



#### ALL DECA'ED OUT

Want to see how SI students made a splash in the business world? Flip to page 9 to hear all about the DECA Competition!

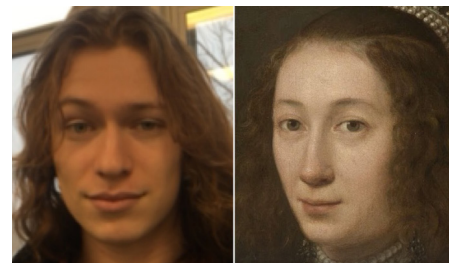
PAGE 9



#### WINTER SPORTS COME TO A CLOSE

Hear all about the winter sports team's success on page 7!

PAGE 7



#### GETTING CREATIVE WITH CULTURE

Our students and teachers are much more connected to the past than we think they are! Go to page 12 to check out the school experiences with the Google Culture App!

PAGE 12

# THE INLET

Vol. 6, No. 3

SHELTER ISLAND SCHOOL

February 2018

## HOW I GOT HERE: BY LINDSEY GALLAGHER

### STUDENTS' IMMIGRATION JOURNEYS



**“YOU WILL NEVER FEEL READY TO COME TO ANOTHER PLACE, KNOWING YOUR LIFE IS IN DANGER YOU CAN LOSE YOUR LIFE OVER THERE OR YOU CAN DIE ON THE WAY HERE...”**

“You can lose your life over there, or you can die on the way here.” This is the reality some of our very own students had to face when they came to Shelter Island. Unlike many islanders, coming to Shelter Island was not a matter of falling in love with the small town life and the pretty sights; it was choosing between life and death. For some students in our school, the journey here was not a matter of moving from a nearby town; it was coming to the island from a country thousands of miles away. Coming here meant many risks and starting a completely new life.

As long time islanders, many Shelter Island students have not had a lot of significant “outside world” experiences. We forget that not everyone was born here, we forget that many of the people around us come from extremely different environments than we do. It is hard to put yourself in other people’s shoes sometimes, especially when you are unaware of what life is like for these people coming from foreign countries and communities so different from our own. In the past few years, our school has gained a considerable amount of students from foreign Spanish speaking countries. Many of these students have unique, powerful, and sometimes heartbreaking stories to tell about how they got here. Their stories are meaningful and should be heard. (For the sake of privacy, we will tell their stories in this article without specifying names and/or countries of origin.)

For many immigrant students, coming to the U.S. was not a choice; it was necessity. “You never feel ready to come to another place,” instead “it is a risk,” one that had to be taken, one student shared. For this student, gang violence at home meant his personal safety and the safety of his family was compromised. He was left without an option; he took a tremendous risk and at age 15, with no family or friends, traveled with a group of strangers

“across Guatemala, Mexico, and the desert” to seek safety in the U.S. During this one month journey, there was little certainty that he would make it to the U.S. safely. “You don’t trust anyone, you just hope to get there safe. There are no friends, there is no ‘I’ll take care of you,’ there is you, you by yourself,” he said matter-of-factly. This tale, tragically, doesn’t differ much from a fellow student who explains that in his home country “kids were being kidnapped from schools. We wouldn’t go for weeks to school. There would be blood on the sidewalks. People hanging from bridges in my town.” In order for this student to find safety, it meant a very complicated process that involved, among other things, countless attempts to secure a visa for himself and his family members (as part of the approval process includes proof of an income source to ensure that when their family arrived in the United States they would not have to stay for financial reasons) and selling cars to acquire money for a passport. Luckily for this student, in the end, as he puts it, “a bunch of mistakes got together” to get he and his family to the United States with visas secured. For another student, at the age of 10, her family decided to make the move to America. Like so many, her journey was far from enjoyable. Although she was able to travel with her mother and siblings, it was a long, twenty day journey that included spending four days in a very cold room at Immigration. “It was very boring there, we didn’t see the sun,” she recalls. “We were so hungry and it was so cold,” she continues. A fellow classmate made the journey to the United States with her mother when she was nine. This student explained that she travelled in both a car and by plane to reach the United States,

a trip that was “exciting” to take, but also evoked nervous feelings. This student remembers passing through Immigration as an especially difficult part of the journey. She recalls, “They [immigration officials] asked me lots of questions,” she continued, “we stayed in Immigration for four days. We were hungry because we only had breakfast.” Yet another student made the move here after a natural disaster wreaked havoc on her homeland. Although plans were to only remain stateside for a few weeks, after her mother’s friend invited them to stay at his home for the weekend, “that weekend turned into now.” Currently, her home is now safe to return to, but she and her mother have decided to stay. “We are taking this opportunity,” she shares, although it is “only temporary.” For this student, the abrupt nature of the move was especially difficult. “I was expecting to leave for a few weeks [after the storm]. It was all sudden and I never got the chance to say goodbye to anyone.”

Most of these students arrived in the United States into the welcoming embrace of family members who already lived here, but just as they may have been reunited, they were also forced to leave other family members behind. One student left behind his entire family when he left his homeland. The only family member that he had in the United States was his father who had been in this country for ten years. “The hardest part was leaving my family behind,” this student shared. Since his arrival, he has been in contact with his mother and sister at home, but it has now been four years

**CONTINUED ON PAGE 7**

Shelter Island U.F.S.D.  
P.O. Box 2015  
Shelter Island, New York 11964  
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## THE END TO SEXUAL MISCONDUCT?

BY LINDSEY GALLAGHER

I was recently reading *The Week*, when I came across an article entitled “#MeToo: The new McCarthyism?” Alarmed, I immediately read the article and upon finishing, felt quite perplexed. As a supporter of the #MeToo movement, and all women who are demanding to be heard, I was annoyed to hear about the backlash against the movement. These feelings inspired me to share my takeaways from the article...

