



THE INLET

NEW SAT: IS IT FOR ME?

BY PETER KROPF

What!? Another change to the SAT? Yep, and this is a major one. For the second time in eleven years, the SAT has been modified. The first was in 2005, when a writing section was added to the standardized test, giving it a 2400-point scale instead of a 1600-point scale. Other changes that year included eliminating analogy and quantitative comparison questions, adding short reading passages, and introducing higher-level math concepts. Before that, though, the SAT was relatively the same for about 50 years. Now, the famous college-entrance exam has undergone a complete format change, and what is expected of you, the student, has been altered.

The new 2016 SAT differs greatly from its predecessor in scoring, time allotted, and material tested. The previous test's scoring range was 600 to 2400, while the new one has a range of 400 to 1600, returning to the 1600-point scale of the pre-2005 SAT. When it comes to time allotted, it's still brutal: three hours plus the 50-minute optional essay. (The previous exam was three hours and 45 minutes.) As some of us know, these time limits only include the testing—not the paperwork beforehand, distribution of the exam, breaks, or the collection of the exam—all of which can extend the total time at the test site to well over four hours.

As for the material, the College Board, creator of the SAT, has replaced the critical reading section with an evidence-based reading and writing section. This requires students to use more analytical and interpretive skills, since the texts will be on a wide range of academic subjects, such as science and history/social studies. The previous SAT, on the other hand, may have had such articles here and there, but there was no requirement for them.

Wait, where's the vocabulary? It's in the text. This means students can't rely on memorizing "SAT words" anymore like they did to prepare for the old sentence-completion questions. Test-takers will have to extract meanings by using



THE MAN BEHIND THE MUSIC

Ever want to learn more about Mr. Brace? This music conductor loves animals, travel, and snowmobiling. Hear all about Mr. Brace and what he loves to do!

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BEARD 101

Richard Ruscica's tips and tricks to growing and maintaining a full and luscious beard. Learn about the products that keep his beard looking good.

PAGE 7



MAKING HISTORY

Even sweeter the second time! Check out the cross country team's road to states for the second consecutive year.

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Tristan "El Diablo" Wisemann puts up a three at the annual Joey Theinert 3 on 3 Basketball Tournament.
PHOTO BY MARGARET MICHALAK

"context clues." Studious high schoolers who read often and widely should perform well on this section. The optional essay is more evidence-based, meaning you cannot write about personal experiences anymore or use background knowledge. Instead, you must analyze evidence and explain how an author constructs his or her argument to persuade an audience.

The SAT math section has changed in that fewer topics are tested, but mastery of those topics is expected, supposedly ones that best indicate college readiness. Also, to see if students understand the arithmetic behind their answers, the College Board has separated the math into "no-calculator" sections and "calculator" sections. In addition to these specific modifications, the SAT has done away with the guessing penalty. On the previous exam, every wrong answer reduced scores by a quarter of however much that question was worth. As a result, the way students will approach the test drastically changes, as do some old SAT strategies. Basically, students can now guess without having to worry about losing points, but because the exam is more knowledge/content-based, consistently guessing cor-

rectly is virtually impossible by design. Overall, the new SAT truly is a new kind of exam, testing entirely different skills than those of the old one.

So why all these changes? The ACT. Over the past couple of years, this college-entrance exam, mostly popular in the Midwest, has become the national college test of choice for students in high school. The ACT was more knowledge/content-based than the SAT, and believed by many to be more logic-based. To compete, the SAT followed the ACT's lead by making a test that specifically coincided with national high-school standards. Does this sound familiar? It should, as it is the whole idea behind Common Core (a set of national academic guidelines), which seeks to nationalize standards and set learning objectives for every student at the end of each grade. It is no coincidence that the SAT is shifting to a more Common Core-based test, since the president of the College Board is David Coleman, one of the main people who helped develop the Common Core. This, among other things, shows how the College Board and the American educational system often operate as money-making

machines that sometimes seem to have conflicts of interests.

The change in the SAT will have a huge impact nationwide, but let's take a look at how our school's SAT prep teachers are handling the change, and what their thoughts are on the whole matter. Lynne Colligan, a high school English teacher who also coaches students for the reading/writing part of the SAT, prepared herself for the change by buying the Official SAT Study Guide for the new exam and taking some practice exams. She will even take the actual test in March to get a deeper familiarity with it. Mrs. Colligan thinks the SAT has "changed quite a bit." She continues, "The new SAT is more evidence-based, with more context questions, which makes the test a house of cards, since how accurately you answer a question will help or hurt you with the next ones." She predicts that "most students will find this one to be a more difficult test." With the SAT being overhauled, there is some debate over which strategies have to be thrown out and which ones can still be used. Mrs.

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STUDENT SPOTLIGHT

Sophomore Phoebe Starzee shows off the newest addition to the Starzee family, Daisy the Pig. At only five weeks old, Phoebe brought Daisy

PHOTOS BY KELLY COLLIGAN

into school to steal the hearts of students and teachers. This precious "teacup pig" was the runt of its litter. Only on Shelter Island!



Insta vs. Finsta

BY KELLY COLLIGAN

400 million monthly active users worldwide. 75 million daily users. In short, Instagram has taken over the millennial generation. It is now commonplace to ask a new friend for their Instagram handle. It is predicted that by 2018, there will be over 106 million Instagram users in the United States alone.

With new social media outlets comes new (socially acceptable) guidelines. On Twitter, for example, most daily users tweet anywhere from ten to fifty times in one day. On Facebook, many users keep their posting limited to about three or four per day. On Instagram, though, many users follow one rule, (and it is sad that I know this), “the one-post rule.” It is rare for a user to post more than one photo per day. This purposeful control of Instagram content leads to people obsessing over your single post. First, pick the right photo out of the ten you took, then choose a filter, then crop it just the way you like it, and finally tie the bow with a clever caption or emoji. That’s how it’s done. Nowadays, Instagrams are so choreographed that we must question whether we are seeing

anything authentic. Your Instagram defines who you are; or does it define who you want the world to think you are?

The only way to solve that? A new social media “invention” of course: Finstagrams. Although this may sound like a new app, it is not. According to Urban Dictionary, a “Finsta” is defined as “a mixture of Fake & Instagram. People, usually girls, create a second Instagram account apart from their real Instagrams called Finstagrams, to post any pictures or videos they desire. The photos or videos posted are usually funny or embarrassing. Only your closest friends follow this account.”

What’s the point, you may ask? Many claim it’s to showcase their “raw” self,

whether it’s an unedited selfie or a NSFW (Not Safe For Work) video. Finstagrams are supposedly not as carefully curated as Instagrams and most Finstagram accounts are limited

to followers in the low double digits as a way to ensure that only your closest friends are seeing that unfiltered pic of you chowing down on that burrito. But is this really our raw selves? How can we ever know? The truth is, we can’t. Sure, you might post silly pictures of yourself on your “Finsta,” but isn’t this just making us self-absorbed?

Many say no, because these pictures are “embarrassing or unflattering.” Even if these photos are embarrassing, don’t Finstas just add one more “job” to the list of social media accounts to manage? Before iPhones,

social media wasn’t checked nearly as much, but now that there’s an object in our pockets telling us how popular we are, we check it constantly. I am no saint, either. I check Instagram at least four to five times a day. Why do we do this? We feel like we need approval from others. We suffer from FOMO (Fear of Missing Out). And really, Finstagrams are only making this worse, feeding the machine of social media and narcissism bred by social media, even if we are trying to tell ourselves, “but these are our ‘closest friends’ we are catering to...”

And what does this say about regular Instagrams? It shows just how synthetic our regular accounts are. So, how do we solve this? We create Finstagrams, because that will show our true selves. Oh but don’t worry about our regular accounts—they’re just unrealistic representations of our lives. This creation of a second account is not only unnecessary, it’s confusing. Why should we encourage Finstagrams? They only allow users to pretend they have perfect lives on their

INSTA CON’T ON PAGE 11

400,000,000
WORLDWIDE MONTHLY USERS
75,000,000
WORLDWIDE DAILY USERS
106,000,000
UNITED STATES USERS
BY 2018



iPhones: two sides to the story

Ever wonder if you are addicted to your phone?
We put two students to the test and compared their phone usage for one whole day.
After evaluation of each other’s results, two students spoke their minds on our usage of cell phones.

BY RICHARD RUSCICA

As a result of this experiment, I realize just how much people use and are attached to their cell phones. I was very surprised to see Margaret’s phone log because of the unhealthy amount of activity on it. I am a person who hardly uses a phone, and rarely uses social media. I feel that those who do spend most of their time on their phone are not getting the most out of life. How can someone fully enjoy and comprehend their surroundings if they have their heads buried in their cell phones? These people are missing all of the incredible things that happen around them everyday. Also, as a result of texting, our generation lacks face-to-face interaction skills. Social media makes people feel falsely connected with others just because they can “friend” them online. I feel that not having a phone has only benefitted



iMessage
10:16pm



Instagram
6:36pm



Mail
7:01am
6:29pm
10:17pm



Alarm Clock
7:00am
11:21pm

me. I believe that I am much more connected to my surroundings and am much more attentive and focused throughout the day, whether I am in school, or in the outdoors. Some people argue that they feel safer with their cell phones with the ability to contact anyone they so choose, or look up answers to any problems or questions they have. Without a cell phone, however, people are forced to be more independent and self-sufficient; this is a gift. They learn how to solve problems and figure things out using the knowledge that they have learned. If you rely on your cell phone, you are at the mercy of its battery life and whether or not you have cell service. In many of the places I go, there is no cell service or power outlets. You must rely on your instinct in order to survive.

