



#### "FORTNITE": TAKING THE WORLD BY STORM

Jump into the online world of "Fortnite" with Nicholas Mamisashvili, as he guides you through the game with helpful tips and strategic advice.

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#### SHELTER ISLAND SCIENTISTS MAKING BIG DISCOVERIES

Want to know what's going on in the Intel research class? See how three of our students are making a splash in the science world by turning to page 5!

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#### SOFTBALL STARTS SEASON WITH A WIN

Want to hear about how the softball team is doing this year? Find out on page 6!

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## THE INLET

Vol. 6, No. 4

SHELTER ISLAND SCHOOL

April 2018

# Hogwarts Sends Emails Now

BY JUSTINE KAREN

At midnight, when Saturday night turned into Sunday morning, I was eating a half of a peanut butter and jelly sandwich, watching the Great British Baking Show, and under the impression that I would be attending Hunter College in New York City. I was scoping out dorms and other accepted students on Instagram, and all that I had left to do was sign the dotted line. But as it so happens, I was wrong. I wouldn't be going to Hunter, nor anywhere else in New York. When Sunday morning had settled in full, I woke up to an email sitting in my inbox telling me exactly where I am headed: "Welcome to University of St. Andrews! Scotland's oldest university 1413-present!"

For those of you, (like my mom) who are unfamiliar with the University of St. Andrews, it is a reasonably small university that resides in a town of the same name set overlooking the North Sea from the eastern coast of Fife, Scotland. It's one of the most ancient universities in the world, strongly resembles Hogwarts School of Witchcraft and Wizardry, and it is where Prince William met Princess Kate. I applied on a whim. The idea of going to Scotland for college seemed exciting and vaguely romantic to me, and the common app made St. Andrews an easy school to apply to. It seemed unlikely that I would actually go. I couldn't imagine a scenario in which the school accepted me, and a very large part of me found then (and finds today) the prospect of Scotland completely terrifying and instead wants to

just retreat into the comfort and familiarity of New York City. In New York, friends could visit easily and home would be just a stone's throw away, but...

Here's the thing, although the University of St. Andrews is approximately 3,186 miles away from Shelter Island (yes, I did the math or rather google did), it is kind of the perfect school, at least for me. I'm a lopsided learner, so the idea of taking freshman math and chemistry mandates is incredibly menacing. At the University of St. Andrews, these mandates don't exist. In their first two years of study at St. Andrews, students choose three courses and that is what they study. One can opt for three humanities courses such as Modern History, Comparative Literature, and Classics, or three STEM courses such as Biology, Computer Science, and Mathematics and Statistics, or they may prefer a combination of the two houses. Gradually, students specialize from there, crafting majors consisting of one or two specific subjects. I mean no disrespect geared towards either Mr. Brigham or Mr. Theinert when I say that if I never have to take another math class, I will be the happiest girl in all of Scotland. Moreover, St. Andrews is a close community in a small coastal town. Sound familiar? Both the school and town are beautiful and ancient. I intend to major in History, something far more accessible in a medieval Scottish town than any corner of the United States.

So, when I read the email offering me a place in

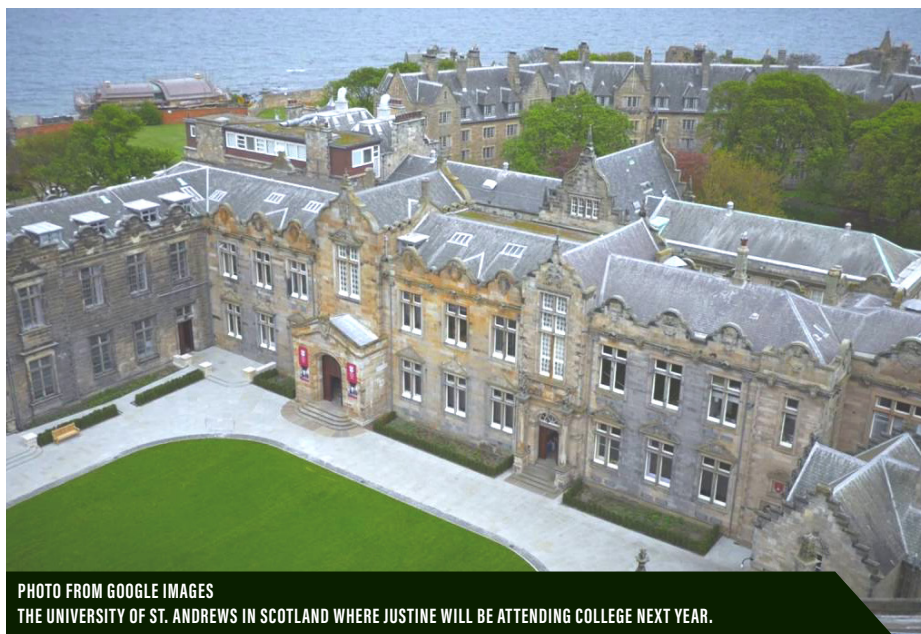


PHOTO FROM GOOGLE IMAGES  
THE UNIVERSITY OF ST. ANDREWS IN SCOTLAND WHERE JUSTINE WILL BE ATTENDING COLLEGE NEXT YEAR.

the class of 2022, I walked out of my bedroom to my kitchen and told my parents that I have to go. After I explained a little bit they agreed, or at least didn't protest. They're excited and proud, if not a little sad that I'm heading an aforementioned 3,186 miles away from home. Admittedly, it is farther than the distance spanning here and Buff State where my brother goes,

and I know that I may be consumed by homesickness for at least my first semester, but I am hoping to convince friends to come stay with me in order to ease it. As of right now I intend to return to the states after graduation. I won't be in Scotland forever, and in the end, excitement outweighs anxiety.

## A MINIMAL LIFE IN A MATERIALISTIC WORLD

BY HENRY BINDER



PHOTO COURTESY OF GOOGLE IMAGES

When people usually think about being a "minimalist," they may think that this means not living life to the fullest. But, a minimal life is anything but this—living the life of a minimalist limits one's possessions to only those which contribute value one's being. So, as a minimalist, while you may have less, everything you do have is of true value to you. Think about, how many of your belongings actually have value to you. Being a minimalist requires you to be very conscious of what you really need, not just what you want. The majority of Americans enjoy being swaddled in goods, gadgets,

and meaningless mementos, which makes minimalism seem quite radical. But, consider necessities. I would only really need a few pairs of pants, a few shirts, some socks, underwear, a few pairs of shoes, a book perhaps, of course a phone, and very little else. With these items I'd have enough to get through everyday life without having excess.

If you have ever heard the reference "less is more," you are familiar with the ideals behind minimalism. The basis of minimalism is that only items of personal value or meaning should be in your possession. So this means

goodbye to your shoe collection and needless array of watches. The widespread minimalist craze has followers worldwide, who may be living with a little, but making the most of their lives. Without distractions from materialism and all that extra, the goal is to enable people to have a less stressful, more highly attuned life. By limiting one's belongings to only those of absolute utilitarian necessity, minimalists report improvements in self-esteem, focus, mental health, and sociability. By eliminating purposeless items that are everywhere we turn, we can appreciate our environments and each other in a more meaningful way.

There are several basic levels of minimalism. Some seeking minimalism just rummage through their belongings and attempt to purge what they don't use. This is not true minimalism. Marie Kondo, in her New York Times best selling book *The Life Changing Magic of Tidying Up*, which spurred the minimalist movement, advocates a more intense level of purging. She advises donating and/or disposing of absolutely everything that

"doesn't bring you joy." She is ruthless in her advice to chuck it unless it is absolutely essential or special. Even more extreme, some minimalists rid themselves of technology, even quit their jobs (I wouldn't recommend this), seeking a distraction-free minimalist lifestyle.

Minimalism may sound intimidating, but it might be just what you need. Ever find yourself scrolling through your Instagram feed because you have nothing better to do? Have you ever bought something that you want, but know you probably will never use? (Hello, Amazon!) A recent poll from UCLA reports 3.1% of the world's children live in America, but they own 40% of the toys consumed globally. This highlights not only the excess that we, as Americans, consume, but how much we "need" in our day to day activities. Our technology feeds our addiction to material items, as we are constantly bombarded by media and ads for things we just "have to have." Perhaps the beginning of minimalism is putting our phones down. This simple choice will minimize distractions and, I bet, many meaningless purchases too.

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## GUNS, FEAR, AND EDUCATION: A TROUBLING TRIO

BY LINDSEY GALLAGHER

In the past few months, one topic has dominated conversation all over the United States: gun control and school safety. The right to bear arms has been a subject of contingency since the country's humble beginnings. In the last twenty years, the debate has been fundamentally changed by the repeated occurrence of school shootings. For years now, policy makers have agonized over how to solve the problem of school shootings. But, thus far every change has failed to prevent more tragedies from unfolding. I do not write this to suggest legislation or critique American gun policy. Instead, I want to give some perspective by discussing how I feel as a student in today's age of school shootings.

I have grown up in the age of heightened security. On September 11th, 2001, when I was just over a year old, security in the United States changed forever. No longer could you just walk onto an airplane. For many adults having to go through such drastic changes was difficult. But for many, it felt necessary that these changes be made for the sake of public safety. For me, having to go through metal detectors, put my bag through security, and even be patted down, is all I have ever known. On April 20, 1999, a little over a year before I was born, schools were fundamentally altered when they became places no longer considered immune to violence on a devastating scale. Before the devastating Columbine school shooting, which is now widely regarded as the beginning of a tide of school violence, no one would have imagined our school grounds would become hunting grounds. But, for high schoolers today, security cameras, metal detectors, and security guards have become a part of going to school, all because schools have become hunting grounds. Although Shelter Island High School is not outfitted with security guards or metal detectors, security measures do exist. During school hours the only way to get in the school is through the front lobby where Ms. Goody monitors. Just recently, the school installed security cameras, and future security measures are being planned. For today's high school students, these changes are just an extension of the normal heightened security culture we were born into, but for many parents and teachers, it is hard to fathom that these security measures must be a part of everyday education.

Do not mistake me, however, these changes in security measures are not felt lightly amongst high school students. It is difficult for me to think about the fact that people walk into a school with the intent of killing. Now that school shootings have become a fact of American life, it is nearly impossible to not think about them happening at your own school. Sometimes I walk through the hallways and think: someone could just walk into our school with a gun right now. What would I do if this happened? I know that I am not the only one who feels this or thinks this way. There have been many students across the country, even some here on Shelter Island, who have been so terrified after a school shooting incident that they do not go to school.

How have we as a country let the problem go this far? How can students be expected to learn when they fear for their lives?

