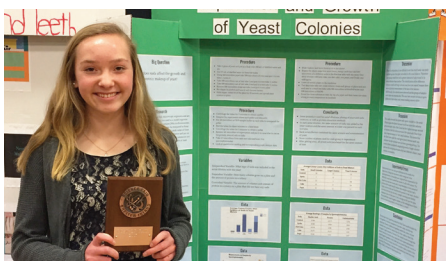




#### FOREST RANGER GALLAGHER

Not your average job! Find out about the everyday life of Bryan Gallagher, Shelter Island's very own New York State Forest Ranger.

PAGE 3



#### THE SHELTER ISLAND SCIENCE FAIR

Some students may be relieved it's over, but if you missed out on the annual Science Fair, check out the paper to see learn all about the event in its 53rd year.

PAGE 8



#### MUCH MORE THAN PERSON OF THE YEAR

What makes a person of the year? Keep reading to learn all about this year's honoree, Mrs. Mahoney.

PAGE 3

## THE INLET

Vol. 5, No. 3

SHELTER ISLAND SCHOOL

January 2017

# Black Cat BOOK BROWSING

BY LINDSEY GALLAGHER



PHOTO BY DEVON TREHARNE  
A SMALL PERCENTAGE OF THE 30,000 BOOKS HOUSED IN THE BOOK STORE.

Just down the road from the school, there is a building that looks like any normal house. However, if you happen to pay more attention, you will find that this is anything but a normal house. In fact, it isn't even a house. Above the door hangs a sign that reads, "Black Cat Books," and once you step inside, you find yourself in one of the most interesting places on the island. The bookstore is on the smaller side, however that doesn't mean it lacks depth at all. On every wall, there is an eclectic mixture of used books, photographs, and art. Every shelf is filled to capacity and there are books on almost any topic—from gardening to theology to rare and vintage children's books—to interest someone. There honestly is nothing like Black Cat Books.

For owner Dawn Hedberg, books were always an object of fascination. Before the age of 16 she had already had jobs in multiple bookstores, and for a period of her life, she even worked at a bookstore in Seattle that housed over one hundred thousand titles. Through this work, Ms. Hedberg found her niche: working with used books. She finds the used book business particularly appealing because it has so much diversity, "you never know what you're gonna find," she shares. Ms. Hedberg goes on to explain, "every used bookstore is a reflection of its owner," which is why shoppers will notice an impressive array of collectibles from the 1930s-1950s, Ms. Hedberg's favorite period. While many booksellers have philosophy degrees, "you cannot go to school to learn it [the trade]," instead, "you need a certain amount of instinct, you must be observant and well read," to truly excel in the business, said Ms. Hedberg. Due to the appealing lifestyle, Ms. Hedberg always knew she was going to open a bookstore. She considers it a "creative outlet," and adds "it's fun to get feedback from people who really get it." So, at the young age of twenty-six, with 6,000 books, \$10,000, and 300 square feet of space she rented for only \$600 a month, she opened Black Cat Books in Sag Harbor. A lot has changed since then.

Today, Black Cat Books no longer resides across the water, it is now a true island business, and Ms. Hedberg owns the building holding her beloved titles. Along with a greater size, there are now five times the number of books she originally had. One of the biggest

changes she has seen since the store's original opening is the rise of the internet. Ms. Hedberg said, "the internet didn't exist when I started," but now "it has altered the used book business in an incredible way—it's been great." And while it has presented some challenges, it has its benefits to business owners like Ms. Hedberg. With the help of the internet, people can look up how many copies of things exist and it has "really flattened prices," therefore "the internet shakes out what is truly, truly rare," she says. Additionally, when she comes across a book in a collection that she isn't familiar with, the internet is a great resource. The introduction of the internet also caused an influx in the number of ebook purchases, which makes the collectible market more profitable. Every year, the store now sells between 5,000 and 6,000 books online and this has become a major part of the business.

Black Cat Books is a unique bookstore because every book on the shelves is used. Ms. Hedberg specifically enjoys used books because "there are so many stories in them" and "they keep getting passed down," which makes the search for books all the more interesting. Most of the store's profit, despite the internet, is still made through in-store purchases, as the store sells an incredible 12,000 books per year. Even more incredible is the 30,000 books shelved in the store. Where do they all come from, you ask? Well, Ms. Hedberg explained that inventory comes from many places: storage locker sales, ad solicitations she runs for personal used book collections, auctions, yard sales, libraries, and entire estate sales, but never from the internet. "I'm mostly out buying all the time and am almost never in the store," said Ms. Hedberg. Along with personal choice in what to buy, "requests dictate buying. I paid attention to all the things people would ask for and bookstores never had in my previous jobs." Some of the books you find in Black Cat Books may be worth thousands of dollars, however there are still many cheaper ones. "It's always been really important to me to have great books are completely affordable," said Ms. Hedberg, who further stated that she never wanted to have a store with only rare items.

One of the most interesting parts of the store are the treasures that Ms. Hedberg finds through "the hunt" (for books of course). The greatest places to find treasures, she revealed, is estate sales. Ms. Hedberg explained that these collections are worth more than individual books and every collection "creates this real interesting history." Some estate sales have collections that include very valuable books, and typically the potential buyer will know this before they make the purchase, as it is rare that the buyer will discover a true treasure after the purchase is made. Ms. Hedberg has certainly come across some treasures, as she has bought estates from many notable artists and writers. One of these treasures was a signed copy of Tender is

the Night by F. Scott Fitzgerald addressed to a soldier acquaintance of Fitzgerald's that sold for \$18,000. No, I did not add an extra zero, that's \$18,000. She has also had signed Picasso's and Hemingway's many times. However, some of the most interesting books to Ms. Hedberg don't necessarily come from such big names. One in particular, The Fight For Everest 1924, by E.F. Norton, seems like an unexceptional old book, until you crack open the cover. On the inside of the cover, penciled in unique print is the supply list, budget, and personal notes of Edward J. Farmer, a mountain climber whose goal was to be the first to summit Mt. Everest. Farmer had been studying the book in attempts to learn about his foe—the mighty mountain—before his climb. Farmer, in fact, died in the process of attempting to achieve his dream. Ms. Hedberg found this book in a collection that had belonged to a CIA Agent (now deceased) who was a distant relative of the Farmer's. It is these moments in history brought to life by books that makes Ms. Hedberg smile. And, this is a further example of what can make an otherwise unexceptional book exceptional. The book itself by Norton isn't what is valuable, but the story that goes along with the notes and the man who owned it is.

In her current collection, Ms. Hedberg even has a book that dates back to 1541 that she purchased from a Waldo Frank collection. (Waldo being a novelist and literary critic during the 1920s-30s.) This book was written by a Spanish-Jewish nobleman who was forced to move to Italy when Spain was eradicating Jews, and is part of a history volume of Judaism. This book would be worth somewhere in the realm of \$3,000 according to Ms. Hedberg due to its age and unique historical context.

Even though she has come across some extremely valuable things, Ms. Hedberg explains, "there's almost nothing I won't sell." She loves to buy books, and art, and everything of the like, but she dislikes when clutter accumulates in her home. Therefore, even the most valuable of things she will sell, because she knows she will most certainly come across more. Ms. Hedberg does admit that if there were anything she would have kept in the past it would be the "stunning"

Mourlot lithographs, produced by Fernand Mourlot, a printmaker who worked closely with Pablo Picasso.

Ms. Hedberg is truly enjoying life as a small business owner here on Shelter Island. For one thing, having her store right next to her house, eliminates any commuting. She is her own boss as well, so she can fit the store's hours around her family's schedule, allowing her to never miss an important event. Owning a business however, does not come without its challenges. "This kind of business does really well in an urban environment," explains Ms. Hedberg, so there are definitely some hard years considering that the store is in an area with such a small population. Ms. Hedberg did note, however, that the summers are "great." It is especially during the summer where you can find an array of "writers, artists, Brooklyn hipsters, and lovers of pop culture," in the store. Ms. Hedberg was sure to emphasize the importance of pop culture in the book buying business. It is pop culture that drives customer interest and influences what is popular at the time, and like many of her clients, she too is a lover of pop culture, so this certainly affects her inventory.

For the future of the store, Ms. Hedberg has no plans of expansion, excluding a possible expansion of the store's online database. She notes, "I am happy where the business is," as she has found a "real flow" in managing the business. If you have not ventured into Black Cat Books yet, I urge you to go check it out. It feels like a mix of Brooklyn loft, quaint local store, and art gallery all at once; the perfect place for a treasure hunt if you ask me.

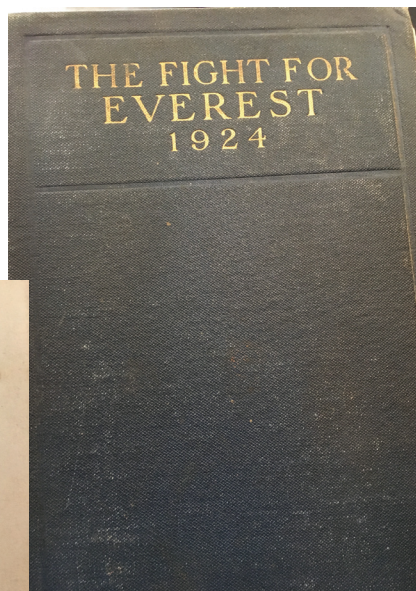
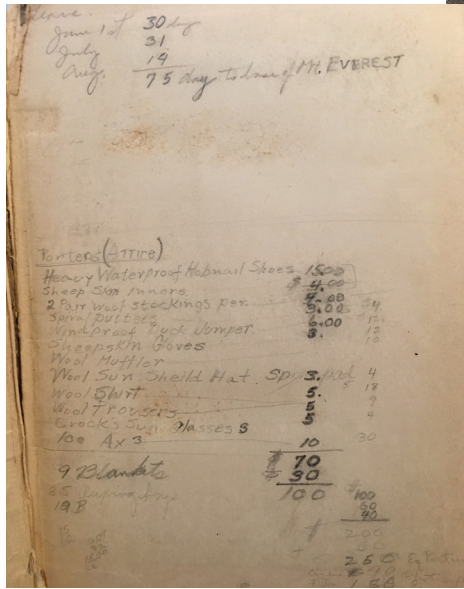


PHOTO BY DEVON TREHARNE

THE COVER AND INSIDE OF THE FIGHT FOR EVEREST 1924 THAT HAS THE NOTES OF EDWARD J. FARMER, A MOUNTAINEER WHO ASPIRED TO BE THE FIRST TO CLIMB EVEREST. THIS IS JUST ONE OF THE TREASURES THAT YOU CAN FIND IN BLACK CAT BOOKS.