If you have been paying any attention at all to the news lately, you have certainly heard about the “Time’s Up” and “Me Too” movements (if you haven’t check out the article on page 10). At the Golden Globes, actors and actresses outfitted in black publicized their support for the movements, while at the Grammys, the color of support was white. In these moments it seemed that our society was finally going to address one of its most serious problems: sexual misconduct, particularly of women, often by powerful men. Sexual misconduct as defined by University of Iowa database is “a broad term encompassing any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation.” Misconduct can include any sort of unwarranted behavior: sexual assault—or the physical abuse of another person in a sexual manner, sexual harassment—the use of words and actions to degrade a person because of their gender, and sexual exploitation—taking sexual advantage of another person. As you may have seen with the “Me Too” Movement, victims have been accusing their abusers of more than just rape. In fact, many of the allegations include accusing perpetrators of engaging in inappropriate physical contact and use of language. Sexual misconduct is an extremely critical issue because it involves the blatant violation of a person’s most fundamental rights. More importantly, violation of this sort does not just involve physical violation; to the victim, emotional trauma can be long lasting and mean a lifetime of struggle. Never should there be a time in which people can victimize others and walk away without severe punishment. Another part of the reason why I support this movement so much is because it is all encompassing. The movement is addressing all forms of misconduct and it is helping to create environments throughout all of society where boundaries are clearly defined and respected.

Being that I will be heading off of the

island into the “real world” this fall as a college student, this movement could not be more important to me. I am sure I speak for most people—male and female—when I say that we would like to live in a world where the threat of sexual misconduct is not so ever present. And in the unfortunate event where misconduct does occur, we want people to feel comfortable sharing their stories, so that attackers can be properly brought to justice and victims can be vindicated and begin to recover from such a traumatic event.

In the United States, “1 out of every 6 American women has been the victim of an attempted or completed rape in her lifetime,” according to [rainn.org](http://rainn.org). 99% of these attackers will walk away from the crime without incarceration. Perhaps more alarming is the fact that women are 19% more likely to be the victim of rape and physical violence than males ([thehotline.org](http://thehotline.org)). With these stats, the world we currently live in has women fearing coming forward with their experiences. Yet,



there should be no place in the world where someone should fear speaking out against a violation of their basic rights.

What the “Time’s Up” and “Me Too” movements are seeking to do is empower those who have been affected by not just sexual assault, but any kind of sexual misconduct, to speak out. The time is up for silence, now is the time for victims to speak out and for people to listen, so that attackers can be brought to justice. Now is the time for society to make it clear that sexual misconduct is not tolerated by any means. Now is the time for people everywhere—victims, attackers, anyone and everyone—to learn respect. Men must learn to respect women. Women must learn that it is okay to speak out and take a stand for themselves publicly. And everyone else must learn that people are not defined by these events, that they do not need to know who has been the victim of sexual misconduct, part of learning to respecting others is respecting their

privacy.

Back to the “#MeToo: The new McCarthyism?” article... In the article, there was discussion about the recent developments in the “Me Too” movement that have brought it dangerously close to becoming a witch hunt. It was the creation of an database listing “Shitty Media Men” especially that has made the movement seem like a reincarnation of McCarthy’s Red Scare from the 1940s and 1950s, according to the article’s assertion. On this database, female workers have listed the names of male coworkers accusing them of “various unsubstantiated offenses, from sexual assault to ‘weird lunch dates.’” As the article later explains, the database essentially puts males who have sent inappropriate drunk DMs (social media direct messages) and alleged rape perpetrators on the same list. Putting instances that differ so much in nature on one list is dangerous for males, who can now easily get on this list for simply being ‘weird.’

Being on this list could destroy reputations and careers, even if the allegations aren’t true, as people could believe the allegations simply because the name is on the list. The list actually takes away from the weight of more serious infractions, too. Having no distinction between men who send creepy DMs and men who physically assault women means that the latter of the two is no more damaging than the other. And, this is ridiculous.

It is instances like these that have led to backlash against the “Me Too” movement, and in my opinion, this backlash against the “Me Too” movement is not unfounded. The “Me Too” movement has the potential to bring about tremendous positive change in society, but incidences like this list can quickly corrupt the movement causing it to lose its power. For women to have the ability to speak out about their experiences of sexual misconduct and be heard is incredible. However, when women start to abuse their power, it lessens the degree to

which they will be listened to and it takes away from the potency of the movement. “True abuses of male power deserve to be punished,” says Andrew Sullivan of NYMag.com in the article. This is most certainly true and right now this is what the movement is doing. Women have an opportunity to make a change in how they are treated in society, but if some women begin to abuse the openness (this is not to say that all women who are a part of the movement are abusing their power) of society to take accusations seriously, the movement will most certainly crumble. In the case where instances that greatly differ in the level of abuse are lumped together and even the smallest of infractions can condemn a perpetrator, the movement can certainly become a “witch hunt” or Red Scare. Instead of accusing people of witchcraft or of being a communist, it will become exaggerating small infractions that frame people for sexual misconduct. Don’t get me wrong; all forms of sexual misconduct require punishment. People should know how to hold conversations with others, while respecting the other person’s boundaries. If the person being addressed feels that someone has breached their boundaries, they should be able to have a dialogue. If the behavior continues, then the victim can perhaps speak to a third party about suppressing the behavior, but everyone needs to be responsible. Everyone must be aware of the difference between behavior that is encouraged by them (flirting) and simply strange behaviors (the weird lunch date experience that is named in the article lunch date the article discusses) and deliberate, non-consensual misconduct (rape, language, etc.). The question remains, then, where exactly this line is drawn.

In the future, we do not want this movement to be remembered as another “witch hunt”—we want it to be remembered as a transformative movement that fundamentally changed both the behavior of people in and out of the workplace and how abusers are brought to justice. Don’t just become involved now because your favorite celebrity is a victim. Sexual misconduct is not new, work instead for change for those whose voices have long been suppressed. Help to create a world where everyone’s personal boundaries are respected. And most importantly, if you feel that you are being victimized by sexual misconduct, speak up. There is no better time than now—time’s up for silence.