Today, school shootings have become such a frequent event in America that they are at the least unsurprising and at the worst a new normal. Tragically, it is too easy to become numb as each school shooting blends in with the others as "just another one." Now, when school shootings occur, the media knows exactly how to cover the event, they've done it so often. Soon enough the entire nation knows about it, the shooter

becomes famous, and the school remembered as a place where the shooting happened. Authorities always try to figure out what went wrong: was the shooter depressed? Was there not enough security in the school? Was the weapon easily attained? Authorities often hypothesize that the teenage shooters were angry, depressed kids who were bullied or had unfortunate upbringings. And while these may be factors, the fact is that these shootings happen are because of failures on many levels. Security. Mental illness. The prevalence of guns. What I have seen after every school shooting is people placing blame, surmising about root causes, but never taking the action necessary to tackle the problem in order to prevent future shootings.

The number of school shootings that have occurred in the United States should make it impossible to ignore the real threat of school violence. The threat exists and no one knows where the next shooting will occur. But, at the same time, because so many shootings have occurred, the American population has become desensitized to the horrors of them. If we look at it this way, though, how will we ever correct the issue? We have fallen into a reactionary pattern, it seems. After a

students who began to say "enough is enough." Instead of adults standing up, this time students decided that they could wait no longer. The students of Parkland have become activists. They called out politicians and adults who have for so many years sat by and watched the horrors unfold. Less than a month after the shooting in Parkland, Florida lawmakers passed the Marjory Stoneman Douglas High School Public Safety Act. The bill includes many of the components that teenage activists were clamouring for. With the work of impassioned students, change was made. Isn't it incredible to think that the same "lazy" teenagers are the ones behind such changes that adults have failed for years to make? I couldn't be prouder of my fellow peers.

On March 14th, students from thousands of high schools across the country participated in the National School Walkout as a tribute to the victims of school shootings and in protest of gun violence. The walk-out even came to Shelter Island, where 18 students participated. As high school students who have had enough of school violence, we felt it necessary to use our voices and show our support for the greater cause of eliminating this horror from society. Only one of the students who participated in the walk out on Shelter Island was old enough to vote. So, for most of us, this was first times we had been politically active. We know



PHOTO COURTESY OF BEV WALTZ  
SHELTER ISLAND STUDENTS PARTICIPATE IN THE NATIONAL SCHOOL WALK-OUT ON MARCH 14TH.

shooting has happened, we react, but never take action before to try and prevent it from happening.

It's amazing to think about how much has changed. 19 years ago, the "school shooter" did not exist. 19 years ago, when the first major school shooting did occur, it was considered an isolated event; never again would something so horrific occur. But it did occur. Over and over and over again. In the past six years, two of the worst school shootings in U.S. history occurred. But the fact is that they happen all over the country and "More than 150,000 students attending at least 170 primary or secondary schools have experienced a shooting on campus since the Columbine High School massacre in 1999" (Washington Post). This is truly frightening.

On an average day in the United States, 96 parents, loyal employees, entrepreneurs, friends, teachers, students, and police officers are killed by a gun (Everytown research). Everyday the United States is mourning innocent people due to something that is preventable. We are killing people by doing nothing. Inaction equals death. If we want change, we must bring passion and energy. We must be willing to spend our time working towards change.

Fortunately, after nineteen years, I think attitudes are changing. After the Parkland shooting, it was

that if we want our voices heard, we have to make them heard at and beyond the ballot box.

By participating in the walk-out, I knew that there were certain risks. Not everyone was welcoming to the idea. I think this has become part of the problem, though. There are so many sides to the issue and people are certainly entitled to have their own beliefs, however, they need to be willing to listen to what others have to say. Many times I think we, as a country, are refusing to admit that we have a gun problem.

Perhaps let these stats convince you: "Americans own more guns per capita than residents of any other country," according to CNN. In the United States, 89 people out of 100 have a firearm. Don't get me wrong, Americans have the right to gun ownership, but, this is a problem because although the United States is less than 5% of the world population, the U.S. "is the site of 31% of global mass shootings" (CNN). Between 1966 and 2012, the United States has had 90 mass shootings, which is 72 more shootings than the Philippines (which was the country with the second highest number of mass shootings). What's worse is that "gun homicide rates are 25.2 times higher in the U.S. than any other high-income countries" (CNN). In the U.S. there are 29.7 homicides by firearm per 1 million people, which is six times as many as Canada,

and 22 homicides more than Switzerland, which had the second highest rate. People are entitled to own guns, and simply banning guns will not solve the problem either because guns do not always spell death and violence. There, of course, are many layers to the gun problem and not all of them have to do with the guns themselves. What is frustrating though, is that the government has failed to protect us from gun violence. Even after 20 six and seven year olds were murdered inside of their Connecticut kindergarten classroom, nothing was done. How can that be?

We will never get anywhere if we stop listening once people say something that challenges their beliefs. No one side is right. In fact, people on all sides bring something valuable to the conversation. Gun rights defenders help to illuminate just how difficult it would be to repeal the second amendment. Gun control proponents help show the failures of the present gun laws. Psychologists help us to see that the problem is also a mental health one. Many liberals contest perhaps solving the problem means bringing reform to many parts of society. All of these perspectives are understandable and valuable. But, what is not understandable is why we as Americans are delaying a solution by refusing to listen to one another and have open and productive dialogues. Of course, it is the guns that are literally killing people, but there are people behind these guns and there is a society behind these people; a society that accepts these events by failing to take action.

Although many of the Shelter Islanders who participated in the walk-out did so because they felt discouraged by the lack of action on the government's part to move towards ending gun violence, it seems that this lack of action may not persist too much longer.

On March 24th, students across the country took a stand by participating in the "March For Our Lives" protest. Once again, young people proved that they could spearhead a large movement for change. For so long teenagers have been written off as lazy and entitled adolescents who do not have valuable ideas. But, on the issue of gun rights and school safety, teenagers' insights are incredibly valuable. Almost every teenager attends high school—we see the problem in the making, we know the shooters personally, we know the security procedures in our schools, we know what is working and we know what is not working. To lawmakers all over the country, to school administrators, I think it is time to listen to teenagers.

In a matter of weeks high school students have become political activists. Emma Gonzalez, a student from Marjory Stoneman Douglas High School, is one of these students. In Washington D.C during the "March For Our Lives" protest, she took the stage for 6 minutes and 23 seconds—the length of the shooting in Parkland. Most of Emma's speech consisted of silence. But, that silence was loaded. It was a silence that defied the country's inaction on the issues of gun violence and school safety and as Emma stared into the crowd, her silence challenged everyone who heard it to do something for all of her classmates who can no longer make their voices heard. Emma ended her speech saying, "fight for your life before it's somebody else's job." Emma has challenged the entire country to fight for the people who have been lost and for those who will be lost. It will mean sacrifices from everyone, but aren't all of these sacrifices worth saving human lives? I think it is time that we step up to the challenge. Because I, for one, don't want to learn in fear. No one does.

We would love to hear from from you!

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# HOW I GOT HERE: MRS. LYNN GREEN

BY MADI HALLMAN

Not all teachers who work at Shelter Island High School were born and raised in our unique, small town. It may seem like Mrs. Lynn Green, our school's kindergarten teacher, has been an islander forever, but that's not so. She did marry into the Tuthill/Green family, known to be native islanders for generations, but Mrs. Green never imagined she would wind up living here. Born in the suburb of Barrington, Illinois, before later moving to St. Paul, Minnesota at the age of ten, it's a wonder Mrs. Green was even able to find our small island, hidden between the two forks of Long Island!

Mrs. Green was born in the Chicago area and spent the first ten years of her life there before later moving to St. Paul, Minnesota where she attended both high school and college. "My extended family still lives in Minnesota, so my family and I return at least twice a year, at Christmas and then a longer, extended visit in the summer," Mrs. Green shared. Similar to our island, Minnesota summers seem to be the best time to visit and Mrs. Green wants her kids "to experience berry picking, boating, canoeing—all the things I had access to growing up," she said. Mrs. Green attended what is known today as the Mankato State University, which is approximately ninety minutes away from the town she grew up in and where she went to high school. Minnesota will always hold a special place in Mrs. Green's heart, but now Shelter Island has grown on her, as she's fallen in love with our unique, small town.

What brought Mrs. Green to Shelter Island, though, is what we really wanted to know. How did a Minnesota girl land on the rock? She began by explaining, "My main job in high school was babysitting, so during college when I was looking for a summer job, I wanted a job that was fun and involved working with kids—as I was in the middle of getting my college degree in elementary education," said Mrs. Green. Her decision to go about getting a nanny position

via an agency was a fateful one that would lead her to her current home. "I looked into a nanny agency and they placed me with a family on Shelter Island during my sophomore year of college," she said. Mrs. Green immediately fell in love with our island and ended up coming back for three consecutive summers. Mrs. Green nannied for the same family on Shelter Island during those three summers spent on the rock because "they were really wonderful, and made me feel like a part of their family."

In 1994, Mrs. Green made the huge move from Minnesota to Shelter Island permanently, stating, "I had always loved the east coast and wanted to move away from Minnesota. Shelter Island seemed like a safe move to get me out east, as I still had connections from my past summers working on the island." Shortly after settling in to her new island home, Mrs. Green landed a teaching position at the Preschool located at the Shelter Island Presbyterian Church. Then, in 2001, she began teaching at the Shelter Island school and has been a faculty member here ever since.

It wasn't just the island Mrs. Green would fall in love with...In 2001, Mrs. Green met Mr. Seth Green "when they were set up by a mutual friend, and the rest is history!" she said with smile. Mrs. Green went on to explain, "Mr. Green had always lived on Shelter Island and is currently a captain on the South Ferry." Mr. and Mrs. Green built a life here and now have two boys, six grader Noah and second grader Eli. In true Shelter Island tradition, Mrs. Green has taught both of her own children. "I taught Noah for one year in second grade and I had Eli in both Pre-K and Kindergarten," she explained. "It has presented challenges at times, but it was wonderful to be a part of their learning."

The love of the community and the faculty and kids she gets to work with are things very special to Mrs. Green and her life on Shelter Island. "You see the kids as babies and then



PHOTO BY NICO SEDDIO  
MRS. GREEN TODAY AS OUR KINDERGARTEN CLASS SCHOOL TEACHER.

