



MR. MATTHEW DUNNING: FROM S.I. STUDENT TO TEACHER

Flip to **PAGE 3** to hear all about Mr. Dunning's journey from student to teacher here at SI.



DNA OF SHELTER ISLAND

Want to hear about the art department's most recent addition to their collection of artwork? Head to **PAGE 8**.



A DAY IN THE LIFE OF B.O.C.E.S. STUDENT WYATT CONGDON

Turn to **PAGE 11** to hear what it's really like to a BOCES student, according to Wyatt Congdon

THE INLET

Vol. 8, No. 3

SHELTER ISLAND SCHOOL

February 2020

love is love

BY EMMA GALLAGHER

In the past few years, society has seen great leaps in the progression and acceptance of LGBTQ+ community members. With the decriminalization of same-sex marriage in many states, the ever-growing abundance of pride movements, and refusal to accept violations of LGBTQ+ rights, America is embracing change. The individuals in this community deserve the Constitutional rights promised to every American citizen, and they are not standing for the discrimination that has plagued so many for so long. Here in our own school, several students have come forward to share their stories as members of the LGBTQ+ community. In no way do their identities define who they are, but we are excited to highlight their stories. The "LGBTQ+ community" does not aim to isolate a group of people, but rather establish a supportive body for anyone who wishes to identify as so, or fight to inspire equal rights and treatment. These students are proud of who they are and hope to stand for those who are silenced. In time for Valentine's Day, we thought it suitable to do a piece on love, in all of its forms. After all, love is love.

Our first highlighted high school student has asked to remain anonymous. She is "not out yet to everyone in her life" and "would prefer not to give a name, but still feels sharing her thoughts/feelings is important because her voice still counts." This student identifies as a female and about a year and a half ago, she came out as bisexual to those closest to her. She says that she had previously remained silent because of "fear." She further explained, "fear of oppression, being judged, and having my friends see me in a different light." Unfortunately for many, fear of these things and more can prevent expression of who they really are. She says that she does not think it is necessarily fair for LGBTQ+ to feel the need to "come out." She insisted, "you should just be able to go up to your parents and friends and say 'hey I'm in love' and it shouldn't have to matter if you're a boy, girl, non-binary, or gender queer, it should just be love." This student has hope that one day the LGBTQ+ community will not be stigmatized and individuals can just say they are in love, no matter who with. She says the hardest

part of her journey has been figuring it out because she "felt confused" and she didn't know how she wanted to "define herself." This student is a member of the Unity Club and says the best part about it is having people to talk to, especially because the LGBTQ+ community is fairly small on Shelter Island. Her favorite activity organized by the Unity Club was the "Day of Silence" last year. When asked if there was any way for the school/community to be more inclusive, this student said she could not think of anything, that Unity Club has been a step in the right direction, and that "things will continue to develop on their own." This student has been told she is "confused" and that she is "just in a phase" by one of her relatives. However, this student knows this is not true. She wants people to see her for everything she has to offer, as a person with a personality, not just someone who is "different" because of one thing. This student believes the greatest threat to the LGBTQ+ community worldwide is "the violence against us," she cannot believe that people are targeted and attacked by others for something that



has no impact on them.

Our next student, Emma Martinez, has decided to share her name and story. Emma is a sophomore at Shelter Island High School and identifies as female bisexual. Emma came out in June 2019, but she has "known for a while." Emma was afraid that people would look at her differently or that she would lose close friends when she came out, but she found that her close friends were the most supportive of her. The hardest part for Emma was knowing what she felt definitively since 7th grade and not being able to say it until this past summer. When asked if she

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DECK THE HALLS WITH... MS. LEEVER'S HOLIDAY HEALTH RETREAT MICROGREENS?

While most of us had a typical holiday break this past December, Ms. Leever traveled to Aguada, Puerto Rico to attend a health retreat at the Ann Wigmore Natural Health Institute. It was Ms. Leever's second time attending this retreat. Last year, she went when she was struggling with some health problems and the retreat helped her feel rejuvenated, so this year, she decided to go again, because she "felt unhealthy and wanted to feel healthy again, and wanted to break out of the way we eat now, with the sugar addiction and so many processed foods." The two week program involved a lot. As Ms. Leever said, "It's very intense, it's not your regular spa retreat." The diet Ms. Leever ate on the retreat was "all organic, all fruits and vegetables, and it's all raw, but it's more restrictive than just raw food, it's about eating the most digestible and the most nutrient packed foods." The diet also helps balance your blood sugar, and you can eat this way and still meet your protein needs. It's an alternative way to eat, started by a woman named Ann Wigmore. Ms. Leever was already a vegetarian before the retreat, so this way of eating was not totally foreign for her.

During the two week program, the foundation of Ms. Leever's diet was something called "energy soup," which she described as: "blended sunflower sprouts with rejuvelac, a homemade sauerkraut juice." Ms. Leever ate energy soup 3 times a day and occasionally ate sunflower sprout salads. She said the soup tasted like "eating a garden." She did not mind all of the energy soup, because when she eats it, she "focuses on how it's healing [her.]" Along with the energy soup, Ms. Leever was allowed to eat two snacks a day, a light and natural fruit smoothie of sorts being her favorite. Ms. Leever said that during the retreat, "a glass of nut milk with blended fruit tastes just as good as any milkshake, because your tastebuds change."

All day, Ms. Leever attended classes that taught her about her health and microbiome. Your microbiome is the population of microorganisms that live in your body and help with your digestion and immune system. Ms. Leever learned that it's important to "make sure you have a healthy digestive tract, with lots of healthy microorganisms." She also had classes on how to eat. In these classes, she was told that you should only focus on eating when you're eating, because digestion starts in the mouth. This means you should chew a

lot, so that you get the most nutrition out of your food. (Yes, she even chewed the energy soup!) The classes also taught her how to make food that "has the highest nutritional value possible, and that is the most easily digestible, so that your body can make use of that nutrition."

After going to this retreat, Ms. Leever says she would do it again: "when I was there, there were maybe 20 people there, and only 4 had never been before, so a lot of people come back to feel better or healthier." And, Ms. Leever is taking what she learned in Puerto Rico and putting it to use at home. She is now growing her own sunflower sprouts and wheatgrass at home, and making her own rejuvelac with cabbage so that she can make energy soup. Although the retreat made her feel great, Ms. Leever said: "the diet [at the retreat] was very labor intensive. so I don't

aspire to eat that way here, but if I could do it at least 50% of the time, that would be a really great goal to help me maintain my health." Going on this retreat reemphasized for Ms. Leever that "it's important to make conscious choices about what we put in our bodies, because we really are what we eat." Perhaps the greatest lesson Ms. Leever can impart after the retreat is this: "It's incredible to develop a different attitude toward food, to view food as medicine, as a way to take care of ourselves and our loved ones. We're surrounded with food products from companies whose sole purpose is to make a profit. They are interested in getting our money; they aren't interested in our health. It's up to each person to make the decision to eat in a healthy way and that decision happens at every meal."

Shelter Island U.F.S.D.
P.O. Box 2015
Shelter Island, New York 11964
www.ShelterIsland.k12.ny.us
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WILL I OUTLIVE MY STUDENT LOAN DEBT?

BY HENRY BINDER

While thinking of what to write about for this issue, I could not seem to get debt out of my head. No, not the \$8.50 I owed Emma for lunch last week, but rather, student loans. Student loans are suffocating a generation of college students/graduates, leaving many “underwater” in their mid-twenties, (hopefully) with a diploma, but no guaranteed employment to show for it. I am poised to be one of these debt-holders; the college education I am pursuing may very well have a \$100,000 price tag, but is it worth it? Or perhaps the better question is, “Will I outlive my debt?”

Current estimates report 45 million students make up the 1.6 trillion dollars of national student loan debt. This means that the average borrower has nearly \$36,000 in student loan debt. Before this year, I had never really thought about debt or student loans. I always thought of debt as manageable, as simple as paying off an iPhone or raising money for a trip, but now that I have sat down and studied student loans, I am afraid. Of the colleges I have been accepted into, nearly all have a \$55,000 price tag per year. (This is when grandparents chip in, saying how it only cost them \$300 to go to college.) Unless you have a 4.2 GPA, most merit scholarships will not make enough of a difference, and I am not a Division I athlete either, so for me, these price tags are very real.

Student debt is frightening, but it is ever-present. I will be only seventeen when I begin incurring a sizable debt to the federal government. Based on student loan trends, the true cost of a college education is the twenty years I will be paying off my debt. Following these calculations, by the time I have paid off my loans, half my life will have passed, and this is “reasonable...” at least for my generation. From 2014 to 2018, federal student loans increased by 33%, with an upward tick of around 6% per year. Generation Z may think we have it hard, but if the cost of college continues to inflate, the next generation of college students may be paying off their education debt for their entire lives.

There are, of course, a few different ways to approach student loan debt; you can enlist in the military, pay back your loan in full, or default on your loan. Joining the military is one of the most effective choices to combat student loan debt. With this option, you can get hands-on experience in your respective field, receive credit for college debt, and likely focus on your career instead of taking general courses. Although you would be entering the



college experience a few years later than the traditional student, that sounds more reasonable than having to pay tens of thousands of dollars. Paying back your loan in full is the most plausible approach to any loan, but it is not as clear-cut as you might assume, especially as earning a college degree will not ensure that you receive a position in your desired field. This causes the average American student to take on debt only to be eligible to attempt to get a well paying job to then pay the debt off, it's quite the

paradox. Due to the increase in the cost of college tuition, student loans have become the second-largest budgetary expense after mortgages, topping credit card payments. Tuition is rising, but salaries, especially starting salaries, are not increasing at the same rate. For many recent college graduates, a first job pays just enough to cover housing and food, not to mention insurance and student loans. This often leads to students defaulting on loans,

because they either cannot afford to pay back their loans or choose to spend their earnings elsewhere. Unlike most forms of debt, if you default on your student loan, it can result in wage garnishment, meaning the government can take 15% of each paycheck, and possibly even your tax refunds until your debt is paid off.

This issue has taken center-stage in presidential debates with some candidates proposing free college for all, some explaining the need for more aid, and

some ignoring the problem altogether. The truth is that the majority of Americans cannot afford college. There must be a radical change. Although the slightest glimpse of socialism (free college) may frighten the average American, some additional form of college assistance program (aside from the FAFSA) is necessary. The average cost of an undergraduate degree in 1987 cost \$39,643, in 2016, the same level of education cost \$103,616, an increase of \$63,973 (161%). To whom is college now affordable? Assuming this trend continues, only the rich will be able to afford college, and further, only the rich will be employable in competitive job markets. The class divide due to college tuition costs will become more significant. Students will have no chance to attend secondary education, leaving the job market crippled.

