



THE INLET

VIVA ESPAÑA

BY SERINA KAASIK

“How many people can say they have gone to a foreign country with some of their best friends?”

Kenna McCarthy enthusiastically asked us, her traveling companions, as we boarded our first flight to Spain. This past July, a group of 11 juniors and seniors set off for Cadiz where we would go to school, live with a host family, and learn a little something about Spanish culture.

After carpooling to the airport, we took a long flight from NY to Madrid, then another flight from Madrid to Southern Spain, and finally a bus ride from the airport to our separate home stays. We were in Cadiz for 10 ten days and we prepared to make the most of it.

The majority of the trip revolved around school. From 9 am to 2 pm, we attended classes that taught us all about the Spanish culture, the language, and everything in between. Though this may not have been the most exciting part of the trip, it definitely taught us a lot. “It was great to be immersed in Spanish culture by taking field trips to the flea markets and town squares,” Kelly Colligan shared, when asked about her experience with the school. Going to school everyday also really helped us when it came to interacting with our host families. When asked about the homestays, Kenna McCarthy said, “Our host mom was amazing. She, by far, made the trip.” The best part about host moms? Their cooking. “I couldn’t believe some of the meals our host mother prepared for us,” Kelly Colligan explains, “We even were lucky enough to try an authentic tortilla de patatas and gazpacho.”

Jack Kimmelman added, “there was never a dull moment in the Rodriguez household.” Max Moroz con-



BETTER AT BOARDING SCHOOL?

Learn about boarding school through two student’s experiences. Read about some of the surprising similarities and differences these schools share with our own.

PAGE 2



SYRIAN REFUGEE CRISIS

Get informed on the Syrian Refugee Crisis! In this opinion piece, you’ll learn about the pros and cons of the United States accepting the refugees.

PAGE 3



UPBEAT FOR UPSTATE

Does the girls varsity volleyball team have what it takes to make it to states once again?

PAGE 5

Vol. 4, No. 1

Shelter Island School

November 2015



cluded with a chuckle, “We definitely made memories... that’s for sure.” However, by the end of the trip we were all thankful to have experienced an authentic homestay.

Our trip was not only about practicing our language skills, however. A large part of the trip revolved around fun activities that the program, Centro MundoLengua, organized for us. We were able to tour the beautiful old town of Cadiz, along with visiting the ruins. The quaint, vintage shops made for great souvenir-shopping and the “churros y chocolate” was to die for. One of the most exhilarating aspects of the trip was learning the basics of surfing on La Playa de la Victoria. This difficult sport was a first for almost all of us, so getting to “ride the big kahunas” and watch each others’ wipe outs was completely fulfilling.

Following surfing, we learned how

to cook the authentic cuisine, paella. We all purchased the ingredients from the market that morning and prepared all the ingredients of the dish with care. Paella is all about timing. After slaving over the sizzling, hot pan, we ate our masterpiece and enjoyed each and every component of the dish--from peppers to shrimp.

Not only did we get to enjoy and navigate Cadiz, but we also explored two beautiful destinations, Sevilla and Gibraltar. Sevilla is located more towards the center of Spain, therefore the climate is much hotter and drier. “Sevilla was absolutely breathtaking,” Elizabeth Dunning stated when asked about the city, “the castles, cathedrals, all of it, they were so beautiful.” We were lucky enough to tour La Catedral de Sevilla and climb what felt like thousands of steps to see a breathtaking view of the ancient city.

Gibraltar was another favorite. Located at the southernmost part of Spain where you can see both the Mediterranean and the Atlantic oceans, Gibraltar is like nothing you’ve ever seen before. The Rock of Gibraltar is a huge tourist attraction that we were fortunate enough to tour. The city, though technically a British territory, had wild monkeys, old caves, and beautiful views. “We were driving up the hill and all of a sudden our bus driver stopped and let us out to see a wild monkey. I’ve never seen something like that!” Henry Lang recounted, enthusiastically.

After ten long days, we headed back to the States. Not only had we boosted our conversational Spanish, we had seen all the beauty Spain has to offer. With all of my expectations greatly exceeded, this is one trip I will never forget.



Senior Tristan Wissemann participated in the Alzheimer’s All-Star Basketball Classic playing for the Suffolk County all-star team on Saturday, October 17 at Brentwood High School. Approximately 80 players tried out for the 13 player-Suffolk

County squad, vying for a chance to play on the Nassau County all-star team. Tristan is the first Shelter Island basketball player to have played for that all-star team. Tristan’s team took home the win with a score of 89-88. Congrats!

Top photo: Shelter Island students pose with their surf boards after learning how to surf on the beach in Cádiz. PHOTO BY MEGHAN LANG

Bottom left photo: Senior Tristan Wissemann poses for a photo with founder Gordon Thomas.

Early bird

BY KELLY COLLIGAN

November first. The day that crept up so soon for so many... myself included. This is the day that seniors have nightmares about, as do their parents and guidance counselors. This deadline for “Early Action” has become so important to students that it has become the new “December first.” It’s common to believe that most students have until December to complete their college applications, but oh, contraire. College admission has become so competitive that if students do not apply “Early Action” to all the schools they can, they are missing out.

For those who are not informed on the meaning of Early Action, let me tell you. Early Action is an opportunity to send in your college applications, similar to Early Decision, but this is a non-binding category. What this means is, if accepted to a college after applying “Early Action,” you do not have to commit to attending. Early Action has become a great alternative to students who are nervous

to commit to a college too soon or must consider their financial options before making a binding decision.

In recent years, early application has skyrocketed. “[In 2014], 11,143 students applied through the College’s non-binding Early Action program, an eight-percent rise from last year’s 10,316 applicants,” says Sarah Manhardt, admissions counselor from the University of Chicago. This influx of applicants has transformed the world of college applications. Many believe that if you are given the opportunity to apply “Early Action,” you should take that advantage because this will increase your “chances” of being accepted. But is this true?

It all depends. Early Action does not always give you a statistical advantage in getting in. Some schools, like Georgetown even make it evident on their website that there is absolutely no difference in the acceptance rate between Early Action applicants and general pool

applicants. And to be honest, we really can’t know how schools review their applicants. Just because they claim they are a “test-optional school,” does that mean that not submitting test scores will be to your advantage? For instance, if your application is “on the fence” and is being compared to another student’s, but this other student submitted SAT/ACT scores that compliment their GPA, this could grant that other student admission over you. The entire consideration process is mysterious and we will really never know the truth behind the doors of the admissions office.

Back to Early Action; so now we have all these students deciding to apply early, instead of in the “regular pool.” What does this mean for us? Many speculate that this increase in Early Action applicants may decrease the benefits of it, solely because of numbers. Now, there are more applicants in the pool. Therefore, the chances of a student being ac-

cepted early can decrease.

I, myself, am using Early Action to my full advantage. I am applying early, (not Early Decision), to as many schools as I can, with the hope that this will in some way help me in the long run. But will it? It’s hard to calculate whether applying early to a school will raise you above the others. With so many seniors beginning to apply Early Action as well, does Early Action really make that much of a difference? To apply “Early Action” has become the new norm, and applying regular admission almost seems late. At this rate, the number of Early Action applicants may soon exceed the number of “Regular” applicants. What does this mean for the future of Early Action? I, for one, took the bait and applied early, sending myself into an autumnal frenzy of pressure, stress, and anticipation. Will this give me an edge? Will I, the early bird, get the worm?

Better at boarding school?

BY KENNA MCCARTHY

Every few years, students from our high school end up transferring to boarding schools either in state or out of state. Two students from my class (2016) are at boarding school now and have a lot to say about their experiences there. Wyatt Fokine is attending Gould Academy in Bethel, Maine and Christopher Doyle is attending Mercersburg Academy in Mercersburg, Pennsylvania. Both live at their schools, have structured schedules, and little free time.

While both of the schools have around the same class sizes as Shelter Island, Wyatt has around 200 students in his school, grades 9-12, while Chris has approximately 450 in his, 9-12. At times, students here at Shelter Island School complain that school spirit is lacking, but Wyatt says, “School spirit is about the same [at Gould Academy] as Shelter Island when it comes to sports. On average, you’ll have around 20 people watching a sporting event, but there are no cheerleaders to support the players. More spirit is shown for the dorm you live in, both boy dorms have a rivalry between each other. That’s about it for spirit.” At Mercersburg, Chris says, “School spirit is prominent. Almost everyone plays a sport and Fridays are normally the day before a game, so people wear apparel for their sport. In the fall, we have this giant pep rally where we sing school songs and gather around a bonfire before most of us go to our sport’s respective championship games.”

Shelter Island has few clubs and definitely less sports than the average school. Wyatt’s school has a large amount of extracurriculars/sports that our school does not offer, many designed around the school’s location in rural Maine. “Up here you can play field hockey, soccer, lacrosse, strength and conditioning, or do farm and forest, which is where a group

of kids run and maintain a working farm. They also go into the woods and learn about working with draft horses and logging techniques. Where this school varies from other schools is its winter sports. Kids can freestyle ski, snowboard, hike, and camp. There is also an adaptive skiing program that is designed to help disabled people get on the mountain.”

At Mercersburg Academy, according to Chris, there are a plethora of clubs and leadership opportunities. He explains, “There are different clubs here that Shelter Island doesn’t have. During the first week of school there is a club night in the student center where you can go look at and sign up for the different clubs. There are things like the book club, African American Student Union, Newspaper, and much more. There are also leadership positions that you can volunteer or apply for. I personally am a member of the Grilling Club and I’m a Dorm Prefect, which is someone in charge of a group of lower classmen in one of the dorms.” Each young man’s boarding school has different attributes, Chris’s school has many clubs, while Wyatt’s school is very diverse in its sports.

