



## THE INLET

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SHELTER ISLAND SCHOOL

December 2016

# NURSE MARY'S SAVE

BY LUCAS QUIGLEY-DUNNING

As everyone in school knows, Nurse Mary is the best person to come to with any type of physical ailment, ranging from a loose tooth to a concussion. Students see Nurse Mary during the day to take medicine, get a band aid, ice an ankle, or sometimes just to talk. And, let's not forget about Nurse Mary's cough drop stash. Nurse Mary is so good at what she does here for us in school, and outside of school she has cared for scores of community members as a volunteer Shelter Island EMT (Emergency Medical Technician). In fact, Nurse Mary received the highest honor of EMT of the year for 2015. Here at school, we know Nurse Mary is indispensable, but to one very lucky islander, Nurse Mary's recent assistance was literally the difference between life and death.

Nurse Mary was surprised to find that news of her save had reached The Inlet and asked right away, "How did you hear about this?" After I explained the information had gotten to Inlet advisor, Mrs. Treharne, Nurse Mary explained that discussing her most recent "save" is a little tricky: "There's something called HIPAA, which is the Health Information Privacy Act and it means you're not supposed to talk about people and say 'oh he's got that' or 'she's got this.'"

So I can't disclose who the person is [that I assisted], and I can't say anything that could point to that person, like an easy identifier." With this understood, Nurse Mary shared what she could.

Following an average school day, Nurse Mary's EMS radio went off and alerted that a man needed assistance with a laceration to his hand. (He had been washing a ceramic bowl in the sink and it cut his hand when it broke and he tried to catch it.) The man lives nearby Nurse Mary, so she decided to quickly drive over to ascertain whether the man might need stitches, as is the routine treatment for a routine laceration. Nurse Mary came to find out quite quickly, this man's laceration was anything but routine. Upon getting to the address, Nurse Mary, "saw the man come running out of his house. He was holding his hand and blood was streaming out," she explained. "He was as white as a sheet and covered with sweat and I had not even pulled in his driveway. He was getting ready to pass out," she said. Thinking fast, Nurse Mary opened the trunk of her Volkswagen Bug because she knew she didn't have the time to find a chair and his wound needed to be assessed immediately. "In the meantime," Nurse Mary

continued, "my phone is ringing in the car and the car is still running because I didn't even want to stop to turn it off, I was so scared. The guy still looked like he was going to pass out and I realized that when I had called for help to come quickly, my radio was still on the school channel, not the ambulance channel." Nurse Mary quickly switched channels and could hear other EMTs casually saying, "I'm just going to head to the barn." She realized that no one was coming and she needed someone "right now" or the guy was going to "bleed out." She then quickly grabbed her blood pressure cuff out of her bag and "blew it up to form a tourniquet with it." After securing the tourniquet, Nurse Mary's phone rang again, she saw it was her husband Mark (also an EMT), so she picked it up and screamed, "There's a call by our house. I'M HERE!!! COME HERE RIGHT NOW!!!!" It became apparent that the man's wound was "an arterial bleed," which means according to Nurse Mary "that every time your heart beats, blood will spurt out and your heart will just keep doing that until there's no more blood." Luckily, another person arrived on scene before the ambulance did and he "put on gloves and just put his big hands over my hands" and held the man's wound

tightly "to try to stop the bleeding." The ambulance soon arrived and rushed him to the hospital where he "ended up being okay."

This was a stressful event for all involved. Nurse Mary admits she was "very nervous, but as a nurse you have to stay calm so that everyone else stays calm. You say things that you hear in the movies like 'stay with me' or 'what's the name of your dog?' but I thought if someone doesn't come soon, he's going to go. I was really scared he was going to die," she said. She continued, "he did all the right things, especially calling 911. After he called, he even ran out to see if he could find someone in the street. His wife said his house looked like a murder scene." Nurse Mary is thankful she was so close by and that she did not hesitate. "What's really scary to me is that sometimes a call comes out and I do something and don't go that very second, like let the dogs in. If I had taken another minute or two minutes, or if he lived far away, he could have been dead. I could have pulled up and just found him there." Thankfully for him, Nurse Mary didn't hesitate.

## WORK, WORK, WORK, WORK, WORK

BY MADI HALLMAN

As young children, we often were asked the seemingly simple question, "What do you want to be when you grow up?" When we were little, the answers were easy. A pop star, an astronaut, a queen or a king. Our childhood imaginations didn't even hesitate, our little minds were easily made up. However, at some point, reality crept in and we realized royalty might not actually be in our future. As high school passes and college approaches, students need to consider college majors, courses of study, and career possibilities. This can be more than a little overwhelming. Mrs. Tuthill and Job Shadow Day to the rescue!

This year was the second annual Job Shadow Day for Shelter Island juniors helmed by our high school guidance counselor, Mrs. Martha Tuthill. "My aspiration for this program was to allow students to explore a day in the life of whatever career they were interested in, to gain information to help them with the profession, and assist them make an informed career decision when selecting colleges," Mrs. Tuthill shared.

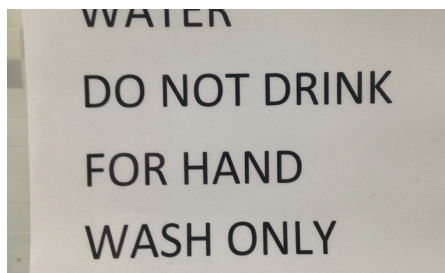
Shelter Island High School is a member of the North Fork Business Advisory Group, which allows us several opportunities to participate in. So, Mrs. Tuthill was able to "match up" several students specifically with a profession or career program of

their interest. Mrs. Tuthill added, "I began looking for suitable businesses on the island first, although if they were not available and/or suitable for the student, then I went to the Business Advisory [Group]." Mrs. Tuthill proudly stated, "most businesses were more than happy to assist our school!"

16 of 21 Shelter Island School juniors partook in Job Shadow Day. Students actively participated in professional careers ranging from journalism, medical practices such as physical therapy, veterinary, and nursing, to law enforcement, and more. Current junior, Lindsey Gallagher, shadowed Julie Lane and the other staff at the Shelter Island Reporter office in hopes of expanding her interest and knowledge of writing for print. Lindsey shared, "I was shocked and in awe at the precise deadlines, especially how little time they have to make a full paper--that's thirty plus pages in one week." Lindsey enthusiastically added, "one of my suggested edits even made it to the final paper!"

Former S.I.H.S. junior Logan Librett, who hopes to pursue a career in video game design, shadowed our very own school technology technician, Mr. Jeremy

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### WHAT'S UP WITH OUR WATER?

What gives with our S.I. School water? Read inside for the details!  
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### BLOCK ISLAND ADVENTURE

From one island to another! Find out all about the hijinks that occurred on this year's seventh grade bike trip to Block Island!  
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### IT'S JUST A BUNCH OF HOCUS POCUS

What does Shelter Island School do for Halloween? Read inside for more about this year's revamped "Anything Goes!"  
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PHOTO BY MARTHA TUTHILL  
SHELTER ISLAND, GREENPORT, AND SOUTHDOLD STUDENTS PARTICIPATE IN JOB SHADOW DAY AT EASTERN LONG ISLAND HOSPITAL.



## THE CHALLENGE OF CHANGE

BY LINDSEY GALLAGHER

Change. Quite possibly one of the scariest things humans ever have to do. Trying out a new sport, a new job, or simply changing your diet can all seem like daunting tasks—but why? Why is change so terrifying? And why are we so reluctant to change?

Well, as humans we tend to like routine. We find a certain way to do something, and after doing it for a prolonged period of time, it seems like the only way to do something. Even more so, the way that we do things begins to seem like the proper means by which they should be done, and straying from this can be seen as “the wrong way.” One of the biggest problems that humans have with change is this “change is bad” mentality. More often than not, change means uncertainty, and with this, people usually feel a loss of control, which understandably can be unsettling. A lot of time, change is accompanied by other consequences. You get a promotion at work, and suddenly your coworkers look at you with envy, while you expected them to look at you with a new respect. Or maybe, you work really hard at something—an academic or professional project, or even a relationship, and the results are not at all what you expected. A change of expectations or an unanticipated result is just as painful as other more tangible changes in our lives. Change is not easy, so we tend to avoid it. In order to make a conscious change, we have

to make an effort. People very easily push off change by using the “I don’t have time” excuse. However, they are neglecting to consider that change could save them time in the long run and it could make their time more enjoyable.

So, let me remind you of all the good that conscious changes can bring. First of all, change is change. Change means challenges, and this cannot be avoided. No matter how hard we try, we’re eventually going to have to face these challenges. The challenge that change can present, however, can help us grow or learn something new. When we change, we come away with a new sense of personal strength, especially after we do something we never thought we could achieve. It keeps us on our toes and teaches us to be flexible. When we do the same thing, the same way everyday, we are living in the comfort zone, which is easy because it’s comfortable. When we change something either voluntarily or involuntarily, we are put outside of our comfort zone, which means we are forced to figure things out. The flexibility that change forces certainly can’t hurt us. It may even bring us to accept new ideals or further develop our beliefs. Change very often causes a domino effect, when we change one thing, many

other, unrelated things can change too. Perhaps you try exercising more, and you find that you develop a positive attitude, you become healthier, and your overall happiness increases. While many may perceive their routine as first rate, the opposite can actually be true. People may get into a routine that is actually harmful to their

physical and mental health. For example, no matter how early a project gets assigned, you always wait until the night before to do it. But, every time you get a fairly decent grade, so this method seems to work for you because you’ve

done it successfully many times. However, in reality, by getting into the habit of starting it earlier, you may be able to boost the grades you earn. The change that you make here can help alleviate the stress you feel the night before when you’re crunched for time, and once you change your method, you may have a stronger feeling of accomplishment.

Change, in a way, is like math—for some it comes easily, and for others it is like a foreign language. Everyone responds to and perceives change differently. Some people love change and look forward to the unknown that it brings. Others have a deep fear of change because of the unknown that comes with it. When change is

not our choice and it comes without warning, it can be a real struggle to adapt. Yet, it is the way that we adapt to change that can influence the overall outcome. Many people felt the sting of an unexpected change when Donald Trump won the presidential election a few short weeks ago. Only the future will be able to tell us how President Donald Trump will change the country, and while it is certainly acceptable for people to worry, this is not going to help the situation. Even if you feel that the outcome of this is a disaster, you can still make good of it. If you take a dislike to the changes that the new administration makes, the people have the power to advocate for change. The election can serve as an eye opener to what is wrong with American politics, and the citizens of the United States can work to fix these problems, thus making what seems like a bad situation to many have a possible positive outcome.