We would love to hear from from you!  
To contact **THE INLET** call  
**631-749-0302 x144**

Email letters to the editor to:  
[devon.treharne@shelterisland.k12.ny.us](mailto:devon.treharne@shelterisland.k12.ny.us)  
**EDITOR:** Lindsey Gallagher  
**FACULTY ADVISOR:** Devon Treharne

**STAFF:** Henry Binder, Katharine Doyle, Emma Gallagher, Darien Hunter, Justine Karen, Jonas Kinsey, Nicholas Mamisashvili, Lucas Quigley-Dunning, Jane Richards, Jennifer Cooke, Owen Gibbs, Madi Hallman, Taylor Tybaert & Nico Seddio

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## GOVEING ABOVE AND BEYOND

BY LINDSEY GALLAGHER

For those of you who know her, Ellen Gove is a woman of many laughs who is always willing to lend a helping hand. For those of you who don't know her...

Ms. Gove spent her "simple, happy" childhood years in Massapequa where she attended Alfred G. Berner High School. As a kid, Ms. Gove explains that she felt like she "was on the outside looking in." However, these feelings were later assuaged through her participation in sports. "Back when I went to high school we didn't have women's competitive sports, but we had intramurals field hockey and volleyball and I was on both of those teams." Because she excelled in sports, Ms. Gove was part of a leaders club at her school where she and others "were the leaders of women's sports." In her senior year of high school, Ms. Gove was awarded the highest award a woman could receive: the gold key award. Beyond sports, Ms. Gove was also active in her school's attendance office, where she was both a monitor and an aide. Ms. Gove explains that she was so active in high school because "that was what you did—you were involved." Ms. Gove came from a large family and spent most of her free time babysitting or working at her local department store in order to earn extra money.

After high school Ms. Gove got her first job with the American Enka Company where she worked from the Empire State Building for 5 to 6 years. It was in these years that Ms. Gove met her husband, Fred, and soon after she got a job at Wyandanch Public School as the superintendent's secretary. Although "you never knew what was going to happen [at Wyandanch]," Ms. Gove confidently shared that she enjoyed the job because she worked with some "great people." Throughout the years Mr. and Mrs. Gove lived in both Sayville and Patchogue. In 1976, Mr. Gove, who worked as an airline pilot, got



PHOTO BY LINDSEY GALLAGHER  
ELLEN GOVE POSES IN FRONT OF HER CHRISTMAS TREE AT HER HOME IN SILVER BEACH.

a job that required him to be in Connecticut, so the Goves moved to Trumbull. So how, then, did Ms. Gove end up on Shelter Island? It began with Mr. Gove's love of boating. By 1980, the Goves had two daughters and, Ms. Gove recalls, "we came to Coecles Harbor on our boat...we liked it and we came back for two weeks and then we decided that we really liked Shelter Island and our kids liked it as well, so we spent the whole summer here." Of course, like many others have, the Gove family fell in love with the island and for fourteen years they summered on the island on their boat in Coecles Harbor. Ms. Gove shares that her plan was to move full-time to Shelter Island after her retirement, but Mr. Gove was diagnosed with melanoma in 2000, so they remained in Connecticut. After Mr. Gove passed away five years later, Ms. Gove made the move to Shelter Island on her own and she has since remained here. Today, one of Ms. Gove's two daughters, Susan, lives in Trumbull, so throughout the year Ms. Gove spends some of her time at Connecticut with her daughter and her daughter's family. In fact, Ms. Gove feels that her faith and her family are the two most important things in her life, she stating that she doesn't know where she would be without them. Upon facing her greatest challenge of being widowed at age 59, it was

CONTINUED ON PAGE 4

## SERVING UP A SIDE OF BV SAUCE

BY NICHOLAS MAMISASHVILI

Freshman Brandon Velasquez—you may know him by his many nicknames such as "BV Sauce," "Brando," or "Quiznos." Or, you may know him as our JV basketball center, but do you know all there is to know about him?

Brandon has been living on this island for his entire life. He is a long standing member of our school, and an active one at that. He is our center for the JV team, he is also part of the Anti-Defamation League, and DECA—he is even going to DECA states. Basketball is important to Brandon because he "finds it very fun, and it creates a bigger bond between friends." His favorite classes are Social Studies and ELA: "Social Studies because it's fun to learn about

how we became a society and English because it's cash nuggets McFlurSauce." (That sounds pretty good, doesn't it?)

When he is home, Brandon enjoys playing "Fortnite," but when out with his friends, he likes to play basketball at the gym, or get pizza at Bella Vita—his favorite slice being the chicken bacon ranch slice. When Brandon grows up, he wants to travel—particularly to Italy—because he wants to "learn about the history and culture" and because he "finds it very interesting." Brandon is an athlete, a good friend, and a valuable member of our school community—get to know him if you don't already!

