



Clockwise from top left: Will Garrison jumps for joy as he performs his dance solo; Annie Warbucks, played by junior Serina Kaasik, and Daddy Warbucks, played by freshman Danny Boeklen, perform one of their duets; the small, yet mighty cast of this year's school musical "Annie Warbucks". PHOTOS BY ELEANOR LABROZZI

# Annie Warbucks!

BY CAMERON CLARK

This year's annual seventh through twelfth grade musical was Annie Warbucks! Most are familiar with the Broadway show Annie, the story about the redheaded orphan who goes through much turmoil before finding herself adopted by the richest man in the United States, Daddy Warbucks. Annie Warbucks, originally an off-broadway production, picks up Annie's storyline from her first day officially living in the Warbucks estate with her new father, and the drama that ensues when Warbucks, played by Danny Boeklen in S.I. School's rendition, is made aware that he must get married in order to keep Annie (played by Serina Kaasik) as his daughter. "It was one of the best opening nights we've ever had! It really went on without a hitch," the director of the production, Mr. Kaasik, joyously shared.

This year's play had one of the smallest casts to date; the ensemble was made up of nine-

teen students, and even a faculty member, English teacher, Mrs. Lynne Colligan, who played a potential girlfriend for the illustrious, balding, Oliver Warbucks. "For such a small cast, everyone truly filled out their characters. The roles were perfect for each student," gushed the play's acting coach, Sue Cincotta. Ms. Cincotta continued, "they've all excelled, and created an excellent showcase of entertainment and talent." The Thursday night show, while not totally filled, was full of laughter from the audience and big surprises from the stage. Word quickly spread throughout the island of the show's major plot twists and fun, jazzy numbers, resulting in nearly full auditoriums for the rest of the play's showcases.

Saturday night was "senior



night," a night during which, at the end of the play, the seniors were honored with speeches from friends and siblings, and given bouquets. This year's senior thespians were Olivia Garrison, who played the sociopathic police commissioner, Cameron Clark, the aspiring gold digger, and Nicole Poleshuck, who has helped with microphones for the past three years and this year even cameoed in the last production as a hobo on a train. The show was a huge success. "Annie Warbucks was one of the best high school shows I've seen in years," said Tom Milton, a supporting voice coach. Full of stunning twists,

beautiful sets, and catchy jazz numbers, Annie Warbucks! will be one to remember.

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- The man bun - defined
- Getting to know Tyler Clark
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# The turn of award shows —for the better?

BY KELLY COLLIGAN



Since the beginning of time, award shows have been about few things--popularity, talent recognition, and an excuse to hold a red carpet event. Before almost every Hollywood event, a red-carpet event is held in order to glorify celebrities and give the people what they want. Award shows usually start and end the same way, in praise of the celebrities performance, music, etc. But lately, people at these award shows have thrown viewers a curveball, and that curveball is taking advantage of the opportunity in the spotlight to inform the public about causes they believe deserve attention.

For decades, the Oscars have been about glamour and honoring the best films and performances of the year. Although that has not changed, what has changed is the once cliched acceptance speeches of winners thanking the academy, their managers, the crew, blah, blah, blah. At this year's Oscars, one woman took the chance to speak her mind regarding how gender equality is long overdue. Most of the time, when someone pulls out a piece of paper before making their speech, eyes roll. But after hearing what 46 year-old actress Patricia Arquette read off of her piece of paper at this year's Oscars, eyes were not rolled. In fact, eyes widened, and people were inspired. "To every woman who gave birth, to every taxpayer and citizen of this nation, we have fought for everybody else's equal rights," she read. "It is our time to have wage equality once and for all, and equal rights for women in the United States of America." People suddenly became speechless, but there was an uproar of applause coming from the crowd. Meryl Streep and Jennifer Lopez leaned forward in their chairs and pointed to the stage, giving Arquette the utmost support.

At home, some may have been confused at what exactly Arquette was saying, but countless women and men around the world were invigorated. Although after making this speech, gender equality was not instantly achieved, it certainly turned heads and got a country-wide discussion about gender equality started, particularly with the help of social media trending Arquette's message. For the first time in a while, a woman at the Oscars had used her time on air as an opportunity. An opportunity to advocate equal rights for women.

This hasn't only occurred at sophisticated shows like the Oscars. Last month, at the Kid's Choice Awards, Angelina Jolie delivered a simple, yet wise message to teens all around the world. After receiving the award for "Best Villain," Jolie shared a little piece of advice to her viewers. "When I was little, like Maleficent, I was told that I was different. And I felt out of place -- too loud, too full of fire, never good at sitting still, never good at fitting in," she said, "And, then one day I realized something, something that I hope you all realize: Different is good." Suddenly an uproar of applause rose from the crowd and heads turned. Although Angelina's advice is simplistic, it stresses the point that kids can be whoever they'd like to be, and there's nothing wrong with that. Jolie and her husband, Brad Pitt, have together raised six adopted children, all from completely different backgrounds and cultures. Using her knowledge about diversity and what it's like to be different was refreshing and actually gave many hope for the future of award shows. Kids and parents alike cheered for Jolie, inspired by her simple message, and it is a speech that has gained traction on news programs and social

# The art of persuasion

BY LINDSEY GALLAGHER

The cell phone policy has been a huge controversy at the school for many years. However, it is not just the high schoolers who have strong opinions about this policy. Recently, the students in fourth and fifth grades took the opportunity to express their opinions about the policy in writing.

Persuasive essays are an important type of essay for kids to learn, because it gives them a voice and a way to share their opinions. They also help students develop their argumentative skills. In class, fourth and fifth graders were studying persuasive essays, when the school's cell phone policy came up. After some discussion about the topic, teachers realized that the students were very enthusiastic about it, so they used it as a teachable moment. Now, with some guidance, they have written persuasive essays about what they believe the school's cell phone policy should be. There are a "whole range of ideas" regarding the stance students are taking, according to Dr. Emmett. Many of the students are "pro" having cell phones in school, but to different degrees. Some believe

they should be allowed, but not during tests, while others are against cell phones entirely. Dayla Reyes does not believe cell phones should be allowed in school because, "you don't need them and people can cheat on tests," it is also "distracting and you can miss something important from the teacher." Katherine Ramos has a different opinion and believes that phones "can be helpful for studying and searching websites." She believes her essay can make a change in the school's policy because "instead of using books, everything can be more modern."

Dr. Emmett believes that it is good for students to "write for a purpose." It also teaches students a variety of skills. The practice of teaching persuasive essays shows kids that if you care about something, and write about it well, something can happen, change can be affected. The essays will also convey to students that their opinion matters. These essays are not only for class, they will be submitted to the Board of Education for consideration on the topic of cell phones in school.

media. Using this time to address an important issue for young people, was not only wise of Jolie, but rewarding to both her and her listeners.

Showcasing beliefs has not only happened during acceptance speeches, though. One instance in particular that comes to mind was artists Macklemore and Madonna's 2014 Grammys performance for the #1 hit, "Same Love." For those who aren't familiar with the song, it is about embracing people for who they are, no matter what their sexual preferences are. Although the message of this song is inclusive, what happened during their performance was something that had never been done before. Right there, on stage, 33 same-sex couples were married during the performance of "Same Love," with the guest appearance of Madonna on stage with them. This brought attention to gay marriage equality worldwide, and those couples who were married at that time served to represent all same-sex couples whom deserve to marry freely. This was a pivotal moment for not only gay couples, but for their supporters, gay or straight. By using this television broadcast to advocate for marriage equality, Macklemore and

Madonna made their message loud and clear.

Although the red carpets will never change, the speeches and the performances might. Actors, singers, producers, and directors alike now have the chance, when on a public platform, to expose issues that are important to them. Patricia Arquette, Angelina Jolie, Macklemore, and Madonna are just few of the many who have used award shows as platforms to advocate for civil rights/freedoms, gender equality, marriage equality, and loving yourself no matter what. Will this push to better society through television continue? Or is it just a trend that will fade away? I feel like, too often, we point out the negatives behind Hollywood stars--the plastic surgeries, paparazzi moments, social media mishaps, etc. We have to remember the few who have used their spotlight to attempt to open the minds or better the lives of others, and these moments deserve to be appreciated. Even though these contributions aren't award show norms, they certainly alert the audience, and call attention to issues that are relevant and problematic in today's society. I say, out with the old, in with the new.