BY MARGARET MICHALAK

Having your phone glued to your hand may seem obsessive to many, but to me it’s completely normal. I think it’s safe to say that most of my generation is the same way, it’s not only me. Having your phone with you at all times has its benefits. If you’re lost, you have a way to find help or figure it out. Some may argue that you should have better instincts than that, but if you’re not raised to “live off the land,” it’s obviously going to be harder. If you’re having an argument about something, Google is literally in your pocket, ready to solve any dispute you may have. Also, being able to see photos of my niece whom I only get to see a few times a year on Instagram and Facebook is a nice treat. When I’m in a social situation and I feel uncomfortable, my cell phone is a good scapegoat, but, I’ll admit, it also can be distracting at times. When I’m trying to do my homework, I can easily be distracted by a snapchat or tweet. Maybe

excessive texting could be done without, but the tool of it is useful. If you’re in a dangerous situation and you need to text someone for help, you can. Having a phone on you for emergency purposes



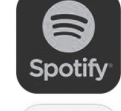
Clock
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8:13am
8:42am
10:08am
2:03pm
2:21pm
4:20pm
4:58pm
11:16pm



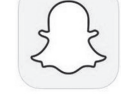
iMessage
6:56am
9:11am
9:15am
10:08am
10:15am
10:42am
11:08am
12:30pm
1:03pm
2:51pm
3:50pm
3:19pm
3:56pm
6:14pm
8:46pm
8:59pm
9:00pm
9:52pm
9:56pm
10:31pm
10:32pm
10:52pm
11:10pm
11:15pm



Instagram
7:59am
8:48am
10:22am
11:40am
2:52pm



Spotify
6:52am
7:45am
7:48am
7:54am



Snapchat
10:19am
11:49am
2:03pm
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6:06pm
6:12pm
8:10pm
8:12pm
8:55pm
9:56pm
9:59pm
10:40pm



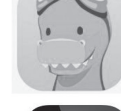
Twitter
8:42am
11:42am
2:50pm



Calculator
10:11pm



Facebook
9:22am
11:52am
6:34pm
6:38pm
10:42



Timehop
8:46am



Phhhoto
6:12pm

is very much needed in today’s world. We have the technology, why not use it?

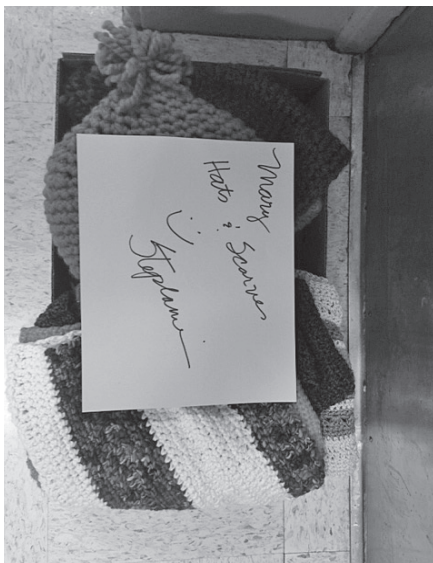
Not your average school nurse

BY KENNA MCCARTHY

Every year, Santa's helper goes around the island to help out all kinds of people. Some may know her as Mary Kanarvogel, but most know her as Nurse Mary, and during the holidays, she is more elf than nurse. The Christmas season is something Nurse Mary loves to participate in. Her favorite thing about the holiday is helping people in need. From presents to fuel, she finds a way to make Christmas special for everyone on Shelter Island.

Nurse Mary started being Santa's liaison soon after she became the school nurse in 2002. "There are many organizations that help support the people of the island," she says. A few of those organizations are the various churches, the Lions Club, the 10k Committee, the Education Foundation, and private donors. Any islander in need of help during the winter season, and throughout the year,

can look to these organizations for help. Oftentimes, however, Nurse Mary steps in and does her best to help when she sees a student or family in need. "I started here as a substitute and saw kids who didn't have proper shoes or clothing, kids didn't have money for field trips, kids didn't have sports equipment. I contacted all of the organizations on the island and introduced myself to let them know I



Donations for Nurse Mary's holiday distribution pile up inside of her office. PHOTO BY LYNNE COLLIGAN

could contact them if I knew of people that needed help."

Nurse Mary has become a coordinator over the years and has expanded her ways of helping across the spectrum, so that it isn't just school families that can get help. Senior citizens, those with medical issues, those undergoing hardship, or really anyone in the community can get help. "I think it is an amazing privilege to help to be able to help people," Nurse Mary says.

Nurse Mary can help supply people

who are in need of fuel, food, electricity, medical supplies, and funds for children to participate in extracurricular activities. When there is no way Nurse Mary can provide help, there are specific private donors that she can call when she has no other way of providing supplies.

Nurse Mary goes above and beyond people to help our community. She says, "I give out \$2,000 in toys to island children in need through David's Fund and distribute the toys on Christmas Eve with Santa." And when it comes down to it, Nurse Mary loves what she does. "It's not work for me, but a great opportunity for me to put a smile on someone's face." One of her favorite moments during the holidays was a few years ago. "I was delivering toys on Christmas Eve and a small child saw us out of her bedroom window, she came running out with excitement because she saw Santa." Now that is the magic of Christmas.

Spanish, Latin, & Greek, oh my!

BY SERINA KAASIK

Hola! Salve! Χαίρετε! Curious as to what these words mean? Ask an elementary student! They'd be happy to teach you what Spanish, Latin, and Greek they've learned from their language teacher, Mr. Knipfing. Not too long ago students were only allowed to start Spanish when they entered 6th grade. Now, thanks to Mr. Knipfing, the language program has expanded its curriculum and is now being taught from kindergarten all the way through 5th grade!

Not only has the language program been introduced to younger students, but new languages are also being taught. With each year being separated into "trimesters" the students are able to learn not only Spanish, but also Latin and Greek. Mr. Knipfing's goal for Spanish is to prepare his students for high school study, and ultimately, real world application. Since Spanish is so commonly used today, teaching it to our future generations will be very beneficial. So, learning Spanish is understandable, but why Latin and

Greek? These classical languages help kids learn the roots of English words, making deciphering meaning of unfamiliar words easier. This instruction will undoubtedly help students when it comes to the SATs and more.

Teaching three foreign languages to such young students must be challenging. So, the real question is, how does Mr. Knipfing do it? He believes that the most impactful method of teaching he uses is cooperative learning. In this teaching model, he breaks students into groups in which they are put into "learning centers," where each group does a different activity and then rotates. Mr. Knipfing also finds that using songs and games to educate the students is very beneficial. "The games get them more engaged, more motivated," Mr. Knipfing adds. With the use of games, songs, and group activities, the students seem to be enjoying every bit of learning a new language. When asked how the students have been responding, Mr. Knipfing explains, "they're really excited about it.



Mr. Knipfing introduces a small group of elementary students to some new foreign language basics. PHOTO BY SERINA KAASIK

They really look forward to starting a new language." Kindergartener, Sammy Tyler, said her favorite part was, "learning the colors because they're Spanish colors."

Having students start a new language early can be very helpful in the long run for academics. It has also been proven that 2nd and 3rd languages are easier to learn the younger a child is. Not only is this new program impacting the students lives, but it also has

brought new enthusiasm to Mr. Knipfing's teaching. According to Mr. Knipfing, his favorite part about teaching such a young group is, "Seeing how excited they get about learning a new language, it's cool to see how engaged they get, that they really enjoy it." Without Mr. Knipfing's positive attitude and impressive aptitude for teaching, these students would not be getting this incredible opportunity to broaden their linguistic study.

SAT CONTINUED FROM PAGE 1

Colligan isn't worried, though, as she asserts, "70% of the old strategies will cross over into the new SAT." When it comes to college readiness, she believes the new SAT will be a "better indicator, as it touches on more subjects taught in high school." Even with this SAT change, she is certain that "still only the brightest kids will do very well on the test." Mrs. Colligan easily recognizes the similarities between the reading/writing portion of the new SAT, the Advanced Placement Language and Composition Exam, and the Common-Core standards. She notes that all three are "interlocked," since College Board president David Coleman (as I described above) is responsible for the creation of the Common Core, and has control over the new SAT and the AP Language and Composition Exam. High school math teacher Walter Brigham,

who teaches the math portion of SAT prep, also prepared himself for the new SAT. He, like Ms. Colligan, bought the Official SAT Study Guide and spent "numerous hours online communicating with teachers around the country to find tips and tricks [for the new SAT]." To make sure he is ready to teach students the mathematical ways of the exam, Mr. Brigham adds, "I have had to eat, live, and breathe the new SAT." He finds the math section of the test to be "similar to the ACT in that there is more focus on particular content. The three main areas tested are algebra, problem-solving/data analysis, and advanced math." The teacher says, "it will be a challenge to prepare students for the new tricks that will be thrown at them, but I'm always up for a new challenge and I like change." Like Mrs. Colligan, he believes this new SAT will be a "better indicator" of col-

lege readiness "because of the change in content." Mr. Brigham concludes, "I think the fact that the new SAT requires an understanding of less topics will help drive changes in the overall curriculum."

