



PHOTO BY CORRINE MAHONEY

Dr. Frank Emmett and his third grade class meet C.J. Doon, author of the message in a bottle.

Lost and Found

BY LISA KAASIK AND JILLIAN CALABRO

The room buzzed with excitement on March 8th as our third graders streamed into Dr. Emmett's classroom, spiritedly glancing and whispering about the 19-year-old young man standing at the front of the room. To them, 19-year-old C.J. Doon from Sayville, NY is nothing short of a celebrity. How did he attain this status? It all began ten years ago when he wrote a message, sealed it in a small plastic bottle, and threw it into the sea from his boat floating off of Gardiner's Bay. As a nine year old boy, C.J. never would have dreamed he would spark the imaginations of a classroom of children just like him.

In December of this year, third grade teacher Dr.

As the students' eyes lit up, it was obvious that C.J.'s act of kindness resonated.

Frank Emmett stumbled upon C.J.'s bottle on the beach at Ram Island Causeway and attempted, with the help of his third grade class, to decipher the decade-old message. Although much of the message was illegible due to the passage of time and exposure to elements, Dr. Emmett and his students managed to read a phone number and a few words on the note that is older than

most of them.

C.J., meanwhile, had completely forgotten about the August day back in 2002 when he sent the bottle on its way, so he was stunned to hear that someone had found it. Dr. Emmett's British accent initially misled C.J. into thinking the bottle had travelled much farther than its actual brief geographical journey C.J. shared, "I heard his English accent and I thought it couldn't be true." Even after clarifying where the bottle was recovered, C.J. remained in disbelief that his message had been found by a teacher and shared with his classroom of students.

The third grade went on to send letters to C.J., some

LOST AND FOUND CONTINUED ON PAGE 8

Flip this school

BY MACKLIN LANG

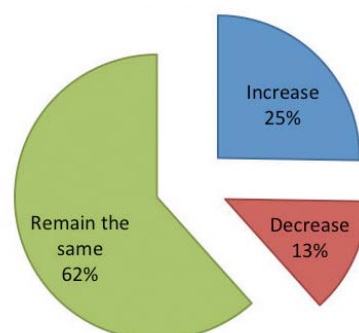
Change is in the air! Many students have heard the rumors of the change in the classroom locations that will go into effect next year.

Well, those rumors were put to rest by Dr. Hynes himself, "Next year, what is now the Middle School will become a Humanities wing, the High School a Math, Science, and Technology wing, and the computer lab also

might come up to the high school."

Not surprisingly, many students are discontented about the change and the reasons for it. In fact, many thought it was just a "change to make a change." Dr. Hynes, on the other hand, illuminated plenty of positive aims of this shift. He explained, "It's hard to say a main reason [why], mostly to ensure that every student who graduates is proficient in read-

FLIP THIS SCHOOL CONTINUED ON PAGE 9



How restructuring the school may affect bullying.

Exciting stories we're working on:

- Websense: Necessary or censorship?
- "The Harlem Shake," screaming goats, and other bizarre web trends
- Phones in school
- The ultimate senior section
- All things prom



Donna Matlock



Deb Sears

Getting to know...

The Inlet is providing interviews with Shelter Island school educators and support staff so students can get to know them better. In this issue we acquaint you with Donna Matlock and Deb Sears.

Mrs. Donna Matlock

BY CONNOR RICE

As soon as you hear Mrs. Donna Matlock's melodious southern accent, it's easy to tell she isn't from around these parts. Mrs. Matlock is a new special education teacher in the high school and she comes to us from Tennessee. Mrs. Matlock grew up in Union City, Tennessee, a town of 16,000 people. In high school Mrs. Matlock was very social and enjoyed twirling baton and participating in marching band. She was an avid writer and singer.

Mrs. Matlock first attended the University of Tennessee and later transferred to the University of Memphis, taking her out of her small town, and into the city. Memphis became Mrs. Matlock's home for 22 years. As for what brought her to teaching, Mrs. Matlock's reasons were two-fold. She said, "I've long known that my gift is giving." For Mrs. Matlock, teaching and giving go hand in hand. In addition, Mrs. Matlock's own daughter struggled at times with learning difficulties, which inspired her

Mrs. Debbie Sears

BY CONNOR RICE

Mrs. Deb Sears is a special education teacher here at Shelter Island School. She grew up in East Yaphank, Long Island where she attended Longwood High School. In school she was very athletic, smart, and outgoing—so much so that she won "Most Outgoing" her senior year. In high school, she was a national cheerleader, a gymnast, and a dancer. It was while Mrs. Sears was still in high school that she realized she wanted to be a teacher. She has always wanted to help students reach their

to help other students.

Mrs. Matlock wound up here on Shelter Island almost accidentally. She came to the East End of Long Island thinking she would spend one summer teaching here, but she wound up never leaving because she loves it so much. Mrs. Matlock is happy with her new position at Shelter Island School and calls it a "family-like atmosphere." She particularly admires the high school's "emphasis on individualism" and its opportunities for students to learn in different ways. She notes that Shelter Island kids are unique and she likes their confidence. Being a part of the classroom every day, Mrs. Matlock does observe one area of concern she sees as a potential pitfall for high school students. "The current generation is so highly influenced by electronics, much more so than any generation before," Mrs. Matlock shared.

If you have not yet met Mrs. Matlock, be sure to introduce yourself. Her favorite pastime is baking and if you ask anyone in the freshman class they will tell you it pays to be in Mrs. Matlock's inner circle when she brings her cookies and cupcakes to school!

potential. Mrs. Sears went to Hofstra University to study English, creative writing, and secondary education. There she played Division I lacrosse. She continued on to Dowling College for her masters in special education.

Mrs. Sears likes to snowboard, bike, and play lacrosse, along with many other outdoor activities. She also enjoys reading and writing. Her favorite place to vacation is the Caribbean, however she loves Shelter Island. After she applied for the job here, she fell in love with the Island for its beauty and friendly community members. She loves how Shelter Island is a K-12 school and she can see kindergarteners commingling with high school seniors. She is adjusting well and is glad that everyone is so supportive.

An inside scoop on the Board of Ed

BY CAMERON CLARK

To most, it looks like Dr. Hynes, our principal and superintendent, is running the show that is Shelter Island School. His is the face we see every day, but everyone has a boss, right? Yes. And his boss is the Shelter Island Board of Education. School Board President, Dr. Stephen Gessner shared, "All in all we have a terrific board this year full of dedicated volunteers." That's right, none of the Shelter Island School Board is paid for all that they do for the school. Their mission of "policy and finance" may appear simple, but there is a whole range of things this group of people does for the student body.

The newest member on the SI School Board, Marilyn Pysher, defines the Board's role in the following way: "We are charged with overseeing the achievement of the goals and objectives of the superintendent to make sure academic standards continue to increase." Ms. Pysher clarified that the Board's deci-

sions are not arbitrary. "Much of what we do, as with the principal, teachers, and other school employees, is dictated to us by New York State and Federal law." As the media has been reporting, New York State and the United States government are asking schools to raise educational standards,

We want to hear from students and know what they want to learn.

DR. STEPHEN GESSNER

while minimizing budgets -- essentially, schools must do more with less. Ms. Pysher acknowledged, "It can be a challenge meeting mandates while still fulfilling our local needs." This will be one of the Board's major focuses this and next school year.

As for significant upcoming projects, Dr. Gessner pointed to the "reorganization" of the school as a whole. Being planned now, but starting next year, the school will be split into two "academic houses." One house will consist of the math, science, and technology departments, while the other "house" will be the history, English, and foreign language departments. "It's an exciting change that will make the academic offerings stronger and allow a deeper look into a lot of subjects. Before some things were not up for interpretation or discussion because teachers were preparing specifically to the Regents agenda," added Dr. Gessner. Another change under way in Shelter Island School is the new way in which teacher evaluations are done, as now mandated by New York State's Annual Professional Performance Review (APPR). This new review increases teacher accountability for state testing scores in order to increase student achievement. The third and final up and coming change for Shelter Island School will be the new security measures. On the topic of security, Dr. Gessner remarked, "Recent events [in Newtown, CT] forced our hands. However tragic, the new security is probably for the better. The safety of the stu-

INSIDE SCOOP CONTINUED ON PAGE 8

Is cursive dead?

BY PETER KROPP

This article was written using a computer. In fact, the computer is one of the big reasons why handwritten documents are more and more rare. First, email replaced snail mail, and now texting has taken the place of passing notes in class. At Shelter Island School students have electronic tablets/notebooks that are used to complete written assignments and take notes. Some assignments still need to be handwritten, but the art of handwriting, particularly cursive writing, is all but extinct. The fact is, with the infiltration of technology and teachers being overburdened with new curricular expectations every day, cursive writing is no longer a priority.