If we can work to embrace change, all of the benefits of change can become ours. Change is hard, it is important to take small steps. Change, like success, is not linear and there are many bumps along the road. Change we do not choose ourselves it by far the most difficult, but if we can harness the pain and confusion of unexpected changes by giving ourselves the time and space to do so, growth can occur. Setbacks in dealing with change are to be expected, so grit and perseverance are necessary. The next time you are challenged by change, remember the wise words of Robin Sharma, “change is hard at first, messy in the middle, and gorgeous at the end.”



PHOTO COURTESY OF [WWW.IDEACHAMPIONS.COM](http://WWW.IDEACHAMPIONS.COM)



IN LOVING MEMORY OF  
*Christian Emery Goody*

SHELTER ISLAND  
SCHOOL CLASS OF 2014



We would love to hear from you!  
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PHOTO BY AMELIA REITER  
SCIENCE TEACHER MR. DANIEL WILLIAMS.

A MAN OF SCIENCE:  
MR. WILLIAMS

BY AMELIA REITER

Without hesitation, S.I. high school science teacher Mr. Williams says, “I really, really love science. I’m excited about it and I want to make the whole world excited about it. I want to get kids excited about science and how it can help people change the world.” With that amount of passion for his sharing his subject inside and outside of the classroom, it is no wonder Mr. Williams captivates so many students in the study of science.

In the classroom for 12 years now, Mr. Williams currently teaches Biology, (or as NY state designates it, “New York State Living Environment”), Marine Science, AP Biology, Anatomy and Physiology, and Science Intel Research. Mr. Williams’ favorite course to teach is Marine Science because “the students are there because they want to be--they are interested in the subject. It’s real, this is the water we swim in, the storms that affect us, the fish we catch and eat. I try really hard in the class to go in-depth about Shelter Island and our water. It’s not a state mandated curriculum, so we can spend more time on our scallop industry and less on what is happening in another part of the world. It’s also very hands-on. We go to the beach, do tons of

dissections and microscope work.” When teaching, Mr. Williams recounts his favorite moments are those when “my students get the information and are really excited. It makes me proud.” The classroom offers unexpected moments, as well. Mr. William recounts one such time. “I slammed a ruler on a desk and part of it snapped off and flew across the room. A student acted like a piece had hit him and for the rest of the years he was in school here, he would always say, ‘Hey, Mr. Williams, remember when you hit me with that ruler?!’ I always felt so bad about it. Then, when he graduated, he said it had been a prank the entire time!”

Outside of the classroom, Mr. Williams doesn’t cease his scientific endeavors. He has ongoing work at Cold Spring Harbor Lab, Brookhaven National Lab, and the Milwaukee School of Engineering. And, when not toiling away in a lab, Mr. Williams stays busy with his three children, ten year old Ryan, seven year old Rebecca, and five year old EmilyAnne. The Williams clan is a hockey family through and through; all three of Mr. Williams’ children are already playing, so you can probably find them on the ice a good part of the winter. When off the ice, Mr. Williams enjoys spending time with his wife Joanne. His idea of a perfect day off is, “A mixture of gardening, playing sports with my kids, and having a night under the stars with my wife.”



PHOTO BY AMELIA CLARK  
MS. MEGAN GLENN STANDING IN AS THE 2ND AND 3RD GRADE TEACHER WHILE MS. EKLUND IS ON MATERNITY LEAVE.

MISS GLENN: CLASSROOM  
CHEERLEADER

BY AMELIA CLARK

As we all know, Ms. Eklund is currently on maternity leave caring for her infant daughter, Evelyn. So, who has taken over her role as our 2nd/3rd grade teacher? It’s Ms. Meghan Glenn.

Ms. Glenn grew up not too far from Shelter Island in the town of Southold. Like the island, Southold is a small community, and this encouraged her to be “active and outgoing.” As a child, Ms. Glenn remembers always playing outside during the summer time and being active in the sports she played. Ms. Glenn also participated in lacrosse and soccer and she loved being on the water.

Ms. Glenn explains, “teaching was always a dream of mine, since high school I decided that I really wanted to be an education major and go into teaching.” As a high schooler, Ms. Glenn even had the opportunity to be a part of the Education Club for which she was in the classroom assisting younger students. In order to make her dream come true, Ms. Glenn attended college at SUNY Cortland in upstate NY, where she majored in Childhood Education and minored in Social Sciences.

Ms. Glenn is truly loving teaching the 2nd and 3rd grade classes, as she describes them as “great.” She adds, “they come into class willing and ready to learn. They enjoy learning, which makes me enjoy teaching.” Along with a willingness to learn, Ms. Glenn appreciates when classes participate because it makes teaching more fun. Although the 2nd and 3rd grade class are a lively group, teaching them comes with its fair share of challenges. Ms. Glenn explained that having to switch lessons quickly can be stressful for both her and the kids, but “they [the students] roll with it.”

Ms. Glenn adores Shelter Island because it’s a lot like the community she grew up in—“an open environment.” She further states it is “small and close-knit,” and “everyone supports each other and is friendly.” When asked about how she spends her free time, she laughed, saying, “oh that’s a hard one! I guess they really haven’t changed as much since being a kid! I always enjoyed reading.” Along with reading, she explains, “I still love going outside, being active, and going to the gym.”

Ms. Glenn will be Miss Eklund’s leave replacement until mid-December, but don’t worry, she won’t be leaving right then. Ms. Glenn will be coaching the cheerleading squad and her name will be on the substitute list. She jokingly said, “I’ll be around even when I’m not around.”

MARIA CARBAJAL SHARES HER S.I. EXPERIENCE

BY JENNIFER LUPO

Maria Carbaajal is a currently a freshman at Shelter Island School. This quiet, kind girl has a lot to share, so we thought we would give her some press. Maria’s parents are from Mexico and they first moved to the United States and settled in Greenport about a year before Maria was born. Her family then moved here, to Shelter Island, where Maria attended preschool. Next, though, Maria’s family moved back to Mexico for about a year. In that time, Maria spoke Spanish exclusively, so it was a challenge when she moved back to Shelter Island. By the end of first grade, she had again become fluent in English. Since that time, Maria has lived here on S.I. with her mother, father, three siblings, and pet dogs. Maria has a brother in 11th grade and two younger sisters, one in 2nd grade and one in 4th grade.

Maria enjoys school, though at times it can be “a little boring,” she says with a shy smile. Her favorite class is “Algebra, because I’ve always liked math.” She counts Mrs. Treharne and

Mr. Miedema as favorite teachers because “they make learning fun, which is really cool.” Maria is enjoying her freshman year as an official high school student because it offers new opportunities “like for example, ‘Anything Goes.’” Maria does wish, however, that our school had more athletic opportunities. “I would join soccer if it was available,” she explains. Maria is an athlete and currently plays volleyball, “I love it so much,” she says, and is joining girls basketball this season.

When she isn’t in school, Maria shares, “I like to hang out with my friends from different places and play sports like soccer, volleyball, and basketball. Sometimes I go to the city on Sundays and hang out with my friends.” Maria has many interests and is “open to anything” in future as far as opportunities and a course of college study. Maria is a warm, friendly girl and we are lucky to have her as a part of our school community.



PHOTO BY JENNIFER LUPO  
9TH GRADER MARIA CARBAJAL



## SCHOOL WEBSITE: A LITTLE BEHIND THE TIMES

BY HENRY BINDER

Traditionally, schools use websites to provide information to students, parents, and the public for a better understanding of events and assignments going on at the current time. A school's website is an important part of how a school is seen by the public. Our website content is currently updated by the superintendent's office, according to Mr. Brigham, and written content such as calendars, announcements, and the parent portal are all updated regularly, but why are the pictures at the top of the site from 2010? Everytime I log on to the website, there is 7th grade Billy Boeklen and early high school Alex Graffignino looking at me. They don't represent our current student body, so I left in search for answers.

According to Mr. Brigham, "the main software format is not altered everyday." He went on to explain, "Coding in the old days [when the website pictures were originally put on our school's site] was done a little differently, so it is hard to update the pictures that are on there now. In the old software, [which the website is still making use of] it takes endless amounts of work to even change a picture, making it very rare to see a change in photographs on the homepage," he clarifies. This is surprising considering how easy it is today to take pictures on a smartphone and upload them to all different types of online platforms. Our school has been waiting a while for an advancement in our technology, and it is about time the website has progressed from the boring old format.

Mr. Brigham shared, work is being done on "a new package that is being installed over the process of this year to make the website more modern, and allows for instant access to photosensitive information." With the new software or "update," comes an easier transmission of information and pictures, so hopefully we can ditch those pictures from 2010. In addition, with the new format, "teachers will be able to upload assignments much more easily." I hope to see this upgrade soon, so that our school's website will reflect the current student body in a more meaningful way.

## A WHOLE WORLD, JUST A CLICK AWAY

BY JUSTINE KAREN

We live in an era of technology. That much is simply undeniable. With laptops, iPhones, iPads, Apple watches, and Google-glasses, technology is evolving rapidly and becoming a widespread necessity. Some have even been so bold as to dub this day and age, "a technological Renaissance," daring to compare the innovations of Steve Jobs and Bill Gates to the artistic and spiritual rebirth that occurred in Europe thousands of years ago. Is that declaration bold? Yes. But is it wrong? I don't think so.

Keeping in mind that home computing devices only hit the mainstream in the mid 1980s, it is jaw-dropping to observe how quickly technology has evolved. Since the release of the iPad, for instance, in April of 2010, Apple has introduced the product in four generations, not including the iPad mini. Its exterior and interior features have become increasingly innovative and appealing. It seems a deliberate race to innovate, pushing out newer versions, even if the differences are only minor amongst the actual devices. Over a time span of a mere six years, iPad ownership has gone from obscure and noteworthy, to widespread and almost universally expected. Our own school has introduced iPads to all of its students, and some courses have modified their curriculums based on the devices. Learning assist programs on iPads such as "SpaceRace," "Kahoot," and "PingPong" (all quiz-based applications that feel like games designed to review class material) are quickly becoming staples of certain teachers' syllabi.

However, is all of this technology pushing into our classrooms a welcome guest, or an unwanted intruder? Tenth grader Lily Garrison is one who couldn't imagine going through high school without her school issued iPad. "For me," she says, "I like to type all of my essays much more than I like to write them by hand. Not to mention 'Kahoot,' which I think is a fun and an effective way to learn new materials." Lily also enjoys listening to music on her iPad as she works independently in class and says it is extremely beneficial to her ability to concentrate on her assignments.

Lily's classmate and friend, Domenico Seddio, seconds her stance, although he emphasizes the merits of the internet as a whole rather than focus-

ing on iPads specifically as she does. "The internet helps us to expand our knowledge so much. I mean, subjects that you want to know about, you can just look up right away. If it wasn't for the internet I just simply wouldn't care," he says. Domenico finds the ease of the internet allows him to gather information he would not otherwise pursue. Mrs. Sareyani remembers teaching and learning pre-internet, when "if you missed a lecture, or didn't understand something, you couldn't just look it up." She continues, "people now really underestimate just how hard it was to find out about things then. Basically you just felt helpless a lot of the time. Now we have this huge source of constant information always at our fingertips, and as long as you phrase it as a question, you can get your answer in a matter of seconds." Think about it: pre-internet, you couldn't just go on "Quizlet" to find homework answers, nor could you Snapchat a classmate, asking her to "send u a pic" of her work. Pre-internet, students were utterly reliant upon teacher lectures and textbooks provided to them by their school or library. Typing papers required typewriters or word processors, and due to the lack of a "backspace" key, multiple drafts and large amounts of white-out. And, remember when people actually used those big, red dictionaries? Life before dictionary.com...