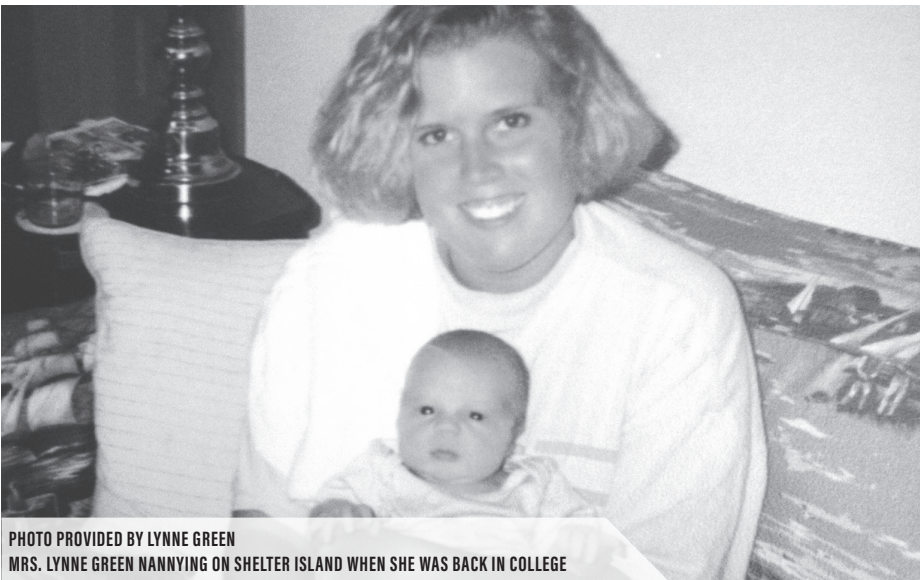


PHOTO PROVIDED BY LYNNE GREEN  
MRS. LYNNE GREEN NANNYING ON SHELTER ISLAND WHEN SHE WAS BACK IN COLLEGE

they blossom into young adults, it is fun to see what they become—even after they've graduated. You can't say that about everywhere else," she explained. Mrs. Green reflected on her journey with pride in her voice when she shared, "I came a lot of miles to get here, I've worked

very hard at setting roots here for our kids to grow up in this community. We had been renting and just purchased our first home two years ago. I see ourselves living and staying here. It is a very special place."

## A CHAT WITH MRS. GULLUSCIO

BY JONAS KINSEY

As a skilled teacher and a friendly face, it is likely that you may know Mrs. Gulluscio, and if you don't, you're missing out! Mrs. Gulluscio has been in the school now for 16 years, which is a length of time that even surprises her. "How did I get to be one of the old teachers?" she asks, "I remember coming in not having any children of my own and feeling kind of new. Now, everything is old."

Mrs. Gulluscio is a special education and reading teacher. As a reading teacher, she has the important job of doing the AIMSweb testing for the students in grades K-8, a process she describes as "difficult because no other teachers in the school do it. I have no partner." Although she is the sole AIMSweb administrator in the school, she adds cheerfully that it is one of the more fun parts of her job.

Unlike some teachers in the school, Mrs. Gulluscio did not attend Shelter Island High School when she was younger. She actually attended the Springs School until eighth grade and ended up going to East Hampton for high school. While she did not go here as a student, Mrs. Gulluscio did come to Shelter Island as a high schooler one day. When she was dating her future husband, Mr. Gulluscio, she skipped high school and went to

Shelter Island with him to experience high school on the island. After graduating from East Hampton High School, Mrs. Gulluscio got her undergraduate degree from SUNY Geneseo, which is an eight hour drive from Shelter Island. She remembers her time at Geneseo fondly. "There were many restaurants near the campus, so we would go there and have fun." From Geneseo she got her degree in Elementary Education and Special Education. She also went to LIU Southampton where she earned certification as a reading teacher. Finally, she went to Dowling and earned certification to become a school administrator, though she doesn't plan on using it anytime soon because she'd "miss teaching the kids." When asked what she enjoys most about her job, Mrs. Gulluscio explains that she first thought she would hate it here because she was nervous about how small the school was, but this soon turned into her favorite part about teaching here. "I love being able to specifically know every single kid and see them progress and grow up," she said with a smile.

With her husband employed as the Athletic Director at Shelter Island and with two kids in the school, Mrs. Gulluscio finds herself in an interesting position. "It's unique to work in a



PHOTO BY JONAS KINSEY  
A LITTLE RAIN DOESN'T STOP MRS. GULLUSCIO FROM SMILING DURING ANOTHER DAY'S WORK!

building with my entire family," Mrs. Gulluscio says. Not many people can say they go to work with their entire family, so this is truly a unique experience—one that is characteristic here on the island. Mrs. Gulluscio describes her time spent

on the island as a "treasure" that not many people can understand if they don't live on Shelter Island. A friendly face and kind person, Mrs. Gulluscio is always willing to help a child in need.





PHOTO BY LUCAS QUIGLEY-DUNNING  
SENIOR PEDER LARSEN

## NATURE FAN AND FORTNITE FORCE

BY PEDER LARSEN

By the time students leave Shelter Island School, it's like the school is losing a member of the family. Most of the students here know everything about one another. So one would think that when talking to senior Peder Larsen I would not learn anything new. Fortunately, I was surprised.

For one thing, even though Peder has lived here his whole life he hasn't attended the Shelter Island School his entire life. Peder started attending school here in 2011 when Stella Maris Catholic School closed their doors. Peder had just finished fifth grade. One of Peder's most memorable experiences there was the time he took his state test in a gym supply closet—pretty unconventional. Peder can't remember why he had to test in this

location, but it's a standout memory for him.

Peder shares that he loves Shelter Island because "I love all the nature that surrounds us. The fact that I can just walk out of my house and go into Mashomack Preserve and sit there with all the birds and trees is really cool to me. Shelter Island is unique because of that." As far as pastimes go, Peder's hobbies don't exactly include sitting outside with the birds. Instead, Peder sits on the couch in front of the TV playing "Fortnite Battle Royale," "with the boys." I can speak from experience and tell you that Peder is a "Fortnite" force to be reckoned with on the Xbox. But his talents don't end there. Peder has also been an important part of the backstage crew at the school's musical throughout high school.

After graduating high school, Peder hopes to attend college in the city because it will be a new experience for him. Regarding the expense of living in NYC, he didn't sound too worried because he plans to split the rent with one of his four sisters. Being that he will be so close to home, when he visits his sister, Mary, he can ask Mr. Theinert for help. Peder thinks New York City will be a good learning experience for him because if he just stays here or goes somewhere else rural like Shelter Island, he won't be broadening his horizons. As Peder sees it going away next year will be the perfect opportunity to welcome new experiences. But, Peder will certainly be missed next year when he does go away!

## MRS. TUTHILL'S TUT-HILLY AWESOME TRIP

BY DARIEN B. HUNTER

Recently, our very own guidance counselor, Mrs. Martha Tuthill, traveled with her mother and daughter to go enjoy the sun and sights of Sydney, Australia. Mrs. Tuthill's daughter Sarah, a junior at Binghamton University, was embarking upon a study abroad semester at Sydney University, so Mrs. Tuthill accompanied her.

While there, Mrs. Tuthill, "wanted to explore Sydney and the surrounding areas and get Sarah accustomed to her new city before school started." According to Mrs. Tuthill, she "had a wonderful time exploring Sydney. It is a very friendly city and easy to navigate. It is also easy to get around without a car. Their transit system has ferries, trains, and busses, and they are all easily accessible." While reliable transportation like ferries are familiar to us islanders, Mrs. Tuthill and crew had a unique experience visiting during the time they did, as it was the Chinese New Year and

many Chinese tourists flooded the city to see the sights and celebrate—a unique and unexpected coincidence. Something else unexpected was the Australian dress code. Mrs. Tuthill explained, "I felt underdressed often. People in Sydney are in dresses and suits all the time. When you visit," she suggests, "bring your best wardrobe." How fancy!

Mrs. Tuthill had a full itinerary laid out for her two week trip: "Since February is summer time in Sydney," she explained, "we visited a few beaches right in the city, toured the Sydney Opera House, took a day tour to the Blue Mountains, an Aborigine Cultural Center, a wildlife park to see kangaroos, dingos, a wombat, a crocodile and many other animals native to Australia. We also saw their Olympic Park." Sounds like Mrs. Tuthill and her traveling companions packed a lot of action into their 2 weeks "down under."



PHOTO COURTESY MRS. TUTHILL  
MRS. TUTHILL AND HER DAUGHTER, SARAH, IN AUSTRALIA.

## IS "THE OFFICE" MAKING A COMEBACK?

BY HENRY BINDER



PHOTO COURTESY OF GOOGLE IMAGES

"The Office," a critically acclaimed television series, documents the day to day lives of employees of Dunder Mifflin, a fictitious paper company. Originally a British comedy series, the American version of "The Office" quickly rose to popularity in 2005, finishing its run nine seasons later in 2013. In the tradition of "Seinfeld," "The Office" focuses on everyday people, their jobs at Dunder Mifflin, their quirks and unusual personalities and relationships. Fan favorites include the boisterous and comedic boss at Dunder Mifflin, Michael Scott (played by Steve Carell), who goes through a rollercoaster of events followed by his resignation from the paper company and the always interesting Dwight Schrute (Rainn Wilson) who uses, we'll say, "non-traditional" methods to climb the corporate ladder. "The Office" ending its run in 2013 was a big loss for fans and now with old favorites like "Will and Grace" and supposedly "Friends" returning to primetime, fans of "The Office" have their fingers crossed it too will return.

If "The Office" were to return, it certainly would not look the same as it did when it ended. Steve Carell, the sitcom's lead, has already said that the dedication and

time rejoining the show is not something he is up for. Steve Carell acknowledges that "The Office" was the turning point of his career, but, sadly, it is in the past for him. Other leads in "The Office" including John Krasinski (Michael Scott) and Jenna Fischer (Pam Beesly) are not ready to commit either. Jenna Fischer is on a brand new sitcom produced by Ellen Degeneres and Krasinski has other film roles and opportunities he is exploring. Meredith Palmer (Kate Flannery), William Schneider (Creed Bratton), and a few other actors have already said they are willing to return to "The Office." Without the central roles being recast, perhaps the best chance for "The Office" to make a return is in a spin-off fashion, which could focus on characters like Dwight Schrute and Angela Martin. Though this wouldn't be the same, just maybe fans of the original series could once again immerse themselves in the always entertaining inner workings of the Dunder Mifflin Paper Company. Here's to hoping!



# WHATEVER HAPPENED TO READING FOR PLEASURE?

BY JUSTINE KAREN



PHOTO COURTESY OF GOOGLE IMAGES

“You know, I’ve never actually finished a book. I always just get bored before I reach the ending.” This, an enthusiastic classmate tells me in Trig. Others overhear and immediately start jumping on the bandwagon, “Oh yeah,” they say, “Neither have I!” It’s not the first time that a friend or schoolmate has told me this in so many words. Are they telling me, because they know I am a reader and have finished an absurd amount of books? I suspect they’re revealing their boredom with reading in an attempt to try to surprise me, but honestly I’m not surprised by it. Nor am I surprised when others tell me that they love reading on the rare occasion that they are forced to do it, never actually opting to pick up a book of their own volition. “I really wish I read more,” they always add. Maybe I was surprised the first time, but I’ve come to understand it.