## TECHNOLOGICAL TAKEOVER

BY LINDSEY GALLAGHER

In today's world, it is very unlikely that we go hours or even minutes without coming in contact with technology. It's at school, home, work, and even in our pockets—basically wherever we go. We wake up, check our phones. Eat breakfast, check our phones. Go to school or work and when we have nothing to do, what do we do? We check our phones. What happens when we get a notification? Our immediate instinct is to check our phones. It doesn't stop there, we get home from our long day and all we want to do is relax, so we reach into our pocket and check our phones. Finally, for many of us, when we're laying in our bed before going to sleep, the last thing we look at is our phones. But just how many times do we actually check our phones? Well, a study done by Nottingham Trent University shows that the average person checks their phone 85 times per day, equating to over five hours per day. "It can't be that many hours," you think to yourself, but the study also reveals that people check their phones twice as much as they think they do.

Obviously, there is a major problem, possibly even an addiction, here. Everyone claims to have no time, but maybe eliminating technology from our daily lives would give us all the time in the world. Even if you don't spend five hours a day on technology, any amount of time could still make a difference. If we aren't on our phones, we could spend more time exercising, reading a book, studying, sleeping, going on an adventure with friends, or anything other than endlessly scrolling through our phones. Another problem I notice is that people are becoming too reliant on technology. When we don't know the answer to something, whether it be the name of an actor, or a homework question, we turn to our phone. However, when we do this, we eliminate the process of using our minds to try and reason through it. Technology is becoming a crutch to thinking and with technology being introduced at

younger and younger ages, it is only worsening the corruption of kids' thought processes. Having constant access to any information we want also crushes curiosity, instead of thinking about how something works and trying to create our own reasoning, we just look it up.



PHOTO COURTESY GOOGLE IMAGES  
THE ALL TOO COMMON SCENE IN TODAY'S WORLD

Technology is hurting kids and adults emotionally. We would like to think that all the likes on Instagram and the constant contact with people is making us happier, but this is not the case. Technology, mainly social media, is actually causing anxiety and depression amongst both kids and adults because of the constant comparison to others and the desire to "fit in." One study done on sixth graders reveals that kids who did not have access to electronic devices were better at reading emotions and nonverbal cues than those who had devices. When we text instead of talk, we are missing out on the significance in human interactions: we are not seeing people's true reactions, instead we see what people type, which leaves out the sender's body language and tone, making the recipient miss out on half of what is actually being said. The recipient is only responding to the words, not the actual reaction. Although I am guilty of this myself, I hate when social media becomes a topic of conversation when you are actually with other people. When you are with people, you should talk about meaningful things: not video games, or how many likes you got on Instagram, what's

on your Snapchat story, or how many followers you have.

The negatives of technology go much further than that, though. More time spent using technology means more time spent sitting and less time being up and moving. Infact, overuse of

technology has been linked to vision and hearing problems and the rise of obesity. Another problem with technology is it messes up the quality of sleep we are getting, especially if our phone is the last thing we look at before going to sleep.

One of the biggest problems I see with technology is the way it is changing society as a whole. Millennials are being labeled as narcissistic, lazy, and they often see themselves in a much more negative light than previous generations—all because of technology. With a generation of people who lack self-confidence, it's hard to be satisfied with your life. Ask yourself this question, do we really want to be known as a generation of unhappy people?

Technology is robbing children of memorable childhoods, very quickly. I have even noticed a difference between myself, someone born in 2000, and someone born in 2005 or later. I see fifth and sixth graders with iPhones in the hallway and it makes me sad to know that they are missing out. When I was in 5th grade, only a select few in my class had a phone, and even if they did, they were not attached to it in the way that today's younger kids are. What's even worse

is that it's not the kids' fault, it's society's fault. Kids are only doing what everyone else does and they have no idea what they are missing out on. In twenty years when they look back, what are they going to remember, looking at a screen all day? Do parents really want these to be the memories that their children have of their childhood? What about playing outside all day, riding bikes, or getting into trouble with your friends?

The dynamic of families is changing, too. There are continually less and less families that actually sit down for dinner together, without their phones, to have genuine conversations about how their days went. People also use their phone as an excuse to avoid having conversations with people. If people are waiting for a business meeting to start, instead of talking to each other, they stare at their phones. Technology is hurting people's ability to form relationships, this means missing out on potential friendships.

Many times my phone becomes a tool for procrastinating, and I often wish I didn't have one, however, I don't know if I'd be able to completely give it up. One thing I do know for sure is it is certainly much more fun to spend time with people without the constant interruption of your phone going off. Nothing is worse than trying to talk to someone who is looking at their phone. Without phones, you get to truly see people for who they are without the craziness of social media. Without phones, you make real memories. Without phones, we'd probably all be happier.

Don't get me wrong, technology can certainly have some positive effects. And if you don't agree with me, than by all means continue using technology as much as you like. I'm simply suggesting that you try to lessen the number of hours you spend on your phone each day, for your own, and society's own good.

## STUDENT COUNCIL CORNER

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**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:

- **Spirit Week:** Pajamas, Superhero costumes, celebrities, and much more. This week is a time for students show their spirit and have some fun.
- **Cooking Club:** Kids will go learn how to cook different recipes for breakfast, lunch, and dinner. Stay tuned for this new addition brought to you by Student Council.
- **Dodgeball:** Teams of 5-6 with at least one female and one teacher will battle it out on the gym floor. Bring your "A game."

## WHOOOPS...

In our last issue, the article entitled "It's just a bunch of hocus pocus" was credited to Lindsey Gallagher. The article was written by staff writer Madi Hallman.

We would love to hear from from you!  
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PHOTO COURTESY MRS. MAHONEY  
MRS. MAHONEY POSES WITH HER BELOVED DOG IRIE.

## MUCH MORE THAN PERSON OF THE YEAR

BY LINDSEY GALLAGHER

You may have seen her walking her dog, perhaps she teaches one of your classes, or maybe you've worked with her on a community service project. Who is this? That would be the wonderful Mrs. Mahoney who is deeply involved in both the school and island community. And while you most certainly recognize her friendly face, just how well do you know actually know her?

Mrs. Mahoney spent her childhood not too far from Shelter Island in Shoreham-Wading River. As a kid, Ms. Mahoney described herself as "a bit nerdy, artistic, and active." She enjoyed doing what most kids do: drawing, reading, roller skating, and biking. "I loved being on the track team and being involved in theater," she shared. After graduating from Shoreham-Wading River High School, Mrs. Mahoney was a commuter to St. Joseph's College, where she majored in child study and special education and minored in speech education.

Before becoming a teacher, Mrs. Mahoney worked at a very strange combination of places: first she was a hostess at a Pancake Cottage, next a cashier at Sears, and finally she worked at a group home for adults with developmental disabilities. Yet, she always knew the exact job she wanted. Since the third grade, Mrs. Mahoney dreamed of becoming a teacher, "I loved my teacher and wanted to be her," she explained. She credits "the students" as being the best part of teaching, and more specifically watching them "learn and grow." Before teaching at Shelter Island, Mrs. Mahoney worked with kids with developmental disabilities at multiple preschools and private schools. She worked for six years at the Oysterponds School in Orient, but for the past fifteen years, she has found her niche teaching here at Shelter Island. Some of her fondest teaching memories are working with students with disabilities. She remembers one student in particular: "he was initially unintelligible, and within a few weeks he was understandable, he grew so much he was able to go back to his own district." And while not every case shows quite the progression that this student did, even small amounts of growth can put a smile on Mrs. Mahoney's face. Other fond memories of Mrs. Mahoney's include getting calls from past students to thank her for her work.

At the beginning, Shelter Island was a vacation destination from the "mainland" for Mrs. Mahoney and her family. On her first visit to the

island, she recalls staying at the Kaasik's Bed and Breakfast and the Dering Harbor Inn. Looking back, Mrs. Mahoney would call it "love at first sight." Immediately returning home from a vacation here for Labor Day weekend, she and her husband realized it was a "great place to raise a family." So, they began looking at real estate, and because the prices weren't crazy, they realized it was feasible to live here full-time. Even better was the fact that Mrs. Mahoney's commute to Orient would only be a short ferry ride away. Since moving to the island, Mrs. Mahoney has never looked back and this June she will become a twenty year resident. What does Mrs. Mahoney love so much about the island? "The hustle and bustle of summer, but also the quietness of winter," she said. Mrs. Mahoney also loves the fact that she can always find a beach and the unique "sense of community" that the island has to offer. After raising two kids here, Mrs. Mahoney shares that Shelter Island provides "a lot of opportunity [to kids] not available in bigger districts."

Mrs. Mahoney isn't just a teacher though. She is a member of many organizations, both inside and outside of the school: leading the elementary book craft club, advising the National Honor Society, and being a member of the Education Foundation Board and the Fire Department Ladies Auxiliary. In fact, her efforts throughout the community have been so impressive that she has recently been recognized by the Shelter Island Reporter as the Person of the Year, a huge honor, so if you haven't already, be sure to congratulate her.

In her free time, Mrs. Mahoney enjoys having coffee at Stars and going to exercise classes with friends. She also spends lots of time off the island travelling. The first time she travelled internationally was when she went on a two week trip to Spain in eighth grade that she called "amazing," adding that this is why she enjoys "helping give people that opportunity." Along with travelling to Spain, Mrs. Mahoney has spent time in many of the Caribbean Islands, Mexico, Costa Rica, Canada, California, and many other parts of the United States. Although she loves to travel, I don't know if there's anything she loves more than taking walks around the island with her beloved dog Irie. If you see her along your way, be sure to wave, she'll surely have a ready smile and wave back, that's just the kind of woman she is.

## FOREST RANGER GALLAGHER

BY MADISON HALLMAN

Perhaps you've seen Mr. Bryan Gallagher driving alongside our track team, or maybe you have seen him sprinting trails and crisscrossing our island roads with the cross country team, but, have you ever seen him camouflaged and camped out on duty in the woods? Mr. Gallagher—a well-known Islander and outdoor enthusiast—is employed by the State of New York's Department of Environmental Conservation as a Forest Ranger.

Growing up, Mr. Gallagher spent a lot of time with his father and brother at their family cabin in the Catskills, enjoying outdoor activities such as hiking, hunting and off-roading with his family. Pursuing a career as a Forest Ranger sparked Mr. Gallagher's interest because he knew it would be a job in which he would be able to spend a vast amount of time outdoors and in the woods—one of his favorite places. How does one become a forest ranger? Mr. Gallagher explains, "the educational requirements are either a bachelor's degree, including thirty credits in environmental/life science, or an associate's degree or higher, in the forestry or natural resource management fields." In addition, Mr. Gallagher shares that "one can also qualify with an associate's degree supplemented by: eighteen credits of environmental/life science and two years of active military service or technical work in natural resource management field." Mr. Gallagher attended PACE University for four years, followed by Forest Ranger Academy.

