



#### BROTHA FROM ANOTHA MOTH

From Becker and Brace, to Kanarvogel and Conrardy, learn about how these "bromances" came to be.

PAGE 7



#### RAINBOWDASH, ART CLASS, AND PLAYDATES: A FEW OF THEA HATCHET'S FAVORITE THINGS

Get to know kindergartener Thea Hatchet!

PAGE 6



#### SHELTER ISLAND SOFTBALL READY TO PLAY HARBALL

Believe it or not, spring sports are here! Read inside to learn about this year's spring sports programs.

PAGE 10

## THE INLET

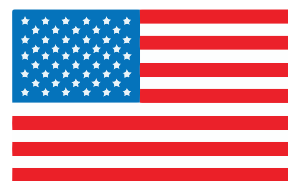
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SHELTER ISLAND SCHOOL

March 2017

# SHELTER ISLAND WOMEN MARCH

BY HENRY BINDER



Roughly 53 years ago, the first March on Washington took place. At that time, African Americans fed up with discrimination in the United States marched for Civil Rights. During the first march, Martin Luther King Jr. stated, "If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward." These words of encouragement then still ring true now, and move forward is just what an estimated 500,000 people did on Saturday, January 21st, when they marched on Washington once again in the Women's March on Washington.

The Women's March had one goal— to show the world that women have a powerful voice and presence deserve equal treatment, opportunities, and respect in our contemporary society. The Women's March on Washington reportedly boasted crowds an estimated three times bigger than those at Trump's inauguration and had zero arrests. This peaceful protest was enacted in cities across the United States and on all seven continents. Shelter Island had a number of residents attend the Women's March on Washington, both Board of Education member Susan Binder, and our very own Spanish teacher, Senorita Laura Leever, made the trip.

Why did Ms. Leever and Mrs. Binder head to Washington in the predawn hours to participate in the historic march? Ms. Leever explained, "as American citizens we have freedom of speech, and it is important that we use it when we feel it's necessary." For Ms. Leever, the Women's March was a way for citizens to say, "we are awake and are not just going to sit quietly while our government makes decisions that we do not like." Board of Ed. member Susan Binder echoed that

sentiment and said that during the "respectful" and "inspiring" march, one sign she saw really said it all:

## "WE ARE THE MAJORITY AND WE ARE WATCHING."

Ms. Leever added the march had an "extraordinary feeling of courage, that so many people were willing to be active as citizens, and have a similar train of thought." Mrs. Binder felt the march communicated "a message of solidarity and hope" and was "a call for action, and renewed involvement in the political process."

Ms. Leever is a member of Progressive East End Reformers (PEER) and is quite politically active. The grassroots organization PEER meets at least once a month and focuses on letting our local, state, and national representatives hear their concerns through phone calls and letters. Ms. Leever plans to continue this work to let her voice be heard. Mrs. Binder also plans to follow up the march with a heightened political awareness and activism. Both Ms. Leever and Mrs. Binder, in the words of Martin Luther King Jr., will **"KEEP MOVING FORWARD."**



MRS. BINDER SMILES WIDE AS SHE PREPARES TO MARCH ON WASHINGTON WITH SOME FELLOW ISLANDERS.  
PHOTO COURTESY OF SUSAN BINDER



MS. LEEVER MARCHES ON WASHINGTON.  
PHOTO COURTESY OF MS. LEEVER

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## THE SHELTERED ISLAND LIFE

BY LINDSEY GALLAGHER

Like most people here on Shelter Island, you've been here your entire life, or for the majority of your life. You know just about every road, how to avoid the tourists in the summer, and how to get through the dead of winter. Shelter Island is unique, there's no doubt about it. There are plenty of things that us Islanders think is completely normal that others would think is strange. We simply justify these weird things with the phrase, "only on Shelter Island..." and this clears things up. And while the island has many unique things to offer, there are also some drawbacks.

For Islanders, there are certain things that this island offers that you cannot find anywhere else. Most Islanders live about five minutes from the beach and it's hard to never come across a stunning sunset. If you live on Shelter Island, when you need a break, it is easy to find somewhere to go. All you have to do is step outside, go for a bike ride, a walk, or a run, and there is plenty of nature around to put your mind at ease. Most off-Islanders would consider our island a getaway—the perfect place for a relaxing summer vacation (this would certainly explain why the summertime population is over 10,000 people). I can completely understand this too; Shelter Island is a totally different place in the summer. We live in a place where many celebrities come to vacation in the summer because the island really is a perfect escape. But, these tourists who only stay for the summer have no idea what Shelter Island is really like year round. Tourists see our island as a place to come to "escape" from their lives, but after staying on the island for a while it can become quite the opposite: a place with no escape.

Attending Shelter Island School is quite a special experience. Besides the fact that we have so few students, the whole environment is completely different from a conventional high school. There is practically no other school where every high schooler knows each other. But it's not just knowing people's names—most of us have been in the same class since preschool, so we could probably tell you each of our classmates' life stories. For instance, I know that the Strauss's were supposed to take care of an elderly person's dog until they found a home for it. However, they could never really find a home and the family got attached to him, so now Buddy is one of their own. I also know that in elementary school Bianca was obsessed with penguins and she carried around a penguin stuffed animal called Precious. Here at Shelter Island, there aren't many secrets and there are a lot of oddities that people from other places will just never understand—they just have to get used to it. For example, recently, some Shelter Island students decided to try ghost peppers (the third hottest peppers in the world). The teachers had no problem with this and the students even asked Nurse Mary to come down and make sure that none of them seriously injured themselves, so of course she did it without questioning anything. I also have some very clear preschool memories of trekking through a cemetery and some thorn bushes just to play on the path that ran through another cemetery. Another thing about Shelter Island is the fact that most people are in some complicated way related to

one another. Your friend's mom is your English teacher, or the lunch lady, or a substitute. Your aunt is your science teacher, or some of your teachers are in-laws. It is not uncommon to have teachers related to teachers, or students related to teachers, or students related to multiple students. Not too long ago I remember Mrs. Treharne learning for the first time that two of

my classmates, who she had been teaching for many years, are related. She said something to the effect of, "just when I thought I had it all figured out..." What's even weirder is that some teachers have been here long enough that they have taught some of

the other teachers here. When you walk through the halls of the school, someone is always there to ask how your day is going. When someone is going through a tough time, the whole school is there to help. For shy people, Shelter Island forces them to not be shy. Since class sizes are so small, shy people can't blend in. There is no escape. They are forced to get to know the other students. At Shelter Island you almost never see kids sitting alone, there just isn't enough room for students to isolate themselves, we need each other. Along with the students, you are able to get to know your teachers on such a level that you probably know too much about them. It's not uncommon to see your teachers at the grocery store, out for dinner, or at the beach—in fact, on Shelter Island, it's normal. I could tell you how many kids all of the teachers have, where they live, what they like to eat at lunch, which car is theirs, or why they weren't at school yesterday. I could tell you that Senorita Leever's cat's name is Harry, Mr. Brigham's son once threw up orange soda and triscuits into his mouth, or that as a teenager Mrs. Treharne almost lost sight in one eye after getting a pencil stuck in it. But it's not just the students who know too much about their teachers, teachers also know too much about their students: their family's history (many teachers actually went to high school with their current students' parents), who they are dating, or who their best friends are. And while Shelter Island students may be exempt from typical high school drama, it is the interconnectedness on the island that makes for its own kind of drama.

For me personally, when I travel off-island, it is always entertaining because there is so much more going on. In my travels, when someone asks where I live, they look at me like I have two heads when I respond, "Shelter Island." It always makes me smile. On Shelter Island there is a sense of community that you really can't find anywhere else. An example of this? The time that Mrs. Treharne and I went to a local business (owned by a Shelter Island student's parents) for an Inlet interview, and we came outside only to discover that Mrs. Treharne had locked her keys in her car. Within minutes, one of the town police officers (the parent of yet another Shelter Island student) had successfully gotten the keys out of

the car, so Mrs. Treharne could take the ferry home, captained by...you guessed it, a former student. In the meantime, I didn't have to worry about being late to practice because the school is a two minute walk away. Our community spirit and togetherness is admirable. Community events like the Chicken Barbeque, the Country Fair, the Turkey Plunge, and the tree lighting, all

exemplify what is wonderful about my Island home.

Yet, like every other place, living on an island certainly has its downsides. News travels like wildfire here and there are not many ways to avoid that. And, if you're looking for privacy, well good luck with that. No

matter where you go, someone you know has seen you, and they'll tell their friend, who will tell their friend, who'll tell their friend, and before you know it the whole island knows who you went out for dinner with on Friday night. The ferry guys know your schedule, Islanders know where just about every other Islander lives, and it's nearly impossible to go out to do errands and avoid seeing someone you know. Another big problem on Shelter Island is there's not much to do. After you've lived here a couple of years, you've done all the interesting things the island has to offer. So, it's not to say that the things that you can do on this island are boring, it's that you've done them so many times that they just aren't that fun anymore. And if there is something to do, it usually involves leaving the island. If you want to go to the movies, go shopping, or go out to dinner (somewhere besides the few restaurants here on the island), you have to leave the island. A lot of the time, the hassle involved in going out actually discourages you from going out. This creates a whole different lifestyle for Islanders. Most teenagers go to the mall, to the movies, some sort of place on the weekends, but on Shelter Island this is not possible.

On Shelter Island, we have to make our own fun. For many Islanders, this means getting involved in extracurriculars. This is actually a good thing for many, because it keeps people out of trouble. However, this is also the foundation for another problem. Since the school is so small, many students are pressured into joining multiple clubs because they know if they don't, then it is likely the club won't have enough people and no one wants to see a club not offered. Or, students join clubs simply because they are looking for something to do. This usually means that some clubs are comprised of students who don't want to be there. When a club is made of a bunch of people who aren't dedicated, then this club probably won't be that successful.