Are there any solutions? I recently read about some employers (mostly in the tech/engineering fields) recruiting high school students for employment before high school graduation. The companies look to employ graduating high schoolers who show promise in their fields and then the companies pay for all or some of students' college degrees as a part of the employment package. This sounds like a great opportunity, but it does beg the question, should this be an employer's responsibility in the first place? Shouldn't college tuition just be more reasonable?

Overcoming adversity to receive a college education has always been a part of the American dream, but at what cost? In time, young adults won't be able to “come from nothing” and succeed; it will be impossible. I fear that my student loan debt will saddle me with a weight I will not be able to shoulder. I fear that my future job may not be able to satisfy my loans and living expenses. There is so much to fear, and so little I feel I can do. I want to get a college education, I want to pursue an occupation that would require me to achieve that degree, but what will it really cost me? That is the question that keeps me up at night.

LOVE IS LOVE

BY EMMA GALLAGHER | CONTINUED

felt the school/community has been supportive, she answered, “I don't think a lot of people know, so I'm not sure, but I feel like the people who do know don't make a big deal out of it, so that is really nice.” Emma believes the greatest threat to the LGBTQ+ community is “that no matter what, we are still oppressed, we're still made fun of a lot.” Emma added, “it's the main reason some people don't always feel comfortable coming out.” She ended by saying that she thinks “people are moving in the right direction, and doing whatever they can.”

Our final student is senior Jennifer Cooke who identifies as non-binary gender fluid and bisexual. From now on, because they (their preferred gender neutral pronoun) are non-binary gender fluid, they would prefer to be called “JC” which is a gender neutral name, rather than “Jen” or “Jennifer.” This is something they have been wondering how to tell people, and in doing this article, JC has found the outlet they would like to express their identity. As a sign of basic respect and rights, we

can call JC by their new name. They came out to their mom in 2017, and waited to come out due to fear of rejection, or being kicked out. JC says that to anyone who has not come out yet, only come out when you are “ready and comfortable, do not do it because you feel like you have to.” JC said they were watching a movie with their mother with characters pretending to be LGBTQ+ when they felt ready to come out. They said, “that movie gave me an opening, if my mom was watching it, I figured I was probably fine.” JC believes LGBTQ+ members should not have to come out, because other people in the straight community do not. Their greatest fear before coming out was rejection, and their greatest fear now still is. JC says their best friend Brianna has been most supportive of them throughout their journey. They say when they came out, their mom and their friends “already kind of knew” so “it wasn't a big deal.” They never got to tell their dad, but they do not regret it, because at that point they were not ready yet. JC is a part of Unity Club, and believes it

is so important because “it shows kids that there is a place for them to feel accepted.” They also really enjoyed the “Day of Silence” put on by the Unity Club last year. JC believes the greatest issue concerning the LGBTQ+ community is the idea that people “do not accept people based on their sexuality or do not believe that their sexual orientation is real.” They added, “some people do not believe when others come out as, say, asexual or bisexual. Many people try to tell the individual they are ‘just confused.’” To anyone curious about issues or terminology used in the LGBTQ+ community, or about how someone describes their identity, JC suggests “going up to a person in a nice way and asking them to explain their gender or identity.” (This would only be appropriate if the person was out.) They continued, “if you still don't get it, just go online and look it up.” However, they noted that if someone has not come out and you are unsure, do not ask them because “it can be rude and they may panic.” Unfortunately for many, fear of “being outed,” or in the absolute worst case,

fear of physical violence, is very real.

In doing this article, we hope to show LGBTQ+ community members they are not overlooked and that they are seen and welcomed. By sharing their stories, these students hope to inspire or comfort others who may be unsure or unable to share their stories. Respect and inclusion are vital, and in this day and age, both are growing rapidly. We hope that one day the oppression and violence many experience are completely eradicated and that no one is shamed for who they are, whether that be in terms of gender or sexuality, or in any other way. The LGBTQ+ community and its allies will continue to fight for equal rights and treatment until it is achieved, regardless of how long that may take. No one should ever have to hide or change who they are based on someone else's beliefs. Though the movement has recently gained momentum, radical change is long overdue. It is time for everyone to accept that when all is said and done, love is love

We would love to hear from from you!
To contact **THE INLET** call
631-749-0302 x144

Email letters to the editor to:
devon.treharne@shelterisland.k12.ny.us
EDITORS: Henry Binder, Emma Gallagher, & Jonas Kinsey
FACULTY ADVISOR: Devon Treharne

STAFF: Abigail Kotula, Emma Gallagher, Henry Binder, Jonas Kinsey, Myla Dougherty, Ben Waife, Daria Kolmogorova, Bradley Batten, Jalill Carter, Jane Richards, & Zeb Mundy

THE INLET is a publication by Shelter Island High School Journalism participants with the support of Brian Doelger and the Board of Education

MR. MATTHEW DUNNING: FROM S.I. STUDENT TO TEACHER

BY JALILL CARTER



PHOTO BY JALILL CARTER

There has been a familiar face around our halls since the fall in the MST wing: Mr. Matthew Dunning. Mr. Dunning, a Shelter Island alumnus from the class of 2014, joined the faculty this school year to assist in science classes while Mrs. Russo was on maternity leave. So, what is it like to go from student to teacher? We caught up with Mr. Dunning to find out how this transition has been and what else he is up to.

Mr. Dunning was raised on Shelter Island, and said about his youth, "I loved growing up here, and I still have a strong connection with my friends I went to school with." Mr. Dunning's high school highlight was playing basketball. His senior year, Mr. Dunning's team reached the regional finals, and was one win away from States. "It was a really fun run with the basketball team for my senior year," he shared with a smile on his face.

After graduating, Mr. Dunning attended Saint John's University in Queens, NY. His college experience was a lot different than his time at Shelter Island School, which is to be expected due to the size of St. John's versus Shelter Island. Mr. Dunning explained, "St. John's was different because it was a new experience with many other students." At St. John's, Mr. Dunning originally declared an education major, but later switched to a major in Sports Management. Post-graduation, he hoped to "get in the door with a sports team," but when he did not find that right away, Mr. Dunning worked for an educational start-up "Upper Campus" for about a year.

Then, this fall, Mr. Dunning applied to be available to substitute teach in our school while continuing his job search. He was surprised and excited when he wound up being interviewed and approved to fill in as a co-teaching substitute teacher for Physics and Chemistry classes. Mr. Dunning explained, "Physics is the one subject I really have a background in and could teach," so the opportunity was fitting. So, what is it like to go from student to teacher in your own school? Mr. Dunning said, "It's been cool to come back here and experience my school from a teacher's point of view. I like that I recognized a lot of faces in the student body...they were kids when I graduated, but now I get to teach them."

Since Mr. Dunning was originally an education major, he came into this position in part to "gauge my interest in teaching" and now, he said, "this experience has validated that education is the path I want to follow." He continued, "There have been times when students came to me for help and we figured something out together, and it felt good..." It seems his time here has impacted Mr. Dunning's outlook and his career path, as Mr. Dunning now plans to go back to school to get his teaching certification. Mr. Dunning's advice to all is one that he has learned in the last year: "you should always take the opportunity to try new things for your future career." As Mr. Dunning found out, doing this can really pay off.

THE MAN, THE MYTH, THE MITCHELL

BY JONAS KINSEY

In a small school like Shelter Island, you are bound to run into many familiar faces. One face we all know well thanks to SITV is Mitchell Rice's. You may think you know Mitchell, but we were on a mission to find out more about the man behind the camera.

Mitchell is currently a senior at the Shelter Island School. Though Mitchell is often quiet in school, he has a "special" sense of humor those close to him know well. For example, when asked to describe himself in a few words, Mitchell said he, "doesn't really know himself well enough to answer." He did confess that his personal heroes are Mick Foley, because he has a very compelling story arc on WWF, and Gordan Freeman (a video game character from "Half Life") for being a very intelligent man, and he wants to be just like them.

Mitchell describes his unique personality as "Batman, but my family is still alive." Speaking of which, Mitchell's mother is Mrs. Corbett, a special education teacher here at S.I. Mitchell also has two siblings; his older brother, Connor, is graduating this year from SUNY Albany, and his younger sister, Angelina, is a freshman here at Shelter Island School.

When asked what his favorite class was, Mitchell

shocked the Inlet staff by saying that he actually doesn't like any of his classes. In fact, Mitchell went on to point out that he doesn't like the concept of school in general because he doesn't agree with the idea of being forced to learn something, wishing to instead learn what he wants on his own accord. "I don't always want to be taking most of the classes I'm in, but I get by." He shares.

When not in school, Mitchell likes to spend his spare time watching old "WWF Monday Night Raw Clips." His favorite shows include "Regular Show," "The Rookie With Nathan Fillian," and "Dragonball." He also enjoys working out in the weight room because "It's a good outlet and it relieves a lot of stress." Mitchell is an adventurous soul who is not afraid to get in trouble and stand up for what he believes is best. Recently, he received what he deemed an "unfair detention" for sitting outside the gym when the school wouldn't allow others to sit outside there anymore, but to Mitchell it was worth it.

Though Mitchell is puzzled why The Inlet chose him to profile, he did volunteer at the last minute that if anyone has any further questions for him, they should "just ask" because he'll "be sure to give you a really low effort answer."



MITCHELL PROFILE PIC | PHOTO BY ZEB MUNDY

A FRESHMAN PERSPECTIVE

BY BEN WAIFE

For many high school freshman, the transition from middle school or junior high is a big deal. In larger schools, starting high school can mean going to a new school campus, getting to know a new building, new faces, new teachers. Being a freshman means being the lowest in the social order and maybe being hazed a bit by upperclassmen. I am a freshman this year and can report that here at Shelter Island School, the high school freshman experience is far from typical.

My freshman experience has not been about getting to know a new building or navigating brand new social situations. Since our school is so small, there isn't a major adjustment from middle school to high school. I am still in the same building and see the same people every day. The biggest change for me personally has been the responsibility that comes with beginning high school. Between homework, school itself, sports,

and extracurricular activities, adjusting to it all has been hard. The pace is different and the demands are increased. I feel the most important thing is always just thinking to myself, "needs before wants." I do not have as much time for "wants" as I once did. I have to manage my time more effectively. I'm not even close to being perfect at that now, but I am getting better. In high school, teachers expect higher standards in the quality

of work. I figured this out during quarter one and had to adjust my own expectations of myself and push myself harder. Yet, the friendly working environment I have been a part of my whole life here at S.I. School has yet to change, and this is comforting. Outside of school, my parents expect the same things they always have, for me to work hard, ask for help when needed, and try my best. This is solid advice to any student entering high school.