Forest Rangers play an important role in ensuring environmental safety for wildlife, lands, and the people who visit them. Rangers are not assigned a strict domain, but serve in assigned "forest ranger districts." Mr. Gallagher is assigned to eastern Suffolk County. Although, when emergencies occur—which require a vast amount of resources—rangers can and will often travel anywhere in New York State, as well as to other states to provide their assistance. Mr. Gallagher clarifies, "Forest Rangers are sworn police officers who enforce provisions of the Environmental Conservation Law (ECL) in order to protect and enhance the State's lands and natural resources and the well-being of the public who use these resources." Rangers wear uniforms and police duty belts, carry firearms, and can arrest those who disobey the law. Some typical duties of a Forest Ranger include "managing prescribed fire activities and educating the public in wilderness safety and natural resource care." More dramatically, rangers also "organize and conduct



PHOTO COURTESY BRYAN GALLAGHER  
MR. GALLAGHER IN HIS FULL GET-UP IN 1999 AFTER GRADUATING FROM THE FOREST RANGER ACADEMY.

search and rescue operations for lost, injured, or missing persons or aircrafts and suppress wildfires."

A typical day for Mr. Gallagher varies. As a ranger, he works a 40 hour work week, primarily day shifts, and typically every other weekend. Mr. Gallagher is able to set his own schedule for the most part, while still being ready for any unforeseen emergencies. He says, "We do have to always be ready to respond to emergencies on State Land or to assist other agencies when requested. Most days, I patrol state forests in my pickup truck or on foot. Other days, I patrol by mountain bike or kayak and when the snow builds up, snowmobile or snowshoe."

During his time as a Forest Ranger, there have been many atypical days, however—these are called "special assignments." "In New York State, my special assignments have taken me as close as Nassau County and New York City for Hurricane Sandy, as far west as Buffalo for a major snowstorm and as far north as the northern Adirondack Mountains for a highly publicized fugitive manhunt. Outside of New York, I have worked hurricanes in Louisiana and Mississippi, and have worked many large wildfires in Idaho, California, Arizona and Wyoming." Mr. Gallagher has seen much of the country due to special assignments and gets to help people when they are often in the most desperate of circumstances.

Mr. Gallagher admits that "there are tense moments from time to time in a variety of circumstances filled with adrenalin, that's for sure." Yet, what Forest Ranger Gallagher adores the most about his profession is "relying on his training and preparation to handle the unpredictable."

## KELSEY MCGAYHEY: BACK ON THE COURT

BY LUCAS QUIGLEY DUNNING

I had the opportunity to sit down with one of our alumni, Kelsey McGayhey, this past week to talk about something she knows pretty well—basketball. Kelsey graduated from Shelter Island High School in 2012 with a great achievement—scoring 1,000 points in her high school varsity basketball career, which is a really big deal. You may have noticed that her basketball jersey is on display in the Athletic Hall of Fame next to the other one thousand point scorers. She then went on to play women's basketball for Springfield College where she had another successful career on the court. So, when Coach Mike Dunning was looking for some help coach-

ing his CYO Basketball team, consisting of fifth and sixth graders, one of the first names to pop into his head was Kelsey's.

School board member Kathleen Lynch was the first to approach Kelsey about helping out on the court. Kelsey shared, "I figured since I'm here for the winter, why not? I love basketball and I love kids." For Kelsey, taking on the coaching commitment is "about more than just basketball, it's about [kids] growing individually and having purpose for what they do in life; it's commitment."

CONTINUED ON PAGE 6





PHOTO BY JONAS KINSEY  
PRESCHOOLER TUCKER WARD HOLDS JOEY TIGHT.

JOEY’S JOURNEY  
BY JONAS KINSEY

Joey is currently a member of the Shelter Island Preschool. Joey is quite popular, even though he can be a bit mischievous, having previously tried making a run for it out of the classroom. Joey is the preschool’s pet bunny and he’s been around the school a while now. Joey’s journey started when current junior Sophia Strauss bought him from a pet store when he was just a baby. Soon, Mrs. Strauss ended up giving Mrs. Woods the bunny and the first grade and kindergarten shared Joey as their pet in the

2012 school year. In the spring 2013, Ms. Regan took Joey home for spring break to take care of him and decided that she would just keep him, since he kept escaping from the classroom anyway. Then, Ms. Regan became the S.I. School Preschool teacher and decided to bring Joey with her. Ms. Regan explained her decision, saying, “He adds an aspect of real life to the classroom which the kid can really use at such a young age.” Ms. Regan continued, “The kids have jobs to feed him and that helps teach them responsibility.” As for how the kids feel about Joey, preschooler, Lila shared, “I like him and he is furry.” Sounds like Joey’s journey is finally over and he has found a forever home.

5TH GRADERS GET INTO THE SPIRIT OF GIVING

BY HENRY BINDER

Mr. Cox’s class decided to get into the holiday spirit of giving in a unique way this year. Under the advisement of Mr. Cox, 5th grade students dedicated themselves to making money for the Heifer International Project. The Heifer International Project is a global project with a single goal: to “transform a life of poverty into prosperity,” according to the project’s literature. This program donates animals to those in need. Cows, goats, chickens, and more are donated all over the globe to impoverished communities. The idea is to donate animals that have the ability to feed in many over a long time period, rather than only once, as a slaughtered animal might. 5th graders took the responsibility to raise money

for Heifer International quite seriously. Harrison Weslek raised \$240.00 by himself in the first week, and the rest of the class fundraised \$210.00. “The kids individually fundraised, door to door, went to neighbors, shook down parents in the parking lot,” Mr. Cox amusedly explained. When fundraising efforts came to a close right before holiday break, the class had raised \$750.00. In lieu of a traditional holiday party, the class had an “animal choosing party” during which they got to choose what animals to purchase for their recipients. As a class they purchased a llama, two orders of honey bees, two orders of chicks, a goat, a community health kit, a sheep, a pig share, and a hope basket. Mr. Cox and his army of selfless students are looking forward to doing something similar next year. These 12 5th graders made a big difference from their small island.



PHOTO BY JUSTINE KAREN  
MR. COX’S CLASS HAPPY TO HELP SUPPORT HEIFER INTERNATIONAL.



PHOTO BY MADI HALLMAN  
5TH GRADER SOPHIE CLARK READS A HOLIDAY STORY TO PRESCHOOLER DACHI DAVILANIDZE.



PHOTO BY MADI HALLMAN  
COOPER RENAULT AND ALEX LOPEZ, BOTH 5TH GRADERS, SHARE A HOLIDAY STORY WITH PRESCHOOLER LILA NOTLEY.

HOLIDAY BOOKS AND BUDDIES  
BY JENNIFER LUPO

What better way to celebrate the holiday season than with books and friends? That is why 5th grade teacher Ms. Michelle Yirce and Pre-K teacher Ms. Natalie Regan decided to pair up their students for some holiday book sharing. Ms. Yirce acknowledged the concept was “Ms. Regan’s idea,” and thought the idea was a good one because it would allow kids to “Learn together academically, and learn from each other, not just out on the playground, so it can become more meaningful.”

Naturally, Pre-K students look up to 5th graders as “big kids” and role models, so the reading activity offered the opportunity for 5th graders and Pre-K students to read to each other and strengthen bonds. Teachers hoped a mentor-type relationship could begin to grow through an activity like this one. According to Ms. Yirce, both the Pre-K students and the 5th graders can learn from each other—for the Pre K, they get to learn about reading and sounding out words, and for the 5th graders, they get to learn how to mentor and teach a younger student—all of which are valuable lessons.

The activity is also about fostering a love of reading. Teachers hoped the activity would be fun and

show kids that reading can be a fun, social activity, it isn’t always just work. About the choice to do it right before holiday break, Ms. Yirce said, “This is a great time of year to do it, because they are sharing christmas stories, holiday stories, and everybody loves it regardless of your age.” Stories shared by Pre-K students included “All About Me” books they had created in the beginning of the year, which allowed the little ones to show off their artwork and tell the 5th graders something about themselves. 5th graders could choose to bring their favorite holiday story from home, or read one a teacher recommended. As the holiday reading activity came to a close, Ms. Yirce shared, “I hope this is the first of many other opportunities that we create for the younger kids and the older kids to read together and learn together, because so much of the curriculum is similar, of course it’s harder with the older ages and more simple for the younger ages, but there’s so much they can learn from learning together in mixed age groups. I hope that this is the first of many more to come.”



# THE INTRODUCTION TO A SWEDISH FOLKTALE

The ice and rock ridden realm speaks in echo. The grayish blue tones of the rocks express dark hues telling of the crisp cold. The towering and sturdy rocks rule over the land like the tyrant who does not control us, for we are creatures of the woods. I hike these lands, breathing in the cool, moist air of the pine during the winter, for whatever reason I decide to wander that day. The brown mossy infestations of the rocks squish beneath my feet like the wet snow that has fallen and will soon fall again. The sky above is gray and promises to deliver the cold delicacy of a blizzard. The colossal rocks will be the first to spy the storm with their farsighted views. I will on occasion struggle to the summit to view the snowstorm to come, where kilometers and kilometers of the crowded forest below me can be seen. The blizzards always scream in the wind, never subsiding or offering any warmth. The wind moves through the trees, wisping the light dusting of snow that has already arrived on earth. The snowflakes begin disintegrating on the roses of my cheeks as they rush to meet the ground. The sky is an abyss, forever hovering and foreshadowing what is to come: darkness. The days grow shorter and colder, the isolation of the cold silencing the village. Santa Lucia Day, December 13th, and the Winter Solstice always fall on the same day

BY SARAH LEWIS

to ring in festivities. St. Lucia will come in her snow white clothing, a blood red sash, and a crown of candles upon her head: an angelic figure with her name signifying light. Her memory will bring hope to the village as the fires will roar, but there will be no fires in the woods. The woods are forever gloomy and unwelcoming. Up at dawn and down by dusk, the people usually fear the darkness. The blues and greens of the forest bring no hope, for they speak to us in words we dare not speak to each other. The people know neither the light nor the dark, constantly in dread of what each one may bring. I do not live in fear. I am acquainted with the shadows who will whisper a whir to those who fear them. The people have yet to experience the peace that both the light and dark can bring when combined. The Northern Lights - Aurora Borealis - bring new and brighter hues against the jet-black night. I stay out late upon rocks in the woods and spy the lights as they frolic before me, forever illuminating the imminent midnight blue of the late night sky. Yellows and reds and blues and purples and greens, the lights dance as they intertwine with the blackness of the atmosphere, and beneath it, all of the wonders and nature of the world. I will never leave this world, but I know I will never

be alone. The trees are always dark, but they have adopted me with open branches, offering their snow ridden bark to warm my frigid soul.