## Corrections

In the previous issue, the article "Little kids, big minds" has a misprint. The name printed as Stephen Cummings should be replaced with Emmett Cummings.

We would love to hear from you!

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# The school library: It exists!

BY PETER KROPF

What school library? Do we even have a school library? The answer is yes, and it has been yes for a while. Although this is the case, many in the high school don't even know the school library exists. The last time any of us knew where it was was four years ago, when it was located right near the lobby desk. That space was then designated as the school superintendent's office. Three years ago the library was moved to the old art room, next to the exit facing Route 114 in the elementary wing. Ever since that change, many of us high school students were under the assumption that the only place to check out books was at the public library across the street.

Librarian Tina Miller believes the school library is unknown to the high school because "it is not in a visible place." She also thinks that older students are less interested in the idea of going to the library because "as students get older, they tend to move away

from the library and move toward using their own personal technology to access information." Another reason may be that there are no high school classes taught there. However, the library is used for Mrs. Miller to teach library skills to students in grades K-5, and also to teach two computer classes for students in the 6th and 8th grades.

Are you wondering how this library compares to the one we knew down by the lobby? Well, Ms. Miller says, "They are both approximately the same size. We brought every K-8 book and the high school fiction when we moved, but high school nonfiction was seriously downsized. It is harder to keep up this library because not as much money is put into it as compared to the old one." This library still has plenty of reference materials, but the librarian notes that "we are shifting to online databases, and now there are some laptops that can be used."

The library, which is open from the



Students working in the school library, which is located in the elementary wing. PHOTO BY PETER KROPF

start of the school day until 3:00, is for anyone to use. Ms. Miller states, "The library serves all the students in K-12, parents, teachers, home-schooled students, students who go to BOCES—really anybody who is in the district." She asserts there are several advantages to having a school library: "It provides a classroom-to-library connection; it

connects the curriculum to other areas of student interest, and gives students more experiences with literature." Ms. Miller wants everybody to know that "the high school is always welcome to come check out books, do homework, or use the laptops in the library."

**LIBRARY** CONTINUED ON PAGE 9

# A fresh and healthy way of learning

BY CAMERON CLARK

Most of the community is aware that Shelter Island School has been home to an edible garden for the last three years. However, what isn't common knowledge is the new goals for the Shelter Island garden. While initially the edible garden was used primarily as a fresh way to provide the school cafeteria with healthy vegetable and fruit sides, while allowing kids to get outside, the garden is now becoming a staple in Shelter Island School's classrooms! Co-coordinated by Jennifer Rylott, Vicki Weslek, and the Programs and Educational Coordinator at Sylvester Manor Educational Farm, Zachary Johnson, the garden is now becoming a more focused teaching tool. "First, it is intended to help students learn how to grow their own vegetables in a small space," says Mr. Johnson, who goes on to say, "It can also serve as an outdoor learning lab for pretty much every subject in every grade." The garden can be used for statistics and science, to calculate time and growth and in history it can be used to teach about traditional agriculture. "[Students] can develop English Language Arts skills by writing about some aspect of the garden," explains the Sylvester Manor Coordinator.

The idea isn't only that teachers come up with lessons to incorporate the edible garden, the hope is that they can use the garden in lessons that are already taught. Mr. Johnson gives examples: "If a math teacher is

doing a lesson on area, students can figure out how much area is in the garden, in each individual bed, etc. If we want the garden to yield a certain amount of a crop, how many seeds must be planted?" This can be especially interesting to those students who normally are uninterested in the pure lecture aspect of the classroom. Now students can have the experience of going outside, getting some exercise and sun, while at the same time learning all about a topic that might otherwise seem boring.

Naturally, not everyone is born with a "green thumb," but in the case of the edible garden, one can learn how to work hard with his or her peers to make something truly beautiful. This dedication to something so special can truly build character. "There are traits that can be learned in the garden," says Mr. Johnson, "Patience, cooperation, caring, and perseverance all attribute to the building of character." And this benefit of the garden isn't just for the students, teachers can participate and learn a lot from the experience of working with it as well! The hope is that teachers take advantage of it often as a teaching tool and that soon enough there can be an extracurricular club which centers around the garden and the values that it teaches.

Students should also be aware of the work put into making the school

**GARDEN** CONTINUED ON PAGE 11

# Time for a change

BY TRISTAN WISSEMAN

The boys locker room gets a lot of traffic. It is the central location for changing pre and post-physical education class, sports practices, and events. During the height of basketball season, between the school day and practices, the locker room is used an estimated 100 times a day. So, does the locker room accommodate this type of use effectively? No way, say many Shelter Island students and faculty.

The layout of the locker room is the first issue. The lockers are squeezed into a tight rectangle, creating minimal changing space. "It's a little too small," said 8th grader Nick Young, when asked about his opinion of the locker room. With so many boys needing to change in a tight space, quickly, it can get uncomfortable and awkward. Which brings us to the showers in the boys locker room. The showers occupy much more space than the changing space in the locker room. As for who showers there in the first place, who knows? No one asked said they had ever showered in the boys locker room. So, can we reconsider the use of space in the boys locker room? Why have the showers at all?

"The shower isn't worth it," said junior Richard Ruscica, who is frequently in the cramped locker room, especially during the spring when his favorite sport, baseball, starts up. Nick Young agreed, suggesting, "They should use the shower room for more lockers." This is an excellent solution. Let's fix the boys locker room overcrowding by replacing the shower room with more lockers. No one uses the showers, they are often unclean, littered with garbage, and they are taking up valuable space that could be meaningfully used.

The layout might be a big undertaking, but another complaint about the boys locker room that was echoed time and time again is how unsanitary the locker rooms can get, and this should be an easy fix. "The boys don't give a damn," said Junior Aidan Mysliborski, about the cleanliness of the locker room. "It's really bad during basketball season, too," he added. "It's disgusting," added Social Studies teacher and basketball and base-

**SHOWER** CONTINUED ON PAGE 11



The boy's locker room and shower during its short period of calmness. PHOTO BY TRISTAN WISSEMAN



# Liz Eklund: beginning her life as a teacher

BY LINDSEY GALLAGHER

Ms. Eklund is in her first year here at Shelter Island School and is currently the second and third grade math and science teacher. In case you haven't had a chance to meet her, now's the time to get to know her better.

Ms. Eklund has lived on Shelter Island for almost her whole life. She attended Shelter Island School from kindergarten to twelfth grade, but the school has changed a lot since then. As a child and teenager, Ms. Eklund spent most of her time helping out at The Chequit and the Ram's Head Inn, two restaurants Ms. Eklund's parents' owned. She also did typical island things, like go to the beach and attend Camp Quinipet. She has two brothers, Jonathan and Andrew. Jonathan, her older brother, lives in Brooklyn with his wife Lauren and their two children, Hudson and Cade. Andrew, her younger brother, still lives here on Shelter Island.

After graduating from Shelter Island High School, Ms. Eklund went on to attend five colleges. She first attended Assumption College in Worcester, Massachusetts. Next, she attended Southampton College (part of Long Island University). She then moved to Seton Hall in South Orange, New Jersey. Next was C.W. Post, also part of Long Island Uni-

versity. Finally, she graduated at Manhattanville College in Purchase, New York. During her college years she lived in Stamford, Connecticut and Montclair, New Jersey. When asked which place was her favorite, she said Shelter Island is "where my heart is."

Before becoming a teacher, Ms. Eklund had a variety of jobs, including, nannying, waitressing, and managing The Chequit. She completed her student teaching at John M. Marshall Elementary School, a school in East Hampton. Then, Ms. Eklund worked at Springs Elementary School. Last year, she worked here as a substitute, and Mrs. Woods served as a very important mentor to her. After truly realizing her love for teaching, Ms. Eklund pursued an opening here and landed a permanent job as a part of the Shelter Island School faculty. When asked why Ms. Eklund enjoys teaching, she said, "watching the kids grow and making a difference in their [the kids] lives" are the very best parts. She also likes, "tweaking the curriculum" to make it fun for the kids and to watch them come in each morning excited to learn.