In complete and total honesty my weekly and monthly book counts are down as well, and I am a life-long obsessive reader. I’m a bring-a-book-to-prom-and-actually-read-it level of obsessive reader. If you see me out and about, regardless of the location or occasion, chances are I have a book on me. There was a period of time during which I averaged at least a book a day. That’s not the case anymore. I’m still a huge book-lover, but I’ve mellowed and moved closer to being categorically “normal.” Like so much of the population, I am slowly scooting closer to the bracket of people who honestly want and mean to read, but sometimes just find it easier to log on to Netflix, or send a Snapchat. Sadly, I do not think that I am alone in this. As more and more of our time is consumed by responding to the notifications relentlessly bombarding our screens, less is devoted to more quiet, focused activities like reading. Acknowledging these notifications are necessary to participate in our increasingly rapid-fire society. It’s not a shameful thing, but it does come at a cost. Opening Instagram is considerably less

intimidating than opening a book, not to mention not nearly as much of a commitment. Still, I hope that reading for pleasure is not truly a thing of the past. I feel hopeful in the moments when friends and classmates admit that they don’t read much, but they would like to start, and ask me how they should go about it. I always tell them to start with fun books. The “junk food” books that may not be particularly well written, or hyper-literary, but they are entertaining and get you hooked—a great foundation upon which to build a love of reading. It’s about developing a love of books, because books are the best, especially when living on a slow paced, isolated island. Reading can be a cheaper way to step off of Shelter Island than the ferry. Books offer adventures and unfamiliar perspectives in a way that even the best Snapchat story cannot. Reading is worth saving, and I would love more of my friends to realize that.

# SHELTER ISLAND SCHOOL SECURITY: ONE STUDENT’S TAKE

BY DARIEN B. HUNTER

We have embarked on 2018, and with it, we have already seen a continuation of the horrors of school violence. We are only a few months into 2018, and yet we are already averaging one school shooting a week in our country. The result? Fear. Many are concerned about school safety, and more locally, our safety here in Shelter Island School. Students, parents, and teachers worry--what are the chances of that happening here? To us, in our community? And while Shelter Island seems insulated, that doesn’t make it safe, at least, not entirely. There are, however, a myriad of safety benefits that our small

community can use to its advantage to remain safe. Firstly, we are a small community, and we can often easily identify those who are a part of our school community and those who are not permitted to access our school freely. This is a small comfort. We also have a small student body, hopefully making it easier to identify students who may be experiencing problems or distress that might lead them to act out violently and then we have the opportunity to intervene before the worst comes to be. Secondly, though it seems sad to even have to point it out, our school is in very close proximity to the police station right down

the road. This close proximity means that between the school’s security procedures and the police station’s ability to respond quickly, it is hopeful that we have reinforcements close at hand if need be. However, the benefits of our school are not without cost as well. Because our school thus far has had relatively few changes to our safety procedures, any and all current or former students know how they function and may be able to use that to their advantage if they mean harm. In addition, since our community of alumni and beyond is so intimate, visitors to the school may be granted access because “we know them...” With this

thinking, the school could be vulnerable. In conclusion, Shelter Island is safe, but only as safe as the people make it. Yes, we as a community have the advantage of being close-knit, but that only goes extends as far as we take care of each other, and watch out for threats as they grow and change. Our school needs to adapt to protect us, its students, and ensure that we are safe so that we can learn with peace of mind.

# SHELTER ISLAND SCIENTISTS MAKING BIG DISCOVERIES

BY EMMA GALLAGHER

Despite our school’s small size, we students are fortunate that we have many educational opportunities available to us. Several years ago, Mr. Williams created a research class, Intel, in hopes of providing new areas for students to learn and excel. Every year, methods in protein gels, DNA extraction, and structural biology work on the computers (to name a few) have slowly gotten better and better. This has meant that every year students grow closer to success in many forms, whether it be a publication or any other new type of discovery. This year, a dream of Mr. Williams’s and several other Long Island educators became reality. The group of teachers was able to coordinate with Brookhaven National Lab to supply education and resources to interested students. This group of teachers, students, and Brookhaven scientists/workers, nicknamed the “BAG” are all focused on one major area of photon science and protein crystallography. This establishment ensures the group access to both lab space and equipment as well as “beam time” on NSLS-II (National Synchrotron Light Source 2). What on Earth is that, you may ask? In very simple terms, the billion dollar machine shoots laser x-rays through microscopic protein crystals to create a picture. This picture, made up of many tiny dots, can then be interpreted and used by scientists and students for greater scientific advancement and purpose. The group, although each school/student is technically working on a different project, establishes an environment for collaboration and learning in a field of common interest. Three Shelter Island high school students, sophomores Lauren Gurney and Emma Gallagher and senior Francesca Frasco have been working with the BAG for almost the whole school year. However, Shelter Island’s involvement goes back several years. The contributions of past Intel students and Mr. Williams’s dedication has allowed for the perseverance of present participants and all the opportunities that research students now have. Francesca, a senior now,

has been working with her protein (a protein called MTHFR that has been associated with many diseases) for nearly her whole high school career. Emma and Lauren have taken interest in Francesca’s project because it is similar to the work they hope to do in upcoming years. It has taken years of hard work, in-depth computer work and science, and as Mr. Williams puts it, “taking one step forward and five steps back” to get to the point Francesca’s project is at now. Over the last few months, the three ladies have been able to crystallize the protein (form a protein crystal) and therefore examine it using the synchrotron. Crystallizing a protein may sound like a foreign idea to some, but what is important is that after months of work, both in the research class and at Brookhaven Lab, it has been accomplished. More recently, they were even fortunate enough to attempt to bind several ligands to the protein (a ligand is a molecule that can bind or fit into a protein like a puzzle piece). It would take pages and pages of writing and pictures to accurately describe what exactly is going on in the lab and why it is so important. However, because most people may not want to try to understand or read every detail about crystallizing proteins, computer modeling, protein crystal fishing, research, or everything else behind the project, this article has a different focus. (However, I am sure that Mr. Williams, Lauren, Emma, or Francesca would be more than willing to discuss their work further with anyone who is interested.) The greater premise is that the work our students are doing has the potential to change science and medicine (therefore eventually maybe even lives), or at the very least earn them a publication. Many opportunities for potential areas of publication have emerged in our students’ past few months of work in the classroom and sacrificed weekend days at the lab. Fortunately, the idea of the BAG ensures that success of one project indicates success of the whole group. This means that, for example, one school’s project involving their discovery of a new ligand that binds to insulin



PHOTO BY DAN WILLIAMS  
LAUREN, EMMA, AND FRANCESCA TAKING A BREAK FROM EXAMINING THEIR PROTEIN CRYSTALS.

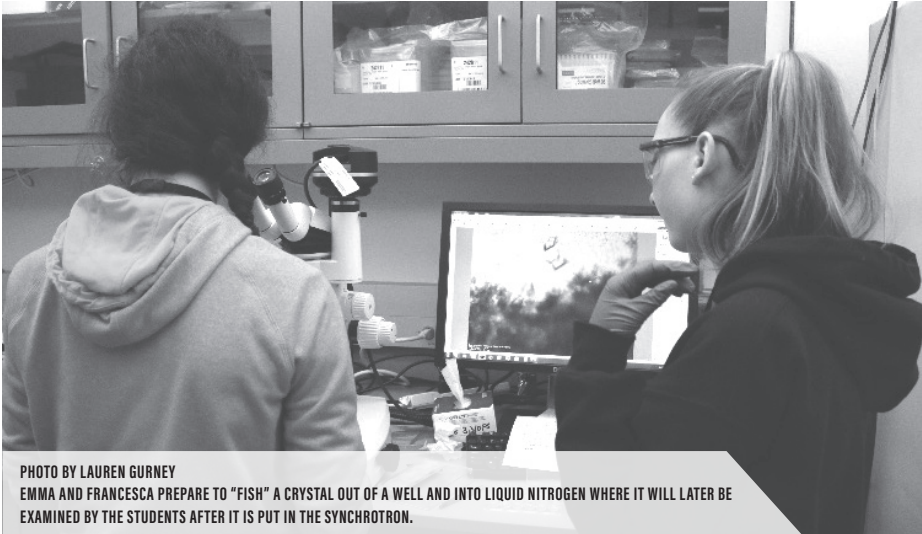


PHOTO BY LAUREN GURNEY  
EMMA AND FRANCESCA PREPARE TO “FISH” A CRYSTAL OUT OF A WELL AND INTO LIQUID NITROGEN WHERE IT WILL LATER BE EXAMINED BY THE STUDENTS AFTER IT IS PUT IN THE SYNCHROTRON.

will soon be published with the names of all of the educators and students involved in the BAG, including our three students and teacher. This incredible opportunity, one that college and professional level scientists hope to achieve is now available to our high school students. Just because our group was able to crystallize their protein does not mean the work is close to done. Examining the results of the experiment have only brought about new questions and ideas,

and for the rest of the school year (and most likely into the summer), Lauren, Emma, Francesca, and Mr. Williams will be working hard to get a publication out of Francesca’s individual project. It is due to the dedication of the students, willing parent drivers/supporters, teachers, scientists, and Brookhaven Lab that working with advanced equipment, machines, and accomplishing publication have become a reality on the horizon for our small school’s students.



TIME FOR TRACK!  
BY LINDSEY GALLAGHER

In 2012, coaches Toby Green and Bryan Gallagher revived the Shelter Island running club with a small group of Shelter Island athletes. Over the years their group began to attract more attention and as this group became larger, Coach Green and Coach Gallagher realized that their athletes would benefit from a more competitive environment. So, four years ago the school brought back the cross country team. After two successful seasons of cross country, the school added a winter track team to their running programs. And now, for the first time in decades, the school is bringing back spring track.

Coach Green and Coach Gallagher have been lobbying for spring track for years, however, in the past budgetary constraints have prevented the school from making it a feasibility. This year, though, since there was a small surplus of money in the athletics budget,



PHOTO BY FRANCESCA FRASCO  
TEAMMATES TYLER GULLUSCIO AND JASON GREEN WORKING HARD IN THE 1600M

Mr. Gulluscio offered a creative solution that will allow Shelter Island athletes the chance to compete without having the expenses of another sports program. This spring athletes will run unattached at meets (this means they are allowed to race against athletes from other schools, but they will not be affiliated with Shelter Island School and thus cannot score). Although the athletes will not have a chance for team glory, individual athletes will still be able to test their abilities against the best in Suffolk County.

The official spring track season began in the first week of March. After three solid weeks of training, the first races began in the end of March. The first races were duel meets run against schools like Port Jefferson, Mattituck, Mercy, and Stony Brook, where athletes simply got acclimated to racing again. For Coach Gallagher, these duel meets were something to look forward to because athletes were able to run on a 400m track, as opposed to the 200m indoor track. As the season progresses the meets will become more

and more competitive with league championships, county championships, and, eventually, state qualifiers. Similar to indoor track, qualifying for states is extremely difficult as only the top three athletes from Suffolk County qualify to run at the state meet in each event. Regardless, the competition is sure to be fierce all season!