The earth begins to slowly tilt, the axes like a seesaw, the sun thawing the ice that has frozen over much of the land. The massive rocks are the first to watch the sunrise and sunset, and are the first to notice that there is more time between the two. The people brightly beam as the sun stays longer in the day. The air and water entwine and the humidity grasps and clings to my skin, a clear signal that my world is growing warmer. Midsummer is soon upon us, the day of the Summer Solstice and the day on which the people of the village are happy. Everyone must help set up the maypole around which the humans will dance and sing. I will stay here, avoiding their merriment. They will all drink and eat their herring. Some may even wander into my woods in search of magical treasure shown by the map of the moonbeams or in search of flowers who will gain healing powers on this night. The forest is my home, and I do not enjoy the company of these humans, nor do the trees or the rocks or the lakes. They are not welcome here. The pine trees look the same in the winter, still full of their needles and haunting the shadows with their devilry. The other trees grow back

their leaves, only to have them torn again in the winter, like a mother from her babe. The grass and moss turn green, the ice and snow no longer suffocating their well-being. The rock beneath the moss is constant, still cool to the touch, still holding the cold of the past. The rocks have made cliffs and edges due to erosion, the earth chipping away at itself, slowly falling to pieces. Like troops retreating, the cliffs slowly fall back, leaving nothing but loose pebbles of decay. The jagged rocks and forests and pathways lead to the lakes, offering cool water even when the days grow warm. The water shows a deep navy blue, a cover for the ecru when looked at closely. Leeches and fishes swim and dwell in the lakes, aiming to survive. The lilypads have birthed their flowers, a delicate and beautiful little flower on top of a green pad, which is attached to a line of twine that extends to the base of the lake. The black mud at the bottom of the lake threatens to capture those who dare try to touch what is beneath the pretty surface. I have lived at the bottom of a lake, but I prefer the lonely cave in the forest. I cannot die, for I will forever endure what the realm will offer me. The villagers and the others ignore me, leaving me to my own business. I am just a troll, living in Sweden.

# O BEAUTIFUL COUNTRY

BY AN ANONYMOUS JUNIOR

Whoever has made a voyage across the beauteous land of the free will certainly know the sumptuous landscape that makes itself a home within the country. When I began my voyage on the eastern coast, I was greeted by a cold and bitter wind. It was winter there as I recall the snowflakes trying to kiss my skin as I walked on the silent city sidewalk. If one has ever been, they are sure to be familiar with its chaos. Every hour of every day the city ceases to rest, and I believe this is what makes it look so dreary all the time. The people who live in this metropolis are immune to its tumultuous hustle, and of the few whom I happen to pass, all I see are eyes downcast. But on this night, as the snow covers the ever so scarce tree, I get a glimpse of the city's magnificent landscape. In a black night, the color white is seen in its truest form, and I can't help but grin at this magnificent sight. The building's attempts at throwing light through the darkness to meet my eyes fails. and only the lonely street lights share beams of illumination with me. Perhaps I am meeting the city that no one cares to make acquaintances with. With soft and silent steps, I see the wild city no longer screaming with the sound of car horns, or men attempting to auction off their treats to the passerby. Corner by corner I walk, and the whistle of the wind and snow seem to make a harmonious song. The silence is

broken now, but the melody created suppresses the glory of the quiet. The snow begins to stick to me like tape, and when I try to brush it off, it disappears in my hands. I stop for a minute to marvel at this creature that has finally found rest. In the distance is darkness, but all around me is a snowy white canvas.

Happy to have a change of scenery, I head down south. When I step out of the car, I am strangled by humidity's grip. The heat is especially brutal after spending nights in the frigid New York air. The air is sticky and moist. The sun's lucid rays generate a bright yellow color. I walk towards the shore and I hear the mellifluous echo of waves in my ears. I crest the hill and a slight breeze relieves me from the stifling heat. The sand, like a snake, slithers between my toes and covers my feet. As I draw near to the shore, the soft sand quickly hardens. When each wave runs back towards the ocean, it seems to converse with the water around it. The rhythmic crashing of waves distracts me from the torridity. I stare out into the ocean and see only the horizon. The water rushes over my feet and startled by its presence, I step backwards, as if I were a peasant bowing to his leader. Taken aback by the water's power, I watch as the angry waves grow in size and crash with even more might. The great king seems outraged by my intrusion. The sun takes shelter

behind a cloud and the sky becomes ashen. The sky shares its color with the water, and it too becomes drab in color. I begin to turn away when I feel the sunlight wrap over me as a blanket would a chilled being. Inspired, I turn back and see the great king has had an epiphany, and he speaks with a renewed eloquence. The water, emitting a stunning blue color, seems more pure now. I reach down and scoop up a handful, and its salty aroma brings me tranquility. I close my eyes and feel the beach's charm blossom around me.

I stand atop a mountain in the temperate air. As far as my eyes can see, there are trees, in thousands of shades of green that seem to resemble an artist's canvas. The air up here is different, almost as if one took a vacuum and sucked out the oxygen. I breath heavily and turn my back to the canvas of colors. Now in my vision is an assortment of mountain ranges. The mountains whisper to one another, but I cannot understand their Babylonian jargon. I journey towards the edge, and turn my gaze downward to the mountain's scars. The broken fragments that once made cliffs now pile up at the foundation. I know full well that mountains have quite a temper, but I wish not to see it today. When the sun begins to set, its remaining light paints the distant mountains blue and purple. As the light begins to fade, the mountains

stunning silhouettes become ceremoniously clear-cut. On days, when the clouds mask the sun, these silhouettes aren't so clearly seen, and fog smothers these rocky structures. I begin to make my way down watching every step vigilantly. Fragmented pieces of rock are strewn about the ground. I navigate them with ease. On my way, I encounter a series of rocks in such a pattern that suggest that the heavens are near to us. I am instantly reminded of the intimate relationship that heaven and Earth share in places such as these. I stop for an instant to observe the sunset. Suddenly, the sun seems brighter than it had the entirety of my visit, and its rays touched my very body. Nearly blinded, I turned my head, but the light remains. Slowly, the sun takes refuge behind the near mountains as did the blue and purple colors of the mountains. Never have I seen such as sunset. I take one last look in hope that the sunset will still be there, but all I see are the black shadows of the once radiant mountains.

Every landscape that captured my gaze left me in awe, and with reluctance my journey concluded. If only I had one more chance to see such beauty! Each one was unique, and somehow more exquisite than the previous ones. This beautiful country, O beautiful country, help me find such magnificence in my life.

"The Outlet" has taken many different forms over the years here at Shelter Island School. Some alumni might remember it as a creative writing and arts magazine showcasing student work advised by Mrs. Treharne. Then, with the publication of The Inlet, "The Outlet" found a new home inside its pages. We have not included an "Outlet" section in quite some time, so enjoy the following creative pieces written by juniors in response to the following assignment, given by Mrs. Colligan, inspired by the class's reading of "Rip Van Winkle":

Write a descriptive essay that uses personification and/or other literary devices to invest with a personality the natural surroundings where you live (or a place you have visited), as Irving does in "Rip Van Winkle."



## A BRONX TALE IN REVIEW

BY JUSTINE KAREN

On Wednesday, January 11th, a Hampton Jitney full of “country mice” made their way into New York City’s west side theater district for an Educational Foundation/Lions Club funded trip to Broadway. This year the selected musical was A Bronx Tale, a production which is based upon Calogero “Chazz” Palminteri’s autobiographical one man show and film of the same name. To those who are unfamil-

PHOTO BY MS. LYNNE COLLIGAN

THE JUNIOR AND SENIOR CLASSES OUTSIDE LONGACRE THEATER BEFORE VIEWING A BRONX TALE.



iar with Mr. Palminteri’s story, A Bronx Tale depicts his life as a child, and later a teenager, growing up on the predominantly Italian Belmont Avenue. Belmont is under the dangerously stoic rule of local mob boss, Sonny, who, in the opening scene commits a murder in front of a nine year old Calogero. When Calogero is questioned by the police about the crime, he lies and doesn’t “rat” on Sonny. That moment seals Calgero’s fate, granting him the new name of “C” to the local mobsters and deeming him Sonny’s personal “good luck charm.” Much to the dismay of C’s biological parents, Sonny becomes Calogero’s surrogate father, their bond strengthening as he grows up. This conflict is at the heart of the play. The show proves to be a bildungsroman, or coming of age tale in many ways, but is also as C asserts, “just another Bronx tale.”

Funny, sweet, and heartbreaking. That is A Bronx Tale conveniently condensed. The production has received rave reviews since its opening, and perhaps even more impressively, was universally enjoyed by all of the attending SIHS students. Although initially there were some skeptics—“Having seen the movie, I was really doubtful that it could be converted into a

musical,” said Nurse Mary, a chaperone of the trip, “but I was very impressed with this adaptation.” Similarly, juniors Emily Strauss and Francesca Frasco shared rave reviews, saying they both “LOVED” the play. Emily Strauss, who has seen a number of Broadway productions, said that A Bronx Tale was her favorite to date. Francesca agreed, and especially appreciated the fact that following the show the students were able to wait by the cast exit for an impromptu “meet and greet” that largely consisted of selfie taking and autograph soliciting. Francesca has already become a dedicated fan of the male

lead, Bobby Conte Thornton, who portrayed Calogero. Mrs. Treharne said she was “thrilled with the production, and perhaps most meaningfully, watched even the most skeptical theatergoers in our group come out of the show smiling and exclaiming how much they loved it. That was the best part for me.”

One of the most ardent hopes among students to emerge from this trip is to be able to participate in more regular class trips into New York City. Both Francesca and Emily share this feeling, citing more frequent trips to see plays, attend museums, seminars, and the Manhattan Public Library as possible attractions. “It would offer a more hands-on learning experience to students,” says Francesca. The advantage of doing it through the school, Emily feels, is that since the students are venturing into the city with their classmates and friends, it makes the experience “more fun and less stressful.”

After the show, the junior and senior classes with chaperones Nurse Mary, Mr. Miedema, Mrs. Colligan, and Mrs. Treharne walked four blocks to the

CONTINUED ON PAGE 11

PHOTO COURTESY OF MS. BOSAK  
THE 8TH GRADE CLASS AT LINCOLN CENTER  
BEFORE VIEWING THE NUTCRACKER BALLET.



## THE NUTCRACKER TRIP

BY JENNIFER LUPO

Attending Tchaikovsky’s The Nutcracker ballet in New York City each holiday season is an honored tradition for the 8th grade here at Shelter Island School and thanks to the generous support of the Education Foundation, the tradition continued this past December. Music teacher Jess Bosak explains, “this trip has been going on for many years, even before I started to work here.” The purpose of the trip is many fold. What it all comes down to is the experience. To go into Manhattan around the holidays is a treat. And, for most 8th graders, The Nutcracker is their very first ballet performance. Ms. Bosak also hopes as a result of attending the performance, students understand that “there are

many different parts in the ballet, like the dancers, musicians, the orchestra, etc., that go into making the ballet. You can learn what’s going on in the ballet without words. These parts all come together to help create it.”

8th graders Emma Teodoro and Jane Richards soaked in the experience. Emma shares, “I’ve never seen The Nutcracker in its ballet form. It’s a once in a lifetime experience to see it like that.” Emma’s favorite scene was “the winter wonderland part when the ballerinas danced in the snow.” Jane agreed, saying, that too was her favorite part of the ballet and that she “wanted to be able to go places where other schools don’t usually get to go,” like The Nutcracker. Though both girls admit they may not have understood all of the ballet, they had a wonderful experience. And that’s what it’s about the experience.