As a first year teacher, Ms. Eklund does not have a lot of free time. Yet, during her time outside of school she

enjoys taking trips to the city to visit her nephews and going out to dinner to experience different restaurants. She also got a puppy in August, which is now seven months old, and for anyone who has dogs knows, the puppy has been a lot of work.

Ms. Eklund is also a seasoned traveler. She has visited France, Italy, Spain, the Caribbean, and the Galapagos Islands; an "unforgettable" trip. She would like to expand that list because according to her, "there's a lot of the world I haven't seen." Like most islanders, Ms. Eklund's favorite spot is the beach, well, "any beach that's not crowded." And this summer, Ms. Eklund may have more time to spend at the beach. This will be the first summer for her family without owning The Chequit. The Chequit, sold in the fall, had been owned by Ms. Eklund's family since she was nine years old. So, not having to work there will afford her some leisure time. "It will definitely be an adjustment for me to have free time over the sum-

mer and I am excited to really enjoy Shelter Island," she shared.

Ms. Eklund says that she is very lucky to be able to work here at Shelter Island School. She is excited to continue teaching and watch new changes unfold within the school. If you haven't had the chance, introduce yourself to Ms. Eklund and welcome her to the faculty.



PHOTO BY LINDSEY GALLAGHER



Custodian Tyler Clark taking a short break from his daily duties. PHOTO BY TRISTAN WISSEMAN

## The man behind the hands

BY TRISTAN WISSEMAN

As many of you know, not everything is what it seems. The same applies to current custodian and former S.I.H.S. student, Tyler Clark. There is much more to this man than his custodial work; such as, hobbies, more work, and opinions on our island life.

Tyler Clark was raised on Shelter Island by his father Kenny and his mother Donna, who is our S.I.S. Clerk/Typist. Tyler's brother Myles and sister Isabella are also S.I.S. alumni. After graduating with the class of 2007, Tyler attended SUNY Maritime for about a year and a half, and then decided that it was not his cup of tea. His next move was to attend Suffolk County Community College for criminal justice. After some time at SCCC, Tyler went to full-time fishing for a few years, until beginning his current occupation, custodian here at the school.

Being a student at the school and then coming back as an employee has been a unique experience for Tyler. Even though there have been several room changes, technological advances, and teacher replacements,

he still sees the school the same way he did when he was a student. He likes to describe the school as "a little different." "I mean my mother's still here," said Tyler, chuckling. Outside of the school, Tyler still continues to enjoy fishing commercially, which has been the Clark family trade for generations on the island. When he is not on the water, he likes to work around his yard and work on his house in his spare time on dry land. He certainly stays busy.

Tyler has been an islander his whole life, and it does not look like he intends to change that. He has a lot of admiration for our small island community. He detailed his favorite things about S.I.: "The size, it's laid back, and nothing is really in panic. Easy going," said Tyler. That description seems to nail Tyler's demeanor, so the man and the island are a natural match. With an admirable work ethic and a positive mindset, Tyler's school pride is evident in the way he takes care of our halls; after all, he himself walked them not too long ago.



## PROFILES

# Retirement for the man with the ponytail

BY LINDSEY GALLAGHER

We all have those teachers who bring a smile to our face every time their names are mentioned, and for many, Dr. Emmett is one of those teachers. Remember the author's porpoise joke that Dr. Emmett always told? An Emmett classic. We all know him, the man with the ponytail, who has taught kindergarten, third, fourth, and fifth grades here at S.I. during his career. Shockingly, after twenty three years of teaching, Dr. Emmett has decided to retire.

Dr. Emmett never envisioned himself as a teacher, and actually became a teacher by accident. He started as a kindergarten substitute in St. Thomas. The appointed kindergarten teacher never showed up to school, so after about a year of subbing, Dr. Emmett became the permanent kindergarten teacher. He soon realized that he liked teaching, and stayed in that position for a total of six years. Dr. Emmett stayed with teaching because he "thought he could make a difference for good." Colleen, his wife, had family on the North Fork, so he soon applied for teaching jobs in the area, which is how he ended up at Shelter Island.

One of the things that makes Dr. Emmett original is his teaching "uniform": the ponytail, tie, often a suit or sweater vest, and his signature red Converse sneakers. The ponytail originated when Dr. Emmett was playing a role in a play many years ago, and he decided to keep it. We haven't seen the red Converse in a few years, but he began wearing them while teaching in St. Thomas because "they were cool" and continued to wear them while teaching kindergarten here at Shelter Island School. After Dr. Em-

mett moved out of kindergarten, he rethought the sneakers because, as he joked, he thought he needed to "look more grown up and serious." Dr. Emmett now sports Cabela's boots everyday so he can "clump around being imposing" and in case he is "told to take a hike, he is prepared."

Dr. Emmett loves teaching and it has been tough for him to know that he won't be seeing the kids one hundred and eighty days a year after this school year. When asked, he says he loves "the energy in the classroom, witnessing a lightbulb moment in a kid, and watching them [the kids] grow." Not only does he love the kids, but he loves what he teaches and the challenge of teaching. According to Dr. Emmett, a good teacher must have a "sense of humor, organization, and they must always be willing to learn." Above all else, teachers "have to care about the kids because if you don't, nothing else will work." If you haven't already noticed, all of the qualities Dr. Emmett names as ideal, he also possess; this is what makes him so exceptional.

Dr. Emmett jokes that he's choosing to retire because "Mrs. Picozzi told him he was the oldest geezer in the school." Yet, in truth, he is ready to start a new chapter, and if you think relaxing in a lawn chair is his plan, you couldn't be more wrong. Dr. Emmett is a man with plans. He will continue to work on the ferry, is training to become the general manager of the Bucks baseball team, and he will continue to explore his academic interest in literary study. Dr. Emmet also will be making more frequent visits to his son in Great Britain and his sister in Australia.

When recounting the highlights of his career, Dr. Emmett smiled and listed these favorite moments: putting on the play *The Mitten* with the kindergarten, taking field trips to New York City, and watching the fifth grade become historical characters. The most valuable lesson Dr. Emmett has learned from "his kids" is to never give up on anyone, because "everybody always has something." He was at a loss for words when asked what he wants the kids and faculty to remember about him however he did say his bad jokes and his ponytail, but, how could we forget right? Dr. Emmett says he will miss the kids the most when he is no longer in the classroom. Although they can be loud and crazy, when they're not there it's



Dr. Emmett in his typical teaching "uniform" enjoying his last year with the kids. LINDSEY GALLAGHER PHOTO

EMMETT CON'T ON PAGE 11



School crossing guard Catherine Rasmussen excited about yet another day of safely crossing kids. PHOTO BY PETER KROPPF

## Back to school: Once a student, now the crossing guard

BY PETER KROPPF

It was the end of an era when Chrissy Gross retired from her job as the Shelter Island School crossing guard after 31 1/2 years. So, who is safely guiding children across Route 114 nowadays? The answer is Catherine Rasmussen, who has been working in the frigid cold since Christmas break—no small feat! A familiar face and fellow Shelter Islander, Catherine is excited about her job. Let's get to know her a little bit better.

Mrs. Rasmussen was born in Shirley on Long Island and lived there until she moved to Shelter Island before starting high school. The crossing guard "loved" high school here, and found the teachers to be "extremely helpful and phenomenal." Her favorite classes included "math, art, and gym." One of the highlights of her school career here was being on the Indians track and field team coached by Brian Becker, still a physical education teacher at the school. After graduation, Mrs. Rasmussen went to Suffolk Community College for early childhood education and criminal justice. She also did a one-year stint with AmeriCorps. Mrs. Rasmussen's next step was working for the Shelter Island Police Department, first as a traffic control officer for two summers, then as a detention attendant.