English teacher, Mr. Bocca for one, is quite conflicted about the "ease" technology has provided us. Mr. Bocca elaborates, "by lessening the use of physical paper, it becomes easier to complete work and hand it in to the teacher." However, his eagerness for the internet seemingly begins and ends with that statement. "Personally," he continues, "I know that I could survive very well without the internet. I have also taken surveys in numerous classes that I teach, and what I have found is that I, and the students that I've spoken to, tend to prefer written copies of books." He argues that it's all about that "old book smell." A compelling point. I, myself, love to read and have always spent a large portion of my free time doing so; and I agree with Mr. Bocca. Holding a physical book in your hands is infinitely more preferable to an electronic version. However, I do wonder if mine and Mr. Bocca's affinity is rooted to nostalgia. This begs the question, will generations raised on apps and eBooks share our preference for printed copies? I suspect no, and Mr. Bocca remorsefully agrees. So, if Mr. Bocca isn't teaching with eBooks, then what does he use those iPads for? Mr. Bocca admits his strategy is to "keep them away most of

the time." In the end, he says, "a lot of the internet is a gimmick, and despite it, and all that it's adding to and taking from a classroom, the student has to learn and the teacher has to teach."

The history department also has some mixed feelings about technology and iPads in the classroom. Both Mr. Miedema and Mr. Brennan concur that technology itself is not perfect; nor are the situations in which technology is used. "It's a nice tool that decreases the amount of time that the student has to spend looking for information," begins Mr. Miedema, "but it is not a substitute for teaching and that needs to be considered." Mr. Brennan adds, "I think it [technology] has its purposes if utilized correctly, but if not it can become a distraction."

Students, many of whom have had technology in their lives at this point since they began school, have a different take on its use in school. 8th grader Katie Doyle finds iPads to be "helpful and quite frankly more efficient as they make even the most menial tasks all that much easier." Katie also deems much of the classroom activities which require the iPads ("Kahoot," "SpaceRace," "PingPong," etc.) as being "a loud and entertaining class bonding experience." Although after saying this, she smirks good-naturedly, interjecting, and unknowingly making an almost ironically prophetic statement: "It's probably more fun for the students than it is for the teachers." Sophomore Mia Clark is glad to have been born when she was, and to have grown up in a technologically dependent world because, as she explains, "frankly articles are made more accessible. For instance, in my Intel research class, instead of having to go to the library and request information you would probably have to wait for, you can just go on a website and find it." Before continuing, and laughing as she does, Mia says, "although I do think that the generations that survived without the internet were more mentally equipped to find information."

Regardless of opinion, technology is ever expanding. Even becoming a necessity in the making of one of the things it's avidly working to make obsolete—the printed word. As I type this in Google Docs, only to eventually 'share' it with the rest of The Inlet staff by way of Google Drive, it will be edited, formatted, and finished entirely online, along with the rest of the newspaper before being physically printed and distributed. Newsprint is becoming an increasingly archaic medium as a result of internet expansion. Making the dependence on technology of producing more modern printing utterly ironic.

# IT'S A GIRL!!!



On Saturday, October 22nd, 2016, Mr. and Mrs. Cox welcomed another beautiful baby girl, Savannah Mae Cox. Weighing a healthy 9 pounds and 2 ounces, Savannah joins big sister Juliette at the center of her parents' adoring hearts.

# THE CARDBOARD CAMPOUT



Photo by Janine Mahoney

On the night of November 7th, 18 students participated in the Cardboard Campout where they got to experience the life of a homeless person by sleeping in a box. Despite the cold temperatures, all of them made it and in the process they raised over \$1700 for Habitat for Humanity!



## INTEL: WHAT DO THEY REALLY DO IN THERE?

BY HENRY BINDER

Intel is an Advanced Science Elective in the Shelter Island High School. It is designed to be a four-year program led by Mr. Williams that allows students a deeper study of science topics they might not otherwise receive in a regular science curriculum. At times, there are as many as 11 different simultaneous experiments in the classroom making it challenging, but rewarding, for Mr. Williams. The best part of Intel for Mr. Williams is, "When students get excited about THEIR WORK," he emphasized.

Students in Intel must be motivated and self-directed. William Garrison, a senior, enrolled in this class because, "I love science and want to pursue it in college." Similar to Will, the 10 other students in Intel have a deep interest in science topics and are looking to expand their understanding. Junior Francesca Frasco, now in her second year of Intel is currently studying a protein called "methylenetetrahydrofolate reductase," and how it affects the body. Francesca explains she is looking to find out "how it works and potential treatment options for mutations [found within the protein]." She found her niche in science after her first year in Biology with Mr. Williams. "I knew that science was my favorite subject," she explained, so she jumped at the chance to get more time studying other aspects of the subject in Intel.

For junior Sarah Lewis, Intel has given her the chance to study the comb jellyfish. She explains, "This year, my second year, I was able to pick what I wanted to do. Currently, I'm working with comb jellyfish (known as moon jellies by most locals here) to see if they have anything in common with the immortal jellyfish, or *Turritopsis Dohrnii*. This has been super interesting for me because I get to do a lot of lab work that most college graduates are doing. I've been doing DNA extractions, PCR, gel electrophoresis, and I'll be doing work on the spectrophotometer soon as well." Sarah enjoys studying the properties

and wonders of the "immortal jellyfish." Although Sarah chose a challenging topic, she looks forward to similar projects in the near future.

The students employ the skills they obtain in Intel in other aspects of their school career. Sarah Lewis gave the following example, "As researchers, it is imperative that we know how to communicate with the world about what we've found. Science Fair is practice for that." Sarah and Francesca will be presenting their project on aquaporins, a membrane protein that functions as a water channel. They previously displayed this project at New York City's Weill Cornell Medical Center. Their project was the result of three months of work. Traditionally, the Science Fair makes students choose a topic, develop a hypothesis, create a procedure, execute their experiment and finally present their findings to judges. Since Intel students have been studying and researching topics for a few years, they are able to present their extensive research as their Science Fair project.

During the first year of Intel, all students work with and study yeast. "It [yeast] is easily accessible and is an easy microorganism to work with. It can be alternated and experimented on," Sarah Lewis said. After the first year, students are able to work on individual projects of personal interest. Freshman Emma Gallagher offers her opinion on this class, "Intel provides opportunity and is more interesting, it also teaches us more aspects of science that we did not know before."

Mr. Williams explained, "Students who are successful in research gain a lot of experience in overcoming adversity; they have to be attentive and persevere." This class has been well-received by the Shelter Island students who are interested in pursuing a career in the science field. And, who knows, maybe someday an S.I.S Intel student could be responsible for a major scientific finding!



PHOTO BY HENRY BINDER  
LUKE GILPIN CAREFULLY OBSERVES WASPS HATCHING AS A PART OF HIS INTEL RESEARCH.

## WORK, WORK, WORK

BY MADI HALLMAN  
CONTINUED FROM PAGE 1

Stanzione who enjoys creating video games in his spare time. For Logan, having shadowed the career he wishes to study in college, it has not changed his outlook on video game design, but clarified what exactly he should pursue. Logan admitted, "Surprisingly, I learned from Mr. Stanzione that if you are interested in video game design, you should not make it your job, but make it your hobby. He [Mr. Stanzione] taught me that I should look into computer science instead because everyone is trying to do videogame design these days." Luke Gilpin also shadowed in the school building. Luke spent the day at the fitness center shadowing physical therapists Amy Mobius and Emily Bohach in hopes of getting an idea of what actual P.T. field work is like. Luke willingly shared, "I was surprised that physical therapy allows for a variety and difference in the exercises a person has to do, even if they have similar injuries." Luke proudly added, "the experience shadowing didn't change my

career path, but has created a stronger desire to carry out this profession."

Emily Strauss shadowed at Atlantis Marine World Aquarium in Riverhead to find out more about the study of aquaculture. Emily, although undecided as to what she truly wants to study in college, has a huge love for animals and may want to pursue a profession involving animals. While laughing, Emily recounted, "going into my day of shadowing, I had no clue what to expect. I was panicking because I thought I was dressed wrong--having worn jeans!" Wardrobe panic aside, Emily learned, "I should explore more careers than what I thought I wanted to do. Job Shadow Day brightened my horizon for career choices."

Whether Job Shadow Day confirmed for students they were on the right track with their career interests, or revealed that some things might not be the right fit for them, the experience to shadow professionals in the field was invaluable to all. Mrs. Tuthill has plans to keep Job Shadow Day going, so don't let the opportunity pass you by when you become eligible to participate.

## FRESH-FACED AND FULL OF FRESHMEN: OUR 2017 INLET STAFF

BY JUSTINE KAREN

In June of 2016, a class of eighteen left us to go off on their own independent adventures; this you know. What you may not know is that many of that class of eighteen made up the Inlet staff, leaving a cavernous hole in the daily workings of The Inlet (and Mrs. Treharne's heart).

Kelly Colligan, 2016's salutatorian, started as co-editor (with Drew Garrison) as a sophomore and served as sole editor of The Inlet for the last two years running. Needless to say, Kelly was adept at formatting, writing, and managing her staff, all of which are grossly underappreciated skills, at least at the high school level. However, it wasn't merely her experience in these areas that made Kelly an invaluable asset to The Inlet and such a devastating loss. It was her independence. Kelly, as anyone who knows her could tell you, is exceedingly self-sufficient. So much so that Mrs. Treharne, the advisor of the journalism class and the newspaper, never had to think twice the layout of the paper. Kelly took care of everything, alerting Mrs. Treharne with post-it notes, lists, spreadsheets, and daily updates. Mrs. Treharne shares, "I was really remiss in not forcing Kelly to slow down and teach me more. She was an incredible editor, she knew the InDesign software backwards and forwards, and we relied on her. She learned so much on her own. Her incredible skill was a gift to the Inlet."