COUNTRY MUSIC: LOVE IT OR HATE IT?

BY BRADLEY BATTEN

Country music seems to be a very controversial musical genre amongst our student body. It seems people either love or hate country music, with no in-between. I decided to ask around to try to find out what it is about country music that makes people loyal listeners versus total country music haters. As a disclaimer, I grew up listening to country music and still love it. I mostly listen to country music, some of my favorite artists include Sam Hunt, Florida Georgia Line, and Luke Combs. I don't get what there is to hate about a great country song. Not everyone agrees with me, however.

Junior Zeb Mundy cannot stand country music. When he even considers the genre, it conjures up "trucks and dogs." According to Zeb, country music seems repetitive is all about "trucks, dogs, and beer." Instead of country, Zeb listens to "everything else." Senior Lauren Guernsey is not a country music fan either. She explained, "I find that the beat is boring and I don't like what they talk about in their songs either. It is either too meaningful or not meaningful enough. The only exception is Billy Ray Cyrus, because he is a legend. The song 'I Want My Mullet Back' can't be denied." Senior Amelia Clark has an issue with many country singers, she shared, "I don't like country music either, because a lot of country music singers can't relate to what they are singing about. They are singing about driving their four-wheelers through

their farms, but they live in California in mansions. It seems they can't relate to their own music." Clark did admit, however, "I do love some of Carrie Underwood's songs and I love the song 'Wagon Wheel,' it's fire, but that's about it."

Moving past the country music haters, I was able to find some fellow country music fans. Senior Kal Lewis, listens to country "because it is both soothing and can be energizing." Some of his favorite artists are "Kane Brown, Cole Swindell, and Russell Dickerson." Grace Olinkiewicz also loves country. She "likes the beat of country music and how each song tells a different story." She continued, "I like the song 'Gunpowder and Lead' by Miranda Lambert, because it tells a moving story about a woman who was abused and will defend herself at all costs. I also like 'Hillbilly Bone' by Blake Shelton, that song has a great beat."

If you haven't really given country music a try, I would encourage you to fire up a country playlist...you just might be surprised. Sure, it is not everyone's favorite, but there is a lot more to country than tractors, trucks, and heartbreak; I promise.

BANNING BOOKS: A BAD IDEA

BY JALILL CARTER

Books are meant to teach readers lessons, to allow readers to take something away from the page to think about. Reading books sharpens adolescent readers' "critical thinking skills," and reading is proven to improve writing skills, as well. In my 11th grade English class, we have just started reading J.D. Salinger's *The Catcher in the Rye*. When introducing this novel to us, Mrs. Treharne explained that many schools still ban it and upon its publication (and still today in some communities) the novel was/is considered very controversial due to mature content. I, for one, am thankful that at Shelter Island School, books are not banned, but shared with students, giving students the benefit of the doubt that we can handle mature subject matter.

School is the environment in which adolescents should be allowed to safely explore real world topics, conflicts, and struggles through learning. Texts like *Oedipus the King*, *To Kill a Mockingbird*, *The Catcher in the Rye*, and *The Kite Runner* are all taught in our school. Each one of these texts has content that might be considered controversial, whether it be racism, incest, foul language, or violence. Yet, it is in these books that students experience real life issues and controversies and analyze them under the guidance of teachers and with the input of students in the classroom, all from varied backgrounds. It is important for "dangerous"

books like these to be read and analyzed, because life is not censored.

I am thankful that my school understands and trusts teachers to put controversial books in our hands. Obviously, books need to be taught at appropriate grade/age levels and in appropriate environments, but by the time we are in high school, we understand that how the real world works and to pretend ugly things don't happen by censoring books and not allowing us to read about them, would be ridiculous. Junior Grace Olinkiewicz appreciates the freedom we have to read all types of books and she thinks banning books is bad practice. Grace explains, "[When books are banned] We aren't really banning children from learning, we are protecting them from reality."

Statistics show that banning books is the most widespread form of censorship. That, to me, is a sad truth. I wish that school districts which do ban certain books would have more open discussions about why they are doing so and who might actually suffer if that book was put into the hands of a student, because I would venture to guess learning and not suffering would occur. Students deserve to be able to read realistic, gritty, complex, messy, mature literature. After all, aren't we living in a complex, messy world?

MUSICAL TEACHERS

BY EMMA GALLAGHER

Music is a force that unites us all, and even our teachers enjoy jamming out to their favorite tunes now and then. For this issue, we decided to ask around to get a sense of our teacher's preferred music tastes. Take the challenge and see if you can match the teacher to their favorite artist/band (if you can recognize all of the musicians!)

ANSWERS ON PAGE 5

TEACHER

MRS. TREHARNE

MR. BRENNAN

MR. MIEDEMA

MS. LEEVER

MR. BRIGHAM

MS. COLLIGAN

MS. MAYO

MR. THEINERT

ARTIST/ BAND

THE WHO

THE POLISH AMBASSADOR

MUMFORD AND SONS

DAVE MATTHEWS BAND

DAVID BOWIE

VAN MORRISON

U2

THE CLASH

BABY ARCHIE THEINERT HAS ARRIVED!

BY DARIA KOLMOGOROVA

Congratulations to math teacher Mr. Theinert, his wife, Mrs. Theinert, and big sister Acadia on the birth of their newest family member! The proud parents are happy to announce that Archibald "Archie" Wilder Theinert was born on January 12, 2020, at 9:48 am. Archie weighed in at a healthy 7lbs. 13 oz and measured 20 inches long. Big sister Acadia is reportedly very happy in her new role as big sister. We wish the Theinert family best of luck with their newest addition!



SOPHOMORES SWEEP NHS

BY JALILL CARTER

Yes, you read that right, the ENTIRE sophomore class and one junior has been inducted into the National Honor Society this year. NHS induction is based on grade point average and character, specifically, embodying the “four pillars.” The four pillars include: leadership, scholarship, community service, and character. During the annual NHS dinner at the Ram’s Head Inn, all of the new inductees and their accomplishments with regards to the four pillars were showcased in front of teachers, family, and community members. After eating dinner, members of NHS explained the four pillars, the whole group

recited the NHS pledge, and the new inductees shook Dr. Doelger’s hand, and posed for pictures.

NHS members help raise money for our community and beyond in various service events, some examples being the Souper Bowl, Relay for Life, and Habitat for Humanity. NHS members are expected to maintain their grades and be examples to the student body of the four pillars. For all of the students in the sophomore class to be inducted is nothing short of remarkable, it will be exciting to see what they have planned.



PHOTO BY MRS. MAHONEY
THE LARGE CREW OF NEW MEMBERS OF NHS SMILE FOR A PICTURE ALONGSIDE CURRENT MEMBERS.

HEALTHY RELATIONSHIPS DON’T HURT

BY MYLA DOUGHERTY



This January, the 10th grade health class had the opportunity to learn about domestic abuse and the difference between healthy and unhealthy

relationships from Helen Atkinsons-Barnes, who is part of The Retreat. The Retreat is an organization on the East End of Long Island that is a safe-haven for families and people in crisis or suffering from abuse. The Retreat offers domestic violence and sexual assault services including a 24-hour hotline, counseling, legal advocacy, education, and shelter. Through discussion, videos, and group activities, the 10th grade learned strategies to prevent and respond to unhealthy relationships, and explored the dynamics of healthy and unhealthy relationships. Sophomores were shown safe ways to intervene

when they see abuse happening, and how to support someone who is being abused. To support someone in an abusive relationship, you should first speak up and talk to them, and listen supportively without interrupting. Make sure the person knows you believe them and validate their experience. Educate them about abuse and services that are available to them. You should keep a record of what happens so that you can show authorities if needed. Keep the information confidential, so that the person stays safe, but get help from a counselor, The Retreat, or if needed, the police.

The workshop also discussed red flags in an abusive relationship, including manipulation, stalking, shaming, controlling many aspects of your life, threatening to hurt you or others, and making

decisions for you. After taking this workshop, Valeria Reyes said, “I feel confident that I can spot an unhealthy relationship.” The health class also talked about boundaries and how to establish, recognize, and respect healthy boundaries in intimate relationships, as well as the importance of communication and consent. About the workshop, Francis Regan said, “It showed us that anyone can be affected by domestic violence.” Lily Page said she learned, “how to help a friend if they’re in an abusive relationship.” This workshop was a valuable experience for the 10th grade class, and helped empower them to navigate abusive situations. Contact The Retreat Hotline if you or someone you know is a victim of abuse: 631-329-2200.

HIGH SCHOOLS STUDENTS LEARN SELF DEFENSE

BY EMMA TEODORU

Self defense is an important skill to have, but not everyone knows exactly what self defense entails. Thankfully, Shelter Island School now provides classes for all high school students. The classes were instructed by Sensei Michelle Del Giorno and Kathleen Lynch, and assisted by fifteen year old Emily Glass (a young martial arts expert) and Sensei Tony. Sensei Michelle has over thirty years of experience in teaching and training martial arts, and specializes in Krav Maga, is a form of self defense. Board of Education President Kathleen Lynch first met Sensei Michelle at Sensei’s Epic Martial Arts studio located in Sag Harbor. Ms. Lynch had brought her then twelve year old stepdaughter Emily to a mother-daughter self defense class. It was then that Ms. Lynch realized how important and powerful learning self defense really is. Ms. Lynch explains self defense is, “not learning about fighting, not about getting yourself out of a situation, but just learning how to protect yourself.”

Self defense classes were taught during eighth and ninth periods once a week, for two weeks. The girls were taught during eighth period and the boys were taught during ninth. Sensei kicked off the first class with a question: “What do you think we’re going to be learning today?” Sophomore Daria Kolmogorova volunteered, “How to get out of a dangerous situation?” Fellow sophomore Valeria Reyes added, “How to protect yourself!” Both girls were on the right track.

from dangerous situations. One important maneuver learned was the palm strike. Sensei taught the girls to quickly, but forcefully strike the air with their palms while releasing a yell to gain more power. The girls also learned how to remove themselves from a chokehold, how to sustain balance and strength, and to be aware of their surroundings at all times. Sensei Michelle stressed the importance of having a big presence in dangerous situations. She said, “You have to be aggressive when fighting back, even if that’s not who you are.” Ms. Lynch echoed this sentiment and added, “You can’t worry about making a fool out of yourself, use your voice if you’re uncomfortable.” This was an important thing to hear, because embarrassment

should never come before safety. As class wrapped up, some girls reflected on what they had learned. Sophomore Myla Dougherty said, “I learned that I need to be aware at all times.” Daria Kolmogorova was shocked to learn, “that 1 out of 4 girls in college are assaulted.” And freshman Madison Springer shared, “at first I was unsure about the exercise. For instance, yelling when you are hitting gives you more power.”

