

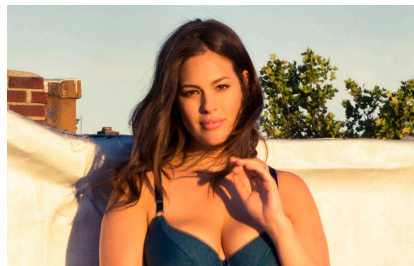


## THE INLET

Vol. 4, No. 4

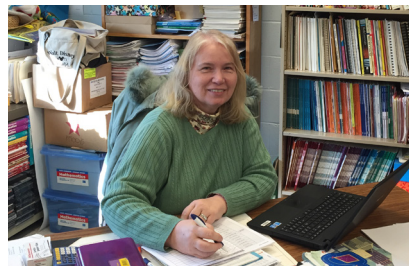
Shelter Island School

April 2016



### EVERYBODY IS BEAUTIFUL

Listen to how Ashley Graham and Iskra Lawrence stole the show as plus-sized models and how they came to learn that “everyBODY” is perfect the way it is! [PAGE 3](#)



### THE END OF AN ERA

Disney trip, holiday sweaters, and summer school. After 40 years of teaching, unfortunately the time has come to say goodbye to Mrs. Ginny Gibbs. [PAGE 4](#)



### PURSUING PASSIONS

In it to win it! Learn how athletes Kenna McCarthy and Tristan Wissemann decided to continue their passion of sports after high school! [PAGE 9](#)

## COACH OSMER LEAVING NO “BODY” BEHIND

BY PETER KROPF

Billy Joel once said, “Life is a series of hellos and goodbyes, and I’m afraid it is time for goodbye again.” Sadly, this is the case for legendary physical education teacher Rick Osmer, who is set to retire at the end of the school year. “Coach,” as many of his students and even colleagues call him, has been a mainstay at Shelter Island School for the last 25 years. He has helped everyone from kindergartners to seniors improve or maintain their fitness levels and reach their potentials, all while having fun. Although he may be retiring, life will not stop for Coach Osmer, as he enters this new phase in his life.

“Coach” has been enjoying his last year at the school. He noted, “The year is flying by, but it has definitely been one of my best and without a doubt one that I’ll remember.” Mr. Osmer described the last 25 years working on Shelter Island as a “dream.” “Coach” decided to retire because, as he put it, “35 years in teaching is a long time.” (For those of you who don’t know, he spent ten years teaching physical education in Virginia before coming to the island.)

So now what? In retirement he’ll have



The class of 2016 and Mr. Osmer were all smiles while wearing their new “Ozzy” t-shirts. PHOTO BY TOMMY LENZER

much more free time on his hands. The question is, what will he do? Mr. Osmer, true to his style, said he’ll “hit the gym even more” and “travel down south in the camper.” The physical education guru is excited to travel “during school days, when there are less crowds,” and also devote more time to his hobbies of fish-

ing and boating. The Osmer family will be happy to see him more often, and since Mr. Osmer’s wife will also be retiring this year, from the Southold School District, family time surely will not be a problem in the coming years.

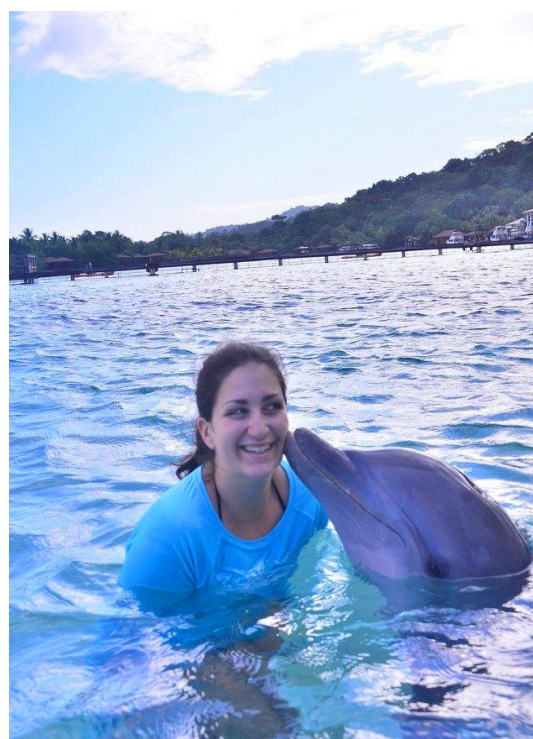
Even though Coach Osmer is leaving, his impact on our school’s physi-

cal education program will be long-lasting. He thinks his tradition of “Cardio Wednesday,” a day each week devoted to cardio exercises like running “the mile” and the “five-minute run,” should continue for future students. Earlier this year, Coach

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## LONDON, HUNGARY, CUBA, OH MY!

BY SERINA KAASIK



Jill Calabro getting a smooch from a dolphin while studying in Honduras. PHOTO COURTESY OF JILL CALABRO

Ever wonder what it would be like to leave your comfortable college campus for a foreign country with new people, cultures, and languages? Most colleges have programs where you can take a semester or even a full year off and study in a foreign country instead. Many colleges have over 50 countries to choose from! To give you a better idea of what it’s like to live and study abroad, we asked three of Shelter Island’s alumni to share their experiences!

Last fall, junior Tara Sturges left Marymount Manhattan College for a semester to take on London. At the same time, junior Lisa Kaasik left Geneseo for Groningen, Netherlands, and is currently studying in Pecs, Hungary. Another SIHS alumni, junior Jill Calabro, had a unique experi-

ence. She left Eckerd College to spend “short terms” (about a month each) in Costa Rica, Cuba, and Honduras. Jill is currently studying at La Universidad de Las Palmas de Gran Canaria in Spain for a full semester. Though Tara, Lisa, and Jill all studied in significantly different places, they all had, (and are having) the time of their lives.

Picking a destination might be one of the hardest parts about studying abroad. There are many factors that go into making a decision, such as finances, language barriers, and what programs are offered. Tara chose to study in London because she wished to avoid a language barrier. She recommended saving up a good amount of money if planning on studying here, because “London is very expensive,” she says.

Lisa chose both Groningen and Pecs because they both were pretty centrally located, making it easy to travel by air, train, or bus around Europe. She also

found that both places were relatively cheap, allowing her to spend more money on traveling. Jill, pursuing a double major in both Spanish and marine science, knew she wanted to study in a Spanish-speaking country. Possessing such rigorous majors keeps a lot of students from studying abroad, but Jill knew what she was getting herself into. In fact, her Professor (Prof. Thompson) was the one who told her about the opportunity in Spain that had both the Spanish and marine science programs she was looking for.

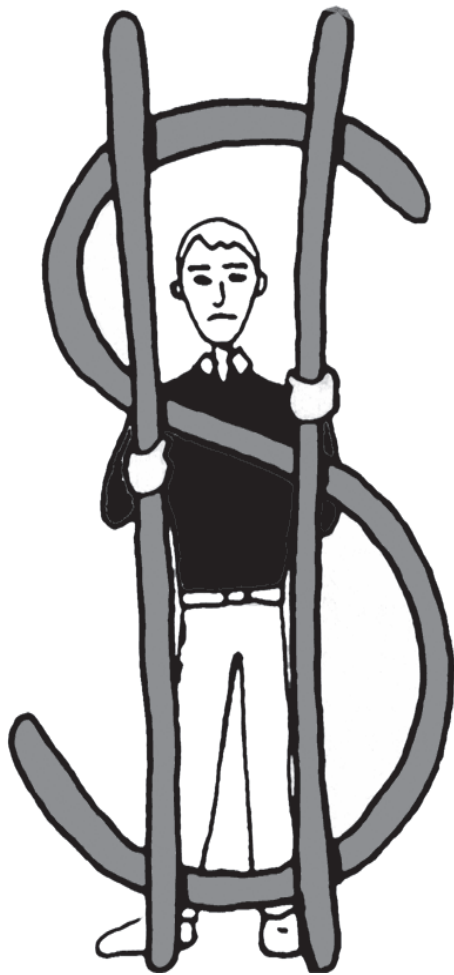
One of the main reasons why people choose to study abroad is so they can travel to other new countries and cities while they are already overseas. When asked why they chose to study abroad, all three responded with their desire to travel. “I have always wanted to travel, to see new places and experience different cultures,” said Lisa Kaasik. “It seemed like a great

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# What to follow: The money or your heart

BY KELLY COLLIGAN



Picture this: you're a high school senior and the biggest decision of your life so far is weighing on your shoulders. You're torn between two schools; one of which is going to cost you a mere \$20,000

a year, (that's cheap nowadays, folks), the other will cost you \$40,000. The affordable school is a good school, perhaps you even got into the honors college. The other school, however, is a great school. Your parents are torn as well, considering they'd love for you to go to the best school you can, but realize that they are still, in fact, paying off their own student loan debts. At the end of the day, the \$20,000 college is just screaming their name.

You, however, stand more indecisive. You've visited both colleges, but one just felt right. Sure, the exquisite gym facilities or the blooming campus landscape could be a factor in this, but still, it was the one. You visited the other school that is half the price, which certainly accommodates your needs. Your parents are in love, and they are convinced that the bargain is for you. But your heart is telling you otherwise.

But what makes the \$40,000 college so different than the \$20,000 college? Nothing holds more true about college than the phrase "you get out what you put in." Many guidance counselors and professionals alike are pushing for students to pursue a state school education, perhaps enrolling in the honors program. It is not uncommon that a student who studied at Binghamton University in the honors program finds themselves with the same success and as much opportunity as someone who studied at a Harvard, a Yale, etc. The name of a college can sometimes only take you so far... right?

Perhaps that's what most of us are in

love with. The name. "I want to be at a college where people hear the name and think, 'wow,'" you might think. Many high school seniors just want to feel like they are a part of that name. But can you blame them? With "a brand name" can come many other promising elements, like remarkable alumni connections nationwide, instant credibility from employers, and an entire network of professionals.

