

Little kids, big minds

BY KELLY COLLIGAN

Elementary school. What do you remember yourself doing? Probably something along the lines of reading Junie B. Jones books, showing off your new favorite Hot Wheels, or tragically stepping on legos while barefoot. Nothing too monumental, right? How about learning computer code? No? Well, that's what Shelter Island's fifth graders did recently and that makes them way more advanced than most in the realm of computer science.

The "Hour of Code" is a worldwide event designed to introduce students to computer science for a minimum of one hour. This year 78 million people participated worldwide. This was a huge increase, considering last year only a total of 15 million participated. Celebrity sponsors like LeBron James, Ashton Kutcher, and Jennifer Lopez, and the spread of interest for learning computer coding are the main reasons the attendance skyrocketed. The event's main purpose is to inspire students to get involved in programming and coding by learning the basics. Many adults are not even familiar with what coding entails nowadays, so the fact that fourth and fifth graders are sitting down to learn the basics of computer coding is nothing short of remarkable.

But why does coding matter? According to cseweek.org, computer science is a top paying college degree and computer programming jobs are growing at two times the national average. Reportedly, "There will be 1 million more computing jobs than students over the next 10 years (adding up to \$500 billion in salaries)." Then why aren't more kids becoming computer scientists, you ask? This is because in over half of our states computer science doesn't even count towards one's high school graduation math/science requirements. This is a

statistic that could use some adjusting.

The good news is, Shelter Island's fourth and fifth graders decided to take matters into their own hands. On Friday, December 12th, 31 of Shelter Island's fourth and fifth graders participated in the "Hour of Code." Beforehand, the class was introduced by one of their teachers, Mr. Cox, to where coding can be found. The students were amazed to find that under all of their favorite websites and applications, there was a series of computer coding that went with it. In addition, the students were told that they were going to have the chance to video chat with other kids their age from Southold Elementary School while doing the "Hour of Code." Upon hearing about this virtual collaboration, the students became extremely excited and motivated to learn the basics of coding.

During the "Hour of Code" students used the website www.code.org to watch tutorials and create their very own games with coding. Students completed tasks such as creating their own animations and modifying games like "Flappy Bird" and "Angry Birds" using computer coding. The beauty of this website is that it allows its users to use "block coding." Block coding is a simpler method of coding that uses labels of commands, directions, etc. instead of using numbers, letters, and symbols. Many of the students liked using block coding, simply because it's much easier to work with than regular code. Fifth grader Jerry Card, on the other hand, explained, "I don't like block coding as much as regular coding. I like having to actually write the code out and deal with the problems of writing it incorrectly."

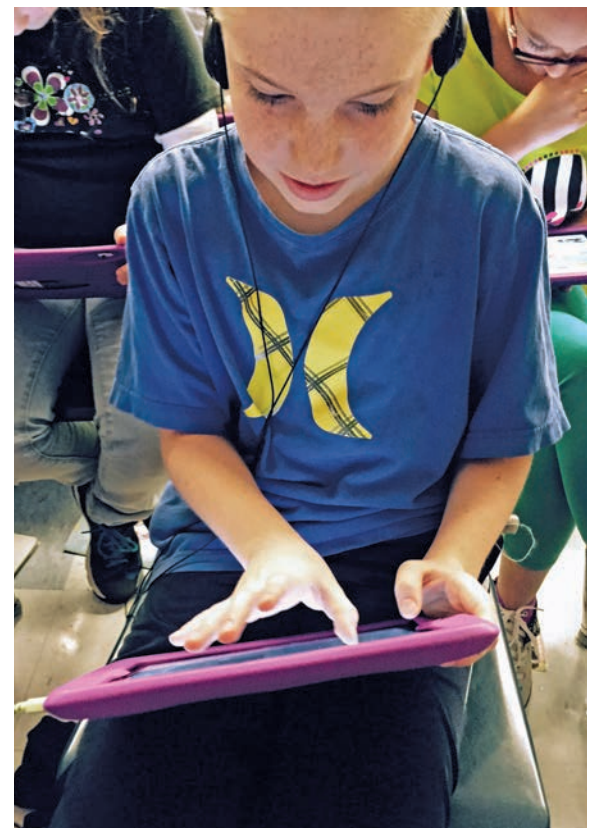
Overall, the reaction to participating in the "Hour of Code" while having a "Google Hangout" with Southold was completely positive. The students explained how they enjoyed seeing other students doing the same thing they were doing, just in another school district. "It was really exciting because we got to share everything we did with them," Fifth grader Riley Renault said. Another fifth grader, Lily Page, said, "[Video chatting with Southold students] was a little weird at first, but actually turned out to be really interesting." The facilitator of the "Hour of Code," Mr. Cox, mentioned how one of his favorite parts of this event was video chatting with Southold. "I loved allowing my classes to connect with another district. This made the experience feel much bigger; as if the stu-

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4th graders Jeremy Sabatel and Mary Gennari hard at work. PHOTO BY MICHAEL COX

The "Hour of Code" is a worldwide event designed to introduce students to computer science for a minimum of one hour.



5th grader Jerry Card focuses on his iPad during "The Hour of Code." PHOTO BY MICHAEL COX



Shelter Island's fifth graders jump for joy upon finishing the "Hour of Code." PHOTO BY MICHAEL COX

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Holden's here to stay, phonies

BY KELLY COLLIGAN

It is the year 2015. We live in a very different society than people did in 1951, the year J.D. Salinger's novel *The Catcher and the Rye* was released. At the time, Salinger's work created a revolution and more than a little controversy. Before the release of *Catcher*, no writer had dared to speak in the uncensored voice of a sixteen year old boy. Holden curses, he rages, and in many ways he is a juvenile delinquent, and the reading public in 1951 could not get enough of him. Yet, while readers were hanging on Holden's every uncensored word, more conservative parents, teachers, and religious leaders were calling for Holden to be silenced. As recently as 2010, *The Catcher in the Rye* was declared the most challenged book in public schools in the country. This my friends, as Holden would put it is, not only "yellow," but "phony."

The main reason schools ban their students from reading *The Catcher in the Rye* is Holden's use of profane language. The array of foul language he uses is no secret. Although Holden does curse with relative frequency in his dialogue, much of his "offensive" language is hardly offensive to teenagers today. One of his favorites

is "goddam," and to purport that "goddamn" is going to corrupt any teenager in 2015 is laughable. Holden curses with frequency, but once a teen reader gets into the book, it is obvious that this is the way he communicates frustration, anger, and disenchantment. The cursing cannot be called frivolous; it's authentic, expresses Holden's feelings, and quite frankly, the book wouldn't be the same without it. In today's society, "curse words" do not phase teenagers-- it's the truth. We all curse, and by reading a teenage boy do it, it does not make us "sinners," nor does it persuade teenagers to curse any more than we already do. Holden's voice has purpose.

A second reason there is controversy over Salinger's "coming of age" novel is the content some critics describe as "sexually explicit." The most controversial scene in the novel would have to be when Holden has an uncomfortable experience with a prostitute. When the girl (who Holden has not actively solicited) enters Holden's hotel room, Holden instantly becomes apprehensive and uncomfortable. Instead of taking advantage of the girl and engaging in any sexual behavior whatso-

ever, Holden makes a mental note of her "crumby looking" coat, and is "depressed" by the way she hangs her dress with care as to not wrinkle it. Holden wonders where the girl's parents are and tells her he would just like to talk to her. Yes, he is in a room with a prostitute, but instead of being inappropriate, sixteen year old Holden shows the teenage reader his empathy, his moral code, and his refusal to disrespect a girl in obviously bad circumstances. This shows Holden's true innocence and even allows him to serve as a role model. Material worthy of censorship? I think not.

If censorship of *The Catcher in the Rye* persists, teenagers will not have the opportunity to experience the iconic Holden Caulfield. This novel is a literary classic and every student deserves the chance to experience it. If *Catcher* is censored, teenagers will miss out on the voice that still resonates so clearly to so many adolescent readers. And, let's be real-- if it's banned, that's only going to cause students to want to read it even more. If *Catcher* is being censored, even in the year 2015, we've got some rethinking to do.