Now, let's hear a junior's thoughts on the new SAT, someone who will actually be taking the test. Scholar Will Garrison took the PSAT this fall, a test based on the new SAT. He noted, "The questions that required a calculator weren't that different from the questions that prohibited calculator use." He thought a problem with the exam was that it had a "solid straight hour of reading," that "it would probably be better broken up into two 30-minute portions." Will's thoughts on all this college testing: "It's unnecessary, as these exams don't measure what kind of person we are."

I agree with at least the last part of Will's assessment. Don't get me wrong-

-no one enjoys these, or any other, tests, whether new SAT or old. Maybe they're not constructed in a way that is helpful to the learning process of students. You never find out what you did wrong, and some skills tested will never be used again. Maybe the tests serve entrenched interests within the education "business"-or, some might say, mafia. There's certainly a lot of money and jobs at stake for a lot of people. On the other hand, some testing is always necessary, whether for college entry or not. It assesses how hard we have worked and how much our teachers and schools have served us.

Anyway, juniors, keep the test in perspective. Remember, when you're 50 you won't be worried about what you got on the SAT, you'll be stressing over your hair turning gray.

College knowledge

BY KENNA MCCARTHY

Now being a senior and having applied to college, I wish I had started the process earlier. The summer between junior and senior year went by so quickly, and I didn't even realize I was supposed to start my applications during August. Now I wish I had started my applications earlier, because school, sports, and homework are stressful enough, without adding on the extra time to work on applications. Another helpful web page that I wish I could have taken advantage of (starting freshman year in high school) was raise.me which is a helpful website that

gives microsolarships for everything from sports to standardized test scores. Here are some different strategies and advice to tackle the college application process and help you plan better than I did:

1. Start drafting your college essay during the summer, or at the very least, think about your topic.

2. Add all colleges you are interested in to the "My Colleges" tab in The Common Application. If they aren't on The Common Application, make sure you go to the each individual college's website and review all the

requirements necessary for application.

3. Take time to research colleges you may be interested in.

4. Try to visit every school you apply to in order to demonstrate interest and ensure you still like the college in person.

5. If your school has an optional interview, make sure you schedule one and complete it during your visit.

6. Ask your teachers for recommendations during the first week of school so your teachers have plenty of time to write them. (And, make sure you write those teachers a

thank you note!)

7. Have your resume done by the end of September, so you can input all of your extracurriculars.

8. Make sure you file your community service hours to add to your resume and activities list.

9. Complete FAFSA and CSS forms if you plan on applying for financial aid.

10. Meet with Mrs. Tuthill to make sure all of your applications are finalized and ready to be submitted.

Location, location, location

BY KELLY COLLIGAN

We always hear, "the best colleges are in the northeast." But is that always true? Although there are many well-regarded universities located in the New England area, this doesn't mean it makes for the best college experience for everyone. All students are different and adapt differently to their environments. Two of Shelter Island's own graduates live nearly 1500 miles apart, in very different parts of the country, and had some insight to share.

Caity Mulcahy currently resides at Franklin Pierce University in Rindge, NH, under four hours away from home. Mulcahy explains, "I always saw myself at a small, liberal arts school in the North." Conversely, fellow SIHS class of 2015 graduate Julia Martin shares, "Since the day I was born I knew I wanted to be in the South." Martin is now attending school over 20 hours away from home at Florida International University in Miami, FL. Although both residents are from

Shelter Island, these students' views on going to school in the North and in the South could not be more different.

Mulcahy says one of the best parts of going to school in the North is the seasonal changes that occur. "The leaves changing color at this time of year makes the cold worth it."

Although leaves aren't quite changing in Miami, Martin explains, "Right now it's rainy season, so every single day it rains. The weather has made my college experience more enjoyable. The bipolar weather makes college an adventure in itself." She makes a valid point by adding that while we're "freezing up in the North," she'll be "tanning by the pool."

Even with these perks, Mulcahy explains she wouldn't have even considered going to school in the South. "I'm not a big fan of the heat." She goes on to explain how Franklin Pierce holds a Halloween week-long activity

where hayrides and apple picking take place. Mulcahy has already gone hiking on Mount Monadnock and recalls a special moment. "We got to see the sunrise from the peak at three in the morning." That's something you can't get down in Miami, for sure.

But Martin confidently states that she "prefers the South 110%."

One great aspect of going to school in Miami is its diversity and culture. "Miami is the center of cultural differences. 65% of my school is hispanic. Everyone here is Cuban, or from Venezuela, so instead of shaking hands when you meet people, they kiss on the cheek. It's really cool. Weird at first, but now I'm completely used to it," she explains. While FIU is a highly diverse university, 75% of Franklin Pierce's student population is Caucasian. This is an important factor to consider when deciding what schools to apply to, because, for many students, diversity is a crucial element.

As far as major cultural differences, Martin explains that people from Miami aren't much

different than New Yorkers themselves. "Miami isn't considered the South. The people down here are definitely nicer, but they're similar to those in New York." She jokes, "If you're looking for southern hospitality, head to South Carolina." Although Martin has no complaints about living in Miami, Mulcahy

does worry about the brutal winter ahead of her. "I've heard some horror stories from my friends about the winter here... I'm pretty nervous." She says she could definitely picture herself living in the North in the future, but is open to see other places, as well. Martin, on the other hand, has her mind set. "I will be living the rest of my life in the South, I already know that."



Julia smiles next to Roary the Panther.
PHOTO COURTESY OF JULIA M.



Caity Mulcahy, a proud student of FPU.
PHOTO COURTESY OF CAITY M.

College credits: keep them coming

BY TRISTAN WISSEMAN

The 2015-2016 school year has already had an array of improvements from years past. One drastic change includes the various new college credit classes being offered here in the high school. These classes, offered through the Suffolk County Community College Excelsior Program and St. John's University, give students the opportunity to take a college-level course and depending on the student's success in the class, they can walk out of high school and then stroll onto a college campus with a number of college credits already earned, which obviously has many benefits.

Students this year have the opportunity to take a college level course in the following subjects: AP Calculus (four credits), AP Biology (four credits), College Spanish (three credits), AP U.S. History (six credits), Spanish IV (three credits), Pre-Calculus (four credits), Regents Chemistry (four credits), and Col-

lege English (six credits). So, if students plan their schedules accordingly, they have the opportunity to graduate with 34 college credits already earned!

If the amount of credits doesn't convince you, there are plenty of other reasons why taking these college credit classes are a great idea. According to guidance counselor, Mrs. Martha Tuthill, "These intense classes allow our students to be competitive with other students from Long Island." This means the classes will leave students better prepared for college and give college applicants an edge during the admissions process. Aside from getting some "college knowledge," these classes allow students the opportunity to save a profound amount of money on college tuition. For example, the average cost of a 3 credit class at a SUNY school is \$1,200, while a private college/university averages \$3,000 for 3 credits. For the St. John's University in high

school program, which is what is being offered to Shelter Island students for College English, 3 credits cost \$325.00. That savings can really add up. The one warning is, students registering for college credit must maintain a B in most college courses offered in order to receive credit.

According to College English teacher Mrs. Treharne, "the college courses are an amazing opportunity. Not only do students get rigor, but they get it in a small, familiar environment with teachers they know, while earning credits at an incredibly reduced rate. Going into college with credits earned in high school is like going in with a secret weapon." Mrs. Treharne has a good point: if given the opportunity, would you rather take English 101 in a lecture hall with a couple hundred students, or in the Humanities wing? Senior Richard Ruscica, who will be heading up north to Unity College next Autumn, is reaping the

benefits of the college credit offerings. "Unity takes Excelsior Biology and Excelsior Calculus, which means I don't have to take Intro. level math or science," Richard excitedly shared.

These college credit courses are an incredible opportunity to have in our small school. They are giving us a chance to be competitive with other students from other schools, save thousands of dollars, and become college ready with a rigorous curriculum. In addition, going into college with college credits already earned could allow students to take a lighter course load one or more semesters if their schedules are particularly difficult, or they are working at an internship. Mrs. Tuthill predicts that more college credit classes will be added as time goes by. Take it from me, don't shy away from the college credit classes. Strive to get into them and save up to pay the reduced tuition rates, as they will save you time and money in the future.

Teachers' most embarrassing moments

BY NICO SEDDIO

Life as a high school student can sometimes feel like one embarrassment after another, so we wanted to find out, what's it like for teachers? Here are some of our teachers' most embarrassing classroom moments:

Ms. Brigham: "I was getting observed as a teacher when I first started by a group of high school students. This little girl stood up and soiled her pants and nobody knew what to do."

Ms. Colligan: "When I was a student teacher, I borrowed some of my sister's clothes [to wear to work] and they were a little short. I got called out for wearing floods in the middle of class! It was very embarrassing!"

Ms. Sareyani: "When I set the room on fire. I opened the kiln and a spark caught a piece of tissue paper. I didn't know how to use the fire extinguisher. The fire drill was the most embarrassing thing, and

kids teased me for it during fire drills for years after it."