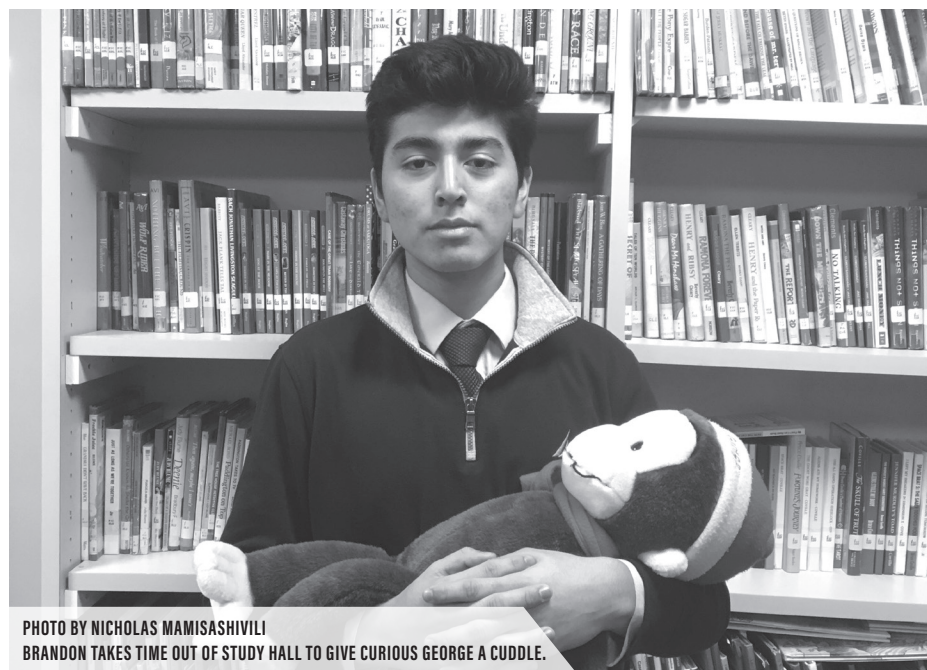


PHOTO BY NICHOLAS MAMISASHVILI  
BRANDON TAKES TIME OUT OF STUDY HALL TO GIVE CURIOUS GEORGE A CUDDLE.

## A CARING, COMFORTING, AND COMPASSIONATE COOK

BY JANE RICHARDS

Mrs. Helene Starzee is one of the faculty members who is there for you all the way from preschool to our senior year, but how much do you really know about her? Mrs. Starzee is not just a school employee, she attended Shelter Island School from the second grade to the twelfth grade, and her four children all attended Shelter Island School as well—her youngest, Phoebe, will be graduating this year.

Since Mrs. Starzee went here herself, she has a unique perspective on our school. During her days in the classroom, Mrs. Starzee says, the school used to have less female sports and was more regimented. The disciplinary system then was simple, she explains, "if you were wrong, you were wrong."

Mrs. Starzee began in the food service industry when she was still a student here, working her very first job at Shelter Island's Carol's Luncheonette. Since that time, Mrs. Starzee has worked various waitressing and restaurant jobs. Mrs. Starzee has always loved cooking and her favorite is Italian food. After graduating high school, Mrs. Starzee attended the Southeastern Academy for Travel and Tourism in St. Lucie, Florida. She says that traveling is her favorite thing to do when she has time off. After college, Mrs. Starzee moved on and off the island four times while working for airlines and travel agencies. Once she moved back to Shelter Island for the final time, Mrs. Starzee got a job at the lunch room of the Shelter Island School in September of 2003.

According to Mrs. Starzee, the hardest part of her position is perhaps not what you would expect— it is not preparing food for the many students who eat in the cafeteria each day—instead it is "reviewing the orders and taking the lunch count, as it is super important to make sure everything is accounted for at all times." Although the job has its challenges, being with



PHOTO BY JANE RICHARDS  
MRS. STARZEE SMILING AT HER USUAL POST IN THE CAFETERIA.

the faculty and children is the best part of the job. Mrs. Starzee enjoys that, "we get everybody from pre-k through twelfth grade everyday [in the cafeteria]." Mrs. Starzee has been working at the school for 15 years now, so she has seen a lot of kids grow up.

Mrs. Starzee loves her Shelter Island community and thinks the best part about it is "the community always reaches out when needed and the island is just so beautiful." Mrs. Starzee loves keeping the community's helping spirit alive by "paying it forward" to others. She says one of her favorite things to do is "to help people secretly, do stuff just to make others happy, I don't need it to be known."

When she is not in school and not traveling, Mrs. Starzee spends time at home with her variety of exotic pets: she has a four cats, one pig, a bearded dragon, and a hedgehog in her household. We are lucky to have Mrs. Starzee, our own caring, compassionate cook at school. The next time you see Mrs. Starzee helping a second grader with a spill or putting aside a smoothie for the student who gets one everyday for breakfast, thank her for all that she does.

## WELCOME BABY THEINERT!

Mr. and Mrs. Theinert welcomed their first child on Saturday, January 27th. Acadia Jolene Theinert was born at 4:42 in the afternoon, weighing 8 pounds 4 ounces. Acadia's uniquely beautiful name is inspired by the national park on Mt. Desert Island in Maine where her parents honeymooned. She is currently 21 inches long, but if her family is any indicator she will be towering over her peers, painting masterpieces, and solving complex math equations in no time!







PHOTO BY JUSTINE KAREN  
NEW SEVENTH GRADER JOHN FEBLES

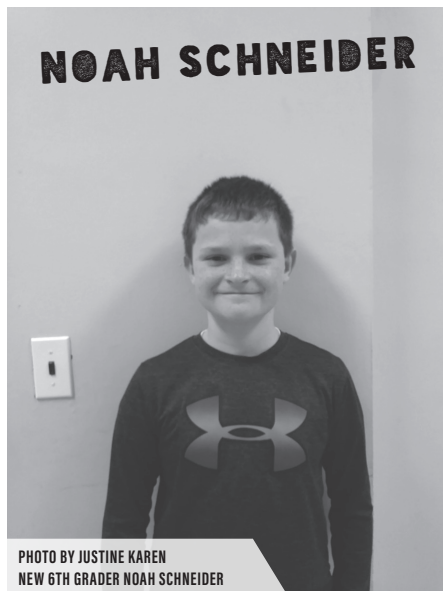


PHOTO BY JUSTINE KAREN  
NEW 6TH GRADER NOAH SCHNEIDER

## INTRODUCING NOAH AND JOHN

BY JUSTINE KAREN

There's a new face in the sixth grade—Noah Schneider just moved up to Shelter Island from Beaufort, South Carolina along with his parents, grandparents, and two cats. Noah's favorite feature of his former hometown were "all of the beaches." However, upon moving here, he looks forward to the "possibility of seeing snow." Well, we can tell you now, Noah, it's certainly more than just a possibility. Technology, or more specifically "Woodshop," is Noah's favorite class. Moreover, he really enjoys playing basketball. So much so, that when he grows up he would like to play for a living.