This year's track roster includes an eclectic mix of athletes, some of whom are seasoned runners, and others who are new to the sport. All together there are six girls and ten boys on the team. For all athletes, this season will be one of new opportunity as athletes will be able to race the 100m, the 800m, steeplechase (a race where runners must not only repeatedly run in circles, they must also jump over hurdles and clear water jumps), or even a field event. Island athletes will also be able to spend time with the Southold/Greenport track team, as the two teams will share a bus for the season and travel to meets together.

The season is already in full swing and coaches and athletes alike are excited for competition. Coach Gallagher voiced that this season he is looking forward to "exposing kids to a greater variety of events." Coach Gallagher also shared that he and Coach Green hope "each and every athlete meets the goals that they set at the beginning of the season and have fun." In order to do so, he and Coach Green will work on "keeping them [the athletes] accountable by making them work through the workouts they need to get better both physically and psychologically." He hopes that all athletes on the team will "participate in events that they can do well in."

Sophomore Emma Gallagher shares, "I'm excited

that we finally have spring track and that we'll be able to run on an outdoor track." Another thing she is looking forward to is riding with the Greenport/Southold track team. "That's what we did for winter track and it was a lot of fun," Emma explains. This season Emma hopes to "set some new PRs [personal records] in the 800m, the mile, and the 400m." Another athlete, senior Issie Sherman, explains that she wishes to run in the 800m and 4x200m relay race this season in hopes of running some personal bests. For Issie, running is enjoyable because "it helps me relax when I'm feeling stressed or frustrated." Overall, Issie says she is "excited about sharing a sport that I love with some of my closest friends and having the chance to get better each time."

Sophomore Jonas Kinsey explains that he "really wants to do the long jump." As well as trying a new event, he hopes to compete in the mile, an event he has done quite well in in the past. Jonas is simply excited to "have another season of running" and he looks forward to working with Coach Gallagher and Coach Green.

On a final note, Coach Gallagher wanted to share that track and field is a "very comprehensive sport. No matter what the athletes ability is, or perceived ability is when they start the sport, they all get stronger, they all get faster, they all get better, and it builds their confidence in themselves." So, even if you think that you are not fast enough for the team, it is important to realize that while running is a team sport, it is also very individual. Sometimes it is not about being the fastest, but rather getting the best out of yourself while helping to contribute to your team!

BASEBALL CHATTER  
BY NICO SEDDIO



PHOTO BY JUSTINE KAREN  
THE JV BOYS BASEBALL TEAM BEFORE THEIR FIRST VICTORY OF THE SEASON.

Though the recent snow showers may make you think otherwise, it is baseball season. Although the team is still playing on the JV level, this will not keep them from working hard to have a successful season. There are a few new faces on the team this year from 7th grade, including Bazy Quigley Dunning, Ben Wafie, and Elijah Davidson. These newbies join second year players such as Riley Renault and Matthew Strauss. There is a large group this year of 18 players, from 7th graders to two seniors Luke Gilpin and Dan McCafferty. This year's squad will be lead by head coach Mr. Miedema and assistant coaches Mike Dunning and Mr. Bunce. Assistant Coach Mike Dunning said the greatest challenge this season will be "getting the younger players up to speed and to get them to fit into their spots." Another challenge that he mentioned was, "the weather—we only have so many practices before our first game and we have not been able to get outside to the field very often." Coach Dunning is "looking forward to the season and believes we have a good, cohesive group." He is also looking forward to "building a strong base of younger players for the future."

Meanwhile, assistant coach Mr. Mike Bunce shared his main focus is to, "Have fun. Baseball is a game that is meant to be fun. There is a lot of down time and a lot of time just for talking to teammates, it is a strategic

remembering game, and that's what makes it fun." Mr. Bunce also gave us some insight on what he hopes to bring to the table this year. Bunce stated that for him, "Fitness is a big goal. I want to teach the players how take care of their bodies. I want to show them things that they can carry over into their other sports and take with them for the rest of their lives."

Last but not least, we got some good insight from head coach Mr. Pete Miedema. Coach Miedema's goal is "to raise the overall level of play. Everyone is at a different level, so our goal is to have everyone improve in their own way. The younger players on the team will improve on different things than the more experienced older players will." When asked about challenges for the season, Coach Miedema told us that, "Keeping everyone focused will be our hardest adversary, there is a lot of waiting time in baseball and this can lead to players losing their focus. If we are able to instill preparation for each of the numerous plays that could happen, it will pay off later on." The team has already showed promise for the season, taking a win against Southold High School. As they say, if you want to go undefeated, you have to win the first game. Let's hope they carry this momentum for the rest of the season! Go Indians!

SOFTBALL STARTS SEASON WITH A WIN  
BY JANE RICHARDS



PHOTO BY HAYLEY LOWELL-LISZANCKIE  
THE GIRLS SOFTBALL TEAM BEFORE THEIR FIRST GAME AGAINST CENTER MORICHES.

When Shelter Island lady Indians took a softball win over Shoreham-Wading River in their second game of the season, it was quite literally, a game changer. It had been two years since softball's last win, and it was quite a way to kick-off the season.

Shelter Island softball is playing at the junior varsity level this year under head coach Jackie Brewer and assistant coach Ms. Taylor Kelly, and this is giving them time to learn and improve. Coach Jackie Brewer says, "Since we are JV this year it gives us a chance to develop players and kids aren't going straight from Little League to varsity." A large part of the team this year is from the 8th grade class—seven out of the nineteen players in fact. So, with such a young team, we are looking forward to a promising future if these girls stay in the program for the duration.

Head Coach Brewer says that the team is focusing on basic skills and communication for this season to prepare younger players for future seasons. She explains, "All teams are a threat every year, because they are much bigger and have stronger programs." For Coach Brewer, "dedication" and "practice attendance"

are of utmost importance. With hard work and dedication, this young team has the ability to grow and develop for years to come.

Seniors on this year's softball squad include Sarah Lewis, Phoebe Starzee, Caitlin Binder, Bianca Evangelista, and Emily Strauss. Losing the seniors at the end of the season will prove difficult, as Coach Brewer has gotten to know them well over the years. Coach Brewer shares, "Sarah is a versatile player and a team player; she is always willing to help the younger kids, Phoebe is a good batter and a skilled shortstop. Bianca is a great catcher and a team leader, how vocal she is will be missed, while Emily is a power batter and has alternated in all positions." Coach Brewer adds, "This is Caitlin's first season playing softball and she has already adjusted and plays second base." This team of young players will certainly miss the leadership and assets the seniors have given to the softball program.

Come out and support JV softball, as they hope to keep the momentum going and add to their win!



SHELTER ISLAND FIT CENTER OFFERS STUDENT MEMBERSHIP, AT A COST

BY JANE RICHARDS

The Shelter Island FIT Center is now more accessible for high school students with a new student membership for \$50 a year. Some students were upset about the cost, wondering why they now have to pay to use the facility they were formally using for free. However, the actual guidelines of the FIT Center have always been that students have limited free access to the FIT Center from 12:00 pm to 4:00 pm. As many students know,

these hours are some of the most inconvenient hours of the day for us because school itself does not end until 2:30. Then, after 2:30, many students at Shelter Island School are busy with extra help and extracurriculars such as sports and clubs. And, ironically, it is often student athletes who are looking to use the FIT Center, but can't get there until after the designated student hours. This new student membership option gives

expanded opportunities to students trying to stay fit and healthy.

Mrs. Bethany Ortmann, Recreation Director for the Town of Shelter Island says about the new membership offer, "I don't foresee any problems. We are excited to offer youth memberships and hope that more students join. The FIT center is looking to improve every day and having the youth able to participate in the FIT Center is

paramount to its success." So, even though students need to dig into their pockets, \$50 for a year long gym membership is very affordable when compared to other Long Island gyms, and now students can access the FIT Center at their own convenience.

MARCH MADNESS TRULY WAS "MADNESS"

BY HENRY BINDER

What makes "March Madness," well... madness? Is it the buzzer beaters, historic upsets, and school spirit? Is it the blood, sweat, and tears players leave on the court en route to one ultimate goal? Throughout "March Madness," all 68 teams will play harder than ever before, but only one team will be left holding the 2018 NCAA National Championship trophy aloft.

The cheers. The hype. The spirit. "March Madness" is unparalleled to any other sporting event. This tournament of mayhem (hence the name), is one of the most watched nationwide sporting competitions in American. Whether it be Christian Laettner of Duke University drilling a last second 17-footer over Kentucky defenders to return to the final four in 1992, or Kris Jenkins of Villanova draining a three to win the 2016 NCAA championship; "March Madness" is remarkable, as you never know what will happen next. And this year in particular, with bracket busters happening left and right, "March Madness" once again proved to be as unpredictable as ever.

One of the best constructed teams going into in this

year's March Madness was Virginia. The team hitting the court in the tournament was drastically different from the type of team we saw play in 2013 and 2015. Virginia is built upon Kyle Guy (Sophomore), Devon Hall (Senior), and Ty Jerome (Sophomore). Virginia's surreal talent had me putting them securely in the final four or finals in nearly all of my brackets. Yet, as this tournament proves time and time again, talent and team records don't mean a thing when a team hits the court during "the big dance." The UMBC Retrievers dismantled this once unbeatable Virginia team, knocking them out of contention by an entirety of 20 points. This stunned the nation where only 2.18% of all brackets had UMBC beating Virginia. UMBC (16-seed), beating Virginia (1-seed), marked the first win against a 1-seed since 1985, since then there has been a 135 game win-streak. This game marked history, showing that every team is a threat during "March Madness."

Another team that blew up my brackets on the very first day of the tournament was the Arizona Wildcats. Their explosiveness was

unmatched by any team of the same calibre, but apparently it was not explosiveness that took the "W" in the first round. The Wildcats' season came to a devastating end with their 89-68 loss against 13-seed Buffalo. Prior to this matchup, if you asked any statistician or sports analyst, they would've told you the simple truth—that Arizona would take the win. But, once again, "March Madness" proves it really is madness.

Loyola-Chicago also showed their strength during their historic tournament run. Even though they went 32-5 in the regular season, they were still doubted to make it past the first round of the tournament. Sister Jean, a 98 year-old nun from Chicago, remembers the last time their team had left a similar impact in 1963. She recalled them going on to win the NCAA championship, marking the first championship for Loyola-Chicago. Although this 11-seed may seem beatable, their dagger three-point shots make all the difference when the clock winds down. In their amazing tournament run, Loyola already sunk two clutch

last second shots against both Miami (6-seed), and Tennessee (3-seed) to make the final four. Although they didn't make the title game, making it that far was a Cinderella story for the Ramblers.