This brings me to discussing the size of the school. At a small school, opportunities are extremely limited, and it's hard to compete with larger schools that have so much more opportunity. At small schools, not only do I think that kids get away with way too much, but many people come to think that this means they don't

have to take school seriously. A lot of the behavior on Shelter Island would not be acceptable to non-Islanders. In a way, I would say that Shelter Island has its own behavior code. People think that they can get away with things simply because "it's Shelter Island," so there won't be any major consequences. Shelter Island is its own world, so Island kids don't realize what reality is actually like. If you were to take Shelter Island School students and put them in a larger high school, they would be completely disoriented. Peers would not be as forgiving as they are on Shelter Island, and I can bet you that some of the most social and outspoken Shelter Island students would be much quieter.

Small schools also have a limited number of opportunities they can provide and often times this very frustrating. One particular area on frustration for me has to do with sports teams. The school has been extremely accommodating by giving us a cross country and winter track team, however there are still areas where they simply don't have the means to give us what we want. Small schools often worry about creating new sports programs because they are afraid it will take people away from other sports, so it is hard to find a balance. What is probably the biggest problem about living on an island is the fact that it is so different from the real world. When you graduate from Shelter Island high school and leave the island, you are left in a completely different world. After living on Shelter Island, you are used to seeing the same, small group of people all the time. So, it is much harder to get used to seeing so many people all the time. In general, Shelter Island is not diverse, therefore on Shelter Island we are not exposed to racial prejudices in the way that the rest of the world is. On Shelter Island, we are shielded from the problems of the outside world, like poverty and violence. So, when we go into the world we often come across things that we have never seen before, making it hard to acclimate to these changes. When you do leave Shelter Island, the outside world often comes as a shock. One thing that Shelter Island does teach, however, is how to have your own success in life. It's very easy to fall back into the "go with the flow attitude" on Shelter Island. So, if you want something, you have to be extremely dedicated to it. No one is going to give you anything and you can't expect greatness to just come to you. On Shelter Island, if you want something, whether it be creating a successful business, becoming a star athlete, or getting into a good college, you gotta go get it on your own.

Don't get me wrong though, while there certainly are downsides to island life, there are some things on this island that bring a smile to your face that you'll never be able to explain or find anywhere else. The next time an acquaintance asks what you were doing at the beach so late last night, or you wind up serving your teachers dinner while at work, or, much to your dismay, your coach tells your mom all about how well you did at practice today at the grocery store, remember there is a reason that us local are still here.



PHOTO FROM GOOGLE IMAGES

We would love to hear from you!  
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GETTING PERSONAL WITH LIZ LARSEN

BY LUCAS QUIGLEY DUNNING

Shelter Island School senior Liz Larsen can often be seen rolling her bookbag down the hallways with a smile on her face. You also may know her from her turns onstage in S.I. School drama club productions, or perhaps from her volunteering for National Honor Society service projects. Wherever she may be, Liz brings a sense of care-free joy to those around her, which is exactly why The Inlet was interested in getting to know her better.

Liz is the fourth out of five kids in her family. Though she started out at Stella Maris private school, she has attended Shelter Island School since middle school and has certainly made her mark here. She counts being in the Drama Club productions as a favorite memory. Liz

played Grace in Annie Warbucks two years ago and last year was Mrs. Tottendale in the Drowsy Chaperone—her favorite role so far because “the cast was a good mix of people and Rodrigo, the from Brazil, was here.” One thing that Liz is very proud of is her ability “to be involved in a lot of things in the community and the school, when there are so many other things going on in my life.” Involvement has been a key part of Liz’s years here on Shelter Island, but she cautions young high school students against becoming too stressed. She explains, “don’t stress over everyday assignments, don’t hyperfocus, because in the grand scheme, they don’t really matter. Think big picture.”

As Liz prepares to graduate in June, she has become more reflective about her time at home and in school. She says “the people and my friends” are what she will miss the most when she heads off to college, as well as “the closeness of the island, because all of the people I know are always close by.” And though Liz

knows she will miss this closeness, she looks forward to “meeting new people and living in a new area that’s more developed.” New York City appeals to Liz, as “it is close enough where I can come back if I’m homesick, but it is enough of a change that it will feel different.” Liz is thankful for her time at Shelter Island School, but doesn’t hesitate when asked what she would change about it if she could: “I would change the lack of sex education in the school, because I feel it’s an important subject to learn,” she confidently shares.

“A real individual. Confident, smart, and funny. She’d never admit it, but she’s the life of the party. Everything changes when Liz is there,” is how S.I. alum Emily Hyatt describes Liz. Fellow senior and close friend Sydney Clark adds, “Liz is one of the strongest women I know, and I couldn’t be happier to have a friend like her.” Here at S.I. School we are fortunate to have strong, confident, smart, and funny women like Liz Larsen.

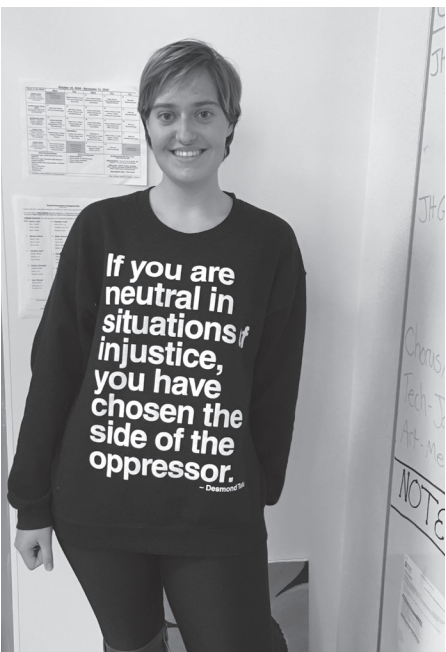


PHOTO BY MRS. TREHARNE  
SENIOR LIZ LARSEN SPORTS A SWEATSHIRT SHOWING OFF HER DEDICATION TO ISSUES OF SOCIAL INJUSTICE.

HOW WELL DO YOU REALLY KNOW YOUR FRIENDS?

BY WALTER RICHARDS

The dynamic duo of Wesley Congdon and Luke Gilpin might seem an unlikely pair. Luke often has to duck to pass under doorways, while Wesley doesn’t have a problem there, Wesley prefers being under the hood of a truck to being on the basketball court, and Luke loves his joggers, while Wesley loves his jeans. We thought it would be interesting to see what these great friends really do or don’t have in common. So, each was asked to answer some questions and then give what they thought their best friend would respond. Here’s how the “friend test” came out:

1. **What is your favorite thing to eat?**  
Luke on Wesley’s favorite: “Dino Nuggets”  
Wesley on Luke’s favorite: “Seafood”  
*Both answered correctly about each other.*

2. **What is your favorite show on Netflix?**  
Luke on Wesley’s favorite: “Wesley doesn’t watch Netflix.”  
Wesley on Luke’s favorite: “Everything.”  
*Luke answered this question correctly about Wesley, but Wesley was a little bit off Luke’s favorite show is “Narcos.”*

3. **What is your favorite movie?**  
Luke on Wesley’s favorite: “He likes ‘Step-brothers’ and ‘Hangover.’”  
Wesley on Luke’s favorite: “Star Wars.”  
*Both answer this question correctly.*

4. **Who is your favorite sports player?**  
Luke on Wesley: “Wesley doesn’t have one.”  
Wesley on Luke: “Luke doesn’t have one.”  
*Luke did answer this question correct, but Wesley failed to realize that Luke’s favorite sports player is Russell Westbrook.*
5. **What is your favorite thing to do when there is no school?**  
Luke on Wesley: “Wesley likes to be at Bella Vita talking to John.”  
Wesley on Luke: “Luke likes hanging out with friends.”  
*Both of these answers were wrong. Luke’s favorite thing to do out of school is to play basketball. Wesley’s favorite thing to do when he is out of school is “blowing soot with my Cummins bros.”*

6. **Who is your favorite teacher?**  
Luke on Wesley: “Mr. Brennan.”  
Wesley on Luke: “Mr. Brennan.”  
*Both answered this question correct.*

7. **What is your most embarrassing moment?**  
Luke on Wesley: “The courts.”  
Wesley on Luke: “I don’t know.”  
*Luke answered the question correctly (though mysteriously) about Wesley, but Wesley must have forgotten that Luke’s most embarrassing moment was when he “had a wardrobe malfunction at Wesley’s house.”*

Wesley and Luke prove they certainly do know an impressive amount about each other!  
This friendship is the real thing!



PHOTO BY MRS. TREHARNE  
BEST BUDS LUKE GILPIN AND WESLEY CONGDON LOOK HAPPY TO BE TOGETHER.