PHOTO BY LUCAS QUIGLEY-DUNNING

THE 2016-17 5TH AND 6TH GRADE CYO BASKETBALL SQUAD. FROM LEFT TO RIGHT, HENRY LOWELL-LISZANCKIE, ELIJAH DAVIDSON, ALEX LOPEZ, JOSE FRAUSTO, PHOENIX BLISS, BAZZY QUIGLEY-DUNNING, NOAH GREEN, COACH KELSEY MCGAHEY, ALFIE BRIGHAM, LUCA MARTINEZ, ASSISTANT COACH MIKE DUNNING, AND JONATHAN RIVERA. (MISSING FROM PHOTO: HAYDEN DAVIDSON.)

## KELSEY MCGAYHEY: BACK TO THE COURT

CONTINUED BY LUCAS QUIGLEY DUNNING

Kelsey herself played CYO basketball many years ago and was coached by her father, Dave McGayhey. “My dad was my coach, which is why it makes it so cool to be a coach now, because he was my coach back then.” And, just because he isn’t coaching her now, doesn’t mean Mr. McGayhey doesn’t still give Kelsey tips. After a recent game, Kelsey said her dad “grilled her” a bit on what plays she ran and what plays she didn’t. And, when Kelsey shared a complaint

about the referee, her dad jokingly said, “try not to get kicked out of a game until closer to the end of the season.”

As for how the team might fare this season, Kelsey isn’t focused on wins. She says, “I just want them to always play better than they did the last time. Improvement and individual goals are what we are all about.” She went on to proudly recount how the team has increased their point totals every single game they have played. In the beginning of the season, some games ended with her team in the single digits, but in the most recent game, the kids scored 18 points. “Let’s call it stepping stones,” she said with a smile.

## WELCOME TO DISNEY

BY AMELIA CLARK

19 students waited in line, anticipating what was about to come. Some were full of fear, others with excitement. Around them people laughed, and in the air you could hear the sound of the roller coaster whistling by. Finally, it was their turn. They were shown where to sit, and how to buckle their seatbelts. A countdown began and off they went!

This December was the 21st annual 8th grade Disney World trip, and from what we have heard, it was pretty great. As well as going to all four Disney parks, Epcot, Hollywood Studios, Animal Kingdom, and Magic Kingdom, the 8th grade class went to Sea World and swam with Dolphins.

Many 8th graders agreed that “The Mako” at Sea World was one of their favorite rides. 8th grader Zeb Mundy said, “The Mako was pretty much brand new and was really fast, it had a 200 foot drop and it was really exciting.” Other favorite rides included

the Tower of Terror, Expedition Everest, Space Mountain, and the Rockin’ Rollercoaster, which was Jane Richards favorite because “it was dark and exciting” and she “liked how it looped.”

As fun as this trip may be, there are also educational aspects, and students learn lots of things about the park, the basic physics of the rides, and about the environment. Disney’s park, Epcot, has lots of activities that talk about how to take care of the environment, and how to not be wasteful. The 8th grade class also spent one morning learning about physics, and doing small experiments based on the rides, one of which was Space Mountain.

“One of best things about this trip is that our whole class is together, almost all of our memories we share, and it brought us closer,” Wyatt Congdon shared. Sounds like the 21st annual Disney trip was a success.



PHOTO COURTESY OF JENNIFER GULLUSCIO  
THE 8TH GRADE CLASS POSES IN FRONT OF EPCOT’S ICONIC GIANT GOLF BALL.

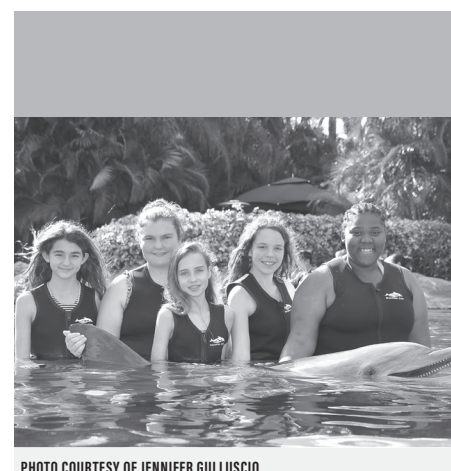


PHOTO COURTESY OF JENNIFER GULLUSCIO  
A FEW OF THE 8TH GRADE GIRLS SMILE WHILE SWIMMING WITH THE DOLPHINS AT DISCOVERY COVE. FROM LEFT TO RIGHT, JANE RICHARDS, LYDIA SHEPARD, EMMA TEODORU, GRACE OLINKIEWICZ, AND SINCERE SMITH.



INAUGURATION TRUMPS SENIOR TRIP

BY MADISON HALLMAN

One of the most anticipated parts of becoming a senior is attending the senior trip. Senior skip day is exciting, wearing those custom senior class tees the first day of school is also fun, but the senior trip trumps all other seniority rights.

This year's graduating class of seniors have long planned for their senior trip to Washington, D.C. this January. The seniors intended to travel to Washington, D.C. for four days of sightseeing at the capital's famous monuments, several museums, and other

historic sights. In addition, the highlight of the senior trip was planned to be the presidential inauguration.

Unfortunately, the senior trip to Washington has been called off for January and postponed until May. Senior class advisor, Mr. Bocca shared, "We [Administrators and Mr. Bocca] called off the senior trip the weekend after we [the senior class] discovered the results of the presidential election." Mr. Bocca continued, "the day after the election took place, several students approached me disappointed in the outcome of the election. That day I asked them to give their emotions time to fade, that way we could all think clearly and make a good decision--which everyone agreed to doing," Mr. Bocca

shared.

Post-Trump election, more worrisome news came to light, according to Mr. Bocca. "We discovered that there were threats of violence and protests made for the inauguration in itself. Executively, those threats, coupled with the anxiety surrounding them, prompted our administrative team to decide to change the dates. A threat of violence on a school trip is similar to a threat of violence in school, on the means that action needs to be taken seriously and treated the same, if not more importantly," Mr. Bocca explained. So, "having spoken to administration and bringing the concerns that the students had and what the news had said about protests and riots to their attention, it was decided that it was

ultimately for the best to move the dates."

Fortunately for seniors, the trip could be rescheduled without penalty for May 10th-13th. They will miss the inauguration, but will still be able to see all of the monuments, and maybe even those famous cherry blossoms, which leaves them with some mixed emotions. Senior Olivia Yeaman shared, "I'm a little sad that I won't be going to an inauguration, because I probably won't go to one in my lifetime, but I am excited for more free days during my trip." Mr. Bocca added, "Although I am very disappointed in having to change the dates, thankfully moving the trip to May will allow us to see spring time in Washington and will reduce the price for all of the students, which is probably the best benefit."

PHOTO BY MARTHA TUTHILL  
DECA MEMBERS SHOW THEIR WINNING SMILES AND PROUDLY DISPLAY THEIR HONORS.



DECA IMPRESSES AT REGIONALS

Congratulations to all of the DECA Club members for their hard work in the Suffolk County DECA Regional Competition and a special congratulations to the following trophy winners: Zoey Bolton, Melissa Frasco, and Jack Lang for Sales Demonstration, Francesca Frasco and Domily Gil for Public Speaking, Nicolette Frasco for Job Interview, Emma Gallagher for Visual Advertising, Lindsey Gallagher for Business Management & Administration, and Luke Gilpin and Ray Karen for Decision Making Marketing.

CONGRATULATIONS BIANCA!

BY JONAS KINSEY

Recently, junior Bianca Rae Evangelista, with the help of Mrs. Colligan, had her poem entitled "A Wanderer's Burden" published in Accomplished 2016, an anthology of student poetry. Bianca explained that Mrs. Colligan encouraged her to submit her work and it was chosen to be included in Accomplished soon after. Bianca's work had been in the Shelter Island Reporter before, but this was her first time having her work published in an anthology, which is no easy feat. Bianca credits Mrs. Colligan and Mr. Bocca for helping her. When I was younger, Mr. Bocca was "very helpful in my love of poetry," Bianca explained. When asked what the poem means to her, Bianca was coy, saying, "It was an emotional poem and it says a lot about my life."

A Wanderer's Burden  
BY BIANCA RAE EVANGELISTA

If I were ever to question  
How the stars came so close to listen.  
Every time I thought your voice was heard  
I fear their light would shy away.  
Bright, Glowing Gems  
They blur as I watch them through glass  
It is could, the blanket around me  
Only feels unsettling  
I wish upon them all  
1,  
2,  
4,362,178 of them  
More  
That I might have life's simplicity  
All back.

BIRTH ANNOUNCEMENTS

On December 22nd, 2016, the Springer family welcomed baby Nicolas Emmanuel at 11:16pm. The proud parents reported Nicolas to be a healthy 9 pounds, 2 ounces and 21 and 1/2 inches long.



John Mark Christian Palios, to be called "John Mark," was born to proud Mom, Meredith Palios, and overjoyed Dad/former Shelter Island UFSD guidance counselor Mark Palios, on Monday, December 5th, 2016. John Mark first made his appearance at 7:35 that morning. He clocked in at 20.5 inches long, weighing a healthy 7 pounds and 11 ounces. Welcome to the world, John Mark!



## THE SHELTER ISLAND SCIENCE FAIR: 53 YEARS AND COUNTING

BY HENRY BINDER

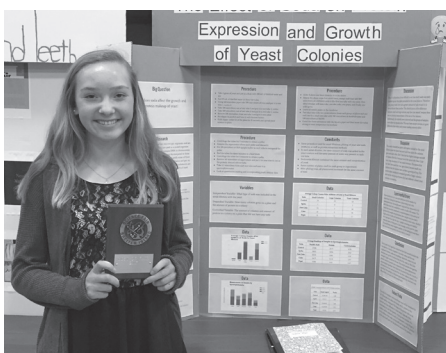


PHOTO BY LINDSEY GALLAGHER  
FRESHMAN EMMA GALLAGHER POSES WITH HER PROJECT "THE EFFECT OF SODA ON PROTEIN EXPRESSION AND GROWTH OF YEAST COLONIES" WHICH WON BEST OF FAIR IN THE SENIOR DIVISION OF THE SCIENCE FAIR.

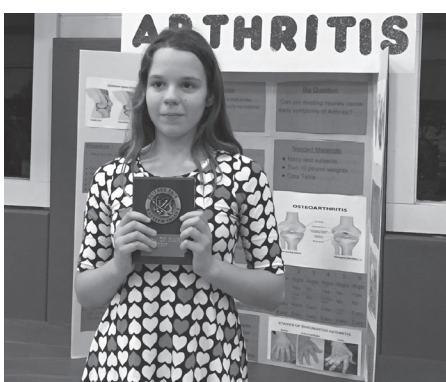


PHOTO BY LINDSEY GALLAGHER  
EIGHTH GRADER GRACE OLINKOWITZ WITH HER PROJECT "ARTHRITIS" THAT WAS NAMED BEST OF FAIR IN THE SCIENCE FAIR'S JUNIOR DIVISION.