So, what compelled Mrs. Rasmussen to become the Shelter Island School crossing guard? Well, she says, "I love children and it was the

perfect opportunity for me since I now have a daughter in the school." Chrissy Gross, the former crossing guard whom Mrs. Rasmussen has known since 1999, did give her some advice before leaving the job. She recalls, "Chrissy told me to keep my eyes on the children as if they were my own. She also handed me her white mittens and said, 'I hand the job off to you.'"

The Shelter Island School graduate has already had a highlight in her new career: "During my first training day, some kids gave me hot chocolate." This and other things have contributed to Rasmussen "learning to appreciate the sense of a small-town community." Although she associates her family with "pure craziness," Mrs. Rasmussen still likes to foster quiet moments with her daughter, like reading books, such as *Peter Pan*, as part of the PARP (Parents as Reading Partners) program. "All kinds of music" appeal to Mrs. Rasmussen, since she "grew up a dancer." When she isn't crossing kids, Mrs. Rasmussen loves to watch television shows like "The Voice," "Chicago Fire," and "Chicago P.D."

You and I have crossed Route 114 hundreds of times, and will probably cross it many more times. It is good to know that we have a crossing guard who parents can trust their kids with, and also someone who can brighten our day, even when it is five degrees on a Monday morning!



# AROUND the Halls

BY  
JACK  
KIMMELMANN



**OLIVIA GARRISON**

Curfew: None  
Strictness: 12



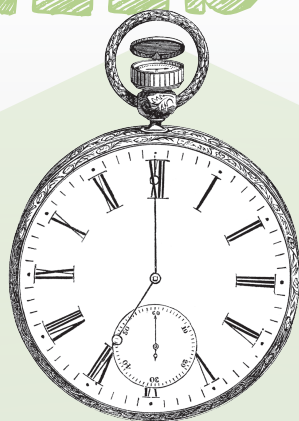
**MARGARET  
MICHALAK**

Curfew: 11:30  
Strictness: 8



**GENESIS  
URBAEZ**

Curfew: None  
Strictness: 7.5



This “Around the Halls” was inspired by Mrs. Treharne asking the Journalism class, “Do kids on Shelter Island have curfews?” Hmmm. That got us wondering. So, naturally, we took to the halls. We asked, “Do you have a curfew?” and “On a scale of 1-10, how strict are your parents?” (1=very lenient, 10=insanely strict)



**JOHNNY STURGES**

Curfew: None  
Strictness: 3

**EVAN THILBERG**

Curfew: 12 a.m.  
Strictness: 8



**TOMMY  
LENZER**

Curfew: The next day  
Strictness: 4



## SPORTS



Juniors Adrian Sulahian, Richard Ruscica, and Peter Kropf get ready for baseball practice. PHOTO BY KELLY COLLIGAN

## JV boys baseball: Building skills and having fun

BY PETER KROPF

The Shelter Island junior varsity boys baseball team is coming off an exciting and successful 2014 season, in which they went 10-3-1 (yeah, they even had a tie). The 2015 season shouldn't be any different, since the Indians are bringing back their always enthusiastic coach, Peter Miedema, and have a special group of seventh through twelve graders who truly love to be on the diamond.

The squad of 13 will include boys who have just finished Little League and are getting ready for baseball on the "big field," and also older players who are taking the SATs, driving, and getting ready for college. Coach Miedema likes the diversity, as the "younger kids will bring excitement and enthusiasm that can sometimes be forgotten as you get older. They will be a reminder that baseball is fun, adding a childish exuberance to the team." Playing 16 games this year, the Indians have two new teams to watch out for on their schedule: the McGann Mercy Monarchs (Riverhead) and the Port Jefferson Royals. Miedema believes that Indians "pitching will be strong," and that the team will need to "put pressure on the other team's defense by putting together good at-bats." The coach plans to emphasize "the importance of each play, upping the tempo, and playing the game within the game."

Sophomore Will Garrison is looking to bring "a positive attitude, hard work, and my 'A game.'" The 10th grader's specific goals include "making contact and getting on base more often," but has more general goals of just "getting outside on the field,

playing a great sport, and feeling that indescribable baseball feeling." Junior Richard Ruscica will "bring all the skill sets I have learned over the years." He is looking forward to "time on the mound and an overall good season," saying he plays, "for the love of the sport." Another junior, Maksym ("Max") Moroz, will take along "myself, a sweet tea, and my mitt" for the 2015 season. He would love "to make it through the entire season without Coach Miedema yelling at me." Max can't wait for "McDonald's after the games and Coach Miedema's coaching." The reason the 11th grader signed up to play baseball? "I didn't want Coach Miedema to have an easy season." Priceless. That humor will only help the Indians on the diamond.

Back to the coach. Miedema held the clipboard for the varsity girls basketball team this past winter. When asked about the difference between coaching basketball and baseball, he responded, "As a coach in baseball, you never feel like you can make an impact as much as in a basketball game and it is a lot harder to make adjustments. Plus, baseball is mostly based on individual performance." The coach believes former New York Yankees manager Joe Torre is a great manager to emulate. "Torre had a calm presence and a stoic look, but people tell me I don't have those qualities during our games." In May, when the season ends, Miedema wants his players "to look back and say they enjoyed the experience. I want them to have a new sense of appreciation for the sport."



Holly Ross, an eighth grader, gets back in the swing of things at practice. PHOTO BY KELLY COLLIGAN

## New attitudes and aspirations: JV girls softball starts another season

BY PETER KROPF

10-2. That was the Shelter Island junior varsity softball team's record last year under Coach Ian Kanarvogel. Pretty good, right? Well, the coach and his players don't expect to ease off the gas anytime soon. "Coach K" and his squad of 22, composed of seventh through twelve graders, can't wait to begin a new season. With 12 games on the schedule, the Indians will have plenty of opportunities to show off their skills.

Kanarvogel will emphasize "base running the right way," since that aspect of the game can make the difference between runs and outs. The players will need those skills because the coach believes "hitting will help us," so getting runners on base obviously won't be a weakness for Shelter Island. Coach K likes having a 7-12 team because "the older girls can help the younger girls." One of those more experienced players, senior Julia Martin, intends to bring "passion, intensity, and the will to win" to the 2015 season. Junior Margaret Michalak will provide the Indians with a "good attitude." She hopes the team can continue its success by having

another "winning season," and looks forward to "being able to go outside more." Who can blame her after a winter of non-stop snow storms and bone-chilling temperatures? Another junior, Emily Hyatt, "wants to hit a home run this year," but has more of a short-term goal before that: "Get on the field after the snow melts!"

Coach Kanarvogel also coached the junior varsity boys basketball team this past winter. When asked if there is a difference between guiding players on the diamond as opposed to the hardwood, he responded, "Yeah, baseball is slower-paced and much more mechanical. The size of a baseball team also requires that each and every player has to be ready to go." The coach believes that Joe Maddon, the manager of the Chicago Cubs, sets a good example of how to manage a baseball team because he is "very personable with his players." At the end of the day, though, Coach K just wants his players walking away "with a better understanding of softball and improvement in all aspects of the game."



# Sensory overload

BY KELLY COLLIGAN

One dog, one boy, countless emotions. We're talking "The Curious Incident of a Dog in the Nighttime." On Wednesday, March 11th, Shelter Island's juniors and seniors ventured to New York City to see this play, and it was "nothing short of incredible." This Broadway hit was adapted from a 2003 novel written by Mark Haddon, and critics cannot stop raving about it, amazed at how well the literary work has been turned into a theatrical production. "The Curious Incident" takes viewers on a journey through the eyes of Christopher--a fifteen-year old boy with Asperger Syndrome and an extraordinary mind. When Christopher is suspected of killing his neighbor's dog, he makes it his responsibility to find the true killer, which leads to a tectonic discovery and a journey that changes his life forever.