Mr. Skuggs: "I was teaching 10th grade and a girl whose sister was in my son's grade at the time said in front of the whole class...your son slapped my little sister across the face so hard that it left a red mark and my mom is livid. I was so scared, my face turned every shade of red. I was relieved when the girl said it was only an April Fool's Day

joke."

Ms. Russo: "Today something very embarrassing happened. I was doing a demonstration for my AP class and I threw a chalkboard eraser in the air and it came down and landed on my head. I am still covered in dust."

Senorita Leever: "One time, when I first started teaching, I came to school with the dress I was wearing on backwards. My students were the ones that let me know."

How well do our teachers really know each other?

BY SERINA KAASIK

With less than 300 students and faculty at Shelter Island School, you'd think everyone would know everyone's business, right? Students may know everything about their fellow classmates, and also think they know everything about their teachers, but do our teachers really know each other? Working in the same small school for a long period of time, you would think that all the 58 teachers know everything about their fellow teachers, whether it be their baby's name or what sports team they root for. However, this was not the case. I conducted a little social experiment in which I paired teachers up with one another and asked them a series of questions about their partner, simple ones to say the least. The results were shocking.

Of the 6 teachers who participated, only one teacher, Mrs. Sareyani, was able to answer 4 out of the 5 questions asked correctly. Her partner, Mr. Osmer, was only able to answer 2 questions correctly. Both of them failed to answer what college the other had gone to. When asked about Sareyani's college, Osmer responded "some artsy fartsy college." Nice try, Mr. Osmer. When I went to Ms. Leever to ask her questions about Mrs. Russo, she laughed and said "Oh boy, I know more about the students than I do about the teachers!" Ms. Leever managed to answer 2 out of the 5 questions correctly, one of which was a lucky guess. Mrs. Russo also only managed



Mr. Osmer and Mrs. Sareyani show some love after testing how well they know each other.
PHOTO BY SERINA KAASIK.

to get 2 out of the 5 right. Her right answers being, who Ms. Leever is voting for in the current presidential election and what kind of animal she has--not too hard.

Finally, I quizzed the dynamic duo of Mr. Williams and Mr. Cox. This partnership didn't know each other well at all. To be fair, they do work on different sides of the building, but come on--how big is it really? Mr. Williams got 5/5 of the questions asked, wrong. When asked what sport Cox played in college Williams asked, "he played a sport in college?" Mr. Cox also managed to get 4 out of the 5 questions wrong. His only right answer was a lucky guess of how many kids Mr. Williams has: 3. Out of all the questions asked to all of the teachers, only 33% of the questions were answered correctly, and some of those included lucky guesses. Looks like Ms. Leever's point was spot on; many teachers do know their students better than their colleagues. Which makes sense if you consider that teachers interact with their students every single day for at least 40 minutes, whereas Mr. Cox and Mr. Williams might only see each other once a week.

Of course, this little experiment is no indicator how well teachers get along, but it does go to show that maybe, there is a place on Shelter Island where people don't know everything about everyone else, as is the common stereotype here on "the rock."

Teachers share some words of wisdom

BY LIZ CUMMINGS

With the class of 2016 already planning for their futures beyond Shelter Island School, we asked teachers to share some advice to our seniors.

MR. BOCCA:

"To be professional in all things, and make time management your biggest priority."

MRS. GIBBS:

"Effort, effort and effort. It will carry you far."

MR. THEINERT:

"Don't be afraid to try new things" --Albert Einstein. "Because anyone who has never made a mistake has never tried anything new."

MR. KNIPFING: "Continue to work hard, but make sure you find time to have fun. Join a club or sports team. Study abroad and don't forget to call your parents while at college."

MS. LEEVER:

"Travel the world. Have lots of adventures, and don't let your fears stop you from doing whatever you love to do."

MR. BRIGHAM:

"Whenever you have trouble, you're not logged into the rocket."

MRS. SAREYANI:

"Enjoy this time of uncertainty."

Hot dogs on Instagram

BY BILLY BOEKLEN

In this issue, I will be blessing your lives by introducing you to Instagram-famous dogs. Check out these dogs on Instagram to puppify your news feed!



@MARNIETHEDOG
Number of followers:
1.8 million
Dog breed: Shih Tzu
Age: 13

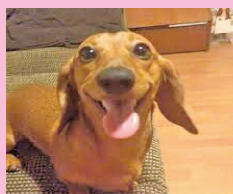
Marnie was found as a stray roaming the streets in Connecticut. She was then rescued and adopted as a senior dog. Marnie's claim to fame is her adorable (yet arguably) creepy permanent head tilt, with tongue out due to her vestibular disease. Go follow this dog for some great laughs and constant cuteness on your feed.

If you love smiles and wiener dogs, you have come to the right place. Dexty is a little wiener dog who loves to dress up. Dexty is famous for his lady killing smile and his adorable little outfits. This dog is a must follow because it's not often you see a dog with a nicer smile than your own.



@TUNAMELTSMYHEART
Number of followers:
1.6 million
Dog breed: Chiweenie
Instagram handle:
Age: 5

Tuna is an adorably ugly dog with a massive over bite. Tuna is the only dog on the list that has a book based on him called "Tuna Melts My Heart." Personally, I find this dog a bit scary looking, but if you want a good laugh via a face only an owner could love, give tuna a follow.

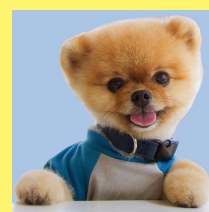


@DEXTYTHEDASCHSHUND
Number of followers:
12,600
Dog breed: Dachshund
Age: 4



@MENSWEARDOG
Number of followers: **148,000**
Dog breed: Shiba Inu
Age: 5

Bodhi dresses better than you do. This dog dresses up in very fashionable menswear and earns about \$15,000 a month! He is considered a legitimate "canine model" by clothing companies such as American Apparel and Brooks Brothers. Follow Bodhi to stay on top of the latest trends!



@JIFFPOM
Number of followers:
1.9 million
Dog breed: Pomeranian
Age: 3

Jiff is definitely the cutest dog on Instagram. And if that face isn't enough to convince you, he holds the world record for running on his hind legs, too. This dog looks like a stuffed animal, but he can also skateboard. Jiff is even verified on Instagram, so you know he's the real deal. Go follow this dog to bring some cuddle to your feed.

Beard 101

BY RICHARD RUSCICA

There are only two types of people without beards in this world: boys and women. Although many wish to grow a full beard, not everyone can. It takes time and patience. There are different schools of thought on how to grow a beard. Some let it grow and let it go. Others groom their beards, constantly trimming and shaping to make it look "perfect." I, personally, like to leave the beard alone. Nothing more than putting a little shampoo and conditioner on it when showering and a quick brush keeps my beard the way I like it. However, an entire industry seems to have grown up around the beard. Beard grooming products, strategies, and



Richard Ruscica shows off how he tames his impressive beard.
PHOTO BY KELLY COLLIGAN.

accessories are shared on the web, via fashion magazines, and more. Before one can groom though, you

have to start growing. Starting up a beard is the hardest part. When you first start growing, resist the urge to trim or style, leave it alone for the first 4-6 weeks. This will allow the hairs to grow in evenly. Know how and when to trim. Invest in a quality trimmer and wash it regularly. This is especially important in the early stages of growth, when trapped food and skin cells can exacerbate the itchiness. Scrub your beard several times each week, then gently pat it dry: An overzealous toweling can lead to frizz and split ends.

When you have finally attained a full beard, many swear by taming it with the regular use of beard oil. There are many varieties to choose

from, in a range of manly scents, but all of them will condition hairs to make them softer and shinier. If you want to smell like a woodsman, "Mr. Natty Frank's Beard Elixir" is a tried-and-true favorite. A regular trim will maintain your chosen shape, but it's not the only way to keep your beard in line. A daily rubdown with a comb or beard brush will wrangle stubborn hairs, training them to grow in a downward direction. Finally you can't build a house without bricks, and the same applies to facial hair. Hair follicles are made from protein, but also heavily reliant on Vitamins B5, B3, and B9. That means that eating lean meats, nuts, egg yolks, milk, and plenty of leafy greens is the key to growing a healthy and full beard.

2015 rundown

BY BILLY BOEKLEN

TOP 5 WORLD NEWS (in no particular order)

1. Syrian refugee crisis
2. ISIS attacks
3. Gay marriage legalized
4. El Chapo escapes again
5. Mysteries of Russian airliner crash and Malaysian airliner crash: solved

TOP 5 GROSSING MOVIES

1. "Jurassic World"
2. "The Avengers: Age Of Ultron"
3. "Inside Out"
4. "Furious 7"
5. "American Sniper"

TOP 5 CELEBRITY NEWS (in no particular order)

1. Bruce Jenner transformed into Caitlyn Jenner
2. Kim Kardashian Pregnant... Again?
3. Charlie Sheen is HIV Positive
4. Zayn leaves One Direction
5. Passing of Robin Williams and Joan Rivers

TOP 5 LOCAL NEWS STORIES (in no particular order)

1. Shelter Island plane crashes: 2?!
2. Steven Gessner steps down from SI School Board of Education
3. Cross country and volleyball teams place as county champions.
4. Cops crackdown on bonfires
5. Shelter Island brewery opens

TOP 5 SONGS

1. "Uptown Funk"
2. "Cheerleader"
3. "Take Me To Church"
4. "Love Me Like You Do"
5. "See You Again"

High hopes for basketball team

BY BILLY BOEKLEN

It's getting cold outside, dark early, and we are doing "suicide sprints" in the gym, that can only mean one thing—basketball season is upon us. This year's team has great talent and is facing high expectations. When asked what's different about this year's team, senior captain Tristan Wissemann said, "We have a different kind of team this year. It's unlike teams in the past. This year's team is taller, stronger, and we have more seniors than usual." Tristan's goals for the team this year is "a county championship." Senior Jack Kimmelmenn echoes Tristan's hopes for the season, saying he wants to, "bring home a championship." This year's team has more depth and every player will have to step up and fill a certain role. Different players will be asked to adapt to new positions and play more minutes than they have in the past. And new offenses will be incorporated because of our height advantages. Players in practice will also look to expand their range with their shooting to make room for the bigger guys to work in the paint.