Salinger exposed

BY JACK KIMMELMANN AND PETER KROPP

On February 6, the Shelter Island School's junior class took a short walk over to the public library to view a documentary entitled "Salinger" on the renowned and mysterious author J. D. (Jerome David) Salinger. Upon arriving at the second annual Salinger Symposium with English teachers Devon Treharne, Lynne Colligan, and James Bocca, the 11th graders were eager to find out more about the intriguing author. Salinger wrote the famous novel *The Catcher in the Rye*, which the students had read and dissected in their classes. After viewing the two hour film, the juniors and their teachers had a quick snack break that included pizza and refreshments, while answering some thought-provoking questions about the documentary in writing. Reenergized and focused, the group discussed several interesting and controversial aspects of the documentary. One point that was returned to again and again was the question of whether or not the making of the documentary was a morally sound choice, considering that Salinger prized his privacy and craved solitude and anonymity. Students had different reactions to this question, but weighing both sides was enlightening.

During the Symposium, junior Richard Ruscica noted that "Salin-

ger's and Holden's (the main character of *The Catcher in the Rye*) lives and personal characteristics were identical." Along the same vein, Emily Hyatt added, "I thought the documentary really helped us care more about the book by gaining a deeper understanding of how it was written and of Salinger, himself." About the experience as a whole, Richard thought that it was an "incredible learning opportunity." The students weren't the only ones who gained a deeper understanding of the man and his novel at this event. Although it was the second Salinger Symposium for Mr. Bocca, he had a "different reaction." He explained that he "got so much more out of it and had a lot more fun" this year. Mrs. Colligan "thoroughly enjoyed the roundtable discussion" and was impressed at how "many students shared high level ideas." Mrs. Treharne felt very satisfied after the event because, "the students gained a much deeper understanding of the complicated J.D. Salinger. The debate provoked about Salinger's personal life was very insightful." The takaways from this event are myriad and after viewing "Salinger" we are left with many new insights and many new questions about the enigmatic author; and that is precisely why the Salinger Symposium was successful.



J.D. Salinger

We would love to hear from you!

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Tour tradition still stands

BY LINDSEY GALLAGHER

A whole class college tour trip has been a tradition for juniors at S.I. School for a number of years now, and just because Mr. Palios has moved on, doesn't mean that juniors won't get the opportunity this year. With our new guidance counselor not yet confirmed, there are some details still being worked out, but according to Mr. Palios, the trip is tentatively planned for sometime in March or April and juniors and possibly sophomores will travel to the Boston, Massachusetts area to look at colleges. These students will be accompanied by the new guidance counselor, Mrs. Lang and another lucky teacher chaperone. Mr. Palios chose the Boston area because in the past few years, Shelter Island student interest in this area has grown.

The aim of the college tour is for students to experience different types of colleges, learn what it takes to go through the admissions process, and take campus tours. College trips are not only educational, but they are key to help students find the right school.

Students will tour a number of colleges, which can be very overwhelming, so Mr. Palios says in order to compare colleges to use "your gut or your comfort at the school" as an indicator. He also suggests investigat-

ing the academic programs, internship opportunities, tuition, athletics, size of class, and the dorms of the college.

To some, a college tour might just sound like a boring day full of talking professors, but there is a lot to a college tour. An average college tour starts out with a presentation from the admissions office in which they talk about the programs the college offers and essential information. The presentation is followed by a tour of the campus from an currently enrolled student. On this tour, students will see the classrooms, dorms, labs, auditoriums, and other facilities the college has.

Mr. Palios suggests that parents and their children do research prior to visiting the campuses in order to have questions prepared in advance. If, after touring a few campuses, a student is having trouble deciding what might be their best option, consider the words of Mr. Palios; the most important deciding factor is the "overall feeling of right fit," which includes comfort, programs, and the affordability after financial aid.

If you are in tenth or eleventh grade, it is highly suggested you start planning your college visits. So, do your research and go with your gut!

CODE

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dents were a part of something that extended outside our classroom and district," he said.

A huge hit among Shelter Island's fourth and fifth graders was working on "Flappy" code. "It's basically 'Flappy Bird' (a popular app) but you get to change things about it and on level 10 you have infinite possibilities. You could have Santa Claus's dodging chimneys," Stephen Cummings, a fifth grader, explained. Riley Renault said, "My favorite code was working on my 'Flappy Bird' coding. I've been working on it for a few weeks now. I'm just working on some new commands. I'm really getting the hang of it!"

In elementary school, did you have a reasonable idea of what career you wanted to pursue? Maybe something along the lines of a singer, a doctor, a firefighter, or maybe even a magician. But did computer science ever emerge as a possibility? For many of our very own fourth and fifth graders, the answer is yes. "I want to learn more because in the future I want to have my own computer company," Jerry Card said, "I love it because that one idea you have existing only in your head, the whole world can know about just by coding your own app." Coding is a blooming industry that has countless job opportunities for college graduates. "I think coding is much more than it actually seems to be," Fifth grader Emma Martinez

said, "I think I'd like to look into coding for my future."

Emma started coding last year. She explained how last year coding was more difficult to understand and that this new program has made it much easier. "My favorite part was when we finished the actual hour of code and when we got to make our own apps and codes and get creative with coding," she said. Emma wasn't the only student who has had experience coding in the past, though. "I started it last year," Riley Renault said, "It was really confusing at first, but once I started to get the hang of it it was really fun." But for many others, this was their first swing at computer coding. "I didn't know it existed until Mr. Cox actually talked about it," Jerry Card explained. The main reason Jerry enjoyed the "Hour of Code" so much was because "he got to make it [his] own". Every student's code was different, and that's the magic of it.

From a teacher's perspective, this event was very productive. "This introduction to computer science was a big hit," Mr. Cox said, "My students have been exposed to technology at their fingertips since the day they were born, so I believe that coding in programming will be as important as reading and writing." He explained how he believes that in his classroom, the iPads his students use are not toys, they are tools. "The intended use of them is to expand their educational experience with a purpose," he said.

Unfortunately, the high school

Freshmen findings

BY KENNA MCCARTHY

As soon as holiday break came around, we couldn't wait to ask last year's graduates how their first semesters had progressed. Students were asked: "What are some of the most surprising and/or unexpected things about your first semester of college?" Some of the answers might surprise you. Check them out and you may feel better prepared for your own college experience.

Matt Dunning, currently attending St. John's University:

"I thought people hyped up finals week a lot before I got to college, but it really is hell. I also learned that it's really easy to make friends. Don't worry about making friends, and don't try too hard. If you put a smile on your face and introduce yourself, eventually you'll find someone who shares some interests with you. I also learned to appreciate my mom's cooking and my quiet room at home."

Macklin Lang, currently attending Franklin Pierce University:

"In college I learned how to become independent, and that I have to figure problems out by myself. I learned that people with very different interests can become very good friends, and that I will have to put in a lot of hard work to succeed."

Quinn Hudgen, currently attending University of Richmond:

"I miss close relationships with teachers. I don't have that really at college, even in small classes. I don't know teachers now on a personal level. I also get WAY less sleep now than I used to and getting up early is REALLY hard."

Libby Liszanckie, currently attend-

ing SUNY Potsdam:

"[Professor's] Office hours are not as scary as they seem. They are actually very helpful, they WANT to help you, and it's a great way to get to know them. Over-practicing will do damage (this goes for over-studying too). I spent way too much time practicing my part before a quartet exam, and I ended up wearing out my voice and it didn't sound as good as it could have. People will come and go frequently in life, and that's okay. Finding that steady group of friends takes time, but it will happen, and once it does, you've found a family and they'll be your greatest support system there."

Erin Colligan, currently attending Siena College:

"I had the choice of making and finding friends who I felt were compatible with me. The teachers aren't scary; treat them with respect and interest, and they'll remember you. If you want to cry just do it; everyone feels, or has felt as you have once."