Every year, in early December, the Science Fair showcases the ability of students to make an idea a reality with effort and determination. About seventy students participated in the 2016 annual Science Fair, making for an amazing event. Students from grades seven to nine, along with Intel students, participated in the fair. The Science Fair may have been in December, however it really began in September when students chose their project topics. During the Fair judges help grade and encourage students to improve their projects. This year judges came from a variety of places: Plum Island, Long Island, and Shelter Island, to see just what Shelter Island School can do. Regrettably, the 53rd annual Science Fair was not led by Mrs. Sharon Gibbs as it always is, but she still worked "behind the scenes," according to Science teacher Mr. Dan Williams. In the absence of Mrs. Gibbs, Mr. Williams took over as Science Fair coordinator, which is no easy task.

Along with the opportunity to boost science grades, the Science Fair allows students to explore anything that they may be curious about in the real world. The participants are graded on their knowledge in their studies and effort evident in their work. Top prize gets "Best in Fair" for the senior and junior division. Medals and ribbons are awarded to other projects of merit.

Medal winning freshman Lauren Gurney

explains, "since I get injured frequently, I was interested in discovering what painkillers do to the body. Since I cannot test in human trials, the closest resort was to experiment on yeast." Freshman Emma Gallagher said, "I was nervous at the beginning, unsure of how I would do." Yet, despite her unease, Emma's effort was evident and her project, "The Effect of Soda on Protein Expression and Growth of Yeast Colonies," received "Best of Fair" in the senior division, awarding her project as the most advanced and best presented. Seventh grader Emma Martinez Majdisova stated, "I wasn't very excited at the start, but it was rewarding in the end." Like Emma M. and Emma G., many other students were intimidated by the workload, but the end, results proved to be worthwhile.

Other interesting projects of note within the 2016 Science Fair included: "The Stroop Effect" by Jonas Kinsey, testing people's brain capabilities by showing descriptive color words, like "red" written in a different color, perhaps blue, to test how fast each subject could read the words and whether the type color inhibited processing. Another project was 'Which Laundry Detergent is Better' by Kathy Ramos Nieves. This project specifically tested which laundry detergent is most eco-friendly and effective at removing grease stains. (For those who are

wondering, Kathy's result was Oxiclean works the best.) Kathy was awarded a medal in the junior division for her work. As for "Best in Fair" for the junior division, 8th grader Grace Olinkiewicz took home the honors for her project which researched Arthritis symptoms and treatments. Science Fair is a lot of work for all involved, and let's not forget all of the hard work the custodial staff has to do to set up and break down for the event. Thanks to Mike Dunning and his team, the Science Fair runs smoothly.

Beyond just ribbons and medals, teachers hope there are other take-aways for students participating in the Science Fair. Science teacher and judge, Mrs. Russo explains, "they [the students] learn about the scientific process, and how to develop good experiments, which they will use for the rest of their science careers." Mr. Williams adds, "the biggest thing students should get out of participating in the Science Fair is problem solving skills. Rarely does your project work out the way you plan. It's a great life skill to develop, because no matter what you do in life, you will have to learn how to solve problems."

## GETTING INTO THE SEASON WITH THE REINDEER GAMES

BY KAL LEWIS

Reindeer Games was held for the 2nd time this year, allowing grades 6-12 to come together to kick off the holiday season. The aim of Reindeer Games is teamwork, inter-class bonding, and fun. Puzzles, brain games, trivia, and physical challenges tested both brains and brawn during the games. Reindeer Games are put on by Student Council and are the brainchild of advisor Mr. Theinert. Student Council President Nicolette Frasco thought it was nice to see "students of different ages working together. It was a great opportunity to let loose before break." Mr

Theinert explained, "the holidays are all about coming together, usually with friends and family, but the community we have here at Shelter Island School is our own form of friends and family, so it is something that I hope students look forward to each year to celebrate the coming holidays." The aim, according to Mr. Theinert is to offer students "a fun experience that allows them to look forward to the last day of school before the holiday break." Reindeer games is a fun and festive way to come together before the holiday break and for this, the secondary school should be grateful.



PHOTO BY FRANCESCA FRASCO  
TEAM FOUR WORKING HARD TO COMPLETE THE PUZZLE IN ORDER TO REVEAL THE WHAT THE MYSTERY GIFT IS.

## AN AWE-SOME NEW APPROACH TO HANDS-ON LEARNING

BY JUSTINE KAREN

Last November, in the two half days leading up to Thanksgiving break, the secondary school students and teachers participated in Academic Workshop Explorations, or for the sake of being concise: AWEs. Basically, instead of attending standard classes, students spent a couple hours each day working in age diversified groups on individual projects. The project options were: Exercise and Fitness Data Collection, Scavenger Hunt for QR Code, Carbon Footprint (and how to minimize it), Mindfulness (how to manage stress and remedy anxieties with soothing self-guided actions), Fakebook Profile (students expressed an intimate knowledge of their favorite literary characters by setting up faux social media pages in their names), Academic Travel Planner (students came up with their dream trips and then utilized their academic abilities to deduce the most cost effective ways to take it), Build the Loudest Speaker, and Improvisational Theater. The idea for this idiosyncratic new program was inspired by Mr. Theinert's new Project Based Learning class. Only in this form, it became more diversified amongst subjects and was implemented on a larger scale.

Overall, the response was positive, excluding a small number of teachers who felt that the time would have been better utilized as class time. Lending her voice to those educators, Miss

Corbett, who happily led the Improvisational Theatre and Acting Seminar, offers a compromise, "Perhaps next year, AP classes can meet instead on one of the days, or just for a portion of both, as to satisfy more people." Nonetheless, students of all ages enjoyed the activities, citing it as a platform for self-improvement and inter-class bonding.

Sophomore Nico Seddio for one was extremely content in his class, "Build the Loudest Speaker" with Mr. Conrardy. "Yeah, I'd do it again. It was a good time," Nico said, "especially considering that I won the speaker contest." Nico did go on to admit however, that he wished the project had delved deeper into more complex electronics rather, than using cardboard. Similarly, if he were to alter the current AWE format, Nico said that he would add, "another tech option so that we, the technologically-minded, could have more choices." When asked the simplistic question, "What was your favorite part of the experience?" Nico said without a seconds hesitation, "just creating something out of nothing."

Another participant of "Build the Loudest Speaker," sophomore Stephen Cummings, credits the company of his friends such as Tommy Lenzer, Elijah Topliff, and Stephen Murphy with really rounding out his positive experience. Mr.

Cummings went on to advocate for power tool usage to be incorporated into the seminars if continued next year. "This year they just wouldn't let me use them, despite the fact that I really needed to!" He exclaimed passionately.

On the other side of the building was the Mindfulness Class, attended in part by senior Melissa Frasco and 8th graders Jane Richards, Matthew Strauss, and Emma Teodoru. All three of them found "Mindfulness" to be a productive use of two half days. Although, Melissa did clarify her meaning, specifying, "It was productive in a more 'extracurricular' way." "I thought that Mindfulness would be a little more physical than it was," said Jane Richards, "I think that if we do it again next year, it might be cool to include some yoga." Both Emma and Matthew agreed with Jane. All three also believed that a good addition to the AWE program would be a cooking class taught by Mrs. Sareyani. Emma went on to add that after attending the Mindfulness Class she has been able to combat her own stress and anxieties using tactics that she learned in the class--proof positive of time well spent.

Needless to say, the priorities of teachers vary from those of their students. "I think that the most positive aspect was getting to interact with students that I don't see on a daily basis and

to work with them in cooperative environment," said Mrs. Treharne, who along with Mr. Brennan supervised the Fakebook profile project. Similarly, Ms. Corbett was very pleased with the program. She oversaw the Improv workshop, which not only "requires excellent communication skills, an understanding of the stories," but also "it requires you to be witty" and for you to "be in the moment." "It was difficult," Ms. Corbett admits, "to narrow it down to only a few of the many activities that I wanted to include due to time restrictions." It was the combination of all of these things that made this enjoyable for the attending students. As Camryn Page attests, "I loved it, we were all encouraged to go on the stage. I would definitely do it again. It provided me with the opportunity to do a lot of things that I never thought that I would."

Whether or not this innovative program was the start of a new pre-Thanksgiving tradition is still unclear as of yet. However, with the overwhelmingly positive reception it received, it is likely this is not the last we'll see of AWEs, and come next time, hopefully there will be some additions made to the offerings, as well as some alterations to workshops as a whole in order to make everyone, students and staff, as content as possible.



## THE EDUCATIONAL FOUNDATION: NEW FACES, SAME GOALS

BY LUCAS QUIGLEY-DUNNING

The schooner trip, The Nutcracker, the opera trip, Broadway shows, trips abroad and to the Grand Canyon, running camps, and other individual student enrichment opportunities: know what all of these incredible experiences have in common? They are paid for in part or in full by the generous Shelter Island Educational Foundation. The Shelter Island Educational Foundation (SIEF) makes trips like these possible every year for the student body at our school; therefore granting us more than just experiences, but memories that we will carry with us long after graduation. So, who coordinates the SIEF and makes all of this happen for us? Until recently it was Mrs. Christine Gallagher at the helm, but as of last month, Ms. JoAnn Kirkland has taken the over the role of President.

Mrs. Gallagher was on the board of SIEF for seven years, serving as President for three. Mrs. Gallagher shares, "I am proud to say that we are financially sound and we are able to continue to provide grants and programs that directly impact students." The SIEF relies on donations, and Mrs. Gallagher hopes that people will remember to support the SIEF as much as they can. Some of her favorite moments with the SIEF were during

the Grant Award Celebrations. This year, Mrs. Gallagher recounts, listening to students reflect on their transcendent experiences at the Grand Canyon left her "speechless." Working on the SIEF is a lot of work and Mrs. Gallagher says, "Lynne Colligan (former president) and I have joked, it is like having another child," but for Mrs. Gallagher, it was all worth it to give students opportunities. So, why then is Mrs. Gallagher stepping down? Mrs. Gallagher thinks a new president will "bring fresh energy to the foundation." She doesn't plan to leave the SIEF behind however, as she will be working with Ms. Kirkland during her transition year, and Mrs. Gallagher would love to "sit on the grants committee" after her daughters have graduated. As a last bit of guidance, Mrs. Gallagher reminds students that "we [SIEF] are here to support opportunity, but the onus is on the students, teachers, and staff to take their ideas, dreams, and do the research to find programs and adventures and submit!"