Different schools have different teaching styles. Wyatt shares his views on the workload and class rigor, “I’d say most classes are a bit more challenging compared to Shelter Island. No matter how you word it, it’s a college prep school, so the quality of work is expected to be at a college level. That’s not saying the classes at Shelter Island were a breeze, either.” Chris also describes what his classes are like. “The classes are not as rigorous as you might think. The material is mostly the same, but also the workload is much heavier and the grading is much more in-depth than on Shelter Island.”

Wyatt shares that the location of Gould Academy is his favorite part. “Not

much can beat waking up and looking at the mountains every morning. Skiing for most of the day in the winter instead of having classes isn’t too bad either.” Chris’s favorite part of Mercersburg is being a prefect and being able to fly a plane on weekends. “I like the guys I’m in charge of and people refer to them as ‘your boys’ when talking to me. They’re a good group and I think I’ve taught them well. I like that I still get to fly. Not as much as I did at home, but when I do it is usually the best time of the week.” Both schools have given these guys opportunities and options they might not otherwise have had at Shelter Island School, but that doesn’t mean the grass is always greener.

Being away from home in a new school and living environment is not always easy. Along with the added opportunities boarding schools can offer, there can also be drawbacks. Wyatt explains, “I dislike that I’m constantly being watched by faculty, not that I’m itching to do something wrong, it’s just nice to have a little independence here and there. Growing up with the goons I got to mess around and work on all kinds of cool stuff, then transferring to a life where the only thing to work on is a five page essay, and some math homework, kinda sucks.” Chris doesn’t like how little free time he has at his boarding school. He says, “The administration has an annoying habit of making sure that we have as little free time as possible. If there is an open spot in the schedule, they’ll find a way to fill it with something unnecessary.”

Leaving Shelter Island and going to a boarding school definitely had some trade-offs, good and bad. Wyatt says, “Going to boarding school, you lose your ability to roam free and be on your own most of the time. You also lose the chance to go out and do things like a

casual boat ride or a little cruise after dinner. You don’t have the ability to just relax for a few hours with no interruptions from faculty members. I guess you meet some interesting people and learn a few things along the way. It sure looks good on a college application, if that’s what you’re into.” Chris also shares his trade-offs, “I had to leave a place that I have lived on since I can remember. I left friends that I grew up with. I wasn’t allowed to fly as much as I could at home and I had to give up some other things. The different environment took a long time to get used to. I have a hard time putting up with ‘preppies’ who think they are the masters of the universe. On the other hand, I am in charge of a good group of guys in the dorm. Leading them is one of my favorite parts of being here. I did learn that I was pretty good at running and have won varsity letters in cross-country and track.”

It seems that everyone misses Shelter Island when they leave, whether it’s everything about it, or just something small. Wyatt misses all the people on the island, he says, “Even though Bethel has the same size population as Shelter Island, the people aren’t as unique as the ones found on the island. Also, leaving school at 2:30 to go off and do your own thing for the rest of the day was something special.” Chris concurs, adding, “I miss going to class with the same people I’ve known since I was in elementary school and the tight knit feeling of an isolated island. You don’t appreciate how valuable it is until you’ve left. I miss seeing the water everyday. It is kind of weird going to a school that is inland.” No matter how far us Islanders travel, Shelter Island is never far from our hearts. As Chris shares, “I have a jar of sand from Wades Beach in my room.”

The Syrian refugee crisis: how America should react

BY PETER KROPF

Four million. That's the number of Syrian refugees who have so far fled civil war. A war they are certain will kill them. To put it in terms we understand, it's as if the entire population of Long Island packed up and left to go to another state, far from New York. It's one of



Syrian refugees making the trek out of their civil war-torn country on a lifeboat. PHOTO COURTESY OF MMC NEWS

the largest mass migrations of our time, with millions of migrants (many walking) headed for other countries to escape an almost certain death in Syria. Most are crossing through Europe, with the majority settling in Austria, Germany, and Sweden. The journey has been hazardous and some nations the migrants are passing through--Turkey, Serbia, Croatia, and Hungary--are reluctant (to say the very least) to let them over their borders. There has been violence toward the refugees, and some have been put into camps in transit countries at least temporarily. With Austria, Germany, and Sweden shouldering much of the burden of taking the refugees in permanently, the moral and political question

arises: What is the role of the United States in this global crisis?

Many people and politicians alike believe the United States serves as the world's police and as a democratic safe haven for those who are escaping war or oppression and looking to start a new life. These people are urging our government to accept as many refugees as it can, since other nations aren't taking action. Canada, Australia, and Brazil, all countries with room for these migrants, are taking less than 2,200 each. The United States has so far only taken about 1,500 Syrians, an extremely low number for a country considered

to be the richest and most powerful in the world. Germany, on the other hand, is expected to accept approximately one million refugees by the end of 2016, 667 times more Syrian immigrants than our nation has taken thus far. However, the United States has promised to take 10,000 migrants by the end of next year. Many still think this isn't enough, in light of the images of Syrian refugees screaming for help, families walking thousands of miles, dead children, drowned boatloads of refugees, immigrants being tear-gassed, and people painfully forcing themselves through razor wire that has been erected by countries like Hungary to stop them. The photos and press coverage have struck an emotional chord

with the American public. This, and the fact that the Arab nations in the Persian Gulf have done little to assuage the problem by taking in few, to no refugees, has put more pressure on the "land of opportunity" to take more Syrian immigrants. Morally, it's a no-brainer to take in as many immigrants as we can, but realistically, thinking about this crisis with our hearts may result in serious consequences.

Every decision we make has a trade-off and a potentially long-lasting effect. Flooding the United States with Syrian refugees might seem like a good idea in the humanitarian sense, but some fear it could have disastrous implications when it comes to our nation's economy, security, and overall well-being. Migrants would enter our country poor, without identification, and with no documented background, making it almost impossible for them to get a job or create a financially stable lifestyle. Some would argue that the religion (most refugees are Muslim) and culture of the migrants would not make assimilation and job-seeking easy. Tax dollars would have to pay for their food, medical care, housing, language training/education, job training, and so on. (Germany's government, for instance, expects to pay out \$3.7 billion in 2016 to support the immigrants, and that number is likely to increase, as it is anticipated that 500,000 refugees will enter the country annually for several years after 2016). This could create resentment among many Americans struggling to make ends meet themselves, adding fuel to conflict that may arise from differences in religion and culture alone. Then, there is the security issue.

The terrorist group known as ISIS often blends into society and hides amongst innocent civilians in order to carry out terror attacks. What prevents just one member of ISIS from entering with all the other immigrants? Since few refugees have identification or any other documents, how will background checks be conducted? We will have no idea if we are letting in terrorists or criminals, and the immigrants will be hard to track after arrival. It only takes one terrorist to create calamity and strike fear. Sadly, the more refugees we allow to cross our border, the greater the chance a terrorist is among them.

So, the United States has a decision to make. Should we entirely open our gates to the immigrants, entirely close them, or find a balance somewhere in between?

I say the United States must exercise caution going forward in order to deal with the Syrian refugee crisis. Totally opening our gates would be too extreme for security reasons, yet closing them altogether would be morally wrong and go against our country's founding principles. We should only take in some of the immigrants--other countries, especially Arab ones, should be pressed to take more of the refugees. We must then do as good a screening job as possible for security reasons. Only then will our nation be satisfying its own interests and the world's.

The topic should be one that is hotly debated among the 2016 presidential candidates and one that will help determine who gets the seat in the Oval Office. As young citizens, we must stay informed about this mass migration, as it will probably affect us for years to come.

Hunting: Not a blood sport, but a sport that's in our blood

BY RICHARD RUSCICA

I am a hunter. I was born to respect the land and also how to live off of it. It is a way of life that has been passed down from my grandfather, to my father and from my father, to me. To me, hunting is not just killing, it is harvesting an animal for its resources. Many hunters rely on the meat they harvest to feed themselves and their families. Hunting is not a barbaric, thrill-kill recreational activity; it is necessary to maintain a healthy wildlife population and preserve an environmental balance.

As a hunter, I often feel stigmatized by others; as if in being a hunter I am a murderer, or thrive on some sort of blood lust. My peers make jokes about how I "love to kill things." In reality, these things are far from true. Many people don't understand that responsible hunting is necessary in order to maintain a healthy wildlife population. Without hunting, there would be overpopulation, and the animals we hunt

would die a much more cruel death. Organizations like Ducks Unlimited and Delta Waterfowl help uneducated and inexperienced hunters to understand the value of the hunting tradition and also how to give back to the land and revive the wildlife populations for future generations. It is very important that this way of life is preserved and passed down. If it is not, we may lose our right to hunt, and our passion for hunting, and the way of life that is so important to me will be lost.

Hunters are the number one contributor to conservation. Every hunting license purchased contributes a percentage of money to conservation. Also, hunters who wish to hunt waterfowl must additionally purchase a duck stamp, which directly benefits our nation's waterfowl population through things like waterfowl banding to track migratory patterns and habits, wetlands maintenance, and the the purchasing of land to be set aside as wildlife ref-

uge zones. Without the support of hunters, wildlife would be in serious trouble. As long as hunters follow hunting regulations and bag limits, our wildlife population will be abundant and plentiful. As in anything, there are hunters who are irresponsible, but I have found them to be firmly in the minority. I am a hunter, it's something I am proud of, and in the fall I will follow my love of the outdoors to Unity College where I will pursue a degree in Conservation Law Enforcement to ensure that the wildlife I hunt, and the environment I so respect, remains healthy and sustainable for my children and grandchildren.