Lastly, we have Villanova. Although many did not want to see them win again, their flow and strength on the court led by the nations best player (Jalen Brunson), made their chances undeniable. Winning this year's championship (by a hefty 17 points) marks an astonishing two championship titles in a three year span.

A triumph, an upset, a Cinderella run: whether you are a Duke fan for life, or a member of "Nova nation," this was one eventful year for college basketball no matter which team you were rooting for. If you are anything like me, your predictions were completely wrong, but don't worry, there's always next year! Maybe next year we will see a perfect bracket...

THE INLET MAD LIB

BY ABBY KOTULA

Mad Libs were popular back in the day, but people have forgotten about them for years. We've decided to bring them back, but with a twist. Check out this specially made Mad Lib based on our very own Inlet staff! Complete it with a friend and see how funny Mad Libs can be!

It was a \_\_\_\_\_spring day on Shelter Island. Kids were  
ADJECTIVE

\_\_\_\_\_ on the playground. Meanwhile, the \_\_\_\_\_  
VERB ENDING IN -ING ADJECTIVE

Inlet staff was working very \_\_\_\_\_ on their newest  
ADJECTIVE

article: " \_\_\_\_\_." QD, the most  
ADJECTIVE PLURAL NOUN

\_\_\_\_\_ student in the class, was \_\_\_\_\_ an article  
ADJECTIVE VERB ENDING IN -ING

about \_\_\_\_\_. He knocked over a glass of \_\_\_\_\_  
NOUN LIQUID

all over his work and had to start over. Emma and Justine were helping out QD

and were \_\_\_\_\_ to his interviews. All of a sudden they saw  
VERB ENDING IN -ING

\_\_\_\_\_. The \_\_\_\_\_ started to chase them  
NOUN SAME NOUN

down the \_\_\_\_\_. Nick M. \_\_\_\_\_ to the rescue,  
PLURAL NOUN VERB

saving the girls and The Inlet! Mrs. Treharne was very \_\_\_\_\_  
VERB

with the \_\_\_\_\_ work everyone did that day. She smiled and said  
ADJECTIVE

\_\_\_\_\_!  
EXCLAMATION

TEACHER HOBBIES

BY KATHARINE DOYLE

Teachers have lives outside of school. When we heard this, we wanted to find out more...we asked what exactly do they do outside of school?

MR. BRENNAN: FANTASY BASEBALL

Also known as: When people create a roster of players and use their actual states to score points to compete with one another

MR. MIEDEMA: POWERLIFTING

Also known as: Three chances to lift a maximum weight, each in a different style

MS. COLLIGAN: RUNNING HER CAT'S INSTAGRAM

Also known as: Like yours, but gets more views because of the mix of cats and internet

MR. WILLIAMS: GARDENING

Also known as: The act of going outside and interacting with the planet to grow plants

MR. SCHWAB: SURFING

Also known as: Standing on a piece of wood and trying not to drown in a hollow cylinder of water

MR. THEINERT: BACKGAMMON

Also known as: A board game where the roll of the dice deems how far you can move your elected piece as you try and get all your pieces off before your opponent

CONRARDY: HOCKEY

Also known as: If golf, figure skating, boxing, football, and soccer combined

NURSE MARY: QUILTING

Also known: Taking pieces of fabric and sewing them together to make useable art.

A MINIMAL LIFE IN A MATERIALISTIC WORLD CONTINUED • BY HENRY BINDER

As Americans, we live in a materialistic society, which means we can buy whatever we want whenever we want. This creates the desire for more—more money, more things, more success, so that we can one day have "enough." But, how much is "enough?" Is "enough" working over 45 hours per week, or is "enough" having the ability to go on vacation, is it receiving huge Christmas bonuses, owning lavish cars, or is "enough" creating one of the most memorable experiences in

our lives? For many, making more money is seen as a pathway to a better life, where one can own more. But, this does not ensure happiness. Minimalism is a reaction this "more is more" attitude. By depleting the countless non-essentials we bring into our lives every day, we become less stressed, and more open-minded and attentive to the life that has always surrounded us. Millennials have become the largest demographic of the minimalist following. The 18-32 age group occupies

more than a quarter of the current U.S. population, and they make up the majority of the workforce. Millennials in particular seem to be drawn to minimalism because of the values both millennials and minimalism share. Millennials entered one of the most challenging job markets during a U.S. recession. The instability of the job market, combined with their record-high student debt, initially may have led millennials to a minimalist lifestyle out of necessity. Yet, the more simple and

focused way of life minimalism affords millenials is now trending across the country. So, the next time you stare into your overfilled closet or are about to hit "buy now" on Amazon, consider this: "Does this add real value and worth to my life?" This ultimate question just might alter your perspective.

WHAT’S UP WITH THE SUBS?

BY EMMA GALLAGHER

Substitute teachers are vital to the function of all schools, and Shelter Island is no exception. Teachers are human, and every so often they may have to miss school or class for a meeting, a sick day, or a personal day. Recently, however, it seems that our school may be dealing with a sub shortage. There have been instances when myself and fellow students have been in class and a substitute does not show up. Classes have notified the office and coverage has been provided so students are not unattended for long. In other cases, different classes have to combine with one sub, rather than each getting a dedicated sub, so I wondered, how does this happen? To answer this question, we decided to talk to our school’s substitute coordinator, Mrs. Sears, who has only held the position for one year after taking over for Nurse Mary. Being the sub coordinator is no easy job. It is difficult to coordinate because of the uncertainty of the day to day need for subs—a need that can change in minutes.

The school has two full time substitute teachers, nine other subs available, and only five or six that are available to come in more than one time a week. Both full time subs are utilized each day, but on some days six subs are in the building. As you can imagine, the most difficult part of Mrs. Sear’s job is “finding people who are available to come in on high sub days when there is training or conferences.” Mrs. Sears said that there are many factors she has to take into account when scheduling. These include how many subs are needed, how many are available, and teachers who need subs for test accommodations for students. Another component that has great influence on the agenda is that many classes are held during the same period all day so teachers often need subs at the same time. Mrs. Sears also has to make sure that the subs get their lunch period. Because of all these challenges and changes, Mrs. Sears is involved in the sub process nearly all day. Mrs. Sears said the job “is hard, tricky,

and like a puzzle.” There are many moving pieces involved, and it is unpredictable. Even if there is a set schedule already, at any time there can be a change due to an emergency or a teacher/sub getting sick. One of the difficulties unique to Shelter Island is getting substitutes to come from off island. Three of the nine subs (not including the two permanent positions) have to come from off island. It can cost a lot of money for them to travel on island (\$17 round trip for the ferry and that is not including the money spent on gas), so if the position is not for a full day, subs usually turn it down. A certified sub with a four year degree earns \$110 and others earn \$95 a day. If they have to pay for the ferry ride and gas, it really may not be worth the seven hour work day. Our geographic location proves to be a challenge that can’t be solved by Mrs. Sears. Some subs will text or call her on the weekend to let her know when they are available, and several are only free on certain days of each week. Mrs. Sears says she

“tries to schedule first based on certified continaria,” but sometimes there are simply too many other factors to consider first. Handling the sub schedule is no easy task, as shown by the abundance of components involved, which is why miscommunications do occur at times. Sometimes a missing sub is due to miscommunication, but often it is due to a shortage. There are a lot of moving parts behind the scenes when it comes to securing substitute teachers. Maybe in the next few years our school will consider installing an electronic streaming system that automatically schedules subs, as many other districts have done. This way no one will have to take on the difficult task, and if it doesn’t work out we can always revert back to the way it is now. For now, though, students and faculty alike will just have to be patient.

SHELTER ISLAND SCHOOL COMPLAINT CORNER

BY TAYLOR TYBAERT

We all know there is a lot to celebrate about our school and plenty to be proud of, but complaining just feels good sometimes. Come on, you know it’s true. So, even though S.I.S. is a great place to go to school, we decided to give students and faculty alike the chance to air their grievances. Here’s what students and faculty had to get off of their chests this month...

- Water filters on water fountains saying “change filter” for wayyyy too long
- Not enough refills for soap and/or toilet paper in bathrooms
- Teachers who grade participation--come on already, we’re tired some days!
- Only seniors can eat outside the gym
- Younger classmen need to get out of Madi’s way--she’s in a hurry apparently
- Students who don’t capitalize appropriately
- Monotony of the bell songs
- Stairs—you go up and down on the RIGHT
- Bathroom stalls that don’t lock
- Kids who say “I know,” when they obviously don’t
- Chromebooks that don’t click (huh?)
- iPad chargers don’t work
- iPads in general
- No swimming pool in our school
- Not enough candy in the main office
- People leave a mess in the art room kitchen
- We should have a vending machine that actually vends things
- People who complain too much

ALEXA, FIND ME A GIRLFRIEND

BY NICO SEDDIO

For those who don’t know, Alexa is a popular A.I. that people put in their homes to assist them in answering questions and more. Alexa very similar to the Siri on your iPhone or the “hey, Google” on your Android. We wondered about what funny encounters people may have had with Alexa, so we asked...

**MS. TREHARNE:** “My son James asked me for the answers to his math homework. I told him I was not going to give him the answers and I left the room. As I returned, I heard Alexa stating, ‘the answer to your question is...’ When I asked James what he was doing, he responded, ‘I was, uh, thinking out loud and she answered my question.’”

**ELIJAH TOPLIFF:** “Logan had his mom’s credit card hooked up to his Alexa. You could ask Alexa to buy whatever you wanted off Amazon. Let’s just say he got a lot of unexpected presents.”

**MASON MARCELLO:** “I had an Alexa for three days, then I spilled a Mountain Dew on it.”

**LUKE GILPIN:** “My favorite quote from Logan to his Alexa that I’ve heard is, ‘Alexa find me a girlfriend.’”

**LUKE GILPIN:** “When Danny said, ‘Xbox call Wesley’ instead of Alexa call Wesley, while talking directly at his Xbox.”

**OWEN GIBBS:** “If you say, ‘Alexa, I am your father’ in a Darth Vader voice she says, ‘No, it is not true, that’s impossible.’”

**JENNIFER COOKE:** “I don’t have a story, but I think the video of an African Grey Parrot ordering berries through an Alexa is pretty entertaining.”

**NICHOLE HAND:** “If you ask her to sing you a song, she will sing you a song about the internet and it is really funny.”

**PHOEBE STARZEE:** “My dad always calls it ‘Siri’ and then he gets frustrated when it does not respond to it.”

**MR. HASHAGAN (SUBSTITUTE TEACHER):** “I play Jeopardy with Alexa every morning. I didn’t fare too well this morning. Alexa’s comments when I get one wrong aren’t exactly what I would call encouraging.”