Herein lies a sacrifice. Do you sacrifice \$40,000 a year on a school for the name, the reputable education? Or, do you follow your parents' wishes and spare yourself from debt? I believe that this decision is deeply personal and dependent on a person's commitment to academic rigor, alumni/networking connections, internship opportunities, ability to earn after graduation, and likelihood of attending graduate school.

If the higher priced college is indeed more highly regarded and academically challenging, and you believe you have the ability and commitment to succeed there, I believe this is ultimately the better option. If the higher priced college has excellent, widespread alumni and networking connections and you are willing to engage in travel and opportunity, this is a complete advantage. State-schools attract students primarily from their state, while many private universities can attract students from all fifty states, leaving you with a wider network of people and opportunities.

Another thing to look out for, if you are spending loads of money on an undergraduate education, is the school's internship opportunities and post-gradua-

tion employment rates. Being exposed to various job settings is not only beneficial in ruling out what you like or dislike, but gives you a head-start at securing a job. If students who graduate from that school prove to be placed into their particular job field quickly, this is a great sign. (May even be worth the gamble.) If employers know that you've succeeded at a well-regarded, "brand name" university, this impresses them. This could open the door to amazing job opportunities.

Finally, and possibly most importantly, is the issue of graduate school. Nowadays, most high-paying careers require applicants to have a master's degree to even contend for a job. As more and more Americans get degrees, it becomes harder and harder to secure a job without getting a higher degree. More schooling=more money. If you are planning to pursue a job that requires further education, (ie: teachers, doctors, lawyers, etc), you must keep in mind that you have to pay for at least six years of schooling total. Therefore, saving money at undergraduate school would be ideal.

So, what am I following: the money or my heart? My heart says, "go big, possibly leave the East coast, try life in a new city—whether it be the Big Apple, New Orleans, or D.C." My parents' wallets and my more conservative side say, "follow a \$43,000 scholarship at a school that doesn't make your heart skip a beat; you can always study abroad." So which is it? Check back April 31st.

## Lifting the all-girls college stigma

BY KENNA MCCARTHY

When I tell people I am going to an all-girls college, their facial expressions say it all. Most people look very confused and then say something to the effect of, "Why would you ever want to do that?" or "Don't you want the full college experience?". This can be very frustrating to hear time and again. I plan on having "the full college experience." I am going to school in a major city, and just because my dorms and classes don't include boys, does not mean I will not be having a good time. There are many assumptions made about all-girls colleges, nearly all of them unfounded. The most ignorant of them all has to be the question I've fielded more than once: "Aren't there a lot of lesbians there?". Nothing infuriates me more than this question. All-girls schools have amazing things to offer and the fact that stereotypes swirl around them is ridiculous. It's 2016. Going to an all-girls school doesn't define someone's sexual preference any more than the color shirt someone wears. At an all-girls school, women can be who they are without fear

of judgement from male co-eds, without having to compete for opportunities in which males might otherwise be favored, and above all, women can learn in an environment tailored for them.

The college I will be attending in the fall of 2016 is Simmons College in Boston, Massachusetts. The reasons I want to go to Simmons extend far beyond the fact that it is a same-sex school. I want to go to Simmons because it is in a major city where the opportunities are endless and I will always have something to do, unlike here on Shelter Island. I have always wanted to end up in Boston at some point in my life, I fell in love with the city when I first went with my family. I never had a dream school, I never saw one specific school and fell head over heels for it like other people I know; I just knew I wanted to be in Boston. Simmons is in the perfect location, right down the street from Fenway Park, right in the heart of Boston. It is where I want to be.

Simmons has offered me another

unique and exciting opportunity. I have committed to play on their volleyball team; I have always loved playing sports and this school is giving me an opportunity to continue to play at a higher level. In addition, I was accepted into their physical therapy program, which is well-regarded and what I plan on majoring in. Simmons is surrounded by hospitals and medical centers, so there will be internships, jobs, and opportunities for me while I am in school and post-graduation.

When I had my first visit to Simmons, I met with one of my future teammates and she asked me, "Do you have questions, or is there anything you are unsure about?" My response was honest, and I said tentatively, "I am unsure about the all-girls aspect." She said that the all-girls student body was her main concern when considering Simmons as well, but then she added that when you are a college student in a city surrounded by other colleges, you don't even notice that you go to a same-sex school. Her statement is very true. When I made a

recent overnight visit to Simmons, I was able to really experience what it is like to go to school there. You have to walk through Emmanuel College (a co-ed college) to get from Simmons' residential campus to their academic campus. Simmons is also included in a consortium of colleges which is called "The Colleges of the Fenway." These schools offer students the option to take classes on any campus and avail the use of their facilities and study abroad programs to students from any of the consortium campuses.

Simmons is really not just an all-girls school. It is a school where women can express themselves, find themselves, and be themselves. Simmons empowers women without isolating them. I am proud to say that I am going to an all-girls school. I can not wait to spend my next chapter in Boston, in a school that will enable me to thrive as a college student and as a woman.

### CORRECTION

In our March 2016 issue, in the article entitled "Love on The Rock" by Tristan

Wisseman, Alexandra Binder was mistakenly referred to as Alexandra Payne.

We would love to hear from you!  
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# Richard's guide to college budgeting

BY RICHARD RUSCICA

Are you worried about paying for college? If you are, you are not alone. Almost every high school student is worried about how to fund their "new lives." Luckily, I have a few tips to help you prepare for managing your funds in college. It is very easy to spend money using credit cards and by dipping into your savings. Unfortunately, this habit is detrimental to your college fund and will put new in a very stressful situation. In order to preserve your funds, you must balance your wants versus your needs. Some good ways to start saving is by getting a job and putting a side small percentage of your paychecks into a sav-

ing account. Although it won't seem like it's worth it in the beginning, over time your savings will grow to be a substantial amount of money that will definitely help you pay for college. The key is, though, not touching that savings. Don't get a debit card for that account and pretend the money isn't even there so you don't have the temptation to spend it.

On many college campuses, there are credit card stands at which representatives will actively try to sign up naive students for credit cards. Having one or two credit cards is not bad, as long as you do not spend more than you can pay at the end of the month. It is important

to establish good credit. The key is to pay your credit card bill in full when it is due. Never pay the minimum payment. When only minimum payments are made, interest winds up costing you much more than your original purchases.

You can still have fun in college without going over budget. The key is to take a moment to evaluate your finances and see what you can realistically spend each month. For example, you must take into consideration spending money on things like gas, books, and food. If something is out of your budget, you must pass on up on that thing, whatever it may be. Also, you must keep a small amount of

money set aside for emergency. Everyone has their own interpretation of what an emergency is, but you must stick to whatever guidelines you have for spending. This will ensure that you will be ready financially for whatever situations will come.

So remember, start saving as soon as possible. The longer you save, the more money you will have when you set off for college. By being financially stable, you will be able to focus on the important thing while in college, school work. Having your finances under control takes one stressful part of life out of your transition to college.

## EveryBODY is beautiful

BY BILLY BOEKLIN

Recently there has been an increase in the attention paid to "plus-sized" models. If you ask me, I don't really see how many models and actresses identified as "plus sized" are any different than what society sees as a normal body size for a

woman. But, I guess, average size for an average woman and average size for a model are two different things. When you think typical model, you think of a really skinny, tall girl; someone like Kendall Jenner. Yet, some models, such as Iskra Lawrence and Ashley Graham are starting a revolution. Iskra Lawrence is a model whose career really took off just last month when she was named the new Aerie "real role model." The best part about this campaign is that it does absolutely no retouching or airbrushing, so what you see is the real thing, unlike other magazines. Before landing her contract with Aerie, Iskra dealt with constant adversity--people telling her she was too big for regular modeling, or not big enough for plus size modeling, but Iskra said about Aerie, "Aerie told me I was beautiful because I am me." Now, Iskra is inspiring many young women and men to not be ashamed about anything, and learn to love being in your own skin, no matter what size you are. I reached out to Iskra via social media and asked her if she could give me a piece of advice for young people. Iskra

generously responded, sharing, "Stop comparing yourself to others. Only you can ever be you and that is your power." Iskra captions every picture of herself on social media with the hashtag "#everyBODYisbeautiful." We need more people like Iskra in the world to stop body shaming and help us remember that everyone is perfect in their own way.

Ashley Graham is another plus sized model making waves. Graham recently landed the cover of "Sports Illustrated." In doing this, she made history being the first plus sized model to grace the cover. Graham has designed her own clothing line and has modeled for many different brands of clothing. She visits schools to talk about body image and acceptance and also has been involved in humanitarian efforts in South Africa. These two women are a few of many who have actively set out to stop body shaming and encourage body acceptance. No one should be afraid to go out in public because of the way their body looks. The more role models in the public eye take a stance on this issue, the sooner we can redefine societal beauty standards. Everyone should feel confident and sexy in their own skin, males and

females. I really hope this turns into a larger movement and soon everyone will share the same feelings I do and spread this positive message of body acceptance.



Curvy model Ashley Graham strikes a pose.



Model Iskra Lawrence proudly shows off her hourglass figure.

## Nothing comes free

BY RICHARD RUSCICA

A lack of motivation is a major problem in today's society. This kind of laziness seems to be very common in our school. There are many students who choose to take less academically advanced classes for the simple fact that they involve more work. What they don't understand is that these "advanced" classes are there to help us be better prepared for the world ahead. Students should strive to be the best they can be.

In many schools, students lose the motivation to succeed. They choose an easy way out rather than to challenge themselves. Though challenging classes may involve a bit more work, the knowledge and experience gained from these class-

es can only benefit us. Study halls, and other less academic classes, give students an easy way out, but students sacrifice gains they could have made in other classes. I also found that people who got an early start on things like college applications, often times have much more success getting into colleges of their choice. These students' college application essays are often have much better and contain all of the necessary criteria. The common theme I found with school, or life in general, is that you get out what you put in. If you challenge yourself and take life seri-

ously, you will find that the outcome will be more in your favor.