This begs the question, is cursive really a vital skill? After asking some students, there were many differing opinions on the topic. Freshman Kenna McCarthy believes that cursive is not an important skill, "because many people don't use it anymore." Junior Drew Garrison argues, cursive is an important skill, because "it is important to know how to write

your signature." Elizabeth Dunning remains unsure saying, "yes and no, because it will come in handy at some point, but print is more legible and easier to write."

English teachers also have strong opinions about what has happened to cursive and the art of handwriting. High school English teacher Lynne Colligan says that cursive is on the "decline," and the issue "causes controversy" because young people like to work with computers, while older people still "think it is important" to know how to read and write cursive. She says there is "less of a need for it in society" today, but Ms. Colligan thinks schools should still teach cursive. Another high school English teacher, Devon Treharne, speculates that there must have been a "time when cursive was phased out of formal education." She can only name "three high school students who choose to write in cursive." In addition, Mrs. Treharne was shocked to discover that when proctoring the PSATs, "students froze

when they were required to hand-write witness statements in cursive, rather than print!" Mrs. Treharne believes that reading/writing in cursive is an "art form that shouldn't be lost!"

Middle school English teacher Jim Bocca has noticed that cursive is "heavily taught in private schools, but not so much in public schools." He believes that "quality handwriting" combined with "knowing how to use computers" is invaluable. Mr. Bocca isn't opposed to teaching a little bit of cursive in his own classes, even if it is still taught in the elementary school. He doesn't think it is too late for society to go back to cursive, and believes the skill of writing in cursive is "worthwhile."

Shelter Island superintendent, Dr. Michael Hynes, also weighed in on the topic of cursive. The elementary school teaches cursive, but Dr. Hynes says, "There is very little follow through" because "it is not a requirement after you learn it." Cursive is introduced in the third grade with a special workbook. After that,

students aren't taught cursive again. Dr. Hynes believes that cursive is not used that much anymore because of "the invention of the computer." Now, students can "write up reports and papers on their computers." He does want to change the way writing and cursive are taught in the school because "they are extremely important." Dr. Hynes wants grades kindergarten through second to be taught how to print, and he wants third through seventh graders to be required to learn some cursive and use it to write certain assignments—they will also have computers to use for other assignments. After seventh grade, it wouldn't be a requirement to write in cursive, and students would use their computers.

Dr. Hynes thinks that it is unlikely there will be a societal shift to writing in cursive regularly once more, "but it is not too late for our students." He also pointed out that "people should be able to read old [primary source] documents" and that task would require being able to read cursive. Whether or not cursive is dead may still be debatable, but here at Shelter Island School, it sounds like cursive is about to be resurrected.

Cursive is not a requirement after you learn it.

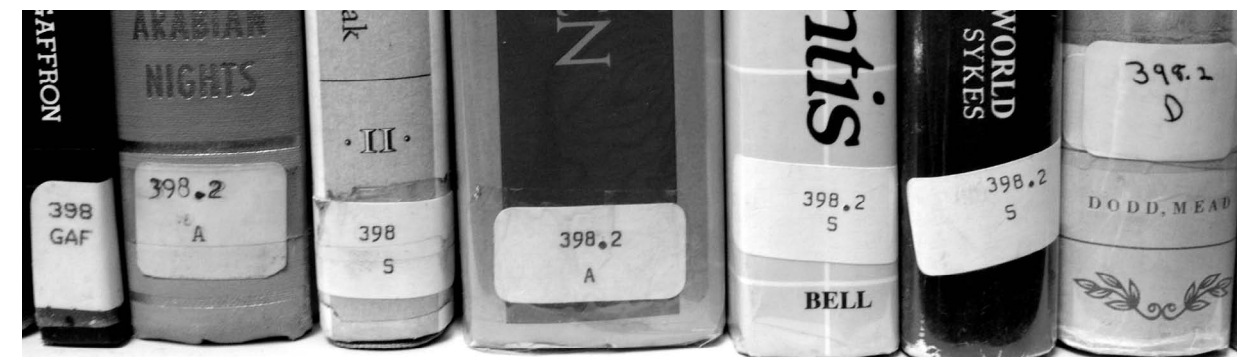
DR. MICHAEL HYNES

Dewey Decimal System Deletion

BY BRIANNA KIMMELMANN

Remember when you were younger, in the second or third grade, when your class walked down to the library and the teacher explained how fiction books were organized by the alphabet and non-fiction books by numbers? FORGET IT! That's right people, everything is about to change. Ok, not everything. Fiction will remain as it always was, categorized alphabetically by the author's last name, but nonfiction? It's all new. During the renovation of the Shelter Island Public Library's lower level, all the nonfiction books down there had to be moved. After the reconstruction was over, and the gorgeous new rooms revealed, the next step was to put all the books back. Books that were stored and moved haphazardly months before now flooded the staff. Luckily library Director Denise DiPaolo had a vision of just what to do with it. This involved the elimination of the Dewey Decimal System for adult books.

This classification system, created by Melvil Dewey in 1873, is used to sort books by number, the first number being general topic, with each succeeding number further specifying the book's contents. For example, 900 might categorize Geography and History, 970, General History of North America, 975, Southeastern United States. This number system could go so far as to have any number of decimal places some as specific as .09231. Ms. DiPaolo sought a more user-friendly way to organize the lower level. The goal was "to move from a linear-style shelving system to a more "cluster" style system, allowing us to shelve like subjects together, almost as if they were in neigh-



CAMERON CLARK PHOTO

Change is always hard, but Mrs. McEnroe has gotten used to the new system.

borhoods of their own," she explained. For example, instead of looking up a book, then finding a number, then searching through tiny digits to find that last paper text reference you need for your bibliography, now you can just search by subject. Instead of 975.09231, you just go to the Geography and History section, and then look for North America, then Southeastern U.S. This switch confused some people. Why fix it if it's not broken, I wondered.

At first there were mixed reactions from both staff and residents. When the idea was introduced, one staff member's initial reaction was "Oh, gosh!" She said she was "unsure at first, but it does seem to be an easier way for patrons to browse the selection." Mrs. McEnroe felt nostalgic, and said that she thought she would "miss the Dewey system," and

was concerned it would be "more difficult to put books back." She went on to say that change is always hard, but she has gotten used to the new system. "It's good to find topics and I don't need to use my reading glasses to put books back [anymore]." Patrons too were wary at first, but they now realize that it is "positive for research." Director DiPaolo remarked, "People love it! At first it's an adjustment. But, when people realize that we've simply translated Mr. Dewey's system into English, they get it. It's so much easier to browse a subject now. We've also noticed that more young people are using the non-fiction collection than ever before."

So where did this idea come from? The notion made its way to our library two years ago, and Shelter Island was the "first Suffolk library to actually move forward with the conversion." Now more than a dozen libraries have switched over at least part of their collection to a "non-Dewey classification system." Denise DiPaolo elaborated, "Many libraries are interested in converting, but the project could take up to two years to complete for a medium sized library." Here, planning for the switch

DEWEY DECIMAL DEMISE CONTINUED ON PAGE 10

EDITORIALS

Sexism in the U.S. — an epidemic

BY LISA KAASIK

The United States is ranked 22nd in the world as far as the gender gap. For a country that considers itself a paragon for other nations, we should be significantly higher on that list. Even the fact that, given the day and age, we can still rank gender inequality as depressing. It is, frankly, embarrassing and indicative of human apathy and in the governmental case, fatuous disregard and passivity. The root of this issue is lack of education. No one, semi-intelligent at least, can argue that women do not deserve the same rights men do. The question then remains, why does the feminist movement still exist?

The answer to that is not that the radical, bra-burning, men hating feminists want to take over the world and make the clearly inferior men their slaves. The answer is simply this: equality among men and women does not exist. In this country alone, women are not paid as much as men for the same job. Stereotypes exist that refute fact and logic, yet are widely accepted as truths. Traditional gender roles are abided by with offensive regularity. And worst of all, there is the issue and frequency of gender-based violence. According to Amnesty International, in the United States alone, one in three women will be raped, beaten or abused in her lifetime. These problems, appalling in themselves, agglomerate and become the plight of women and girls in the United States. They are the backbone of the modern feminist movement.

Since 1985, more women have been attending and graduating from college (and receiving higher marks) with the gap ever widening. Today, men lag by a margin of 25%, as reported in *Newsweek*. However, inexplicably, men are paid more (directly after college, statistics cite that women make \$.82 to every \$1.00 men earn), and hold positions of higher power. This hurts our country economically, becomes a crippling financial weight on women and is anachronistically and unnecessarily discriminating and limiting. To some young women, pursuing an education might not even seem worth it. With a looming debt

and the seeming inevitability of having to throw away your education, or at least put it on hold, to raise children, why bother? With the odds stacked high against you and the outcome often disappointing, what is the point?