Last year on November 6, showing off the first old squaw duck I ever shot. PHOTO BY T.J. DALTON

The elective detective: On the beat

How is it that so many kids are trapped in electives that weren't choose for them? This is an aggravating issue I have heard about time and again since the school year began. So, I went to guidance counselor, Mrs. Martha Tuthill, to get some answers about the lack of electives and student discontent with the electives they have been scheduled. I asked Mrs.Tuthill why not many electives were available and she told me that it was because of a "lack of faculty" and it also "didn't work with teachers schedules." This is reasonable and an understandable disadvantage

of going to a small school. The electives currently offered are balanced amongst the three academic houses (MST, Humanities, and the Technology department). This makes sense, as the divide offers students a balanced variety of options in different educational disciplines. However, why aren't students getting a say in what electives do run? I, personally, feel forced into elective classes I am not interested in. Has there ever been a student poll, asking about student elective preferences? What about offering students a list of the electives that

have run in the past 5 years and allowing them to rank them? Then, electives could be filled based on interest. Or, have students propose new elective ideas and see if any teachers are interested in teaching them. When I am in an elective I am uninterested in, It feels more like a babysitting service than a class.

And, is there any clear definition of what the rigor of an elective class should be? In some electives, work is only done in class, in others, homework piles on top of homework for all of our other core classes and the course load becomes

overwhelming. I believe electives should be informational, high interest, and light on the outside homework. This should especially be the case when we are in electives we did not have an interest in in the first place. I hope that the Guidance department, the administration, and the faculty, as well as students will rethink the elective offerings, the elective scheduling process, and the elective course requirements so that the elective courses offered are more enriching and valued by all students in years to come.

iPad vs. Chromebook

BY JACK KIMMELMANN

This year, Shelter Island School has changed up its technology offerings by substituting iPads for Chromebooks in grades 10-12. This transition was a welcome one for some students, while others were left missing their Google Chromebooks. So, why the change? And, why leave out the freshmen?

Mr. Walter Brigham, head of the technology department, weighed in on the switch.

There were 3 main reasons that Mr. Brigham wanted the iPads to be used in school over the chromebooks: 1) the chromebook lacks a touchscreen, so it can't experience apps the same "hands on" way as on an iPad, 2) a keyboard can be easily added to the iPads, making typing almost as easy as the Chromebook, and 3) the durability of the iPads (the iPads are being distributed in impact resistant cases). Breakage had become a problem with the Chromebooks, as they were not distributed in cases and often broke if dropped on the floor or in backpacks. With less breakage and the ability to "access material all the time, as well as enable us (teachers/administrators) to deliver interactive multimedia eBooks to the students," Mr. Brigham finds iPads a valid replacement for Chromebooks. Yet, how

did these iPads get paid for when there was no money to replace Chromebooks? Mr. Brigham explains, "there was actually no increase in the budget, the money came from federal and state grants." He adds, the reason freshmen are currently without any technology (Chromebooks and/or iPads) is "strictly monetary, but as we continue to get more grant money, we will expand to more grades." Here's to hoping that money rolls in, freshmen.

The rollout of the new iPads has been far from flawless, with multiple problems with the Google Docs app, which is the main document app students use. The app has very limited features on the iPad, whereas on the Chromebooks, it did not. And to write on the iPad at any reasonable rate of speed requires a bluetooth keyboard (which has not been made available to all students) and requires batteries be replaced regularly. As for these snags, Mr. Brigham says, "there are usually some issues with new rollouts and we are working on them."

To garner student feedback, The Inlet conducted a survey of 34 10-12 graders and asked which technology they prefer: iPads or Chromebooks, why, and what they are now using the iPads for. 19 students prefer the iPad, while 14 prefer the

Chromebook, and 1 student liked both equally. The biggest complaint about the iPads is the lack of keyboard and difficulty writing, while the biggest complaint about the Chromebooks is that they were never distributed to students for at-home use. Students prefer the iPad for the touch screen, games, and portability. One survey respondent shares, "You don't get your own Chromebook, and this iPad we can take anywhere in the school, we can bring it home, and we don't have to leave it in teacher's rooms like the Chromebooks." Another student adds, "The Chromebooks were strictly for internet. The iPads have a lot of access to games." It does seem there is a lot of gaming going on on iPads, according to survey respondents. Chromebook proponents in the survey say, "the keyboard makes it easier to type, google docs/sheets/slides don't let you use formatting tools on the iPads." This was a repeated complaint, the lack of tools on the iPad while word processing.

We are fortunate here at SI School to even be able to discuss which technology we favor. It's out with the Chromebooks and in with the iPads for now, so do yourself a favor and go buy a wireless keyboard.

Smoothie sippin' and crouton trippin'

BY ELIZABETH CUMMINGS

The Shelter Island School cafeteria has some new and improved offerings this year. Not only are they healthier, but the options are turning out to be highly popular. Many students are getting the new and different items, such as smoothies and parfaits at breakfast time. Darien Hunter, a 10th grader, says the smoothies are "Really good, fresh, and help me start my day off right." And, the changes aren't going unnoticed. According to the women behind the changes in our cafeteria, Mrs. Starzee and Ms. Tybert, there is a "noticeable increase in people coming into the cafeteria for food everyday" and "a lot of the teachers are enjoying it too." These changes have taken a lot of planning and effort, but Mrs. Starzee thinks it is all worth it, explaining, "We do everything we can to get students into the cafeteria."

Aside from smoothies, the cafeteria has an extended salad bar and new "salads of the week," different cereals, peaches, plums, granola bars, and sometimes watermelon, available to students and staff members. Most of the produce is grown in the school garden or at Sylvester Manor. The produce is as fresh as it gets. Some of the things we get from the school garden and Sylvester Manor include, "tomatoes, peppers, lettuces, eggplant, sweet potatoes, turnips, kale, swiss chard, and parsley," Mrs. Starzee lists. "Whatever we don't use, we freeze and use for soup," Ms.Tybert adds. The new school offerings help get proper nutrition into students' daily meals. If you haven't been to cafeteria lately, you are missing out!

opportunity to do so."

The Academic Hall of Fame will be an improvement to our school. Our younger students, along with students from other schools, can now, literally and figuratively, look up to our scholars. Guests who walk into the school can view our achievements as soon as they arrive in the lobby. From all the way back to when the school was founded, our hard working students have provided the entire school with excellence and integrity. Recognizing them shows respect for the academic achievements of our high school, in its past, its present, and its future.

Another Hall of Fame

BY ELIZABETH CUMMINGS

The time has come to recognize our scholars. You may have seen the 2015 valedictorian and salutatorian pictures posted in the lobby, but there is much more to come. Every valedictorian and salutatorian since the school's inception will be put on plaques and displayed in the lobby. This is the ambition of Mrs.Tuthill, Shelter Island School's guidance counselor, who is spearheading the Academic Hall of Fame project. The intention of the academic hall, according to Mrs. Tuthill, is to "give recognition to our students, valedictorians, and salutatorians from years passed and years future, so the younger students can aspire to be like them." All the valedictorians and salutatorians from past years are expected to be celebrated with plaques with their names and photographs. According to



The beginnings of the academic hall of fame in the Shelter Island School lobby. PHOTO BY BILLY BOEKLEN

Mrs.Tuthill, "It will cost a lot of money." You may be wondering how this project will be funded. "We received a donation from the Shelter Island Faculty Association," Mrs.Tuthill explains, "as of right now, that is enough to get us started." The initial phase only includes putting up the 2015 valedicto-

rian and salutatorian, so what about the rest? The Academic Hall of Fame is being developed and also has to "fundraise," but plans for future fundraising are still in development.

The Academic Hall of Fame will ultimately recognize students achieving academic excellence in a number of ways. Honor roll and high honor roll for each grade will be posted quarterly, in addition to the valedictorian and salutatorian for each graduating class. Will the "Hall of Famers" receive benefits for their achievements, such as the congratulatory ceremony enjoyed by the wonderful athletes in our Athletic Hall of Fame? This is an endeavor that the administration has not organized yet. Mrs.Tuthill explains, "We are thinking about one for the 2016 valedictorian and salutatorian. This would give us a good

Upbeat for upstate

BY TRISTAN WISSEMAN

The changing color of the falling leaves, the temperature changing from sweltering heat to more brisk, and of course, Shelter Island volleyball starting up its fall schedule are the usual signs of the autumn season on the island. With the girls' varsity team having a total of six seniors, and multiple skilled and versatile underclassmen, this year's expectations are no different than usual: a trip to the Glens Falls Civic Center. But, with this core of highly talented players, the almost mythical trip upstate seems less like a dream this year, and more like a realistic goal.

"Our stated goal is to go to states," explains always eager head coach, Cindy Belt. However, before reaching the pinnacle of New York state volleyball, the squad must compete in Section XI (Suffolk County) League 8 and try to maintain their undefeated record (in-league) that they have kept alive for six years running. As for if her players feel any pressure to keep this historic streak alive, Cindy Belt simply says, that it is not pressure, more like an

"expectation." With every player on the varsity team being a returning varsity player, another perfect in-league record seems like a real possibility.

With seven players in the JV and varsity combined playing travel ball in the offseason, (five of whom are varsity), running more complicated offensive sets is a priority for coach Cindy Belt. This year's team features players with more experience than many past teams Shelter Island has had on the varsity level, which is what inspired coach Belt to make the change. "We're looking to run faster and more complex sets," she confidently shares. The team is preparing for this by running more up-tempo and tough drills in practice, so when game time comes around, they are ready for whatever their opponent brings on the court.