In the seventh grade, there is another newbie, John Febles. John formerly lived just a ferry boat

ride away in Sag Harbor where he really appreciated the "blend of rural and suburban" atmosphere. He calls Shelter Island "more connected," and enjoys that as well. John comes from a fairly large family, with two older brothers, an eleven month old sister, and a dog. Math is his favorite subject, because "it's challenging, but fun." In his free time John likes to explore around his backyard, finding sticks and then creating things out of them. However, it is History that John thinks he may one day pursuing a career in. If you see either Noah or John around the halls, or in the classroom say, "Hi" and welcome them to Shelter Island!

## MEETING MRS. MICHELLE WEIR

BY JONAS KINSEY

You may have seen our school's speech pathologist, Mrs. Weir before, since her job regularly has her moving throughout the school building. Mrs. Weir may love being a speech teacher now, but that was not her original plan. She first enrolled at Valdosta State University in Georgia in the CPA program, but then changed course and earned a Master's Degree in Communication Disorders.

Mrs. Weir became a member of the Shelter Island School district in 2005. "This was my first teaching position in a school district," Mrs. Weir shared. Mrs. Weir is a Speech Language Pathologist, she describes her responsibilities this way: "I work with students from kindergarten through 12th grade on all aspects of communication." Mrs. Weir's job varies from helping to improve vocabulary and grammar, to helping people understand how to write and speak fluently. She explains, "I help improve vocabulary, grammar, cognition and understanding related to learning, writing and speaking to convey

ideas and thoughts, auditory reception, articulation (sounds of language) and phonology (sounds that have meaning), fluency, etc. I am very proud that what I teach helps my students reach their potential as learners, speakers and writers." Mrs. Weir also shares that she loves to watch her students "become confident people." Her job is very social, she loves having the opportunity to spend her entire day with children and adults. And that is a good thing for Mrs. Weir, as she says, "I could not work in a space where I wasn't able to interact and engage with people." Mrs. Weir often has to re-teach information already taught in class to kids to help them in the process of understanding the material and memorizing it. According to Mrs. Weir, she can really relate to the students she teaches, which is a huge advantage in her department. "I sometimes had to study 2-3 times MORE than my friends and fellow classmates to get good grades because I didn't always get it the first time it was presented in class,"

she said.

Though Mrs. Weir loves working at our school, an unfortunate downside to working here on S.I. that plagues Mrs. Weir and many other teachers who live off island, is the time she has to leave for work. Mrs. Weir's job demands a set time to commute to the ferry, which means she often leaves before her own children even wake up. Speaking of family, Mrs. Weir is married and has 2 children. Her husband, Glyn, is in the New York National Guard, her daughter, Leah, is turning 12 this year, and her son, Luke, is going to be 11. When asked what the family does for fun, Mrs. Weir shares, "When we aren't traveling for the kids' sporting events or enjoying seasonal activities, we are visiting family."

Mrs. Weir is a friendly face who is always willing to provide a helpful hand to any students in need. If you ever have a question for her, her classroom door is always open.



PHOTO BY MADISON HALLMAN  
SHELTER ISLAND'S SPEECH PATHOLOGIST, MRS. WEIR

## A HELPFUL HAND BEHIND THE SCENES

BY JONAS KINSEY

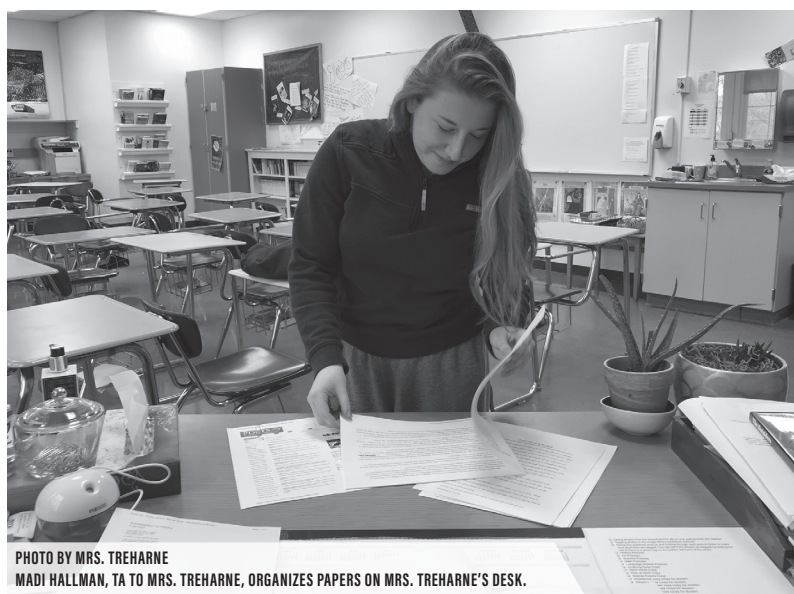


PHOTO BY MRS. TREHARNE  
MADI HALLMAN, TA TO MRS. TREHARNE, ORGANIZES PAPERS ON MRS. TREHARNE'S DESK.

You may be wondering how some teachers are able to get all their work done with so many classes to teach and so many papers to grade. Sometimes, teachers just need a little help to get through the simple stuff, like filing or photocopying worksheets, so they can have more time to focus on lesson planning. For this issue of The Inlet, we decided to ask some of the 13 teacher assistants (TAs) in the school to find out what it's like and how you can become one.