Another commonality that leads to covert gender inequality in our dysfunctional society is the long since dated idea that a woman cannot make her own decisions. While the idea is now laughably moronic, the repercussions of this ignorance are present today in the subconscious need to control women. Take the government, for example, abortion and birth control are hot button topics—particularly among male politicians, who cowardly use these social issues to evade addressing the real problems.

While abortion and birth control are considered “political” and “moral” issues, it ultimately comes down to the woman, *her* body, and *her* choice. The idea that governmental officials—largely male—can make life altering decisions for 50% of the population is disconcerting to say the least.

The effect of the media on gender bias is undeniable. Blatant sexism is ignored, if not glorified by media and furtively integrated into our oblivious society. Much of what is popular today: professional sports, crude “comedic” shows and movies, many action, horror, and romance films support misogynistic views and demean women. While these are fiction and mean no harm, they are detrimental to our society and the fight for equality. Also, they ignominiously reflect on our culture and worse yet, influence those who do not know, or are not taught any better, by entrenching baseless gender divisions and making light of or finding “humor” in the marginalization of women.

The problem here lies within *arbitrary* traditions perpetuated by a male dominated society and accepted by the masses. Do not accept these short sighted assumptions. Sexism and gender inequality should be issues of the past and stains on our *history*. However, they continue to haunt us. Is it at all reasonable that we remain victims of bygone dysfunction and fallacious misconceptions? Sexism is not inherent; it is the product of influence. As a nation trying to move forward, we cannot accept this. Take a stand, if not for you, then for your mother, daughter, sister, or for the millions of women and girls oppressed worldwide. It is not unreasonable that no one should be stigmatized from birth for being something that they cannot change and did not choose.

What’s your number?

BY JILLIAN CALABRO

Throughout the years of our schooling, numerous tasks are asked of us. When a teacher tells us that the next project, essay, set of problems, etc. are due, most of us find ourselves grabbing our handy “writing implement,” to alleviate our memories from information overload. However, the real question remains, if it is a pencil you find first, what number are you actually using? Upon entering the dreaded standardized testing site, we hear the same rules over and over: no cellphones allowed, no food or drink in the testing room, if caught cheating the result is an automatic failure, last bathroom call, and of course, number two pencils only, people. When provoked to check our pencils, some of us do out of curiosity, but most of us wonder, who makes anything but a number two pencil?!

Well, if you happen to be the latter of the two, I would rethink your perspective

on the world of graphite. It’s true, number three pencils do not exist in the land of unicorns, they are no fairytale, they are in fact very real. If you are an artist, you would say, “well, yeah, of course there is such a thing,” considering artists use all types of pencils, which vary in graphite softness. However,

to an average student bubbling in an answer sheet, why would it matter if a number 2 pencil was used, or a number 100 for that matter? In most of our minds, it really doesn’t. The yellow color, length, and pink eraser are all the same. This can easily trip up the average student dreading the ACT. Although it may not matter to you what number is engraved on the pencil you hold for that test, to the machines that grade that standardized test,

the issue is a very different story, and number two is therefore the only way to go. Suffice it to say that, the extra glance at your pencil number before the SAT is a necessity. You might wonder, but whoever finds themselves in possession of a number 3 pencil anyway? I did. Last October I was poised

and ready to go, recklessly holding my freshly sharpened number 3 at the ready. Luckily, a friend noticed my sinister

imposter of a number 2 before it was too late. Imagine if I had to take the SAT again because of “graphite issues?” The moral of the story here is this: take heed, number 3 pencils exist, and if you ask me, they are just lurking in the bottom of backpacks, waiting for you to not pay attention to them.

Sandy Hook and the security scramble

BY TRISTAN WISEMANN

On December 14, in Newtown, Connecticut, innocent first graders were probably looking to their day ahead, excited to participate in their reading circles, or play kickball in gym, or see their friends on the playground. Teachers were busy quieting students for the pledge of allegiance. Then, Adam Lanza shot his way through the locked front doors of Sandy Hook Elementary and took 26 innocent lives.

This tragedy left parents, kids, teachers, and administrators across the country shaken and wondering, could that happen here? Shelter Island School has always been a fairly open building; allowing access to the community and trusting that all who enter are well-intentioned. In light of Sandy Hook, all of this has changed.

School Superintendent Dr. Hynes describes the shooting at Sandy Hook as a “terrible tragedy” and acknowledges that “our system [in the past] has [had] flaws of its own.” These flaws have pushed Dr. Hynes to create a task force of sorts to meet, discuss, and plan improved security measures for our building. Dr. Hynes knows that a big challenge will be people “accepting and adapting” to the new changes, but that does not change the fact that they are necessary. So far, Dr. Hynes has designated a new entry point for all school visitors. Previously, “there were too many ways to access the school,” he said. Currently, all students and visitors must enter the school through the main lobby entrance. This allows for improved monitoring. There is a future plan for doors to be locked and visitors to gain entry only after being buzzed in to the building, which was introduced at a recent school assembly. Upon entering the building, visitors will be escorted by a hall monitor to their destination after signing in. In addition, all faculty and staff members are now required to wear photo identification badges at all times. The hope is that with these new security measures, as well as more in the works, our building will be safer than ever. When asked about the new security changes, seventh grader Jack Lang said, “I think it will be a lot safer.” Some students remain skeptical. Senior Mitchell Clark said, “I understand these changes would make people in other, larger schools feel more secure, but here on Shelter Island, I think they are unnecessary. This is such a small community, everyone knows everyone.” This perception is one that persists for many and is a rebuttal Dr. Hynes might hear more than once.

In order to make sure students, faculty, and staff are as prepared as possible for a situation like the shooting at Sandy Hook Elementary, Dr. Hynes is stressing the importance of lockdown drills. He wants to have more lockdown drills this year than in previous years. He also wants everyone to take them as seriously as possible. The drills will be unannounced, as to simulate a true emergency situation. “Change is very hard,” Dr. Hynes said, but these changes are the least we can do to try to ensure the safety of all who enter our school.

Cheering for the Island Sailing team

BY CHRISTOPHER DOYLE

For the past few years, students of Shelter Island School have been going over to the Shelter Island Yacht Club with the sole purpose of learning the technique and mechanics of sailing. The group is split up into two teams, one consisting of students from grades 6-8 and the other of students from grades 9-12. All these students meet up with the common desire to have a good time sailing.

Veteran sailors, Drew Garrison and Melissa Ames say that they have been on the sailing team since it first began and have enjoyed it since. The two are sailing the most advanced boats the club has called the 420’s. Melissa has extensive background knowledge in sailing. She has had the opportunity to sail with her dad



in his more advanced J 109, and last year, brought the team along for a ride. Drew and Melissa speak very highly of their coach, Peter Needham, who started coaching for his own children, but has continued to coach the team even after their graduations.

Last autumn there were many cancellations in the team’s practices due to inclement weather.

Drew and Melissa both called these cancellations “justifiable.” Although these setbacks last year were frustrating, the sailing team is excited to continue in the spring. They hope to not have as many cancellations this year, and Drew and Melissa both hope for more kids interested in sailing to come out. After all, sailing is an awfully handy skill for island kids to learn!

It’s time to play some ball!

BY KELLY COLLIGAN

It’s that time of year! The Shelter Island School baseball team is ready to get out on the diamond and have a fantastic season. The dynamic team consists of approximately fourteen players, five rookies and nine veterans. SIHS history teacher, Peter Miedema, coached the single JV team last year, but this year he is stepping up his players to Varsity and Ian Kanarvogel, a teacher’s aide/youth director, is helping him coach the players. Mr. Miedema has coached the team for three years, while Mr. Kanarvogel has coached several teams including Little League and Junior High baseball.

Last season, the team had a record of 9 - 4 and its new and old players are looking forward to an even more successful season. Coach Kanarvogel says, “I am looking forward to getting outside, the new and old faces, and practices beginning.” Coach Miedema explains, “It is exciting to be coaching a Varsity team. The older players

are going to have to step it up and be role-models for the younger players. I am eager to see the team grow.” Both coaches plan to combine their knowledge of coaching to form one united team.

Not only are the coaches eager to get on the field, but the players are too! “I am excited to get behind the plate again,” says freshman, Henry Lang. The Indians are planning to increase their level of play significantly. Hunter Starzee, a senior, comments, “We want to do more conditioning, practice harder, and

create a stronger bond between us players.” When asked what struggles the younger players might face, Jack Kimmelman, a freshman, replied with, “Not

many, but we may struggle a bit adjusting from the game of Junior High to Varsity.” Despite this factor, both coaches are confident that their team will have a successful season. “Keeping our infield strong,” Richard Ruscica, a freshman, says, “will be necessary for victory.”

Because there is a great possibility of having a girls’ softball team, it is unlikely that there will be any girls playing on the team. Fresh, new players will make-up for the loss of the female players. New equipment has been purchased and new faces have been introduced. The Shelter Island Varsity baseball team is moving on to bigger and better things, and the members encourage fans to attend the games, as they will be putting forth their very best effort.