When Coach Card was asked what his goals are for the season, his answer was simple yet powerful—"to play playoff basketball." Mr. Card also said he senses a "level maturity and commitment in the off-season by the players," which can only be promising. He also added, "Staying healthy is key this year." Because Shelter Island is



The varsity basketball smiles for a post-practice photo. PHOTO BY JACK LANG

so small, it's always essential to have as many "men" as possible.

The new team has six seniors. Henry Lang will be key in the team's rebounding and paint presence. Jack Kimmelmenn has great speed and defense that will be key to this year's success. Max Moroz will be a

"bruiser" down low and is looking forward to staying aggressive on defense. Peter Kropf will look to spread the floor with his excellent three-point shooting. Tristan Wissemann will use his overall athleticism and leadership to guide the team to a county championship.

On a personal note, as a player, I am very excited to be a captain of this year's team. Many players have worked hard in the off-season to train by running cross country and/or playing AAU basketball. It will be in your best interest to get out to a game this year to watch the varsity boys basketball team on their road to victory.

And, don't forget to look out for the JV team this year as they progress with superstar coach Ian Kanarvogel. With the addition of some 8th graders to this year's team, the players will look to keep the program going as they mature as athletes. New plays will be taught and the overall goal is to prepare each player for varsity. As the season progresses, some JV players may even look to be moved up to varsity when needed. There is much room for improvement from last year's JV team and it will be interesting to see who steps up to lead the team to some victories. As Coach Ian Kanarvogel shared, "winning isn't everything.... wanting to win is everything." With so much action on the courts this basketball season, we are sure to see some great games.

Making history and finishing strong

BY LINDSEY GALLAGHER

The cross country team ended their second season on a high note. Both the boys and girls teams finished with a 4-0 record, making them league champions. The teams were also Class D County Champions, the first time in the school's history that both teams competed in the state championships in the same year.

After sealing their undefeated league season, the teams competed in the Section 11 Division Championships. Both teams placed third in their division against very respectable competition. However, this race was simply a warm up as the team was focused on more important goals: state qualifiers. Last year, the teams narrowly missed qualifying for states, so they were determined to achieve their goal of qualifying for states. The Section 11 Championships, or state qualifiers, took place on November 6th at Sunken Meadow State Park, a course known for its hills: Hernia and Cardiac. Both teams ran in a race against Class C and Class D schools, however they were only competing against Class D schools: Pierson, Southold, and Stony Brook. Both teams handily defeated their competition, (the lowest score wins, like golf). The boys won with a score of 19 while the second place team, Pierson had 47 points. The girls team had a score of 27 while Pierson, the second place team, had a score of 42. Both Kal Lewis and Lindsey Gallagher placed first in their races, making them the Class D County Champions. Due to their county title, the top seven from both the boys and girls teams qualified for the NYSPHSAA (New York State Public High School Athletic Association) Cross Country Championships. The teams were even welcomed home with a police and fire department escort to celebrate their victories.

The entire school proudly sent off their teams on Friday November 13th, as they

began their journey to states. The athletes enjoyed a day of bonding with their teammates and the other state qualifiers during the bus ride, their run of the course, and dinner. Bright and early the next morning, they prepared to race. The boys raced first

As a team, the girls placed 9th. Scoring was sophomore Lindsey Gallagher running 21:10, sophomore Caitlin Binder running 21:43, eighth grader Emma Gallagher running 22:29, sophomore Francesca Frasco running 23:39, and Elizabeth Cummings running 24:53. The



The cross country team was all smiles after claiming their league title. PHOTO BY JACK LANG

in the brutally cold, windy weather. The boys placed seventh as a team, the highest rank at states for the boys team in school history. Scoring for the Indians, the top five runners, was eighth grader Kal Lewis running 17:37, sophomore Joshua Green running 18:41, junior Will Garrison running 19:05, senior Jack Kimmelmenn running 19:20, and Jonas Kinsey running 19:43. Jack Lang and Michael Payano ran 19:56 and 21:24, respectively. The girls were the last race of the day,

remaining girls Lily Garrison and Olivia Yeaman ran 25:11 and 28:33, respectively. The states experience was an overall amazing one, and the teams are already eager for next year.

As the season closes, it is important to recognize the team's only senior: Jack Kimmelmenn. He has had great success in his two years on the team, helping the team to achieve its goals. Jack has always been a role model to his teammates shown by his hard work, dedication, and sense of humor.

Although the teams had great success this year as both League and County Champions, it is important to note the many individual achievements this year. Earning All-Division and All-League honors were Kal Lewis, Lindsey Gallagher, Caitlin Binder, Emma Gallagher, Will Garrison and Joshua Green. Earning All-League honors were Francesca Frasco, Lily Garrison, Jack Kimmelmenn and Jonas Kinsey. Additionally, Kal Lewis and Lindsey Gallagher both made 3rd team All-County.

Coach Bryan Gallagher speaks for all three coaches when he says, "We are so proud that we were able to take such a small group of kids and accomplish incredible things." He goes on to say, "They never cease to amaze us with their dedication, commitment and love for running." Francesca Frasco, a member of the girls team, says, "I'm really proud and happy about how close our team has come together this year. Everyone on the team is like my brother and sister. It's such a great feeling to be a part of such a successful and close team."

The 2015 cross country season has finally come to an end, but it will always be remembered. Both teams made school history! However, this season would not be possible without the support of the community, the dedicated parents, and the three most amazing coaches: Bryan Knipping, Bryan Gallagher, and Toby Green. These coaches have given 110% the entire season and the team is so thankful for everything they do. Francesca Frasco says, "This season really wouldn't be possible without them."

And so, the legacy continues

BY KELLY COLLIGAN

As my last volleyball season comes to a close, I am just proud to be a small part of such a successful program that is Shelter Island Volleyball. The team started the year with a big goal—to play in the 2015 Class D State Championship. I did not have my heart set on this goal, because I didn't want to count my chickens before they hatched. But, I speak for many when I say I always had it in the back of my mind.

The season began early, in the middle of August, with high energy and high hopes. We knew we had to make this year a good one, considering six seniors will be leaving the team. To put it simply, the season went exactly as planned—no league losses. I think what made this year so exciting was the number of non-league games we had scheduled. To start the season playing one the best teams in Suffolk County, Westhampton, was imperative. It was kind of a “slap in the face,” that showed us just how much we still had to improve on. We continued on to play other non-league games against Center Moriches and Hampton Bays. Center Moriches was a thrilling one, for it was a team that we lost to in the Mattituck tournament finals. “I really liked our game against Center Moriches,” junior Amira Lawrence explains. “We blocked really well against them and the team was so pumped that day. Beating Center Moriches was great revenge.” I agree, that game really helped to raise our competitive nature and get us excited for the rest of the season. Hampton Bays was also a big game—it was the first win against Hampton Bays in years. These games really helped us to prepare for playoffs and the post-season.

Entering playoffs, the team was very confident about the first game to come—Pierson. We had beaten Pierson easily twice during the regular season, so we were confident in taking home the Suffolk County Championship. The game took place at Suffolk County Community College in Brentwood on a Monday



The varsity volleyball team poses after a sweet home victory. PHOTO BY LYNNE COLLIGAN

afternoon. We swept Pierson quickly—25-9, 25-5, 25-13. “We had really tough serves that day and we swept our opponents,” Senior Colibri Lopez explains. “We dominated in every aspect of the court.” We used the momentum of our Suffolk County title to enter into our semi-regional game against the Blue Devils—Haldane. As many know, this is the team we lose to almost every year, and is the game that has stopped us from continuing onto the state tournament. Haldane is a very strong team, and with the exit of only one senior, the team was just as strong as last year. “Haldane was definitely better than we expected. Their defense was very effective, their middle knew how to place the ball where we were not, and we struggled to receive their serves,” Senior Kenna McCarthy explains. “Serve-receive is really what beat us in the end.”

McCarthy says, “The tradition has

been going on for so long that people would be disappointed if we weren't successful. I remember coming into school the day after losing our semifinal game to Haldane and hearing people say ‘you lost?!’” It's frustrating to have to live up to an expectation and then not be as congratulated when we make it as far as we do. People don't get excited about it because success is expected of us.”