We found out that becoming a TA is quite simple, actually. According to Mrs. Tuthill, all a student needs to do is to be a senior and head over to Mrs. Tuthill's office to request becoming a TA during scheduling time. "After that, I have to get it approved by administration and the teacher," adds Mrs. Tuthill. Now that you know how students become teacher assistants, let's hear from some students who decided to take the initiative. "I'm a teacher assistant for Mr. Brennan," says Justine Karen, "but it mostly consists of doing a lot of test grading for Mr. Miedema." Danny Boeklen is Mr. Brennan's official teacher's assistant and according to Mr. Brennan, "Danny makes copies for me and

usually doesn't mess them up, though sometimes there is an emergency visit to the copy room to fix some things." Mr. Bocca gets help from senior Peder Larsen and explains that earlier in the year, "Peder helped me get new books from downstairs that had been in storage and organize my bookshelf. It saved me a lot of time." A student's role as TA really varies on what teacher they are working for, but for many TAs, the time spent helping out a teacher gives them some extra time to spend with a favorite teacher, is more productive than a study hall, and gives students a peek into what it takes to be a teacher. This is particularly helpful for students who may be interested in pursuing careers in education. Consider becoming a TA when you are a senior—according to Mrs. Treharne's teacher's assistant Madison Hallman, "we laugh a lot together and it is interesting seeing how Mrs. Treharne prepares for her lessons and puts her materials together. I also get quiet time to do my own work if Mrs. Treharne does not have any tasks for me. It is way more quiet and fun than a study hall." More fun than a study hall? Sounds like it's something to check out.

## GOVEING ABOVE AND BEYOND

CONTINUED • BY LINDSEY GALLAGHER

her faith, her friends, and her family that got her through.

After spending twelve years on Shelter Island, Ms. Gove has come to love the Shelter Island community and the unspoiled nature of our island. "I like that it's a very caring, loving community. I never feel alone," she shares. Ms. Gove is also very connected to the nature on the island and she enjoys spending time outside—"in all four seasons"—she made clear.

When she's not connecting with nature, Ms. Gove spends much of her time helping others. She is a member of the Shelter Island Presbyterian Church, she helps members of Alcoholics Anonymous who need it, she was part of the Communities that Care program, she has

taught Guiding Good Choices, she is on the board of the Shelter Island All-Faith Youth Group, and she volunteers at the Eastern Long Island Hospital to name just a few of the things she does. Ms. Gove shared that she enjoys helping others so much because she feels it is what God wanted her to do. "Someone was there to help me along the way, so I'm gonna help somebody else," she said. Ms. Gove also feels that lending a helping hand is "what makes the world go round," so it is up to every individual to "reach out and help one another."

As if she doesn't do enough, many of Ms. Gove's hobbies include being active. Everyday you can find her biking, doing Zumba, going to Pilates, or talking a walk. Ms. Gove especially loves to walk because as she explains, "when Fred was alive we

tried to walk the perimeter of Shelter Island and he would keep a map of Shelter Island and date where we would walk." The couple never finished, so Ms. Gove would love to finish someday. Ms. Gove is an avid traveler as well. Every year, Ms. Gove and close friends Laura Nelsen and Kathy Gooding, travel on their "Grandma's Run Amuck" trip. Some of the places that Ms. Gove has been lucky enough to visit are Alaska, Italy, Ireland, Spain, Peru, the Galapagos Islands, Costa Rica (which is where her other daughter, Jennifer, lives), as well as many of the national parks out west. This April the three grandmas will travel to the Grand Canyon for their annual trip. Ms. Gove loves to travel because as she puts it, "it broadens my horizons, I learn, [and] I love photography." Ms. Gove prides herself on being the grandma who "comes up with the adventure," as the three grandma crew always likes to do "something adventurous." Some of the adventures they have embarked upon include white

water rafting in Jackson Hole, Wyoming, eating guinea pig in Peru, and horseback riding on the rim of Bryce Canyon. As for the horseback riding Ms. Gove says, "It was pretty high up and we were on this thin path and that horse could've just tripped on a rock and we would've been..."

On a final note, Ms. Gove felt it was important to share "we all have stuff we're carrying—challenges—we all have challenges and we're not gonna get away from that. I think that I would rather have an attitude of 'I'm gonna make it' and I'm going to smile, laugh, and just try to get through it the best I can and reaching out and helping others is part of that." When she's struggling, Ms. Gove always takes time to stay connected to her faith, "help someone and laugh, and it all works out." Perhaps we should all take a page from Ms. Gove's book..



# HOW WELL DO YOU REALLY KNOW YOUR FRIENDS?

BY MADI HALLMAN

Our Inlet Staff thought it would be insightful to see what our Shelter Island High School dynamic duos really do or don't have in common with one another. Interviewed below are best friends, Emma Teodoru and Jane Richards, and best buddies, Taylor Tybaert and David Neese. Check out how well these pairs really know each other as we played a quick game of "friendship trivia."

**1. What is your favorite restaurant?**

Emma on Jane: "Il Capuccino"

Jane on Emma: "Il Capuccino"

Both answered correctly about each other.

**2. What is your greatest fear?**

Emma on Jane: "Not being good enough"

Jane on Emma: "Throwing up"

Emma's greatest fear used to be throwing up, but now 'sprickets' (spider-crickets) are her worst nightmare, whereas Jane's greatest fear is not playing volleyball in college.

**3. What is your greatest out-of-school activity?**

Emma on Jane: "Volleyball"

Jane on Emma: "Watching Friends"

Both answered correctly about each other.

**4. What is your #1 show to binge-watch on Netflix?**

Emma on Jane: "Gilmore Girls"

Jane on Emma: "Friends"

Jane answered this question correct, but Emma failed to realize that Jane's #1 show to binge-watch on Netflix is "Riverdale."

**5. What is your favorite food?**

Emma on Jane: "Pizza"

Jane on Emma: "Amy's Organic Pizza"

Both of these answers were wrong. Ironically, Emma and Jane both said their favorite food is pasta.