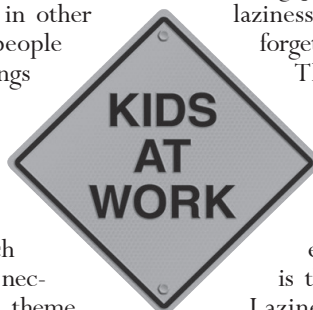
Young people also exhibit a certain laziness in the workplace. People forget the value of a day's work.

They don't understand that they are there to work to, not to mess around and get paid. Nothing comes free in this world. Usually the harder you work, the potential is there to make more money.

Laziness almost never gets rewarded. Only those who work hard earn things like promotions and raises. The world we live in is very competitive,

and only those who try, succeed. People have to be motivated and prepared for any challenges that await. Like the old saying goes, "preparation prevents poor performance."

Whether it is bettering their character or their grades, my peers should try their hardest to succeed. As long as someone has done their best, they will be satisfied with the result. Indolent people often are this way outside of school, as well. They are reluctant to work, and if they do have a job, they do not do it to their full potential. They do not understand that our work defines us. From our work, we should gain pride.





# The end of an era: Saying goodbye to Mrs. Gibbs

BY LINDSEY GALLAGHER

Not many people can top Mrs. Ginny Gibbs. Forty years of teaching, twenty years of organizing the Disney trip, nineteen years of summer school, and countless holiday-themed sweaters.

For Mrs. Gibbs, becoming a teacher was a lifetime dream, she “always wanted to become a teacher,” and she knew this by first grade. At home, she taught her sisters and cousins in her basement with the antique desks her father had brought home. Mrs. Gibbs enjoys teaching foremost because she loves kids. She loves “seeing them gain knowledge, the sparkle in their eye, and opening new doors.”

After graduating from Shelter Island, Mrs. Gibbs attended Southampton College. She originally chose to major in Elementary Education, but Southampton did not offer that major at the time, so she minored in Elementary Education and majored in Math. Later, she got her Master’s Degree in Reading (kindergarten through twelfth grade) and an Administration Certificate from Long Island University. Mrs. Gibbs completed her student teaching here at Shelter Island School, and because a position opened up in the Math department, she took what was available. Mrs. Gibbs always knew that Shelter Island was where her heart was—she was raised here, went to school here, and has always loved it here.

Mrs. Gibbs has put a lot of thought into retirement and although she feels she could last for ten more years, she wants to go out on a good note, and be able to “enjoy retirement.” In her retirement, Mrs. Gibbs says that she has “plenty to do,” but the first thing she wants to do in her retirement is enjoy summer vacation, because for the past twenty years, summer school has taken up her entire summer. Once she enjoys her first carefree summer, Mrs. Gibbs wants to travel with her husband, clean the house, and spend lots of time with her family. After forty years of teaching, it is hard for Mrs. Gibbs to remember specific moments in teaching, but the highlights are “usually something a kid says.” Additionally, the Disney trip is always memorable, and leading the middle school is something she has taken lots of pride in. Mrs. Gibbs also feels privileged

to teach family members and she will certainly miss the opportunity to do so.

Mrs. Gibbs has learned many things from the kids, and in recent years she has noticed that “kids today are different,” as they are a lot more involved in sports, academics, and family. In her entire teaching career, the biggest

after school to get help.” Freshman Justine Karen adds “she had lots of good strategies” and “she will be remembered as a very efficient math teacher.”

For future teachers, Mrs. Gibbs says “be prepared and ready to go when class begins, you can’t start class and ask ‘what are we doing today?’ because then you

the middle school would not be as organized and successful as it was. This is echoed by the words of Mrs. Russo who chimed in, “she seems super dedicated to her students.” When the next school year comes around, Mrs. Gibbs admits that her “car will probably go [to school] without her.” Along with missing the daily routine, she will miss the faculty, administration, and staff, but mostly, the students. Despite retirement, Mrs. Gibbs says she will still be active with kids and at her church, as “she still has a life.” She shared that there is “nothing better than helping your own community,” and now forty years into her teaching career, Mrs. Gibbs can rest assured she has helped more than just one generation take on the world.

The Disney trip is probably the most well-known contribution that Mrs. Gibbs has made to the school. When she went on her son’s trip to Virginia it “was horrendous,” because the bus broke down and it lacked organization. It was because of this experience that she started the Disney Trip, and if you have gone, you know that she has the trip down to a science. Many of you may be worried about the trip continuing after Mrs. Gibbs leaves, but there is no need to worry, because Mrs. Gibbs has trained Mrs. Gulluscio. She shares that she hopes to come back next year as the eighth grade class advisor, and go with her grandson for her final Disney trip. In her years of teaching, Mrs. Gibbs has taught many of the current teachers we have today. In her first class she taught Stephanie Tybaert and Mrs. Sharon Gibbs, she has also taught Mr. Theinert, Mrs. Brigham, and Ms. Corbett. Teaching students who went on to become teachers has been particularly rewarding because “you see them grow and become teachers [while at the same time] you can see the product of the teachers here.”

Next year, it will be hard for many to see Mrs. Gibbs’ classroom without all of its character, but the school will never forget how much Mrs. Ginny Gibbs has done to make it a better place. As Board of Education member Elizabeth Melichar says, and I’m sure we can all agree, “she’s not a legacy, she’s leaving a legacy.”



Mrs. Ginny Gibbs smiles as she completes her final year of grading, helping students, and making the school a better place. PHOTO BY LINDSEY GALLAGHER

changes she has seen in the school are “the creation of special education and technology.” She admits she used to be a “homework tyrant,” so today she gives “just a little, just enough.” Even if there was a lot of homework, seventh grader Jane Richards says that, “she was a very good teacher and I enjoyed going to her

have lost the class.” Mrs. Gibbs feels that a teacher needs a “sense of humor, patience, compassion, empathy, and most importantly, you have to love kids.” After she leaves, she wants people to remember what she most contributed to: the middle school, summer school, and the Disney trip. If it was not for her,

## Reardon: Act 2

BY RICHARD RUSCICA

Mr. Jack Reardon, a technology/shop teacher here at Shelter Island School for twenty-nine and a half years, has a very interesting history. Mr. Reardon was born in Oxford, Ohio, on November 7, 1958. “As I was growing up, we would spend 9 months in Ohio and then the day after school ended, we would drive

to Hampton Bays for the summer,” he recounts. After graduating high school and participating in a BOCES program, Mr. Reardon spent 3 years living on Long Island doing carpentry work for different contractors. While working, Mr. Reardon developed his skills as a carpenter. Although he loved what he

was doing, he soon realized that college needed to be his next step.

Mr. Reardon got his undergraduate degree at Miami University in Oxford, Ohio. “The original Miami, named after the Miami Indians,” explains Mr. Reardon. Afterwards, Mr. Reardon went to Appalachian State University in

North Carolina for his master’s degree. When asked what made him decide to be a teacher, Mr. Reardon says that both of his parents were teachers, and after seeing the quality of life that they had with the job, he was hooked. Also, having the summers

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**REARDON CON'T** off to spend time with his family is something that cannot be beat.

Some of Mr. Reardon's favorite things to do are spending time on his boat, fishing, and hunting. He also loves to travel. In 1966, when Mr. Reardon was only 7, his family spent a year in Baghdad, Iraq. This trip gave Mr. Reardon better appreciation for living in the United States, and influenced him as an adult to travel the country with his family in his camper. "Since I have family in many states out west, including California, I enjoy taking road trips in my camper across the country to visits my family and to see the sites," Mr. Reardon explains.

Mr. Reardon is married and has four kids. He is currently living in Greenport with his wife and youngest son, Weston, who is 11. Weston currently attends school in Cutchogue and is in 5th grade. Mr. Reardon also has 3 daughters. All of his daughters graduated from Riverhead High School. Jayce, who is 25, works at Peconic Bay Medical Center. Meghan, 28, attended SUNY Albany, and is now married and works as a middle school counselor in West Palm Beach, Florida. Katy, who is the oldest attended University of South Carolina. She is 31 and now works as an elementary school teacher in D.C.

Mr. Reardon is a man of many talents and skills. His "can-do attitude" has pushed him and made him a man of many talents. During Mr. Reardon's younger years he was a triathlon athlete. These races included swimming, biking, and running many miles. Mr. Reardon also holds a commercial and Nascar driver's license. With these, he has raced many times in the enduro races at Riverhead Raceway. He also worked on the sidelines of the track as part of a pit crew. Over the years, Mr. Reardon has pushed himself to live off of the land as much as possible. He grows many of his own fruits and veg-

etables, and has a few chickens. On top of that, Mr. Reardon enjoys hunting, fishing, and just being out in nature.

Sadly, at the end of this year, Mr. Reardon will be retiring after 30 years of teaching. Mr. Reardon leaves quite a legacy. When asked about his fondest memory, he recalls the lip sync Kiss concert that he performed with a couple of other faculty members years ago. I asked Mr. Reardon what he would miss most and his response was, "I will miss interacting with all the students." He tried his hardest to instill the lesson that hard work and a plan for the future will bring you success and job opportunities. Mr. Reardon does not plan to stop working after retiring here. He has a couple of ideas about where he could work, such as North Ferry, Costello Marine, or he could go back to his first job, construction. Mr. Reardon also plans, however, to do some of his own things, such as home improvements and travel the country in his motorhome. He says, "I miss traveling in the off seasons were crowds are small and I can really enjoy just spending time with my family."

What Mr. Reardon loves most about his job is helping students and influencing them so that they become successful. "When I see my former students

years later, and they tell me their success stories, it gives me great joy. It inspires me to keep doing what I'm doing and to always try my best." Mr. Reardon is dedicated to teaching his students and preparing them for the world that lies ahead. Zachary Renault recalls one very important piece of advice that Mr. Reardon taught him is to "measure twice, cut once." He always emphasizes

the need for real world thinking, and how to be efficient, whether you are on the job or in your personal life. Tommy Lenzer, a student of Mr. Reardon's for a few years, says that he "has taught him to never sit around on a job site." Mr. Reardon's way of thinking has pushed many to be productive and successful as they take their next step in life, and for that, we should be thankful.