When students walked into the beautiful Ethel Barrymore Theatre, they noticed seat covers on several chairs scattered throughout. The covers read: "This is a prime number seat." Although many were confused at first, this reference made more and more sense as the play unfolded. (See Mr. Theinert's companion article on all of the fun math in the show!) The set was a large black box; composed of three walls which were enormous

electronic grids and an electronic floor, also in a grid. The grids serve to represent Christopher's linear, mathematical mind. The walls could transform into almost anything, however, with secret compartments in the floor and walls, secret stairs and handholds protruding one moment, and disappearing the next, and thousands of LED lights inset in the floor and walls, pulsing and blinking to represent everything from Christopher's favorite constellations to his sensory overloaded mind. This production's set design is "really what set it apart from other Broadway shows," says junior Adrian Sulahian. "It was like nothing I've even seen before," Margaret Michalak explains. "There was no time to become bored or distracted. There was always something going on." And, this was the point of "The Curious Incident," for the audience to feel the constant stimulation Christopher feels as an adolescent with Asperger's.

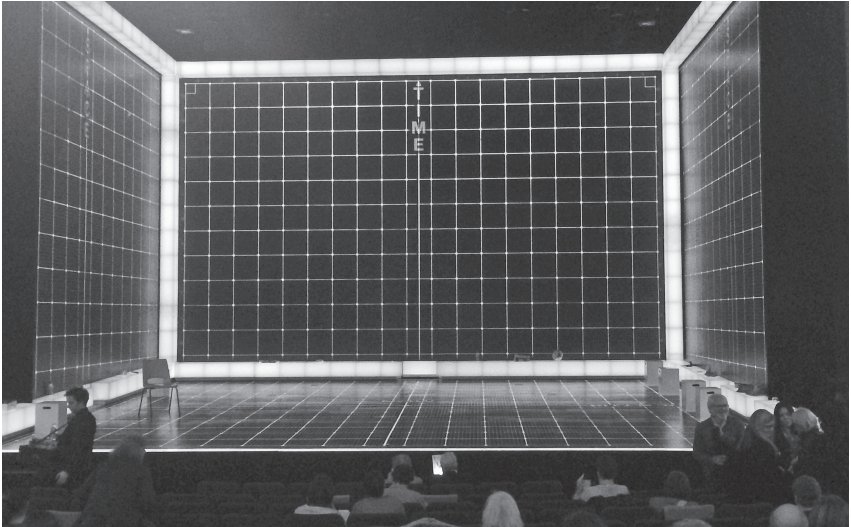
After seeing the show, students buzzed about how much they enjoyed it. "My favorite aspect was the main actor's performance. He was fantastic," notes Serina Kaasik, "It was an eye opening experience regarding life with Autism." One of the many reasons why this play is so well-reviewed is its spot-on representation of what many teenag-

ers with Autism may face. "It appeals to so many senses-- it was completely multi-sensory," Nurse Mary explains, "I think that they characterized someone with Asperger's accurately." What many students didn't realize is how much Autism can affect one's daily routine. Non-stop counting, inability to express affection, loud noise sensitivity, and obsessive thoughts are just few of the things that Christopher experienced each day. "I walked out of the play feeling like I have a better understanding of Autism that I didn't have before," says senior Johnny Sturges.

Christopher had an advanced mind, and it certainly showed on stage. His brain was running nonstop, constantly thinking about the next thing. Christopher's true abilities were revealed towards the end of the play when he had to take an advanced math test. Even after curtain call, he demonstrated one of the math problems he had to figure out using LED lights, animated screens, and confetti. "It was a good marriage of humanities and theater, with math and science," Mr. Theinert says, "The set design was excellent and made for a very engaging experience." The play even appealed to non-Broadway-lovers. Senior Taylor Rando says, "I normally don't like Broadway shows, but this really changed my perspective."



Left: Shelter Island's juniors and seniors gather for a group photo in Times Square. PHOTO BY DEVON TREHARNE. Right: The initial set of the show, meant to depict Christopher's math-oriented mind. PHOTO BY KELLY COLLIGAN.



## The mathematics of *The Curious Incident*, demystified

BY JIMBO THEINERT

It's not everyday that a math teacher is invited on a field trip to a Broadway play, but when given the opportunity, I jumped at it. While I was excited to be involved with a topic outside the math and science discipline, I was pleasantly surprised to find a number of mathematical concepts embedded within *The Curious Incident of the Dog in the Night-time*. The theatrical interpretation of this book that spent 58 weeks on the New York Times best-seller list uses math to further develop the main character, Christopher, who has Asperger Syndrome.

The most common use of math throughout the performance is Christopher chanting sets of numbers to help calm himself down at times of distress. While you or I might simply count from 1 to 10 to help relax ourselves, that is simply not enough for Christopher. Instead, he chooses to count in slightly more complex ways, using one of the following sets (lists of numbers):

**The Powers of 2:** This is probably the easiest set to explain, start at the number 1, double the number, the result is 2, double the number, the result is 4. Keep on doubling, and you're

producing the powers of two. For example: 1, 2, 4, 8, 16, 32, 64, 128, 256, 512, 1028...

They are called the powers of 2, because mathematically they are the number 2 raised to different exponents:  $2^0 = 1$ ,  $2^1 = 2$ ,  $2^2 = 4$ ,  $2^3 = 8$ ,  $2^4 = 16$

**The Prime Numbers:** Most people seem to remember hearing prime numbers at some point in math class, but may have forgotten what they are. A simple quick definition: a prime number is any number that is only divisible by 1 and itself. Though prime numbers have been studied thoroughly by mathematicians, there is not an algorithm, or process to follow which will produce all of the prime numbers. If you can come up with one, you'll be a famous mathematician.

Examples of prime numbers: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41...

**The Cardinal Cubes:** Admittedly, this set sounds pretty complicated, maybe even too "math-y" for some "normal" people, but really it just combines two simple concepts to make it sound complicated. (Cardinal refers to numbers being counted: one, two, three, four... etc. Ordinal is the

other option, and that is: first, second, third, fourth... etc.) So, we are using the numbers 1,2,3,4... and we are cubing them. Which is just the process of multiplying by itself 3 times.

$1^3 = 1 \times 1 \times 1 = 1$ ,  $2^3 = 2 \times 2 \times 2 = 8$ ,  $3^3 = 3 \times 3 \times 3 = 27$ ,  $4^3 = 4 \times 4 \times 4 = 64$

So, to put it all together, and the cardinal cubes look like: 1, 8, 27, 64, 125, 216...

**Is your name a prime number?**

Due to Christopher's fascination with prime numbers, in the theater, certain seats were designated prime number seats. In some chair pockets, audience members found cards that asked them to determine if their name is a prime number; a fun use of encoding your name, given its order in the alphabet. Use the table below to see if your name is a prime number:

A	B	C	D	E	F	G	H
1	2	3	4	5	6	7	8
I	J	K	L	M	N	O	P
9	10	11	12	13	14	15	16
Q	R	S	T	U	V	W	X
17	18	19	20	21	22	23	24
Y	Z						
25	26						

For example: John, J = 10, O = 15, H = 8, N = 14.  $10 + 15 + 8 + 14 = 47$ ... since 47 cannot be divided by any numbers other than 47 and 1, 47 is considered prime, and John is considered a prime number name.

Think back to when you were a young student learning how to count, wasn't it exciting to count to a new higher number? Recently, when talking to my six-year-old cousins they were bragging how they could both count to 1,000. If you were as interested in numbers as Christopher, wouldn't you get bored just counting by 1s? The mathematics in *The Curious Incident* may have seemed complicated, but after breaking down the intimidating terminology, it's easy to see why Christopher was attracted to the beauty of these number sets.