Both coaches are confident their team will have a successful season



Rowboats off of Caleta Beach in Cadiz await Island students.

Hasta luego, Shelter Island!

BY ERIN COLLIGAN

Once school ends in June, most kids will be hitting the beach or working summer jobs. Eleven juniors, however, will be travelling across the Atlantic to Cadiz, Spain to live with host families and work on their Spanish language skills. The students, along with chaperone Senorita Leever, will leave JFK airport on Saturday, July 6 to spend 8 nights in Cadiz and Seville, Spain.

The idea for the trip came about from the ten students from Shelter Island who travelled to Madrid, Spain

not taking Spanish classes, they will learn about Spanish culture including art and dancing and even shop in outdoor markets. Since Cadiz sits right on the Atlantic, students will be able to

partake in beach activities like surfing and beach volleyball. The school offers creative workshops where students can write a song or movie review—in Spanish of course! Social activities such as scavenger hunts, dances, yoga, and night life will also be offered. Students will spend most of their time in Cadiz, a city of 130,000 people in southern Spain, surrounded on three sides by water. The city is connected by a land bridge (Puerta de Tierra) that was built in 1755. The city is known for its residents' welcoming nature and sense of humor. Students will also have the opportunity to take an overnight excursion to Seville, a city of 700,000 residents. Students will have the chance to explore Moorish palaces and walk through gardens and down cobblestone streets.

Students are excited to be a part of this once in a lifetime opportunity and for most this trip will be their first overseas adventure. They better soak it up because summer jobs will be waiting for them when they return from Spain!

Students will attend daily classes

for three hours and will have to take a placement exam before arriving in Spain. According to the program website, students will enjoy an "immersion experience," meaning they will live and breathe the Spanish lifestyle. The program hosts students from other U.S. schools, as well as schools across all of North America and Europe.

The school itself is an actual Spanish high school. It is a historic building with stone arches, marble floors, and Moorish tile work. Language classes will take place entirely in Spanish and focus on vocabulary, grammar, and speaking. When the students are

Students will enjoy an "immersion experience," meaning they will live and breathe the Spanish lifestyle.

Where are they now?

BY JILLIAN CALABRO

As we walk through the hallways, we of course notice all the fresh faces of the many new teachers. However, those new teachers are also a constant reminder of all the old faces that, not long ago, taught us so much. So, what exactly do our retired teachers do without us in their lives? I set out to find out, starting with Jenifer Corwin.

Students and faculty alike will never forget the vibrant, energetic stride of former English teacher Jenifer Corwin. Ms. Corwin taught for 17 years at S.I. School, in which time she instilled creativity in her many 7th through 12th grade students. In interviewing this former educator, it was obvious that Ms. Corwin has many fond memories of her time teaching at S.I. School.

Ms. Corwin filled me in on her recent retirement, saying that, "the transition was much more different than I thought it would be." She misses her students the most, but said that she is fairing just fine without the inevitable daunting stack of papers to grade. Without the looming stack of papers, Ms. Corwin finds other ways to stay busy. She is reading a lot and her latest good book find is *The Red Book* by author Carl Jung, whom any psychology fans are bound to be familiar with. Of course while she enjoys reading, Mrs. Corwin also finds great fun in writing, saying, "writing is a hard gig, I always have known that and when I assigned stuff to my students, I truly realized how much I would be asking of them."

She is sure now to take a few hours out of her day to explore the facets of her imagination through writing. Currently, Ms. Corwin is hoping to accomplish a valuable personal goal: writing a one-person show which will hopefully be staged as a fundraiser for her church. She would also love to write a book, the genre of which is undetermined, "fiction, non-fiction...maybe a mystery!" Ms. Corwin said.

Looking back, Ms. Corwin's most memorable moments as a teacher included, "homophone homicide," a nail-biting homophone game she played with her students, and the three successful years of the "Writes of Spring," a program she led at Mashomack to creatively inspire her students. She also couldn't forget the debates that she held in collaboration with history teacher Peter Miedema remarking, "Kids can be so smart when they apply themselves and that shined through in those debates." In other exciting news, Ms. Corwin shared that she is expecting a grandchild, and she recently got "officially engaged,"



REPORTER FILE PHOTO

Retired Shelter Island teacher Jenifer Corwin.

two things which she is very ecstatic about. (We will be eagerly anticipating our wedding invitations in the mail, Ms. Corwin.)

Ms. Corwin misses teaching, and after all her years at the job, would let any newbie know, "from an English standpoint, I was very fortunate to love the business of teaching, although it was hugely challenging. It is important to teach to learn and you will find out soon enough if it's for you." She added, "I cannot imagine teaching for any

'I cannot imagine teaching for any length of time if you don't absolutely love it.'

length of time if you don't absolutely love it." Ms. Corwin was a very inspiring teacher to many during her tenure at S.I. School, and she could not help but ask me how many of her students were getting along. After reassuring her that many of them are doing wonderfully, she left the interview with a little "shout out" to all her students; reminding them to take the risk to find out what they really want in life, because "if you do, it only gets better." She adds encouragement saying "[She] was very suspicious of 'adulthood' and it turns out it's been a very great trip so far." Ms. Corwin and all of our retired teachers are missed, but we are fortunate to move forward with all that they taught us.

Name that student

BY BILLY BOEKLEN

- If he/she had superpowers he/she would have x-ray vision
- He/she loves taking naps on other peoples' couches & taking showers in other peoples' houses
- He/she has caught him/herself on fire
- He/she has 3 visible chest hairs
- He/she has successfully completed the 40 chicken McNugget challenge

So, who is it? (See page 10 for your answer)

OPINION

The future as it was written:

Striking similarities between 20th century dystopian novels and contemporary society

BY SAM DE POTO

During the 60's and 70's there was a movement in which many writers, particularly fiction writers, depicted the future as apocalyptic, dystopian, and corrupted, most often by technological advances. This was the opposite of how people viewed society in the 50's, where new technology was embraced and seen as the "way of the future". Any sort of social and political taboos from this time were somewhat ignored, as to not disturb projections of a utopic future. However, as new decades rolled in so did circumstances like the Vietnam War, the battle for civil rights, and government corruption. These issues left many artists and writers cynical about the direction the country was going in. Writers translated these feelings through hyperbolically pessimistic stories that were both interesting and substantial, but little did they know these speculator novels would sharply mirror 21st Century United States.

Do Androids Dream of Electric

Sheep? is a science fiction novel written by Philip K. Dick and published in 1968. In this book, after an apocalyptic war, what is left of Earth is in shambles, most animal species have died off from the high amount of radiation, and many people live in defunct apartment buildings. Yet, even in this complete disorder and dissolution, the people still have a very materialistic view on the world and gauge their social status by owning a pet. Certain animals are of higher value than others. For example, a common pet would be a sheep or cat, but a rarer and more valuable pet would be a horse or any type of bird. Of course, many people who cannot afford a real animal purchase a fake robot animal so it will appear that they are wealthy and prosperous. These materialistic views and feelings of always being judged by others are extremely prevalent in society today. In real life, it may not be about who has the rarest pet, instead it's who has the

Ebooks have taken away the authentic experience of reading a tangible and crisp, or road worn, book.

biggest house, the newest phone, the fastest car, and so on. These feelings of conformity and the need to be accepted are universal and epidemic in 2013, just as Dick predicted in 1968.

In Ray Bradbury's *Fahrenheit 451* the future has succumbed to a fast paced way of life ruled by technology. Most notably, in this dystopian future, books have been deemed "illegal" because knowledge has been considered dangerous and it is the fire department's

job to burn down people's homes who are found possessing books. The popular view of the public is that books are a waste of time and anything fun is derived from the "parlor"; a room with television-screened walls that display shows, and are the only form of communication between friends and relatives. Another point, which is the prevailing idea in *Fahrenheit 451* is the general disregard for books. All across the country, and the world for that matter, people are

putting down books and picking up video games and other electronic recreation devices. Reading has become almost a dated activity in the 21st century, and even those who still enjoy indulging into a scrumptious novel or piece of non-fiction will do so electronically. Things like the Kindle and Ebooks have made it more "convenient" for the reader, with features such as saving a page, being more compact, and having faster access to books. Yet it takes away the authentic experience of reading a tangible and crisp, or road worn, book.

Although the situations depicted in both *Fahrenheit 451* and *Do Androids Dream of Electric Sheep?* are very extreme and laced with satire, the similarities between these novels and the world today are quite evident. These writers' cynical projections of the future have proven to be quite accurate. So, what does this mean about novels written today? Is it possible that contemporary novels dealing with societal and political issues will only become more relevant in years to come, forecasting an almost inevitable and downward spiral into dystopia?