Matt BeltCappellino:

"The most surprising thing would be the absolute freedom you have. I know it sounds obvious, but it doesn't really hit you until you are there. You can literally do whatever you want. I could have gone to Canada for a week and no one would've stopped me, or said it was a bad idea. Second would be how many different people there are out there. Being from Shelter Island, you see a lot of the same, but at college you meet every demographic of people regularly. And the third would be how challenging it is to get good grades. I have to work much harder than I thought I would."



Last year's seniors reunite over Christmas Break to get together for some ice skating fun.

does not currently offer any courses/electives on program coding. When these young students heard this, many were heartbroken. When asked whether they would be interested in taking a class on coding, most of the students said yes. "I'd totally be willing to take that class!" Fifth grader Stephen Cummings said. "If it were

an elective, I'd love to give it a try," Jerry Card agreed. Looks like we may need to consider a new elective. These kids seem to have high hopes and promising futures in the world of coding.



PHOTO COURTESY OF WWW.STRONGPOINTTHEINERT.ORG
A piece of the scenic property where the ranch will soon reside.

An easier transition

BY TRISTAN WISSEMAN

Starting in 2012, the Strongpoint Theinert Ranch was created by the Joseph J. Theinert Memorial Fund with the goal of assisting military veterans transitioning back to mainstream society from the battlefield. Although the initiative of the Joseph J. Theinert Memorial Fund has received a lot of support since the beginning of its existence, Mr. Theinert, brother of fallen soldier Joey Theinert, wants to “set a broader goal” for the ranch, which is located in Magdalena, New Mexico, approximately two hours from Albuquerque. And, with the ranch partnering with other organizations to spread publicity and help the cause, reaching their goals is looking hopeful.

The ultimate goal is for Strongpoint Theinert Ranch is to create a soothing, therapeutic environment for veterans to come home to from a tour. Whether it is a few days or a few weeks, the experience should be a quality transition period, and veterans will even be encouraged to invite their families to the ranch as well. Different people must cope with coming back in their own way. Whether it is having help from a

therapist off of the ranch or just being able to talk to somebody who went through the same things as they did and share experiences.

Returning from military service back to everyday life can be a difficult period of time for many veterans. “It’s not just back to normal,” said Mr. Theinert. Many veterans need help both physically and emotionally with their transitions. And sometimes, “mental wounds can be more difficult to cope with than physical,” according to Mr. Theinert. With the help of generous donors, organizations eager to partner with the ranch, and a strong and determined foundation, Mr. Theinert hopes his family’s ranch will someday serve as a sanctuary that “helps people like Joe.” Getting the ranch up and fully functioning for veterans will take some time and Mr. Theinert roughly estimates that they are about “four years out” from opening. Even though it may take time, Strongpoint Theinert Ranch will one day open its doors and with it the legacy of Joey Theinert will live on.

Hasta luego, Spanish V?

BY TRISTAN WISSEMAN

For most students in our school, taking Spanish courses for their entire school career from the time they are in seventh grade is expected, and has been very beneficial to students’ college success. Historically, seniors have taken Spanish V, a regular high school level class. Yet, change is in the air. Over the past few years, other classes have become more rigorous and instructors are opting for courses which offer college or AP credit. The Spanish program at SIHS has been the only core class to not offer one of these more challenging, rigorous credit opportunities to students. In the 2015-2016 school year, this could all change, but is that really for the better?

If all goes according to plan, and the college-level Spanish class is approved, it will take the place of the current Spanish V. If this is the case, some students may have to miss out on a crucial opportunity to take Spanish V, if they do not meet the prerequisites of College Spanish. (There are currently not any prerequisites for Spanish V.) Even though the plan is still in the discussion phase and is not yet finalized, the possibility is one that has the junior class, the first class the shift would affect, buzzing. According to former guidance counselor Mr. Palios, in order to be eligible for college level Spanish, students would have to have an 85 or above average in previous Spanish classes over their school career. If students fall slightly below the requirement, they may make an appeal to the administration and the teacher of the college level course, Ms. Leever to be considered for admission. Is this really fair? What about the students who really enjoy Spanish, but have been unable to maintain an 85%? Those who do not meet the prerequisites of the new course will be left with no opportunity to pursue a second language in their

senior year, if the current proposal is approved, and that is a shame.

Elizabeth Dunning, a current junior, says she plans on taking the class next year. Elizabeth, along with other students and faculty, is not surprised that the school has made this decision, but says she finds it “ridiculous” that it will be the only Spanish course offered for seniors, and that she feels sorry for some of her classmates who will not be able to take the course because “Senorita (Ms. Leever) is a blast.” The students who will take the course will have an opportunity to receive college credit at a significantly reduced rate, and will be more thoroughly tested in terms of their Spanish speaking skills and comprehension. This opportunity for enrichment and to gain credit is a good one for the high achieving students, but not without some sort of alternative for those who want to take Spanish as a senior. Undoubtedly, the shift would ensure that those enrolled in the new course are the more serious Spanish students, but it will also leave those who like Spanish, but haven’t gotten the grades, out of luck. Whether the decision is well liked by students or not, former guidance counselor Mr. Palios believes that if Ms. Leever is approved to teach the course, it will “most likely” be a long term move. No bueno, administration. No bueno.



Study hall or study hell?

BY KELLY COLLIGAN

Over the years, study hall has been quite the controversial conversation at Shelter Island School. Let’s just say teachers can have pretty different views on a free period than students do. For several years now, study hall has not even been an option for students, which meant many of us have been thrown into classes that we did not wish to be in. This caused less than conducive learning environments in some cases. Having students in a class that they didn’t sign up for can make teaching that class more difficult for teachers, and at the same time leave students unhappy. That being said, are study halls the solution? Some say no and believe that study hall is nothing more than a time to socialize and waste precious time in the classroom. The bottom line is, study halls are back...but are

they here to stay?

Study hall affects the majority of SIHS students. More than half of Shelter Island’s high schoolers currently have at least one study hall in their schedules. With more study halls comes more teachers needed to supervise them. As a teacher, study halls can be tricky. On the positive side, teachers can generally have an extra period during that time to do whatever it is they need to do—plan lessons, grade assignments, eat lunch, etc. But for some teachers, study hall has become more of a chore than a blessing. “I think a lot of students use study hall appropriately and it’s very beneficial to them,” Mrs. Treharne explains, “however, there are also a number of students who think that study hall is a time to socialize and keeping it an academic

environment can be a constant challenge.”

Believe it or not, some students have two study halls everyday. Is this too many? “I think students should be limited to only one study hall per day,” study hall proctor Mrs. Treharne says, “electives are valuable alternatives.” Billy Boeklen, a junior, explains how his two study halls a day impact his work load. “[Study hall] is tremendously effective. I’d say I complete 75% of my homework during study hall each day. Since I don’t have a lot of time on my hands during basketball season, it is a great way to boost my studies.” This is also another factor to consider. On Shelter Island, many kids participate in multiple sports, clubs, etc. and even some at the same time. Study halls can be seen as a great opportunity

to decrease a student-athlete’s workload.

Study hall isn’t always a walk in the park, though. It’s common for study halls to promote lots of chatter, especially with their large sizes, which is usually what gives them a bad reputation. For the students who are trying to get important work done, distractions are definitely a bother. There are some, though, who use study hall simply as a time to relax and give their brain a mental break. “It gives you a chance to unwind, socialize, and study,” Max Moroz, a junior, says. Mrs. Treharne would agree with the studying in study hall, but as for the socializing, she counters, “I think study hall should be run as quiet, academic settings in order for students to be able to focus and be as productive as possible.”

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SPORTS

Battle of the islands!

BY CAMERON CLARK

On December 29th, Shelter Island renewed its once annual "Battle of the Islands"; an event that dates back 40 years in which students on the Block Island basketball team travel to Shelter Island to participate in a game against our Indians. While originally, both girls and boys basketball teams were supposed to participate, because of last minute circumstances, only the varsity boys attended. Nonetheless, it was an exciting weekend to be a part of the S.I. school community.