Emma Gallagher and Lauren Gurney have been friends from the day they met each other. If you see one of them, you will most likely see the other. Both have many of the same interests and play the same sports. Let’s see how well these girls know each other:

1. **What is your favorite thing to eat?**  
Emma on Lauren’s favorite: “Mac and Cheese.”  
Lauren on Emma’s favorite: “Chocolate.”  
*Both answered correctly about each other.*

2. **What is your favorite show on Netflix?**  
Emma on Lauren: “Grey’s Anatomy.”  
Lauren on Emma: “Grey’s Anatomy.”  
*Both answered this question correctly about each other.*

3. **What is your favorite movie?**  
Emma on Lauren: “I don’t know.”  
Lauren on Emma: “She doesn’t have one.”  
*Lauren was right--Emma doesn’t have a favorite movie, but Lauren’s favorite movie is “Forrest Gump.”*

4. **Who is your favorite sports player?**  
Emma on Lauren: “Jenny Finch.”  
Lauren on Emma: “Usain Bolt.”  
*Emma was right about Lauren’s favorite sports player, however Emma’s favorite sports player is actually Joan Benoit Samuelson.*
5. **What is your favorite thing to do when there is no school?**  
Emma on Lauren: “Pitch.”  
Lauren on Emma: “Run.”  
*Both answered this question correctly.*

6. **Who is your favorite teacher?**  
Emma on Lauren: “Mr. Williams.”  
Lauren on Emma: “Mr. Williams.”  
*Both answered this question correctly.*

7. **What is your most embarrassing moment?**  
Emma on Lauren: “I don’t know.”  
Lauren on Emma: “I don’t know.”  
*So, this one, though not technically incorrect, was apparently a topic the girls had not previously discussed. Emma shares her most embarrassing moment was when she sat on gum and it got stuck to her pants. For Lauren, it was when she was pitching in a game and she hit her hand on her leg and the ball then slowly rolled to home plate.*

Lauren and Emma’s bond is evident. They scored almost perfectly on their “friendship test.”  
I guess that’s what happens when you’ve been friends since infancy.



PHOTO BY DAVE GURNEY  
FRIENDS FROM THE START! EMMA GALLAGHER AND LAUREN GURNEY PLAYING LITTLE LEAGUE SOFTBALL TOGETHER.



## TRUMP, WOMEN, AND THE POWER OF SOCIAL MEDIA

BY AMELIA CLARK

On January 20th, Donald Trump officially became the President of the United States of America. One day later, approximately five hundred thousand (some estimate up to one million) men and women marched on Washington D.C. The march, officially named the “Women’s March,” had been planned in mere weeks, largely via social media. I thought it would be interesting to look at the Women’s March “by the numbers.” I am aware that the numbers to follow are estimates in some cases, as is noted, but estimates were cross checked via multiple sources in order to avoid “alternative facts.”

**3x**

The amount of people in attendance at the Women’s March vs. Trump’s inauguration



**570,062:** Metro station entries the day of Trump’s inauguration

**1,001,613:** Metro station entries the day of the Women’s March on Washington, D.C.



**Over 200: Arrests at Trump’s inauguration**

**0: arrests at the Women’s March**



**1 OUT OF 100:** Number of Americans estimated to have participated in the March on Washington or in a “Sister March” on January 21st, 2017

**ALL 7 CONTINENTS:** Where people marched in solidarity “Sister Marches” with D.C. Women’s March participants

**3.3 MILLION:** Estimated total marchers worldwide

The incredible participation in the Women’s March and in Sister Marches across the world is in part a testament to the power of social media. We are living in an unprecedented time when people can harness social media for communication to the masses. If we put this into perspective, when Martin Luther King marched on Washington, D.C, in 1963, around 250,000 people attended and the march took close to a year to plan. The Women’s March was planned in weeks and had global participation in the millions. Donald Trump himself utilizes the immediacy and mass appeal of Twitter regularly—it will be very interesting to see just how technology plays a part in the people’s participation in and reception of this administration’s future.

## TRUMP-MENDOUS OR OUT OF CONTROL?

BY JUSTINE KAREN

Since November, it has become clear that the American political landscape has shifted significantly since Trump’s inauguration. Trump is a vastly different president than Obama; that is perfectly clear. And, from mine and my peers’ perspectives, it is uncharted territory, considering high school students today were in grades 1st to 4th when Obama was first inaugurated. As Whitney Houston so famously belted out, “the children are our future,” so though many of us cannot yet vote, we need to be watching, we need to be paying attention, and we need to have some strong opinions on the beginnings of Trump’s presidency. We are coming of age in a greatly divided political climate. There is very little—if any—bipartisan harmony, which we need to correct if we hope to ever move forward as a nation. I am a liberal, and an admittedly argumentative one at that, who, is fairly vocally opposed to our current administration. So, in light of my belief that high school students should be encouraged to be politically conscious and engaged, regardless of their party affiliation, I interviewed some of my peers who lean more to the conservative side. I thought it would be valuable to discuss a variety of controversial issues with them, and hopefully gain a sense of understanding and moderation on both sides.

**Topic 1:** President Trump’s controversial Secretary of Education pick, Betsy DeVos:

### THE BREAKDOWN:

President Trump has received a fair amount of criticism for his choice of cabinet members. One highly controversial appointee is Secretary of Education, Betsy DeVos. As Secretary, DeVos has become head of public education in America, and is tasked with determining funding—where it goes, what it does, and who it helps. Many Americans feel strongly that a Secretary of Education should believe in and defend the institution of public schools, as well as have some sort of qualifying experience. DeVos, however, believes in instituting voucher programs, which in part would allow high achieving students the opportunity to attend private schools on local school district’s budgets. Voucher programs are popular among many conservative lawmakers due to their implementation of capitalism and “accountability” in the school system. Theoretically, a low performing school district loses students to the voucher, and therefore loses money, inspiring districts to better themselves. Theoretically, it is advantageous to students either way; they either are provided with the opportunity to attend a private school, which otherwise may have been unobtainable due to fi-

nances, or they are in a determinedly improving public school.

Unfortunately, studies have shown that the ideal is favorable to the reality. Not only do the public schools not improve, they lose more and more funding and fall further and further behind. The system also has been shown to create gender and racial inequities.

### STUDENT REACTION:

Sophomore Nico Seddio says: “A lot of private schools are overrated. I see that they are probably thinking that by sending these kids to private schools, they’re providing them with more opportunities, especially to get into better colleges, but I think that if you are a public school student who wants to go to a really good college that you should have to work hard within that public school, and there are a lot of kids from public schools who go to great colleges. I also think that the money that would be going to pay for these private schools could more productively be going into improving public schools. That way, all students get a better experience.”

### TAKEAWAY:

From this conservative comes a more moderate to liberal take on voucher programs. However that is likely due to personal experiences, as Nico is a high achieving student currently receiving public education from a reasonably well-founded school (due in large part to the supportive community that surrounds it).

**Topic 2:** Latin American immigration into the United States.

### THE BREAKDOWN:

President Trump has been very adamant about the strict regulations that his administration hopes to impose. He famously declared he would “build a wall” to keep specifically Mexican illegal immigrants out of the country. A staple of his campaign was stricter immigrations laws, including dramatic increases in deportation.

### STUDENT/FACULTY REACTION:

Sophomore conservative Nick Young agrees with Trump’s plans for stricter immigration laws and deportation plans. He shared, “Our jobs are filled with a lot of illegal immigrants, and my parents, and some other people that I know, have had jobs taken away from them by illegal immigrants. It’s not good for the people who are here legally and doing the right thing, and trying to raise families, and stuff.”

Fellow conservative Nico Seddio agrees with Trump as well, saying, “Immigration is a great

thing. All of my ancestors except for one are immigrants, but it has to be done legally. Students who came to the United States at a young age should be returned to their country of origin, if they wish to come back, then they may apply. If they were born here, that’s a different story. But, I think that allowing them [illegal immigrants] to be citizens is really a stab in the back to anyone who worked hard to be here legally.”

Sophomore Lily Garrison has mixed feelings. “There shouldn’t be a wall,” says Lily, “but I see where it’s coming from. So you see all of these people who are coming here from Mexico and other countries, who are in search of jobs, however, there are also thousands of other people who are in America who are unemployed. Who are, you know, legal U.S. citizens, who have been born here, rather than someone who is coming over illegally. I can see where he’s coming from on that. They should at least try to get legalized while they’re here, and also so they can have a fair life, instead of being subject to discrimination because they’re illegal immigrants.”

Art teacher Mrs. Sareyani also weighed in on the immigration controversy. Without explicitly revealing her own party affiliation she explained, “I like the fact that he [President Trump] says ‘Americans for America.’ I think that we need a little more ‘school spirit.’ I think that we need to stick together more, and I think that we need to buy American goods and support the people that we have here. I don’t think that we should exclude others, because immigration is how this country was built. My grandparents, and great grandparents, came here from another country and they learned English, and they survived, and they worked hard. Anybody who works hard and pays taxes, I think should be allowed to stay, but I also think that Americans should make an effort to stick by fellow Americans.”

Takeaway: These views on Trump’s plans for immigrants divide even the conservatives, it seems. All interviewed believe in supporting American citizens steadfastly, but to what degree immigrants should or should not be subject to deportation was less consistent amongst those interviewed.

**Topic 3:** The United States potentially pulling out of NATO.

### THE BREAKDOWN:

NATO is The North Atlantic Treaty Organization, or as it is occasionally known, the North Atlantic Alliance. To break it down in the most simplistic

terms, NATO is a political and military alliance that currently exists amongst 28 countries globally. It was founded in the years following the conclusion of WWII with twelve original members. The goal of NATO is essentially to create and retain worldwide peace and stability. However, financially NATO is a drain on the USA due to the fact that the U.S. pays the majority of the fees to sustain it. During his time in office, President Obama sought to correct this as well. Obama insisted on various reforms to be made to more evenly distribute the burden. Reforms which “officially” have gone into effect, however, are not actually mainstream practice. Trump is going further, and his take on NATO is fairly simplistic—he wants NATO fixed or the U.S. is out, he has promised. This philosophy, critics say would likely lead to the fall of the alliance all together, which would leave multiple countries that we currently call “allies” utterly defenseless, and could potentially be dangerous.

### REACTIONS FROM STUDENTS:

Lily says that she hopes that our commander-in-chief makes the decision to remain a part of NATO, as she doesn’t “think that leaving it would be beneficial to the United States.”

Nico, who is always ready to advocate for his “boy, Trump” says that, “I think it should be more like ‘USO’ where we just control everything, and people basically just have to listen to whatever Trump wants.”