Dreaming: an evolution

BY LISA KAASIK

Childhood is a time unparalleled in the human experience. In any other point in life, 13 years, although indubitably a considerable length of time, the change in a person's character, education, and aspirations is not very dramatic. In asking the K-1 class and the seniors "What do you want to be when you grow up?" my initial thought was that the young children's dreams would be wild and fantastical, given the idyllic picture most of them have of the real world. Conversely, I had assumed the seniors' responses would be depressingly realistic and would correspond with the corruption of innocence that occurs when maturing. With these cynical presumptions in mind, I was pleasantly surprised when I got back a pile of adorably drawn pictures, and another of neatly written words, all teeming with excitement and envisioning the future.

Perhaps the oddest similarity, other than that of many realistic, yet self-satisfying vocations, was the congruency in dreams. Many of the responses were related to each other, proving that dreams do not always change. In my own life, what I wanted



PHOTO BY LISA KAASIK

to be when I grew up changed with my mood, but what I never wanted to be stayed the same, and has to this day. Although, I went into this thinking that children are disillusioned by the struggles of reality, and what they would never want to be might correlate with what many of us seniors could wind up being, I found that I was, for the most part, flatly wrong. Reading the K-1 responses, I find myself smiling and nodding in agreement. Reading the seniors' responses, I see how many of their careers are developments of K-1 career choices.

Hearing these different, yet at the same time similar responses, made

me realize that sometimes dreams die, but only to make room for new ones. In discussing this project with classmates, we were nostalgic for the time when most of the class wanted to be veterinarians, though now, no one is pursuing veterinary studies—and no one is missing it. Dreams change. In a few years, the current kindergarteners might not want to be karate experts or submarine drivers, but not because they cannot, but because they have a new vision. The beauty in this simple evaluation of responses is the conclusion that we do not give up dreaming, we simply change our dreams.

Around the halls

BY CHRIS DOYLE

For this issue, I travelled the halls asking students and faculty the following question: If you could be a fictional character from a book, movie, or TV show, who/what would you choose to be? Check out the answers below, they certainly shed light on the responders.

Matt Belt Cappello: "Sam Witwicky from Transformers because I want a car that can transform into a giant robot."

Dr. Hubble: "Huck Finn from The Adventures of Huckleberry Finn because I love adventure."

Quinn Hudgen: "Holden Caulfield from Catcher in the Rye because Ms. Treharne would like that."

Nurse Mary: "The Tasmanian Devil from the Looney Toons because he is really fast, gets the job done, and doesn't need to talk to people."

Lea Giambruno: "Gwen Stacy from The Amazing Spider Man because Spider Man is cute."

Katy Binder: "Katniss from The Hunger Games trilogy because she's tough."

Olivia Garrison: "Batman because he's super smart and strong."

Mr. Payne: "The Jeremy Brett Sherlock Holmes because he has the most powerful sense of deductive logic."

Mr. Brigham: "Jack Reacher because he does what's right and knows how to headbutt. But only from the books, not the Tom Cruise movie."

Autocorrect perils

BY NICOLE POLESHUK

Texting is one of the fastest contemporary forms of communication and what makes it even better is the autocorrect function that “fixes” spelling errors. But have you ever been the victim of an autocorrect fail? Believe me, the results of autocorrect errors can range from a simple wrong word choice to total humiliation. Autocorrect is a tool (on most smartphones) intended to correct misspellings, but autocorrect often jumps in and completes a texter’s words with unintended spellings or word choices.

There is no debating that autocorrect is handy and when you make a simple texting error like typing “dont,” autocorrect will automatically throw in an apostrophe for you so you don’t look illiterate. However, there are trickier autocorrect “fixes” that can leave texters unwittingly sending their friends texts that make no sense at all. Middle schooler Jaime Lenzler explained that she recently texted a friend, “hey!” and autocorrect changed it to “getty.” This left the text recipient puzzled, when if autocorrect had left the simple typo alone, the message would have gotten through. In other instances, autocorrect errors can become epically embarrassing. Just type “autocorrect fails” into Google and you will see how many websites are dedicated to publishing outlandish, offensive, and/or embarrassing autocorrect errors. So, is autocorrect a helpful tool?

It is undeniably convenient and therein lies the issue with autocorrect. People are getting lazy. First came spell check, now we have autocorrect. The irony is, spellcheck on Word documents is like “autocorrect light” and many people are misspelling more on their Word documents because spellcheck only underlines your misspelled word, it doesn’t automatically correct it for you like autocorrect does. The nerve of spellcheck not keeping up with the times! Parents and teachers alike speculate autocorrect will have long term negative effects on kids’ spelling. Carter Brigham was quick to agree that autocorrect is problematic. “I can’t spell anything anymore,” Carter admitted. Should autocorrect be blamed? Technology in general is constantly giving us shortcuts and the truth is, sometimes shortcuts don’t yield quality results. Autocorrect might be convenient, but it can also be dangerous.

LOST AND FOUND

CONTINUED FROM PAGE 1

poking fun at him for his misspelling of the word “island” (sans the “s”), others imagining all the places the letter could have gone on its journey. C.J. decided it would be best to hand-deliver his response to the eager class, so he and his family agreed to meet the curious third graders. Friday March 8th, C.J., his parents, and his sister all made the hike out to Shelter Island. C.J. was just as excited to meet his pen-pals as they were to meet him and he responded to every question and comment with great enthusiasm. He also clarified that since 2002, he has learned how to spell “island” correctly.

Just when the kids’ excitement began to subside, and it was almost time for their guest to take leave, C.J. brought out a surprise for them. The class had expected C.J. to write one letter to the class in response, but after reading all of their letters, he decided one letter for all would simply not do. So, C.J. took time out of his Journalism studies at Penn State and wrote each student a personal response. As the students’ eyes lit up, it was obvious that C.J.’s act of kindness resonated. C.J.’s proud parents and sister, all of whom are teachers, looked on with pride and awe. C.J.’s mother even noted that upon receiving the class’s letters, C.J. had shared with her that he could understand why she was a teacher.

Before heading back home, C.J. said, “It was a bizarre experience to have this come full circle.” The letter could have traveled around the entire world before ending up, intact, 10 years later, on Ram Island Causeway. So, whether fate or non-biodegradable plastic is to be credited, that message in a bottle carried with it a beautiful lesson about the importance of never forgetting the power of a child’s wonder.

Hot Apps 2: What’s rad on our iPads

BY BILLY BOEKLEN

The **Optimum** app lets your DVR record your TV shows, it works as a TV remote, and also lets you watch your shows on the go. Freshman Richard Rusicaca says, “A great way to catch all my shows.”



Words with Friends is a Scrabble-like game. Players must spell words out to earn points. Mr. Doelger says, “This is a great game that helps me expand my vocabulary. I also enjoy crossword puzzles.”



Shazam is an app that tells you what song you’re listening to or what TV show you’re watching when you hold your iPhone/iPod in front of your stereo/tv speaker. In addition,



Shazam links to the iTunes store so you can immediately purchase that catchy song you’ve just learned the name of. Senior Katy Binder says, “Great! If I ever need to know what song is playing, this app is great for it.”

Llama or Duck is a very simple app in which a picture flashes of either a llama or a duck and you have less than a second to push a button to indicate which animal you just saw. Freshman Elizabeth Dunning says “A great time killer and you get so addicted to it.”



Temple Run 2 is a gaming app. Freshman Henry Lang says “A great game, but it’s very addicting. All I want to do is buy all the power ups.”



Hot Books

IF I STAY

BY GAYLE FORMAN

Reviewed by Aterahme Lawrence

If I Stay is a heart wrenching novel that will move you to tears. Mia Hall is a 17-year-old cellist who loves classical music. She considers herself the “odd one out” since her family and her boyfriend, Adam, are all rock fans. One normal day, Mia and her family are in a tragic car accident. Mia is left in a state of unconsciousness, halfway between life and death. She is forced to make a decision: to die or stay alive, having to choose between her life, her future, her boyfriend, and her family.

THE MAZE RUNNER

WRITTEN BY JAMES DASHNER

Reviewed by Brianna Kimmelmatt

In a word, AMAZING! This sci-fi, dystopian novel follows Thomas, the most recent of the boys plopped into “the glade” without memory of anything other than his first name.

The Glade is a makeshift village created by the boys dropped there, a new one arriving every 30 days. It is the center of a large stone maze, with ancient walls hundreds of feet high. Every day the walls open, allowing access to the maze. Every night the walls close, keeping out the vicious nocturnal inhabitants living in the labyrinth. This frightening world is only bearable to the other sixty or so amnesiac boys who live there because of its consistency. Then, it stops. The established world of the Glade seems to fall apart just after Thomas’s arrival, making finding a way out of the Maze even more imperative, but the walls are moving and time is running out. With the death toll rising, can this rag-tag group escape without losing everything they care about? Is there even going to be anything

INSIDE SCOOP

CONTINUED FROM 2

dents is the most important thing on our agenda.” Ms. Pysher agreed, saying, “We have been a very loose and open school, but it’s a new world and we cannot continue to operate that way.” Currently, the only way in or out of the school between the hours of 8 am – 3 pm is through the lobby doors, where there is now a security detail. In the future, security cameras will be placed around the school.