Kelly's graduating foretold a major learning curve ahead for this year's Inlet staff and for newly appointed editor, Lindsey Gallagher. Lindsey has been working tirelessly alongside Mrs. Treharne to figure out formatting minutiae in the newspaper's InDesign software and to become just as prolific as Kelly was, and despite all of the pressure, Lindsey is doing incredibly well. Mrs. Treharne elaborates, "Lindsey is killing it so far. Thank God for her. She makes me



PHOTO BY DEVON TREHARNE  
THE 2016-2017 INLET STAFF READY TO GIVE YOU THE SCHOOL'S LATEST NEWS.

lists just like Kelly did. I think Lindsey was sort of a silent observer just waiting for her chance to step forward. I'm so thankful for her this year...and next year she better not leave me!" As for Lindsey's take on it? She says, "So far, it's a lot more work than last year, but I'm learning new things everyday and enjoying it." It isn't all easy though. "Lindsey and I have looked at each other and laughed a few times about how difficult this really is. We have attempted to shift text on a page for 20 minutes at a time and said, 'this is ridiculous,' Kelly would have this done in a second." That's why I have had some long 'Got-oMeeting' sessions with Kelly while she is at Tulane.

There she is, in her dorm room, and I'm haunting her in a panic, like-- 'Kelly! How the heck do you move this text?!!' Only with Shelter Island alums can you get an alumni to actually participate in newspaper formatting sessions from their dorms after they've graduated," laughs Mrs. Treharne.

More than just an experienced editor, what made last year so consistently productive was a seasoned staff. Most members of The Inlet staff last year had been a part of the Journalism class for 3 or more years. After joining as freshmen, they never left. So, they knew the drill. Writing articles, the flow of the class, it was second nature and was reflected in

their product. In fact the only non-senior writers on staff last year were Nico Seddio, Liz Cummings, myself, and Lindsey Gallagher. Nico has since dropped the class, Liz has transferred to The Ross School, and Lindsey has been made editor. So, with only 2 returning staff members, we are green to say the least. The staff is now dominated by freshmen, and though that means a steep learning curve, the young staff is getting into the swing of things. Freshman Jonas Kinsey says, "Journalism is pretty cool. I like it because I feel like I'm good at it." Fellow freshman Walter Richards adds, "it's hard, but it gets easier as you learn." While they are learning, Mrs. Treharne and Lindsey are working tirelessly to serve as mentors and to ease the transition as much as possible.

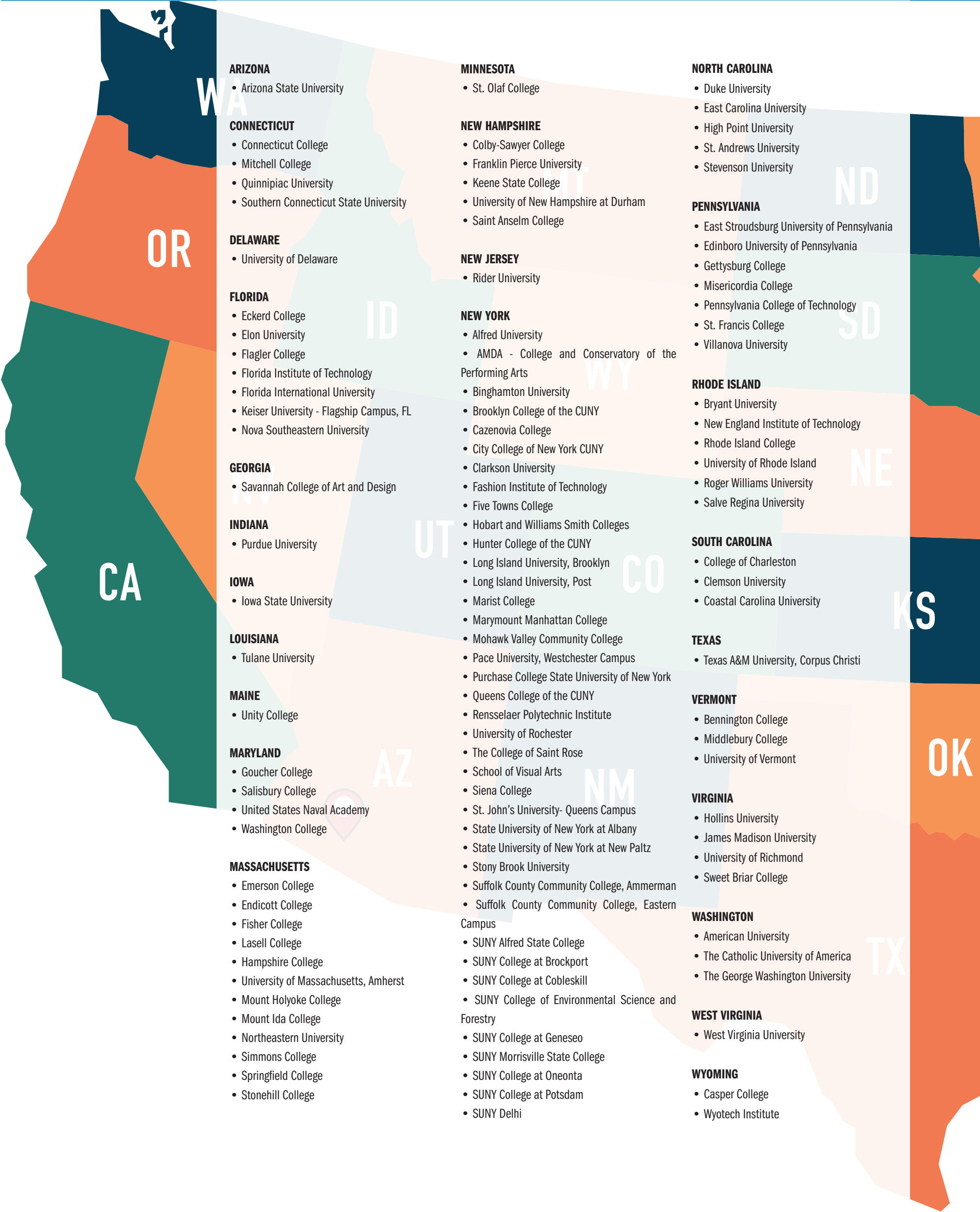
On a positive note, with a younger staff comes a younger perspective. I not only refer to the freshman in this statement, but to the rest of us as well. Lindsey just wrote her first editorial on the struggles and stresses of being a junior; an article which could not have even been written last year, as there were no juniors in the class. We also are currently writing a profile on ninth grader Maria Carbajal, which was written by a fellow ninth grader. These are all new opportunities for The Inlet.

It is safe to say The Inlet is in a time of adjustment. Change can be challenging, but change is necessary. I, for one, am excited for the new staff's potential, while appreciating the experience, consistency and quality of last years' publications. In the meantime, if you would like to contribute an article, idea, suggestion, or even short story or poem, we would love to have them--just see Mrs. Treharne or editor in chief, Lindsey Gallagher.



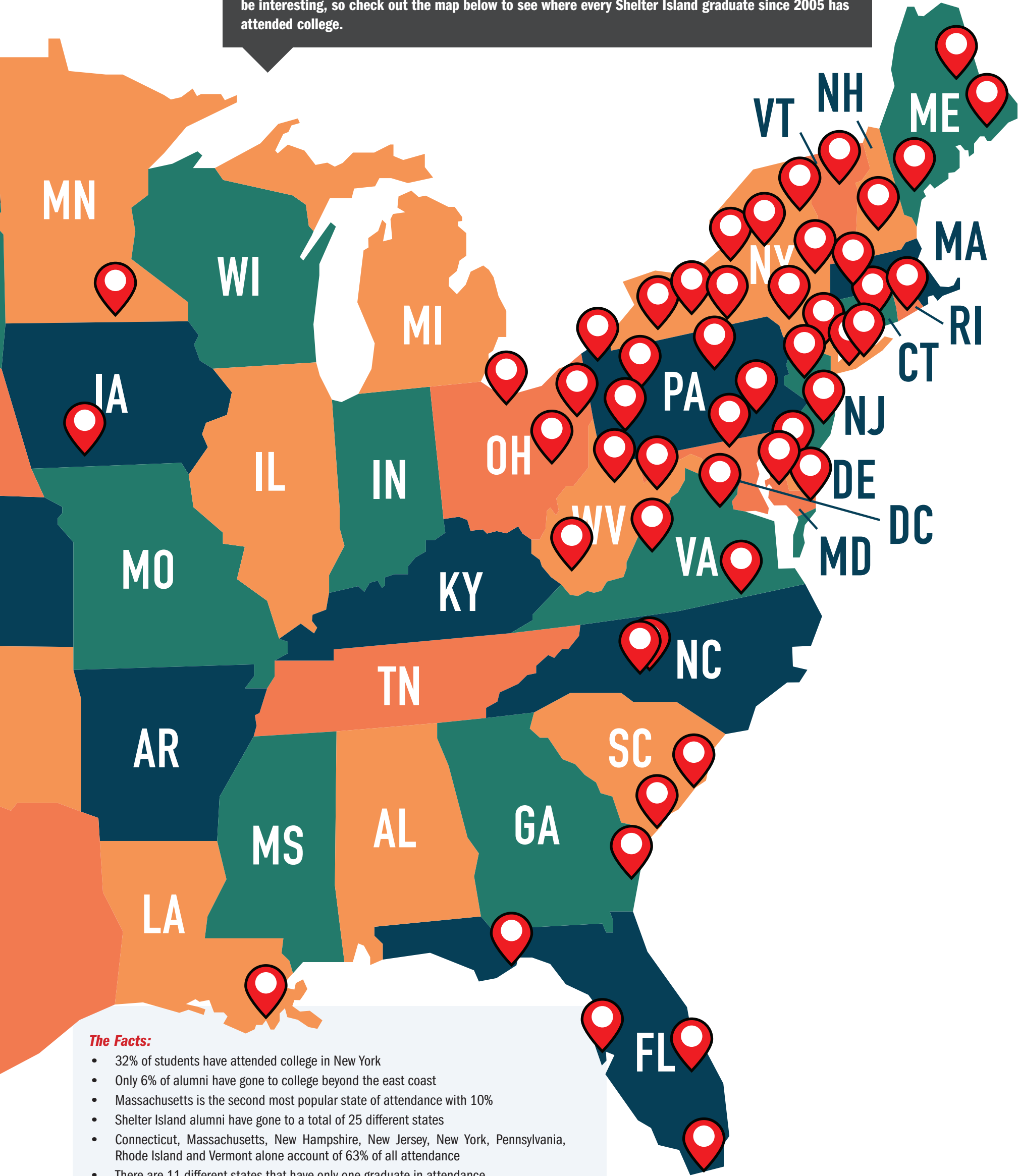
PINNING DOWN SHELTER ISLAND ALUMNI

BY LINDSEY GALLAGHER & MADISON HALLMAN





Have you ever wondered where Shelter Island students have ended up in college? We thought this would be interesting, so check out the map below to see where every Shelter Island graduate since 2005 has attended college.



**The Facts:**

- 32% of students have attended college in New York
- Only 6% of alumni have gone to college beyond the east coast
- Massachusetts is the second most popular state of attendance with 10%
- Shelter Island alumni have gone to a total of 25 different states
- Connecticut, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont alone account of 63% of all attendance
- There are 11 different states that have only one graduate in attendance



GIRLS BASKETBALL LOOKS TO IMPROVE

BY WALTER RICHARDS

PHOTO BY MADISON HALLMANN  
GIRLS BASKETBALL READIES FOR PRACTICE.