Although we gave it our all, the team wasn't exactly thrilled by the results of the semi-regional game. “It was fun to play at a higher level,” Senior Emily Hyatt says. “Our third set came closer than any other set, and that was really exciting. The loss was disappointing because I did have my heart set on going to states this year.” As far as goals, senior Serina Kaasik was satisfied with the team's achievements. “I think our overall goal was met—to be undefeated league and to be county champions,” she says. “Each

and every player improved in some way and we really had a blast doing this season.”

Before we know it, though, next season will be up. The team said goodbye to six seniors this year, which leaves the team with two full-time varsity players. “We need to match all the work the seniors did last year to be as good as we were this year,” junior Melissa Frasco explains. “Blending the JV players with existing varsity players to make a new team will be important.” The team must almost start from square one, but that shouldn't be a problem—six seniors left the team at one time in 2012, and the tradition still continued. It is important that the team works on unity from day one. “Towards the beginning of the [2015] season, we weren't really playing as a team,” Margaret Michalak says. “But by the end, we really began to grow and mesh together as one single unit.” Assistant coach, Mr. Theinert, also saw great improvements from last year's season. “With the high volume of seniors, I saw better chemistry and leadership with the team. Practices were much more cohesive,” he explains. “As far as skills, our passing greatly improved. This year we had strong passing from all six positions, where last year we didn't.” This just goes to show how much a small team can improve from August to November.

This legacy isn't only important for the players, but for other students and community members. “As a senior, I have been lucky to have been able to witness the success of the volleyball team for the past four years. I've enjoyed watching my classmates thrive,” senior Tristan Wissemann says. Even though the season ended on a sad note, the seniors were grateful and proud to have played for Shelter Island. “I feel a great sense of pride knowing I've been shaped by such a good program,” senior Margaret Michalak says, “It's been a wild ride these past five years.”

Cheers, chants, and charisma

BY JUSTINE KAREN

Many may not know that cheerleading was originally developed as an all male sport. You especially wouldn't guess that, seeing the all-female cheer squad that walks the hallways at Shelter Island. Our own small, but mighty team is made up of the strong, talented faces of students Hayley Lowell Liszanckie, Elizabeth Dunning, Emily Hyatt, Julia Labrozzi, Sophia Strauss and Zoey Bolton.

These girls thrive under the dedicated and watchful eyes of coaches Liz Eklund and

Deb Sears. If you venture into the auditorium on a Tuesday or Thursday a little after 3pm, you will bare witness to the serious, yet contented atmosphere that coaches Eklund and Sears create. There is plenty of laughter, but these girls are always ready to get down to business.

While it's still a bit too early in the season for the announcement of cheer-captain(s) to be made, other exciting occurrences relating to team members have happened. Following

in her big sister Libby's, as well as her mother's footsteps, this is Hayley Lowell Liszanckie's first year as an official SIHS cheerleader. “I love our cheer squad,” she gushes happily, “Everyone is so supportive and nice.” Cheerleading is Hayley's fun alternative to her usual spot on the girls basketball team. When asked, “What do you think, if anything, the older, more experienced girls will be able to teach you?” Hayley replies, “Confidence.”

Last year's senior girls, though gone, are far from forgotten. In response to a question about what she has been taught by her team members, Emily Hyatt says, “I remember that Cameron was always smiling. I don't smile all the time, so I tried to look up to her for that.” When posed with that same question, Julia Labrozzi offers up a piece of wisdom Nicole Poleshuk once shared with her: “Just keep trying. Practice makes perfect. Even if you think you can't do it now, you'll get it eventually.” And Zoey recalls something

told to her by not a fellow cheerleader, but by her old cheer coach, Mrs. Garrison. “Even if you're not smiling on the inside, smile on the outside. Make the crowd feel as peppy as you appear.”

The theme of confidence and its importance within cheerleading is a recurring one amongst the girls as nearly everyone considers it something gained as a result of joining the team. “You can't really stand up in front of the crowd to dance and cheer without it,” one team member adds.

Elizabeth Dunning hopes to see more advanced stunting for the upcoming season to help revamp the cheer squad. When confronted with the question of why she continues with the sport year after year, Elizabeth explains it as such: “I think that for a long time our cheerleading squad on Shelter Island wasn't really taken seriously and I think that there were certain things that needed to be worked on in order to improve the way

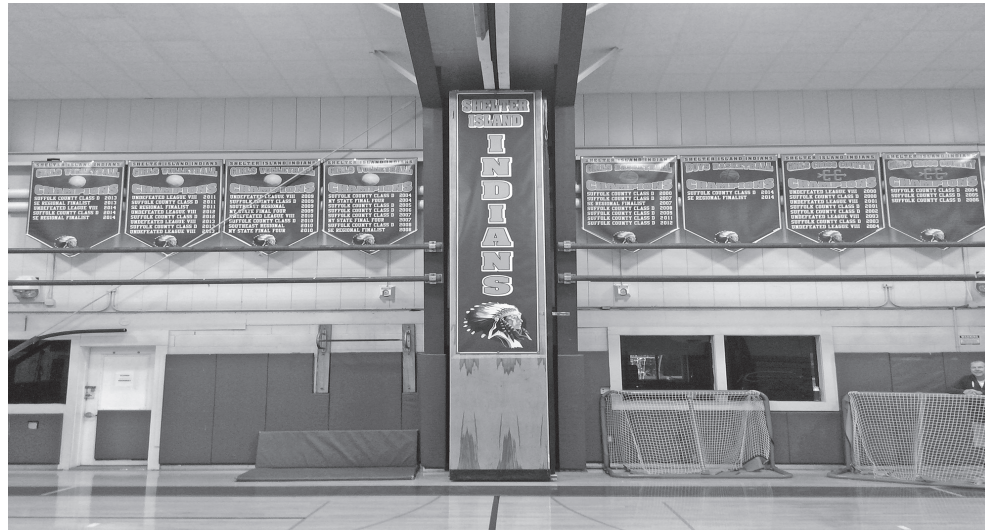
people looked at us. That's why I stuck with it, because I think we get better and see great things every year.”

The coaches' aspirations for this season are much like those of Elizabeth's. “Every year we really try to build on what we improved upon the year before. Last year, we really tried to sharpen up our cheers and our chants, but this year we are really trying to implement more dances and more lead stunts,” Mrs. Sears explains. There is no doubt that the sheer size of the team is somewhat a hurdle in the way of these goals, but the coaches are making it work. Mrs. Sears claims that it's the girl's determination, dedication and willingness to work hard that will make up for their small number and really work to push the SIHS cheer squad into stardom.

Banner bonanza!

BY JACK KIMMELMANN

After years of confusion and waiting, the new sports banners are finally here! Long overdue, the Shelter Island gymnasium has recently gotten an impressive facelift through the addition of brand new championship banners which recognize the achievements of the cross country, basketball, and volleyball teams over the last 15 years. The new banners are beautiful, with full color graphics. The banners proudly display the achievements of our Shelter Island athletes extending back to the early 2000s. Todd Gulluscio, one of the people responsible for getting the banners in place, said the reason for the time delay was “we wanted to make them perfect! The process started with design, format, and the records, to be sure no one was getting left out.” Also important was planning



The stunning new sports banners now hanging in the gym. PHOTO BY JACK KIMMELMANN

the spacing and presentation in the gym. The banners were “compacted,” according to Mr. Gulluscio to allow them all to display across one wall of the gym. Mr. Gulluscio said these banners represent “a sense of pride and achievement” for the school and he hopes that our athletes will bring their kids into the gym one day, point out a banner, and say, “I was part of that team.” All who enter the gym now may see in striking blue and grey just what our Shelter Island athletes are capable of, and for this, we are thankful.

Sophomore *opera*-tunities

BY LINDSEY GALLAGHER

On December 1st, the sophomore class and chaperones Ms. Bosak, Mr. Brace, and Mr. Becker travelled to the Lincoln Center in New York City to view the opera *Die Fledermaus*. The production written by Johann Strauss II and directed by Jeremy Sams stars Susanna Phillips as Rosalinde von Eisenstein, Toby Spence as Gabriel von Eisenstein, and Susan Graham as the wonderful Prince Orlofsky. This trip was made possible through the generous support of the Shelter Island Education Foundation.

The sophomores got an early start to their day, as they had a long bus ride ahead of them. Once they arrived at the Lincoln Center, they quickly settled into their seats and got comfy for the show. The opera began and ended with laughter, as it was a comedy. The three act opera was full of

white lies and fake stories. The majority of the plot focused on Rosalinde and Gabriel von Eisenstein, who were simultaneously cheating on one another. Both secretly go to Prince Orlofsky's New Year's Ball in disguise to ensure that they will not be discovered by each other. However, these two are not the only ones disguised. Adele, Rosalinde's maid, and Frank, the warden of the prison after Gabriel von Eisenstein for his arrest, also arrive to the ball posing as people of much higher status. As the plot progresses, each character only got more confused, making for a comedy of errors. One character, Frosch, turnkey at the prison, even included some hysterical improvisation to lend an unexpected air to the production. After quite the night, Rosalinde and Gabriel discover that they were only chasing after each other

even while in disguise and end up peacefully back together.