**6. What is your favorite song?**

Emma on Jane: "Fearless by Taylor Swift"

Jane on Emma: "This Is Why We Can't Have Nice Things by Taylor Swift"

Both of these answers were wrong, but both Emma and Jane chose a Taylor Swift song as their favorite. #SwiftieBffs

**7. Who is your celebrity crush?**

Emma on Jane: "Oh no, it's a hockey player--I wish I had paid attention to his name"

Jane on Emma: "Zac Efron"

Although Emma failed to provide us with the name of Jane's love, he is indeed a hockey player for the Rangers--Jimmy Vesey. Jane answered incorrectly as Emma's celebrity crush is Noah Schnapp from "Stranger Things."

**8. What do you want to be when you grow up?**

Emma on Jane: "Real Estate Agent"

Jane on Emma: "Microbiologist"

Both answered correctly about each other.

**4. What is your #1 show to binge-watch on Netflix?**

Taylor on David: "Stranger Things"

David on Taylor: "The Office"

David answered correctly. However, David's #1 show to binge-watch on Netflix is "Parks and Recreation."

**5. What is your favorite food?**

Taylor on David: "Chicken parmesan"

David on Taylor: "Mexican quesadilla"

Taylor answered correctly. Although, Taylor's favorite food is sushi, not a Mexican quesadilla.

**6. What is your favorite song?**

Taylor on David: "Lemon by Rihanna"

David on Taylor: "Anything by the band Fall of Troy"

Both answered incorrectly for each other. Taylor's favorite song is "The Backwards Pumpkin Song" by DANCE GAVIN DANCE, whereas David's favorite song is "Take on Me" by A-Ha.

**7. Who is your celebrity crush?**

Taylor on David: "Rihanna"

David on Taylor: "Steve Carell"

Both answered incorrectly for each other. Ironically, David's celebrity crush is Chris Pratt from "Parks and Recreation" and Taylor's love is Rihanna (great choice, Taylor).

**8. What do you want to be when you grow up?**

Taylor on David: "Paleontologist [study of fossils]"

David on Taylor: "Psychologist"

David answered correctly, while Taylor was very close to correct. David would love to be a biologist when he grows up.

## DAN MCCAFFERTY BUILDS A BOAT

BY NICO SEDDIO

PHOTO BY NICO SEDDIO  
DAN MCCAFFERTY PUTTING IN WORK ON THE BOAT.

Senior Dan McCafferty has recently taken on a new project. This I realized with surprise when I walked into the school's garage and there stood the frame of a 16 foot boat. When asked how he got started with this most recent project, Dan explained, "Mr. Conrardy came to me and asked if I would like to finish a boat a local islander had began to frame. It looked like a good opportunity because I have been interested in constructing a boat, but it would be unrealistic to frame one with the resources available at the school." So far all the materials Dan has utilized have come from Mr. Conrardy's school budget. Dan's boat building skills are mostly self-taught. In his own words, Dan had "some experience doing this before because I have

been around boats my whole life. The best way to learn how to do something is by tackling it hands on." So far Dan has been, "finishing final details in the framing and correcting any errors I find in the original construction. And, now I am preparing the boat for the next step."

The next step, according to Dan, "is putting on a plywood skin as the hull. This will be one of the biggest jobs. After this, I will fiberglass the entire boat. This will be the most difficult part of the construction." The plans Dan is working with came from the previous owner who printed them offline. Eventually, though, Dan would like to, "take some creative license and stray away from the original plans in regards to finishing the top of the boat. I would like to make a small enclosure to keep you out of the weather." Dan hopes to have the vessel finished by the end of the school year. The boat will be suitable to put an outboard motor on. Dan is grateful that he has had this opportunity as "it feels great to be able to work on something that I actually have a passion for and enjoy, as opposed to wasting my time in a class that I have no interest in." Keep an eye out for Dan this summer, you may just see him cruising by in his new custom boat!

## Shelter Island Drama Club Presents NICE WORK IF YOU CAN GET IT March 22 - 25

### STARRING

- Danny Boeklen as Jimmy Winter
- Hayley Lowell-Liszaniek as Billie Bendix
- Owen Gibbs as Cookie McGee
- Taylor Tybaert as Duke Mahoney
- Amelia Clark as Eileen Evergreen
- Devon Bolton as Max Evergreen
- Bianca Evangelista as Estonia Dulworth
- Abby Kotula & Madison Hallman as Janine Muldoon
- Nicholas Labrozzi as Chief Berry
- Jennifer Lupo as Millicent Winter

Handsome and Charming Jimmy Winter is getting ready for his third (or is it fourth?) marriage. This time he is marrying the beautiful and self-absorbed dancer Ms. Eileen Evergreen, but after he meets rough and tumble female bootlegger Billie Bendix his wedding plans are quickly derailed. Jimmy finds out that Billie and her gang are stashing alcohol in the basement of his Long Island mansion. When Eileen's Prohibitionist family comes to stay, Billie and her gang pretend to be servants at the mansion—let the crazy hijinks ensue.



# GO, FIGHT, WIN! BY ABBY KOTULA

This year's spirit week took place from January 16th to January 19th and although simple, it had great participation! Following a relaxing Monday off from school due to Martin Luther King Jr. Day, everyone came in the next day cheerful and well-rested. Kicking off the beginning of spirit week was the infamous pajama day. Students arrived at school wearing not only your typical pajamas pants, but full on onesies. Some even brought in blankets and pillows to enjoy some nap time during free periods.

On Wednesday many students (and teachers!) brought out their inner twin. By Thursday, the hallways were full tie dye (thanks to the student council hosting a tie dying session) and camo. Last but not least, on Friday, students and teachers alike showed their school spirit by outfitting themselves in the school colors. Student Council was kind enough to host a bagel breakfast in the hall outside the gym. There was a display of bagels with

butter and cream cheese, along with fresh fruit, bacon, eggs, hot chocolate, orange juice, and Mr. Theinert's, world famous "s'mores" pudding.

Spirit week came to a close with a very good game played by the varsity boys basketball team. As a bonus for spirit week, the class with most students attending the game, won a free pizza party! Congratulations to the 9th grade class for the most attendance at the Friday game!