Boys were put through the same training, with an added focus about how to diffuse fights before they begin. Freshman Luca Martinez appreciated this, saying, “I learned how to stop situations when

things are getting heated, and the proper way to absolutely “body someone” [take someone down] if things go south.” Freshman Ben Waife also had some takeaways, he said, “I learned that self defense is self protection and not fighting, and that you shouldn’t be the one to engage in a fight. I also learned some ways how to defend myself.” Sensei Michelle wrapped her classes the most crucial thing to take away is “Just awareness. Always being aware of your surroundings, it’s one thing you can easily lose sight of.” A big thank you goes out to Sensei Michelle, Kathleen Lynch, Sensei Tony, and Emily Glass for giving the high school this excellent opportunity to learn such valuable information.



PHOTO BY EMMA TEODORU
THE TENTH GRADE GIRLS BEING INSTRUCTED BY SENSEI MICHELLE



PHOTO BY EMMA TEODORU

TRASHION WEEK FEATURING THE BEST OF SHELTER ISLAND SCHOOL'S LOST AND FOUND

BY ZEB MUNDY

After noticing the school's lost and found pile overflowing, Henry Binder, Emma Gallagher, and Zebulun Mundy decided that a "trashion show" was in order. These items that had been wasting away in a lost pile deserved new life. (Every accessory and piece of clothing worn by the people in the photos was sourced from the pile. If any of it is yours, go check in the lost and found!) Check out the models below and the looks they put together...as they say, one person's trash is another man's treasure!



Photo by Henry Binder
Junior Jalill Carter shows off a multi-layered winter outfit sure to keep him warm and comfortable.



Photo by Henry Binder
Myla rocks an "Urkley" autumn outfit sure to be the talk of Arbor Day.



Photo by Henry Binder
Junior gets creative with a preschool-sized polar bear sweatshirt and a Christmas tablecloth headwrap.



Photo by Henry Binder
Here Junior displays a fancy winter look, making him look like a real snow bunny.

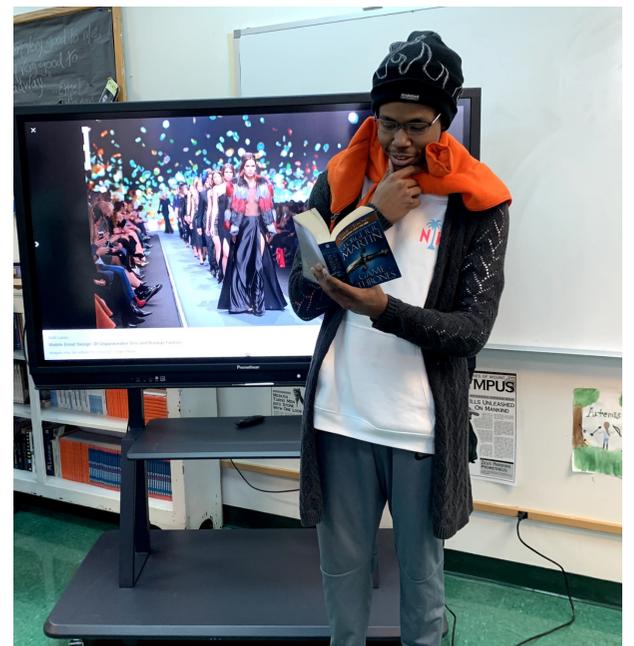


Photo by Henry Binder
Jalill debuts a classy cardigan outfit sure to be the height of library style.



Photo by Henry Binder
Valeria and Franny dripping in the new VSCO Fall collection.



Photo by Henry Binder
Valeria Reyes looks like she won't be getting cold or have any trouble toting her stuff based on how many layers and bags she's rocking.

ANSWERS | MUSICAL TEACHERS

Mrs. Treharne (Dave Matthews Band)
Mr. Brennan (The Clash)

Mr. Miedema (The Who)
Ms. Leever (David Bowie)

Mr. Brigham (Van Morrison)
Ms. Colligan (U2)

Ms. Mayo (The Polish Ambassador)
Mr. Theinert (Mumford and Sons)

COMPATIBILITY QUIZ

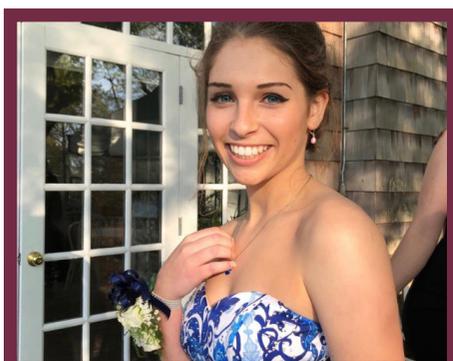
CREATED BY HENRY BINDER AND EMMA GALLAGHER



For this Valentine's Day, two of the Inlet editors have teamed up to help people find their match. As an alternative to binge-watching "Love Island" in the darkness of your bedroom, we have developed a quiz to match students based on their personalities and likeness. Question topics included ideal first date ideas, gifts, opinions on PDA, and general interests. After answering a series of 20 questions, these students have found their best matches, whether they be romantic or just new friends.



- 1. WHAT IS YOUR IDEAL FIRST DATE?**
 - a. Going to the movies
 - b. Having a picnic outside
 - c. Going on a hike
 - d. Going out to dinner
- 2. IF YOU WERE TO TAKE OR BE TAKEN ON A DATE WHERE WOULD YOU WANT TO GO?**
 - a. A pizzeria
 - b. A fast-food restaurant
 - c. Stay in for some old-fashioned home cooking
 - d. A Michelin-star restaurant
- 3. IF BAE DOESN'T RESPOND TO YOUR TEXT / SNAPCHAT IN 5 MINUTES, WHAT IS YOUR REACTION?**
 - a. Dump them
 - b. Snap repeatedly until they respond
 - c. Next time you snap them, wait 5 minutes to respond
 - d. Nothing, they have a life and so do I
- 4. WHAT IS YOUR OPINION ON PDA?**
 - a. Ew.
 - b. In class?!
 - c. It depends where we are
 - d. All the teachers know we are dating
- 5. ANNIVERSARY GIFT?**
 - a. My presence is the present
 - b. A chocolate bar will do
 - c. Sentimental sentiment
 - d. Something worth at least \$100
- 6. YOUR PARTNER LEAVES THEIR PHONE UNLOCKED ON THE COUCH, WHAT DO YOU DO?**
 - a. Post a selfie on their story
 - b. Go through all of their text messages... wait, who's Michelle?
 - c. Turn it off
 - d. Take 5,000 pictures and make your face their home screen
- 7. WHEN'S THE RIGHT TIME TO START KISSING?**
 - a. Before you start dating
 - b. Leave six inches for the Holy Spirit at all times
 - c. The first date
 - d. A few months
- 8. HOW WOULD YOU CLASSIFY YOUR MUSIC TASTE? I ONLY LISTEN TO RAP**
 - a. Whatever is being overplayed on the radio
 - b. Country (Please no)
 - c. My dad and I listen to the same bands
- 9. AFTER GETTING INTO AN ESTABLISHED RELATIONSHIP, WHAT DO REGULAR DATE NIGHTS LOOK LIKE?**
 - a. Chilling at home watching movies
 - b. Driving around
 - c. Doing homework (lol)
 - d. We only hang out on weekends
- 10. WHAT IS YOUR CURFEW?**
 - a. 6 - 8 pm
 - b. 8 - 10 pm
 - c. 10 - 12pm
 - a. 12 - 2 am
- 11. YOUR PARTNER TURNS OFF YOUR MUSIC, WHAT DO YOU DO?**
 - a. Turn your music back on
 - b. Give them the death stare
 - c. Stop the car
 - d. Nothing, I have my music tastes and they have theirs
- 12. HOW JEALOUS ARE YOU?**
 - a. They better not even like anyone else's pictures
 - a. I am uncomfortable when they hang out with someone else
 - a. It depends on the situation
 - a. Not at all, I am usually confident in my partner
- 13. WENNR0SDF?**
 - a. Xsasdecwefva d
 - b. Lo.i8o,ukiymjuuyk
 - c. 3tcyfhug,kt0yrfdx5hn
 - d. 47u5685695767587
- 14. WHAT IS MY RELATIONSHIP WITH ANIMALS?**
 - a. Cats are evil, dogs are not, my new pet snail doesn't move a lot
 - b. I spend \$200 each visit to Petsmart
 - c. They filmed "A Bugs Life" in my room
 - d. Hamster
- 15. WHAT ARE YOUR HOBBIES?**
 - a. Sports / Outdoor Activities
 - b. Music / Art
 - c. I am a professional slacker (Gamer)
 - d. I like to read
- 16. WHERE DO YOU SPEND MOST OF YOUR TIME?**
 - a. My house
 - b. Wherever my significant other is
 - c. With my friends
 - d. At school
- 17. WHAT TYPE OF MOVIES DO YOU WATCH?**
 - a. The classics
 - b. Documentaries
 - c. Comedies
 - d. Whatever is in the theatres
- 18. HOW ENVIRONMENTALLY CONSCIOUS ARE YOU?**
 - a. I am vegan and want to study sustainability in college
 - b. I go to the farmer's market each weekend
 - c. I only buy plastic-wrapped oranges
 - d. I burn fossil fuels in my spare time
- 19. WHAT DO YOU LOOK FOR IN A PARTNER?**
 - A credit card
 - Looks
 - Personality
 - A personal photographer
- 20. WHEN IS A GOOD TIME TO INTRODUCE YOUR PARTNER TO YOUR PARENTS?**
 - They will never meet
 - A few weeks in
 - They already know them
 - A few months in
- 21. LIST YOUR FAVORITE QUESTION:**



Abby Kotula



Lucas Quigley-Dunning



Kal Lewis



Bradley Batten



Myla Dougherty



Daria Kolmogorova



Dan Martin



Ben Waife



COMING SOON! MATILDA: THE MUSICAL

BY MYLA DOUGHERTY

Come support the Shelter Island Drama Club and see this year's play, *Matilda the Musical*, from March 26-29. Based on Roald Dahl's classic children's book, *Matilda the Musical* follows Matilda Wormwood, an intelligent little girl who immerses herself in books. Matilda is belittled by her dimwitted parents, who would rather have her watch TV than read books, and her headmistress, the wicked Miss Trunchbull. Shy, but with a big imagination and the support of her teacher Miss Honey, Matilda dreams of a better life, daring to take a stand against

evil and to take her destiny in her own hands. The cast of leading roles is as follows: Francis Regan as Matilda, Amelia Clark as Miss Honey, Nicholas Labrozzi as Miss Trunchbull, Emma Martinez as Mrs. Wormwood, Zeb Mundy as Mr. Wormwood, Jennifer Lupo as Mrs. Phelps, Emmett Cummings as The Escapologist, Mitchell Rice as Rudolpho, Emma Teodoru as Lavender, Andrea Napoles as The Acrobat, and Bella and Madison Springer splitting the role of Bruce. The cast also includes a large ensemble made up of students grades 8-12.

