on the heels of a recently published book. Professor Cherry has gone on a book tour to four different universities across the county. Due to her success as a birder and sociologist, she has been in attendance to the World Series of Birding and spoke for the American Sociological Association.

As of right now, Professor Cherry is getting ready to publish For the Birds: Protecting Wildlife through the Naturalist Gaze. She will also be speaking at the Audubon Society conference. Professor Cherry is certainly multi-talented, as she is a professor, writer and birder. We cannot wait to see what her new book has to say.
A LOOK INTO THE LIFE OF A SCHOLAR-ATHLETE:

“My Goal is to Deny Yours”

ELaina Nacinovich

The shoe coverings and leg pads that couldn’t look clunkier. Add some padded pants, chest protector and helmet and there you have the second coming of the Michelin Tire Man. It takes a special person to be a field hockey goalie. Someone who has the ability to lead and pick up the team when they are down. Someone who doesn’t mind standing out. No skirt. Different jersey. Horrid smelling clunky padding. And a role in which, unlike everyone else, mistakes often end up becoming unwelcome illuminated numbers on the scoreboard. OBO’s (a famous brand for goalie equipment) tagline is that goalies are amazing people. I happen to agree with it, and not just because I am a goalie.

Standing on the field with 10 of my teammates in front of me, I am always anticipating, watching and waiting for the ball to come near me. On this field, we transform into heroes defending our city. The ball is a priceless artifact that we need to return to its sanctuary — the other team’s goal.

We are competing against a group of loathsome villains who possess equal, if not better, skills than we do. My teammates are throwing jabs and preventing the ball from coming anywhere near me! I am their back-up — their secret weapon. All of a sudden, a villain breaks past our rock-solid barrier. She chases down the field — her goal: to get the ball in my goal. My job is to prevent that from happening. Then, all of a sudden it happens...

...the stick hits the ball and sends it flying towards the cage. My cage.

In the split second it takes for the ball to come closer to me, a million thoughts whiz through my head. Any advice that any coach, trainer, and teammate has ever said to me flashes through my mind. Determining which kind of save to use, where to direct the ball, and anticipating the consequences that follow each of my actions. As all of this is going on in my head, I am directing my teammates where to go in order to cover any opposing players.

The ball is closer now and I step towards it. My body takes control over my mind, I have done this a million times. Toe, Knee, Hip. Toe, Kneec, Hip. I repeat this over and over in my head in order to push the ball out to the side and away from the goal. As the ball hits my pads I do exactly as my mantra says: I move my toe to the side, followed by my knee and then finally hip. The ball is moved out to the side and I have prevented a goal. The whole process has taken about five seconds, but when you are a goalie those five seconds feel like a lifetime.

Photo Courtesy: Juliana Nacinovich
Spring 2018: Castle Scholars Courses

Jeanine Castagna

All information retrieved from Web Advisor

Beatles In Their Context taught by Professor Comberiati — 4.00 Credits. Mondays 4:20PM-6:50PM
GE09: Oral Comm Comp, Arts Distrib
GE16: Humanistic Reason, Creat Aesth Analysis, Oral Comm
“The Beatles emerged as an unprecedented popular music phenomenon. They were central players in the sixties cultural rebellion and they represent a significant instance of popular entertainment attaining the status of high art. This course will examine the music and lyrics of the Beatles, focusing on their work as songwriters and record makers.”

The United Nations System taught by Professor Kamal — 3.00 Credits. Tuesdays 1:35PM-4:05PM
GE09: Critical Reas Comp, Written Comm Comp
GE16: Humanistic Reason, Written Comm
“The transition from the end of the Twentieth Century to the beginning of the Twenty-First Century coincides with a period of exciting and fundamental change in international relations, characterized by an increasing awareness and debate about the role of the international organizations. Never has the challenge been greater for international organizations as they come to terms with the problems connected with their role in international peace and security, the regulation of the international commons, the promotion of economic and social development, the provision of public services to refugees and displaced persons, and the enforcement of global human rights norms. All this is being done under relentless public scrutiny. In a much lauded, much maligned, much misunderstood environment, the United Nations System is being subjected to varying interpretations, about its structure, its role, its challenges, its potential, and its essential work. Some believe it is a supra-national structure to be kept firmly under control, others, that it is the forum for the solution of all problems. Students will come to appreciate its strengths and weaknesses. The course will focus on the political aspects of negotiations at the United Nations.”