The expectations for this team are "the highest since 2010," according to Cindy Belt, yet "they're not lofty at all," she asserts, a boldness in her voice. One large difference in this year's team as compared to past teams may be the trust the players



The varsity team after their Dig Pink win against Greenport/Southold.

have in each other. Belt says, the players, "definitely have faith in each other." The seniors on the team, including: Kelly Colligan, Kenna McCarthy, Margaret Michalak, Emily Hyatt, Serina Kaasik, and Colibri Lopez, have developed a working chemistry with each other over the years. Kelly, Kenna, and Margaret, in particular, have all played high school level competition since 8th grade. Belt explains, "They got to have the chance to play with players like Kelsey (McGahey) and Haley

(Willumsen) and see what that kind of volleyball was like." With their combination of talent and experience, the six seniors, plus juniors, Melissa Frasco and Amira Lawrence, round out an impressive roster. If you're a gambler, I'd put money on seeing these girls take that nearly five hour trip upstate this winter for the first time in several years.



Starting off strong

BY JACK KIMMELMANN

Going into the second season of Shelter Island Cross Country, the team is already off to a flying start with both girls' and boys' teams having a 3-0 record. Perhaps the biggest change from last year to this year is the addition of a new course. Finally, Shelter Island has a cross country course to call its own; the first ever on the Island.

The process of getting a course on our Island was a complex one and it took a lot of people to make it happen. Coach Knipfing shared that it started with talking about the plan with the Goat Hill representatives, who were very excited about from the beginning. After initial approval, the coaches mapped out the course, which had to measure between 2.5 and 3 miles. Then, a Section XI representative had to come and officially measure and certify the course. Coach Knipfing explains, "It's nice not having to drive 2 hours to our meets."

Cross country's "home course" last year was at Indian Island in Riverhead, NY, which though was a fit for our mascot's name, was over an hour away. The new course is an open one, which means that runners are visible for the majority of the

race--a great benefit for spectators; which are coming in much bigger numbers now that runners are in their "backyard." "It's great having more Shelter Islanders at the races," coach Knipfing enthusiastically shared. Along with the new course, "the season is going great; we have a runners getting PR's (personal records) in almost every race they run. They are continually improving and the coaches are very happy and proud of the runners so far," he added.

Last season was a highly successful one for cross country, with many individual runners going to the NY State championship race. Coach Knipfing's goals for this year are no less lofty. He would like to see both teams "win the Suffolk County Championship, go to states, and improve their times." Coach Knipfing continued, "I think we have a very promising future and some really talented young runners who will continue to improve and succeed in future cross country seasons." This year's cross country team is one to watch, and for the first time, you don't have to go too far to catch a meet.

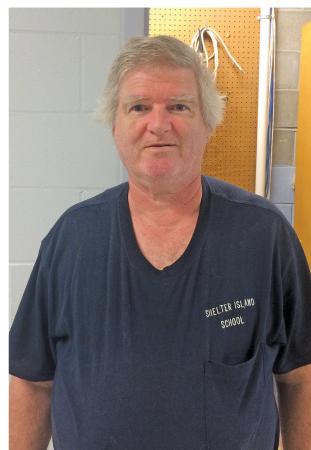
TOP PHOTO: Jonas Kingsley finishing strong in a win against Southold.
BOTTOM PHOTO: Boys XC team celebrating their victory against Southold.
Photos by Kelly Colligan

**IZZY SHERMAN**

The bumblebee Camaro from transformers. I love the movie and to have the car would be awesome

**DAN MARTIN**

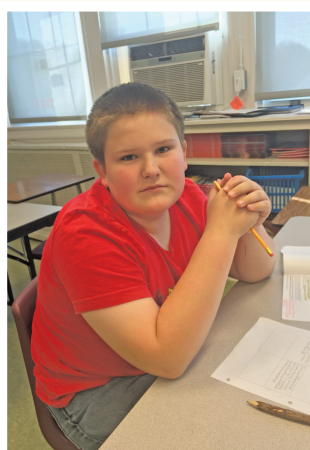
A Cummins Ranger, it's a 90s Ford Ranger with a Cummins diesel engine in it. It would be great to surprise people when I pop the hood.

**ANDY STEINMULLER**

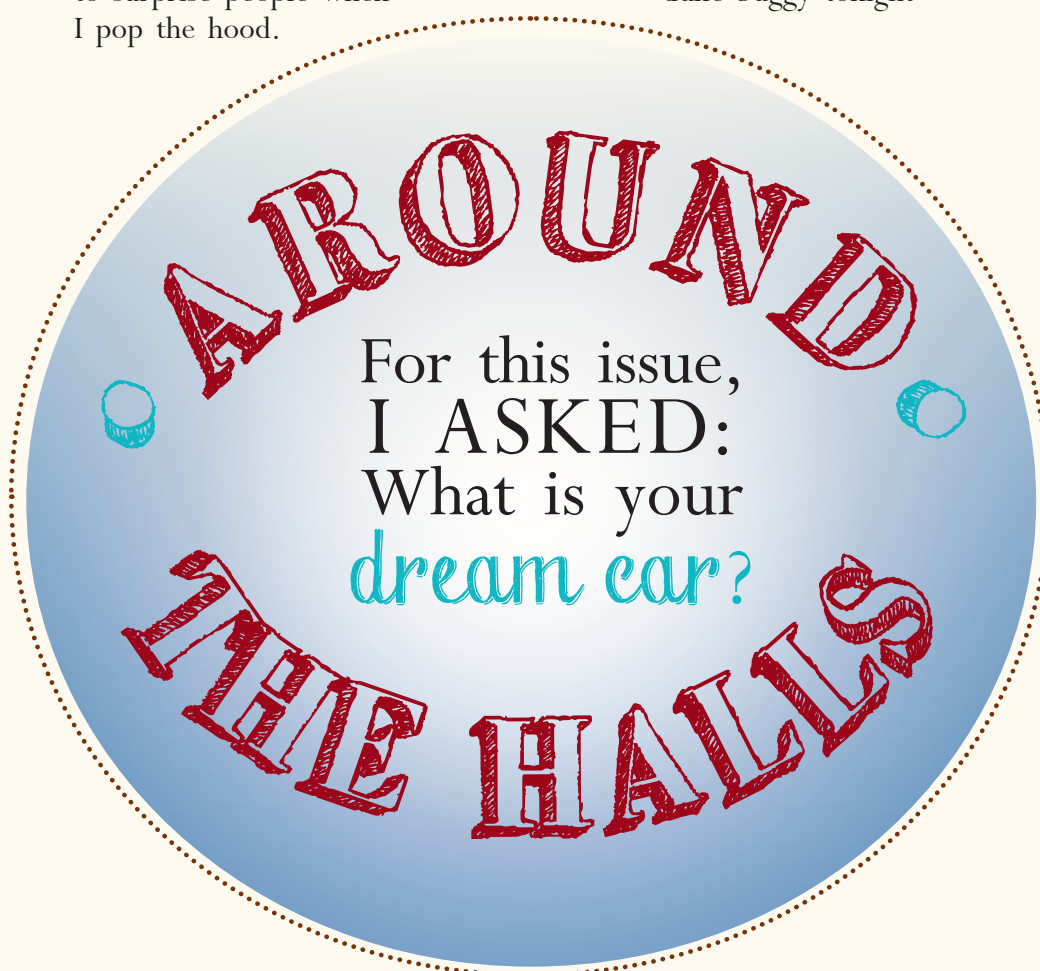
A dune buggy. I love the open air and driving on the beach, I'll be dreaming about that dune buggy tonight

**AIDAN MYSLIBORSKI**

A 1993 Dodge first generation diesel. I say that because that's my rig sitting in the parking lot.

**KYLE BURNS**

I want a neon green Lamborghini Gallardo. They are very expensive and I would love to have one, plus I will pick up all the chicks in a Lambo.

**LIAM ADIPIETRO**

I want the Pope mobile. I think it would be great to have because you can drive down the street while standing up and not get hit with bugs.

**MR. REARDON**

The ideal vehicle for me is a brand new Ford pickup truck, preferably a quad cab, dark in color, and a four wheel drive is a must. I like the truck because it is the most utilitarian vehicle. It would be great for hauling wood and tools and an occasional hay ride with the kids. I always like to say if you can't do it with a truck, it can't be done.

**MR. BRENNAN**

I would like an older, soft top Jeep Wrangler. I had a Wrangler as my first car, but it was a newer one. I would definitely prefer an older style, maybe an 80s. I like their simplicity and military style and would enjoy driving it on the beach.

**SRT. LEEVER**

A brand new Tesla SUV. I like Tesla because they are electric and I don't have to pay for gas. I also like the idea of forward thinking that comes with along with a electric car.

**SHAWNA GOODY**

You know me, I would have to go with a lifted Ford F250 pickup truck. It would have to have 44 inch mud bogglers on sexy blacked out rims, and a twin turbo diesel.

Superheroes save summer reading

BY LINDSEY GALLAGHER

You may have seen some teachers wearing “I teach. What’s your superpower?” tee shirts around the school, what you may not have known is that these shirts actually have a purpose.

On October 8th, elementary “superhero summer readers” participated in the first annual “Superhero Games,” an epic celebration of the elementary school’s summer reading efforts. In elementary school, summer reading is optional, so as a way to increase participation, the elementary teachers created the “Superhero Games,” which officially began last year when Iron Man and Captain America visited the elementary students during the end of the year ceremony. These superheroes delivered activity pages, bookmarks for coloring and setting goals, and stickers to get the kids excited for the games. Over the summer, students could read however many books they wanted, but based on their grade

level, if they read a certain number of books they were either a bronze, silver, or gold level reader. For the first and second graders, fifty books were required for gold, thirty-five for silver, and twenty-five for bronze. For the third and fourth grade, fifteen books were required for gold, ten for silver, and five for bronze. Finally, the fifth grade was required to read twelve books for gold, eight for silver, and five for bronze. Although the older kids had to read less books, the fourth and fifth graders also had a writing assignment to go along with their reading. Based on their level, students were then invited to participate October 8th in a certain amount of superhero challenge activities, while dressed as superheroes, put together by the physical education department.