To some students the School Board might seem a remote and inaccessible entity, but the Board wants to change that. Surprisingly, in the four years that Dr. Gessner has been on the Board, no student has come to the Board with any serious

to escape to? This first installment to The Maze Runner trilogy is compelling, shocking, and riveting. While the sequels do not match the standard set by the first, this is a series not to miss.

PAPER VALENTINE

WRITTEN BY BRENNIA YOVANOFF

Reviewed by Brianna Kimmelmatt

The city of Ludlow is struggling through the most intense heat wave in recent history, and it’s only July, something is going on that is causing birds to die, and as if that wasn’t enough, someone is killing young girls. After the death of her friend, Hannah Wagner is just struggling to carry on. Her best friend Lillian died six months ago, and Hannah is haunted by her ghost. With the urging of Lillian’s ghost, Hannah begins to investigate the murders, convinced she can discover something the police are missing. Then she meets the shady and slightly mysterious Finny Boone, who she feels immediately drawn to. As Hannah tries to catch the killer while figuring out who she is now without Lillian, the backdrop of budding romance completes this teen novel.

An English teacher’s dream, this book contains direct references to The Crucible (reading it in class), hints of Catcher in the Rye themes (innocence of youth), as well as Macbeth touches (birds and blood). While some of the characters seemed underdeveloped, and some apparent symbols were dropped clearly enough you wonder why there were even mentioned in the first place, this book deals with coping issues quite effectively. The characters are coping with eating disorders, with loss, with fear. Truly a teen novel, many high-schoolers, girls and boys, will relate to the issues this book handles, and will be fascinated with the page-turning “who did it” murder mystery.

concerns or ideas for change. With an eye to the future and a hope to encourage student input, Dr. Gessner says, “We want that, we want to hear from students and know what they want to learn.” Student council board liaison Katy Binder explained her role, saying, “I haven’t introduced anything too big at the School Board meetings, but Board members always get an update about what is going on in Student Council, and they always seem very interested and willing to help if need be.” Ms. Pysher reinforced this desire to be involved and assist in students’ experiences, saying, “We will always listen and try to meet your [students’] needs/wants as long as the action required is within our mission.”



Dear Connie,
I have really low self-esteem. How do I become more confident?



Well writer, this is a challenge that many of us face, so it is important to understand that you’re not the “lone wolf,” so to speak. You should consider taking up a hobby that you enjoy, or something that you’re good at. Be sure of course that your parents approve of this hobby, and then have at it my dear! Nothing boosts one’s confidence more than doing something one enjoys and takes pride in.

I won’t waste my time telling you that you can do anything you put your mind to, because let’s face it, not everyone can. So, be realistic with what you choose to do. If the first thing you try doesn’t work remember, don’t be discouraged, we are not all cut out to be gymnasts, (I’m certainly not dear), so find something realistic for you. Join the drama club, wear a bright outfit, keep your chin up, or make your voice heard on a topic important to you. Confidence comes from within, and only you can give that to yourself.

You are everything you work at becoming, so grin when you fall, and take the time to remind yourself of what you can do, and to look at the impossible as something to strive for. You will be tickled

pink by how much strength you have within, I’m quite sure of it.



Dear Connie,
How do I man up and kiss the man of my dreams?



Well now, if you like someone, man or woman, you must say something to them. I wouldn’t just dive in head first my dear, but rather establish that he or she feels the same way. Then you date for a minimum of three months and if both parties are comfortable, and your parents lend their permission, you may kiss. Love is a strong force, so be sure you’re ready.



Dear Connie,
There is this bully in my school who constantly insults people (especially me), chiefly by calling them names. What’s worse is that he never gets mad, nor is he concerned with the consequences. What should I do about him?



Well, this sounds like your typical bully. What you need to do is calmly explain how this sort of

Ask Connie

behavior is unacceptably hurtful. Do not be a victim. In this situation, the bully wants only to bother you, so that he can feel better about himself. You mustn’t lose confidence in yourself, and who you are, because these people who try to hurt you are not confident, and are only pretending to be tough.

You are of course only one person, and should not stand alone against these rude young kids, so if the problem persists, seek help from your teachers, administration, or an adult you trust.



Dear Connie,
I really like this guy and sometimes I think he likes me back, but other times (like in front of his friends) he acts like a complete jerk! Do I tell him how I feel? Should I just wait until he makes a move? Please help!

–Helplessly (& confused) in love



This boy is just afraid to be himself in front of his friends, because sometimes boys feel the need to be “cool” in front of their pals. You just rest assured that he is the one making all the wrong moves. Stay confident, be yourself, and make sure that he knows that he is not being a proper gentleman. Step away from the situation

for a bit of time, and he will realize the mistakes he’s making. If he doesn’t apologize after you let him be for a while, then he doesn’t deserve you anyway. Remember, people sometimes don’t understand the significance of an action.

The important thing is to remember never to settle for a mean little boy when there are plenty of mature gentlemen out there. Keep your chin up darling; I’m certain it will all fall into place.



Dear Connie,
I made one mistake and lost my parents trust. How do I get it back? It’s not fair!



Now this is a toughie, my dear. Trust is a commodity, one that is hard to gain and even harder to lose. You must simply explain to your parents how sorry you are, and how you truly view this mistake as a bad choice. Parents are tricky people in our lives, but the thing you must remember is that they only want the best for you, and they want to teach you how to make smart choices.

The unfortunate truth is that only time and good behavior gains trust back, but it is worth it to have your parents trust. Keep at it, don’t get discouraged, and think before you act.

Seniors: check yourself before you wreck yourself

BY CORRINE MAHONEY

Dizziness? Frequent trips to the nurse? Missing homework assignments because you feel “I’m a senior” is an appropriate excuse? If you hang around any of the second semester seniors, you may hear, and become sick of, these repetitive claims.

Search “Senioritis” in Google and you will find the following definition: “A crippling disease that strikes high school seniors. Symptoms include: laziness, an over-excessive wearing of track pants, old athletic shirts, repeated absences, and a lack of studying.” I know that not every senior in the class of 2013 suffers from this disease, but after asking a few of my classmates, a majority agree that the symptoms sound familiar. (I would have included some quotes from seniors about this topic, but they were too lazy to get back to me with comments.)

Somewhat understandably, it is hard to stay focused second semester senior year. Advanced Placement tests are over in May, which leads students to feel they have earned the right to be unproductive. And, as summer looms, the promise of sun, the beach, summer

jobs, and summer friends becomes more and more distracting. School work slips on the priority list.

Yet, despite presumptions to the contrary, all of senior year counts. Many seniors think that once they are accepted and decide what college they’re going to, that that is the end, that there are no more requirements. It is actually quite

Colleges have the right to rescind any acceptance.

the opposite. Colleges still check up on seniors’ grades third and fourth quarter to make sure that GPA’s do not slip and that standards are still met. They even state this in acceptance letters. Colleges have the right to rescind any acceptance if they feel the applicant is not meeting the requirements. A senior’s second semester grades may be sent in June or July, but colleges could revoke acceptances as late as August, leaving few spots open and few other options. As scary as it may seem, this knowledge is valuable to keep seniors, like myself, from totally slacking off.

So, is there a cure for this malicious disease? It really depends on the senior. The only prescriptions proven effective are focus and determination. Now, if only there was some sort of spray to repel that nasty virus called procrastination.



PHOTO BY KELLY COLLIGAN

Tara Sturges and Libby Liszankie rehearse for the upcoming spring musical "Legally Blonde."

SPRING MUSICAL: "Legally Blonde"

BY KELLY COLLIGAN

"Bend...and snap!" The Shelter Island Drama Club will be performing a fresh, new play, "Legally Blonde." John and Anu Kaasik will be directing and producing the show, respectively, for their seventh year. Vocal coach and pianist, Phyllis Power, a retired Shelter Island Chorus teacher, will be helping the cast of young actors master the many energetic songs. Keith Brace, band teacher at SIHS, will be conducting the live orchestra. "Legally Blonde" was originally a movie, released in 2001, that was later converted into a Broadway musical. In this musical, Elle Woods, a Californian sorority girl, attempts to win back her ex-boyfriend, Warner Huntington, by following him to Harvard University.

Elle will be played by Lisa Kaasik. Wyatt Brigham, who is fairly new to drama, has been cast in the role of Warner. Emmett will be played by Drew Garrison. Lea Giambruno has been cast as Paulette, and Jillian Calabro will be filling the role of Vivienne. In addition to the main roles, there are a number of supporting roles, including new cast members excited to be part of the ensemble. "This play has so many roles, allowing everyone to have a part," says director, John Kaasik. Mr. Kaasik adds, it "made casting easier."