The joyful Mr. Reardon. PHOTO BY RICHARD RUSCICA

## Mrs. Garris: Ready for retirement

BY ELIZABETH CUMMINGS



Mrs. Garris, always with a smile on her face. PHOTO BY ELIZABETH CUMMINGS

"I feel ready, I think it's going to be like an endless summer" says Mrs. Garris, about her impending retirement. Yet, that does not mean the transition will be a wholly easy one. Mrs. Garris recounts a time earlier in the school year when she "felt sad, and one of the little kindergartners put his hand in mine. Moments like that, I'm definitely going to miss," she explains. Mrs. Garris "loves teaching at Shelter Island" and counts "Read Across America" (a program during which the entire K-12 school was read to) and her work in the Book Craft Club as highlights of her teaching career. Mrs. Garris's work as Shelter Island School's Reading Specialist (and as a Special Educator) since 1988 has brought her much joy: One of its greatest lessons? "Never give up on a kid," Mrs. Garris shares.

Mrs. Garris originally was not sure what she would teach, earning degrees in Fine Arts, Art History, Special Education, and Reading. After teaching 2nd grade at Mattituck/Cutchogue for 5 years, Mrs. Garris joined the S.I. School faculty part-time after the birth of her son. Eventually, the position became full-time and Mrs. Garris has now been here on "the rock" for over 20

years. Being here that long, Mrs. Garris currently has a high school student whose mother also had Mrs. Garris! "It's full circle," Mrs. Garris explained. Mrs. Garris's students appreciate the time she gives them. 5th grader Alex Burns shared, "When she reads a type of story and then we draw it out on a whiteboard or piece of paper; that's my best part of my time with Mrs. Garris." Freshman Mason Marcello added, even though it's difficult, "She helps me with my essays."

In her retirement, Mrs. Garris doesn't plan to slow down. Quilting, sewing, housework, and travel are all on Mrs. Garris's retirement to-do list. "I won't have to take off from work to see my kids," Mrs. Garris explained with a smile. Also, Mrs. Garris plans to "try to force myself to spend some time everyday fixing up my house." She also dreams of visiting Greece; Mrs. Garris is of Greek heritage and declares it to be "so incredibly beautiful." Though Mrs. Garris says she "doesn't like taking the ferry" and won't miss it at all, the rest of us will certainly miss Mrs. Garris whipping past the ferry line of cars on her bicycle.



# Bridgebuilding in DDP

BY NICO SEDDIO

This was Mr. Reardon's first year trying the model bridge building project with his ninth grade DDP class. Each student was tasked with creating their own bridge design and construct-

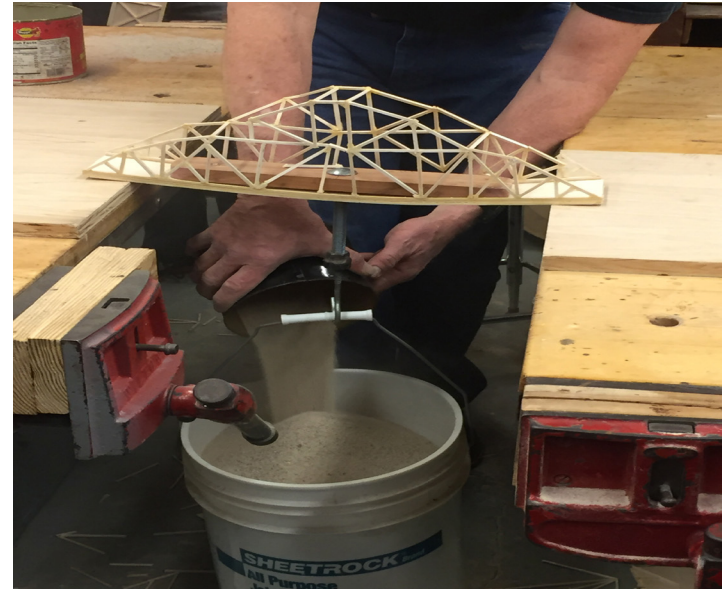
ing their design themselves using balsa wood. "This project was to test the ingenuity of the students," Reardon said. "It gave them an opportunity to learn architectural skills that could be put to

real world use someday." So it turned out, sophomore Darien Hunter had the ingenuity and the skills. His bridge held a whopping 59 pounds of sand. After his victory, Darien Hunter said, "This

was a good project. I put a lot of hard work into this project and it was great to see the results."



A large crowd gathered to watch the bridge crushing. PHOTO BY NICO SEDDIO



A student's bridge buckles under the weight of sand. PHOTO BY NICO SEDDIO

## Spring trends

BY MARGARET MICHALAK

Wondering what to wear this spring? Check out some of my suggestions so you'll be totally in style this season!

### DENIM SKIRTS

You heard it right, denim is back! Something cute and flirty to wear for almost any occasion!



### JUNGLE PRINTS

Whatever it may be; Jungle prints will make you look great on whatever garment it's on.



### FLORAL PRINTS

In my opinion these have always been in style, but they're officially back with new patterns and brighter colors!



### NEUTRAL NAILS

Always something classy and sophisticated, neutral nails add just a pop of color to any outfit!



### GLADIATOR SANDALS

Taking it back to ancient Rome, gladiator sandals are sure to make you look hip this spring.



### SLIP DRESSES

Easy peasy, just slip in on and throw on your favorite gladiator sandals or flats to take on the day feeling flirty yet comfortable.



### ROMPERS

Comfortable but cute! Rompers are the perfect outfit to make yourself look like you tried, but you really didn't.



### NYLON MIDI DRESS

Channel your inner Kim Kardashian with this three-quarter nylon dress. Nylon dresses make you look slender, and feel amazing.





# Movin' on up: SI softball goes varsity

BY KENNA MCCARTHY



Team members celebrate a home run. PHOTO BY KELLY COLLIGAN

This softball season is unlike any other in recent memory. The girls' team has risen to the varsity level, playing bigger schools with teams that Shelter Island has never seen on the field before. With 21 girls on the team, ranging from two eighth graders, to seniors, the team seems poised to take on the challenge.

This upcoming season, the competi-

tion is no doubt going to be stiff. Shelter Island is the only Class D school on Long Island, so if the team keeps above a .500 record, they will go to playoffs. Coach Ian Kanarvogel, now in his third year coaching girls' softball shared, "My goals for this season include growing as a program, and making a run into the playoffs." Coach Kanarvogel has high hopes, with his past two seasons being

winning ones. He is most excited for an increase in competition and games with more excitement! "After the last few seasons, I am looking forward to being in a game with the potential to play in a playoff game," he explained.

With twenty games on the schedule, this new varsity team will be up against larger schools than they are used to. The competition will be Class C schools

(Port Jefferson, Southampton, McGann-Mercy, Center Moriches, Pierson/BH, Southold/Greenport, and Babylon), as opposed to our class D. Senior Kelly Colligan says, "I am ready for the intense competition that this season has to bring, I can't wait to play my last season on a varsity team!"



The mighty 21 girls that make up the 2016 team. PHOTO BY BEVERLEA WALZ

## JV baseball: A season of redemption

BY TRISTAN WISSEMAN

With flowers soon to be in full bloom, so are the spirits and morale of the members of the junior varsity baseball team. After last year's season in which the team and coach Miedema felt as if they could have performed better, the now "seasoned" squad, as described by their eager coach, is ready for a breakout season that all members will cherish.

"We are older, seasoned, and stronger than last year," said head coach, Peter Miedema. A big problem from last year that needs to be solved is giving up big innings in several games. Last year's squad would be in a tight game and then in one inning, the pace and direction of the game would be altered. This year's team will stress the importance of limiting big innings while on the mound and field. Coach Miedema hopes that the early good weather this season, as compared to last year's protracted winter, will help them, because now the team can have actual outdoor practices on the field, compared to batting practice in the gym. With higher hopes, and a nice grassy field at their disposal, the team is ready for an impressive season.

This year's team has talent from top to bottom, including up-and-coming 8th graders

to an array of savvy seniors. "We're dynamic," described senior pitcher, shortstop, and outfielder Peter Kropf. Peter, along with fellow senior pitcher/third baseman Richard Ruscica, will serve as leaders of the squad, both on

the field and also during practice to prepare the underclassmen players for the exciting years to come. Hopefully, under their wisdom and keen baseball skills, the mentoring will not only show in the coming years, but in

this season too, with younger players like Liam Adipietro, Lucas Quigley Dunning, and Erik Thilberg stepping up into big roles.

During practices, coach Miedema and assistant coach Mike Dunning will work with their players on getting better at-bats in order to "make the other team work harder." Along with their skill work, the team has improved on their overall fitness and athleticism, thanks to sessions in the Fitness Center. "I've tried to keep myself in pretty good shape, with running, push-ups, and situps, thanks to Mr. Osmer's gym class," fellow senior and "X-Factor" for this year's team Adrian Sulahian explained. "I've focused on stretching and injury prevention," said the southpaw outfielder. With extra preparation, determination, and a hint of confidence, this team has all the essentials for what could be a memorable and action-packed spring season. Hopefully this year's ambitious squad can right the wrongs of last year and go out on top, with the seniors of the team ending their high school sports career with a bang.