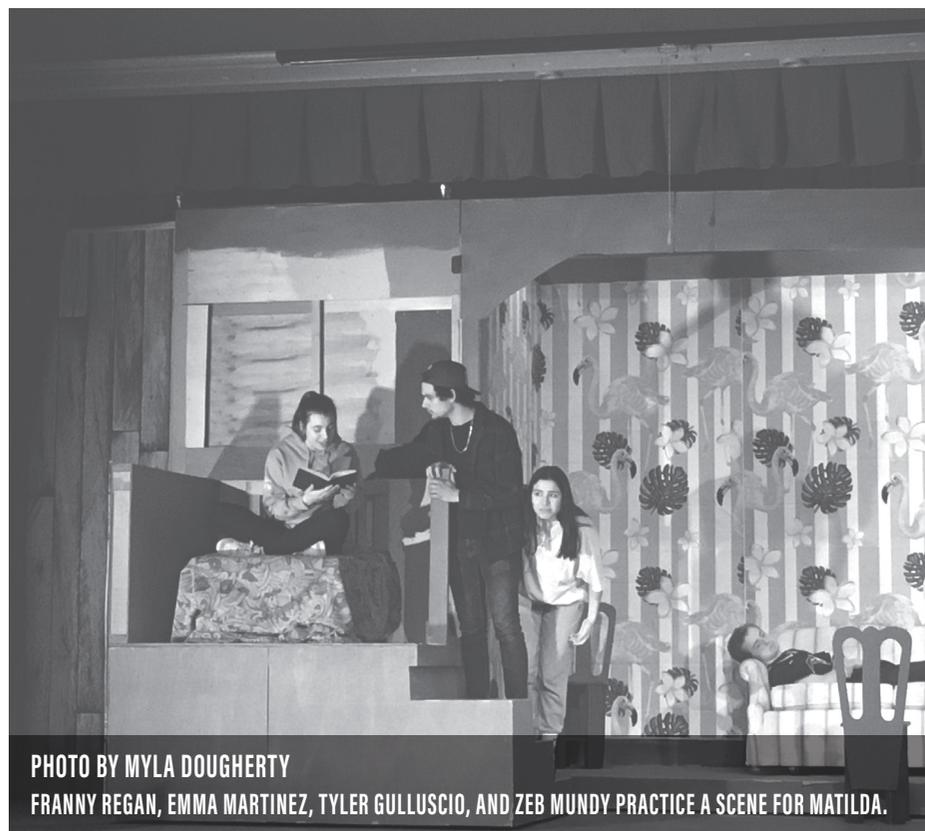


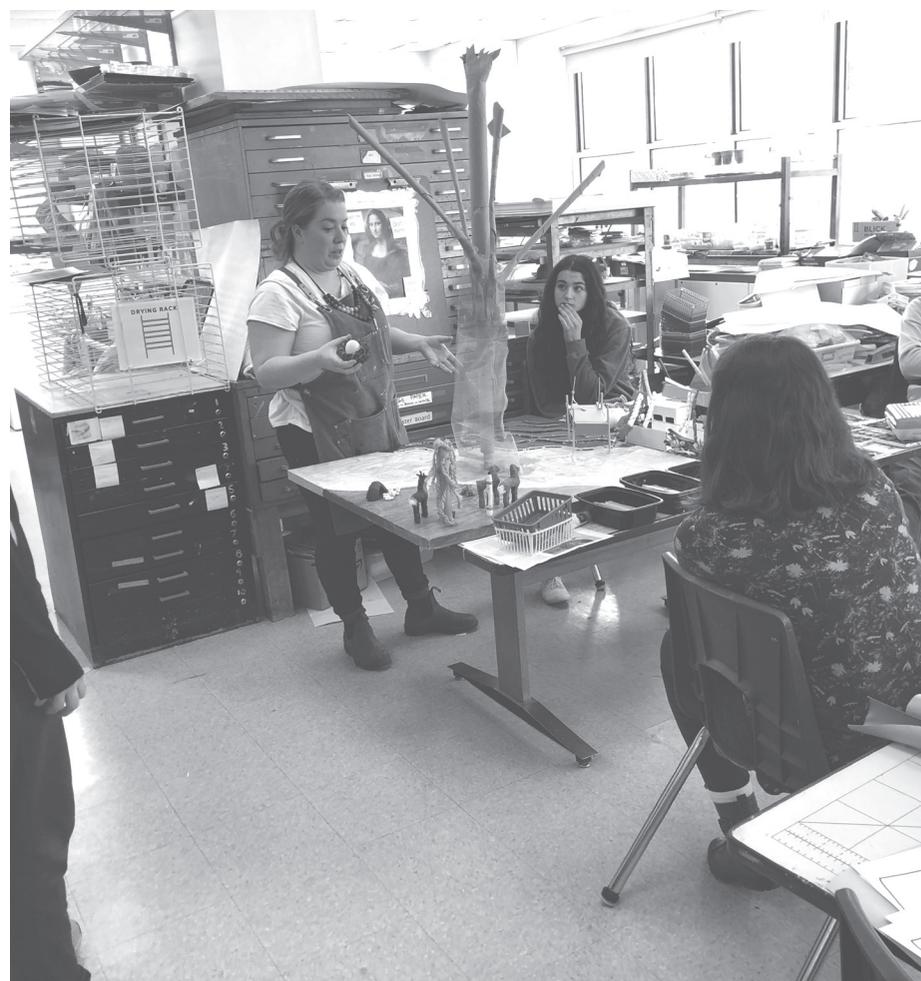
PHOTO BY MYLA DOUGHERTY
FRANNY REGAN, EMMA MARTINEZ, TYLER GULLUSCIO, AND ZEB MUNDY PRACTICE A SCENE FOR MATILDA.

DNA OF SHELTER ISLAND

BY JONAS KINSEY

Have you recently walked into the art room and wondered what the massive sculpture lying around is? According to art teacher Mrs. Brigham, "we've named it the 'DNA of Shelter Island!'" When examining the sculpture, one immediately notices the large tree at the center, alongside waves at the side. Mrs. Brigham proudly explained, "the sculpture incorporates

all sorts of elements of Shelter Island into one sculpture." This new project, which has been the focus of Mrs. Brigham's period 8 Sculpture class for many weeks now, is being made for a special temporary showing in the Parrish Art Museum for selected schools. If anyone wants to help work on finalizing the sculpture, Mrs. Brigham openly encourages anyone to "step on down!"



UNCOVERING HISTORY FROM THE SAND OF SI'S BEACHES

BY EMMA GALLAGHER

Many people have been to the Historical Society or Sylvester Manor and learned about the more recent history of Shelter Island. However, even before Europeans arrived on our island, Native Americans lived here for thousands of years. This evidence lies in the many arrowheads that have been recovered from the shores of our beaches. On January 9th, the 4th grade class had a visit from John Pagliaro, who enthusiastically engaged the students in an animated display of culture and evidence of Native Americans on Shelter Island. He brought with him several large display cases with many different types of arrowheads. He has been uncovering arrowheads on Shelter Island for ten years now. Mr. Pagliaro told the students that the evidence shows that humans have been on Shelter Island since the last Ice Age about 12,000 years ago. To put this span of time in perspective, he noted that the ancient Egyptians lived 5,000 years ago. He described the process of carbon dating and how scientists can use it to determine the relative age of the arrowheads with ancient carbon sinks, such as fire pits. When asked why they thought arrowheads were the "iPhone 11 of their time," one student answered, "because they were

expensive?" Though this was a great guess, Mr. Pagliaro explained how the arrowheads were the most important piece of technology of their time because they kept people alive. He also described how ancient people were taught to make arrowheads by their parents and treasured them because they were hand carved.

Mr. Pagliaro educated students on the different shapes of arrowheads and how they were influenced by the people's needs. For example, tiny arrowheads were used for fishing, and larger arrowheads were used for larger mammals. Interestingly, Mr. Pagliaro explained how you can tell if a certain spot was a good fishing spot because there is a higher concentration of tiny arrowheads uncovered. From this, we can tell that many of the fishing spots that were good thousands of years ago are still good now. Before leaving, Mr. Pagliaro pointed out the names of local Shelter Island landmarks such as The Chequit and Mashomack. These names demonstrate the European use of Native American words. This illustrates the process of cultural diffusion, as the two groups shared language long ago. Of course, the students wanted to know how Mr. Pagliaro found so many arrowheads. Typically, after a



FOURTH GRADE STUDENTS GATHER AROUND TO SEE MR. PAGLIARO'S FASCINATING DISPLAY OF ANCIENT ARROWHEADS THAT HE HAS UNCOVERED ON LOCAL SHELTER ISLAND BEACHES.

windstorm at low tide, he goes to beaches such as those at Kissing Rock or Louie's beach to search for arrowheads in freshly turned sand. He told the students that if they are patient and look very carefully, they might find arrowheads

too. He recommends looking every day for at least five minutes, because every day the beach is different. Next time you are at the beach, look carefully down at the sand and maybe you can find a relic of our island's history too!

SENIOR CATCH-UP

BY ABBY KOTULA

Senior year feels like the end of an era. Students are finishing up their high school journey and beginning to plan for a whole new life. Selecting a college or a future path is a huge ordeal: picking where you want to live for the next four years based on limited online research and maybe one or two visits? This may be the biggest decision for the class of 2020 so far. Nonetheless, a few S.I. seniors have already made their decisions through early action college admissions. Early action means you apply to the school by sometime in November and get to hear back earlier than if you applied

with the regular deadline. The upside to early action is that it is non-binding, so you don't have to commit immediately, unlike early decision, which is binding.