We know Shelter Island is small, but Block Island might set some small school records with its staggeringly small student population of approximately 110 students, K-12. The Block Island team, the Hurricanes, consists of just six players who play in an "independent league" around the north-east, playing mostly private schools. While such a small team can make for easy transportation, it relies heavily on the hard work and commitment of the boys, if just two of them were to back out, be

injured, or become ineligible in any way to play, the school would be out of a team. That's an issue not even the limited S.I. Indians has, making this matchup truly interesting. According to junior Tristan Wissemann, "It was a really nice idea," junior Jack Kimmelmenn added, "we weren't quite sure what to expect, but we were happy to play well."

Islanders don't normally think about fellow Island dwellers, which is why the Block Island boys had the opportunity to experience "The Rock" prior to the big game. The team stayed with locals for the weekend and got to truly develop a feel for the S.I. community; a few basketball mothers even put together a welcome party! In the future, the coaches plan on having the Indians trek to the Hurricanes hometown in Rhode Island for the same once in a lifetime chance. Even though the Hurricanes lost to the the SI boys 60-35, it was still a great island versus island experience.



PHOTO BY KELLY COLLIGAN

Time to debate

BY LINDSEY GALLAGHER

Sitting in advisory lately, you may have heard on the loud speakers, "there will be a debate club meeting today at 3pm." That's news to some of us. This is the first year we have had a debate club, and though it is still getting off of the ground, it is an exciting addition to the extracurriculars offered here at SIHS.

Back in his high school days, Debate Club advisor, Mr. Bocca was in Politics Club in which he would debate strictly politics. Mr. Bocca loved it and he wanted students to learn the "art of debating." He also pointed out that "there is a link between academic success and schools having debate clubs." So, Mr. Bocca and Mrs. Sears began the slow process of finding students who didn't have a schedule full of sports to join the club. Slowly, the Debate Club came together and had nine members, which is now inconsistent in attendance.

A debate starts with a claim, which one side supports and the other side argues against. Next, both sides try to defend their position and then they have to be ready to anticipate the opponent's argument and be ready for a counter claim. A debate can be quick, or it can be lengthy depending on the depth of the arguments and the time it takes for all the statements to be made. Some debates are up to one hour long, impressive right? In competition, a winner is determined by a point system, which varies depending on the school. The point system considers many aspects of the debate and even a more convincing argument may not guarantee the win. However, the Shelter Island Debate Club is not focused on win-

ning; Mr. Bocca believes that "the goal is not to win, but to put forth a more convincing argument."

The Debate Club is open to students in grades 9-12, but it might be opening up to students in grades 7 and 8 in the future. There is only one requirement for club members; you must treat every argument respectfully. The club meets every Monday for 30 to 60 minutes. During each meeting, Mr. Bocca and Mrs. Sears teach the principles of debate, along with the do's and don't's. They have even watched a few sample debates. The Debate Club discusses a variety of topics, which include everything from hot button issues like abortion, to lighter topics that you may even argue at home with your parents. Although the students do not get to chose their own topics, as the club develops they will soon have this privilege. The ultimate goal for the Debate Club is to have regularly attending, dedicated members who are ready to travel to other schools for competition. Mr. Bocca also believes that "arguments help you to process your own thoughts more carefully and think more critically, which is a useful skill for anyone." The club is just starting to develop, so it will take some time, but Mr. Bocca is optimistic that next year the club will be able to compete.

Although it is difficult to recruit people, Mr. Bocca is "looking forward to it [Debate Club] becoming something really powerful as the years go on." So, if you're looking for something to sharpen your skills, then why not try joining Debate Club?

Junior high basketball rundown

BY JACK KIMMELMANN

Now that the boys junior high basketball season has come to a close we can look back on what has been an exciting season. Led by long-time coach Rick Osmer, the Indians faced a few unexpected setbacks that caused them to finish with a record of 3-6. One huge loss was when the team's leading rebounder Erik Thilberg went down with a midseason injury. This allowed the opposing teams to dominate in the paint. Being a young team, predominantly seventh graders, the team was up against bigger players on teams with a majority of eighth graders. Another setback affecting the team's record was that they didn't play Ross for a second time, they had handled them easily the first time and a second matchup would surely have brought them a victory.

Though the team's record was not a winning one, the season was win-

ning in many ways. For example, after losing to Springs by more than a little bit the first time, the team bounced back for a win the second time around, and coach Osmer called it, "the highlight of the season." Most surprising to Mr. Osmer, was the knowledge of the game the young players came into the season with; Mr. Osmer believes this junior high team has a good chance of making states when they are older.

Looking to the future, this team shows a lot of promise. Next year, the team will be predominantly eighth graders, giving them more size, experience, and strength against their opponents. Some players on the Shelter Island team also participate on travel teams in the off season allowing them to increase their skills. Watch for this team to grow in size and skill in the years to come.



STUDY HALL

CONTINUED FROM PAGE 4

So should study hall be erased from schedules? Most students think not. "I definitely think it should be kept in student's schedules. Having a teacher there while I'm doing work to guide me is a valuable tool," Billy

Boeklen says. Aidan Mysliborski, a junior, simply puts it, "I don't see anything wrong with it." Although students feel one way, many of our faculty members feel differently. The answer to whether study halls will remain is still under review.

AROUND the Halls

BY
JACK
KIMMELMANN



AIDAN MYSLIBORSKI
“Excelling in life.”

In this issue,
we were
interested to find
out, “What do you
see yourself doing
in 20 years?”



WESLEY CONGDON
“Being a mechanic.”

JACK LANG
“In Ms. Bothwell’s class.”



MS. GIL
“Hopefully getting
a PhD and raising
a family.”



**CONNOR
CORBETT RICE**
“Working on websites
with shows.”



EMILY HYATT
“Probably in
a science lab.”

PROFILES



PHOTO BY DEVON TREHARNE

Crossing guard Chrissy Gross shows her Christmas spirit on her final day on the job.

The man behind the beard

BY TRISTAN WISSEMAN

Mr. Theinert now teaches high school mathematics in the same room he once studied high school literature with Mrs. Treharne; such is life in a small town community like Shelter Island. Mr. Theinert is one of our district's youngest teachers and a Shelter Island native, which gives him a unique perspective on teaching and learning in our school.

Mr. Theinert has been creating memories on the island his entire life. That doesn't mean he's stayed still though; he has lived in a total of 8 different houses here on the island. Mr. Theinert was raised by his mother, Chrys Kestler and his father, James William Theinert. He grew up with his older brothers, Bill and Joe, who were not only his brothers, but his best friends. He currently has a stepfather, Frank Kestler and three step siblings, Nick, Frankie, and Jackie. Mr. Theinert attended school here on S.I. from Kindergarten through middle school. He then went to the Ross School for his freshman year of high school. After his one year educational adventure on the mainland, he decided to return to SIHS and finish his high school career here because he felt this school gave him the best education. This wouldn't be the only time Mr. Theinert "came home again" to S.I. School.

After his time as a high schooler wrapped up, Mr. Theinert decided to go to SUNY Albany for four years, majoring in mathematics and minoring in education. After SUNY Albany, Stony Brook University was next, where he received his masters degree

in 2011. Mr. Theinert's path to his now full-time Mathematics position was a winding one. He began as an aide in 2011, then became a leave replacement for former Math teacher, Mrs. Audrey Petersen. In 2012, he was appointed to his current position.

Outside of school, Mr. Theinert has a variety of hobbies that keep him not only entertained, but make him a busy man. He enjoys several outdoor activities, including backpacking, hiking, and skiing. He is also an avid basketball fanatic, often playing pickup basketball with other adults on the island and volunteering his time helping the boys basketball program. Above all, traveling may be one of Mr. Theinert's favorite things to do



PHOTO BY TRISTAN WISSEMAN. Mr. Theinert instructing his Business and Finance class on an exciting lesson, while sophomore Chris Corbett watches intently.

Chrissy Gross: Crossing the road to retirement

BY LINDSEY GALLAGHER

In rain, sleet, snow, freezing temperatures, or sun-scorched days for 31.5 years. That's how long Chrissy Gross served as crossing guard for kids and faculty alike in front of Shelter Island School. According to how many people Chrissy estimates crossing per day, she has safely ushered Shelter Island School-goers across Route 114 255,150 times** (give or take). Whoa. Impressive, right?.