Senior Peter Kropf warms his arm up before a home game. PHOTO BY BILLY BOEKLEN



# Bones and muscles in the Elementary

BY ELIZABETH CUMMINGS

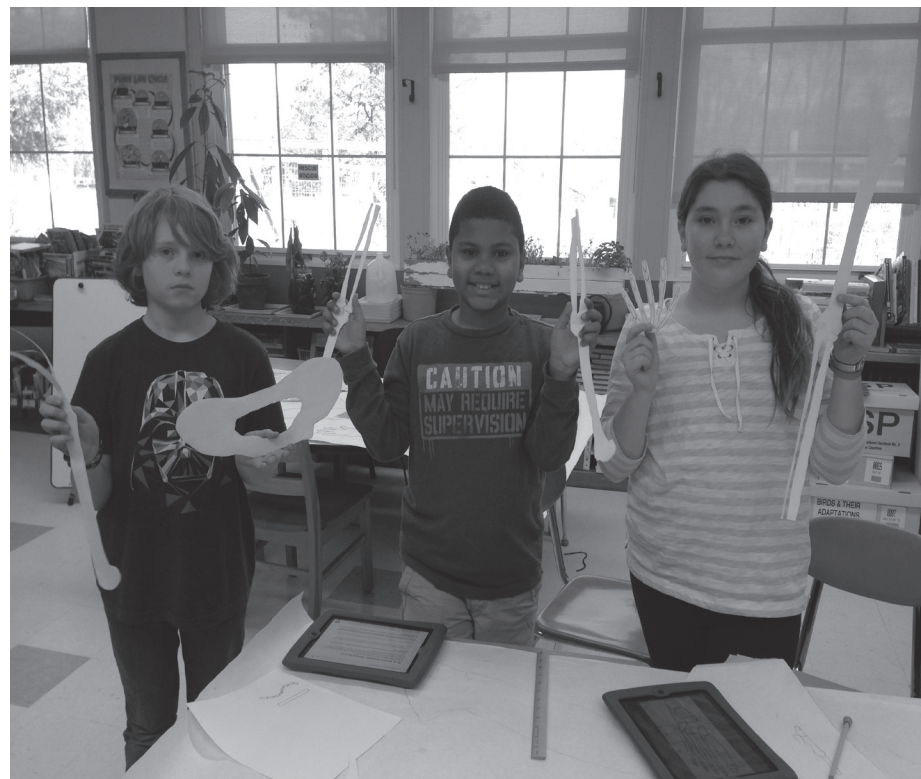
Mr. Cox's class is getting to know the human body; an "essential" lesson, according to Mr. Cox. Students are teaming up to learn and craft projects on different systems in the body, such as: digestive, cardiovascular/circulatory, skeletal, nervous, muscular, and respiratory systems. Luca Martinez shares that his circulatory system project is, "going well" and that he has learned "more than I knew before." Margaret Schultheis adds, "It's fun! But, we are working hard." Margaret partner in studying the nervous system, Alex Burns, says "the project is fun and entertaining. We are learning a lot of things we didn't know about this system." Andrea Naples, another member of the group, jumps right in, adding, "Yeah, you shouldn't smoke or drink alcohol." "Because your brain will make you addicted," Catherine clarifies.

Mary Gennari, Jeremy Sabatel, and Hayden Rylott are working on the skeletal system. Mary "loves it" and "has learned almost every single thing in the skeletal system." "There are 200 bones in an adult's body and over 300 in a baby's body," Mary adds. Jeremy explains, "Every seven years you will eventually grow a new bone. Some of our bones are

seven times stronger than steel." They might still have a few things to learn, but these kids were certainly well on their way to becoming skeletal system experts.

In the muscular system group, Ben Waife says that his group's project is "really good because it takes a lot of work. You have to draw all the muscles and what they do." A few fun facts Ben has learned is "it takes sixteen muscles to smile, but 42 muscles to frown" and "the tongue is the strongest muscle of its size," and "the heart is the strongest muscle in the body." Ben hopes this project won't be the last of its kind, as he is ready to learn about the immune system.

As for their current project, Mr. Cox would like his class to be wrapped up by March 18th. The project has taken about a month and much work has gone into it. Following their completion, Mr. Cox hopes to have the projects open to public viewing. He explains, "once they are experts on their systems, they will do a body exhibit for anybody to come to." Keep your eyes out for a posting about the exhibit to come. There is much to learn from these 4th and 5th grade biology experts.



Mary Gennari, Hayden Rylott, and Jeremy Sabatel hold up bones from their project.  
PHOTO BY ELIZABETH CUMMINGS

## LONDON CON'T FROM PAGE 1

opportunity I could not pass up!" added Tara. While in London, Tara visited Paris, Prague, Berlin, Copenhagen, and Amsterdam. While Lisa was in Groningen, she visited eight countries and 15 cities, some of which included Ireland, Italy, and Germany. Lisa and Tara were actually able to meet up in London for a few days! Small world!

Lisa has visited 6 countries so far and has plans for more. Jill has plans to visit Barcelona, Portugal, Tenerife, and more. She plans on traveling to more European countries come May. When asked why she chose to study abroad, Jill replied, "I had the opportunity to gain the perspective I felt that I needed at this point in my life."

Nervous about how the university might differ from the one you are used

to? Have no fear! When asked what the major differences were between U.S. and European schooling, all three girls found some significant ones. Tara states, "the classes I took in London were harder than my classes here!" Lisa, in contrast, found that she had more relaxed schooling, only having classes two days a week. Lisa also stated, "at most universities across Europe, I have noticed there is more support for college students." Jill found that Europe has a final exam for all your tests at the end of the semester, and if you fail, you can retake it, (twice)! Meanwhile, if one fails in the U.S., there are no second chances. "I feel that this sets up a sort of 'fear of failure' that is unique to the U.S., which is much different from any European university," Jill added. All three girls also noticed a significant difference in the price of tuition. Many students find that they actually save money on schooling when traveling abroad. "Why it costs so much for an education in the U.S. is something I simply do not understand," Jill said.

Another component you must keep in mind when choosing a destination is the language. In Tara's case, she chose London largely because the British speak English, while Jill specifically chose Spain so she could further enhance her linguistic studies. "It does take a lot more effort to communicate. Each day requires some mental preparation, and an extremely positive attitude," said Jill. Either way, if you plan on traveling, you are guaranteed to come across some sort of language barrier. Lisa added, "sometimes when traveling [language] is

a problem, but most of the time you can get by with a smile or a short game of charades." When asked what were some pros and cons to studying abroad, all three agreed there were too many pros to list. Some cons included managing spending and homesickness. "Transitions are tough, but in this case you definitely end up gaining more than you lose," Jill said. "It can sometimes be challenging, but only in ways that force you to grow as a person," added Lisa.

These three girls all studied in completely different countries; and it is clear that their experiences have changed their lives. Having not met her roommates before London, Tara states, "the most memorable part was probably my spending time with my roommates. I have shared so many memories with them that I will cherish for my entire life." Jill said, "I have met many other students from so many different places, and I never get tired of learning a snippet of their culture, a phrase in their native tongue, a fun fact about their country, or whatever else they may chose to share." Lisa agreed and added, "being able to go on spontaneous trips to new countries or new cities with great people is a joy I can't quite put into words."

Still deciding whether studying abroad is the right choice for you? It

most likely is! All three girls could not express enough how much they would recommend it to everyone. When asked what advice they would give to future study abroaders, all three highly recommended to not pack more than you need. Lisa also added, "travel as much as you can, keep an open mind, and don't get offended too easily; no matter how similar a place may seem, there is always a cultural difference!" Jill said, "Be okay with getting lost and then even more lost; do it for yourself, nobody else," she adds. "Just go for it!" Tara exclaimed, "No matter where it is, you will have an amazing time." Studying abroad is a wonderful opportunity that everyone should partake in at some point in their life. Like these girls said, it's something they will cherish forever.



Lisa Kaasik poses for a quick picture while enjoying the view at the Cliffs of Moher in Ireland.  
PHOTO COURTESY OF LISA KAASIK



Tara Sturges having some trouble opening a telephone box in London.  
PHOTO COURTESY OF TARA STURGES



# Pursuing passions beyond high school: playing collegiate sports

BY LINDSEY GALLAGHER

Playing a collegiate sport is something many people dream of, but few can actually achieve. College sports are much more intense than high school sports—longer seasons, more travel, and many more games. For Shelter Island, it's been three years since an athlete has played a collegiate sport. For some, the pressure is too much, but this year the graduating class has a remarkable three graduates pursuing a collegiate sport.

Tristan Wissemann, island basketball prodigy, will go on to play at SUNY New Paltz, a Division III school, in the fall. Tristan explains that the application process is “pretty much the same,” but the only hard part is “deciding where to apply.” He said he only applied to schools where he knew he could play basketball at the collegiate level. “I always wanted to play basketball in college,” Tristan says, “I knew since middle school.”

College will be a big transition for Tristan because he knows that balancing academics and sports will be difficult. He says he will have to “spend a lot more time studying in down time.” This means “less TV and social media,” according to Tristan. In the fall, Tristan's schedule will be quite packed. The second day after arriving at college he will start nonmandatory training with the team. The official start of his season is October 15th, about a month earlier than his typical high school basketball season. Compared to high school, it is an overall longer season, there are more games, and traveling becomes routine, including out of state. “What I look forward to most is getting another four years of basketball,” Tristan explains. “Also, meeting teammates and new people.”