When asked why this play was chosen, Mr. Kaasik replied, "For one, this musical has so many fun and

developed roles. Also, this play is done by young people, which the teenagers can really relate to and enjoy. Lastly, when the idea of doing 'Legally Blonde' was put out there, I got such a positive response, especially from the kids, which really means a lot." He explains that this play is quite difficult. "There are so many music cues, and so much singing and choreography that really have to be spectacular." Anu Kaasik, the producer, was asked what the audience should be expecting this year. She replied with, "bright colors, a modern vibe, upbeat music, and energetic performing."

Serina Kaasik, a freshman, finds herself in an interesting situation, as her father is the director of the play. She shared, "It is sometimes awkward. It's difficult to be silly with my friends, while at the same time trying to help my dad keep the cast focused." When John Kaasik was asked how he feels about directing his daughters play, he replied, "Coaching my daughters and her friends is not difficult for me, but I can sense that Lisa and Serina may find it difficult to totally 'let go' on stage in front of me." Either way, Mr. Kaasik, the cast, and crew always manage to put on a fantastic and entertaining show.

"Legally Blonde" is going to be a great performance, says the cast, and they recommend you come out to see it. The performance dates are April 11th-14th and the cast hopes to see you there.

One strap or two?

BY TARA STURGES

If you are familiar with the movie "21 Jump Street," then comedy stars Channing Tatum and Jonah Hill, have taught you what "one strapping your backpack" means. In this funny film, these stars play the role of undercover police officers trying to bust a drug dealing high school student. They are in their 20s in the movie so what was in when they went to high school, they learn is not in as they return as mock students. When they arrive for the first day they both "one strap" their backpacks, while everyone else is "two strapping it." This sparks the curious question, what is trending? Do you use two straps or one while carrying your backpack?

I asked students around the halls of the high school which they prefer. Senior Lea Giambruno said, "I'm too cool for school, so I use one most of the time," then she added "well, two for longer distances." Freshman Wyatt Fokine uses two straps, defending his position saying, "it's more comfortable." Seniors Myles Clark and Hunter Starzee agree that two straps is the way to go. After much talk about how Shelter Island High School students wear their backpacks, it seems that if you're not two strapping it, you might be old school.



PHOTO BY TARA STURGES

Thomas Mysliborski and Riley Willumsen one and two strap it down the hallway heading to class.

Spring trends

BY TARA STURGES

As the warmer weather is approaching, it's time to start thinking about spring trends! Spring is one of my favorite times of the year, mainly because you can shed all of those winter layers. This spring, the forecast is mixed: showers of color with some patches of black and white.

Bold spring colors are trending for 2013 and some of the hottest are emerald green, poppy red, cobalt blue, nectarine orange, and African violet purple. These vibrant colors will have you standing out in any crowd. Contrarily, the always classic black and white is on trend as well. It may be safer, but black and white will never go out of style. Additionally, spring runways were full of bold stripes. So, be confident and go bright! If a lot of color is too much for you, try the monochromatic look. All white is anticipated to be the most popular. So, ditch the LBD (little black dress) for spring and break out an LWD (little white dress).

Yet another thing trending is classic pantsuits with a twist, instead of pants, suit jackets are paired with shorts. It may sound odd, but "short suits" look classy and polished. And, don't forget some new spring accessories! Statement necklaces are on the runways in a big way. A statement necklace is big, bold, colorful, and attention getting. Whether you wear this accessory to a fancy night out or with boyfriend jeans and a white t-shirt, this trend is easy to pull off and gives plain outfits that necessary pop. Statement sunglasses are also a must-get. Make them oversized or make them bright throwback wayfarers, either way, you can't go wrong.

For you tomboys out there, don't despair, if statement sunglasses and LWDs aren't your style, sporty looks are also right on point for springtime. Just add some color to your sport-ready look, and don't go overboard, you don't actually want to look like you're about to play ball!

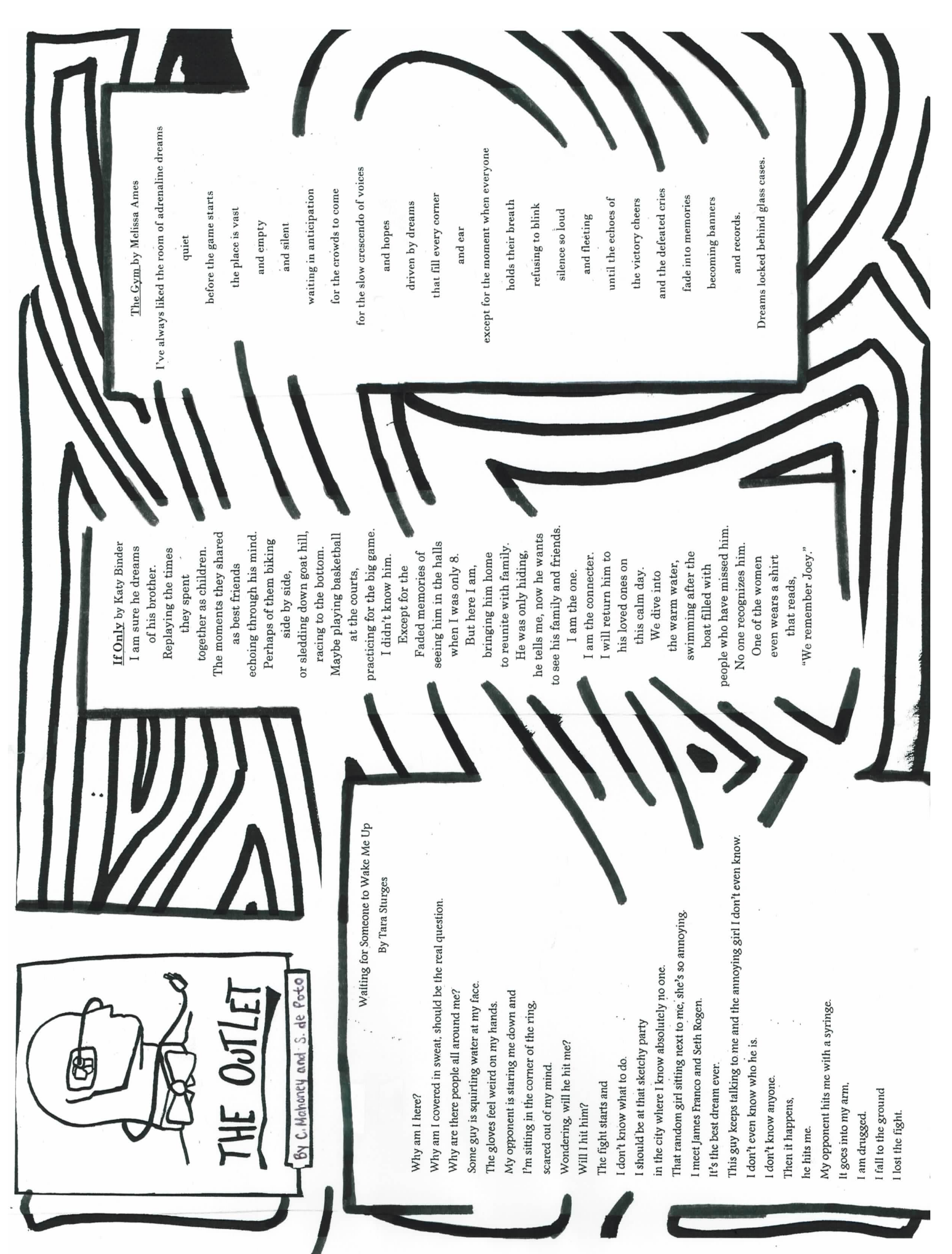
With spring quickly approaching, think about how you can be on trend, but still preserve your personal style. If there is one go-to piece I would invest in, it is the shorts suit. They are all over the runways and are easily wearable. So, throw those Uggs in the back of the closet and break out your best and brightest!

DEWEY DECIMAL DEMISE

CONTINUED FROM 3

began in fall 2011 and the actual conversion started in winter 2011-2012. Even now some sections are not done (History and Social Sciences), but will hopefully be completed by this coming winter. When asked about her preference of Dewey vs. non-Dewey the Director responded, "I prefer it [non-Dewey] for us, because we are a small public library. If we were a large library or an academic library, I don't think it would work as well. I think the Dewey Decimal System worked perfectly well, when it was created in the 1800's but for today, a revised classification is very effective."