The games kicked off after the entire elementary school piled into the gym, while superhero music was playing to pump up the eager superheroes sitting in the bleachers dressed as anyone from superwomen to spidermen. After a quick speech, the bronze, silver, and gold readers faced off in a test of strength: a tug-o-war battle. In a test of speed, fourth and fifth grade gold and silver readers faced off in a relay race. Then gold and sil-



From the Hulk to Spiderman, the gym was full of superheroes on October 8th. PHOTO BY KELLY COLLIGAN

ver readers from first through third grade raced. Next was a test of agility, which consisted of a three lap obstacle course that only the gold level readers could participate in. The course consisted of jumping, rolling, and running, which all the kids enjoyed. The final competition was limbo; a test of flexibility and focus.

Despite it being the first year, the “Superhero Games” had a very good result. A total of 41 students (about 50%) from the elementary school were a gold, silver, or bronze level reader. This is double the 25% that participated in summer reading last year. Looking back on the games, fourth and fifth grade social studies and literature teacher, Ms. Yirce said, it was a “great celebration of our dedicated readers.” Mrs. Knipfing, the second and third grade social studies and literature teacher said, it was “a lot of planning but it was executed well,” and because of

this, she is looking forward to next year. However, the teachers weren’t the only ones who had fun. Kaitlyn Gulluscio, a fourth grade gold level reader likes the “Superhero Games” because “I get to dress-up as a superhero on my birthday.” Many of the elementary schoolers took advantage of this opportunity to dress up, which made it very popular. Sophie Clark, a fourth grade gold level reader, said, that “it’s worth the reading” and she enjoyed it because “you get to do a lot of activities.” Abraham Roig, a first grader agreed, “it’s fun because I get to dress up.”

In their first year, the “Superhero Games” were a huge success. They not only gave the elementary schoolers a chance to have fun, but they encouraged reading, something that our generation often lacks interest in. The students can look forward to next year when the teachers will have a brand new theme to celebrate their reading efforts.



Superhero elementary schoolers testing their strength in a tug-o-war battle. PHOTO BY KELLY COLLIGAN

Trendsetting Tots

Shelter Island Elementary has some serious mini-fashion moments happening this fall! Check out this issue’s trendsetters.

ALL PHOTOS COURTESY OF LYNNE AND KELLY COLLIGAN.



Nathaniel Overstreet pulls off a fancy tie and a classy sweater vest for a nice back to school look.



Christian Madore pops a leg while rocking a classic nautical top.



Dulce Carbajol is wearing a hipster chic flower crown and a fashionable pink sweater.



Luca Jaffrineau pops his collar and shows off his soft warm sweater while getting ready to play some basketball.

Brennan's bringin' it

BY PETER KROPF

Shelter Island Secondary School has welcomed a new social studies teacher. His name: Sean Brennan. With the philosophy of “enjoying every day as much as possible,” Mr. Brennan will team up with another social studies teacher extraordinaire, Peter Miedema, to share his vast knowledge with students in grades 6 to 12. The Humanities Wing will be humming with history as these two instructors impart valuable lessons that will help kids in school and beyond.

Mr. Brennan knew teaching social studies was something he wanted to do as a career ever since he was in middle school. He loved the subject, his family members “often discussed history,” and he always liked his social studies teachers the most. His favorite period in history is the Civil War, which is why it isn’t surprising that his favorite historical figure is Abraham Lincoln. Mr. Brennan is “passionate” about what he teaches and tries to “bring that passion to the classroom” because he believes if “the students see that,” it can help them with the material.

The new social studies teacher was born right here on Long Island, in Medford, where he was raised until high school. Then he moved to Massapequa, completed high school (where he would graduate with 650 students), and moved

back to Medford. His childhood interests included music and sports. He would love to “listen to music and enjoyed going to concerts.” This is why Mr. Brennan found himself in his high school’s radio club. As for sports, he played baseball, football, lacrosse, and liked to skateboard. To further his education, the history buff attended the State University of New York at Farmingdale for two years to “get some general credits out of the way,” and then St. Joseph’s College in Patchogue. He found St. Joseph’s to be “a good fit” and had “older friends” who had gone there. This is where Mr. Brennan majored in history and education. He found both colleges were good values economically, and were in convenient locations for him. Before coming to Shelter Island to teach, Mr. Brennan was a substitute teacher for two years at Bayport-Blue Point High School, then a full-time history teacher for two years at Rockaway Park High School in New York City. Having attended and taught at much larger schools than ours, the social studies teacher notes that there are “positives and negatives” that come with all types of schools. He does add, though, that a major advantage of our school is that it can keep class sizes small, while “still giving the students plenty of options, such

as the Advanced Placement courses that are offered.”

As for his personal life, Mr. Brennan has a wife, Emily, who works for a bank; they are expecting their first child at the end of the year. He has two older brothers, Matthew and Billy. His parents “instilled a good work ethic” in them and were “supportive and focused on raising” them. When it comes to professional sports, Mr. Brennan roots for the New England Patriots and the New York Mets. As of press time, he is a very lucky man, as the Patriots are undefeated and the Mets are headed for the playoffs for the first time in nine years. He knows being a fan of those teams may make him “unpopular.” We can only imagine how much friendly back-and-forth bickering there is between he and Mr. Miedema, as the latter loves the New York Jets and the New York Yankees, both bitter rivals of Mr. Brennan’s favorite teams. The new social studies teacher’s favorite book is *The Lord of the Rings*. You would think his favorite movie would be the one that was based on his favorite book, but it isn’t, it’s “*The Godfather: Part II*.” Mr. Brennan states that the renowned film is “probably the only sequel that was ever just as good or better than the original.”



Photo by Richard Ruscica

His favorite genre of music is alternative rock, which is why he likes the band Brand New. After a long day of teaching, Mr. Brennan unwinds by watching some good television, and has always liked the shows “*Friday Night Lights*” and “*The Wire*.”

Mr. Brennan is a great guy and is enthusiastic about the subject he teaches. If you haven’t been able to talk with him in-depth yet, whether you are a teacher or student, you are missing out. Just

BRENNAN CONTINUED ON PAGE 9

Teaching, tennis and country line dancing

BY LINDSEY GALLAGHER

The school building didn’t change much over the summer, but if you have looked around you may have seen many new faces, one of those is Ms. Yirce, the new fourth and fifth grade literacy and social studies teacher.

Ms. Yirce grew up not far from the island in Ronkonkoma, where she attended the Connetquot School District from elementary school to high school. As a kid she was very studious and she loved to read. She enjoyed the outdoors and ran track until 5th grade, when an injury prevented her from running. However, this didn’t keep her from playing sports, she quickly picked up tennis and played through high school and college. She also loved to ride her bike, however “her neighborhood wasn’t quite as nice as Shelter Island.” Ms. Yirce admits she is “a big family person” and she would never turn down an offer to spend time with her family. She has two siblings, Lisa, her identical twin, and Michael, her younger brother. Lisa, who now lives in Manhattan, is Ms. Yirce’s best friend, despite the fact that they are opposites of each other. Her younger brother Michael has just graduated college.

After graduating from Connetquot School District, Ms. Yirce attended St. Joseph’s College where she earned her bachelor’s degree

in elementary education. She then went to C. W. Post, (the Long Island University campus), where she got her Master’s degree in literacy.

Teaching isn’t the only job Ms. Yirce has had. Before becoming a teacher, she volunteered at her local church, and it was here that she realized her love for helping children. During college, she also worked at a variety of craft stores, such as Frank’s Nursery and A.C. Moore, where she could get discounts on craft supplies, one of her many hobbies. Ms. Yirce’s first teaching position was in the Connetquot School District where she was a substitute and leave-replacement for seven years. She taught kindergarten and 2nd grade, 3rd and 4th grade, and 6th grade. She also went on to teach 5th grade math in Brooklyn before coming to Shelter Island. Ms. Yirce says she enjoys teaching because “I love getting to know the kids,” and “getting to share a part in their learning.” She also likes that teaching challenges her to keep learning. Along with all of this, she likes to “make a difference and watch them [the kids] grow.”

When she isn’t teaching, Ms. Yirce enjoys a variety of hobbies. She is still an avid fiction reader and tennis player. She enjoys paint-



Photo by Lindsey Gallagher

YIRCE CONTINUED ON PAGE 9

A minute with Mayo

BY MARGARET MICHALAK

After saying a heartfelt farewell to Senora Picozzi, Shelter Island is opening the door for new ESL teacher, Ms. Laura Mayo. Ms. Mayo is a local Long Islander who grew up in Babylon, New York. Ms. Mayo studied at the University of North Carolina, Wilmington, where



Photo by Margaret Michalak

she earned her degree in Spanish Education. Her passion for teaching was driven by her parents, who are both teachers. “I remember my parents always saying how much they loved their jobs and how I would make a great teacher some day.” She continues, “Similar to cases on Shelter Island, my dad was my teacher, and my mom was my volleyball coach.” What many don’t know is Ms. Mayo has a love for sports. “People don’t normally peg me as the sporty type, but I love to get involved,” she says. “Volleyball was probably my favorite in high school.” In addition, Ms. Mayo participated on the swim and basketball teams. On the weekends, when she’s not watching her favorite show “*Modern Family*” or reading her favorite book series “*Harry Potter*,” Ms. Mayo makes trips from Mattituck to Babylon to visit her family.

Following her college graduation, Ms. Mayo landed a job in Lindenhurst, where

she stayed for two years before traveling to Costa Rica to teach English to young children. She described this experience as “extremely unique.” Ms. Mayo explained that she taught in a bamboo structure of three rooms packed with 35 first and third graders. In addition to the children, it was not a surprise to see some of Costa Rica’s indigenous animals join the classroom for a lesson. “Sometimes we would have to stop class because a monkey or an iguana would stroll through the class,” she explains, with a laugh. The school’s playground was much different from the one we’re so fortunate to have here on Shelter Island. This one was just a cement slab with some tires and tubes to play on. However, similarly to Shelter Island, this Costa Rican town was a huge tourist attraction. Ms. Mayo shares, “People would wander through the school grounds and take photos of the school.”