Playing in college will certainly be tough, but Tristan sees lots of value in

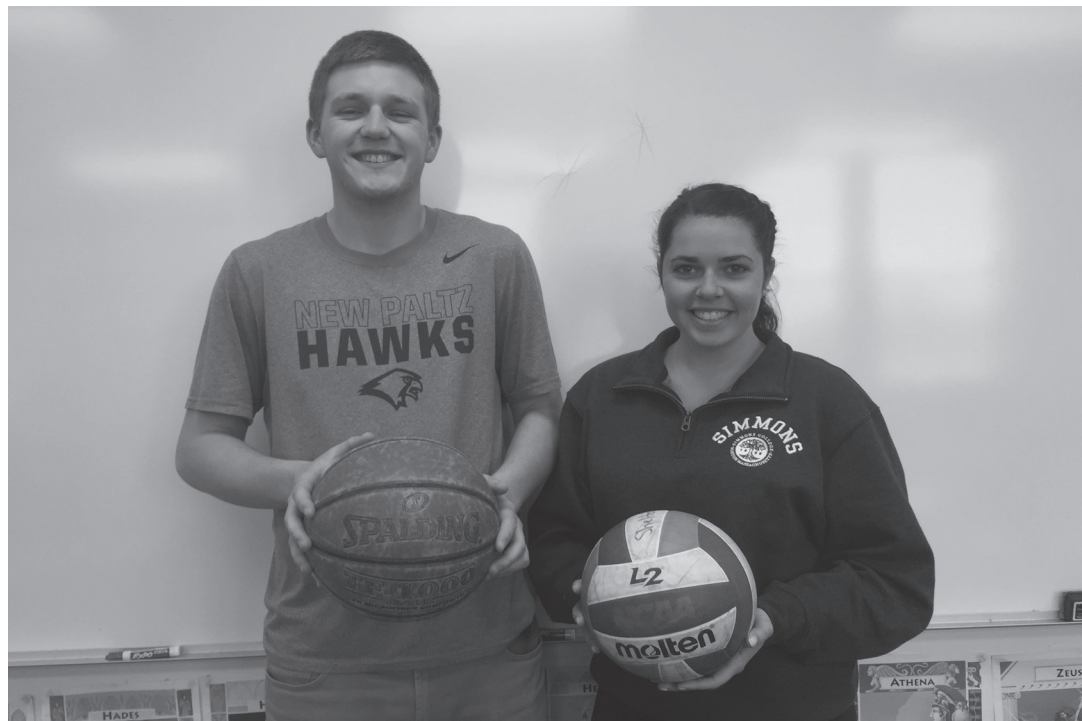
it. He says you can “build connections” through basketball and believes being able to juggle sports and school impresses employers. Tristan believes the hardest part will be “getting used to playing with brand new people and time management.” He admits, “I will have to sacrifice other fun stuff that college kids get to do.” Despite the sacrifices, Tristan is

because he loves the sport and has played his entire life. The schedule will change drastically, but Billy says he will “put academics first, always.” He explains, “The greatest joy will be making my favorite teacher Mrs. Treharne proud.” He also looks forward to “meeting new people.” He says his sports schedule will be “very busy” and he will be “24/7 ballin’.” Billy

not. Kenna decided to play in college because she loves the sport and believes it will “provide for the most interesting college experience.” She believes that Simmons was a good fit for her, especially because the coach was actively contacting her.

Kenna will major in physical therapy, so balancing sports and academics will prove to be a challenge. “I will definitely have to find a balance and learn study habits,” she notes. Kenna says the best part of playing in college will be “going into the school already having friends,” because she will be able to mingle during preseason training. “I’ve always wanted to go to school in Boston,” Kenna says. As for her volleyball schedule there will be a lot more games, almost double that of a high school season, and it will be much more intense. The adjustment to college will be tough because “it will be tricky moving from such a small town to such a big city.” She knows that there will be plenty to do but she will have to “balance sports and academics,” just like Tristan and Billy. Kenna believes the benefits of playing in college are “staying in shape, having a consistent group of friends, and staying on a schedule.” To help other high

schoolers looking to play in college, Kenna explains, “You must reach out to schools sooner rather than later. I highly suggest going to the school to meet the people there.” Although she is happy to be playing volleyball in college, Kenna believes your college decision should not be solely based on sports. “The school must have a good academic setting for you,” she says. “Follow the school that you truly love.”



Tristan Wissemann and Kenna McCarthy pose for a photo in their college apparel.  
PHOTO BY KELLY COLLIGAN

very excited to play more basketball and establish many new friendships and connections.

Billy Boeklen is another island basketball star who will be playing in college. Billy remains undecided on a college, but remains confident that he will play in college. “I only applied where I had a chance to play,” he says. Like Tristan, Billy always wanted to play in college

states, “The hardest part will be being apart from my best friend Richard.” Billy cannot wait to meet new people and develop new relationships he grows to love.

Kenna McCarthy will go on to play volleyball for Simmons College, a Division III school in Boston. For Kenna, the application process was “practically the same.” She applied to some schools she could play at and others where she could

## OSMER CON'T FROM PAGE 1

even gave the senior class (the last class to say it had Mr. Osmer for all of its 13 years) nifty commemorative shirts that say “Shelter Island ‘Ozzy’ Phys. Ed. 2016” on the front, and “No ‘Body’ Left Behind” on the back. Mr. Osmer's reasoning behind the nice gesture? “I wanted to unite the seniors, and tell the class I love them after 13 years.” He asks the seniors and all other students to “maintain a fitness plan, branch out and experience new things, but remember to never forget [their] roots.” Here is his message to the future physical education teacher that will replace him (if that's possible): “Make fitness big, but keep it fun and enjoyable, practice what you preach, and bring in new ideas.”

Students and faculty alike recalled “Coach Osmer memories” and had goodbye messages to share. Senior Maksym Moroz exclaimed, “No matter what, we will always be Ozzy's angels.” Fellow senior Henry Lang stated, “My favorite Coach Osmer quote is what he says when you don't do your push-ups: ‘You are only cheating yourself.’” Senior Adrian Sulahian's message to Mr. Osmer? “Don't

ever let your bright flame burn out!” Yet another 2016 graduate-to-be, Margaret Michalak, enthusiastically asserted, “It's great we get to depart this educational facility at the same time as this soccer legend and inspiration. Go Lynchburg!” (Mr. Osmer's college). Fellow physical education teacher Brian Becker and music teacher Keith Brace had their own special message to Coach Osmer: “Wednesday will always be ‘Cardio Wednesday.’ You will now have every Friday as ‘Free-day Friday.’ Memorable statements: ‘Work it out or sit it out,’ ‘I see,’ and ‘No one knows where the donut goes’ [from a famous Mr. Osmer game]. We'll always remember ‘Power,’ your trademark offense on your basketball teams.”

District Clerk Jacqueline Dunning added, “The best part of any day is watching Mr. Osmer teach/play with the kindergarten students. His immense enjoyment of these young students and their admiration of him quickly bring a smile to my face and joy to my heart. I will truly miss witnessing these interactions.” Superintendent Leonard Skuggevik said, “It's been great to watch the relationships he has with the parents, coaches, and students/

athletes. I truly hope he will enjoy retirement.” Director of Physical Education and District Operations Todd Gulluscio, who actually was a teacher's assistant for Mr. Osmer 20 years ago, told The Inlet that Coach Osmer “was one of the reasons he started a career in physical education and athletics.” He also noted, “It's been great to work with him and it has been a rewarding journey. His commitment to student fitness and his overall kindness is admirable. He had a great impact on me and my children, and I can't thank him enough.”

Custodian Greg Sulahian stated, “I hope his retirement is good and he continues to work for the fire department.” School Nurse Mary Kanarvogel recalled “the hayrides from Mr. Osmer to the end-of-the-year parties in his pickup truck, when many teachers/faculty would hop in the back.” She continued, “We are really going to miss him, and now there are big shoes that will have to be filled.” SIHS math teacher, 2005 school graduate, and former student of Coach Osmer, James Theinert remembered first working at the school in 2012, and walking by Mr. Osmer in the middle of one of

his famous swinging donut games. Coach Osmer asked Mr. Theinert, “You remember this, right?” This was one of those amusing full-circle moments in life that Mr. Theinert thoroughly enjoyed.

Former, longtime English teacher and current substitute Jenifer Maxson, who retired in 2012 and is also, like Osmer, a Shelter Island School legend, found the physical education teacher “to always be a gentleman and a professional” and “wishes him the best in his future endeavors.” SIHS math teacher and IT Coordinator Walter Brigham, an assistant basketball coach under Mr. Osmer for years, said, “I'll always remember the many practices and bus rides we had together. I look forward to seeing him ride on his moped sleeveless around Southold more often.”

It is scary to think it is time to say goodbye to Coach Osmer. As the quotes in this article prove, he not only just affected his students, but also faculty, other school staff, and people in the community. Everybody at the school thanks him for the help, fitness, and fun he provided over the years. It's sad to see “Coach” go, but as he says himself, “It is time for the next adventure.”



# Middle school's most creative acronym: YAWP

BY JUSTINE KAREN

YAWP or the Young Artists' and Writers' Project, a program that sends two writing teachers from Stony Brook/Southampton into classrooms to work with middle school students, is usually a 7th grade English affair under Mr. Bocca. However, this year Mrs. Treharne and Ms. Colligan were eager to try it with their 8th grade classes instead. "I really enjoyed watching the 8th graders broaden their creative horizons. In the 8th grade curriculum there is not a lot of time for creative writing, so to be able to dedicate a week to producing a meaningful creative piece is a gift," said Mrs. Treharne on the topic. The purpose of the workshop is for the students to come up with an idea for a play which includes two characters and a storyline, complete with all of the literary elements needed for a truly well done production; a production that ideally can fit into a two scene performance. These rules might seem limiting, but the YAWP representatives don't look at it that way at all. "YAWP strives to be a safe space for creativity, it's all about the writing. The rules just level the playing field," says Will Chandler, one of the directors of YAWP from Stony Brook Southampton. (Chandler himself moonlights as a screenwriter formerly based in Los Angeles, California, but lives now in New York full time.) Chandler's YAWP program partner, Tyler Penny, adds, "We try our best to give these kids a voice. We would never stifle them, nor would we stifle their work." Penny's, unlike Chandler's, area of expertise lies with poetry, plays, and fiction. The pair of them also agree that a key part of gaining the students' trust is to never speak down to them; never in a manner which is condescending. This, they claim, leads to the kids,

"Experimenting more willingly in their writing."

The usual YAWP curriculum calls for fourteen lessons to be taught by YAWP workshop instructors, however, as Mrs. Treharne stated previously, all

as we might have otherwise. We instead chose to focus on characters and character development. We really wanted them to try to justify emotional truths within the characters that they created." Penny continues, "Namely our goal was to es-

oddly enough, the students always seem to have an overarching theme in their work. In this class, it was most certainly darkness. Which was unexpected, and in ways, fascinating."