### TAKEAWAY:

In this case, conservative Lily hopes that the U.S. will remain in NATO, while conservative Nico is ready for Trump to take on an autocratic lead on things. Nevertheless, neither of them are advocating for the United States’ imminent exit from the alliance.

### CONCLUSIVE TAKEAWAY:

Most of the students that I spoke to voiced more moderated opinions that I expected. A discovery that I found heartening, as I personally believe that automatic adherence to political parties as a whole is not ideal. The majority of them agreed with and advocated some ideologies from both sides of the aisle, although primarily supported right wing viewpoints. Ultimately, while I did not agree with every perspective that was voiced, our discussions were enough to restore a certain level of faith in certain members of the future generation, in regards to cross-party relations.



# COLLEGE: WHAT I WISH I KNEW...

BY MADISON HALLMAN

The dreaded freshman fifteen, fire drills at the crack of dawn, and endless hours contemplating whether to spend your last saved stack of money on that expensive mattress topper your back has been aching for, or on dinners at Taco Bell...welcome to college, kids! These are some familiar college freshmen struggles, but we knew there have to be more, so we interviewed Inlet alumni asking what they wished they knew before college. After talking with some of our ex-Inlet reporters, it seems their lists of “what I wished I knew before college” fall into three distinct categories: academic, social, and personal insights.

We all know that going from high school to college-level academics will be a challenge, but what can we do to prepare ourselves better? Margaret Michalak, currently a freshman at SUNY Albany, says, “do NOT (SERIOUSLY, whatever you do) leave your paper to the night before deadline. You’ll have a mental breakdown when you don’t finish in time.” Time management was brought up time and again by our alumni, with SUNY New Paltz freshman, Tristan

Wissemann weighing in, “take advantage of your down time. In college, you won’t have class for 6 or 7 hours a day like in high school, so it can be very easy to become sidetracked. Be consistent in studying and work, so being behind won’t be a problem later on.” Kenna McCarthy, currently a freshman at Simmons College adds, “Make sure you actually sleep and have time management--you have ten times the amount of work in college as you do in high school.” Along those lines, Margaret adds, “I wish I knew to get a LARGE planner. First semester, I got a pocket-sized one, and it just didn’t cut it when I started to get busy.”

A few specific bits of academic advisement from our SUNY New Paltz student alums got us thinking: Tristan shares, “I wish I knew to use ‘Rate My Professor’ online before choosing a class. You may have a choice between a few different professors for the same class and having a good professor makes a huge difference between having a great grade and struggling to get by.” We all know how important teaching style can be in learning. Serina Kaasik had a specific realization about a gap in her high school learning. “I was taught how to write papers in MLA citation,” she said, “but I wish I was also taught APA and Chi-

cago style.” Teachers, you may want to add those to future research unit curriculum...

Socially, it seems advice had a common thread--get involved on campus. Tristan shares, at college, it is important to “join a club or some kind of activity--whether it is a varsity sport or intramurals, whatever it may be. It opens up a whole new group of people to become friends with.” Along the same lines, SUNY Brockport freshman Billy Boeklen advises, “make friends with upper-classmen early on in your college career, because they can really help you out with a lot.”

In the mix of advice and “what I wished I knew-s” were plenty of personal insights on what our Inlet alums found out--sometimes the hard way--when they got on campus. Margaret Michalak chimed in, passionately stating, “AVOID doing laundry on the weekends because there is never any machines available. When it comes to laundry, make sure you pick it up when it is done. People don’t care about your stuff--they’ll throw it on the ground or on top of another machine and continue on.” Margaret confronted another ugly truth with a tone of seriousness, saying, “the freshman fifteen is so real. ‘It won’t happen to me,’ you think? NOT TRUE. It will. And all of your jeans won’t fit in De-

cember. Make sure to watch what you eat and take the stairs whenever you can.”

Former Inlet editor Kelly Colligan sent along a list of over general college 20 tips and hacks including the following: “Bringing more than one set of sheets is a waste--you’re just going to strip your bed, wash them, and then put them right back on. Two pillowcases are a must, though. If you’re going to buy slippers, buy the ones with a hard bottom. You’d be surprised how much you’ll wear them out and fire drills are common. You can never have too much Advil PM/NyQuil. Amazon Prime will become your best friend. Shout/stain remover is extremely useful. Dining hall fruit is terrible. Sound-blocking Bose/Beat headphones are a must. Bring many, many granola bars--odds are if you have an AM class, you’re going to skip breakfast.”

Graduating high school is scary in itself, but entering the unknown world of college can be nerve wracking and intimidating. Luckily for us, these helpful alums have already made some mistakes and figured out some helpful shortcuts. Upperclassmen, take notes, and thanks again to our former Inlet staff contributors!

# THESIS PAPER PREVIEW

BY WALTER RICHARDS

Every year, before the seniors can officially say they’ve graduated, they must pass the OCE. The OCE, or Oral Comprehensive Exam, requires students to present, in part, their senior thesis research papers to a faculty board. The OCE is designed to prepare seniors for college, and because it is a graduation requirement and students must speak at length about their papers, students often choose topics that are very close to them. Below is a list of this year’s senior’s OCE/thesis paper topics for your interest:

- Domily Gil- Factory Farming:** Bad for Animals, Humans, and the Environment
- Raymond Karen:** ADHD: Can’t You Just Sit Still?
- Amira Lawrence:** How LGBT Youths are Affected by Discrimination and What Schools Can Do to Help
- Thomas Lenzer:** Exclusionary Discipline: A Misguided Practice
- Christopher Corbett:** Culinary Education: Is it Worth it?
- Evan Thilberg:** Regulated: The Future of Fish
- Genesis Urbaez:** Teen pregnancy: “Don’t Judge Me”
- Zoey Bolton:** “Rick and Morty”: More Than Just a Raunchy Comedy

- Julia Labrozzi:** Sexual education: There Is More To It
- Olivia Yeaman:** Columbine: The End of Innocence
- Nicolette Frasco:** Infant Mortality Rates: Our Nation’s Unknown Disgrace
- Sydney Clark:** The Ethics of Genetic Editing
- Sophia Strauss:** Sexual Assault Prevention
- Elizabeth Larsen:** Lolita: Common Misinterpretations
- Melissa Frasco:** Scientology: A Modern Day Cult
- William Garrison:** Boxing: Let’s Solve This in the Ring

# SHELTER ISLAND SCHOOL HAS SCHOOL SAFETY ON LOCK

BY KAL LEWIS

Recently, you may have noticed that the school is changing its security. The doors are locked more frequently, visitors can’t come in and out quite as easily, and the lockdown procedures have changed. Although these new measures are going to make the school safer, you may be wondering the reason for such sudden changes.

Like most schools, this school places safety as a number one priority. The main reason that the

school is putting such an emphasis on security is to keep the students and staff safe from outside threats. In the past, the school has attempted to increase the security by implementing new rules and enforcing existing ones, however, “overtime, these rules faded,” reports school administrator, Todd Gulluscio. So now, the school is “getting back into it,” he shares.

Beginning in January, the school added to its

security by keeping the doors locked at all times during school hours, requiring all school visitors to be moved to and from meetings inside of the building by front desk attendant Lisa Goody, and by a new lockdown device, just like the fire alarm. Lisa Goody, who is very involved in enforcing these new procedures says she “feels much safer” with these new measures in place.

S.I. School is not done with its new security plan, however. Head custodian, Mike Dunning, said, “in the future, more security cameras, additional doors, and a new entrance to the fitness center will all be added to the school’s safety plan.” But for now, students, staff, and parents can all feel a lot more safe due to the implementation of these new security measures.



4TH AND 5TH GRADERS “SING A SONG OF AESOP”

BY WALTER RICHARDS

Thea Hatchet is a kindergartener at Shelter Island School. After only moments with her, it is evident that she is both very kindhearted and funny. Thea reports that her birthday is October 6th and she enjoys drawing, painting, and playing with her friends during recess. Her favorite classes are art, and of course, recess. Thea’s favorite animal is a guinea pig, which is also her only pet. “He’s a boy, and his name is Scooter and he is sooo cute,” she explained with a wide grin. Thea’s favorite color is pink, more specifically, “dark pink, like magenta.”

Thea’s favorite thing to play with are “My Little Pony” toys, and for her birthday in the fall she was thrilled to receive a Rainbow Dash “My Little Pony” Play Doh set. Thea considers herself very artistic, and pays very close attention to detail during art class. Watching her in Art Class, one gets the strong

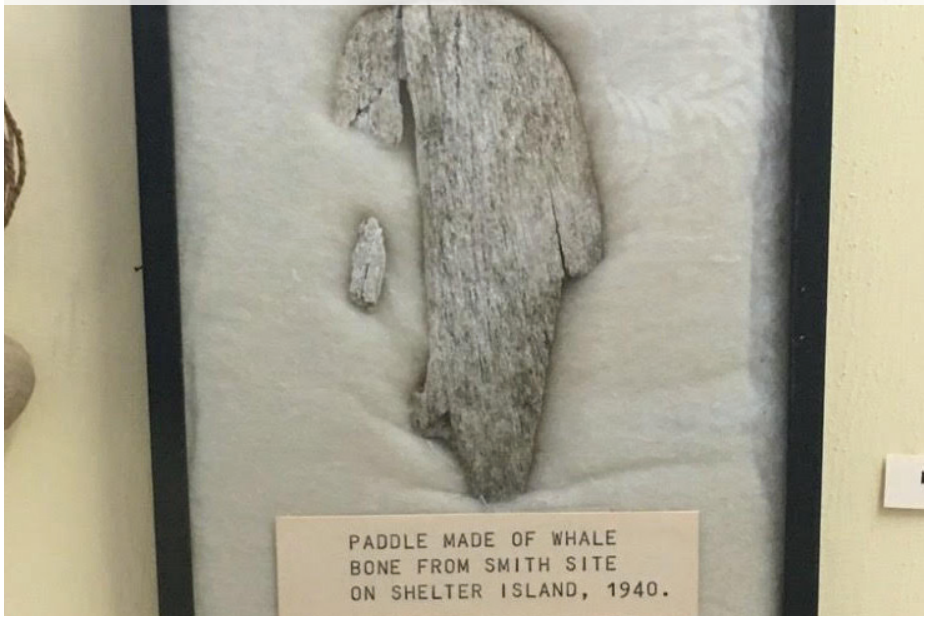
feeling she is in control of her craft, she becomes very concentrated, and while typically she is very talkative, she becomes very quiet. When something goes wrong, Thea is vocal, and works hard to correct it. Thea’s art teacher, Mrs. Sareyani says, “Thea is very creative, she does not simply follow directions, she puts her own spin on everything she does. And goes above and beyond for everything she does.”