The first to commit to his future was Kal Lewis; an astounding athlete and mathematics brainiac. On November 13th, Kal signed on to run track and field at the University of Iowa in the fall of 2020. Kal is ecstatic to be attending Iowa, saying, "I'm very excited to be a part of a Division 1 cross country and track team. I'm looking forward to living a different kind of lifestyle and I think I will adapt to it very well."

After Kal was Walter Richards. He committed to SUNY Cobleskill on November 25th. Walter will be studying Landscape Contracting, exclaiming "I can't wait to start the next phase of my life."

Next to commit was Lauren Gurney: planning to attend the University of Maine this fall, she knew it was her top choice before she even visited. "I can't wait to be up at UMaine because it's very research-based and there are people who are just like me up there. Not to mention, Acadia National Park is at my doorway!" Lauren committed on the 20th of December, and is very excited to enjoy the scenery of the beautiful state

of Maine. Abby Kotula committed on December 26th to Southern New Hampshire University, where she will be studying both environmental sciences and project management. Lastly, there are a couple of proud new Marine recruits roaming the halls of the school. Dan Martin and Keith Taplin officially signed 8-year contracts to join the Marines on January 17th of this year. When you pass them in the halls, make sure you congratulate everyone on their commitments!

CLASS OF 2020 THESIS PAPER TOPICS

BY JONAS KINSEY

Are you excited to read about what topics the senior class of 2020 have chosen for their senior thesis papers and OCE (Oral Comprehensive Exam) presentations? Well, you're in luck. Below is a list of everyone's interesting, and widely varying, thesis topics. Make sure to check them out!

EMMA GALLAGHER: Vegan shaming and the implications of veganism in society

LYNG COYNE: Gene editing with crispr cas9 and what is appropriate use for this technology in the future

ABBY KOTULA: Cruise line industry pollution: its impact and how to solve it

KEITH TAPLIN: The rise of the hip hop and rap industry in America's modern society has piqued the interest of many, but the biggest listeners are adolescents. Expanding the use of this artistic music in schools, and in the real world, will engage our youths to be more productive citizens, more engaged in school, and broaden their creativity within their home life.

CARLOS MORALES: Additional driving/road/vision tests should be mandatory in the United States for citizens over a certain age

LUCAS QUIGLEY-DUNNING: Immigration restrictions' effects on local business/economy

AUDREY WOOD: Advances in 3D printing show great promise in the fields of education and medicine

LUKE LOWELL: In order to protect fish populations throughout the world, it is vitally important to place strict and researched regulations on many varieties of commonly fished saltwater species

MARIA CARBAJAL: The mistreatment of immigrants at the U.S./Mexico border has led to the inhumane separation of families. The United States must take swift action to remedy this human rights crisis.

JEN LUPO: Although the rights of the unborn children are a vital aspect of the pro-life movement, the effects of abortion on potential mothers, such as PTSD, and other psychological problems should be elevated to the same level of concern

LAUREN GURNEY: The importance of cutting down ocean acidification

JONAS KINSEY: Cardio exercise as a treatment for depression

MITCHELL RICE: Friedrich Nietzsche influenced modern psychology more than Sigmund Freud

AMELIA REITER: Children in high school with attention deficit hyperactivity disorder are not having their educational needs met in public schools; alternative methods such as vocational training, modified exams, and student movement should be utilized to keep students engaged

JEN COOKE: The clothing design, cinematography, and sexualized movements present in many DC and Marvel films cater to the male gaze

KAL LEWIS: Music positively enhances brain development by increasing memory, creativity and cognitive function

WALTER RICHARDS: The modern-day problem of nutrient-poor soils should not be solved by fertilizers, but rather by the addition of organic material such as humus, manure, and the usage of microorganisms in soil

HENRY BINDER: The psychological makeup of the American school shooter and how schools should have more comprehensive psychological testing and treatment of all students

DAN MARTIN: Strength training has been proven to be very beneficial for young people. The elderly can additionally benefit as strength training lessens risk of injury, improves mental health, and can alleviate symptoms of Alzheimer's Disease.

BETO MORALES: Many children's toys contain toxic materials that cause serious damage to children and parents. Therefore, manufacturers around the world need to have stricter regulations and safety standards to ensure child safety.

AMELIA CLARK: The Life 360 app: Creating controlling parents raising dependent children

NICHOLAS LABROZZI: How America's middle/high schools' prioritizing of academic success, productivity, and extracurriculars come at the expense of adolescents dealing with bullying, depression, and other mental health struggles. Adolescent mental health must become a priority.

THE SHELTER ISLAND FILM FESTIVAL

BY HENRY BINDER

The 1st (and hopefully annual) Anita Thatcher Shelter Island Student Film Festival has been announced. During an assembly in late December, Superintendent Dr. Brian Doelger, S.I. Library librarian Ms. Lucas, and local artist Pieter Waldner, announced the exciting new opportunity to grades 7-12.

Anita Thacher was an artist, a filmmaker, a part-time resident of New York City, and a part-time resident of Shelter Island. Thatcher's dedication to filmmaking and the arts is nationally recognized, and her films have been admitted into the Academy of Motion Picture Arts and Sciences Archives, and are being restored to their former glory. Anita Thatcher passed away in 2017 and her family sought a new and creative way to continue her artistic legacy. Librarian Ms. Lucas explains, "Anita's husband and I talked about how we could honor her, so what we've decided to do is create this student film festival." With a generous donation left for the library in Mrs. Thatcher's name, the film festival is now in its beginning stages.

This short film competition is open to interpretation by students (within reason), and the library is excited to see what the students brainstorm. The library will hold meetings every couple of weeks to ensure students are on track and have a solid topic to build their films from. The library will be purchasing camera equipment that can be signed out and used to

produce independent films.

During the introductory assembly in late December, Peter Waldner, local artist, and cartoonist for the Shelter Island Reporter showed portions of a short film of his own titled "Behind Curtains." Waldner's film focused on the production of the Shelter Island School play "Curtains" a few years ago. Waldner explained the work that goes into filming and editing a short film, saying, "we used a small camcorder to record over 120 hours of film over three months and got it down to an hour, and then down to fifteen minutes." For this film festival competition, students will have access to new technology, and be able to edit their films in real-time, which makes the process of filmmaking and film editing much more accessible. Waldner admits to not being a professional cinematographer and shared as a form of motivation to students, "Every time I watch this film, I cringe, because I see all the little things I did wrong, I see all of the mistakes and that's how you improve, through your mistakes."

There will be a red carpet premiere for the film festival in May when the competition ends. Sign up now at the Shelter Island Public Library or stop in for further information on how to become a part of this new and exciting opportunity honoring Anita Thatcher!



PHOTO BY HENRY BINDER
DR. DOELGER ALONGSIDE LIBRARY REPRESENTATIVES EXPLAINS THE CREATION OF THE ANITA THATCHER FILM FESTIVAL.

ZEB'S ONION

By Zebulun Mundy
Shelter Island's Finest News Source.

Zeb Mundy facing disciplinary action for inappropriate support of his own team
Zebulun Mundy was reportedly escorted out of the gymnasium at a recent basketball game for telling the ref that he made a good and respectable call.

Kash Keith's Road to Success
Kash Keith scores his 1000th point in recess basketball.

TikTok Twitches
Shelter Island School forced to ban TikTok dances because students put more effort into learning "Renegade" than their times tables.

Kash Keith and Ms. Leever dropping spring album
Local rapper Kash Keith was recently spotted collaborating with Sag Harbor hip hop artist and S.I. School Spanish teacher, Ms. Leever. Their album drops in June, a reported U.S. tour to follow.

MIDDLE NAME MATCH-UP

BY DARIA KOLMOGOROVA

Do you know your best friend's middle name? What about your classmates'? We asked around about middle names; see if you can pair Shelter Island students' first names to their middle names below.

- | | |
|---------------------|---------------------|
| 1. Alexandra | A. Milagros |
| 2. Elijah | B. Daniel |
| 3. Ariana | C. Rose |
| 4. Zebulan | D. Agnes |
| 5. Henry | E. Nathan |
| 6. Tyler | F. Nolan |
| 7. Isabella | G. Erin |
| 8. Taylor | H. Louise |
| 9. Grace | I. Melanie |
| 10. Olivia | J. Janeé |
| 11. Devon | K. Elaine |
| 12. Emma | L. Jerome |
| 13. Jonas | M. Aaron |
| 14. Bradley | N. Wyatt |
| 15. Ralph | O. Alexander |
| 16. Kenneth | P. Richard |

KEY IS ON PAGE 11

SHELTER ISLAND SCHOOL'S NEWEST POP-UP ART INSTALLATION

BY EMMA GALLAGHER

It began with one. On Wednesday, December 11, the first Baby Yoda picture appeared in the MST wing. In a matter of days, hundreds of Baby Yoda memes plastered the hallway. For the love of a good meme, our school community, middle schoolers, high schoolers, and even some teachers, were united in admiration for Baby Yoda. Who was the ringleader of this strange, yet beautiful event? The answer is none other than freshman Hayden Rylott. One morning as Hayden and his friends gathered to admire the masterpiece, I, of course, had to ask Hayden where his inspiration came from. Hayden simply told me that one day his younger brother, Jaxson Rylott and friend Harrison Weslek, told him to tape a picture of Baby Yoda to the wall. He added a few more, then others began to contribute, and, as they say, the rest is history. I also had to ask Hayden if he thought this craze would stand the test of time. He answered, "as long as it is

not interfering with a classroom and if nothing is inappropriate then, yes." Hayden had plans to continue the pictures down the staircase, but it has since been taken down. Though it lived for only a short time, the Baby Yoda wall will certainly live in the memory of many.