The opera was a truly amazing experience for the entire class. The production featured three sets; the Eisenstein's house, the ball, and the jail, each of which were stunning. They were intricately decorated and they seemed very realistic. The costumes were also beautiful. There were glamorous ball gowns and elegant suits. Despite the opera being in English, it was still difficult to understand through all the singing, so the sophomores were relieved that subtitles were provided to help them follow the plot. One of the unique things about the experience was that they viewed a dress rehearsal of the production, so at certain times, the opera would stop and the director would critique the actors and actresses. The singing

ability of the performers was truly amazing. They had no microphones, so they really had to project their breathtaking voices throughout the entire theater.

Many of the sophomores had never been to an opera before, so it was a very special day. When asked about the opera, Isabella Sherman said, “most of it was pretty funny and the costumes were really good.” She added, “the experience is a great one and everyone should get to do it.” Sarah Lewis agreed, saying, “I really liked the costumes and the chandelier and the set was really nice.” She continued, “the voices were really great. It was just a great experience. It was such a beautiful atmosphere and it was so enjoyable.” Jack Lang summed up the day when he said, “it was a good way to see other things.”

Students learn for the future: DECA Club

BY MARGARET MICHALAK

Big things have been happening in Mrs. Tuthill's office lately. From students finishing up their college applications, to students joining the DECA (Distributive Education Clubs of America) Club. The DECA club is brand new for Shelter Island. DECA is a business club that is nationally recognized on the high school and collegiate levels. DECA prepares young leaders and entrepreneurs to be college and career ready. There is a wide range of career options to focus on in the DECA club, such as marketing, finance, hospitality, and management. In previous years, Shelter Island School has offered more business-oriented classes, so this club is a great compliment. I sat down with the organizer of the DECA Club, our school guidance counselor, Mrs. Martha Tuthill. In truth, Mrs. Tuthill didn't have high expectations for the DECA club it's first year. “I was expecting maybe five or six kids to show up... but now we have thirteen,” she happily explained. As the club continues to grow, Mrs. Tuthill hopes to see students really branch out and push themselves to grow and thrive with the experiences offered. Mrs. Tuthill has run the DECA Club at Greenport



Shelter Island and Greenport students touring behind the scenes of CNN studios. PHOTO COURTESY OF MARTHA TUTHILL

High School for six years now, and is still running it, in addition to running the Shelter Island club. In previous years, Mrs. Tuthill has taken DECA members on many exciting field trips such as ESPN Studios and CNN

Studios. “Being able to have these hands on experiences hopefully will make students want to explore different majors and careers in the business world in college,” Mrs. Tuthill shared.

On January 6, 2016, all 13 DECA competitors from Shelter Island will hop on a school bus in their power suits and head to Suffolk Community College, Brentwood, to compete in the Suffolk County DECA competition. Here, they will compete in their

desired category (such as marketing, hospitality, live job interviews, or public speaking) in front of judges. Winners can go on to compete at the state and national level.

President of DECA club, senior Serina Kaasik, hopes for “everyone to have a real world business experience, whether it be real world job interviews, resource management, or marketing.” Serina will be competing in the Human Resources department. There she will be given a situation such as “sales at a store aren't doing well, how do you fix it?” After that, she will be given a specific amount of time and she will have to give the judges the best solution to the issue. “This is like a trial run for me, because I'm considering studying business in college. Hopefully this will give me an idea about what I might like to do as my career.” I'm sure like Serina, many other members of the DECA club may find a direction as a result of these exciting new opportunities.

The man behind the music

BY LIZ CUMMINGS

Mr. Brace, the man behind instrumental music in Shelter Island School, has an impressive background. Here is the untold story of a very familiar face. Before getting comfy here at Shelter Island School, Mr. Brace was a world traveler. Mr. Brace has traveled with his wife, Margaret, to the “Hermitage and the princess’s summer palace in Saint Petersburg, Britain, Stonehenge, Scotland, Edinburgh, the Roman bath in Bath, England, the home town of the Beatles, Estonia for a day to tour old castles, Finland, Norway,” and the pair visited the “ski slope from the Olympic Games.” The cold seems to be to his liking, because in addition to his expeditions in Northern Europe, Mr. Brace enjoys snowmobiling in his free time. Today, his favorite way to spend his free time is “mountain biking, boating, doing outdoor work and home repair, and tinkering on my car.”

Along with his other hobbies, playing music is a central passion in Mr. Brace’s life. He first picked up the “trumpet in fifth grade,” “encouraged by his parents



Mr. Brace never fails to put a smile on students’ faces.
PHOTO BY ELIZABETH CUMMINGS

and band teacher, Mr. Cardona, definitely.” “My father loved to listen to Herb Alpert and the Tijuana brass,” Mr. Brace says. “I grew up in Polish town in Riverhead and come from a Polish background. On Sunday’s my family would listen to polish polka music.” This influenced Mr. Brace to eventually join a polka band called the “Silver Brass Orchestra.” The band consisted of “Two trumpets,” (one of them being Mr. Brace), a “saxophonist who doubled on clarinet, a bassist who doubled on guitar, a drummer, and an accordion.” The Silver Brass Orchestra played for thirty years at the Riverhead Polish Fair and mainly played as a wedding band.

Mr. Brace began his teaching career at La Salle Military Academy in Oakdale, after going to Dowling College and

Stony Brook. A highlight of his time at La Salle was “leading off the Columbus Day parade in New York City” with his military band. After his years of teaching at La Salle Military Academy, Mr. Brace then moved on to Mattituck, teaching in the middle school. “I was working in Mattituck, but wanted to go back to high school band.” This is what brought him to the Shelter Island School. “The position opened up and I loved it,” he adds. “This place is like one big family. The school is really close and you get to know each student. When a class graduates, I get emotional because you really get to know them. It is definitely unique and nice.” Mr. Brace has now been working at the school for sixteen years. At the end of every school day, Mr. Brace returns home to his wife, Margaret, and a few cats and dogs. And, a last word of advice from Mr. Brace for anyone wanting to get into the musical arts, “The biggest thing is that you have to work hard. It takes a lot of practice. You have to do what you love and work hard at it.”

The frenzy of a permanent substitute

BY TRISTAN WISSEMAN

Imagine being in a room full of kindergarteners. Their usual teacher is not present, so you’re in charge. For forty minutes, you must instruct them, keep them in line, and make sure the class period runs smoothly. It’s a fiasco. Then, after the forty minutes is up, you must fill in for a high school gym class. After that, you could be monitoring middle school lunch. Exhausting? Chaotic? Certainly. Yet, this is what a permanent substitute does on a daily basis. And in our small school, where we have kids ranging from kindergarten to seniors in high school, permanent substitute Mrs. Jasmine Frasco is the one called upon to fill the gaps left by teacher absences.

Mrs. Frasco describes the role of a permanent substitute as one who is a reliable person who must be present in the school every day. A permanent sub must “enjoy working with kids of all ages and be very flexible,” she adds. Mrs. Frasco’s schedule can vary

on a day to day basis. One day, she can be just one teacher and be in their classroom and teach their classes the entire day. Other days, she can be filling in for three, four, or even five other absent teachers, and have to bounce around from room to room frequently throughout the day. One aspect of her job that can be challenging is when she has to travel from the first floor to the third floor and try to make it on time for the beginning of class. (Us students feel that pain too, Mrs. Frasco!) But, even though the days can be hectic, it is all worth it for Mrs. Frasco to be able to work with the students of Shelter Island, especially the younger grades. “They [the younger elementary students] never fail to make me smile,” she says.

Like several different teachers and members of the staff, Mrs. Frasco works in the same building where her three daughters—Melissa, Nicolette, and Francesca—go to high school.



Mrs. Frasco stepping in for Ms. Corbett during her 8th period class. PHOTO BY TRISTAN W.

ferred the chance to work at the school,” says Mrs. Frasco. For her first year on the job, she never really saw her daughters a lot in class, but when they do see each other, they know it is just business. “My daughters understand I have a job to do.” Even though the mood at school is a serious one, Mrs. Frasco said that her daughters still know they can find her if they need her, whatever it may be, which is a nice perk of her position.

The hard working permanent substitute describes her coworkers and the students of Shelter Island School as “wonderful.” “They have always made me feel welcome and I look forward to doing something different every day,” she says. With her optimistic attitude and warm way with children both young and old, Mrs. Frasco is the perfect fit for the fast-paced job of a permanent substitute, especially in a school like Shelter Island.

“My girls were happy that I was of-



PHOTO COURTESY OF KRISTINA LANGE

The boy who never stops running

BY JACK KIMMELMANN

The boys cross country team had an extraordinary season this fall in large part because of one extraordinary runner, Kal Lewis. Last year was the first year an S.I. cross country team was established, and as a 7th grader, Kal started out the season placing 3rd or 4th, but by the end of the season, he had all of the other runners beat. This season, Kal started in first place and kept it all season long. When asked what race Kal found most satisfying, he replied, “the Sunken Meadow race

when I ran 17:24. It was my most satisfying race because I ran my fastest time of the year.” This gave Kal the confidence he brought with him to other races. Easy to spot amongst the pack of runners with his bouncing blonde hair, Kal was cheered on to many victories this fall. Always pushing himself, he set personal record after personal record this season. He said running with older kids has helped him because “it gives me more competition.” With him as an inspiration, Kal’s teammates

have also been pushed to do their best, motivating the whole team to achieve top performances. Kal said his goals for upcoming years are to “break 17:00” and then to “break 16:30.” Kal had an amazing year and has an incredibly promising future ahead of him. “It feels great to have 4 more years because I get to work even harder those years,” Kal said. With his drive and motivation, Kal should be dominating section 11 for years to come.