The Junior Varsity girls basketball team is looking to be bigger and better than last year. After losing two seniors last year, the team is making up for the loss with 6 new players joining the roster. Coach Zach Mundy says, “I am confident that the other older players should be able to fill their places.”

In his second year of coaching, Coach Mundy admits, “I learned a lot of good things I will continue to do this year, but I learned a few things that I need to change this year.” He is hopeful that

all the players will make it through the whole season, because some players quit mid-season last year. Junior Madi Hallman shares, “last year we faced some significant challenges during our season, but this year, with larger numbers and newer players, we are looking to win some games.” Though it is early to start making season goals, Coach Mundy says, “a long term goal is to get the girls’ basketball program back to a JV and varsity program. This year, we are it’s really just to have fun and win a few games.”

With lots of young talent, there should be a lot of potential on the court this season. If you are looking to catch a game, Coach Mundy would recommend coming to cheer the team on at a “Ross, Greenport, or Southold game,” as they are classic rivals. According to baller Madi Hallman, “no matter what the score, we still go out and play ball.” Come check out that tenacity on the hardwood this season and cheer the girls on!

CROSS COUNTRY WRAP-UP

BY LINDSEY GALLAGHER

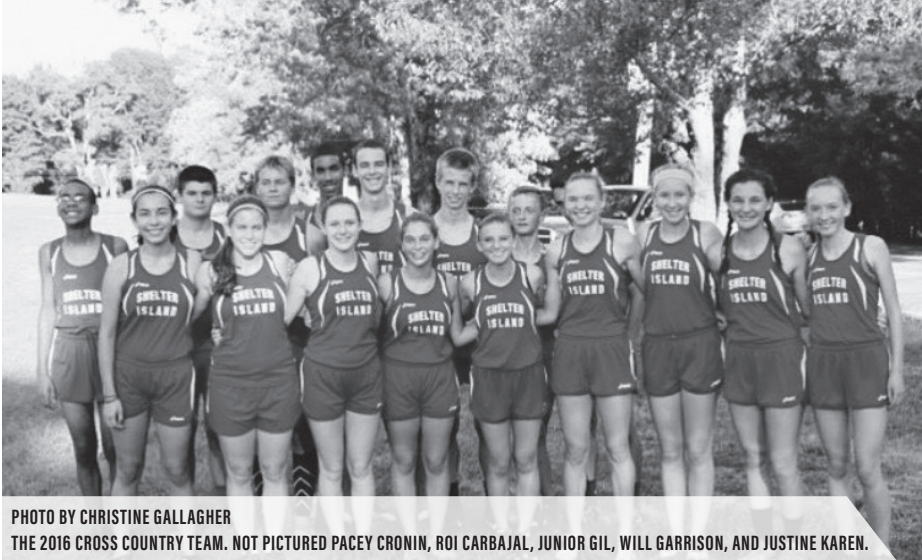


PHOTO BY CHRISTINE GALLAGHER  
THE 2016 CROSS COUNTRY TEAM. NOT PICTURED PACEY CRONIN, ROI CARBAJAL, JUNIOR GIL, WILL GARRISON, AND JUSTINE KAREN.

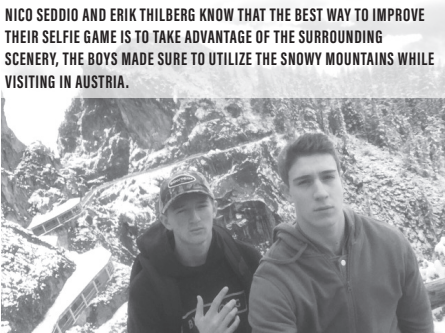
The cross country teams ended their season off by making history! Both teams went undefeated in league meets with a 5-0 record. On top of that, both repeated as Class D County Champions, which qualified them to run in the state championships. On November 12th, the top seven runners from both the boys’ and girls’ teams competed against the best runners in Class D in

Binghamton, New York. The boys’ team placed an astonishing 5th, which is the highest placement for any boys’ team in school history. The girls’ team tied the highest placement in school history, taking 9th place. Special recognition goes to Kal Lewis for making All-State after he placed 4th at the state championships! A big congratulations to all the runners and coaches on a great season!

NICO AND ERIK’S EUROPEAN ADVENTURES



PLAYFUL AS EVER, ERIK THILBERG PRETENDS TO PUSH NICO SEDDIO OFF OF A WALL IN GERMANY.



NICO SEDDIO AND ERIK THILBERG KNOW THAT THE BEST WAY TO IMPROVE THEIR SELFIE GAME IS TO TAKE ADVANTAGE OF THE SURROUNDING SCENERY, THE BOYS MADE SURE TO UTILIZE THE SNOWY MOUNTAINS WHILE VISITING IN AUSTRIA.

FACULTY TATTOO KEY

- |                     |                         |                        |                       |
|---------------------|-------------------------|------------------------|-----------------------|
| <b>A:</b> Mr. Bocca | <b>D:</b> Greg Suliahan | <b>G:</b> Jess Nardi   | <b>J:</b> Skuggs      |
| <b>B:</b> Ms. Bosak | <b>E:</b> Mrs. Starzee  | <b>H:</b> Mr. Kreppein | <b>K:</b> Mr. Brennan |
| <b>C:</b> Ms. Mayo  | <b>F:</b> Jeremy        | <b>I:</b> Jimbo        | <b>L:</b> Mr. Dunning |

NEW YEAR, NEW TEAM

BY AMEILA CLARK

The Shelter Island cheerleading team changes every year. Whether it’s the coach, the captains, or the style of the team. In recent years, coaches have tried to incorporate new stunts and cheers into the team’s arsenal. Ms. Glenn who is taking over for Ms. Eklund while she is on leave (both in the classroom and for cheer), will be the cheerleading coach this year, along with Ms. Speece, and they plan to keep innovating.

The Shelter Island Cheerleading team will be small, but mighty this year, with just six girls. Team members include Abby Kotula, Sophia Strauss, Julia Labrozzi, Isabella Sherman, Amelia Clark, and Zoey Bolton.

Ms. Glenn and Ms. Speece both are excited to be coaching cheerleading for the first time here at SIS. Ms. Glenn believes that “cheerleading has a great influence in any sport” and that “the job of the cheerleaders is to add to the intensity of the game.” It’s very important to get the crowds involved in the game, especially when the game

is very close during the last quarter. Cheerleading encourages the crowd to cheer and become involved. Because of the size of the team, Mr. Gulluscio is encouraging cheerleaders to be loud and be proud this year, and that’s not just directed towards the team. The crowds are very encouraged to cheer and get (respectfully) loud at games as well.

For a new twist, cheerleaders may be dancing more this season. Both Ms. Glenn and Ms. Speece took dance classes when they were younger and plan to incorporate more dancing into our halftime routine. A variety of music genres will also be included in halftime.

All-in-all, the cheerleading team is very excited to cheer this year. As things change and shift, cheerleaders’ enthusiasm doesn’t falter; it only grows. So, come support the cheerleaders while they support the basketball teams and a great season is sure to be had by all.

BOYS BASKETBALL: READY TO REBUILD?

BY KAL LEWIS

The varsity boys basketball team lost seven players due to graduation last year and it’s time for the freshmen and sophomores to step up and take their place. The junior varsity squad also lost a lot of people, so it’s time for them to start rebuilding.

The head varsity coach, Jay Card, has been working with many of his current players kids for many years and recognizes that every one of them has improved greatly. Jay card said, “I have seen improvement throughout the season. I walk into the gym sometimes and I see the kids working on their fundamentals which will greatly affect them in the future.” Coach Card’s goals for this season are for the team to become a cohesive “family” and for each player to enhance their skills to an even higher level. The coach of the junior varsity team, Ian Karnavogel, said about his plans for the season, “I want the team to become closer to each other and to obviously win more games than last year.” The biggest focus of both of these coaches is to have a better team chemistry. Many of the athletes have personal goals for the season, as freshman Daniel Martin, explained, “I want to be one of the people that is a key factor for the

team and to lead the team in the most three-point shots made in a single season.” Junior Luke Gilpin is also taking on an important role as he will become the captain of the varsity squad. Luke will have to fill the big shoes of former captain Tristan Wissemann. He shared, with a wide smile on his face, “I need to be the role model for the whole team, so that no one gets out of line.”

The hardest competition this year for both teams will be Greenport and Bridgehampton, “because they are bigger than us and they have a higher skill level,” coach Card, going on to say, “we are much smaller than them, so it will be hard to get a lot of rebounds against them, but if we play physical defense, we could compete with them throughout the games.”

Overall, it seems that both junior varsity and varsity are going to have a tough season ahead of them, but they will stand strong in front of the home crowd at their Monday, November 28th opener against Hampton Bays. It should be a great game and they appreciate all the support the hometown crowd can give!



DEMONSTRATING HIS INTERNATIONAL LOVE OF HISTORY, NICO SEDDIO POSES IN FRONT OF A STATUE OF THE INVENTOR OF THE MODERN PRINTING PRESS JOHANNES GUTENBERG, WHILE ON VACATION IN GERMANY.



DOMENICO SEDDIO HAS A TOURIST MOMENT, STANDING ATOP THE “I” IN THE ICONIC “I AMSTERDAM” LETTERS.



# BACK ON TRACK: THE RETURN OF A WINTER TRACK PROGRAM

BY LINDSEY GALLAGHER

For the first time in decades, the Shelter Island School is offering a winter track program. But how do you run track without a physical track to run on? Well, lacking a track is actually not too big of a problem and it can't actually stop a school from having a winter track program; in fact, the majority of schools don't have an indoor track facility. Instead of running on a track, the runners will have to utilize the island's miles of roads, Fiske Field, the weight room, and when all else fails, the school hallways for practice.

The beginnings of the track program began six years ago, as Coach Gallagher explained, when he and Coach Toby Green decided to revive the island's running club. After two years, they were finally able to get cross country approved and once the teams showed success over the course of three seasons, the school board supported the start of a winter track program.

The Shelter Island winter track program will be coached by Toby Green and Bryan Gallagher, who have already successfully coached the cross country teams for three years. However, winter track is completely different from cross country. For one thing, the schedule is much more demanding, as the boys and girls often have races on different days. This means that Coach Green and Coach Gallagher will have to spend multiple days a week at up island track meets. In order

to cut down on costs, the teams will also be sharing buses with other schools on the way to the meets, which will be a huge change compared to the silence of the cross country bus. Runners will go from competing in the woods, over hills and on dirt paths, to running on a 200 meter indoor track. One of the biggest difference is that track is much more of an individual sport simply because in order to have a successful team, you need people to participate in all events to acquire points, and with the size of our S.I. winter track team, this is unlikely.