Ms. Kirkland is up next as President of the SIEF. Formerly employed at the Shelter Island Reporter, Ms. Kirkland is now a freelance writer and editor. Others may know her as mom to Quinn Hundgen, who graduated from Shelter Island School in 2014. Part of what inspired Ms. Kirkland to take the helm at SIEF is her own memory of how Quinn had such "an amazing experience being at sea, working on the decks, being with his classmates and learning how to sail" during the SIEF funded schooner trip. Yet, Ms. Kirkland



PHOTO COURTESY JOANN KIRKLAND  
FROM THE LEFT, FORMER SIEF PRESIDENT CHRISTINE GALLAGHER AND THE NEW SIEF PRESIDENT JOANN KIRKLAND.

was still "astonished" to be asked to be President, even though Mrs. Gallagher assured her she was "presidential material." Ms. Kirkland has many goals for her time as SIEF president. She shares, "I'd like to increase fundraising by finding new sources of revenue and apply for new grants, increase exposure [of SIEF] in the community" and to get more kids to apply for grants. Ms. Kirkland has noticed in the past that "certain students apply every year," but she says, "we want more of you to apply!" Adding, "even just learning the process of applying for a grant is teaching you a life skill." Ms. Kirkland understands that there will be challenges that come with the

new position, including learning the history of the Foundation, paperwork, budgeting, and scheduling, but with the support of Mrs. Gallagher and Ms. Lange with the newsletter, Ms. Kirkland anticipates a successful year. "I think the most fun part of being president is looking ahead to next November, when I sit in the audience at the Grants Celebration, I'll know that I helped to make it happen." The Educational Foundation aims to help students to gain experiences outside of classroom walls. As Ms. Kirkland put it, "There's a huge world outside of this island. Go discover it. We can help."

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## A HOW TO/WHY TO ON GRADUATING EARLY

BY JUSTINE KAREN

I am graduating high school early. Instead of being a member of the class of 2019, as I had been since starting kindergarten, I am now a member of the class of 2018. This was “news” for about two days right when school started, but has since dissolved into normalcy. However, the reason that it was briefly news then is that it is a somewhat unorthodox thing to do, and I think that some people assumed that I must be some sort of mega genius to pull it off. I assure that I am not. I am, however, someone who is usually up for an academic challenge (unless it’s math related, sorry Mr. Theinert) and I haven’t always felt as though I fit in here. For these reasons, along with the fact that I also have a very definite idea of what I would like to do with myself career-wise, I am eager to reach a postgraduate point in my life when I may freely pursue what it is that I wish to pursue. (Perhaps ambitiously, or perhaps with a sort of predictable irony considering this past presidential election, I am looking to go into political satire--hoping to write for a late night show similar to “Last Week Tonight with John Oliver,” or “Full Frontal with Samantha Bee.”) I know that many students here feel similarly (about the not totally fitting in thing, not those specific career aspirations) and are more than capable of doing the work required to graduate early, which is why I am writing this. I am here to tell any potentially interested students how to do it, and to offer it as a solution other than swapping schools or just sitting back and spending that extra year here “according to schedule.”

Firstly, Mrs. Tuthill is your friend. She has been awesome in accommodating me, at times bending over backwards to make sure that I receive all of the same opportunities as the other juniors. Secondly, there will be slight push back that you may think is somewhat redundant, just keep in mind that it will work out. For instance, I was unable to take British Literature (Honors 10) third period, as an administrator insisted that I take a gym class that period rather than

the independent gym credit I was planning on earning through my positions on the Shelter Island Cross Country team and Sag Harbor Rowing team. While I was momentarily panicked, it was all resolved. With Mrs. Tuthill’s help, I am now taking Independent English 10 eighth period. (This was no small puzzle to figure out and a big “thank you” to Mrs. Tuthill, Mrs. Sears, and Mrs. Colligan for everything that they have done and are doing to make that English credit a possibility.)

Thirdly, the advanced Regents diploma is perfectly attainable to a student working towards graduating a year early. (Theoretically, this is what I am attempting to accomplish.) An advanced Regents diploma requires: two Science Regents, three Math Regents, one English Regents and two History Regents in order to be granted. Although, bare in mind “Regents” are not synonymous with “credits” and a separate set of requirements must be met to appease them. The Earth Science and Living Environments (AKA Freshman Biology) Regents meet the science requirement, as do Algebra, Geometry, and Trigonometry in respects to math, Global and U.S. to History, and American Literature to the English.

Credits is where it gets a little bit more complicated. Credits are not just earned by participation in mandated classes, they are also accumulated for subjects by completing their corresponding electives. By the end of a standard eleventh grade year, Math (3 needed credits) and Science credits (also three) should be met. Spanish too should be met by the end of tenth—though Spanish 1A or 1B is needed for an advanced Regents diploma. However, English and History require four years worth of high school credits. Due to this, I am currently doubling up on English and History classes in order to earn the necessary credits. Mr. Miedema and Mrs. Colligan were kind enough to accept me into their AP Courses, AP United States History and

AP American Literature, respectively. These I am taking along with my aforementioned Independent English 10 class, and AP Global History with Mr. Brennan. Due to scheduling conflicts, I am not able to take Chemistry nor Trigonometry this year. Although, next year I will be taking Trig to round out my necessary Math credits, as well as the math Regents needed for an advanced Regents diploma. In addition, Chemistry is not necessary, as Earth Science and Living Environment fulfill needed Regents exams and Marine Science (which I am currently taking) or Anatomy are acceptable as a final course credit.

Lastly, electives have their own credit requirements and are non-negotiable, just like Physical Education credits, Health credits, and Music/Art credits. Upon graduation, students must complete between 3 and 4 electives at some point in their high school career, but scheduling for these are fairly flexible.

One warning I have for anyone who is currently reading this and thinking that they might want to graduate a year early is you may not be able to fit an SAT/ACT test prep class into your course load. For me, the conflict was a sixth period Spanish class. You will have to prepare yourself on your own. That is not to say that teachers will not be extremely accommodating; they will be. Mr. Theinert has helped me by going over and explaining a great many practice equations in painstaking detail (as I am extremely bad at math and need as much detail as possible in any explanations) and managed not to laugh at any of my mind-bogglingly stupid questions. Mrs. Colligan has given me practice materials, and Mr. Brigham and Mrs. Tuthill have provided me with websites and online resources, all of which are exceedingly helpful. However, the process is still utterly terrifying and isolating the terror by doing it on your own only magnifies it. I have spent an embarrassing amount of time this year hyperventilating in my bedroom, wondering in

all honesty how natural selection hasn’t gotten a hold of me yet. It’s hard, and you’re going to feel really stupid at points and really smart at others, but there are solutions, such as private tutors, and in the end, all it is, is another standardized test.

I am planning to head off to college the September immediately following my graduation, a year earlier than I would have otherwise. I am not planning on taking a gap year as of this moment and doubt that I will change my mind. A lot of people have asked me about that, most expecting my answer to be different. Even my mom gave me a book that described a variety of gap year suggested activities. Activities which included globe trotting through Europe and skydiving, both of which sound great, not particularly necessary nor cheap, but exciting nonetheless. Right now, however, the goal is just college, and following that—a career.

Ultimately, I feel that the decision to stay here and just try to speed up the high school process a little, rather than transfer to an off-island school is an underrated option because, for many, myself included, attending both a high school that required tuition, as well as a university, is financially not a possibility. Moreover, though I knew that I didn’t want to spend four more years of my life feeling out of place and to some extent bored, I didn’t feel as though Shelter Island was necessarily what I was looking to get away from so much as high school was. There are some aspects of this place that I really love; we have some great teachers and our small numbers make it possible for us, the students, to build strong, lasting relationships. And while we may constantly pick petty fights amongst ourselves, we have an at-times overwhelming sense of camaraderie and loyalty to one another. In a lot of really wonderful ways Shelter Island is an utter rarity. I don’t want to go to another high school; I’m just looking forward to college. If this at all resembles how you feel, and you think that graduating early might be what you want to do, then my advice is to act now, or at least begin considering how you could go about it. As is true with most things, it’s best to get started early.

## THE STRUGGLES OF FUNDRAISING IN SIHS

BY HENRY BINDER

Fundraising is used to collect money for the benefit of a specific cause. It can also be a pain in the neck. Fundraising is necessary for clubs to operate, participate in charitable work, and for classes to have special opportunities, and though Shelter Island fundraisers find a lot of community support, they can also struggle due to the compact size and minimal population of our island school and community.

Shelter Island School fundraises for classes begin in 6th grade for the annual Disney Trip and the fundraising for classes doesn’t end until seniors have gone on a senior trip and paid for either prom tickets or yearbooks. Add class fundraisers to the over one dozen clubs offered, many of which also need to fundraise, and there is a whole lot of selling going on in one little school. National Honor Society advisor, Mrs. Mahoney explains, “We do the Cardboard Campout to raise money for Habitat for Humanity, we sell shamrocks to raise money for muscular dystrophy, we collect ‘pennies for patients’ to raise money for the Leukemia and Lymphoma Society, and we raise funds to participate in Relay for Life for the National Cancer Society.” All of these fundraisers are to help charitable causes and/or allow students to participate in events to aid those causes. Mrs. Treharne, co-advisor for this year’s yearbook, has been busy coming up with

fundraisers to offset the expense of yearbook production and book costs to students. “We know the yearbook is expensive and with limited ad sales due to the size of the community, we have to be creative about making some money to keep costs manageable to produce and sell the yearbooks to students,” Mrs. Treharne explains. She is also focused on “trying to be creative, because it is a struggle to fundraise in a new and different way.” That is why the yearbook has been selling some unique items so far this year—including a “ladies night leggings sale” and “a custom candle sale” to boost earnings.

What makes fundraising exceptionally challenging on Shelter Island (aside from trying to convince teenagers to sell stuff) is how it is just such a small town. “The major challenge of fundraising,” Mrs. Mahoney explains, “is we constantly have to ask the community to help out.” She adds, the community is “extremely generous,” especially when the students are working towards a “worthy cause.” In yearbook, Mrs. Treharne says, “Since we have such a small community and a small school community, we find that we are constantly hitting up the same people over and over, which makes it a challenge.” People are willing to contribute and help the students with their fundraising, but after awhile, people are used to the same old ideas and the same students reaching out for help. However, Mrs. Treharne says, “The community is very supportive and does understand how much

## MINDFULNESS: YES, PLEASE!

BY AMELIA REITER

To be a human being is to be perpetually distracted. It’s good to be happy that you have an interesting life that absorbs you, but we tend to be so preoccupied with the ordinary business of living that we aren’t listening to ourselves. Our distraction from life is so strong that we might run on autopilot for weeks, maybe even years. During the two days before Thanksgiving break, students had the opportunity to engage in cross-curricular, multi-age academic workshops. I signed up for the mindfulness workshop and got a chance to explore what mindfulness means and how it is practiced. The workshop was calming and comfortable and left me reflecting on what is truly important. I left it feeling very tranquil. To be honest, I often find myself fighting over silly things with my mom, but after the mindfulness workshop, we now fight a lot less and our relationship is better overall, as I am more mindful of how I am communicating and what really matters. The workshop overall was a

freeing experience and it let me bond with people I normally wouldn’t go to any classes with or hang out with in general.