## TRENDS

## Hot Movies

BY KENNA MCCARTHY

**“The Longest Ride” PG-13  
Opens April 10th**

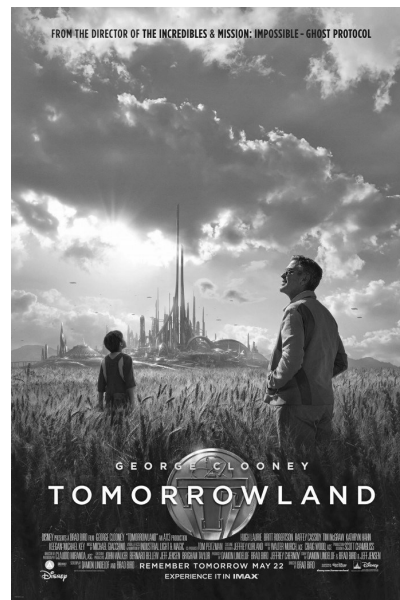
Based on the bestselling novel, “The Longest Ride” by Nicholas Sparks, is a love story like no other, where two different loves collide. After an elderly man gets into a car crash and endures multiple injuries, he is visited by his wife who passed away nine years prior. He relives his past with her, while he tries to stay alive. At the same time, there is a young couple who fall in love quickly and are challenged by their secrets, their lack of trust with each other, and even life and death.

**“Paul Blart: Mall Cop 2” PG,  
Opens April 17th**

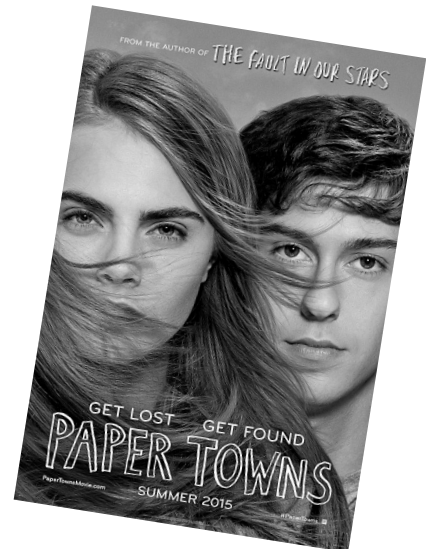
In this sequel, Paul Blart heads to Vegas! Paul and his daughter who was also in the first mall cop movie is featured again as they go to Vegas for a little vacation before she heads off to college. Of course conflict ensue, and when Blart sees trouble, he takes action!

**“Tomorrowland” PG, Opens May 22nd**

Two people who seem to have the same destiny come together to find something truly amazing. One, a teen girl with a love and curiosity for science, and the other a former boy-genius inventor, embark on a mission in a place that only exists in their collective memory. This Sci-Fi adventure film stars George Clooney and Britt Robertson.

**“Paper Towns” Not Yet Rated, June 5th**

Based on the very popular novel of the same name by John Green, “Paper Towns” is about a boy named Quentin and his neighbor Margo whom he has always had a crush on. When Margo goes missing, Quentin and his three friends follow her clues and take a roadtrip to find their missing friend. This movie has the model Cara Delevingne and former star of “The Naked Brother’s Band” Nat Wolff starring in it. Also, look out for “Looking for Alaska,” another great novel written by John Green, that begins filming soon.

Now trending:  
the man bun

BY CAMERON CLARK

While most new fashion trends are established by women, there is a new trend in fashion that is all for the guys, and not for the faint of heart; the man bun. The man bun is defined by Urban Dictionary as, “a questionably sexy hairstyle in which a man with hair of the medium to long variety secures said hair into a firmly rounded bun.” The man bun is an American trend that has grown exponentially in recent months due to its popularity on social media outlets such as Tumblr, Facebook, and Twitter. And many women would beg to differ with Urban Dictionary’s characterization of the man bun as “questionably sexy.” The man bun even has its own Instagram accounts. Don’t believe me? Check out @Manbunmonday and @MANBUNDAILY, these accounts post daily pictures of all different types of man buns: top knots, low buns, and messy chic buns on all sorts of handsomely rugged men. Grossing nearly twelve thousand followers, mostly comprised of man bun adoring women, it is clear this craze is here for the long haul.

While the style is most commonly coupled with a lumberjack-esque beard and tattoos, the man bun may be getting more mainstream. “I don’t think everyone can pull off the man bun,” says senior, Julia Martin, “the guy has to have a specific face shape and body type.” This may be true if you are looking for your man bun to pop up on Instagram, but man buns have hit the island, and we are taking note. One of our very own teachers at Shelter Island School rocks a

fierce man bun. Our fourth grade teacher, Mr. Cox, proudly sports a tight mid-bun. When asked about his trendy hair style choice, Mr. Cox insisted he wasn’t even aware he was so on trend. Junior S.I. basketball player, Peter Kropf, also has tried out the infamous new look. Styled by Kenna McCarthy, he pulled off the messy top bun style, and the ladies liked it. “He looked great, he should always wear his hair like that,” commented Nicole Pole-shuck. No doubt it takes serious confidence to sport the man bun, but guys, if you’re looking to take a fashion risk, just grow out those locks and throw them up into a bun! Maybe you’ll even be the next hottie on @Manbunmonday.



Mr. Cox poses for a profile shot of his perfectly coiffed man bun. PHOTO BY CAMERON CLARK

## Drivers ed. mishaps

BY JACK KIMMELMANN

Even though we want to be the best drivers, sometimes we have to learn some lessons the hard way to find out how to improve. Whether it’s mixing up the pedals, or near accidents, there is no telling what can happen in the driver’s education car. As inexperienced drivers, we try our best, but I’m fairly confident that many of Mr. Reardon’s gray hairs are our fault. After speaking to some current and past driver’s ed. students, here are some of the more infamous driver’s ed. mishaps.

Junior Maxsym Moroz shared, “I was driving down a hill and I didn’t see the red light ahead, so I went off the road because I couldn’t stop in time.” When asked to further explain what happened, he commented jokingly, “I ran a red light and almost killed my friends.” In all seriousness, this was a frightening event and one that no one wants to have happen to them. Poor Mr. Reardon; his breaks must have been working overtime.

Sometimes driver’s ed. mishaps don’t even happen while on the road. Junior

Elizabeth Dunning explained, “I was trying to park in the garage and I felt something strange. When I asked Mr. Reardon what it was, he said ‘that would be the car on the side of the garage.’” Whoops. Sometimes getting off of the road is as treacherous as being on it in the first place.

Thankfully, not all driver’s ed. classes are quite so “exciting.” Junior Aidan Mysliborski couldn’t recount a single mishap in his driver’s ed. car so far this year. He said sarcastically, “My class isn’t interesting [when it comes to mishaps] at all, I wish there was a crash or something.”

When asked about driver’s ed. follies of years past, Mr. Theinert and Mrs. Treharne shared some memories. Mrs. Treharne recalled, “I always got yelled at for not having two hands on the wheel.” While math teacher, Mr. Theinert told us, “I never checked my rear view mirrors enough while I was driving.” So, though none of us may be perfect when we are in driver’s education, it’s ok, because that’s what driver’s ed. is for.

## LIBRARY FROM PAGE 3

With today’s technology, one might question how useful a library is anymore. Now that most everybody has smartphones, computers, access to the Internet, eBooks, and Amazon Kindles, who knows if libraries may become more rare or even extinct in the near future. Ms. Miller recognizes the new technologies, but doesn’t think libraries will be going anywhere anytime soon. “I like to think that the love

for literature will prevail, and people will still want physical copies of books. I don’t think the role of a librarian will ever change because he/she will always have to help people focus on the information they need—whether it comes from a book or online resources.”

So, if you are writing that research paper last minute and are totally lost, or just want to have a nice read, now you know where to go.



# Selma: An eye-opener

BY KENNA MCCARTHY

On February 13th, students from both Shelter Island and Pierson High School had the opportunity to view new release “Selma” at the Sag Harbor Theatre on Main Street. The film is set in 1965 and is based on the march that Martin Luther King Jr. lead from Selma to Montgomery, Alabama, protesting for the right for African Americans to vote.

“Selma” evoked the history of our country 50 years ago in stark and striking detail. “I actually thought it was messed up, all the stuff that was done to MLK and his people. I didn’t know any of that before,” sophomore Tommy Lenzer explained. This shows that not only was this movie a teaching moment for students, it helped them realize how African American citizens were treated and what they had to endure. Mr Miedema also shared some thoughts, “there’s one thing to talk about history, go into detail through your education, but when you put a face to violence and when you see people react to truth, it’s a very moving experience.” Mr. Miedema is one of the high schools history teachers here, and this movie even taught him something.