After two years, Ms. Mayo returned home and landed back in her alma mater, Babylon High School, where she taught for a few years. When she heard news of the Shelter Island job opening she “couldn’t apply fast enough.” Her typical day here at school consists of teaching various ESL classes per day and Spanish 1A. She likes the fact that the island is quaint, and how “everyone seems to know each other.” Her commute from Mattituck is “a very beautiful one” and “very pretty riding a ferry to work everyday.” Getting acclimated to Shelter Island hasn’t been a challenge for Ms. Mayo. “Mr. Knifing has been especially helpful to me because we share a classroom,” she says. Ms. Mayo seems like a great addition to the Shelter Island community and we all look forward to what she has to offer!

Getting to know Rodrigo

BY JUSTINE KAREN

Due to the small size of our school, it is nearly impossible for you not to have noticed the two newest faces in the high school this year. For the first time in a few years, Shelter Island is the temporary home to two foreign exchange students. The two students in question are 11th graders Rodrigo Barros and Chanin Inturam.

Rodrigo comes to us all the way from San Paulo, Brazil, a place that he describes as being a very large city full of life and tall buildings. The transition from city life to life in the small town of an entirely different country is undoubtedly strange, but Rodrigo does not seem to be having a difficult time adjusting. "The thing that I probably miss the most is hearing the cars at night," he laughs, "I know that probably sounds strange."

Rodrigo's family back home is composed of his parents, a younger sister, and a dog. He describes them as being a very supportive family, always wanting him "to be [himself]" and "go out and travel." When asked who he misses most from back home, Rodrigo goes back and forth, debating a bit between his little sister and his dog, before settling on his dog. Unlike his sister, he is unable to speak to and check in with his dog.

His temporary home here is that of Father Charles McCarron. He and Chanin are both staying with Father McCarron, who is,

as some islanders know, the pastor at St. Mary's Church.

It is no doubt intimidating to stay in the home of a man you had never met before in a country that is not your own, but it seems to have worked out well in this instance. Rodrigo describes Father McCarron as being "really, really nice" and is so far enjoying the current setup and his time here on Shelter Island. This is not, however, Rodrigo's first trip to the states. In fact, he has visited three times before—"twice to Disney World and once to New York City."

Shockingly, (or at least shocking to American students), Brazilian schools don't usually have study halls. Marine Science is another slightly different class than what you might find in the average Brazilian high school. Most of the schools that Rodrigo is familiar with in Brazil have curriculums mostly centered around the core subjects, (in Rodrigo's case—physics, chemistry, biology, geography, etc.) He lists some of the electives that Shelter Island offers such as General music, Gothic Romance, Forensics, and a few others as classes



Photo by Justine Karen

that would probably not be found in Brazil. "Marine Science is my favorite," Rodrigo says, explaining that he really has an interest in science and is getting along quite well in that class in particular. Other interests of Rodrigo's include acting and Taekwondo (in which he is a black belt.)

As for what he hopes to gain from his year here, he says, "I would like to learn some more about American culture, and show the people here a little bit of what Brazil's culture is." Rodrigo seems to be off to a pretty good start regarding achieving this goal. So far he has been able to make some friends here and is "really starting to feel like part of the group." Rodrigo describes the people that he meets here as different than that those he knows in Brazil, but goes on to say that the student body seems to be quite nice and has so far been relatively welcoming to him. This is a trend that hopefully continues for the rest of the school year, making this over all experience a positive one for Rodrigo.

Home sweet home

BY TRISTAN WISSEMAN

After a short stint on the mainland, returning sophomore Luke Gilpin has been reunited with the class he entered first grade with nine years ago. Some may think that coming back to Shelter Island for high school after a few years out of the loop could be a tough transition, but for Luke, a Shelter Island boy from the very beginning, he claims "it was like I never left."

In the middle of seventh grade, Luke moved with his mother to Stony Brook and then went to the Stony Brook School. While at the prep school, Luke said he was pushed academically with a lot of hard work and incredibly detailed assignments. "That didn't bother me," said the confident sophomore. "But what did, was the social aspect of things." Luke described that there was very little down time and he did not



Photo by Tristan Wissemann

have the chance to get to know people at the Stony Brook School the way he would have liked to, which made his social life while off the island not the way he had pictured it. Now that he is back, Luke is determined to make the last three years of his island high school experience worthwhile. He plans on doing this in three important ways: "1) to keep my grades consistently high and to take as many science-based classes as possible, 2) to create a much better social life than what I had in Stony Brook, and 3) to not just play a lot of basketball, but to work hard and excel in the sport."

Another benefit of life back on the island is Luke is once again back in the same town with his father, whom he missed dearly. Being back in his childhood home, with both of his parents local is a refreshing experience for Luke. "It's really nice to have my family back together in the same spot. It was especially hard to see my dad while I was in Stony Brook and it means a lot to be back and interacting with him, not just every other week or so." After his remaining years at SIHS, Luke plans on going on to college and studying sports medicine, so he can help injured athletes get back to the sports they love to play. But, before he crosses that bridge, he'll have to live with the ferry as he enjoys his last years on the island. When asked about his first day back at the school he grew to love before leaving, he replied it was "like seeing lost relatives, especially because everyone is so closely knit." While always being a family-oriented person, Luke is thrilled to be back with another family, outside of his mother and father; the extended school family of his peers from the class of 2018. Which is a good thing, because Luke says he just "couldn't imagine high school graduation without them."

Meet Chanin Inturam

BY JUSTINE KAREN

Chanin Inturam comes to us from Bangkok, Thailand. Being such a vibrant and large city in Asia, Bangkok has little in common with our peaceful, small town island. But other than



Photo by Justine Karen

a prolonged battle with jet lag, Chanin seems to be adjusting to life on the island fairly well. He, like Rodrigo, is staying at the McCarron residence

for the year while he is here. Chanin left behind his mother, his father, his sister, and his grandmother in Thailand. The Inturam family shares what Chanin describes as being, "very close to him." He goes on to say that they are the people that he probably misses the most since coming here. "We talk every night," he explains.

Back in Thailand, Chanin recently won an award at school for making a movie. He also happens to be the president of the photography club at his school in Thailand. School is another thing that Chanin misses especially about Thailand. His house, he says, is quite close to the school and he has "lots of friends" whom he misses as well.

Chanin's school offers a choice for the students interested in participating in an exchange program. The students get to choose between spending a year

in either Japan or America. Chanin chose to come to America in hopes of "improving his English and learning more about the culture." This is Chanin's first time in the United States, everything is new for him here, so he will have plenty to observe and learn from.

Chanin's classes and overall schedule have not changed much coming to Shelter Island from Bangkok. "My favorite classes are home systems and general music," he says. Regrettably, since coming to SIHS, Chanin has had to put a hold on his competitive swimming career, but he has opted to join the cross country team as an alternative. Chanin's main goals are to "really work on improving [his] English throughout this year" and "make new friends to gain as much insight as possible into true American culture."

BRENNAN FROM PAGE 8

interviewing him was a pleasure, and, as a senior, I'm disappointed that I'll only be a student of his for six months. Mr. Brennan's hiring definitely bodes well for the future of social studies at Shelter Island Secondary School.

YIRCE FROM PAGE 8

ing, watching TV, (what she calls "her guilty pleasure"), and country line dancing. She also likes watching football, but this is "only a pastime." Ms. Yirce currently lives in Mattituck with Spanish teacher Ms. Mayo. Even though every morning she has a forty-five minute commute, she doesn't mind, she "loves the scenery" which is much different from the "sidewalks and tall buildings of Brooklyn." She enjoys the beautiful island sunrises and the ferry ride, something I'm sure most of us don't appreciate. Ms. Yirce says that she "loves to travel" and she especially enjoys Nashville, Tennessee, however she has never travelled outside of the country, but when she

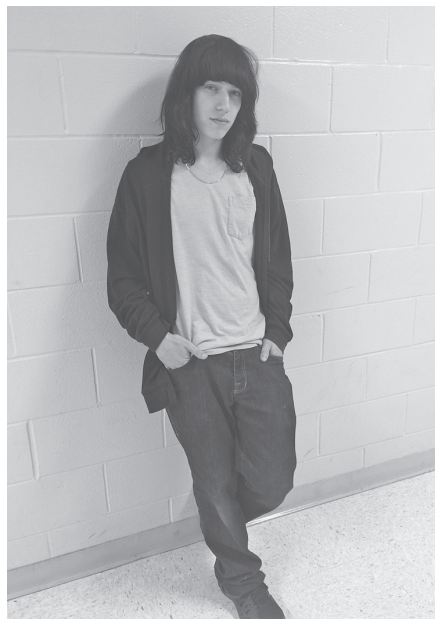
gets the chance to, she would go to Italy. So far, the island has been a great place for Ms. Yirce because she loves the family feel, and has noticed that, "everybody helps everyone else." She says, "I was very impressed by the back to school barbeque."

Ms. Yirce has many goals for the school year. She "wants to make sure the 5th grade is ready for secondary school," but also that they have a "memorable last year in elementary school." For all her other students she wants to "help them learn to love reading," just like she does. Ms. Yirce is eager to have a great year and to all students she says, "my door is always open if anyone needs help."