While these changes may be difficult to acclimate to, having a winter track program allows runners to compete in a much greater variety of events. The events include races from 55m to 3200m, which gives athletes a chance to choose the distance they race. For team members who prefer sprinting, the shorter events like the 200m, 300m, or 600m will be where they focus. For participants who feel they are stronger endurance runners, middle distance events like the 1500m and 3200m will be best. For people who are unsure of what distances best suit them, they will have the opportunity to experiment with different race distances and see where they are strongest. There are even events for people who prefer not to run, such as the long jump, high jump, triple jump, shot put, and race walking. No matter what

events athletes decide to participate in, Coach Gallagher notes, "we expect the competition to be pretty fierce."

Having a winter track program will allow island runners to be immersed in many more races, and run against much tougher competition. Island athletes will be running in crossover meets against Class B, C and D schools, which is ironically considered the "small schools division" even though most of these schools' track programs have as many kids as the entire high school. Despite this, Coach Gallagher states, "it [winter track] will expand their [the athletes] knowledge of track and field in general and we will get to work a lot more on speed and strength."

Most of the meets will take place at the Brentwood indoor track facility at the Suffolk Community College. The teams may also have the opportunity to race in invitationals, which are bigger highly competitive meets. The track program culminates, similar to cross country, with a state qualifying meet, and for those who qualify, a state championship.

While some members of the cross country team will not be joining winter track due to a variety of other winter sports, the team still has a solid group of dedicated individuals. There are a total of fifteen members on the teams: five girls and

ten boys. Additionally, of these fifteen, twelve are cross country runners.

For both freshman Emma Gallagher and senior Will Garrison, the choice to join track stemmed from a love for running. Will explains, "I really like cross country. It's been a great ride for me, I really like the people who do it and the coaches. It's made me a stronger athlete and a stronger person, both physically and mentally," so he sees it as a chance to pick up where cross country left off. Emma told me that she is most looking forward to "the whole new experience," while Will admits that he misses the hard practices of the cross country season saying, "they were really pushing me." As a senior, Will is also excited to "have fun and try something new." He will especially enjoy "specializing in certain areas," instead of simply running 5ks.

Both teams are enthusiastic about the upcoming season and while it will be a learning year for both coaches and athletes, Coach Bryan Gallagher told me, "we'll see where the season takes us," and if the running history of the school has any indication of where this is going, I'm sure this means success.

# WHAT'S UP WITH OUR WATER?

BY LUCAS QUIGLEY-DUNNING



PHOTO BY LUCAS QUIGLEY-DUNNING  
THE SIGNS THAT CAN BE FOUND OVER EVERY FAUCET IN THE SCHOOL.

You might have noticed the signs around the school saying "Nonpotable water, do not drink, for hand wash only." These mainly hang above bathroom and laboratory sinks. Why are they there? Quite simply, the lead levels in the water coming from those sources has been deemed unsafe for consumption. According to New York State regulations, (newly implemented in late summer, largely in response to the Flint, Michigan lead crisis), water in our schools cannot exceed lead levels of "15 parts per billion," according to Mr. Mike Dunning, head of Buildings and Grounds. If you see a sign above a water source, it means the water coming from these sources contains lead that exceeds that 15 parts per billion. So, should we be worried then about all the water in the school? The answer Mike Dunning gives is "drinking from the water fountains is perfectly fine now."

First, some backstory as to how the lead in the water issue came to light. In June, as a precautionary measure after seeing the Flint, Michigan headlines about their lead in the water crisis, Mr. Mike Dunning tested the school's water. At that time, all levels were within acceptable range. Then came the mid-summer regulation set by the state that levels must not exceed the 15 parts per billion and all schools must test their water, so in early September, Mr. Dunning tested again. This time, 24 of 69 water dispensers in the building came back with more than the allowable amount of lead. Only one of these sources was a water fountain (in the elementary school)

and it was immediately shut off. Mr. Dunning was left confused. In September, "twenty four locations came back with trace amounts higher than the 15 parts per billion allowed. That being said, two of those locations had been previously tested fine, so it didn't make sense," Mr. Dunning explained. "Why would it be good in June and high in September?" Mr. Dunning added. So, he investigated. Mr. Dunning found out that there was a problem with the water treatment system, which treats the water that comes into the building by balancing the proper pH level. If the pH level drops, the water becomes acidic and corrosive, causing corrosive water to flow through the pipes, thereby raising lead levels. So, upon discovering this issue, the pH in the school's water was very low. It was corrected, and has been retested at the 24 locations previously exceeding the lead limit.

Recently, Mr. Skuggevik sent out a Connect Ed phone message and an email to all parents explaining that the water is safe to drink from all operational water fountains. In it he stated, "In compliance with the new state regulations, the district has re-tested all of the faucets in the school for lead. All of our drinking fountains have been tested and have been deemed safe." The email went on to state, "Other faucets in the building not meant for drinking, including slop sinks, bathrooms, and handwashing sinks do show trace amounts of lead," but according to Mr. Skuggevik, these too are being mediated.

# THE S.I. SCHOOL GARDEN: REAP WHAT YOU SOW

BY JONAS KINSEY

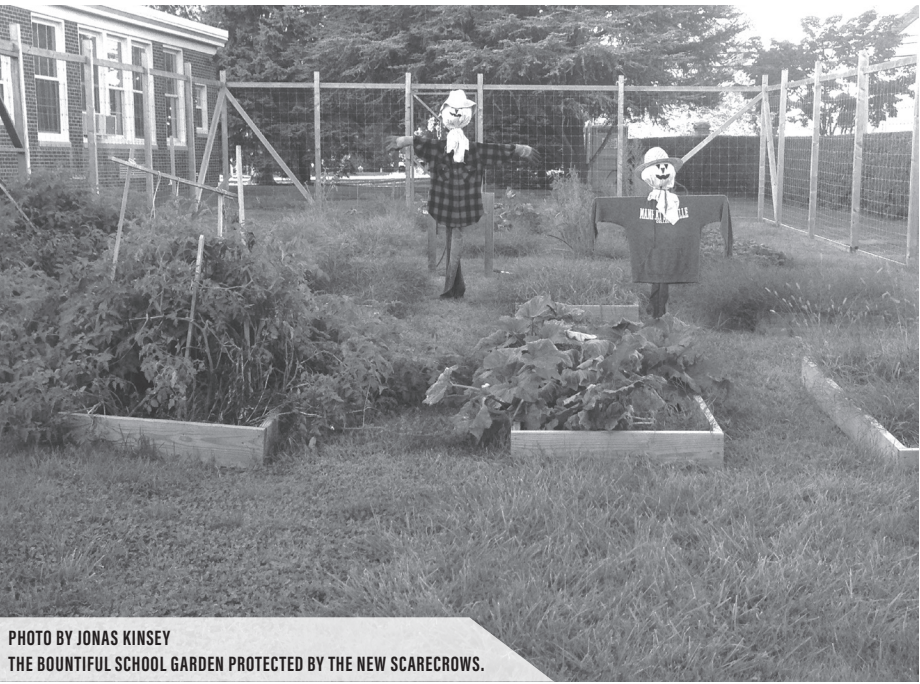


PHOTO BY JONAS KINSEY  
THE BOUNTIFUL SCHOOL GARDEN PROTECTED BY THE NEW SCARECROWS.

Is anyone still tending and/or using the school garden? Who is in charge of it anyway? We weren't sure, so we decided to find out. The Shelter Island School garden was originally conceived and planted 3 years ago under the direction of former superintendent Michael Hynes. Dr. Hynes was pitched the idea by parents Victoria Weslek and Sarah Shepherd. Mrs. Weslek remarks, "I explained to him that our school needed a vegetable garden, that it would be a great teaching tool and provide fresh veggies for the cafeteria." She continues, "people become disconnected with how food is produced these days and as a result, so many kids don't know how it is grown or where it comes from." So, 3 years ago a garden committee was formed, including administrators, parents, teachers, and even personnel from Sylvester Manor. There was a momentum and a plan on how the garden could be used and cared for by students during the school day and outside of it. Sadly, that committee has all but disbanded, according to Mrs. Weslek. Mrs. Weslek is hoping, however, an interest can be fostered once again. She says, "It is the school's garden, and we want students and teachers to really feel ownership of the space." Mrs. Weslek takes special care to plant organic, heirloom, and non-GMO seeds

whenever possible and has sourced the seeds from Johnny Seeds, as well as Sarah Shepherd's personal seed collection.

There have been a few garden activities so far this year. Mr. Conrardy helped Pre-Kindergarten and Kindergarten students install scarecrows made by his classes in the garden this fall. And, the cafeteria sources a lot of lettuce and other vegetables from the garden. In addition, last spring Mrs. Sareyani's classes actually planted potato seeds, then dug up the potatoes this fall and made organic potato chips and potato salad. "It's very exciting to go full circle, planting the potatoes and making stuff out of them," says Mrs Sareyani. The garden offers opportunities to students of all grade levels if teachers get creative. It is our space, as Mrs. Weslek pointed out, so let's start taking care of it and putting it to more use. Most of the overall work in the garden is done by Victoria, however, she is open to anyone's help and hopes to make the garden even better!



## ISLAND HOPPING: FROM SHELTER TO BLOCK BY BIKE

BY JONAS KINSEY

Only as a Shelter Island student can you take one ferry to the mainland, a second ferry to another picturesque island (Block) and then spend the day riding bikes with all of your 7th grade friends. The Shelter Island School bike trip was started by now retired middle school Social Studies teacher, Mr. Barber, with the intention of not only having fun, but getting exercise, and learning along the way. Mr. Brace is now at the helm and this year marks the 15th time he has biked Block Island with a band of 7th graders. According to those involved, this year's bike trip went very well. "We didn't even need to use one band aid," said Pacey Cronin, one of the seventh graders who went on the trip. Although no one was injured, the ferry ride was a bit rocky, and a few students wound up getting sick. With some fresh Block Island air, however, everyone was ready to go when it was time to start riding.

The bike trip is not just about fun; it is an important learning experience because it teaches young kids how to ride their bikes safely on roads

in areas they don't know. It is easy to get used to our familiar roads on Shelter Island and take them for granted. However, it is important to remember to adhere to bike safety laws and be aware when on the roads. Mr. Brace, who is an avid cyclist himself, looks forward to the trip every year and loves that all can participate. He shared, "we provide bikes if you don't have one, fix your bikes if they are broken, and give helmets to people. We'd never rob you of the experience."