“It was more than I expected, I expected a documentary, but it actually really piqued my interest,”

said senior Caity Mulcahy. It is rare for high schoolers to be able to go and see a movie during the school day, especially a movie that is in theaters. It was an amazing opportunity and taught students about a moment in history that was at once riveting, repulsive, and inspiring. Shelter Island School would like to extend a sincere thank you to the Education Foundation, which helped make this trip possible, and to Margaret, Jimmy, and Megan Colligan who helped coordinate the event.



# Zzzero shut-eye: S.I. School’s sleeping conundrum

BY PETER KROPP

Eight and a half to ten hours. That is how much sleep a teenager should be getting each night, according to the National Sleep Foundation. Here at Shelter Island School, several high school students don’t get enough shut-eye, whether it’s because of extracurricular activities, academics, or straight-up negligence—or maybe counting sheep just doesn’t work for them. This can result in the building looking more like a zombie zone than a school when students are sleep deprived and not ready for a demanding day of learning.

Junior Richard Ruscica isn’t doing so badly. He usually gets eight hours of sleep and comes to school pretty energized and alert. On a scale of 1 to 10, 10 being the most tired, Richard said he arrives to his first morning class at a 3. He prefers to take his chances by not setting an alarm, but isn’t worried because someone in his family will get him up in time to go to school. Richard keeps himself prepared for a hard day of school by “eating a good breakfast and taking vitamins.” The 11th grader sometimes has trouble falling asleep because he is “excited about the next day’s activities.” Although homework and studying can cause a student to lose sleep, Richard never runs into that problem because he is on top of his game and “gets homework done beforehand.” The most sleep he has ever gotten is 12 hours, and that was “after a long, hard day of work.” The least? None, because Richard “stayed up all night on a cruise.” The junior’s sleeping schedule changes on the weekend, as he gets up at 4:30 A.M. His reason: “I like to go hunting every weekend and have to leave enough time to prepare.” I wouldn’t want to be a deer on this island with a hunter as dedicated as Richard!

Another junior, Maksym Moroz, gets only seven hours of sleep on average. As a result, he comes to school at a level 8 on the 1 to 10 scale of exhaustion. Max admits that he is “not a risk taker,” therefore he sets his alarm, unlike Richard. To stay attentive and on the ball, the 11th grader “guzzles down mad shots of coffee.” Extracurricular activities can affect the amount of sleep that Max gets, but he is never worried about his studies getting in the way because he will “just do the homework the next day.” The junior often has trouble falling asleep because he “stays up late watching Netflix and snapchatting my bros.”

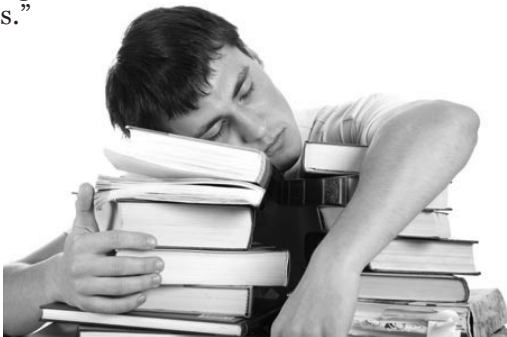
He says there is “so much running through my head [at night].” Max’s sleeping schedule does not change on the weekends because he has to work in the morning, but he sees the glass half-full, since he “gets to hang out” with some of his buddies at the hardware store.

Sophomore Will Garrison gets eight hours of sleep on the average night. He prides himself on “eating a good breakfast and not drinking coffee or energy drinks” after waking up to his alarm. Will admits that “homework tends to affect how much sleep” he gets, and that extracurricular activities provide a double-whammy because “they keep me from doing my homework, so that extends the time that I’m awake.” The least amount of sleep Will has ever gotten is three hours, and that was due to the combo of schoolwork and sports in one night. Fortunately, on the weekends Will can make up much-needed rest, up to two more hours of sleep each day.

Junior Emily Hyatt gets six to seven hours of sleep a night, a number that can make each school day a challenge, and something to “push through.” Extracurriculars will “occasionally” keep her up late, and academics doesn’t really affect how much shut-eye she gets. So, you may ask why she doesn’t get more sleep. The answer: her phone and the internet. Technology “keeps me up at least an extra hour.” The least amount of sleep Emily has ever gotten was “the night before a vacation,” when she slept five hours because she went to bed at 11:00 P.M. and woke up at 4:00 A.M. Ouch!

Junior Elizabeth Dunning is borderline torturing herself by getting around only four hours of sleep on an average night. She wakes to an alarm, and hopes she “doesn’t fall asleep in any classes.” Elizabeth views her homework as the main culprit in depriving her of sleep, since it can keep her up “all night.” Although this is the case, the 11th grader admits that she loves to “talk to people” on her phone via social media, which can take away more sleep. Elizabeth uses the weekend to her advantage by catching up on much-needed rest. Sometimes she will sleep “for like 14 hours” when she doesn’t have to worry about going to school.

Sorry, but I’m going to have to end the article here. It’s getting late and my head has already hit the keyboard three times...Zzzzzz.



# Our quirky teachers

BY KENNA MCCARTHY

We sit in class and watch our teachers 40 minutes a day, every weekday, and that gives us a lot of time to notice all of the little details about them. Each teacher is differ-

ent and has his or her own signature teaching style, but sometimes it’s their personal quirks that make them really interesting. Can you match the teachers to their quirks?

Mr. Miedema	While never leaving his/her chair he/she rolls around to get where he/she needs to go
Mrs. Treharne	Hates hand sanitizer, loves powerpoints and teaching by projector light
Ms. Leever	Seasonal sweaters
Mr. Reardon	Unplugged basketball lamp on the desk
Mr. Theinert	Often pulls on his/her sleeves, adjusts his/her necklace, and gives us “the gift of time”
Mr. Williams	Large metal bodybuilding trophies line the window sill
Mrs. Gibbs	Writes 6’s like b’s
Mr. Brigham	Always insists you take one of his/her hands-on classes
Ms. Gil	Often starts class with a call of “People!” and refuses to use students’ pens/pencils because of possible germ infestation
Mrs. Colligan	Drinks handpicked monkey tea and uses paper towels on whiteboard instead of erasers





The Dream Team: 5th grader Jerry Card and his new buddy, 11th grader Peter Kropf. PHOTO BY KELLY COLLIGAN.

## A day in the life of a fifth grader

BY PETER KROPPF

To us high school students, the elementary wing seems so far away, physically, mentally, and emotionally. That was the case for me (an 11th grader), too, until I recently got the opportunity to spend half a school day with fifth-grader Jerry Card. It was surreal to be in classrooms I hadn't been in for 8 years and see how much has changed, and it was awesome to discuss daily elementary school life with a cool kid.

I wasn't able to be with Jerry for his morning classes, when he learns about poems in English and sharpens his history skills in social studies, due to my own high school work, but was able to shadow him during the afternoon. We start at recess, where Jerry likes to "play in the snow" with his friends. Just as I did when I was his age, Jerry hangs out with a group of buddies who like looking for new adventures and things to do on the playground. Next up in his schedule was math, one of his "passions." Teacher Mr. Michael Cox, who according to Jerry is "very helpful when I'm a little confused, and a great teacher," takes control of his energetic students who are just coming back from recess and asks them to work on the "Do Now." Jerry, who is learning about quadrilaterals (I even got a little refresher--those darn things are on the SAT), takes a very responsible and studious approach to his schoolwork. He makes sure he has all his materials from his flip-up desk--the same type of desk I used when I was his age. Jerry raises his hand confidently for almost every question, something that even some high school students don't do. The current fifth graders have access to iPads, a technology that my class hadn't had the privilege of using

until the beginning of this year. Jerry and the rest of his class have the opportunity to take interactive lessons on the iPad, do practice problems, and see answer explanations. He likes the iPads because "there are more advantages" to using them, but also notes that "there isn't scratch work space, like in a workbook," which the fifth graders also have.