NAME THAT STUDENT ANSWER: Chandler Olinkiewicz

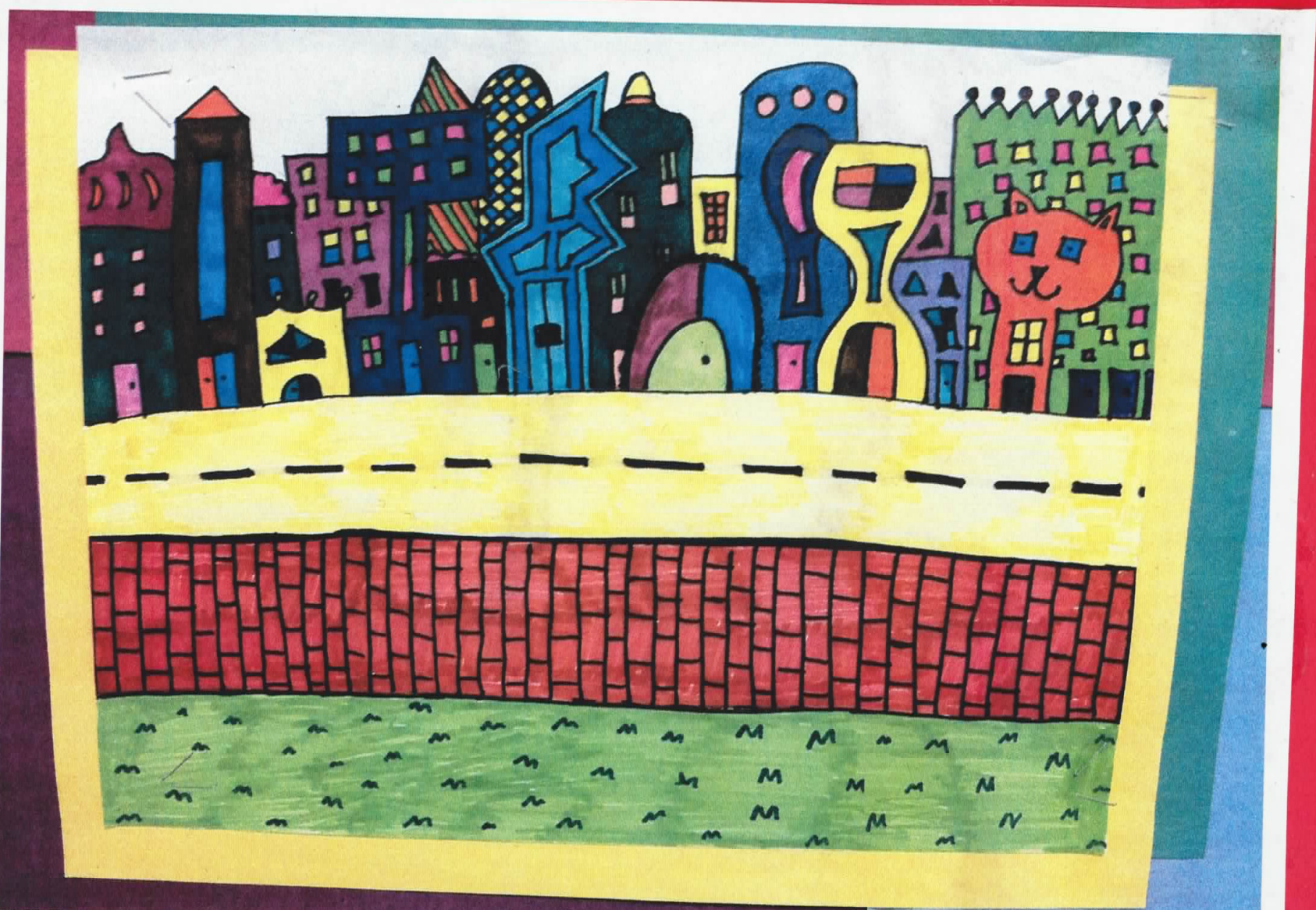


The Gym by Melissa Ames
I've always liked the room of adrenaline dreams
quiet
before the game starts
the place is vast
and empty
and silent
waiting in anticipation
for the crowds to come
for the slow crescendo of voices
and hopes
driven by dreams
that fill every corner
and ear
except for the moment when everyone
holds their breath
refusing to blink
silence so loud
and fleeting
until the echoes of
the victory cheers
and the defeated cries
fade into memories
becoming banners
and records.
Dreams locked behind glass cases.

If Only by Katy Binder
I am sure he dreams
of his brother.
Replaying the times
they spent
together as children.
The moments they shared
as best friends
echoing through his mind.
Perhaps of them biking
side by side,
or sledding down goat hill,
racing to the bottom.
Maybe playing basketball
at the courts,
practicing for the big game.
I didn't know him.
Except for the
Faded memories of
seeing him in the halls
when I was only 8.
But here I am,
bringing him home
to reunite with family.
He was only hiding,
he tells me, now he wants
to see his family and friends.
I am the one.
I am the connector.
I will return him to
his loved ones on
this calm day.
We dive into
the warm water,
swimming after the
boat filled with
people who have missed him.
No one recognizes him.
One of the women
even wears a shirt
that reads,
"We remember Joey."

THE OUTLET
By C. Mahoney and S. de Poto

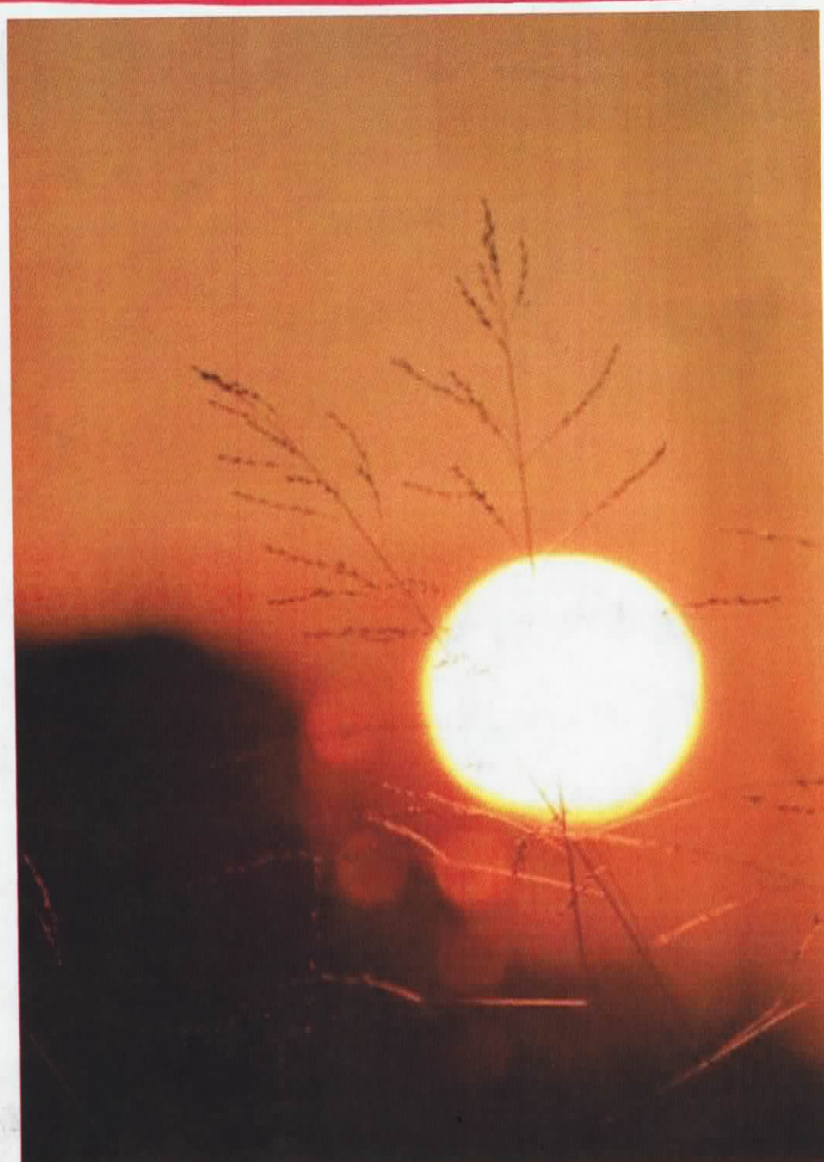
Waiting for Someone to Wake Me Up
By Tara Sturges
Why am I here?
Why am I covered in sweat, should be the real question.
Why are there people all around me?
Some guy is squirting water at my face.
The gloves feel weird on my hands.
My opponent is staring me down and
I'm sitting in the corner of the ring,
scared out of my mind.
Wondering, will he hit me?
Will I hit him?
The fight starts and
I don't know what to do.
I should be at that sketchy party
in the city where I know absolutely no one.
That random girl sitting next to me, she's so annoying.
I meet James Franco and Seth Rogen.
It's the best dream ever.
This guy keeps talking to me and the annoying girl I don't even know.
I don't even know who he is.
I don't know anyone.
Then it happens,
he hits me.
My opponent hits me with a syringe.
It goes into my arm.
I am drugged.
I fall to the ground
I lost the fight.



Kelly Colligan



Corrine Mahoney



Corrine Mahoney