Power, Authority, Leadership, Ethics (PALE) taught by Professor Jones — 3.00 Credits. Tuesdays 7:00PM-9:30PM
“This course provides an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive stable, communities and organizations. This course includes an analytical reflection on the college’s mission to educate ethically and socially responsible leaders.”

Archaeology and Gender taught by Professor Cifarelli — 3.00 Credits. Wednesdays 10:45AM-1:15PM
GE09: Critical Reas Comp, Oral Comm Comp, Humanities Distrib
GE16: Humanistic Reason, West Non USA, Oral Comm
“This course is an exploration of the ways archaeologists use material traces of lives in the past to understand sex and gender. We will consider the development of this area of investigation, from early critiques of the invisibility of women in accounts of the past, to the development of Feminist Theory, Gender Studies and Queer Theory as explicit tools for engaging in the study of the lives of men, women, and others in antiquity. Building on this foundation, students will apply these theoretical constructs to research the gendered lives of the residents of the first millennium BCE site of Hasanlu, Iran, using published and unpublished data from the archaeological excavations conducted there. This course will feature field trips to The Metropolitan Museum of Art and the University Museum of Anthropology and Archaeology at the University of Pennsylvania, Philadelphia.”
Facility Profile: Professor Redding
Alina Mardanova

Meet Professor Patrick Redding.
Professor Redding is an Associate Professor of English at Manhattanville College.

Photo Courtesy: mville.edu

Interview:

Where are you from originally?
I am from Concord, a small town in North Carolina. I was raised there, my parents still live there, and my brother lives 20 minutes away. I am the foreigner who escaped to the north.

You were an English Major in college?
I started out with journalism, but that lasted one semester, and it really was a mistake. For some reason, I ended up signing up for a class called “Visual Journalism,” and I had no idea what that was. It was a big lecture class, and it had a lot to do with how they printed newspapers, the ethics of photographs and newspapers, which is actually very interesting, but it was far away from writing; it was more about technical aspects of publishing, so it turned me off.

So your experience with English classes turned out to be more successful?
Yeah. The first English class I took was Renaissance literature. We’ve read Milton, Shakespeare, Sidney, and it really resonated with me. After my freshman year, I went abroad to take another English class in London. We went to Keats’ house, we’ve read “Ode to a Nightingale” outside the tree in his house, we went to Westminster Bridge and read Wordsworth. That trip solidified it for me, it was a conversational experience. It was the first time I began to enjoy school, realized that it was pleasurable. It was like I was discovering that there were books for the first time.

Were you always focused on American literature?
I actually only took one American literature class, I didn’t like American literature in college. I was really into sixteenth- and seventeenth-century English poetry; that was what I focused on entirely, so including John Donne, Spenser, Sidney, Shakespeare.

What do you like to read now?
Some of my favorites I guess are Virginia Woolf, F. Scott Fitzgerald, Wallace Stevens, and American philosopher William James. If I am not analyzing something pretty carefully when I am reading it, then it does not yield the kind of pleasure that I am usually looking for, so I guess I want to sort of refuse that distinction between analysis and fun.

What is your favorite thing about teaching?
What I most love about teaching is the conversation, I don’t think I am a great lecturer, but I enjoy the back-and-forth experience, testing my impressions against the students’ impressions, and building a vocabulary together to describe these difficult works of art.
On Sunday, November 12th, a group of Castle Scholars led by Professor Freeman and Professor Cherry went on an annual field trip to Wave Hill - a cultural center with a historical estate, botanical gardens, and galleries of modern art. Located in the northwest Bronx along the Hudson River, Wave Hill is truly a beautiful place.