Throughout the long day, students visited an Indian cemetery, in which there are over 100 graves of the local Indian tribe, the Manisses. In addition, students got to see Great Salt Pond, Old Harbor, Crescent Beach, Abram's Animal farm, Southeast Lighthouse, Mohegan Bluff, Rodman Hollow, Island Cemetery, and Aldo's—so they practically saw the entire island in one day. A new addition to the trip this year was that a number of parents joined the class as chaperones in their journey. Pacey Cronin notes, "the animal farm was my favorite part." Fellow classmate Riley Renault notes, "I was one of the fastest," which made the experience all the better. All in all, the bike trip is a great way to combine learning and fun in a way that the seventh grade class will never forget!



PHOTO PROVIDED BY MRS. BOSAK  
THE EAGER BIKERS POSE IN THE PARKING LOT BEFORE BOARDING THE FERRY TO BLOCK ISLAND.

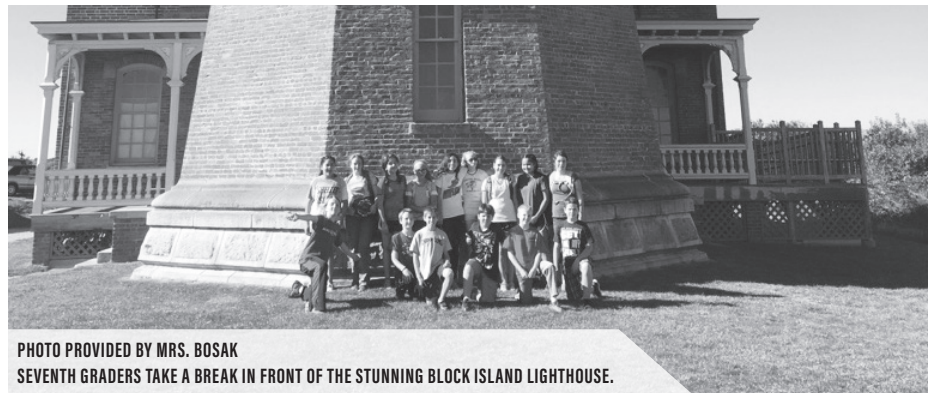


PHOTO PROVIDED BY MRS. BOSAK  
SEVENTH GRADERS TAKE A BREAK IN FRONT OF THE STUNNING BLOCK ISLAND LIGHTHOUSE.

## ADVICE FROM SENIORS TO SENIORS

BY WALTER RICHARDS

On Thursday, November 10th, seniors had the opportunity to attend a "mentor breakfast" at the Peconic Landing retirement community in Greenport. The event has been "a long-standing event of the North Fork Business Advisory Group," though this is the only the 2nd year Shelter Island has participated. Guidance counselor, Martha Tuthill coordinated the event and said about it, "my goal for the students is to hear words of wisdom from the older generation who have found success in their careers. It is also helpful to hear from local business professionals who have found success in our local area." In addition, the topic of interview advice was covered this year at the breakfast. It is important to get advice from elders, especially for the seniors, who at the end of the year will begin on their own career paths or courses of college study.

The event had 17 mentors in attendance, along with 50 students from Greenport, Southold, and Shelter Island. Mentors had experience in the

fields of marketing/business, health services, law and engineering, education, sales, micro enterprise/small business, and civil services. Seniors chose to sit at a table based on their career field interests and had the opportunity to have breakfast and chat with anywhere from one to four mentors in their field of interest. One common theme heard throughout the day was, not to be too stuck on doing just one thing, because your interests can take you in different, unexpected directions. Flexibility seemed a common bit of advice regarding when seniors begin pursuing a career path and/or starting up new jobs. This advice got Shelter Island seniors thinking. Senior Will Garrison's take away was, "I learned that for my field of study (Biology), it's going to take a lot of time and effort. And, it is likely that when I get to college, I may learn certain aspects about my course of study that could be unappealing." Will took the message that it is ok to be flexible, to not necessarily have your heart set on one specific outcome, as things change and shift.

This year's keynote speaker was a young woman named Mia Carroll. She is a prime example of how you may study one thing in college, but wind up doing something completely different and still



PHOTO BY WALTER RICHARDS  
AMIRA, GENESIS, AND DOMILY SITTING AT THE CIVIL SERVICE TABLE GETTING ADVICE FROM THEIR MENTORS.

love it. Ms. Carroll wanted to do something in the film industry, but is now working at the Peconic Landing in Communications. This unanticipated career is one Ms. Carroll now loves. Ms Tuthill said, "I thought she [Ms. Carroll] did a wonderful job telling the students about her path to her current position at Peconic Landing. Mia is 24 years old, so she is close to the seniors' age. Mia's advice on how she created her position and her

job at Peconic Landing was important for students to hear."

The Mentor Breakfast was very informative for all involved. As one mentor shared, "I loved doing this to see the next generation in my field." Many thanks to all of the mentors on behalf of Shelter Island School seniors. Getting advice from so many people with successful, long-standing careers was certainly a morning well-spent.

## PREPARING FOR COLLEGE

BY KAL LEWIS

Twenty Shelter Island High School students visited two colleges recently on Long Island: Adelphi University and SUNY Farmingdale. The trip, which was made available for students in grades nine through twelve, was organized by the school's guidance counselor, Mrs. Tuthill. Mrs. Tuthill said, "my hope for the college visit trip was for students in grades 9-12 to gain more information about the college admissions process and hear about academic programs offered at each school. I think it is important to hear what is expected in the admissions process as early in high school as possible. It is better to hear about admissions in 9th grade versus 11th and 12th grade, so you can better prepare yourself in high school. The purpose of the trip was to give students a feel for what college life is like on a couple of different college campuses."

College is a big transition for most people and oftentimes, particularly underclassmen, have no idea what to expect when beginning to explore college campuses and how the college application and acceptance process actually works. Prior to attending the trip, sophomore Michael Payano was excited to discover what he might learn and how it might impact his future plans. He shared, "The trip

will affect my choice by giving me a perspective on what colleges have to offer, how campus life will be, and how the professors will treat me there." Payano plans to major in business because he is very good at math, and to minor in Spanish since he already has very good Spanish skills. Following the trip, Payano decidedly preferred Adelphi and summed up the experience, saying, "This trip has absolutely changed my ideas about college because now I have an actual idea of what's involved, and basically, how I should approach it."

Senior Melissa Frasco also wound up taking a liking to Adelphi. "I was most excited to see Adelphi just because I've heard of it, but I never really looked into it, so it was really like a blank slate. Seeing Farmingdale was cool too, but I liked Adelphi better," said Frasco. Melissa wants to major in psychology and go into counseling. Interestingly, she shared that before the trip, "I hadn't really been thinking about colleges on Long Island, but I think that there is more than people actually think. They [Adelphi and Farmingdale] were really nice and I think more people need to see schools close to home because it is way different than here on Shelter Island."

Freshman Jennifer Lupo came away from the trip liking Farmingdale over Adelphi. "I liked Farmingdale because I felt that there was a lot more going on there and it seems like they are into



PHOTO BY MARTHA TUTHILL  
SHELTER ISLAND AND GREENPORT STUDENTS LISTEN TO THE ATHLETIC DIRECTOR AT ADELPHI.

big projects, which appeals to me," said Jennifer. She wants to major in criminal investigation because someday she would like to be an FBI agent; after the trip, she thought that Farmingdale would be a good place to start those studies.

Before going on this trip, the students didn't know much about college life and some of the factors to consider when applying to college. The trip to Adelphi and Farmingdale gave them a glimpse of the many opportunities available, and a real life look at a college campus in full swing. Mrs. Tuthill explained, "I wanted students

to see both a public college and a private college on Long Island. Adelphi and SUNY Farmingdale have a large number of students who commute to school, as well as many students who live on campus. Both schools are mid-size schools, although SUNY Farmingdale has a bigger campus with approximately 10,000 students and Adelphi has approximately 5,000." Students who attended this trip were fortunate, as they now have a varied college visit experience to compare future campuses to.



LITERATURE LIVE!

BY LINDSEY GALLAGHER

On November 10th, the sophomores and juniors had the opportunity to view The Scarlet Letter at the Bay Street Theater. This was a very unique experience for students to view classic literature outside of the classroom.

The Scarlet Letter written by Nathaniel Hawthorne, in short, is a drama about an accused adulterer, Hester Prynne, who becomes a hero by refusing to let her scarlet "A" define her. The play blends aspects of romance, mystery, and suspense up to the moment when Hester finally reveals the father of her beloved daughter Pearl.

Upon arriving at the lovely Bay Street Theater, students found their seats and anxiously awaited the production's start. Much of the play followed the book's plot, however in some places where the book was much more serious, the play took a more humorous approach. To junior Jack Lang what stood out was "the detail of the stage set and the story line." The set was particularly noteworthy with a wall literally made of branches and a slew of roses that would become instrumental in the plot late in the play. English teacher and chaperone Mr. Bocca notes that the set design was his favorite part and "they created an appropriate atmosphere that was accurate to the novel." The actors did an extraordinary job playing their characters just as they are portrayed in the book and they truly brought them to life. For most viewers this was one of the best parts of the production. Lily Garrison told me, "the actors made it seem so realistic, and it kind of let us experience the events up close." Many parts of

the play had the audience in laughter and others brought them to the edge of their seats as they watched the drama unfold. One part in particular that grabbed the audience's attention was "when they were confessing to their sins and were speaking truthfully and were doing everything out of love," says Lily.

Once the play concluded, the experience wasn't over, as the actors stayed back to answers the audience's questions. During this time, the cast shared some advice for aspiring actors and discussed how acting affects their lives. Students also got to comment on and think more deeply about the play's themes and how they are relevant today. Jack noted "what made the experience unique for me was the Q&A at the end." Lily explains that this made her realize "that everyone is not perfect" and she went on to say "it showed me that we are all more similar than we thought we all were."

Mr. Bocca believes that productions such as these "deepen the experience that they [students] already had reading the work of literature on which is it based." He adds that "the students get the opportunity to see that people interpret literature in different ways." Jack said that, "it gives kids a different way to see the story." All in all, this trip was both fun and it was a great educational experience. Lily sums up the experience by exclaiming that this trip, "shows us how lucky we are." The sophomores and juniors would like to extend a big thank you to the Shelter Island Education Foundation for making the experience possible!



PHOTO BY DEVON TREHARNE  
THE CAST OF THE SCARLET LETTER, AFTER PERFORMING, ANSWERED AUDIENCE QUESTIONS ABOUT THE PLAY AND THEIR JOBS AS ACTORS.