The mindfulness workshop was led by Spanish teacher Mrs. Laura Leever and English teacher Mrs. Lynne Colligan. Both teachers appreciate and practice mindfulness to some extent in their daily lives and hoped that introducing it to students could begin an ongoing journey. Mrs. Leever shared, mindfulness “lets me calm down and focus and see things more clearly. For example, I could run around feeling stressed about everything I have to do or having negative thoughts, but when I practice mindfulness, I realize that most of these things that I have to do or that are upsetting are really not that important.” This perspective is valuable in Mrs. Leever’s life and could be very helpful for students to, whom often feel overwhelmed by many responsibilities. Mrs. Leever believes mindfulness deserves a place in our daily school day. She explains, “there are many ways it could fit it. I would love to teach a class on

CONTINUED ON PAGE 11



PHOTO COURTESY OF LYNNE COLLIGAN  
THE MINDFULNESS CLASS, TAUGHT BY MS. COLLIGAN AND MS. LEEVER, TAKES A BREAK FROM THEIR MEDITATION FOR A QUICK PICTURE.

CONTINUED ON PAGE 11



# THE STRUGGLES OF FUNDRAISING IN SIHS

CONTINUED BY HENRY BINDER

we try to fundraise.”

This process of fundraising may be aggravating and time consuming, but it gets the job done. Most events and/or fundraisers profit, making a dent in what is needed by clubs and classes. Mrs. Treharne explains, “We have only done two fundraisers so far, one was a custom candle sale around the holidays and the other a leggings party for women, both brought in a couple hundred dollars to help the yearbook production fund.” National Honor Society has put up some very impressive fundraising numbers with more long term fundraising efforts. Mrs. Mahoney explains, “The most we have raised is a little over \$3000.00 for Habitat for Humanity, and we’ve raised over \$3000.00 to earn a bronze award for Relay for Life.” NHS is on track once again this year to earn a bronze award.

Though yearbook and NHS are only two examples of organizations struggling to fundraise, they exemplify the efforts and dedication necessary to make fundraising successful. Fundraising is a community effort, and though our community may be small, it supports its own.

# MINDFULNESS: YES, PLEASE!

CONTINUED BY AMELIA REITER

mindfulness. It could be A or B days for a quarter or a semester. I think that is the best way to learn and experience the benefits. Another option could be to practice 10 minutes of mindfulness a day. [As an entire school.] A mindfulness club after school could also be a possibility.” If we could have the opportunity to practice mindfulness in school either everyday or as an elective, I think it would be a good addition to the school, maybe we could have a mindfulness elective instead of say practicing for five minutes in the beginning of class or something like it.

I also spoke with freshman Jane Richards, who attended the workshop, to get her thoughts. Jane came away understanding mindfulness as “being present in the moment. It also can decrease stress levels and help you have a longer, more enjoyable life.” She thinks mindfulness is “a good thing that can help you clear your mind.” She said she practices forms of mindfulness and she “likes to live in the moment.”

In my opinion, mindfulness is a healthy practice which is much needed for today’s youths dealing with academic demands, stress, social pressures, and so much more. If, as a school, we have the opportunity to offer a practical, proactive coping strategy for the stress we all feel, I say let’s do it!

# A BRONX TALE IN REVIEW

CONTINUED BY JUSTINE KAREN

Italian institution known as Carmine’s for dinner. Eating post broadway at Carmine’s has become a Shelter Island ritual, and this time it couldn’t have been more appropriate after A Bronx Tale, which

referenced “Italian gravy” and meatballs more than once. As one teacher pointed out, “not one student complained about the show or the food, which was very encouraging.” With that in mind, we look forward to seeing which play will be next year’s selection, and thank our teachers and the generosity of the Educational Foundation and the Lions Club for providing us with this opportunity.

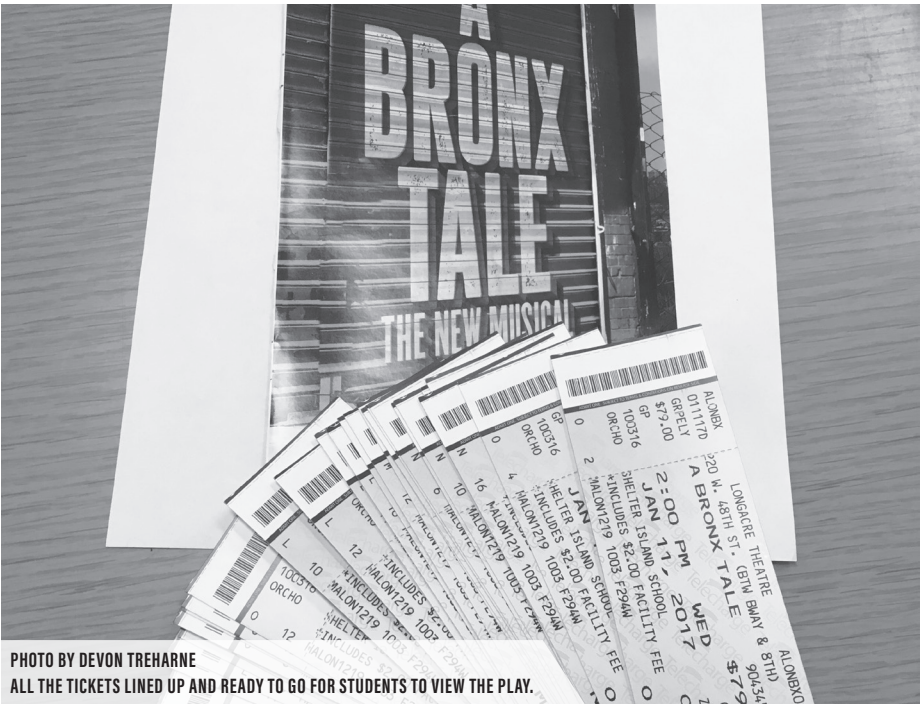


PHOTO BY DEVON TREHARNE  
ALL THE TICKETS LINED UP AND READY TO GO FOR STUDENTS TO VIEW THE PLAY.

# SMALL SCHOOL, SMALL GYM, BIG PROBLEMS

BY WALTER RICHARDS

In a small school like Shelter Island School, you would think that the one gymnasium we have would be enough to accommodate all sports games and practices throughout the day. Sadly, that is not the case. S.I.S. has a lot of winter sports that all require gym time. I have been playing basketball since the fourth grade and I have seen first hand how hard it is for teams to share gym time.

The current gym time schedule works like this: at 3pm, there is one hour of junior high school sports, at 4pm, the cheerleaders and any youth programs share the gym for one hour. This time is also interchangeable for basketball games. Then, at 5pm, the girls junior varsity basketball team practices for about an hour and a half. Finally, at

6:30, the junior varsity and varsity boys basketball practice until 8pm. After the boys are finished, the town has access to the gym for any of their events. I do not like this schedule because it places the varsity teams later. Varsity students have more homework and would then have less time to do their homework.

The fight for gym time has always has been a struggle for coaches and athletes alike. When there is only one gym, teams are very limited and often find themselves fighting for more or more flexible times and practices wind up going later and later. About the crunch, Athletic Director Mr. Todd Gulluscio says, “the dream solution would be to have an auxiliary gym. It would definitely

cut back on the hours that students were in the building late at night and also help with scheduling contests.” Athletes and coaches would definitely agree that a second gym would be ideal. Not only would it help with the scheduling conflicts, but also the gym floor would stay in better shape because it wouldn’t have to be used daily by all of the students in the school during gym classes and recess.

The true struggle, however, is the inflexibility of the gym time schedule and how late it forces many athletes to practice. Practices that go late into the night due to delays or extensions in other practices have a domino effect on the last group in the gym. Practicing until 10pm (which

happens at times) puts a lot of stress on already exhausted and overworked student athletes. “It is a good lesson in time management,” Mr. Gulluscio comments about this scenario. Yet, if all of a student’s homework can’t be completed before practice due to other commitments like after school clubs or jobs, that leaves a student beginning homework and eating dinner very late into the night. Time can only be managed when it is manageable, and with the current gym schedule, student athletes and their coaches just don’t have a lot of options.

# THE LIBRARY GETS AN UPDATE

BY JONAS KINSEY

The Shelter Island library plays an important role in the life of the the community, providing many useful resources and a safe place for students and many community members to meet for clubs and other activities. In the past few years, the library has undergone some renovations in order to better fit the needs of the community. One of the most recent changes the library has made is redoing the ramp in the front of the building in order to make the entrance more handicap accessible. This follows the lower level of the library undergoing a total renovation in 2012 in order to turn it into a community room and to accommodate the nonfiction collection. According to the library assistant director, Laura Dickerson, the changes were built on community needs because the library felt they “needed a bigger space to offer more for the community.” After all this recent construction, the library does not plan to do any more for a while.

Possibly due to the renovations, or maybe because of people’s needs, the library has really turned into a community center over the years where people not only go to get books, but to use computers, join clubs, and attend meetings. Many library staff members believe that with the

new changes, the library is much more welcoming. “The ramp and other new additions just make the library more accessible,” says library employee Mrs. Garrison. The library now holds programs that both adults and children can enjoy: book clubs, 2Rs4 fun, movie nights, literature readings (or story time for younger book enthusiasts), and arts and crafts activities. Mrs. Garrison also explained that the library has “offered these services for a while,” however it isn’t until now that “people are starting to come in more.” The library also offers a teen choice program, which allows teenagers to give their input on what they would like to see in the library. Mrs. Garrison noted, “kids come into the library these days for completely different reasons than they did in the past, and it’s usually not to just check out books.” The library truly has evolved from just being a place to get books, to a community center, so if you’re looking for something to do during the long Shelter Island winter, stopping by the library might not be such a bad idea.



PHOTO BY JONAS KINSEY  
THE NEW RAMP ADDED TO THE LIBRARY NOW MAKES IT MORE ACCESSIBLE TO ALL.



# AROUND THE HALLS

For this issue's "Around the halls," we asked:  
How do you beat winter boredom on SI?



MRS SAREYANI - "MAKING THINGS WITH MY HANDS AND MAKING ART."



DANIEL MARTIN- "I SPEND MY TIME CHILLING WITH MY BOYZZ WATCHING NETFLIX."



JENNIFER LUPO- "I DECORATED MY CHRISTMAS TREE AND PLAY IN THE SNOW WITH MY SISTER."



LUCAS QUIGLEY-DUNNING- "I TRY TO BUILD IGLOOS AND BALL OUT."



MASON MARCELLO- "BY SNOWMOBILING AND SLEDDING WITH MY FRIENDS."



MATTHEW STRAUSS- "I PLAY VIDEO GAMES AND PLAY IN THE SNOW."



DONNA CLARK- "I SHUCK SCALLOPS AND SPIN ON MY BIKE."



NICOLETTE FRASCO- "GOING TO BREAKFAST OR LUNCH WITH MY FRIENDS."