Done with math, Jerry and his classmates stay in the same room (ah, the days when you didn't have to climb four flights of stairs to get to your next class) to learn Latin with Mr. Knipping. The fifth grader sums up this class by stating, "We learn Latin words, take some quizzes, and sometimes play group board games that have Latin words in them." Jerry and his peers finally leave the classroom (the same one in which I sat in fourth grade and used to take 5-word spelling quizzes and stare out the window at the birds and the trees) to go to band. He plays the snare drum and bass drum (I played the clarinet) with great enthusiasm under the instruction of music teacher, Mr. Keith Brace. One of Jerry's favorite songs to play is "Zombie Stomp."

My day with Jerry and the fifth-grade class was then pretty much over, but we still found some time to talk about life and the future. He loves Shelter Island because "it's a nice, peaceful place." The fifth grader can't wait to enter secondary school next year, as he will gain a much-anticipated "free period." What does Jerry want to be when he grows up? The answer: "A police officer, an astronaut, and a scientist." If that isn't impressive, I don't know what is. If he does become an astronaut, I guess the sky won't be the limit for Jerry!

## Why no wifi?

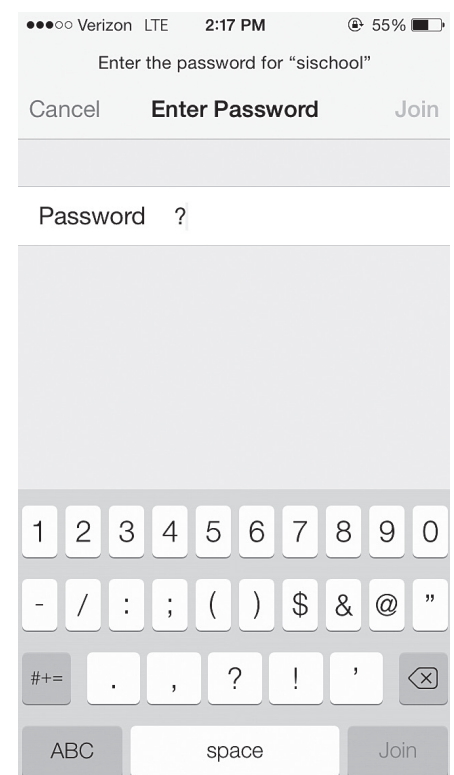
BY JACK KIMMELMANN

Have you ever needed to look something up on your phone at school, only to realize the internet connection is so bad in the building, there is no way the information will load? Wouldn't it be much easier if we could have access to the school's wifi? Why can't we? Other schools on Long Island allow students to access their building's wifi for personal devices and it would be really helpful if we could too.

Not being able to access wifi at school is often frustrating to students. Senior Sawyer Clark shared, "I feel limited" and "everything I try to download loads insanely slow." History teacher, Ms. Gil, added, "teachers should not be restricted with the access of the wifi because they should know what is appropriate and what not to look up on the job." Ms. Gil proposed a possible solution and wondered if "students could sign contracts, or even have their parents sign contracts saying that they will not abuse the wifi and use it only for educational reasons, then possibly the wifi could be unlocked for student use." Is this the solution? Junior Tommy Card doubts it, saying, "I can't see any way where the students won't abuse the wifi if it's unlocked." Understandably, during school hours, this could be an issue, so how about unlocking the wifi before and after school hours? That way, when students are at sports practices or waiting for school to start, they have reliable internet access.

According to Mr. Brigham, just unlocking the school's wifi is not so simple. He explains, "Right now there is one school network. In order to protect sensitive information, we only allow devices on on which we maintain anti-

virus and malware protection. We are looking to create a secure guest network, but that network will still be filtered. Filtering is required for school districts under CIPA (Children's Internet Protection Act)." So, is allowing wifi access to students ever going to happen? It sounds like Mr. Brigham is working on it. A guest network would be a great step in the right direction. Though filters on the network might be frustrating, it is understandable why they need to be in place. Let's hope that guest network gets up and running soon. Until then, I guess we will all have to get used to watching our phones load...ever so slowly.



### GARDEN FROM PAGE 3

lunches healthy. The fruit and vegetable sides in the cafeteria during growing season primarily consist of fresh produce from the school garden! Fresh grown fruits and vegetables in our lunches for \$2.50!? Not bad. So, this spring when you're in the lunch line, be sure to take notice and pick up some of the bountiful selection. All

### SHOWER FROM PAGE 3

ball coach Mr. Miedema. It is difficult to keep a small space clean over the course of a 15 hour day when nearly 100 boys might make their way in and out; this is understood. However, the boys who use the locker room can do a much better job keeping the space clean. "If everyone cleaned up after each other, it would be a clean, happy environment," Aidan Mysliborski suggested.

We need to take some pride in our little locker room. Let's prove that we value the space by keeping it clean. It will make the locker room more user-friendly for all of us. Then, let's ask the administration to help give us a little breathing room and expand our lockers and changing area into the showers, which are never used, but could be the key to making the space a place we will all want to use and take care of.

in all, this garden is doing a world of good for Shelter Island School. This ever-growing garden offers ever-expanding teaching and learning opportunities for our students and our teachers, and, for this, we should be thankful.



### EMMETT

CONTINUED FROM PAGE 5

too quiet. For future teachers doctor Emmett says "never sit with your back to the door" advice he was given on his first day at the school. He also adds, communicate and learn from your mistakes, don't be too proud to ask for help, you can always learn something new.

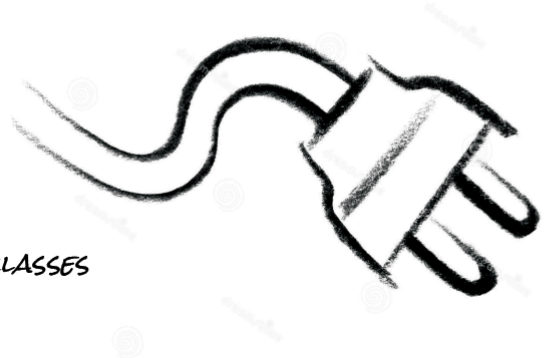
Dr. Emmett is just one of those teachers you will never forget. If you see him around make sure you tell him how thankful you were to have him as a teacher, even if you had to do reader's notebooks or learn to spell multiplication.



# THE OUTLET

POETRY WRITTEN BY DR. EMMETT'S 4TH & 5TH GRADE CLASSES

FORMATTED BY KELLY COLLIGAN



## Rain

by Cassandra Espinoza

Rain:  
The clouds are sad.  
The drops are their tears.  
Why, sky?  
Why do you cry?



## 4th of July

by Dayla Reyes

Fireworks are red, blue, and white  
on the 4th of July seeing the view in my mind  
they may look like fireflies  
they may sound like a balloon popping in the sky  
they remind me of the birth  
of the nation  
while I smell fresh and salty air.



## Wind

by Hayden Rylott

The fall wind is blowing,  
leaves are falling from the trees  
rake them up and...  
JUMP!!!



## Wet Day

by Margaret Schulteis

Dark sky drops water  
open mouth for  
tears of God  
under umbrella

## Paul Revere

by Annabella Virginia Springer

Paul Paul Paul Revere  
rides through the night  
looking for lanterns  
one or two  
as he carries a message  
for me and you



## Flag

by Pacey Cronin

The stars spangled in the sun;  
The stripes shone brightly in the moon;  
The colors of the flag,  
red, white, and blue.

We fought through the war  
with our flag strung high;  
The light of gunshots  
kept going from our side.

They suddenly stop  
in the midst.

We turn and salute;  
To our flag so high.



## Flag

by Valeria Reyes

A flag is freedom  
A flag is white  
A flag is red and blue  
no more slaves

no more war  
If you think  
back behind  
life is different  
than now

When I look at the view  
this place is more beautiful  
than ever before.



## Oh, the Summer Sun

by Angelina Corbett-Rice

Oh, the summer sun  
Oh, so much fun!  
Oh, how beautiful the seas!  
Oh, the buzzing bees!  
Oh, how pretty the blue skies!  
Oh, how good the apple pies!  
Oh, being at the beach is so much  
fun!  
Oh, how I miss the summer sun!