Chrissy never anticipated becoming the school's crossing guard, but when (former crossing guard) Onnie Byington was retiring and the police department was offering the job, she jumped at it. At the time, Chrissy was seven months pregnant with her son, Nicky, and she realized it was a job she could do as her son grew up and went to school. Chrissy spent about two hours a day as crossing guard before her retirement December 19th, and though the job didn't fill her whole day, she explains when you are there, you have to be ready to work. Chrissy says, "You have to be on-time and have an even keel--you can't let things get to you." This forgiving attitude has been key over the years, as Chrissy has nearly been hit by drivers not paying attention on the road "at least once a year." She adds, "You have to be alert and always pay attention, be friendly, and greet people. And, you have to love the kids." For Chrissy, her career as crossing guard has been all about the kids. "The kids are by far the best part. I love the kids. Seeing them everyday and seeing them grow up, I can always tell if they are having a good or a bad day," she explains. There have been moments with the kids she will never forget, including an incident shortly after her own father passed away. A young boy came up to Chrissy in the middle of the street, hugged her legs, and said, "Chrissy, I'm so sorry you lost your father." "It was very unexpected and very sweet." It is these vivid memories of moments, literally in passing, that show how impactful Chrissy's time in front of the school

has been.

In her retirement, Chrissy will continue to run the 2 South Ferry B&B she established in 1999. She also works as a property manager. While still working as our crossing guard, Chrissy's day consisted of splitting her duties between the B&B, properties she manages, and crossing school-goers morning and afternoon. As for why now is the time, Chrissy says, "it just seemed like the right time to stop." She now will continue with her B&B and property management, and get to "enjoy Shelter Island." Chrissy wants the kids of Shelter Island School to remember to "Be kind! I always tell them to be kind," she matter-of-factly shares. With a smile on her face, Chrissy recounted a time when her son, Nicky, "picked me up and swung me around like a kid in the middle of the crosswalk," and it is with these and many other fond memories Chrissy bids Shelter Islands school a fond farewell. If you see her around the island, take the time to say thank you, after all, it's more than likely you were one of those 255,150.

**See our "How many crossers did Chrissy cross?" riddle box.

31.5 years of employment x 180 school annual days = 5,670 total days of employment

5,670 total days / 2 = 2,835 (We have divided by 2 here, because Chrissy told us that for approximately half of her career, when Carol's (former deli/cafe) was open, she crossed an estimated 70 people a day. After the closing of Carol's, that number dropped to an estimated 20 people a day.)

2,835 x 70 = 198,450 people crossed for the first 1/2 of Chrissy's career

2,835 x 20 = 56,700 people crossed for the second 1/2 of Chrissy's career

56,700 + 198,450 = 255,150 people crossed safely during Chrissy's tenure as crossing guard. (Like those math skills, Mr. Brigham and Mr. Theinert?).

outside of school. Not only has he been to 43 out of the 50 states, but he has visited 13 countries, and hopes to expand his list over the years. Behind closed doors, Mr. Theinert admitted he is an "excellent chef," and thoroughly enjoys cooking. "People never see me cook in school, they wouldn't expect it."

Although Mr. Theinert has a variety of hobbies off school grounds, the one thing he might be most passionate about is connecting with his students who currently walk the same halls he once did as a teenager. He strives everyday to help his students not only academically, but morally

as well. "Being a role model" and inspiring his students to "work hard and achieve their goals" is his focus. His friendships among the teachers in the school are much like the ones when he was a young kid, listing Mr. Brigham as a great mentor and friend in the Math department. When it is all set and done, he hopes to be the kind of teacher that kids wish they got to have, "Much like Ms. Galasso." Mr. Theinert wants to leave his mark not only on our school, but the island community that helped shape him into the person he is today. He might only be three years in, but he is certainly on his way.

PROFILES

Mr. Stanzione: The tech guy who keeps the school running

BY PETER KROFF

Whether you are a student or a teacher, you have probably asked him a question about why your computer is slow, why your essay isn't saved in "My Documents," or why the printer isn't functioning. And pretty much every time, he's presented with one of these problems, he gives you an answer and comes up with the solution. The man I'm talking about is Jeremy Stanzione, Shelter Island School's network systems specialist for the last 3 years.

Before we talk about his work, though, let's get to know Mr. Stanzione. He attended high school in Islip, New York, right here on Long Island, the same town in which he was born and raised. His hobbies included "playing video games and baseball." Mr. Stanzione took his love of video games and technology to Suffolk Community College, where he majored in Computer Information Technology. This led him to various jobs in the field of customer service, and he spent about five years at a computer store in East Hampton here on the East End. He lives with his wife, Stacy, and his son, Jeremy, who is 10 years old.

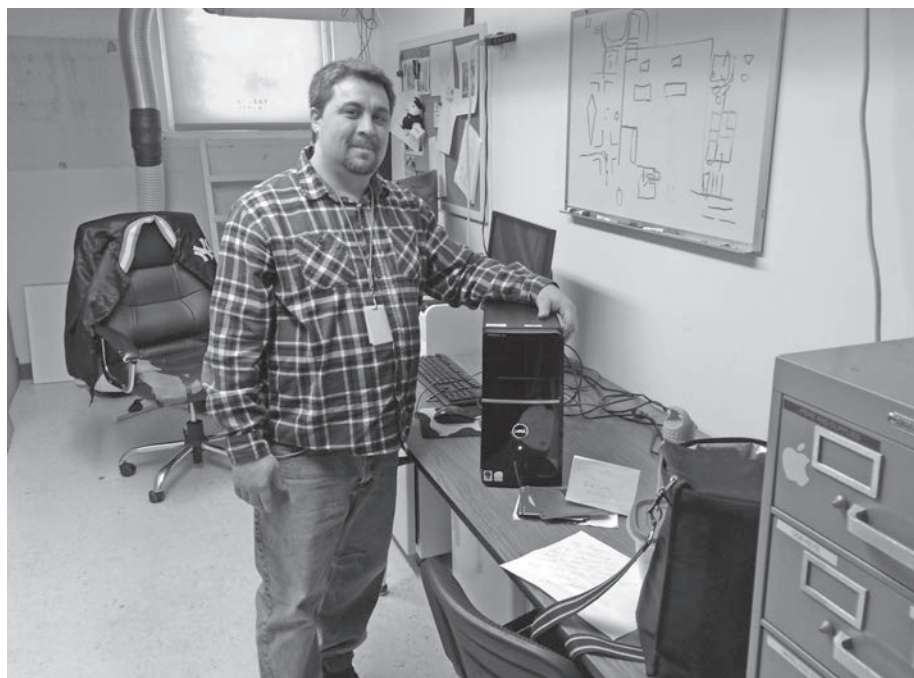
Mr. Stanzione came to Shelter Island to be a network systems specialist because he really "liked the small town atmosphere." He loves his job because he has a passion and a "knack for solving problems" dealing with computers. It is not always easy for the Islip native, though, because of the hardest part of his job, which he describes as "everybody thinking that I know the answer to everything." Mr. Stanzione also admits it is pretty tough "being the one who has to tell Mr. Williams (high school science teacher Dan Williams) that his teams are horrible." He notes that it is hard, but that "someone has to do it." The

favorite part of his job? "Fixing the problems and dealing with the students and teachers." You know that being a network systems specialist is not a "job" for Mr. Stanzione because he states that he "never has a bad day."

"Seeing where technology leads us" is something that Mr. Stanzione can't wait to see unfold. He believes that technology plays an important role in education because "it is a must-have to keep up in the world." The network systems specialist thinks that Shelter Island School has a "more than an adequate [level of technology] for what the students need." Mr. Stanzione is hesitant to declare himself either an "Apple guy" or a "Microsoft guy" because of the distinct characteristics of each company's computers. He notes that Apple computers are definitely "highly expensive," but that Microsoft computers are more "susceptible to viruses." Either way, Mr. Stanzione has simple but effective advice for anyone looking to buy a computer: "You get what you pay for."

And his hobbies? The last book he read was one "on making video games," something he likes to do in his spare time. He also uses that free time to "listen to classical music" and "watch sports," rooting for the New York Yankees, the New York Jets, and the New York Rangers. Wrestling is another sport Mr. Stanzione likes to follow.