So, what did the 8th graders think of this week of intensive writing? Liam Adipietro and Daniel Martin learned, "Even small things expand eventually. The guys' really inspired us to try new things." Although, as Keith Taplin freely admits, the program was at times, "Kind of tough." After all, the over riding majority of the 8th grade had never tried their hand at playwriting. For instance, Emma Gallagher had never written in such a format before Tyler and Will showed up in Mrs. Treharne's English classroom for the first time a couple of weeks ago. "It was nice, though," says Emma, "we rarely get a chance to work on creative writing and it was nice to get to devote so much time to it." Most of Emma's peers seem to agree with her in that respect. Lauren Gurney describes the experience as being "very helpful for creative writing that we might do in the future."

Although the performances won't take place until May, and the selected play still has yet to be announced, the 8th graders are working hard at perfecting their plays and are waiting in anticipation to see which one of them will be brought to life in a little over a month. And, just in case you want to check it out the performances yourself, the public performance will take place on May 14th at the Avram Theater at Stony Brook/Southampton at 7pm.



8th graders pose with YAWP instructors Will Chandler and Tyler Penny on their final workshop day.  
PHOTO BY DEVON TREHARNE

14 of these workshoping sessions were condensed into a little over a week. "It was a time crunch," chuckles Penny. "We [he and Chandler] really needed to quickly gain an understanding of what the weak points of the class were, as well as the strong points." Chandler further explains, "For instance, this group really had a firm grasp on the concept of climax from the beginning. So, we didn't need to cover that as thoroughly

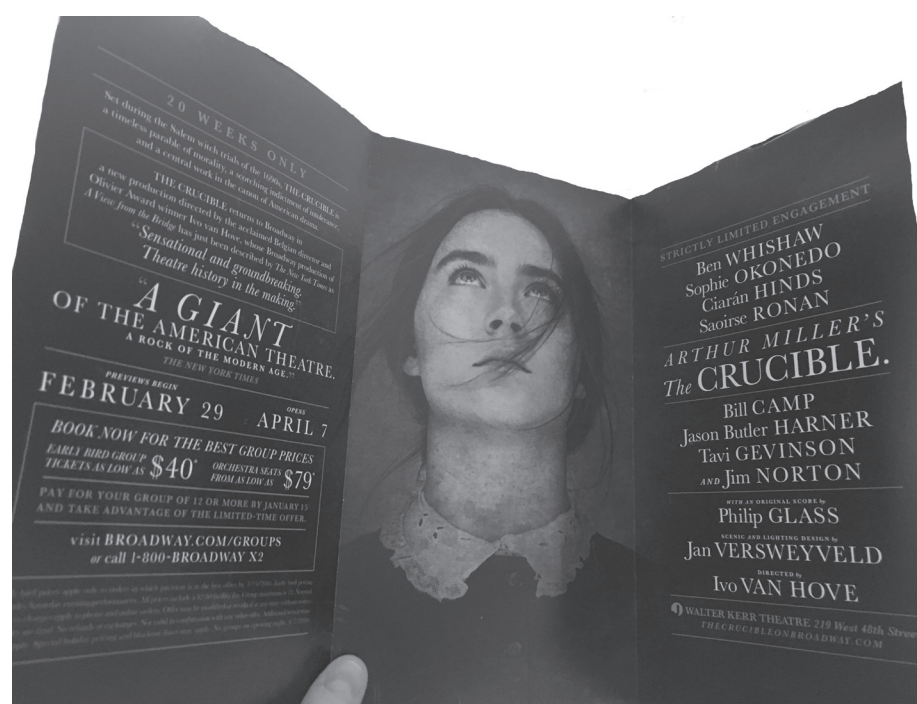
to establish the idea of universal truths." As it so happens, knowledge of particular literary elements was not the only overlapping similarities evident in this year's participants' writing. "Darkness. Darkness was also very much a part of what these kids put into their writing," Penny shared. Apparently, dominant themes emerging in a classroom is not uncommon. "They always vary from classroom to classroom," Chandler explains, "but

## Broadway, we're baaaack...

BY MARGARET MICHALAK

On Wednesday, March 23, 2016, the junior and senior classes hopped on a Hampton Jitney for yet another trip to the Big Apple. This time, thanks to the Shelter Island Education Foundation we were fortunate enough to see Arthur Miller's *The Crucible* on Broadway. The play is set in 1692, in Salem, Massachusetts. Rumors of witchcraft plague Salem and townspeople quickly turn on one another. Miller famously wrote this play as an allegory for McCarthyism, during which even he was called to testify in front of the House Un-American Activities Committee.

In the current Broadway production, Belgian director Ivo van Hove (known for his avant garde interpretations of classic works) stages the drama sparingly. The set itself is static, never changing throughout the 2.5 hour run. Characters costumes are decidedly not Puritan 1692. More like Brooklyn 2016. Although costumes are shades of gray, brown, cream, and black, all dull colors that the Puritans wore, Doc Martin boots and wool cardigans with cargo pants seemed to be the Salemite uniform.



There is also a steampunk-type vibe to the overall setting. Furniture was ultra modern-industrial, and at one point, an actual crucible made its way onto stage with an elaborate copper piped bunsen

burner underneath it. These modern twists to a traditional, classic historical drama intrigued some audience members, while leaving others confused and unsatisfied. Senior Tristan Wissemann

explained, "The set was too static for my theatrical tastes." Richard Ruscica agreed, saying, "I found the play to be a bit dry because of its lack of setting changes and long, uninterrupted dialogue." Senior Kelly Colligan, however, found "the dynamic relationship between John Proctor and Abigail Williams" to be a highlight. Serina Kaasik added, "I loved the ways that the characters developed through the show."

Seeing *The Crucible* wasn't the only adventure juniors and seniors got to experience on that sunny March Wednesday. Thanks to a generous donation by the Lions Club, we all had dinner a few blocks from the theater at the famed Carmine's where food was served family style on two very large banquet tables reserved just for us. Chaperones made us all "disconnect" for the meal and no cell phones were allowed at the table. This refreshing change was actually really nice. Classmates got to connect over delicious Italian classics like chicken parmesan and pasta bolognese. Leaving NYC stuffed and more cultured than before, this trip was a certainly a success.



# Youths discuss inclusion

BY JUSTINE KAREN

On Friday, March 4th, a group of nominated students coming from Shelter Island, Mattituck, Greenport, and Southold came together for a “youth forum” to discuss the topic of “inclusion” and how to make it general practice at our individual schools. While the “youth forum” is an annual collaborative event for Mattituck, Greenport, and Southold students, this was the first year that Shelter Island was included, and we, the attending students were welcomed accordingly.

Overall, the experience was different than what I expected. The concept of a collaborative youth forum brings to mind an interactive problem solving assembly amongst students. However, this conference was more of a joint presentation put together by the SADD clubs at Greenport and Southold and organized by a group of guidance counselors and social workers, including our own Mrs. Olsen. The forum began at 5:00 o’clock in Southold and went until about 7:30 pm. Students were divided into tables of seven or eight, mostly with kids from other schools. Each table held a puzzle of some sort to serve as an icebreaker between the students and to go along with the theme of each of us finding our place socially. However, the puzzles went mostly ignored. Unfortunately, due to a delay in the schedule, more significant introductions were foregone. Presentations were quickly initiated by several of the guid-

ance counselors from the different districts. They introduced themselves and encouraged us to introduce ourselves to our tablemates. The Shelter Island students in attendance were senior Emily Hyatt, juniors Will Garrison and Zoey Bolton, sophomores Francesca Frasco, Jack Lang, Lindsay Gallagher, Madi Hallman, Darien Hunter and Emily Strauss; and myself, a freshman.

In our assigned seats, we were pretty well distributed around the room. No more than two Shelter Islanders to a table, although a group of four sophomores managed by coincidence to sit back to back with two at each table. My own table did not mix nearly as well as the cheerful guidance counselors had hoped that we would. We each spoke primarily to the people we knew. The two kids from Greenport were the most extreme in this, speaking only to each other completely in Spanish for the entirety of the evening. My own Spanish is limited to asking and answering basic questions and relying fundamentally on a system of head shakes and facial expressions required to get my point across. Needless to say, our interaction was limited. Although, I cannot claim that my experience (which without the company of Madi Hallman would have been rather lonely) was universal amongst the students in attendance. In fact, at the next table over from mine, Emily Hyatt seemed to be having a great time. Her table was real-

ly very lively. There was lots of laughing, talking, and even some use of the puzzle that had been put on their table partially for entertainment and partially for symbolic purpose. Francesca Frasco said she, too, found the other kids to be, “really nice” and that she was glad for the opportunity to meet them.

Throughout the conference, it was not individuals who spoke, all contributing to one, large conversation. It was instead a series of prepared presentations given by preselected groups of students from Mattituck, Southold, and Greenport schools. S.I. sophomore Francesca Frasco found that “There was a video presentation which included a really powerful clip about how guys are always told to be hyper masculine, but guys have feelings too. Everyone should just be perceived as a human without labels, like, man, woman, nerd, cool, loser, etcetera.” There was also one interactive activity, however, it was cut short and not elaborated on as I expected it to be. In the activity, tablemates worked together to compile a list of the “cliques” that exist within the different schools. This was enlightening at times. We were also treated to a nice dinner and a prize raffle put together by the guidance counselors.