INSTA

CONTINUED FROM PAGE 2

regular accounts. It gives us an excuse to not show our real lives on our more populated profile. “Follow my main Instagram, because I always want new followers and more likes on my filtered, perfected photos. But if I trust you enough and consider you a close friend, follow my Finstagram to see what my life is really like.”

Snapchat, yet another social media app with 100 million active daily users, is com-

monly criticized. It is very true that none of the photos shared on Snapchat ever really disappear (as via the app, users supposedly only see pictures and videos in small, fixed increments lasting just seconds) and users must be very careful about what they are sending out. However, one aspect of Snapchat that sets it apart from all of the other social media platforms is its lack of commentary. People’s “My Stories” on Snapchat consist of photos that can vary from selfies to tourist shots. But the one thing Snapchat does not offer is the ability to “like” or com-

ment on these pictures. This makes Snapchat a place where people are not judged by a number of likes or number of comments; this is refreshing and more healthy, in my opinion. This is not to say that Snapchat is perfect, but I believe it is a rare place in the world of social media which offers a break from quantifying our self-worth based on a number.

But, back to Finstagram. Sure, these profiles are “private” and only a “select” number of honored friends have access to see it, but are you sure you want to put some of

these things on the Internet? I appreciate the idea of letting loose, and feeling comfortable with posting what you’d like on a page, but the reality is, things can end up in the wrong hands. Many kids are using Finstas to hide their lives from their parents, but at this rate, parents will be all over Finstagram. Whether this new fad is temporary or just beginning, one thing is for sure—Finstagram is a waste. By creating more and more social media accounts, we are just throwing away time, effort, and humility.

A tale of two high schools

BY JUSTINE KAREN

Longwood Senior High School is one of the largest on Long Island, and Shelter Island School, one of the smallest. This is basically the premise behind the Longwood-Shelter Island “cultural exchange trip.” On November 10th, a collection of Longwood students came to Shelter Island to shadow their SIHS equivalents for a day. The majority of the Shelter Island senior class participated, as did freshmen Nico Seddio, Lily Garrison, Nick Young, and myself, sophomores Francesca Frasco, Isabella Sherman, Danny Boklen, and Luke Gilpin, and juniors, Nicolette Frasco, Sophia Strauss, and Alexis Perlaki.

After experiencing a typical day at a school with under 250 students, Longwood freshmen Lindsay and Christina were admittedly partial to their own high school. Shelter Island’s lack of “multiple cafeterias and gymnasiums” seemed to fuel the girl’s preferential feelings. Another Longwood student, Omar, commented on how differently Shelter Island kids behave regarding PDA (public displays of affection). “Longwood kids make out in the hallway all the time and nobody really cares, but that doesn’t seem to happen here,” he said, incredulously.

“There seems to be less drama here, that’s probably because there are so few kids. Longwood has a ton of drama,” added Longwood freshman, Lindsey.

Lily Garrison’s day started out with an amusing revelation. “Do you actually know everybody [at your school]?” Lily’s buddy, Christina, anxiously asked Lily at the start of the exchange day. Lily honestly replied, “Yes, actually. I think I can name every kid in the high school.” Lily said that Christina’s shocked look was very amusing. Similarly, a Longwood senior named Mark who was partnered up with S.I. senior Tristan Wissemann for the exchange, couldn’t seem to get over the fact that at Shelter Island you can walk through the halls and never see a new face. According to Tristan, Mark

shared, “On any given day, I can see at least one person whom I have never before encountered.”

quite the learning experience for us S.I. kids. Senior Tristan Wissemann mentioned the fact that Longwood has its own type of



Shelter Island students smile with their Longwood partners at Longwood High School. PHOTO BY TRISTAN W.

One debate amongst the students was over which school supplied its students with a more challenging learning environment. “It’s way more relaxed here [at Shelter Island]. The kids don’t work as hard as they do at Longwood,” said Longwood freshman, Lindsay, on the subject. Lindsay’s Longwood schoolmate, Gilberto, said in contrast, “I actually prefer the smaller class sizes and school’s setup. I might actually learn better if I were enrolled at Shelter Island.”

On November 17th, it was Shelter Island’s turn to visit Longwood, along with chaperones, Mr. Brigham, Mrs. Tuthill, and Mrs. Colligan. The trip to Longwood was

slang, such as saying that you’re “sad” when you’re actually excited or happy.

According to freshman Nico Seddio, his reaction to the massive size of the foreign high school was something along the lines of “Jesus! The only time I’ve ever seen this many people was at Disney World!” He then continued, in classic Nico fashion with, “but then I got inside and went, ‘All these kids are soft!’” Despite his initial shock at the sheer size of the school, and feelings of physical superiority, Nico went on to say that he believed that he would actually quite enjoy attending what he describes as being “A real high school.” Other students Eliza-

beth Dunning and Emily Hyatt agreed they could also see themselves happily enrolled in a school that large. “Bigger schools make it easier to be yourself,” Says Elizabeth.

Sophomore Francesca Frasco, on the other hand, can not see herself at Longwood. “No,” she said, “Shelter Island is perfect. I like it way better than Longwood. Honestly the hallways were so overwhelming that I had to hold on to my buddy’s backpack while we walked.” The size, however, is not the only reason Francesca remains loyal to SIHS. “The teachers were sort of bland there, and they really aren’t here. Shelter Island teachers have more personality and are more interactive with their students than the teachers at Longwood seemed to be.” It is quite true that a certain amount of distance, not only between teachers and students, but also between students and students, exists at Longwood, but not here. “The kids there probably thought that I was another [Longwood] student,” said a serious Elizabeth Dunning. Emily Hyatt recalled how, at one point, she sat down in a Longwood study hall and that when her visitor’s pass became clearly visible, one of the other students was shocked that Emily was only visiting, apparently believing her to be an actual classmate. Mr. Brigham mentioned how he believed that the cultural exchange was “A shock for both schools” and that while he “wouldn’t mind teaching at a school that size, [he] prefers it here.”

Personally, the strangest part of the swap for me was how I could walk down the hallway, eat in the cafeteria, and never see a familiar face. At Shelter Island, we become so accustomed to that safe sense of familiarity that when we venture outside of it, we are often shocked to discover that it doesn’t really exist in other places. Shelter Island is a nice place to be. So is Longwood, but for entirely different reasons.

Cardboard sweet cardboard

BY LINDSEY GALLAGHER

On November 2nd-3rd, many island students participated in the annual cardboard campout, one of the school’s great traditions. In order to participate, students only had to pledge \$100 that goes directly to the Habitat for Humanity. From 6am to 6pm, students made themselves comfortable in cardboard boxes provided by Jernick Moving and Storage. Chaperone Mrs. Mahoney explained that the aim of the campout is for students to learn to “appreciate the comforts of having a home by spending the night without one.” Students are also supposed to “feel good about doing some-

thing for others,” and finally “learn more about Habitat for Humanity.” An added benefit is the experience allows students to earn twelve community service hours.

Fifteen students participated in the campout this year, five National Honor Society members, and ten others from 10th to 12th grades. The National Honor Society members who participated were Kelly Colligan, Kenna McCarthy, Richard Russica, Elizabeth Dunning, and Emily Hyatt. The other ten students who participated were senior Henry Lang, juniors Sophia Strauss, Nicolette Frasco, William Garrison, and Chris

Corbett, and sophomores Caitlin Binder, Emily Strauss, Lindsey Gallagher, Luke Gilpin and Wesley Congdon. Mrs. Mahoney and Mr. Bocca chaperoned the campout this year and made the experience all the better.

At six o’clock on Tuesday, November 2nd, students arrived with blankets, pillows, sleeping bags, and snacks for the night. Luckily the temperature was very mild, so it was a very pleasant experience for all the campers. After setting up their “homes,” the campers relaxed by the warmth of the fire. It was not a lonely night, as many parents and friends stopped

by throughout the night to drop off snacks and enjoy the beautiful evening. The night included interesting conversation, venison grilling, a game of manhunt, and a haunted school walk in the pitch black of the night.

The cardboard campout was a new, but great experience for many students. Sophomore Emily Strauss says, “it was a good experience because it’s not something you would normally do” and “it shows how privileged we are.” The cardboard campout is an overall amazing experience, so if you are feeling brave, then maybe you should try it next year.

AROUND

For this issue, I asked
Kindergarten-2nd graders:

WHAT IS SANTA'S
HARDEST JOB?

THE HALLS



BY MARGARET MICHALAK



**CJ DRAKE,
KINDERGARTEN**

Getting the toys to the
house and make sure
the elves make the toys
the right way.

**SADIE GREEN-CLARK,
1ST GRADE**

Writing lists of bad
children and good
children because
sometimes he can't
decide.



**LEXIE JERNICK,
2ND GRADE**

Eating all the milk and
cookies in the world.
It's a lot of cookies.



**SAMANTHA MC DONALD,
1ST GRADE**

Flying down into people's
houses with his sleigh!



**KADEN GIBBS,
1ST GRADE**

Going around the whole
world and knowing
what all the people
want.



**HARRY CLARK,
2ND GRADE**

Telling the elves what
to build for each kid.