When Thea is not in school, she, like many other kids her age, likes to play with friends on the school playground, or at home with her guinea pig, Scooter. This summer Thea has big plans. She intends on having many playdates with her friends, and going to the beach, because “summer and spring are my favorite seasons. I love the flowers and colors.” to the beach, because “summer and spring are my favorite seasons. I love the flowers and colors.”



4TH AND 5TH GRADERS PREPARE TO GET ON THE STAGE.  
PHOTO BY MS. BOSAK

PHOTO BY MIKE COX  
A NATIVE AMERICAN PADDLE MADE OF WHALEBONE FOUND ON SHELTER ISLAND IN 1940 ON DISPLAY AT THE SOUTHDOLD INDIAN MUSEUM.



SHELTER ISLAND ELEMENTARY INDIANS LEARN ABOUT NATIVE AMERICANS

BY KAL LEWIS

Shelter Island fourth recently learned about the Algonquin and Iroquois Native American tribes, so it was only fitting that they (along with fifth graders) headed to the Indian Museum in Southold, New York a couple of weeks ago. The local museum was a great resource, as students had the opportunity to learn about local (Long Island) Native American tribes and where they settled and how they lived.

Classroom teachers and field trip chaperones Mr. Cox and Ms. Yirce were pleased with the opportunity to enrich their curriculum at the local museum. Ms. Yirce shared, “We thought that this trip would help the Native Americans and their way of life become real for the students. It brings to life the information we are learning in the classroom. It is amazing, for example, for the students to see exactly what

traditional Native American clothing looked like and what kinds of weapons they were able to make in order to survive in a woodland environment. It was a valuable way to see how the original settlers of our land survived.” This first hand experience is irreplaceable. Students also had the opportunity to play Native American instruments and see and feel Native American artifacts. Long Island is rich in Native American history and it is important and exciting that this year’s fourth and fifth graders had the chance to learn about it by experts in a setting which brought history to life for them. One kid named Noah Greene said, “The most interesting part of the museum was the down stairs because there were so many cool instruments.” Seems like he like the trip.

RAINBOWDASH, ART CLASS, AND PLAYDATES: A FEW OF THEA HATCHET’S FAVORITE THINGS

BY AMELIA CLARK

Thea Hatchet is a kindergartener at Shelter Island School. After only moments with her, it is evident that she is both very kindhearted and funny. Thea reports that her birthday is October 6th and she enjoys drawing, painting, and playing with her friends during recess. Her favorite classes are art, and of course, recess. Thea’s favorite animal is a guinea pig, which is also her only pet. “He’s a boy, and his name is Scooter and he is sooo cute,” she explained with a wide grin. Thea’s favorite color is pink, more specifically, “dark pink, like magenta.”

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control of her craft, she becomes very concentrated, and while typically she is very talkative, she becomes very quiet. When something goes wrong, Thea is vocal, and works hard to correct it. Thea’s art teacher, Mrs. Sareyani says, “Thea is very creative, she does not simply follow directions, she puts her own spin on everything she does. And goes above and beyond for everything she does.”

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“  
**THEA  
IS VERY  
CREATIVE**  
”



PHOTO BY AMELIA CLARK  
THEA SHOWS OFF HER SIGNATURE SMILE.



# BROTHA FROM ANOTHA MOTHA

BY MADISON HALLMAN

Co-workers and besties. Not everyone is lucky enough to have a co-worker they can also call a good friend. Yet, in our school building, there are quite a few bros who always seem to be by each other's sides. For fun, we decided to delve into these "bromances" to find out what makes their friendships special.

The most established bromance in the building is that of Band teacher Mr. Keith Brace and Phys. Ed. teacher Mr. Brian Becker. Their bromance began way back in 1999; the year they were both hired by Shelter Island School. Mr. Becker remembers his first impression of Mr. Brace, stating, "he was very quiet, but professional," while Mr. Brace mentions he remembers thinking Mr. Becker was "LOUD--very loud!" But for these two co-workers, their love of education, fishing, food, and good humor outweighs their differences. Mr. Becker calls Mr. Brace, "chubby and cheerful," but no matter, because Mr. Brace shoots right back, saying Mr. Becker is "fat and fun." Only true bros could describe each other that way!

Perhaps the newest bromance in the building is that of Driver's Ed./Health teacher Mr. Ian Kanarvogel and Technology teacher Mr. Chris Conrardy. "Day one," according to Mr. Conrardy, is when he and Mr. Kanarvogel hit it off. This is a bromance born of similar interests and proximity. Old school and hip hop music, as well as football, (despite the fact that

Mr. Kanarvogel is a Cowboys fan, which Mr. Conrardy calls "questionable") are what bring these two guys together. Not that the two could escape each other too successfully sharing a 2x4 office space. This tight space sometimes causes issues for the bros. Mr. Kanarvogel shares that Mr. Conrardy, "always eats his smelly lunches in the office," but Mr. Conrardy was quick to respond, saying, "Mr. K's office karaoke can be very bothersome. He constantly sings..." Despite these little pet peeves, it sounds like this is one bro friendship that has perfect pitch.

A third interesting friendship that developed over quite a long time resides in the Math department. Mr. Walter Brigham and Mr. Jimbo Theinert are not new friends. Mr. Brigham chuckled when asked about the beginning of their "bromance." "Well, that's a loaded question," Mr. Brigham replied, "I've known Mr. Theinert since he was in kindergarten. I wouldn't call it a 'bromance,' but yes, I happened to be his kindergarten computer teacher." Mr. Theinert shared, "my view of Mr. Brigham hasn't changed from student to colleague. However, I have a better understanding now of how well he can crack a joke, and make sure the work keeps happening." For those who have had these two as teachers, it is clear they not only share their love of teaching math, but also an almost freakish knowledge of movie quotes they happen to both enjoy sprinkling into their daily

lessons. Outside of school, both Mr. Brigham and Mr. Theinert love the outdoors, where they can be found on occasion running together. As Mr. Theinert most certainly knows, Mr. Brigham has clear friend boundaries, sharing, "I don't hangout with anyone--I don't hangout or go anywhere or do anything with anyone." So, no offense taken, Mr. Theinert. For Mr. Theinert, he has found a friend in a colleague and mentor. About Mr. Brigham, Mr. Theinert said, "his ability to make time and a relationship with everybody, not only makes him admirable, but a master teacher." These two have that special something that is time tested, that's for sure.

The History Department is the setting for our final bromance. Mr. Peter Miedema might have thought he would never find another bro after former History teacher Mr. Brian Doelger left the district a couple of years ago. The heartbreak wouldn't last though, as Mr. Sean Brennan was right around the corner. "He's hired," was my first impression of Mr. Brennan," according to co-worker Mr. Miedema. Mr. Miedema continued, "I was on the interview committee and as soon as Mr. Brennan started talking, I leaned over to the rest of the hiring committee and said 'this is our guy.'" Interestingly enough, Mr. Miedema wasn't the only one who felt it that day. Mr. Brennan admitted, "It was clear that we were on the same wavelength during my interview process." As for Mr.

Brennan's first impression in the classroom, however, you could say it was a little different. Mr. Brennan nervously shared, "it was the first day of teachers being at school as I was trying to print papers and get stuff ready. Mr. Miedema came in, wandered around the room for a little bit, and then proceeded to take his "Save Ferris" shirt and tacked it to the wall. That was his prep. I knew then that he was very easy going and confident in his teaching ability." Believe it or not, these two share a lot more than just a love of history. Mr. Miedema and Mr. Brennan both have an "advanced encyclopedic knowledge of sports," according to Mr. Miedema. One thing on which they don't agree? Mr. Miedema says Mr. Brennan is "able to justify the unfair practices of the Patriots." School and football aren't everything for these bros, though. Mr. Brennan and Mr. Miedema have hung out on the occasion outside of school, although according to Mr. Brennan, "We really only hangout when he pays for lunch for me!" All jokes aside though, these two are loyal friends. Mr. Brennan appreciates that, "You can tell that he would have your back in any given situation." Unless it's at a Patriots game.



PHOTO BY MADISON HALLMAN  
HISTORY BROS MR. PETER MIEDEMA (LEFT) AND MR. SEAN BRENNAN (RIGHT) SHOW HOW IN TUNE THEY REALLY ARE BY ACCIDENTALLY "TWINNING" WITH THEIR MATCHING SHIRT AND TIE.



PHOTO BY MADISON HALLMAN  
BAND TEACHER MR. KEITH BRACE (LEFT) AND PHYS. ED. TEACHER MR. BRIAN BECKER (RIGHT) SHOW THEIR BROTHERLY LOVE WITH A WARM EMBRACE.