Originally built as a mansion, it was enlarged by William Henry Appleton, who both expanded the house and added the gardens. In 1903, a partner of J.P. Morgan, George Walbridge Perkins, bought Wave Hill in addition to the property along the Hudson River that he had already purchased. From that point and until 1960, Wave Hill used to be rented out. Some of its notable residents included Thomas Henry Huxley, Theodore Roosevelt, who rented it for the summers of 1870 and 1871, and Mark Twain who stayed there from 1901 to 1903. In 1960, the Perkins-Freeman family deeded Wave Hill to the City of New York.

Upon arrival, the students and professors were split into two groups, and each was given a complete tour by the center’s tour guides, who gave insight into both the past and the present of Wave Hill. The center consists of fifteen gardens, with plants from all around the globe. After the tour, the students grabbed lunch and used the rest of the time to explore Wave Hill on their own. Many of them visited one of its hallmark - the Glyndor Gallery which is devoted to contemporary art inspired by nature. This season’s exhibition, Call & Response, varied from a series of objects made from natural materials to sound pieces. Both the professors and the students enjoyed the trip.
FIELD TRIPS: CASTLE SCHOLARS ON THE GO!

JEANINE CASTAGNA

TOURING A TENEMENT MUSEUM

On Saturday, October 28th, seven students in Professor Adphia’s Intellectual History of Capitalism class got to attend the Sweatshop Workers Tour at the New York Tenement Museum on the Lower East Side of Manhattan. They got to get a true experience of being an immigrant living in an urban area between 1863 and 1935. After the one hour tour, Professor Adphia took his students to an Asian restaurant for lunch. It was a very rewarding experience for the students to connect the experience of sweatshop workers to the economic thinkers discussed in class.

TEACHING OTHERS THE POWER OF PREJUDICE

On Wednesday, November 8th, Professor Jones took his Power of Prejudice class to Nelson Mandela High School in Brooklyn, New York. Like the students who took Power of Prejudice last year, the students prepared discussion points on books that they read in class, Racial Healing, The Beauty Myth, The Nature of Prejudice, and Lean In. The Power of Prejudice students and the Nelson Mandela students were then put in groups upon arrival, and each group got to talk about one of the books. After the discussions, the Nelson Mandela students had a chance to ask the Manhattanville students about college over catered breakfast. This was a very impactful experience to all involved.

STROLLING THROUGH THE GARDENS

On Sunday, November 12th, many Castle Scholars visited Wave Hill Botanical Gardens in Bronx, New York. Although it was chilly and there was not much garden to explore due to the changing seasons, the students got to get a tour of the plants still going strong and learn about the history of the property. They also had the opportunity to socialize over lunch and explore other areas of the site on their own. The students who attended truly enjoyed being away from the campus and city life.

MICHELANGELO RECOGNIZED

On Saturday, November 18th, Professor Rafanelli took her Saints and Sinners class to the Metropolitan Museum of Art in Manhattan. The students got to see an exhibit devoted to Michelangelo and his work. It was a clever way for students to relate this exhibit to their course material.
Polls: The results are in!

ELAINA NACINOVICH

*Percentages based on the responses of 43 Castle Scholars*

1.) Early Bird or Night Owl?

- Early Bird: 67.4%
- Night Owl: 32.6%

or

2.) Sweet or Salty?

- Sweet: 30.2%
- Salty: 69.8%

3a.) Do you believe in ghosts?

- Yes: 51.2%
- No: 48.8%

3b.) Is Manhattanville haunted?

- Yes: 53.5%
- No: 46.5%
4.) Favorite Movie Genre?
- Action-Adventure: 23.3%
- Comedy: 37.2%
- Horror: 30.2%
- Romance: 7%
- Science-Fiction

5.) Favorite Music Genre?
- Alternative: 20.9%
- Country: 32.6%
- EDM: 14%
- Hip-Hop: 16.3%
- Pop: 11.5%
- Rap: 11.5%
- Rock

Your Director Says...