Almost all the education at Shelter Island School depends on technology, and Mr. Stanzione makes sure to keep everything working like a well-oiled machine. So when you see him in the hallway, be sure to thank him for his hard work and get ready to talk about either the latest great Henrik Ljunqvist save or Geno Smith interception.



Network systems specialist Jeremy Stanzione with the many computers he works on each and every day in his office to keep the school running. He is a big New York Yankees fan and you can tell by his jacket on his chair in the background. PHOTO BY PETER KROFF



The man who provided you with help, encouragement, and the keys to success: Mr. Palios

BY PETER KROFF

He has probably set up your schedule, helped you register for and take those pesky standardized tests, guided you in your college search, and, most of all, put you on a path to success. Who am I talking about? Of course, Shelter Island School's Guidance Counselor for the last five years, Mark Palios, who has recently left our district to be assistant principal at Newfield High School in the Middle Country School District. Before he moved on, we had to take the chance to get personal and reflect with the man who has given us so much.

Born in Smithtown and raised in Stony Brook on Long Island, Mr. Palios attended high school at The Stony Brook School. There, he enjoyed extracurricular activities, participating in choir, theater, football, and lacrosse. The next step for Mr. Palios was attending Gordon College in Wenham, Massachusetts, where he majored in English literature because he had originally planned to become an English teacher. It wasn't all books, though, as he took his love of lacrosse to Gordon by playing as a defenseman. Mr. Palios graduated Gordon with a Bachelor's Degree in English, then went on to earn a Master's Degree in School Counseling, and a Postgraduate Certificate in School Leadership. Mr. Palios is currently working toward a doctorate in School Leadership at St. John's University in Queens, New York. Before his tenure on Shelter Island, Mr. Palios landed

jobs at Hofstra University as a financial aid counselor, and at East Hampton High School and East Islip Middle School as a guidance counselor.

Mr. Palios's reason for coming to Shelter Island to work: "I like the East End, liked the small community, and I could be involved in a lot of areas in the school, like areas that dealt with school function." He enjoyed his time as a guidance counselor because he wanted to give students the help that he and his dad never got when they attended high school. Also, Mr. Palios loves to "encourage people to do the best they can," something that comes along with being a guidance counselor. The hardest part of his job over the last five years has been "balancing all the different directions I was pulled in during the day." His favorite part: "Talking with and getting to know students, and discussing their plans with them." During his time here, though, Mr. Palios was surprised at how many phone calls he received from people outside the school asking for students who could do some chores for them or baby-sit. Ahh, the charms of a small town school.

Mr. Palios is now taking on the position of assistant principal at Newfield High School because he sees it as an "opportunity to be a positive influence" on the approximately 1,400 students enrolled there, and to also "grow professionally, especially in the areas of curriculum and instruction." Other than advancing in his profes-

PALIOS CONTINUED ON PAGE 11

All about NHS

BY KENNA MCCARTHY

National Honor Society was established in 1921 and exists in all 50 states, Puerto Rico, and even in some parts of Canada. National Honor Society requires members to exemplify its four pillars, which include scholarship, leadership, character, and service. While NHS honors students who work hard and serve as models, its larger goal is community service and outreach. It is estimated that over 1 million students participate in NHS activities each year.

Here at SHS, juniors and seniors are eligible to apply to become a part of NHS. Students must have a 90 or better cumulative average after the first quarter of the year, fill out a comprehensive application, and possibly sit for an interview with the NHS fac-

ulty council. The council this year is made up of Mr. Brigham, Mrs. Treharne, Mr. Bocca, Mr. Williams, and Mr. Palios. Mrs. Mahoney is the Administrative Director and the Head of the Council. She doesn't cast a vote, but she runs the program and coordinates all NHS activities here at SIHS.

This year's NHS has five new inductees who were officially inducted on Thursday, January 29th at the Rams Head. The new members are Kelly Colligan, Elizabeth Dunning, Emily Hyatt, Kenna McCarthy, and Richard Russica. These new participants are a great addition to the three remaining seniors from last year. The three seniors are Caity Mulcahy (President), Olivia Garrison



(Secretary), and Tommy Card (Treasurer). Every year there are goals to be met for this society. "My goals are to uphold the four pillars, which are continuing to be good scholars, to demonstrate leadership, to perform

service, and to exemplify good character," Mrs. Mahoney shared.

Each year the members of NHS take part in many activities. This year, NHS members will lead the Souper Bowl of Caring, Relay for Life, Pennies for Patients (The Leukemia and Lymphoma Society), and Shamrocks for Muscular Dystrophy. Individually, each NHS member is required to do a minimum of one extra service project per quarter. These can include wait staffing at a senior citizen luncheon, helping with ticket sales for veteran events, or serving chili at the annual 5k. Although it is an honor to be selected for the National Honor Society, the real reward comes from the service members complete along the way.

Mrs. Tuthill: up for the challenge

BY TRISTAN WISSEMAN

Following Mr. Palios's sudden decision to leave his position as guidance counselor here at Shelter Island to become an assistant principal at Newfield High School, it became a priority to hire a replacement and keep the guidance office functioning. Seniors, especially, were left feeling untethered as college acceptances and the financial aid process were in mid-swing. The uncertainty is over, however, for as soon as February break is over, Mrs. Martha Tuthill will take over as Shelter Island School guidance counselor. Mrs. Tuthill is no stranger to Shelter Island School, as she has worked for BOCES as a transitional coordinator for non-college bound students since 2013 and made many visits to our school. Mrs. Tuthill wants Shelter Island students and parents to know that college and career planning is one of her specialties because "she likes helping students figure it out."

On the personal side, Mrs. Tuthill attended South Side High School in Rockville Centre, and then earned her Bachelor's degree of Arts at the University of Dayton. Post college, she began an adventurous career in the city that never sleeps, New York City. Mrs. Tuthill worked in the marketing/sales field for several financial companies, like Shearson Lehman Brothers, Prudential Securities, and Dean Witter Reynolds, which is now known as Morgan Stanley. Her office was at the World Trade Center. Thankfully, Mrs. Tuthill was not there on 9/11. After her experience in New York City, Mrs. Tuthill settled in Orient, where she still lives today with her husband of 20 years, John, and their four children, Brian, a freshman at James Madison University, Sarah, a senior at Greenport High School, Katie, a sophomore, and Matthew, a freshman

at Greenport.

When not helping the student body achieve their various goals, Mrs. Tuthill enjoys an array of activities, like paddleboarding in the summer and watching different high school sports, especially basketball, in the winter. The history of the Tuthill name on the East End of Long Island goes back for centuries, according to Mrs. Tuthill. "My husband's family has been on the East End of Long Island since the 1600's." And, although her new job at the school may be new to her, Shelter Island as a whole is not unfamiliar territory. "Our wedding reception was held at the Pridwin and Shelter Island reminds me a lot of Orient, since it is a small town where everyone knows each other," Mrs. Tuthill explained.

Coming into a school during the middle of the year might be an intimidating task for some. Yet, Mrs. Tuthill welcomes the challenge, saying, "I cannot wait to work here full-time." Once February break winds down and students have a chance to catch their breath and think about their future, an eager and determined Mrs. Tuthill will be here to guide them along the rigorous path of making important decisions about the future. Mrs. Tuthill put it quite simply when she said, "I am here to help all students be successful." cause otherwise it would have had to wait until next summer.

The new scoreboards have all the same features of the previous one, but are even better: they also display team and player fouls. This should be music to many a coaches' ears, as they no longer have to yell for information about fouls from the scorer anymore.

I say, let's give these new scoreboards a history of their own in future years!