PHOTO BY MADISON HALLMAN  
TECH TEACHER MR. CHRIS CONRARDY (LEFT) AND HEALTH AND DRIVER' ED. TEACHER MR. IAN KANARVOGEL (RIGHT) GEAR UP FOR ONE HECK OF A RIDE! NOTE: DO NOT TRY THIS AT HOME, KIDS.



PHOTO BY MADISON HALLMAN  
MATH BROS MR. WALTER BRIGHAM (LEFT) AND MR. JIMBO THEINERT (RIGHT) CAREFULLY POSE NEXT TO ONE ANOTHER, MAKING SURE TO LEAVE A "NORMAL" AMOUNT OF SPACE BETWEEN THEM.



COOKING IN THE KITCHEN

BY JONAS KINSEY

Picking a club to join in the Shelter Island School is no easy decision, especially with so many clubs to chose from. However, if you would like to learn new culinary skills, or discover new recipes, we have found the club for you. The Cooking Club is one of the newest clubs to the Shelter Island School, and is being led by math teacher Mr. Theinert and secretary to the superintendent, Mrs. Dunning. What made Mr. Theinert and Mrs. Dunning want to start the Cooking Club? Well, they both really love cooking and have a passion for it, so they felt that they could share some knowledge with students about

cooking that could end up proving useful in the long run. What is unique about the cooking club is, it is not like a sport in which attendance is required for every meeting, so if you can't make a meeting here or there, it is no big deal.

So far the Cooking Club has made cauliflower with fried rice with a choice of either chicken breasts or chicken thighs. "It was enjoyable to teach something other than math to students and to provide them with better culinary skills," says Mr. Theinert, about the experience. Junior Caitlin Binder, who attended the cooking clubs first meeting, explained that she likes that "you

get to learn how to cook healthy and easy things." The Cooking Club is very useful to kids because cooking is an essential skill and Mr. Theinert hopes that he and Mrs. Dunning can teach students this important life skill through hard work and dedication. The Cooking Club currently has eight members, and is looking to grow. However, it is hard for them to compete with all the other school clubs. Freshman Luke Lowell explained, "My dad is like a five star chef and I really wanted to join the club, but with winter track and basketball, I just can't find the time to do it." That being said, membership in the club does not mean you must

attend every meeting— students can attend for one lesson, but if they have conflicts they are not required to attend the next one.

The Cooking Club is financially self-sufficient and operates using cooking utensils and ingredients mostly supplied by the faculty advisors and student members. Mr. Theinert wants kids who haven't joined yet, or are thinking about joining, to know that they can show up whenever they want and he encourages students to give the Cooking Club a try, it is open it will give them a jumpstart on a very important life skill. So, Shelter Island students, let's get cooking!

THE OLD FINISHING ROOM IS GETTING REFINISHED

BY JONAS KINSEY

Have you seen the old "finishing room" in Mr. Conrardy's shop that is currently under construction? The new room that the Home Systems class is working on is going to be much more than just a recording studio. Constructed by Mr. Conrardy and his only student in the class, sophomore Mason Marcello, the room should prove very useful to kids in the school in the near future. Mr. Conrardy explains, "I decided to make it to prove that tech is a lot more than just working with wood and cutting stuff. It's about electricity, which is something I love." According to Mr. Conrardy, the new media room is already three quarters of the way finished. Pretty impressive for just two guys working on it! The media room is quite a small space, but it will serve a number of purposes. Mr. Conrardy says,

"We're planning on setting up a green screen to do weekly broadcasts, sort of like school news. It is also a recording studio where people can record themselves, or even music, if they like." Mr. Conrardy also plans on putting in computers to help teach video editing to kids. Mr. Conrardy hopes the room will bring students from outside of the Tech department down to check it out. "This is going to tie into [new class offering] Media Production next year, and I can safely say, I have a lot of anticipation for this class and hope many people join." If you haven't yet checked it out, go take a peek to see what Mason and Mr. Conrardy are getting done down in the Tech room!



PHOTO BY JONAS KINSEY  
SOPHOMORE MASON MARCELLO AND MR. CONRARDY REMODEL THE OLD FINISHING ROOM FOR USE AS A RECORDING STUDIO FOR NEXT YEAR.

THE CURTAIN WILL SOON RISE ON *CURTAINS*

BY JONAS KINSEY

*Curtains* is this year's Shelter Island High School Drama Club musical production. Once again led by Mr. and Mrs. Kaasik, with the help of Sue Cincotta and Laura Dickerson, *Curtains* is a comedic musical set in Boston, Massachusetts in 1959. *Curtains* is a play within a play, all while being a murder mystery. The comedy follows the fallout when the supremely untalented star of *Robbin' Hood of the Old West* is murdered during her opening night curtain call. It is up to Lt. Frank Cioffi (Danny), a police detective, who moonlights as a musical theater fan, to save the show and solve the case.

After the success of last year's *The Drowsy Chaperone*, an impressive amount of students in grades 7-12 turned out for auditions. With the play now cast, rehearsals are in full swing. Being a part of the cast of *Curtains* is a full-time commitment, with practices for many cast members daily. This year's leads include Olivia Yeaman as Nikki, Taylor McNemar as Bobby, Zoey Bolton as Carmen, Julia

Labrozzi as stage manager, Jenny Harmon, Danny Boeklen as Lt. Frank Cioffi, Will Garrison as Aaron, and Lily Garrison and Hayley Lowell (double cast) as Bambi.

Sue Cincotta is currently helping cast members hone acting skills, while Laura Dickerson is working hard on choreography. About the dance routines, freshman Amelia Reiter shares, "I guess it's good, because we can learn how to dance better." As the premiere of the play draws near, Ms. Bosak is reviewing songs with the members of the cast. Freshman cast member Jennifer Lupo says, "My favorite part is when Lily and Hayley do their Indian dances. It looks really cool." The play is shaping up quickly and will no doubt be another Shelter Island Drama Club success. Be sure to contact the school to get your tickets for *Curtains*, which runs March 30th-April 2nd.

WELCOME JAMES ALEXANDER BOCCA

ONE OF SHELTER ISLAND'S MOST POPULAR TEACHERS, MR. BOCCA, BECAME A FIRST TIME FATHER WHEN HE AND HIS WIFE ALLISON WELCOMED THEIR BEAUTIFUL SON JAMES ALEXANDER BOCCA ON SATURDAY, MARCH 18, 2017 AT 4:44AM. THE SWEET BABY BOY NAMED AFTER HIS FATHER WEIGHED IN AT 7 LBS, 3 OZ, AND WAS MEASURED AT 19.5" LONG.



WIDE EYED JAMES ALEXANDER BOCCA GREETES THE WORLD FOR THE FIRST TIME.



TAKING THE NEXT STEP IN THE COLLEGE SEARCH

BY LINDSEY GALLAGHER

Choosing a college is a rather scary decision that depends on a handful of important factors: size, cost, location, athletic programs, academic rigor, social atmosphere, and majors available. It's extremely difficult to find a college that has everything you personally want. And, in the first place, how do you even know what you like in a college? For the junior class, it is getting to that time when these questions are becoming all the more relevant.

One of the best ways in which juniors can become familiar with what they want out of a college is to actually visit campuses. In late March, the junior class will be going to Massachusetts for a college trip organized by Mrs. Tuthill and Mrs. Lang. The trip is also made possible due to a grant provided by the Presbyterian Church. In order to make the most of the day, the juniors will be leaving at 7am on a ferry out of Orient Point. They will then be visiting Northeastern University,

Stonehill College, and Simmons College. At Northeastern and Stonehill, juniors will first attend information sessions, where they will learn about the types of programs the colleges have to offer. Once the information sessions conclude, juniors will head out for official campus tours. During the Northeastern and Stonehill tours, juniors will have the chance to actually see the campuses by viewing classrooms, dining halls, dormitories, and labs. Later in the day, juniors will go on a self-guided tour of Simmons College.

Mrs. Tuthill wants students to get the most out of the experience, so she made sure to choose schools that are rather different from each other. Stonehill College is a small, private, liberal arts college with a total undergraduate enrollment of 2,494. Mrs. Tuthill chose this school in particular because it has an "enclosed campus feel." Northeastern University, on the other hand, is a larger research institute found in the heart of Boston. The total undergraduate

enrollment is 13,697, and according to the U.S. News and World Report for best colleges, it is the seventh most innovative school in the country. Mrs. Tuthill shares that this is a great school for the juniors to visit because "it is a city school and has lots to offer academically." Simmons College, located in the heart of Boston, has a total undergraduate enrollment of 1,741. What is unique about Simmons, however, is the fact that their undergraduate program is comprised solely of females.

As a guidance counselor, Mrs. Tuthill sees a lot of value in college visits. She believes that visiting the physical campus is important because "there is a feeling you get, whether is be good or bad, from being on the actual campus." Mrs. Tuthill also explained that it's "fun for students to see campuses with classmates." She adds that sometimes it is hard for parents to leave the area, so this will allow kids who can't usually travel to

visit schools.

Mrs. Tuthill has high expectations for the trip. "I would love for them [the juniors] to get a feel for whether they prefer a city or an enclosed campus," she went on to say, "even if they aren't interested in either college, they may hear about a program of study that interests them." Mrs. Tuthill also hopes that more students will come this year, as the trip is planned on superintendent's conference day, so students concerned about missing school won't have to worry. Junior Francesca Frasco explained, "I'm looking forward to seeing more colleges and comparing all of the ones I've visited so far." Another junior, Emily Strauss, shares the same excitement, "I've only visited a few colleges so far and they were all in New York, so it'll be nice to look at other places and look at new colleges and campuses." Hopefully, this trip will bring the juniors closer to finding the college that fits them.