The young man from Michigan

BY PETER KROPF

Shelter Island High School has welcomed a few new students this year; sophomore Darien Hunter is one of them. Born and raised in Marquette, Michigan, Darien is ad-



justing to Shelter Island, a place that he says “is a lot emptier and hotter” than his old town. Staying on the topic of weather, the sophomore informs us that “rain or snow” was pretty much the only thing you’d see in Michigan, and that the sun was rarely shining. He says that “everyone here seems nice” and that the community is a “close” one, probably because “everybody’s been together since preschool.” Darien does note, though, that the “genders mixed easily” back in Marquette, unlike here, where the boys and girls usually separate and sit on opposite sides of the room. He came here because he thought the town would be a “nice fit” for him. The 10th grader attended multiple schools before coming to the isle, several of which had a “relaxed” atmosphere with a “focus on conversation and debate,” and less of an emphasis on actual “schoolwork.”

It hasn’t taken Darien long to enjoy what Shelter Island School has to offer, as he is already running

on the cross-country team, and only weeks into school, has favorite classes. They include British Literature with Mr. Bocca and Business and Finance with Mr. Theinert. Darien finds the “discussion” aspect of British Literature fascinating, while he loves the “freedom” he experiences in Business and Finance.

The sophomore’s interests are “music, martial arts, gaming, art, running, and fencing.” You may ask how he continues to pursue hobbies such as martial arts, some of which he has won awards in, when there aren’t many places to practice those activities on the east end of Long Island. His answer: “It’s pretty difficult, but I can still practice martial arts on Sundays, by doing a standard martial arts setup.” Darien enjoys all types of music, but he loves punk rock because he finds it “more complex and more enjoyable” than other music genres. The 10th grader’s passion for music has given him valuable life experiences that many teenagers-and even adults-don’t ever

get to have. Besides playing the bass guitar in numerous clubs, Darien has served as the assistant director for the 501(C3) nonprofit organization Music For All Kids (MFAK), which he lists as one of his “most notable accomplishments.” He even played in a band named Colors of Coma, in which there was one bassist (himself), two guitarists, a keyboardist, and a drummer. His time spent with people has spurred a career interest in “government or youth psychology,” areas in which he would “deal with people who have mental and social issues.” You can catch the sophomore reading *The 48 Laws of Power*, a book “heavy in psychology,” which corresponds with the career area he is looking into.

Darien’s wide array of hobbies and interests makes him a wonderful addition to our school. If anything, his experiences teach us to keep an open mind, to help others, and to combine our passions with our work, so a job doesn’t really have to be a job. Welcome, Darien!

Brand new to the Board of Education

BY JUSTINE KAREN

The Board of Education is one of the forces that keeps our school functional on a day to day basis. They oversee educational programs and review and hire those who teach us. As a driving force in our education, the board and its members are something that all Shelter Island students should be aware of. Recently, the Board has undergone some changes. It has welcomed new members and deeply rooted Shelter Island residents, Susan Binder (S.I. resident for 23 years) and Kathleen Lynch (S.I. resident for 11 years) to its exclusive ranks.

The names Susan Binder and Kathleen Lynch no doubt are familiar to the majority of Shelter Island students. Mrs. Binder’s three children, Doug, Katy, and Charlie all attended Shelter Island School. Ms. Lynch (known to some as “Yah-Yah”) has a stepdaughter, Emily, who is currently a senior at SIHS and two godsons in the 8th and 5th grades. Both ladies come to the Board with a great deal of experience working with and in the school itself. Ms. Lynch has been a substitute teacher, a volunteer elementary Spanish teacher, and a PTSA member. Mrs. Binder has been a substitute teacher, PTSA member, PTSA president, Shelter Island Education Foundation board member, and stage manager for our school plays. Though they each have been involved parents in the school community before, both ladies cite their hope to impact the educational process for enrolled students of

all ages as a fundamental reason behind their joining the board.

Mrs. Binder believes “part of living in a small community is stepping up and volunteering when a job needs to be done.” She continues, “besides, I love our school and want it be the best it can be for the kids on our island.” Though Mrs. Binder has yet to pinpoint what programs she has her sights set on improving or adding to at S.I.S., she is in the process of investigating and wants everyone to know that she is “open to student and teacher-staff suggestions.” What is quite clear at the moment is that Mrs. Binder wants “students to keep learning how to be creative and critical thinkers.”

Ms. Lynch has quite a few ambitions for projects in the months to come. Saying that she “would love to see every program enhanced.” Ms. Lynch feels especially strongly about improving athletic teams and their members access to indoor practice space, so that “our cross country team doesn’t necessarily have to run the hallways and the cheerleaders don’t sometimes have to have to train in the lobby.” However, her ideas and plans for the future are not exclusive to benefiting students involved in school sports. Foreign languages are also a hot topic. Ms. Lynch both hopes to increase the amount of foreign languages offered to the students, as well as work to break down the language barrier between the school, its officials, and the families of

ELL/ENL students. Ms. Lynch feels passionately about not only adding to the courses available, but to how they might be taught. She imagines and describes what she calls “A more ‘out of the seat’ learning experience.” For instance, more frequent trips to places like New York City, learning how to get there and what life there is truly like, not what it is portrayed to be on T.V, or what we assume it is based upon information gathered at highly popular tourist destinations. “Every subject at any grade level could be learned on the streets on NYC,” she explains.

A goal shared by these two women is to keep faculty and staff members content and inspired, and for faculty and staff to understand how valued they all are in their jobs. Education, of course, begins with the educators and securing the happiness of said educators can have only positive outcomes in the long run. Ms. Lynch urges faculty/staff members to reach out to her with their suggestions, saying, “We’ve got some really devoted and talented people working here. I’d love to hear from them what it would take to help them energized.”

Understandably, new positions such as these have the potential to be intimidating. There are always millions of different plausible outcomes leading, inevitably, to uncertainty and stress. As Mrs. Binder explains, “Whenever I start something new, I am always a bit intimidated. Will I do a good job? Do I know enough? Luckily, with each



Photo courtesy of Kathy Lynch
New School Board member Kathy Lynch



Susan Binder, new Board of Education member.

meeting and a better understanding of my job on the Board, the intimidation factor lessens.” It is fair to say that these women have their work cut out for them working toward their goals for the future. However, if past performance is any hint at what the future holds, the Shelter Island community is very fortunate to have these two successful and motivated additions to our Board of Education.

Hot apps



PHHHOTO

This App is H-H-H-O-T! “Phhhoto” allows you to make GIFs (moving pictures) and then let’s you share them with the world. The app takes multiple pictures rapidly and combines them into one little moving GIF. This app is for people who are into photography. “Phhhoto” gives you a new filter every day to use, which can really rake in the “likes.” You can #wow to try get on a page that is similar to the explore page on “Instagram,” but only if your “Phhhoto” is wow-worthy. I recommend this app to everyone because of its different spin on taking posting pictures. “The quidditch team.” “My classes.”



WAZE

Think of “Waze” as “Mapquest” on steroids. This app has so many “waze” of helping you get from point A to point B. “Waze” will show you the nearest, cheapest gas stations, it updates with real-time traffic issues and auto-adjusts your route, and saves your daily commute. The controversial part of the app is it that it alerts drivers to speed traps, even specifying how visible police cars are from the

road. “Waze” keeps track of how many miles you travel and will let you earn points the more miles you drive to unlock additional features on the app. I highly recommend this app to anyone who has a commute to work or is planning a road trip.



VSCO CAM

“VSCO Cam” is for people who are artsy. This app is another picture taking app, but what separates it from the others is the abundance of filters available. This app is not about posting pictures for social media exposure or racking up the “likes,” and users cannot comment on each other’s photos. It is more about the art of photo editing. For this app, I believe a selfie stick is a must to really up your game. If you have a genuine interest in photography and enjoy editing photos, check out “VSCO Cam.”



DUBSMASH

“DubsMash” is an app that allows you to record yourself and your friends lip syncing to your favorite “Vine” or song. Each “dub” is only 10 seconds long making them a fun and surprising message to send to friends. This app has become a favorite among celebs such as, Cara Delevingne. I recommend this app to people looking to change up their social media game; as “dubs” make very funny Instagram and Twitter posts.



POCKET

“Pocket” is an extremely useful app that allows you to save articles, videos, and pictures that you find on the web, or even on your favorite social media website. This revolutionary app takes away the stress of how to save long articles or your favorite videos online. No more cutting and pasting when you have “Pocket”! You can even save your favorite stuff while you are offline! After you save, you can go back into documents and highlight the most important or most relevant information in your saved inbox. I recommend this app to save all kinds of media: from research paper materials, to videos, to pictures seen on social media.

Hot movies

THE HUNGER GAMES: MOCKINGJAY PART TWO

Released: November 20, 2015
Rated: PG-13

Category: Adventure, Science Fiction
Starring: Jennifer Lawrence, Josh Hutcherson, Elizabeth Banks, Liam Hemsworth, Sam Claflin, Wilson Harrelson, and Donald Sutherland
Calling all Katniss fans; she’s back! This time, the Nation of Panem is in a full scale war. Katniss confronts President Snow in a final showdown. Teamed with a group of friends, including Gale, Finnick, and Peeta, Katniss goes on a mission with the unit from District 13 as they risk their lives to liberate the citizens of Panem, and attempt to assassinate President Snow, who has become obsessed with the idea of destroying her. The obstacles Katniss and her crew have to face now seem much worse than any arena they faced in The Hunger Games.

MACBETH

Released: December 4, 2015
Rated: Unrated
Category: Drama
Starring: Michael Fassbender, Marion Cotillard, Sean Harris, Elizabeth Debicki, and Jack Reynor
Macbeth is the story of a fearless warrior and inspiring leader destroyed by his own ambition and desire. If have taken British Literature in 10th grade, you remember Macbeth and his insatiable thirst for power. This screen adaptation looks amazing and is

described as “dark” and “thrilling” by critics. Do I smell a field trip?