As for the Forum as a whole, Madi Hallman noted that, “The whole thing was a good experience overall, we got to collaborate our ideas with other schools, and I am looking forward to

going again in the future.” However, she also added, “My table wasn’t the most outgoing. Everyone just stuck to who they knew. The program needs to mature just a little bit.” Even our own Mrs. Olsen admitted, “The youth forum has a lot of potential, as was seen last year, this year was just a little disorganized and not as interactive as I might have hoped.” Mrs. Olsen is also considering whether or not she (and the Shelter Island students) will be involved next year. Her decision will likely be dependent on enthusiasm exhibited by the student body, in combination with if she thinks that the seminar will be an experience that will be useful to the kids. Mrs. Olsen’s hopes for the future also includes a desire for a more diverse group of nominees. “The purpose of nominating one or maybe two students from each extracurricular activity, be it a sport or a club, was to get a lot of different kids, with different interests, personalities, and experiences. Unfortunately we didn’t really get to see that.” The forum might need a few tweaks, but despite that, Francesca Frasco shared, “I would definitely go again.” Lindsey Gallagher added, “the forum was a very unique experience. We had the opportunity to interact with people that we’d never met before, which is a rare and it was a good thing to try.”

# Senior pranks: A lost art

BY JACK KIMMELMANN

We all love a good prank, but to make a prank memorable it has to be different, it has to be creative. In years past, most of the senior pranks were something expected--moving school materials around, making a mess, but I think to be truly memorable you have to do something really surprising and unexpected. Although there have been good pranks in the past that were very memorable, the majority of the time they are not. I couldn’t even remember 5 senior pranks executed in the past before writing this article. I say, let’s bring back the art of the senior prank.

Teachers have their own opinions on senior pranks. High school Math teacher Mr. Brigham shares, “The pranks usually consist of a little of moving of things around, it’s not too hard to fix the next day.” One of Mr. Brigham’s favorite pranks was when a class filled the hallway with cups of water adding, “now that was hard to clean up.” Again this goes back to creativity, it’s not about how big of a mess you can make, it’s about how creative you can be. Something that when staff, faculty, and other students see the prank, they can laugh about, step back, and realize

it was all in good fun.

There should be a certain competitive nature to senior pranks. Each senior class should feel an obligation to out-do the previous graduating class. This seems to have been lost. As a senior, I want the class of 2016 to go out on a strong note, not with a boring prank that will soon be forgotten, but with a fun, exciting, creative prank that will be remembered for years to come. It’s a legacy of sorts. Hopefully, our class will inspire other classes to try to outmatch us, (if that’s possible), and spark renewed interest and creative/

competitive spirit in which classes will have to be more creative each year, resulting in numerous memorable pranks. These pranks may seem like nonsense, but it’s really all about school spirit, class bonding, and a rite of passage. An effective senior prank brings a class together, gives everyone a good laugh, and does not hurt anything or anyone in the process. So, let’s bring back the thrill of senior pranks. When the long, grueling academic year starts to wind down, look out Shelter Island School, the Class of 2016 has plans for you!

# Keep calm, and meditate on

BY TRISTAN WISSEMAN

Dodgeball, tigers change bases, and tianic on the ropes—all common and fun games in the elementary gym class that have been going on for years and years. But, what if I told you that instead of games that rile kids up and get them excited, elementary gym class students have been partaking in a calming exercise that has shown to positively impact participants? Instead of dodgeball, these lucky students have been meditating, under the instruction of physical education teacher, Mr. Becker and school board member, Kathleen Lynch.

Students start meditating as young as Pre-K. Many simple forms of meditation have been introduced here at Shel-

ter Island, such as simple “belly breathing” and “guided meditation,” according to Kathleen Lynch. Students focus on movement of the stomach and breathing, and just “feeling the floor underneath them.” Ms. Lynch was inspired to bring in meditation to the school after attending a New York State Board Association Conference this past fall where the speaker, who was a professor at NYU, “spoke about the benefits of mindfulness practice in schools.” The benefits of practicing meditation stretch much further than just inside the classroom. “It lowers blood pressure, decreases anxiety, increases concentration, reduces fighting in schools,” said Ms. Lynch. “Not to

mention, I love the idea that students can learn a way to ‘self-soothe,’” She added.

When it comes to the students, who are the participants in this newly added bit of curriculum, they all love it. “Thus far, we’ve had nothing but a positive response,” said Ms. Lynch. The lessons the students have learned through meditation have been slowly showing up in their everyday activities, such as one student at home who went into a room with nobody in it and proceeded to “take some deep breaths and calm down.” Another group of supporters is the Board of Education. “There were no naysayers on the board,” said Ms. Lynch,

proudly. “Anything that benefits the kids here would get a thumbs up from that group.”

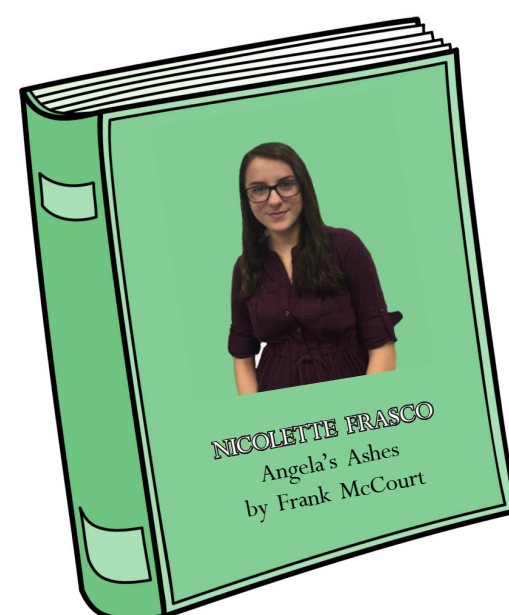
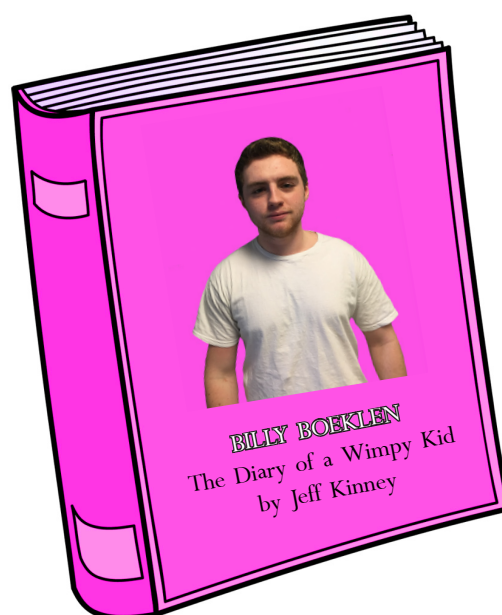
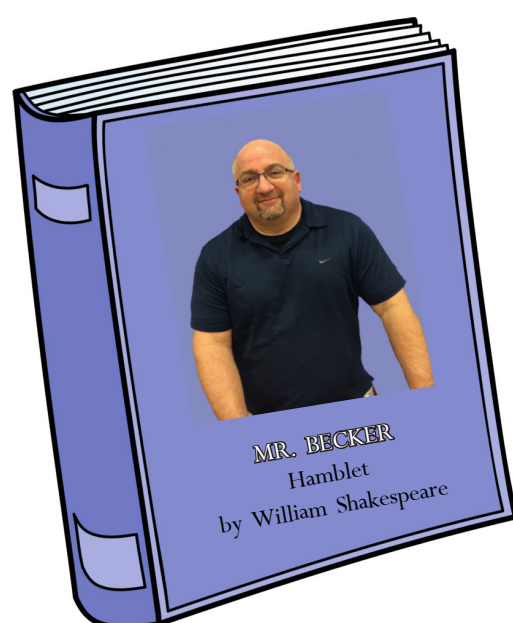
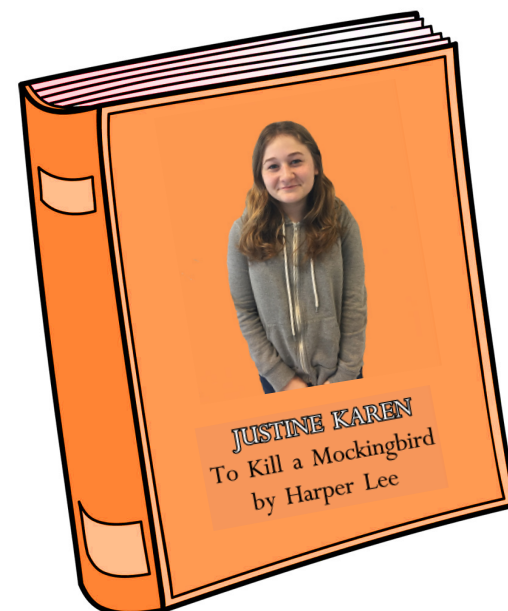
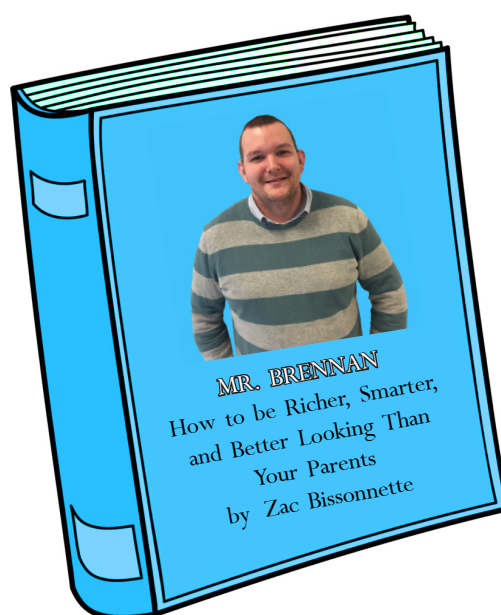
If it seems like we are experimenting with something new-age here, think again. Many other Long Island schools and schools across the nation have already implemented meditation into their everyday routine, such as the Ross School. “They have been doing this for a while,” explained Mr. Becker. Along with the new in-school meditation movement, numerous figures in pop culture have benefitted from meditating, such as “Kobe Bryant, LeBron James, and Derek Jeter,” said Ms. Lynch, “Need I say more?”



# AROUND THE HALLS

BY MARGARET MICHALAK

What book do you think should be required reading for high schoolers?



**ATTENTION!!**

**ALL SIHS**

**STUDENTS**

**& FACULTY**