SECRETIVE SALINGER AND HIS NOT-SO-SECRET NOVEL

BY LINDSEY GALLAGHER

For four years now in early February, after reading *The Catcher in the Rye*, the junior class has always gone to the library to view "Salinger," a documentary on the life of J.D. Salinger. In keeping with this tradition, on February 8th, the junior class, along with Mrs. Treharne, Mr. Bocca, and Ms. Colligan took the short walk to the library to view the documentary. However, plans soon required changing, as there were some technical issues at the library. The juniors were not about to let some technical issues stand in the way of screening the documentary though, so they instead viewed the documentary in Mrs. Traherne's room. Despite the location change, the juniors were still able to get the full experience. Although juniors had already read and discussed the novel, they had yet to discuss one of the most important parts of the novel: the life of the complex and mysterious J.D. Salinger.

"Salinger" is a two hour documentary that gives the audience a detailed look at who J.D. Salinger was as a person. The documentary describes

Salinger's impressive role in World War II and how it affected who he became. To Ms. Colligan, this is why the symposium is so important, "students come away with new and deep understandings of how Salinger's life, particularly his World War II experiences, inform his creation of Holden." After viewing the documentary and reading the novel myself, it is quite easy to tell when Salinger's personal feelings are masked behind those of his fictional character, Holden. One of Holden's main obsessions throughout the novel, preserving youth, echoes Salinger's lifetime experiences. Salinger lost his innocence in the war, and he could never get it back, this is why Holden was so attached to it. Furthermore, Salinger saw fakes everywhere—in the novel Holden would call this "phony." Junior Darien Hunter explained that "[the Salinger Symposium] gave me not only a better understanding of Holden's bitterness, but also of the 'phoniness' that Salinger tried to call out and avoid." The novel really connects Salinger to Holden by asserting that Salinger was as

dependent on the book, as the book was on him. The documentary also reveals Salinger's tendency to distance himself from the public eye. "Hearing students' reactions to finding out all of the really fascinating and somewhat disturbing details of Salinger's personal life, is a highlight of viewing the film" says Mrs. Treharne, in regard to why the symposium is enjoyable. The final thing that the documentary highlights is how *The Catcher in the Rye* affected American culture, by becoming the motivation behind crimes, and by defining who we are as an American culture.

Once the documentary concluded, the juniors took some time to reflect on the documentary. After some independent reflection time, the class then came together for a group discussion about how the documentary shaped their opinions of the novel. They also had the chance to discuss some weighty questions that the documentary brings to the viewer's attention. Many juniors felt that the documentary and the symposium as a whole aided their understanding of the book's deeper

meanings. Junior Justine Karen said, "without it [the symposium] a lot of my questions would've gone unanswered." However, the influence of the documentary on the viewer is not a one time thing. Mr. Bocca, who has seen the documentary multiple times now, shared "every year I watch the film it changes my view of Salinger in small ways even though I've already seen it." Along with shaping his views about the book, he continued, "I love the discussion that comes afterwards because someone always brings up a point that I have not considered before that makes me look forward to seeing it again." I think it is safe to say that most juniors would agree with Ms. Colligan when she says, "it is beneficial for students to absorb themselves, start to finish, in this thought-provoking documentary." All in all, the documentary did a great job of bringing Salinger the man and Holden the character into clear focus.

THE OPERA TRIP CONDENSED

BY JUSTINE KAREN

Annually, the 10th grade class attends an Opera at the Metropolitan Opera house in Manhattan. This year it was the Class of 2019's turn to take the trip, and the production which they had the privilege of viewing was *Rusalka*. *Rusalka*, written by Antonin Dvorak in 1900, tells a tale that a young American audience may find reminiscent of Walt Disney's *The Little Mermaid*, despite the fact that *Rusalka* actually happens to predate the modern musical classic by eighty-nine years. The story centers around the title character, *Rusalka*, a water nymph, who, like Ariel, has fallen in love with a mortal prince. However, since her prince is unable to see or feel her in her nymphotic form, *Rusalka* is determined to become a mortal woman so that she can be with him. Eventually, her determination leads her to the sea witch, Jezibaba. Setting a precedent that will later hold true with *Ursula* of *The Little Mermaid*, Jezibaba agrees to grant *Rusalka*'s wish and transform her into a mortal, as well as

make her prince fall in love with her in return for her voice. Once human *Rusalka* finds her prince, however, their story does not end the way in which Ariel and Eric's does. Their ending is one of betrayal, heartbreak, and ultimately death.

To some of the tenth graders in the audience, like Lily Garrison for instance, this unfamiliar twist was one of the most interesting aspects of the play. "It reminded me of the little mermaid, but then all of a sudden it was different," she said. She also cited a mysterious rat-human hybrid character that served as one of the sea witch Jezibaba's henchmen as one of the opera's fascinating and unexpected inclusions. Lily continued on in describing her admiration of the costume design, "The dresses and costumes in general were really beautiful. So were the sets. The backgrounds and sets were both pretty incredible."

In another classroom, Lily's fellow sophomore, Nico Seddio, unknowingly seconded her

enthusiasm over the production's elaborate backdrops. "They really appealed and related to my own artistic nature," he confided. Other tenth graders, Mason Marcello and Stephen Cummings found themselves attracted to the "sophistication" of the experience. "I felt cultured, and I liked how beautiful the Spanish was," said Steve. Although the opera was actually sung in Czech, the whole experience, he concluded, made Stephen feel "very happy, and very intelligent."

Camryn Page thought the opera event was "peaceful." "The music," she elaborated, "was probably my favorite part. It just kind of swept me



PHOTO BY MS. BOSAK  
THE SOPHOMORE CLASS AT THE METROPOLITAN OPERA HOUSE IN MANHATTAN FOR THEIR VIEWING OF THE OPERA *RUSALKA*.

away, I really enjoyed it." Camryn went on to say that it was really the movement of the dancers in combination with the music that invoked such a strong sense of peacefulness. "I would like to go again," she said. This trip is made possible by the Educational Foundation, and with their ever-loyal support, the opera will hopefully continue to be a Shelter Island School tradition.





PHOTO BY HENRY BINDER  
MRS. BREWER GIVES HER TEAM SOME ADVICE ON THE FINER POINTS OF HITTING DURING SOFTBALL PRACTICE.

## SHELTER ISLAND SOFTBALL READY TO PLAY HARDBALL

BY HENRY BINDER

Last year for the first time, the girls' softball team played at the varsity level. After well over 5 seasons as a JV team, the girls struggled to make the transition last year. This season, they will once again be playing at the varsity level and it will remain to be seen whether they find more success. This year's team will be led by coach Jackie Brewer and she believes that her team can improve upon last season. "They should get excited to win, play hard, have good sportsmanship, but to really try their best," she explained. Coach Brewer has coached Little League, girls' all-stars, and JV softball in the past and has a great love of the game; her experience and enthusiasm should prove valuable to the program.

Freshman Lauren Gurney is heading into her sixth consecutive year playing softball and will be the Lady Indians' starting pitcher. A losing season is not in Gurney's plans. She explains, "this year's team has a very strong mental state, we also have a great coach who is really in it to win it." Gurney's

catcher, sophomore Lily Garrison is also ready to start up the season, adding, "softball is a great sport which I can play aggressively alongside my friends, and softball is that sport that comes naturally to me." As a senior, Melissa Frasco is also very motivated to start this season fresh with both new teammates, as well as a new coach. "With a new coach comes new strategy in hitting, throwing, and learning. I am very excited to play with a new coach. Hopefully she can help improve my game, and help us succeed." Melissa appreciates the opportunity to play softball here at S.I. School, recognizing that the size of the school allowed her to begin playing when she moved here in 8th grade when she had no previous experience.

The Lady Indians have 17 games on this year's roster, and as the Class D softball team will be matched against much larger schools, team members understand they are facing some challenges, but are ready to make their mark together.



PHOTO BY HENRY BINDER  
MR. SKUGGEVIK, ALONGSIDE COACH MIEDEMA, TEACHES PLAYERS PROPER SWINGING TECHNIQUES.

## INDIANS ON THE MOUND

BY LUCAS QUIGLEY-DUNNING

This year, the baseball team has high hopes for a successful season. And while the Indians may have lost six seniors, this year's team remains optimistic that they can get a few wins under their belts.

This year's squad consists of players grades 7 through 12, with each player bringing a different skill set to the team. The youngest on the team this season is 7th grader Riley Renault and the oldest is senior Will Garrison. As the sole senior, Will is experienced in playing center field, but will be taking on a new challenge, showcasing his skills on the pitching mound. Eighth grader Junior Gil shared that the best part of being on the team is "going to the practices and messing around with the team and coaches." To eleventh grader Jack Lang, "hitting dingers [long, hard hits] off the younger pitchers," is the best part.

Another change up in the lineup this season is the addition of freshman Abby Kotula. A female player hasn't been in the lineup in recent memory, so Kotula is sure to draw some fan attention. Kotula, who played Varsity Softball for the last two years, has decided to return to baseball. She explained, "I started out playing baseball at a young age and it just grew on me." Kotula has been doing well at practices and is fitting right in with the team, and by all accounts the team is happy to have her as a new edition.

This year's team will be under the guidance of head coach Pete Miedema and assistant coach Mike Dunning, both of whom are experienced coaches. Dunning, starting his third year as assistant coach shared, "hanging out with the team and watching the kids develop into great baseball players is the best part of coaching." What is equally important to being a successful coach, is having a love for the game. "Going outside after a cold winter and playing an enjoyable sport," Dunning says, is a pleasure.

Head coach, Mr. Miedema, has helmed the JV team for 10 years now, with the exception of taking one year off in 2011. Why does he still love it? "I love coaching baseball because it makes me feel like a kid again. The simple activity of having a catch with a bunch of guys, laughing, brings you back to 12 years old—when the only thing you worried about was this simple game," he shared. Miedema went on to say, "I am extremely happy with the number of kids who came out this year." As far as goals for the season go, he explained, "as always, I want everyone to improve, and hopefully we are competitive in every game." With so many young, enthusiastic players, Coach Miedema also hopes to someday return to the varsity level. Until then though, "the looks on the kids' faces, the new memories that they are creating, and the bond that everyone develops being on the same team," will remain his focus and his motivation.