SHELTER ISLAND: A DECADE LOOKBACK, 2010-2020

BY BEN WAIFE

As our school enters a new decade, let's look back at some of the events and changes that have happened in the last 10 years:

IN 2010:

- Our Superintendent was Mr. Robert Parry
- There were 19 kids in the kindergarten class
- Mrs. Jacki Dunning had the same haircut (but a different color)
- Chromebooks? What are those?
- Miss Saigon was the school musical
- Some teachers still used overhead projectors (instead of smartboards)
- The Junior High existed on the 3rd floor, watched over by the Gibbs's
- The Class of 2020 was in 2nd grade
- We had a Sailing Club
- We combined for football soccer with Greenport High School
- Driver's Education students drove a used white sedan with Mr. Reardon in the passenger seat

IN 2020:

- Dr. Doelger is our school superintendent (the 5th since 2010)
- There are 18 kids in the kindergarten class
- We have MST and Humanities departments/wings
- 25 of 67 faculty members taught here in 2010
- We have a school garden
- Matilda is our school musical
- We have a Coding Club and an LGBTQ+ Club
- Driver's Education students drive a well-used white sedan with Mr. Conrardy in the passenger seat

MR. BRIGHAM: A DAY IN THE LIFE

BY BRADLEY BATTEN

To start his day, Mr. Brigham usually wakes up at around 12--no, not 12 p.m., but 12 a.m., when most people are either sleeping or going to sleep. So, what is he doing at midnight when he wakes up for “the day”? At that time, Mr. Brigham likes to watch “whatever [NBA] west coast games are on.” Mr. Brigham enjoys the quiet of his household at this hour and along with watching the NBA games, he will wash dishes and get busy “preparing materials for the next day.” Since Mr. Brigham has tons of time in the morning, he will make his children a nice breakfast to start the day. For himself, though, Mr. Brigham will make his favorite breakfast to start the day: steel cut oats with fruit.

On workdays, Mr. Brigham comes to school and has a regular school day with 9 periods, just like all of us. When he gets home from school,

he does “what every other parent does,” which includes helping with homework and cleaning around the house. Mr. Brigham also coaches CYO basketball for his youngest son’s team and soccer, as well.

On weekends or vacation days, Mr. Brigham enjoys going outside “as much as possible.” He will preferably spend his days going on bike rides and working on the house. He says, his “whole goal is to never be inside, unless I have to.”

In Mr. Brigham’s opinion, the shift in hours is what is most unique to him. He regularly “watching things [on television] that people probably watched four hours ago.” And, with his midnight wake up, Mr. Brigham does not have a set bedtime. Instead, he goes to bed “whenever by body tells me it’s time to go to bed,” which most of the time is very, very early.



PHOTO BY BRADLEY BATTEN

A DAY IN THE LIFE OF B.O.C.E.S. STUDENT WYATT CONGDON

BY ABBY KOTULA

“I found out from my older brother, Wesley,” junior Wyatt Congdon explained when asked how he first became interested in attending B.O.C.E.S. “Wesley told me there was a program I would really enjoy.” Wyatt is now in his second year of the automotive program at B.O.C.E.S. in Riverhead and it has been a great fit for him. B.O.C.E.S. offers vocational and technical education to students in a variety of disciplines. For Wyatt, with his well-known love of cars and trucks, the automotive program was a no-brainer.

Wyatt says, “I grew up in my father’s shop,” and this was the catalyst for his love of cars. When he is not out and about with friends, the shop is where he spends his days. Congdon thought about B.O.C.E.S. as an educational option for a while, but when he discovered there was an automotive program, he was immediately drawn to it.

Each school day, Wyatt, and a few other Shelter Island students leave on a bus at 11:35am and travel to the B.O.C.E.S complex in Riverhead where they start their day. From here, he takes notes about whatever topics they are currently studying (most recently electrical studies) and learns about different engines. His favorite part of the day, though, is “getting into the shop where we actually get to fix cars,” Wyatt admitted. B.O.C.E.S. teaches students through hands-on learning experiences, so they are always interacting one-on-one with what they love to do. Wyatt confesses he and his fellow classmates mess up and break a lot of cars, however, it is all part of the learning experience.

“Sometimes you learn more from your failures, which is what makes it so interesting,” he shared.

Wyatt aspires to be an automotive technician after high school, and jump right into the workforce. B.O.C.E.S. is a two-year program, and at the end, he will receive a certification to be an automotive technician, which will place him ahead of many of his peers in being career ready. Wyatt is very excited to continue with B.O.C.E.S. because he learns more and more everyday about what he is really interested in. “If you have a true passion, I recommend B.O.C.E.S. because it gets you out of the classroom and helps you focus on what you really want to learn,” he reflected. If you are in 10th grade or below, and interested in B.O.C.E.S., talk to Mrs. Tuthill about it to see if there is a perfect program for you!



PHOTO BY ABBY KOTULA
JUNIOR BOCES STUDENT WYATT CONGDON

THE CLASS OF 2019 SCHOOLS THE CLASS OF 2020 ON LIFE AS A COLLEGE FRESHMAN

BY HENRY BINDER

Typically when high school seniors move on to college life, they are surprised by many things, even though they have long anticipated this sudden lifestyle change. During their college winter break, some students from last year’s graduating class came back to our school to talk with this year’s high school seniors to shed light on the transition from high school to college life. Shelter Island alumnus Nico Seddio, Ella Mysliborski, David Neese, Ethan Renault, and Camryn Page were nice enough to give the current senior class of 2020 a college rundown from a freshman’s perspective.

David Neese is attending Stony Brook University and is studying Math Education. He was formerly enrolled as a Computer Science Major, but decided quickly it wasn’t his calling. Stony Brook University is a college of around 25,000 students, and to David, “the campus is quite large.” David detailed his class schedule to high school seniors and explained that time management is paramount; David does not have classes on Fridays and uses it to his advantage as a “homework and chore day.” David also shared how helpful gaining college credits during high school was for him. The St. John’s credits David earned from his College English 12 class taught by Mrs. Treharne meant he didn’t have to take Writing 101 or Writing 102 his freshman year and it gave him “great flexibility in scheduling during his freshman year” and he is “grateful he went for the credits in high school.” David said that the hardest class he took semester one was Calculus II, which “required a lot of focus and dedication,” but most of his other courses were manageable. As for other important advice David passed along, he stressed, “office hours are useful, and you should take advantage of them” and “time management is key.” He said to his audience of high schoolers, “you are used to being in school from 8am to 3pm, but at college you only have coursework for three hours or so a day, which means you have to be really regimented with the rest of your open time.” David also noted that his roommates are

very quiet and not very social, but that is fine, because as he said, “I made most of my friends in my classes, you should introduce yourself to the people who sit around you, you will see them everyday.”

Nico Seddio is currently enrolled at Providence College in Providence, Rhode Island, where there are around 5,000 students. At Providence, Nico explained that freshmen have a lighter course load: “they give us four classes [instead of the typical 5] to make it easy when adjusting to college.” Nico also enlightened seniors on how at times the library might be the worst place to study. He said, “I mostly study in my room because my roommates are pretty focused and I don’t like the library that much because you have to see everyone you know, and that can be distracting.” Nico had another unique perspective when he shared, “In my opinion, college is a waste of money... but I’m still going. I am honestly torn between it being the biggest waste of time, and the greatest month of my life.” Why he feels this way was not entirely clear, but Nico has no plans to leave Providence and later enthusiastically encouraged seniors to join on-campus activities and intramural sports. He said, “you meet a lot of interesting people when you get involved, join different sports teams, the intramural scene is an intense competition.”

A final bit of advice Nico passed along was about the interesting social dynamics the first few weeks on a college campus. He shared, “there is definitely an opening [in the first couple of weeks] where people are open to making friends and being friendly to everyone, and then it closes because everyone people have solidified a group, or think they have, but then that erodes and many people begin to notice that the people you met the first day of college are not your best friends, and you can find people that better suit you.”

Camryn Page currently attends Unity College in Maine, and she describes it as a very “outdoors school,” and she is studying Conservation Law Enforcement. Because her school is so nature-

based, Camryn was in a “special program” during her first semester in which she had four classes a week, and on Wednesdays, she would go on field trips throughout Maine. These trips were centered on experiencing nature where they went canoeing, hiking, and did many other activities. When asked, “if it was cold,” she laughed and replied, “it’s Maine.” Camryn has the core classes most college students take, but like David, she did not have to take an English class because she took the College English class in high school. Camryn explained that making friends may seem daunting at first, but you have to “become used to going up to random people and introducing yourself.” Camryn also had a harrowing roommate story to tell, but left seniors with hope that a lousy roommate can be rectified. After she and her roommate had issue, Camryn sought out another girl in the same situation and they were able to switch rooms together. “If something is not going well, seek help,” Camryn encouraged.

Ethan Renault is enrolled at SUNY Polytechnic University in Utica, New York. Ethan is studying Mechanical Engineering, which he enjoys very much. Nearly 3,000 students are enrolled in SUNY Polytechnic University, “but for the most part, the students are commuters, so you don’t see most of them,” Ethan explained. Ethan is taking a full course load and reports he spends about three hours on homework each day and uses Thursday as a chore and homework day. Like David, Calculus was Ethan’s most difficult class so far. He persisted through the Calculus challenge and echoed the words of fellow freshman saying, “even if you don’t like your professor, go to their office hours, especially if you cannot understand them or the content they are teaching, it goes a long way.”

Ella Mysliborski currently attends Loyola University, Maryland, which is in Baltimore, and there are approximately 6,000 students enrolled. Ella follows a fairly strict daily routine and prefers to go straight from classes to the library to get all of her work done. “Most days,

I will be in the library from 2pm until 8pm,” she explained. Ella finds doing homework in her dorm is ineffective, and prefers to study in the library where there are fewer distractions. “You have classes three hours a day, and it’s very easy to lose track of time, and then all the free time you thought you had, was just wasted, so time management is everything” she emphasized. Ella says that learning to manage your time gradually comes to you, but the real challenge is “learning to balance work and fun.” Socially, Ella explains that “you will find your group of people, and your roommate doesn’t have to be one of them.” Ella says she would highly recommend “going random,” instead of finding a roommate ahead of time on social media, as she did. Ella’s roommate is nice, but preselecting each other set up a dynamic which made her feel like they had to be friends, and when Ella wants her space or to hang out with others, it can become awkward. Another significant aspect of Loyola is studying abroad, according to Ella. “Almost everyone studies abroad junior year; it’s a norm,” she adds, and something she plans to do. After a semester of college, Ella is shocked by the amount of money she spent. “You Uber to get food, and then you Uber to go anyplace on the weekend, and it adds up quickly,” Ella explained, so save up now, ingoing college freshmen.

Collectively, the former students who came to speak with seniors are having a positive college experience. Coming back to the island for the long winter break proved to be its own adjustment, according to the whole panel. Ella put it best, saying, “You are in college with a new life, meeting new people, becoming independent, and then you come back to the island, and you have to live with your parents again, and it just feels weird.” Seniors appreciated the candid advice from the Class of 2019 and are already curious to see what bits hold true when they begin their own college journeys.