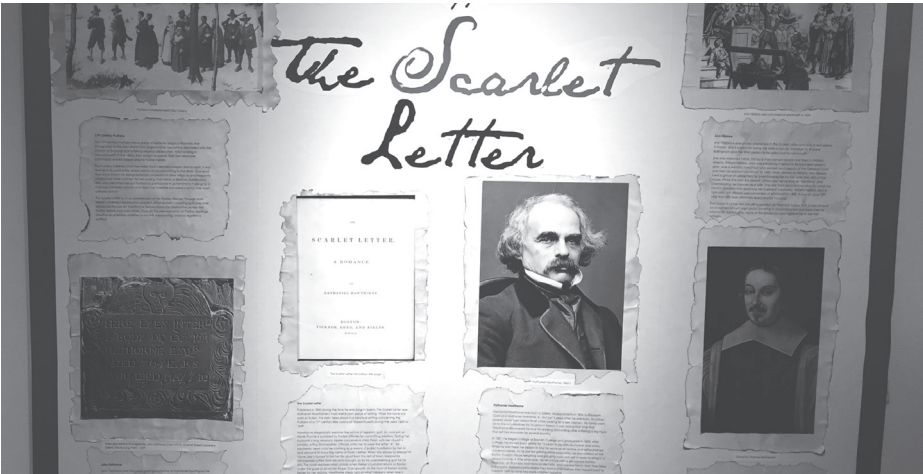


PHOTO BY LINDSEY GALLAGHER  
THIS DISPLAY ABOUT THE HISTORY BEHIND THE SCARLET LETTER WAS ON SHOW AT THE BAY STREET THEATER FOR STUDENTS TO VIEW PRIOR TO THE PRODUCTION.

IT'S JUST A BUNCH OF HOCUS POCUS

BY LINDSEY GALLAGHER

Leaning Tower of Terror, Trick-or-Treat Karaoke, Hungry Hungry Humans...oh my! This year's annual Anything Goes was held on Monday, October 31, for grades ninth through twelve. New Student Council advisor Mr. James Theinert excitedly helped the Student Council Committee plan and gear up for what this year's "Anything Goes" would bring.

"Anything Goes" has been a seasonal favorite for secondary students for many years now. From team bonding activities to competitive games, class spirit always shows at "Anything Goes." Most importantly, the gymnasium fills with the spirit of Halloween as both faculty and students show off their creative costumes.

This year's event kicked off with station activities consisting of Team Spiderweb, Bobbing

for Puzzles in Orbeez, Tower of Terror, Spider Egg Toss, and Candy Corn Hole. These station activities functioned as team building activities for each class as they attempted to work together to best complete each station in the five minute time limit. Junior Hayley Lowell-Liszanckie excitedly exclaimed, "Team Spider Web was my favorite event because we all worked together and it strengthened our class bond with one another."

Trick-or-Treat Karaoke followed the station activities. The catch behind this event was that some of the songs would be fairly recognizable, such as "Livin' on a Prayer," which would count as a "treat" to the class, while other songs were more difficult and not as recognizable such as "Thriller," which posed as a "trick" song in this event. The seniors amazed the audience with their spontaneous performance of "Don't Stop Believin'" by Journey. Senior Sophia Strauss proudly stated, "Anything Goes, especially karaoke, was awesome. Favorite part of senior year so far!"

Hungry-Hungry Humans was next up on the list

for "Anything Goes." As the 750 ping pong balls were poured into the center of the gymnasium, the bleachers roared with enthusiasm. Grades nine through twelve swiftly moved to their designated areas as they mapped out a game plan and chose the first pair to begin. Freshman and new student, Isabelle Topliff shared, "For my first year at Shelter Island, I really enjoyed all of the activities. Hungry-Hungry Humans was an active and fun team building game." Impressingly, the high school students were able to make it to almost five minutes without complete destruction of the game---so, grades 9-12, pat yourselves on the back!

"Anything Goes" has been an annual favorite for Shelter Islanders. New advisor of Student Council, Mr. Theinert, pushed to change the events so they were more inclusive of more class members. Thus, new events were put into place to not only help with overall class participation, but to bring a new life to this regular event. Sarah Lewis, Student Council Representative and member of the junior class, added, "The Student Council Committee and members plan to take into account the response we get from the students and apply our learned knowledge to future events." Change is good; getting out of classes to bond with classmates is even better.

STUDENT COUNCIL CORNER

**EXECUTIVE BOARD:** President: Nicolette Frasco • Vice President: Melissa Frasco  
**TREASURER:** Madison Hallmann • **Secretary:** Justine Karen

**CLASS REPRESENTATIVES:**  
**Freshmen:** Kal Lewis and Nicholas Labrozzi **Sophomores:** Taylor McNemar and Camryn Paige **Juniors:** Sarah Lewis and Isabella Sherman **Seniors:** Domily Gil and Ray Karen

**UPCOMING EVENTS:** Through our partnership with The Inlet, we hope to keep our student body better informed of what events and programs Student Council will be hosting over the next few months.

- Thank you to our Shelter Island faculty, staff, and students for partaking in and making this year's "Anything Goes" event possible. We appreciate your constant support and effort given to our Student Council Committee and cannot thank you enough for your participation!
- **Reindeer Games:** The secondary school-wide holiday celebration is back for its second year, and Student Council is looking to improve upon what some faculty members started last year. If you have any ideas or recommendations for holiday festive activities, please contact a Student Council Member.
- **Student Council Priorities:** As a student-run body, we are here to represent what the students wish to see in our school community. The Student Council Committee is here to improve our overall community and fulfil the desires and needs of those students attending. The committee is here to take initiative, so come see a Student Council Committee member today!



SUPER MARIO (LILY GARRISON) BRAVELY BELTS INTO THE MICROPHONE AS HER SOPHOMORE CLASSMATES POSE AS HER BACKUP SINGERS AND DANCERS (SHOUTOUT TO HARAMBE).



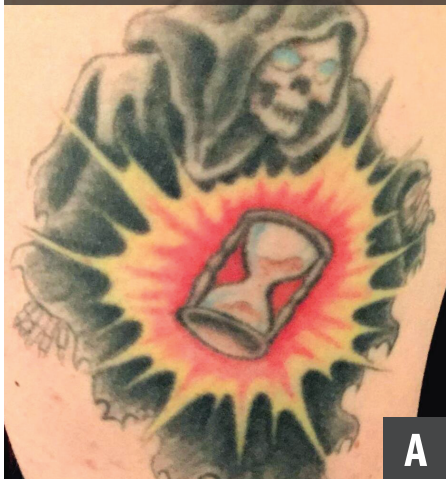


# GUESS THAT FACULTY/STAFF TATTOO!



In a school as small as this one, how much do you notice about those around you? Many of our Shelter Island School employees are "inked." Based on the photographs and accompanying descriptions, can you guess which faculty/staff member from the list sports which body art? We've included an answer key on [page 8](#). Good luck!

This horror genre fanatic somewhat hastily got this tattoo at age 18, however he now views it as meaningful reminder to "live while you still can."



A

Recognize this symbolic heart tat? Notice that "the two parts of the heart are made up of different music symbols (treble and bass clef)," according to the tattooed party.

Which melodious teacher got matching flower tattoos with her younger sister on her 18th birthday?



B

This tattoo "was applied with a bamboo chute instead of a needle and the lotus represents purity of mind, body, and speech even though it's rooted in mud and also growing through mud and still coming out clean and beautiful on the other side." So, whose is it?



C

This guy has 3 tattoos—the first of which is a panther he got with friends when he was only fourteen years old. The second, at age sixteen, is an eagle paired with a fish to honor Shelter Island, and the third, he commissioned when he was nineteen, is a horse symbolizing the Army's 1st Cavalry.



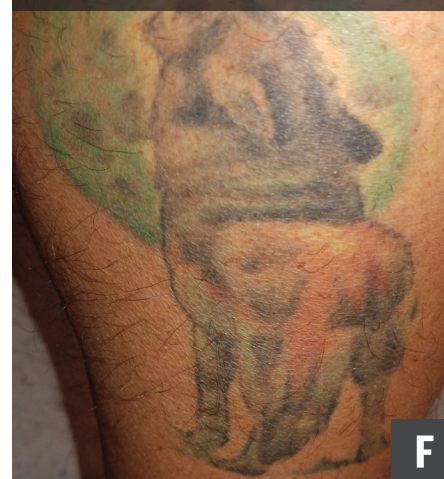
D

Any idea as to whom this tattoo belongs? She got it as a birthday present to herself for her 40th, selecting it because she thought it was pretty.



E

This independent fella' got this tattoo of "a lone wolf" when he was 21 years old because he "tends to run on his own."



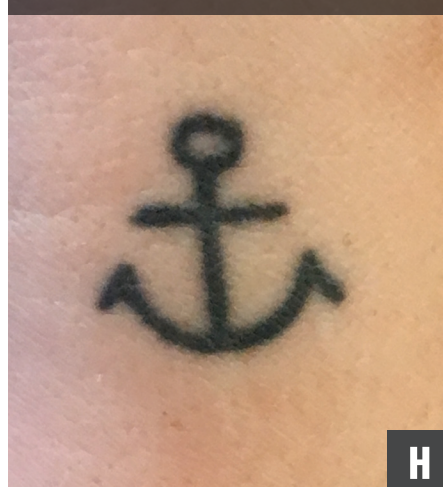
F

She got this tattoo with her sister when she was 20 years old. She has the lock and her sister has the key. Who is she?



G

This tattoo was inked on its person when he/she was 24 years old, because "I grew up on the water and it is my preferred place."



H

This faculty member got this tattoo at 21 years old, "To represent all Shelter Island has been to me in my life."



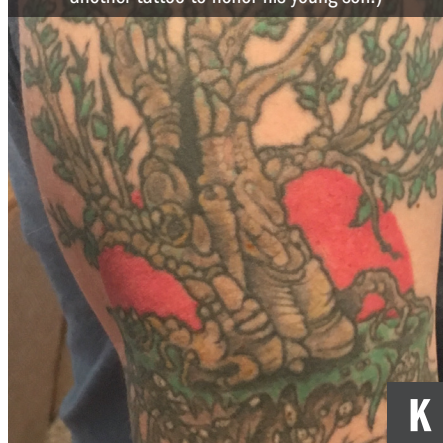
I

This guy waited until his 40s to get inked and had both of his tattoos done with each of his children when they turned 18. The first is a Celtic cross in honor of his Irish heritage, the second is a Viking in honor of his Norwegian heritage. An "all-American" tattoo is in his future!



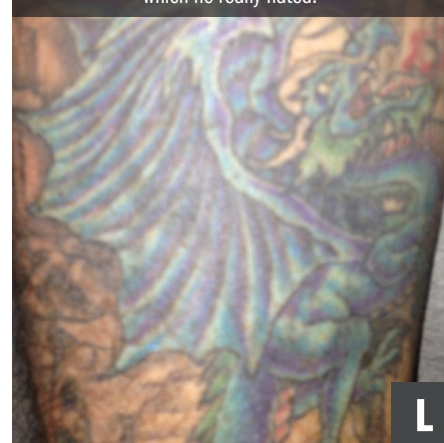
J

Can you guess the educator with a large oak tree inked on his right bicep? He got at age 21 to honor his grandmother. (Hint: he is also considering another tattoo to honor his young son.)



K

This staff member actually commissioned the image of a dragon at age 37 in order to cover up a tattoo that he had gotten when he was 25 which he really hated.



L