# "FORTNITE": TAKING THE WORLD BY STORM

BY NICHOLAS MAMISASHVILI

"Fortnite" (or as we call it here on the island, "Fortgas") is a video game that has recently become extremely popular amongst gamers. In "Fortnite", you are dropped into a map with 99 other players (or with a team of up to 4) and you must battle it out by looting treasure chests, getting resources, and building forts until there is only one person remaining. If you are the lucky survivor, you will earn that sweet victory royale. The game follows the Battle Royale format to a tee (get dropped in a map with a free for all battle) similar to other games like PlayerUnknown's Battleground ("PUBG"), "H1Z1", or its great grandfather, "Minecraft Hunger Games". However, "Fortnite" spices up game play up by adding the ability to build structures during the game too. Additionally, the game

is accompanied with a more cartoony art style which is a breath of fresh air for gamers, making the experience more lighthearted and pleasant. "Fortnite" is doing very well for itself, it has over 3.4 million concurrent players and it shows no signs of slowing down. This is most likely due to the fact that the Battle Royale mode for "Fortnite" is free, which means anyone can play on nearly any device—whether it be Xbox, PS4, PC, or Mac (I personally recommend a chromebook)—at any time. Sophomore Lucas Quigley-Dunning, an avid Fortnite player, says, "Fortnite is the best invention ever, I play it every day with the bros." Freshmen Zeb Mundy says that "it's a game of bonding... you squad up with the homies and learn team building." Zeb makes a good point: the ability to play with your friends is



one of the best aspects of the game, as it allows games to strengthen friendships and even make new ones. Senior Danny Boeklen said, "Fortgas is straight fire, whenever someone is playing the game, all their senses are

being stimulated and their head is being filled with knowledge." Danny also adds, "it is a way of life." I couldn't have put it better myself. So, next time you are looking for something fun to do, check out "Fortnite"; you won't regret it!

# SONGS OF SPRING

BY ABBY KOTULA

**We all need a little spring in our step! This spring our Shelter Island students have great recommendations for a new spring playlist. We wanted hot new songs for this issue, and that's exactly what we got! Check out some new songs needed to be added into your spring playlist ASAP!**



- SENIOR LINDSEY GALLAGHER:**  
Love Lies by Khalid feat. Normani Kordei  
The Ways by Khalid feat. Swae Lee
- SENIOR SARAH LEWIS:**  
King's Dead by Jay Rock
- SENIOR FRANCESCA FRASCO:**  
Finesse by Bruno Mars feat. Cardi B
- SENIOR CAITLIN BINDER:**  
Sky Walker by Miguel feat. Travis Scott  
Mine by Bazzi  
Cadillac by Caskey
- SENIOR EMILY STRAUSS:**  
Big Shot by Kendrick Lamar feat. Travis Scott  
FRIENDS by Marshmello  
Notice Me by The Migos feat. Post Malone
- SENIOR ISSIE SHERMAN:**  
Perfect by Ed Sheeran
- SENIOR JACK LANG:**  
X by Kendrick Lamar feat. Saudi, ScHoolBoy Q, and 2 Chainz
- JUNIOR NICHOLE HAND:**  
Bartier Cardi by Cardi B feat. 21 Savage  
God's Plan by Drake

- JUNIOR OWEN GIBBS:**  
Lemon (Drake Remix) by N.E.R.D. feat. Rihanna and Drake  
All the Stars by Kendrick Lamar feat. SZA
- JUNIOR NICO SEDDIO:**  
Walmart Yodeling Kid (EDM remix)  
Shower by Becky G  
Anything by 50 Cent
- SOPHOMORE LAUREN GURNEY:**  
Stir Fry by The Migos
- SOPHOMORE AMELIA REITER:**  
Plain Jane by A\$AP Ferg
- SOPHOMORE LYNNG COYNE:**  
Darkside by Ty Dolla \$ign feat. Future and Kiiara  
With You by Fetty Wap feat. KDL
- SOPHOMORE EMMA GALLAGHER:**  
Ten Million by Macklemore  
Lost in Japan by Shawn Mendes
- SOPHOMORE ISABELLE TOPLIFF:**  
Icy Girl by Saweetie  
Undeclared by A Boogie Wit da Hoodie feat. 21 Savage  
Everyday by Logic feat. Marshmello

- SOPHOMORE LUCAS QD:**  
Psycho by Post Malone feat. Ty Dolla \$ign  
Aries Part 2 by Mike Will Made-it  
Nice for What by Drake
- SOPHOMORE KEITH TAPLIN:**  
Pick it Up by Famous Dex feat. A\$AP Rocky
- SOPHOMORE DAN MARTIN:**  
Love Scars by Trippie Redd  
Never be the Same by Camila Cabello  
Wish by Trippie Redd
- FRESHMAN NICK MAMISASHVILI:**  
Midnight by Logic  
New Freezer by Rich the Kid feat. Kendrick Lamar  
Early Morning Trapping by Rich the Kid feat. Trippie Redd
- MRS. TREHARNE:**  
What about Us by P!nk
- SEÑORITA LEEVER:**  
The Babysitter's Here by Dar Williams

# REUSE, REDUCE, AND RECYCLE

BY OWEN GIBBS

Do we recycle here at Shelter Island School? We weren't quite sure, so we went to Mr. Dunning to get some answers. According to Head of Buildings and Grounds, Mr. Mike Dunning, the school does recycle even if it might not look like it, because the school uses a "company that uses

a one flow system." The school started using this one flow system around 4 or 5 years ago. What this means is that the custodians can throw all trash in the trash bin and then it is up to the trash collection company to bring it all to their facility in Mattituck, where it gets sorted. So, although the blue bins in the

school aren't necessarily used for recycling, recyclables are still being properly recycled. The "one flow system" the school uses makes it "easy to recycle in the school," Mr. Dunning explained, as it takes the job out of our hands. Thanks to the company, there's no more recycling to be done in the school

because everything in the school is recycled by the company. Mr. Dunning stated that "it [the trash] is picked up every week." So, students and staff can rest easy, that even though it may not look like we are being environmentally conscious here at school, our trash is indeed being recycled.



SITV: STUDENTS AND STAFF SHARE THEIR THOUGHTS

BY ABBY KOTULA



As you all know, our brand new SITV YouTube page is taking off and the Media Production class is always working very hard on new episodes. Students, teachers, parents seem to love it, but we set out to get some feedback on the episodes. We asked SITV viewers three questions: 1) What do you love about SITV? 2) What do you think should improve on the show? (Because constructive criticism couldn't hurt.) 3) Any ideas or input on new segments? Here's what some SI students and teachers thought about some of the latest episodes:

MS. COLLIGAN (ENGLISH TEACHER):

"I love that SITV is student created and I think Mr. Conrardy has done a really good job with his green room and teaching the kids to film and edit. It could be fun to involve the elementary more."

NICHOLE HAND (JUNIOR):

"I love that it gets students involved in something that's not just school work. They should have more people involved and not just high school students. They should also involve more outdoorsy activities. They should also make a questionnaire for fashion segments about shoes. You can see who really knows their shoe types."

AMELIA REITER (SOPHOMORE):

"I love that the segments that they have are really entertaining. I love when they do random stuff and ask people questions. I think they could ask different groups of high school kids and not just the same people over and over again. They should definitely elaborate their segments and make them more drawn out, like "olympic-type" activities/skits."

ZEB MUNDY (FRESHMAN):

"It's funny, innovative, fresh, and new. It's very creative and it's something you wouldn't expect from a place like this because it's such a small place and everybody here is a little special. They should make episodes more frequent. My idea is a celebrity roasting/deathmatch."

DAN MARTIN (SOPHOMORE):

"I love the charismatic anchors. I think they should work on the quality of the video, they could make the graphics better, maybe picture and sound quality too. They should have Nick Young in more segments."

MR. BUNCE (HEALTH TEACHER):

"Danny is the funniest anchor and I like the banter between him and Francesca. I love the interviews with the tough questions around the halls because no one can answer them. I think they do a lot about the show and I want to see them keep raising the bar and improving. I liked the paper challenge, they should have more fitness challenge segments."

MS. KREPPEIN (MATH TEACHER):

"I like how they interview all different members of the school about trivia and fun facts. They definitely need different and more segments. My old school had a show just like SITV and they did "Where in the World is a Teacher," where the teacher would hide somewhere in the building, and all throughout the

episode they would give hints and clues as to where the teacher was hiding. It was like a type of 'Where in the World is Carmen Sandiego?'"

SENORITA LEEVER (SPANISH TEACHER):

"I love seeing the students outside of a classroom environment and I love seeing them behind the scenes as they are filming the episodes. I like the funny delivery that the news anchors use. The reparte is very enjoyable and I can definitely see all these people being in broadcast. They could have more health segments, Nico's workouts should be added back, and there should be a fun fact about the school or what's going on. They could say, 'did you know that...?' Maybe they could ask people ideas they have about their careers and interests, beyond just student life, or something like 'what do you do in your spare time?' or, 'If you could... what would you do?'"

EMMA GALLAGHER (SOPHOMORE):

"I love that it's really great comic relief. The green screen and the transitions between segments could use a little touching up. They should have a more set schedule too. What's a great idea is to have the episodes running on the TVs in the halls. The show should include more updates on different clubs. There should be interactive segments with hints throughout the video and if you get it right you get a prize or something."

LET'S GET DIGITAL

BY NICHOLAS MAMISASHVILI

Programming is very important in everyday life, it's becoming more and more accessible, and the demand for people who need to know how to program is rising. This is why the newly added "Programming" elective class is a great thing for Shelter Island School.

Math teacher Mr. Walter Brigham explained that, in part, the programming class is a bit more advanced than a basic class and it "introduces students to text based and object oriented programming." Programming is "not about memorizing code, it's about solving problems. Students who enjoy solving problems thoroughly enjoy programming," Mr. Brigham went on

to say. He hopes to teach the students in his class in a manner in which he isn't giving them the answer, but instead they find it themselves with a little bit of help. He shared, "My favorite thing is the look the students have when they figure it out on their own."

Eventually, an end goal Mr. Brigham has for his "Programming" students is for "each student to create and design a program that is usable and functional in a real environment in either school or somewhere else." Scheduling for the 2018-19 school year is upon us, and if you like solving problems, go give "Programming" a shot with Mr. Brigham.

MRS. LEEVER: REFORMING DELINQUENTS 5 MINUTES AT A TIME

BY LUCAS QUIGLEY-DUNNING

Down in the Spanish classroom, Senorita Leever is cracking down on kids who are distractions by handing out her infamous 5 minute detentions. In those five minutes, offenders are expected to sit up straight, no slouching, look forward, no cell phone, and definitely no talking. It's just a five minute period of silence. If you are in there a lot, your posture will definitely improve.