An exchange of experiences

BY CAMERON CLARK

In early December, Mr. Skuggevik approached the Shelter Island senior class proposing an opportunity he called "the Cultural Exchange Program," an event in which all eleven 12th grade students from S.I. were invited to spend the day at Longwood High School, with its seven hundred senior students. "We were initially skeptical, it was such a new and farfetched idea that we weren't sure if it was going to be worthwhile or not," said Nicole Poleshuk. However, by the end of Mr. Skuggevik's presentation of the field trip, most of the class was convinced. The "Cultural Exchange Program" has been running for approximately 5-6 years, each year featuring Longwood hosting students from smaller school districts. The really interesting part of the program is that a week after the smaller schools visit Longwood, those Longwood students travel to the smaller schools for a day! "Once we found out they'd also be coming to Shelter Island, we couldn't refuse. I love seeing people's reactions to our small town," explained Olivia Garrison.

Due to the fact that four out of the eleven seniors would not be able to make the trip to Longwood for various reasons, Mr. Skuggevik personally selected two students from each high school grade to also attend the trip. Wesley Congdon, Isabella Sherman, Tommy Lenzer, Zoey Bolton, Billy Boeklen, and Margaret Michalak joined in. Each S.I. student was paired with a Longwood student and spent the day following his or her schedule. Jonny Brown of Longwood says, "it's always so cool to hear about the difference between our schools and see the small school kids' reactions." Surprisingly though, S.I. student's didn't find the trip to Longwood as surprising as Longwood kids did when they visited the Rock. Ashlee Pagnotta, a visitor from

Longwood shared, "it was awesome getting to spend the day in such a different, secluded place. All the people were so nice and it all seemed so much closer knit than at Longwood."

One particularly fun aspect of the trip was that the students visiting had all the same privileges as the attending student, so those students paired up with seniors were able to get a driving tour of Shelter Island over their lunch break. These students saw Kissing Rock, got lunch from Stars, passed through Crescent Beach, and were able to see a majority of the senior student's homes. Ms. Pagnotta mentioned seeing the classes home's saying, "it's amazing how close everyone lives to each other! I have to drive for 25 minutes to see my closest friend."

Ultimately, Shelter Island students understand that they are the different ones in a world that 9 times out of 10 doesn't experience having to take a ferry boat to get chinese food, and doesn't have kindergarteners mingled amongst twelfth graders. Therefore, attending Longwood, although a culture shock, wasn't full of outstanding surprises for our S.I. students. On the other hand, Longwood students were floored by the close relationships students have with their teachers, the backpacks strewn about the floor that would be stolen (according to visiting students) if left in the hallway at Longwood, the roaming small children, and the tiny cafeteria. For many of the Longwood students, it was a once in a lifetime opportunity seeing such a rare island community. In years to come, due to its popularity this semester, Skuggs plans on sending the entire senior class as a group to Longwood, which will make more memories for not only the S.I. students, but also for the 20 or so Longwood students who will get to experience our island in the future.

Slang: how the times have changed

BY JACK KIMMELMANN

1920S

FLAT TIRE (adj) boring person

"Just go to the party, you're such a flat tire."

LOUNGE LIZARD/CAKE (adj) a male flirt or player

"That's the third girl you've dated this week; you're such a lounge lizard!"

GATE CHASER (adj) a person who attends parties and other events without invitation.

"Why are you here? You're such a gate chaser."

GUSSIE UP (verb) to dress up

"Got to get gussied up for this party."

FAN THE AIR (verb) to chatter; gossip

"You should get your facts straight, instead of just fanning the air."

HEEBIE JEEBIES (adj) a nervous feeling; the jitters

"Going past the graveyard gives me the heebie jeebies."

BRAWL (noun) a wild party or celebration

"Hey, you going to my brawl tonight?"

DRUGSTORE COWBOY (adj) a young male who hangs around public places trying to pick up girls.

"Leave the girls alone you're such a drugstore cowboy."

BREEZER (noun) an open-topped car

"It's nice out, we should take the breezer."

HEP (verb) informed ; wise

"Get hep on the motto."

BIG CHEESE (noun) an influential person

"Barack Obama is the big cheese of the U.S.A."

APPLESAUCE (adj.) a term of derogation: nonsense

"You're saying we're going to lose, that's applesauce."

SPIFFY/RITZY (adj.) well-dressed

"You're looking pretty ritzy with that suit on."

2014

BET (interjection) ok, cool, sure

"We're all going to the tuck shop if you want to chill."

"Bet!"

FLEEK, FIRE, FRESH, ON POINT (adj) just right, perfect

"Your new basketball shoes are on fleek."

SWERVE (verb) to dodge someone

"Tom smartly swerved the odd stranger giving free candy behind the library."

BAE (noun) one's spouse

"She's bae."

BASIC (adj) judged as being typical

"Your Sperrys are so basic 2013."

SALTY (adj) moody, harsh

"Jeez, someone's salty today!"

FAM (noun) family or close friends

"Do you want to ball tonight?"

"Sorry, chillin' with the fam."

FINNA (verb) going to, about to

"What are we going to do today?"

"We finna get food at bella vita."

BRUH (verb) come on

"I'm thinking of wearing these shiny pants to the game."

"Bruh..."

FOUL (adj) disrespectful

"You think anybody would notice if I took these books?"

"Don't do it, that's foul."

SAVAGE (noun) someone who doesn't care about the consequences of his or her actions; no filter.

"I can't believe you just took that wheelchair, you're such a savage."



The best of 2014: a retrospective

BY KENNA MCCARTHY

Most retweeted tweet: Ellen DeGeneres's selfie at the Oscars



Top 5 Songs:

- "Rather Be" by Clean Bandit featuring Jess Glynne
- "Happy" by Pharrell Williams
- "All of Me" by John Legend
- "Waves" by Mr. Probz
- "Stay With Me" by Sam Smith

Top 5 U.S. box office sold movies:

- "Guardians of the Galaxy"
- "The Hunger Games: Mockingjay - Part 1"
- "Captain America: The Winter Soldier"
- "The Lego Movie"
- "Transformer: Age of Extinction"

(Everything listed below is not in ranked 1-5 in any particular order)

Top Five News Events:

- Ebola epidemic
- Nigeria's kidnapped Girls
- Ferguson shooting
- Isis
- You can now text 9-1-1

Top Five Celebrity News:

- Solange and Jay Z had a shocking fight on an elevator at an event after the Met Gala.
- Justin Bieber was arrested in Miami and charged with driving under the influence, resisting arrest, and driving with an expired license.
- Kim Kardashian and Kanye West on Vogue magazine cover
- The deaths of Maya Angelou, Joan Rivers, Philip Seymour Hoffman, and Robin Williams
- The United States gets hacked by North Korea due to the release of the new film "The Interview" starring James Franco and Seth Rogen.

Top Five Local News Stories:

- Dr. Hynes leaves and Skuggz takes the helm at SI School.
- Louis C.K. bought a house on the island.
- Varsity boys basketball team made it to the regional finals.
- Varsity girls volleyball team made it to the regional finals for the 11th time.
- The Kardashians filmed their newest season in the Hamptons.



What are you Netflixing?

BY KENNA MCCARTHY

We all love binge watching shows on Netflix and now that so many people have accounts I wanted to know what everyone was watching.

Margaret Michalak "Bones"

An anthropologist and an FBI agent who come together with a team of scientists to investigate murders. This show came out in 2005 and has had a season every year since. This show is still airing new episodes on Fox, but all of the past seasons are on Netflix. "Bones" is very popular for teens and adults.

Cameron Clark "Grey's Anatomy"

One of the highest rated medical dramas ever aired on tv. "Grey's Anatomy" has eleven aired seasons since

2005. This drama is about a group of doctors in Seattle who began their careers as interns. Seasons 1-9 are available on Netflix now and many people are consumed by it's drama filled episodes.

Kelly Colligan "Portlandia"

This show which takes place in Portland, Oregon and stars Fred Armisen (from SNL) and Carrie Brownstein (rock 'n' roll guitarist). This dynamic duo rocks the audience with their comedy filled show which is scripted, but also heavily improvised. Currently in its fifth season they have all their previous seasons on Netflix and is one of the top-viewed series.

NETFLIX CONTINUED ON PAGE 11

NETFLIX

CONTINUED FROM PAGE 10

Henry Lang and Nico Seddio
“Trailer Park Boys”

With 8 seasons on Netflix, “Trailer Park Boys” is a Canadian mockumentary series, where three best friends run scams from their Nova Scotia trailer park after they have been released from prison for committing petty crimes. There have also been three films released in the series as well.