VICTOR FRANKENSTEIN

“Release Date: November 25, 2015
Rated: PG-13
Category: Horror/ Sci-Fi
Starring: Daniel Radcliffe, James McAvoy, Charles Dance, Jessica Brown Findlay, and Andrew Scott
Told from Igor’s perspective, we see the troubled young assistant’s dark origins, his friendship with the young medical student, Viktor Von Frankenstein, and become eyewitnesses to the emergence of how Frankenstein became the man we’ve come to know today. An interesting shift in point of view for a classic work.

JOY

Release Date: December 25, 2015
Rated: Unrated
Category: Comedy/Drama
Starring: Jennifer Lawrence, Bradley Cooper, Robert De Niro, Dasha Polaco, Edgar Ramirez
Joy is the wild story of a family, spanning four generations. It centers on the girl who is the founder of a business dynasty and becomes a boss in her own right. Betrayal, treachery, the loss of innocence, and the scars of love collide in this intense emotional comedy about becoming the true leader of a family. Allies become enemies and enemies become allies, both inside and outside the family.

Fall trends

Need help deciding what to wear this fall? Take my advice below and you’ll be bound to have a great season this year!

JOGGERS:

Fall into the fall trend this season with some comfy, yet cute skinny sweats! Perfect cure for those dreary Wednesdays.

FLOWER FLOW PANTS:

Most people think that the floral pattern is only spring attire, but little do they know that flower flow pants are the must haves this fall! Get yourself a cute pattern with different shades of fall colors, skinny or flowy, you decide!

FRINGE:

Get freaky with fringe! This season fringe is a huge hit. Whether it be skirts, or shirts, you name it!

VESTS:

Cute and comfortable, the perfect duo! Layer it over a cozy sweater and you’re set!

MOCCASINS:

Everyone loves when their toes are nice and warm. So why not keep ‘em warm this season with moccasins? The lovely shoes are a must have this fall.

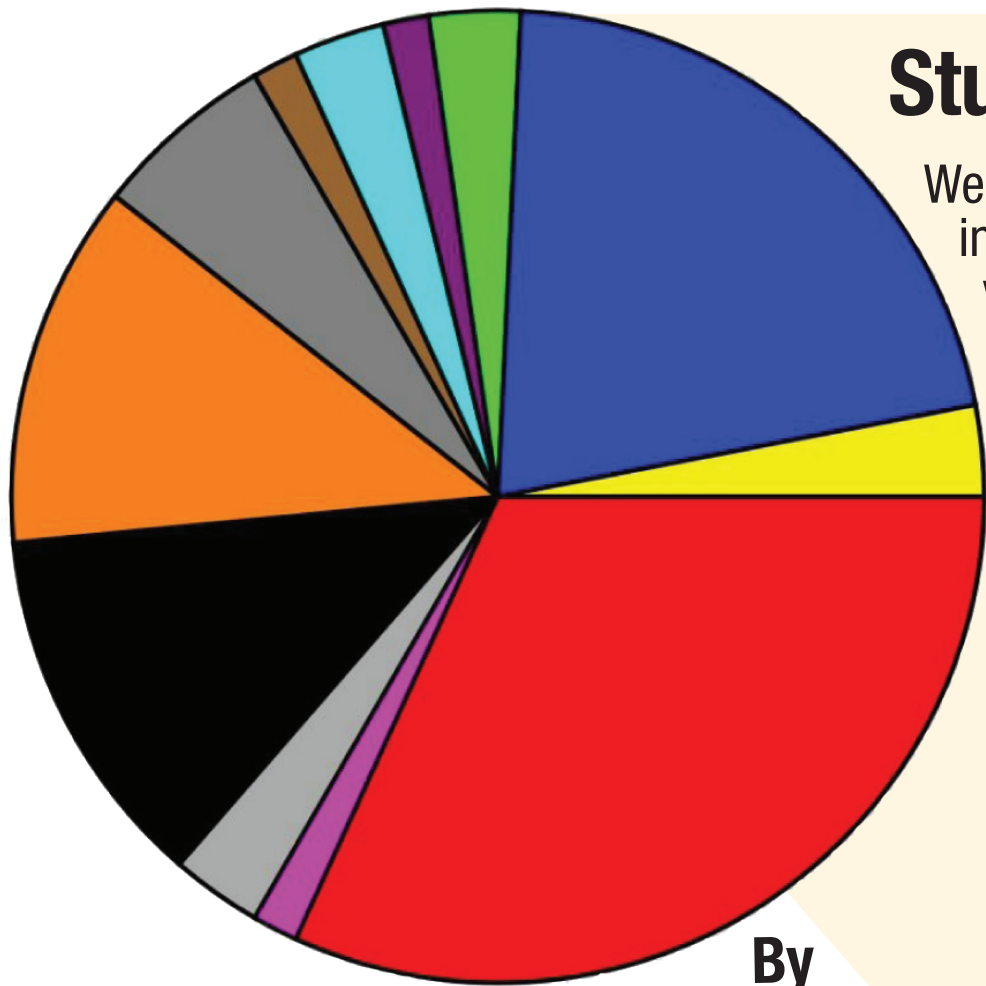
FLARE JEANS:

Flare jeans are making a comeback! The once ‘hippie’ look now doubles as a stylish alternative to your skinny jeans. Change it up this season and grab yourself a nice pair!

MAXI SKIRTS:

Tired of being cold on those dress up days? Not anymore! Maxi skirts are perfect because not only are they super fashionable, but they also keep you warm on those cold November mornings. Look cute and stay warm this season and add a maxi skirt to your wardrobe!





By
Nico
Seddio

Student Election

We asked SIHS students: “If you were to cast your vote in the 2016 presidential election, who would get your vote?” Here are the surprising results...

■	Donald Trump	21
■	Marco Rubio	1
■	Ben Carson	2
■	Joe Biden	8
■	Hillary Clinton	8
■	Jeb Bush	4
■	Carly Fiorina	1
■	Kanye West	2
■	Chris Christie	1
■	Mike Huckabee	2
■	Bernie Sanders	14
■	John Cena	2

Presidential Candidates

The 2016 election is already taking shape. Do you know the candidates? Check out this roundup to get “in the know.”

REPUBLICAN CANDIDATES

DONALD TRUMP

Age: 69

Home State: New York

Relevant Experience: Chairman and president of the Trump Organization, founder of Trump Entertainment Resorts

Major Political Stances of Interest:

Advocate for tax reform (cutting taxes)
Believes marriage should stay between man and woman (gay marriage should be decided by the states)
Fiscal Conservative
Favors replacing Affordable Care Act
Emphasizes border control in the South (he believes a wall should be built between Mexico and the U.S.)

CHRIS CHRISTIE

Age: 53

Home State: New Jersey

Relevant Experience: Member of the Morris County Board of Chosen Freeholders, U.S. Attorney for the District of New Jersey, 55th Governor of New Jersey
Major Political Stances of Interest:
Advocate of tax reform
Pro-life on abortion
Opposes same sex marriage
Advocates environmental activism
Signed NJ onto Common Core but now regrets it

RAND PAUL

Age: 52

Home State: Pennsylvania

Relevant Experience: United States Senator from Kentucky

Major Political Stances of Interest:

Cut taxes for everyone--rich and poor
Primary function of Federal Government is national security
Gun rights advocate
Supports a legal immigration system
Advocates expanding personal liberties and limiting the role of government

BEN CARSON

Age: 64

Home State: Michigan

Relevant Experience: Journalist, Neurosurgeon (first surgeon to separate conjoined twins successfully), Philanthropist
Major Political Stances of Interest:
Advocates wholesale tax reform
Supports gay rights, but not same sex marriage
Marijuana for medical use only
Proposes a covert program to spy on government workers to make them work harder
Pro-choice (but only up to 20 weeks of pregnancy)

CARLY FIORINA

Age: 61

Home State: Virginia

Relevant Experience: Former CEO at Lucent Technologies, currently chairs the nonprofit philanthropic organization Good360
Major Political Stances of Interest:

Pro-choice (but only up to 20 weeks of pregnancy)
Opposes same sex marriage
Repeal ObamaCare
Advocate for immigration reform
Advocate for tax reform

MARCO RUBIO

Age: 44

Home State: Florida

Relevant Experience: Member of the Florida House of Representatives from the 111th district, Speaker of the Florida House of Representatives, United States Senator from Florida
Major Political Stances of Interest:
Pro-life
Doesn't think equal pay for women is necessary
Opposes marijuana legalization
Opposes same sex marriage
Asserts outdated tax code encourages outsourcing jobs

DEMOCRATIC CANDIDATES

HILLARY CLINTON

Age: 67

Home State: Illinois

Relevant Experience: First Lady of Arkansas, First Lady of the United States, United States Senator from New York, 67th United States Secretary of State
Major Political Stances of Interest:
Immigrants keep America young and dynamic
Pro Choice
Women in Public Service Project: 50% of of-

ficials by 2050

Black lives matter: inequality is not inevitable
Supports gay marriage

BERNIE SANDERS

Age: 74

Home State: Vermont

Relevant Experience: Mayor of Burlington, Member of the U.S. House of Representatives from Vermont's At-large District, Chairman of the Senate Committee on Veterans' Affairs, United States Senator from Vermont
Major Political Stances of Interest:
Racial Justice
Advocates for women's rights
Advocate for creating decent paying jobs
Wealth and income inequality is a primary concern
Proposes a fair and humane immigration policy

MARTIN O'MALLEY

Age: 52

Home State: Maryland

Relevant Experience: 47th Mayor of Baltimore, 61st Governor of Maryland
Major Political Stances of Interest:
Pro-life
Pro gay marriage
Proposes a comprehensive reform to bring 11 million out of the shadows (immigrants)
Advocates a raise in minimum wage
Believes America should move from welfare to work

By Kenna
McCarthy