I caught up with Senorita Leever to ask her about her detention philosophy. Senorita Leever feels that school assigned detentions are ineffective and just a "type of study hall." Senorita says, "I thought it would be more effective to just hand out 5-10 minute detentions to keep the students waiting a little bit, but those 5-10 minutes would be much different than the hour in regular detention." She continued, "Instead of having a detention with all your friends, you have a detention with Senorita, which is not fun at all. I'm here to have your time wasted so you can learn from your mistakes." Senorita adds, "I can't make any child do anything, but what I can do is help

them and guide them into making smarter life choices and prevent them from acting up in my classroom and even everybody else's classroom."

Senorita says that she doesn't want to go around punishing kids for the fun of it, she wants to guide students and have them reflect on their behavior. Proof that the detentions work is that the amount of kids coming being assigned the Leever 5-10 minute sessions has steadily declined. "Even my regulars aren't coming as much anymore and this shows me that whatever I'm doing, is working," she explained.

I'll admit I have some personal experience with Senorita's detentions, and though they can be boring, they have taught me a lesson. I found that the best way to respond to Senorita's detentions is to not see them as punishment, but instead take them as a time to reflect on yourself and fix what you might be doing wrong. After I started seeing the detentions this way, my 5-10 minutes of quality time with Mrs. Leever stopped—there must be a connection.

SCMEA

BY MADI HALLMAN

The Suffolk County Music Educators' Association (SCMEA) was founded in 1955 with its goal emphasizing the importance of keeping the study of music as an integral part of the school curriculum. Our Shelter Island students have been apart of SCMEA for over 35 years, which is impressive knowing that our small island has raised so many talented musicians. For those of you wondering, SCMEA is not a competition.

In the spring, students in grades 5 through 12 compete in NYSSMA in either voice or instrumental--sometimes both--for which students will spend numerous weeks practicing solos and sight-reading before then attending NYSSMA. At the NYSSMA competition, students perform instrumental and/or voice solos and get graded by volunteer music teachers on their ability and technique. Based on their score, Ms. Bosak and Mr. Brace then nominate a select group for SCMEA--in which children from all over Suffolk County come together into three divisions to rehearse difficult music and then perform a concert.

This year, we had 16 members from our school attend SCMEA. In Division 1, there were 6 students

total and in Division 2, there were 10 students. Additionally, our choral teacher, Ms. Jessica Bosak and our band director, Mr. Keith Brace were Chairpeople for the Division 1 Band, in charge of organizing and attending to the needs of the SCMEA Organization. Eighth grader Emma Martinez spoke on behalf of her experience at SCMEA sharing, "To be in a group of so many talented people makes you feel special; to be apart of something so special." Another eighth grader Olivia Overstreet added, "You also get to meet new friends despite the long and tiring rehearsals." However, in the end "it's all worth the hard work you've put in," Emma Martinez concluded. Here at Shelter Island School, we may be small, but we have some significant musical talent!

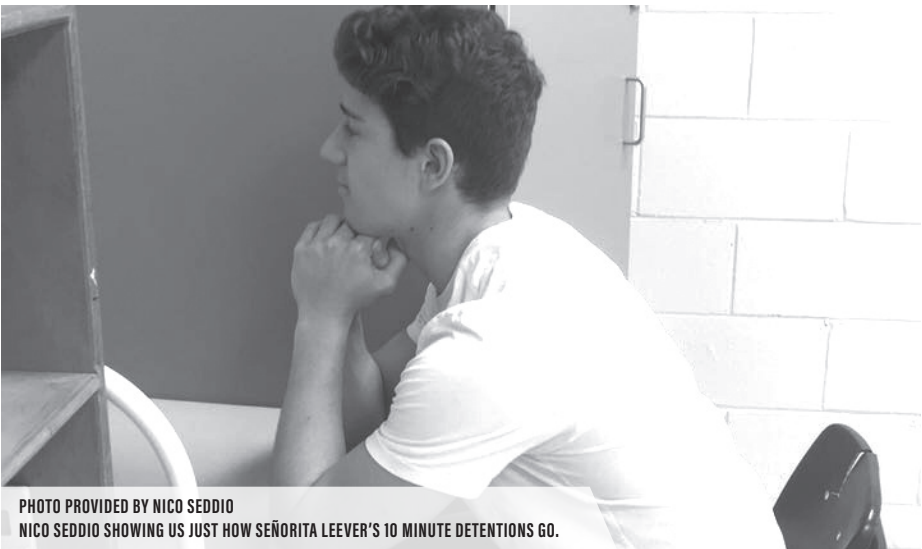


PHOTO PROVIDED BY NICO SEDDIO  
NICO SEDDIO SHOWING US JUST HOW SENORITA LEEVER'S 10 MINUTE DETENTIONS GO.



# THE COLLEGE COLUMN

In this series, The Inlet will be speaking to former Shelter Island School students with unique college experiences. Whether it be attending college in a foreign country, enrolling in a tiny school with only 800 students and bringing your guns along, or playing collegiate sports, The Inlet is excited to share some “outside of the box” college experiences in this and upcoming issues.

## UNITY COLLEGE: RICHARD RUSCICA'S PERFECT FIT

BY OWEN GIBBS

Richard Ruscica, a member of the Shelter Island School class of 2016, is now a sophomore at Unity College in Maine. Unity is a unique school due to not only its small size, but its educational focus. Unity has a student body of about 800 students, and Richard says, “I see the same faces everyday and know most by name.” In fact, Richard and a few of his college professors are on a first name basis and he “can approach them at any time during the day.” Unity College offers a wide variety of environmental areas of study, including “Captive Wildlife Care and Education, Sustainable Agriculture, Adventure Therapy, Adventure-Based Environmental Education, and Wildlife Biology,” according to Richard. These majors are only offered at a very select few colleges and universities across the country. And, he adds, “beyond entry level courses, almost all aspects of the school are unique.” Richard is currently majoring in Conservation Law Enforcement and minoring in Psychology. He chose to go to Unity because it offered Conservation Law Enforcement, his long time interest, and it has a great reputation with potential employers, with job placement close to 100% post graduation. Richard’s career goal is to “work for a state or federal agency such as U.S. Fish and Wildlife as a field officer,” which Unity will prepare him to do.

Although Richard’s college is small, it does not lack in offerings like clubs, sports, and other

activities. Richard explained, “I am personally a member of a few clubs including the Search and Rescue club, with which we will go on missing persons searches throughout the state of Maine with an organization like the Maine Warden Service, the Conservation Law Club, and the Boxing Club.” “It is hard to be bored at Unity,” Richard said.

Though Unity is a very different educational setting than Shelter Island School, Richard emphasized that one aspect of his education during high school really helped prepare him for collegiate study. “One of the most important skills I acquired from Shelter Island High School was my ability to write. This skill is essential in all career paths, but especially in one such as law enforcement. The ability to communicate and relay your objective or point is a skill that I believe was taught very well to me during my time at Shelter Island School.” In addition, his experiences hunting and fishing in the natural beauty of the island fed his desire and prepared him further to pursue the educational path he is now on.

The very best part of Unity, according to Richard, is his ability to hunt regularly off campus. “All students may keep up to two firearms on campus checked into the armory,” Richard explained, “the armory is accessible 24/7 with a call to the public safety officer on duty. I hunt at least 4 times a week. I wake up at 3am, head



PHOTO PROVIDED BY RICHARD RUSCICA  
RICHARD FINDS THE TIME TO ICE FISH WHEN NOT IN CLASS DURING THE MAINE WINTER AT UNITY COLLEGE.

out to go duck hunting until 7:30-8:30 am, then head to my 8 or 9 am class.” This is far from a typical college student’s schedule, but it fits Richard just right. “The unique aspects of Unity has made it perfect for me,” Richard shared, “I don’t think I could have found a more perfect fit for me and my wants and needs.” Richard’s

advice to college-bound students: “Find your passion and pursue it, whatever it may be. And, when you find it, be dedicated and do whatever it takes to succeed.” Seems like Richard is practicing what he preaches at his “perfect fit,” Unity College.

## BIG COLLEGES VS. SMALL COLLEGES: SENIORS WEIGH IN

BY KATHARINE DOYLE

When it comes time for seniors to decide on where they will be spending the next four years, college size becomes an important aspect to consider. Coming from Shelter Island, it is interesting to see which size colleges/universities seniors end up choosing. For some, 20,000 undergraduates represents immense opportunity to meet new people, but for others 2,000 students is more desirable because the tight knit community feel exists. We caught up with ten members of the Class of 2018 to ask about the importance of enrollment numbers in their college decisions.

Of the 10 students we polled, 4 of them purposely sought large colleges—typically categorized as those with more than 15,000 students. One senior explained, “Attending a large, college, will give me an abundance of opportuni-

ties...I don’t want to be family with every face I see.” This comments seems to be in direct reference to the fact that here at Shelter Island, we often operate as one extended “family,” and for this student, it’s time to branch out. Going to a large college allows the chance to step out of one’s comfort zone and meet a multitude of new people without ever having to worry about getting stuck in a friend group. Another senior, targeting big schools, said, “I love to meet new people and I know at a big school there will be lots of friends to make.” Division one athletics are also a draw to big schools. A senior shared, “though I won’t be playing any D1 athletics myself, I want to be on a big campus with a great D1 program, as it adds to campus spirit and community.” A college with a sprawling campus and enrollment over 15,000 will offer S.I. grad-

uates diverse experiences they have never had before.

The slight majority—6 out of 10—seniors have targeted smaller colleges. Small colleges/universities typically have an enrollment of 5,000 or less. “A small school is right for me,” one senior explained, “because I really look forward to being able to connect more with students and staff and small enrollment will allow this to happen.” Another senior, worried about academic demands explained his choice to attend rule out large colleges: “I felt like going to a big school I wouldn’t get the help that I need to pull the grades my family and I want. There will be better opportunities to get help on my small campus if I need it.” Yet another student voiced her fear of attending a large college: being a number and not a person. “Coming from Shelter Island, I do

not want to get lost in all the students...if I were to go to a big school, I would be worried that I would become another student ID number.” Similarly, another senior said, “I want to have that tight-knit, community-like feeling, like the one we have on Shelter Island.”

It seems when deciding on college, the next big step, community is the deciding factor. Shelter Island students go one of two ways—they seek a collegiate experience that will echo their hometown, their community, and offer them the comfort they have had in their lives thus far, or they want to experience a totally new environment—one with access to more people and programs than they have ever had before—they want to navigate an expanded community.



# AROUND THE HALLS

BY TAYLOR TYBAERT

For this edition of "Around the Halls," we asked faculty members:

**"WHAT CURRENT STUDENT WERE YOU MOST LIKE WHEN YOU WERE IN HIGH SCHOOL?"**