Francesca Frasco and Jamie Lenzer
“Glee”

Teens singing while in high school... what more could you ask for? This show is targeted towards teens and young adults. “Glee” is a show where many different people join a “glee club” because they are talented singers. During the 5 seasons that have aired many things occur in the show that are relatable to real life high school experiences and that is one main reason that it is a very popular show.

Olivia Garrison
“American Horror Story”

This series is pretty new with only 4 seasons. Each season is in a different city of the U.S. and has a different plot. This thrilling show is very interesting to many because everyone knows of scary movies, but not too often are there horror tv shows. Netflix has the latest season if you want a good scare.

Brittney Bothwell
“Sherlock”

This crime drama is a British spin off of Sir Arthur Conan Doyle’s Sherlock Holmes detective stories. The show is not shown on American tv but is a big hit on Netflix and in other European countries. Benedict Timothy Carlton Cumberbatch is the lead actor in the show and is very much liked by the audience.

Snap addiction: it’s for real

BY CAMERON CLARKF

Everyone knows that smartphones and all their fancy gizmos and gadgets are a major distraction; especially if you’re a student. However, do we ever think about how much time we are actually spending on these crazy, seemingly addictive devices? For example, the hottest app for the last few years hasn’t been Twitter, Tumblr, or “Trivia Crack,” it has been the ever-popular “Snapchat.” While infamously regarded as the sexting hub for teens (as reported by The Inlet back in 2012) around the world, and a quick way to capture your friends doing something they probably should not be, a lot of people surprisingly now turn to “Snapchat” for genuine conversation. As all these individual “snaps” really add up over time, the company has cleverly included a feature in which you can see your total sent and received snaps, calling the sum the “score.”

Some of the senior class generously volunteered to have their snaps investigated. Cabooing the pack is Nicole Poleshuk with a modest 5,529 sent snapchats, and nearly 8,000 received. While one student may see those numbers and think, “oh, she doesn’t use the app very often,” any adult would do the math and realize that if one were to add those, it would be already an astounding 13,000 sent and received pictures. Twenty years ago the only people who needed to take that many pictures were photographers and crime scene investigators. Nicole evaluates, “It’s just a convenient way to connect with people, but I don’t use it a whole lot.” If a “Snapchat” user who “doesn’t use it a whole lot” racks up over 10,000, what does a borderline addict look like? Well, Julia Martin’s snapchat sum adds up to 17,000. That’s pretty nuts, but it gets even more impressive (or frightening, depending on how you look at it.)

While Julia’s number would bring tears to the eye of most parents, it is Olivia Garrison and Caity Mulcahy’s number that really show how “Snapchat” can be a dramatic time-suck in our lives. Olivia says, “You don’t even notice [how much you’re using Snapchat], they only take a second to take, and only a few more to send, so time isn’t really a consideration.” Her numbers add up to a total of about 35,000 Snapchats. That’s 95 or more sent and received pictures everyday for a whole year! For Caity Mulcahy, who joined “Snapchat” over a year ago, her sum is 70,000 snaps sent and around 50,000 received! Let’s say each “Snapchat” takes 5 seconds to send and a user looks at a received snap for 5 seconds, as well. That would mean Caity has spent 10,000 minutes or 166.7 hours or an entire week of her life using “Snapchat” in the course of 11 months. Imagine what that time could have been spent doing, Caity! While these numbers speak for themselves, Caity defended her “Snapchat” activity by saying, “I have a lot of friends all over the world, ‘Snapchat’ is free and a super fast way to hear from all of them, like Olivia said, you don’t even realize how many you send, and I feel rude not responding sometimes, maybe it’s a habit, but I wouldn’t go so far as to say it’s an addiction, that’s crazy!”

What all this means is that students need to be more aware of the time and energy they are expending on these seemingly harmless applications. Pay attention to your own “Snapchat Score” because 30 seconds on “Snapchat”, 100 times a day, really adds up! So, next time you think your friends have to know that you’re crossing the ferry, or what the weather is like, take a second to look at your surroundings and just enjoy them. They don’t need “Snapchat” validation from anyone else.

The power brow

BY KELLY COLLIGAN

Amongst all of the crazy trends in 2014, the new eyebrow trend has superseded them all. For the past century, eyebrow style has constantly evolved. During the 1920s and 30s, women flaunted a thin, low-set brow; silent film star Clara Bow epitomized the style. Then came the more full brow in the 1950s. Audrey Hepburn introduced the idea of over-drawing her brows to make them look more thick and dramatic. While that did last a while, Hepburn’s brows were taken to the next level by famous actress Brooke Shields during the 80s. Shields is known for her all-natural, flared brows, and was even featured on the cover of Time magazine’s “The 80s Look” issue. Brooke Shields and her full brows serve as an iconic sex symbol, even to this day.

The funny thing is, we are starting to see a reappearance of these dramatic brows in 2014-2015. Throughout the 1990s and 2000s, eyebrows were thinner and more groomed, and not the focus of the face, as is trending right now. In today’s society, eyebrows are all the rage. Women comment on other women’s “great brows” and eyebrow pencils and brow powder have become a beauty staple. Hilariously enough, eyebrow pencil sales (according to “Daily Mail”) have increased by a whopping 42% in the past year. Gone are the days when women penciled in unnatural-looking, overdone brows; now women are enhancing their natural brows and a filled-in brow has never been more natural-looking and essential for framing one’s face.

Although eyebrows may not seem like a big deal, the eyes are usually the first things that people are drawn to. By making your brows more pronounced, you can attract more attention to your eyes, which is what

most people are looking for. “Eyebrows really bring the whole face together,” Margaret Michalak, a junior, says, “They can set the tone for any look.” Many women seem to agree nowadays that the fuller the brows, the better. But is that what men are thinking? “They express your personality,” Max, another junior, says, “For instance, I think thin, shapely eyebrows can represent a flirty, subtle look, while fuller, more dramatic [eyebrows] can show a competitive, more intimidating appearance.”

The inspiration behind this new eyebrow trend? The media. Social media is as active as ever, with Instagram helping a great deal. Although many cringe to hear it, the Kardashians do have a major influence on trends. They, for one, are a family of fierce eyebrows, and their connection to the public through social media and other outlets spreads their impact to worldwide level. Another huge inspiration of “the brow movement” is English model, Cara Delevingne. At the young age of 22, she has made her eyebrows her trademark feature, with young girls around the world mesmerized by her “power brows.” This goes to show what an impact young celebrities can have on our society.

“Brows are on fleek!” “Brow game-fire.” These are just few of the many new phrases coined to compliment a power brow. As weird as these phrases might seem to adults, this is what’s happening in 2014. Although trends may come and go, this “power brow” is one that is predicted to stick around. “Thick eyebrows are timeless,” Margaret Michalak says, “They’ll never go out of style.” Before you think about plucking your brows, you may want to stop and think — what would Cara do?

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sion, the new assistant principal is looking forward to “having a family and serving others in whatever community” he finds himself.

Although Mr. Palios has always given us advice about academics, he stresses the important values that will serve us life long after high school. His message to the Shelter Island students: “Do the best of your ability, act with integrity, be men and women of

character, treat people with respect, don’t be afraid to take risks, have resiliency as a goal, and work through frustration and problems, because it will make any transition a positive one.” Mr. Palios sums up his time spent here on Shelter Island by simply stating, “It was an amazing five years.” That it was, Mr. Palios, and you will be missed.



Model Cara Delevingne and her trademark brows



WE GOT Spirit

SHELTER ISLAND SCHOOL CELEBRATED SPIRIT WEEK

THE WEEK OF FEBRUARY 2ND, WHICH CULMINATED IN A PEP RALLY RUN BY THE S.I. CHEERLEADERS. THE PEP RALLY RECOGNIZED ATHLETES FOR THEIR ACHIEVEMENTS AND RALLIED BEHIND BOYS BASKETBALL TEAMS AS THEY SET OFF TO PLAY THE PIERSON WHALERS IN THEIR LAST LEAGUE GAMES.