**ON THURSDAY, FEBRUARY 16TH, THE STUDENT COUNCIL HOSTED THE FIRST ANNUAL SCHOOL DODGEBALL TOURNAMENT. THE TOURNAMENT HAD A GREAT TURNOUT WITH ROUGHLY 40 DODGEBALL PLAYERS PLAYING IN A DOUBLE ELIMINATION TOURNAMENT. ALTHOUGH ONLY ONE TEAM WAS CROWNED THE WINNERS, ALL THE PARTICIPANTS HAD A WONDERFUL TIME AND THEY LOOK FORWARD TO NEXT YEAR'S TOURNAMENT!**



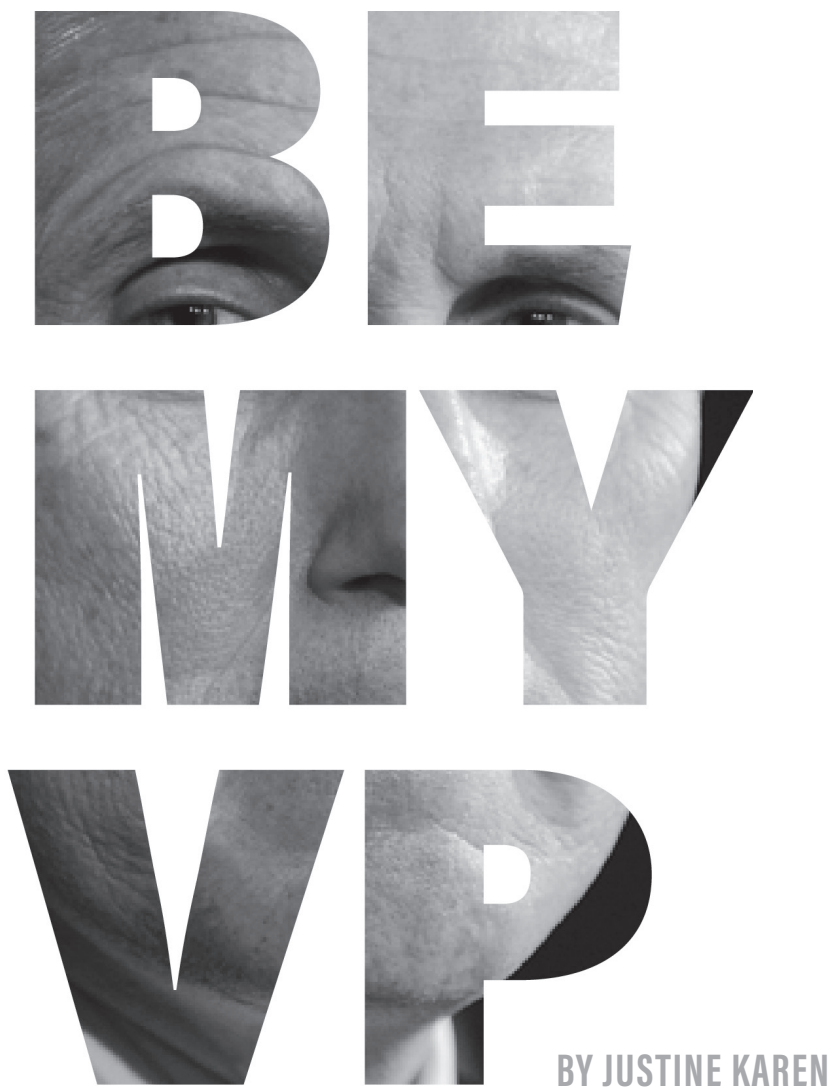
PHOTO BY LINDSEY GALLAGHER  
ABBY KOTULA, EMMA GALLAGHER, AND LILY GARRISON CHEER ON DODGEBALL TOURNAMENT TEAMS FROM THE STANDS.



PHOTO BY LINDSEY GALLAGHER  
TEAM "NICO AND THE PLUMBERS" IN ACTION.

**DODGEBALL**





If you were President of the United States of America, and you had to choose a Vice President from the Shelter Island School, who would you choose? Did someone come to mind? It’s a surprisingly difficult question. Which of your classmates, teachers, or coworkers could you count on to be your number two? Would it be most productive to choose someone hardworking and dedicated, or someone entertaining and high energy to enthrall the public and rack in those votes? In light of all of the serious political talk circulating at the moment, The Inlet’s staff conducted a “poll” of it’s own to find out just who the students and staff would try as their White House wingman or wingwoman. —————>

**Nico Seddio, Sophomore:** “Nick Young, didn’t even think about it.”

**Lily Garrison, Sophomore:** “Emma Gallagher...My brother, (Will)...Or Sarah (Lewis).”

**Daniel Martin, Freshman:** “Ms. Kreppein.”

**Steve Cummings, Sophomore:** “Raymond (Karen) to do the books.”

**Mrs. Russo, Chemistry/Physics teacher:** “Uh, from Shelter Island? No one.”

**Henry Binder, Freshman:** “Senorita Leever.”

**Jonas Kinsey, Freshman:** “Keith Taplin, because Keith has extensive knowledge of US politics.”

**Mr. Miedema, Social Studies:** “Ray Karen, because then I would never be impeached.”

**Melissa Frasco, Senior:** “Mr. Williams, he would be a really good Vice President.”

**Mrs. Sareyani, Art teacher:** “Mrs. Dunning, because she is so very hardworking and compassionate.”

**Nicolette Frasco, Senior:** “Mr. Bocca, because we already enjoy debating certain topics.”

**Mr. Brennan, Social Studies teacher:** “Nurse Mary, she’s overqualified.”

**Mr. Conrardy, Technology Teacher:** “Tommy Lenzer. In case anything ever went wrong I could just blame him.”

**Will Garrison, Senior:** “Sarah Lewis, she’ll keep me organized and professional.”

**Taylor McNemar:** “Lily Garrison, because if I did anything stupid she would just, like, kick me.”

## NATIONAL HONORS SOCIETY BUILDS AGAIN

BY JENNIFER LUPO

The National Honors Society has teamed up with Habitat For Humanity for yet another year to help build homes for in need. National Honor Society first teamed up with Habitat For Humanity in 2006. “But it wasn’t until 2010 that we actually started to build houses with them,” explains NHS advisor Mrs. Janine Mahoney. The experiences building with Habitat have been “incredibly rewarding for students involved,” Mrs. Mahoney says. This year the build will take

place in Ronkonkoma, though the date is to be determined, but is upcoming. This year’s build will see 15 to 20 students Shelter Island students participating. Participation in the build had to be earned in the fall through taking part in the “Cardboard Campout” fundraiser. This fundraiser requires students to raise \$100 each, then sleep in a box on school property, thus raising awareness for homelessness and raising funds for Habitat at the

same time. Though other Long Island schools will be taking part in the build, they will be doing it on a different day. Shelter Island students will be doing “roofing and vinyl siding,” according to Mrs. Mahoney. “In the past, we’ve done landscaping, flooring, drywall, and painting,” she adds, “but it all depends on the timing and location of the build.” The experience is valuable for all involved, as students are “helping people who need homes

and learning new skills, as well,” Mrs. Mahoney adds. When the home is complete, all those who took part in the build come back for the “key ceremony,” which is when students get the chance to meet the owners, and the owners get to meet the student and volunteer builders. Mrs. Mahoney “hopes that student volunteers feel good helping other people, and make service a part of their lives.”

## STUDENT COUNCIL CORNER

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

**CLASS REPRESENTATIVES:**  
**FRESHMEN:** Kal Lewis and Nicholas Labrozzi  
**SOPHOMORES:** Taylor McNemar and Camryn Paige  
**JUNIORS:** Sarah Lewis and Isabella Sherman  
**SENIORS:** Domily Gil and Ray Karen

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

- March 31st Shelter Island basketball tournament. Teams of 5, one female mandatory. On and off-Island teams competing. See Student Council or Mr. Theinert for details.
- Greenport basketball tournament is the same as the Shelter Island tournament. This will be held on March 29th. Come and see Mr. Theinert or the student council for more details.
- Join the Cooking Club! Grades 9-12 meet and cook healthy meals and snacks. See Mr. Theinert or Mrs. Dunning for more details.



# AROUND THE HALLS: SPIRIT ANIMAL EDITION

BY LUCAS QUIGLEY-DUNNING



THIS ISSUE IN "AROUND THE HALLS," WE ASKED:  
*WHAT IS YOUR SPIRIT ANIMAL?*



AMELIA CLARK: "A PARAKEET, BECAUSE I SQUAWK A LOT."



KAL LEWIS: "A PRAIRIE DOG, BECAUSE THEY GO INTO LOTS OF HOLES AND THEY FIGHT SNAKES."



MS. KREPPEIN: "A SLOTH, BECAUSE THEY DO WHATEVER THEY WANT; THEY ARE FREE THINKERS."



JONAS KINSEY: "WOLVES, BECAUSE THEY HAVE SHARP TEETH."



SOPHIE CLARK: "A PHOENIX, BECAUSE IT'S AWESOME AND IT BREATHS FIRE."



HENRY BINDER: "A KANGAROO, BECAUSE IT'S IN AUSTRALIA AND IT'S A LEGAL PET THERE."



AMELIA REITER: "A DEER, BECAUSE THEY ARE ON MY PROPERTY A LOT."



JOSH GREEN: "A PUMA--IT'S A BIG, BLACK CAT THAT IS BOLD."