1. Early Bird or Night Owl?
   Definitely a Night Owl.
2. Sweet or Salty?
   The saltier the better.
3a. Do you believe in Ghosts?
   I teach nineteenth-century British literature, which is full of great ghost stories, so yes, I want to believe.
3b. Is Manhattanville Haunted?
   If nothing else, The Castle is, I would wager.
4. Favorite Movie Genre?
   Horror and science fiction would be at the top of list. Oh, and mysteries!
5. Favorite Music Genre?
   Child of the 90s here, so alternative. But I am known to listen to bad radio pop music when stuck in traffic on my way to and from campus.

-Professor Freeman
Hello to all!

It is with great honor that I present to you Vol. 2 Issue 1 of our Castle Voices newsletter. This issue is our second release ever.

It is my pleasure to introduce myself as the Editor-in-Chief of Castle Voices. I would like to thank Jordan Winch, a Manhattanville College alumna, for setting a wonderful example as our previous Editor-in-Chief. I would also like to thank my staff for being so dedicated to making this newsletter possible. We have very high standards for the content we create and to make the finished product pleasing to the eye as well as interesting to our readers. I would also like to thank our advisor Professor Freeman for believing in the newsletter and believing in me to step up into this leadership role this year. Last year, when Professor Freeman asked if I would be interested in being on the newsletter board, it was with zero hesitation I answered, “Of course!” Thank you Professor Freeman for making yourself available.

For the newsletter, I also serve as the Design Editor and a Staff Writer. I spend hours in the library on Microsoft Publisher questioning every move I make with the design. My goal is to make sure the layout is pleasing to the eye. Nonetheless, my goal is to maintain professionalism and set the tone of how important that quality is for whoever takes over after I graduate in the Spring.
of 2019. I believe that as Castle Scholars, we hold a leadership role on campus. My goal is to maintain a consistent and professional newsletter both with its layout and its content.

A little bit more about me:
I am a Secondary Education and English double major and aspire to teach High School American literature and poetry classes. I am a Division III starting field hockey defender (my field hockey jersey number is #7) and also a powerlifter/weightlifter. Currently, I hold all of the weightlifting records on the field hockey team. I am the first field hockey player in Manhattanville College history to make the ‘750-Club’ beginning in my freshmen year. Right now, I hold all of field hockey’s weightlifting records with a 300lb back-squat, a 300lb sumo-deadlift, a 205lb bench press, and a 165lb power clean. I currently hold the highest female bench press record as well as the highest female power clean record. I now stand as the second-strongest female athlete at Manhattanville College with a cumulative total of 970 lb. My goal is to hit a cumulative total of at least 1,000lb before I graduate.

I also serve as the Junior Class President this year on Student Government and also am the Social Media Coordinator for S.A.A.C. (Student-Athlete Advisory Committee). The list could go on because I genuinely enjoy being involved in everything that I do on this campus. People ask, “how do you balance it all? How do you take all of these classes, be a Castle Scholar, play a DIII sport, and have time for extracurricular activities?” My answer to that is simply:

“Because I love what I do.”

One of the qualities I have commonly found in our Honors Program community is we all love what we do. We may have different passions and career paths, but what brings us all together is the ability to spotlight our accomplishments and cultivate interests. I truly believe our newsletter is capturing the many aspects of our Honors Program and Honors Students. If any of you are reading this and would like to be involved in the newsletter, please do not hesitate to contact me: hadgraftb@srudent.mville.edu.

I look forward to the next issues of Castle Voices serving as your Editor-in-Chief.

Best Regards,
Brooke Hadgraft
Castle Scholars Student-Representative
Castle Voices: Editor-in-Chief, Design Editor, Staff Writer
Junior at Manhattanville College: Secondary Education-English Major
“TO THE VALIANT OF HEART, NOTHING IS IMPOSSIBLE!”

~ THANK YOU ~