MIDDLE NAME MATCH-UP KEY

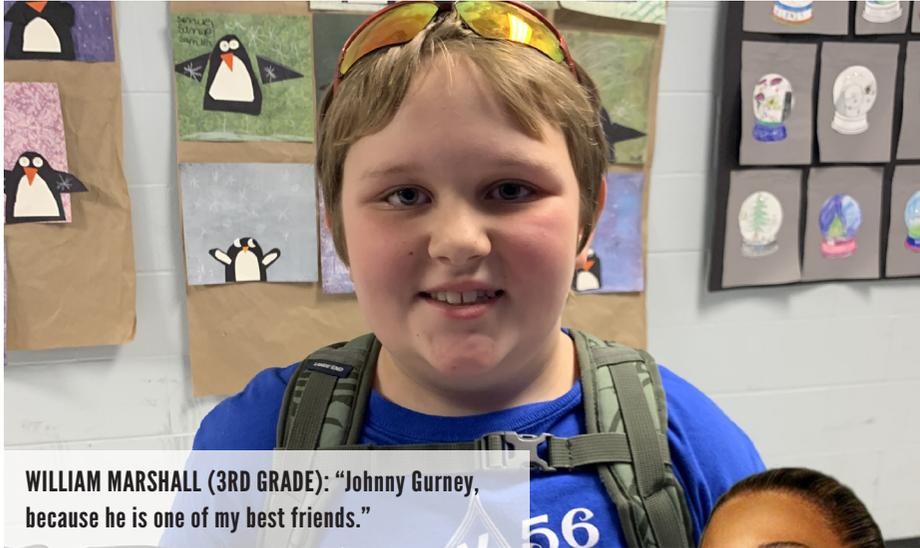
BY DARIA KOLMOGOROVA

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|----------------------|----------------------|-------------------|-----------------------|
| 1. ALEXANDRA MELAINE | 5. HENRY DANIEL | 9. GRACE AGNES | 13. JONAS MASON |
| 2. ELIJAH NOLAN | 6. TYLER RICHARD | 10. OLIVIA ELAINE | 14. BRADLEY AARON |
| 3. ARIANA JANEÉ | 7. ISABELLA MILAGROS | 11. DEVON ROSE | 15. RALPH WYATT |
| 4. ZEBULUN JEROME | 8. TAYLOR ERIN | 12. EMMA LOUISE | 16. KENNETH ALEXANDER |

AROUND THE HALLS FANTASY COMPANION EDITION

BY BEN WAIFE

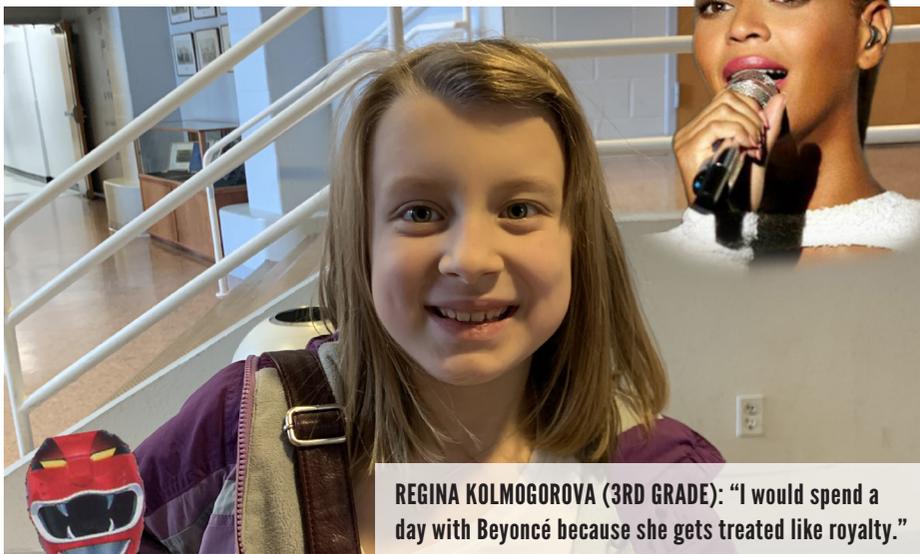
In this issue of "Around the Halls," we asked: "If you could spend a day with anyone living or dead, who would it be and why?" Read on to find out what our students and faculty had to say!



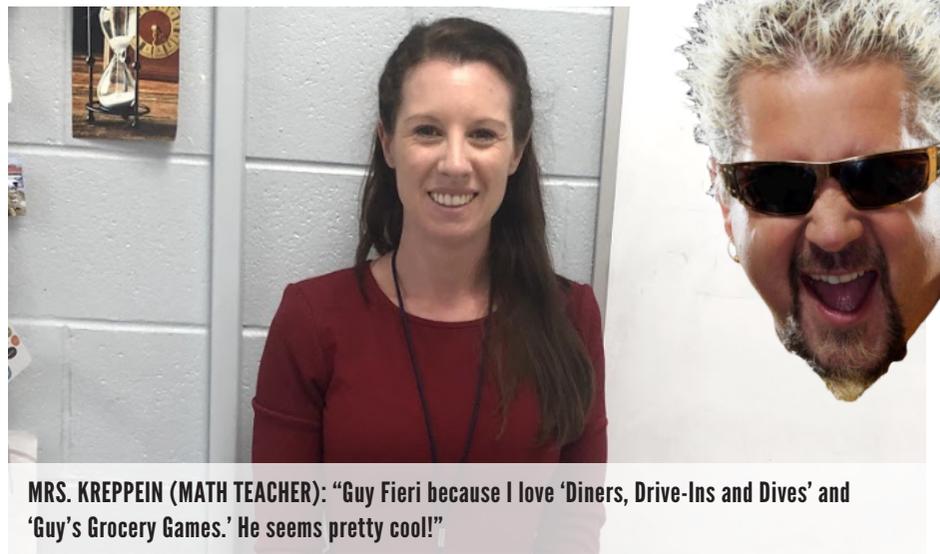
WILLIAM MARSHALL (3RD GRADE): "Johnny Gurney, because he is one of my best friends."



MICHELLE MARTINEZ (3RD GRADE): "Ariana Grande because she's a good singer and I love her voice."



REGINA KOLMOGOROVA (3RD GRADE): "I would spend a day with Beyoncé because she gets treated like royalty."

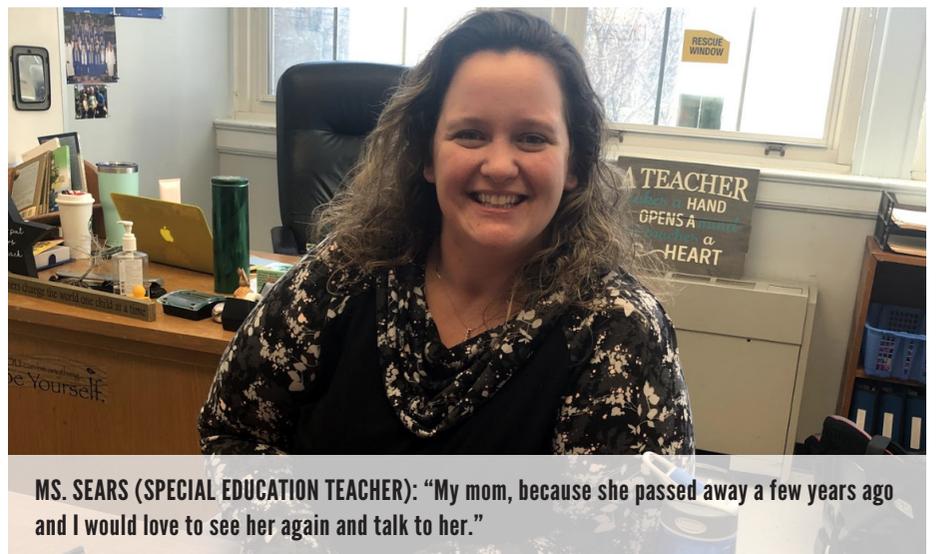


MRS. KREPPEIN (MATH TEACHER): "Guy Fieri because I love 'Diners, Drive-Ins and Dives' and 'Guy's Grocery Games.' He seems pretty cool!"

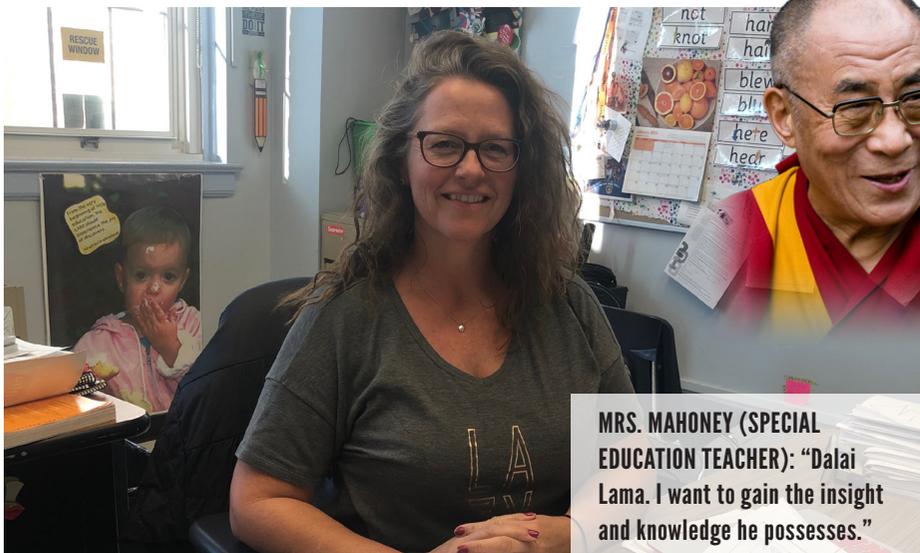


LILY PAGE (10TH GRADE): "The red Power Ranger because he's cool and he would save me from bad things."

OLIVIA OVERSTREET (10TH GRADE): "Kevin Hart because he's tiny like me and I want to see if I'm taller than him, and he's funny."



MS. SEARS (SPECIAL EDUCATION TEACHER): "My mom, because she passed away a few years ago and I would love to see her again and talk to her."



MRS. MAHONEY (SPECIAL EDUCATION TEACHER): "Dalai Lama. I want to gain the insight and knowledge he possesses."



MR. CONRARDY (TECH TEACHER): "Nick Offerman, AKA Ron Swanson. He seems like a cool dude and he likes woodworking. He is basically my spirit animal."