EMILY STRAUSS, PHOEBE STARZEE, LINDSEY GALLAGHER, AND ISABELLA SHERMAN (FROM LEFT TO RIGHT) SHOW OFF THEIR COLORS IN A NICE SENIOR PICTURE ON TIE DYE DAY. PHOTO BY: FRANCESCA FRASCO



MRS. TREHARNE AND MS. COLLIGAN TAKE A QUICK BREAK TO POSE IN THE HUMANITIES HALL FOR A PICTURE ON TWIN DAY. PHOTO BY: FRANCESCA FRASCO

## NATIONAL HONOR SOCIETY WELCOMES NEW MEMBERS BY KATHARINE DOYLE



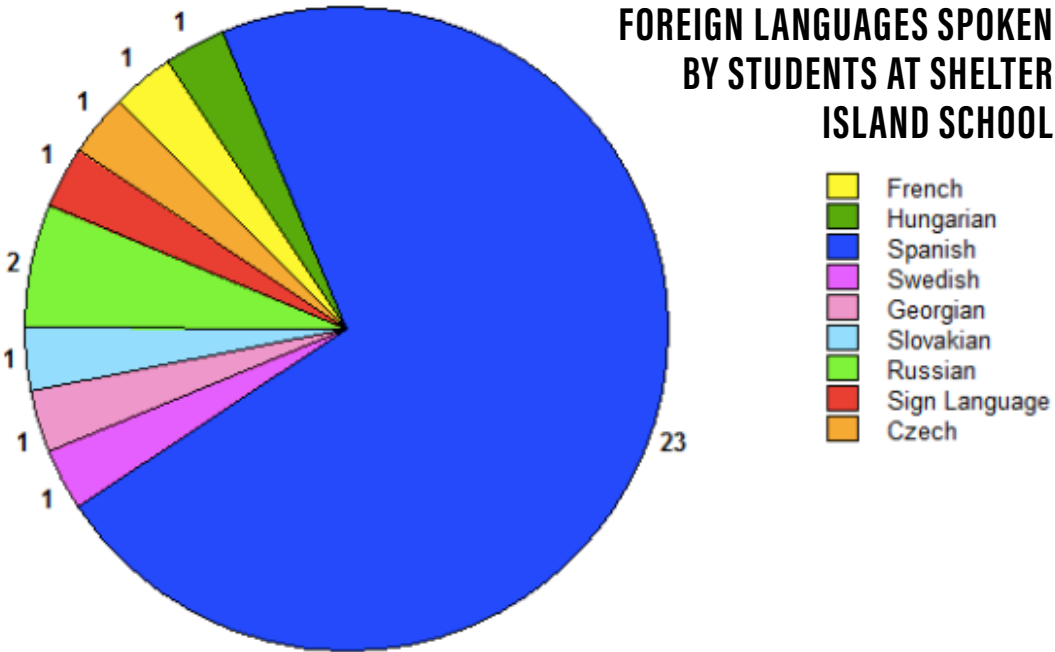
PHOTO COURTESY OF JANINE MAHONEY  
CURRENT NHS MEMBERS WELCOME NEW INDUCTEES AT THE NATIONAL HONOR SOCIETY DINNER.

The National Honor Society is a school organization which works to improve the community inside and outside of the school through their four pillars of scholarship, leadership, service, and character. To become a member of NHS, a junior or senior must have an average of over 90%, be working towards a Regents diploma, have a low absence rate, and be considered an example of the four pillars. Prospective members must go through an application and interview process with an NHS faculty panel in order to be considered.

This year's small but mighty class of in-

ductees were juniors Mia Clark and Michael Payano. According to NHS advisor Mrs. Janine Mahoney, Mia Clark's participation in "Art in the Garden" with children and her involvement at local Hampshire Farm are a couple of the things that made Mia a great candidate. Michael Payano, shared Mrs. Mahoney, is a peer leader in the Anti-Defamation League and has a history of community service at the local Presbyterian Church. Congratulations to Mia and Michael on their NHS membership, we can't wait to see what the NHS has planned for the spring!

## LANGUAGES OTHER THAN ENGLISH IN SIHS BY OWEN GIBBS



At times, Shelter Island gets criticized for lacking diversity. But, did you know that in our small high school (grades 9-12) here on Shelter Island, students are fluent in 9 languages other than English?! Of the 101 enrolled high school students at SIHS, 32 consider themselves

fluent in at least one language other than English. That means, 31% of our high school population speaks more than one language. The pie chart illustrates language and number of speakers of each particular language. Pretty impressive, SIHS!



## WINTER SPORTS COME TO A CLOSE

BY HENRY BINDER

As the ground begins to thaw, and the weather becomes somewhat bearable, this can only mean one thing—a close to winter sports. Whether it be winter track or varsity basketball, all teams have left a positive mark to build upon in the coming seasons.

Throughout the girls indoor track season, runners improved extensively. The team of five appeared fearless despite their numbers. A major obstacle the girls track team will face next year is lack runners. With only five girls on the team, three of whom are graduating this year, the field of runners will be very small next year. Lindsey Gallagher, Isabella Sherman, and Francesca Frasco will surely be missed, as they have been leaders on the cross country and track teams.

The boys indoor track team showed no slowing down this season. Led by senior Joshua Green, and sophomore Kal Lewis, there were times this team was thought to be unbeatable. Similar to the girls track team, an array of different players set new records to prove that they were not messing around. The team will continue strong in coming seasons,

as Joshua Green and Jack Lang are the only seniors currently on the team.

The boys varsity basketball team showed obvious improvement from last year. Their team demonstrated development as they progressed from last years 0-20 season, already having four wins at press time. When this team faced teams which appeared impossible to beat, they worked together and left everything they could on the court. Despite losing seniors Luke Gilpin, Wesley Congdon, and Danny Boeklen, this young and talented team has a bright future ahead of them.

The girls junior varsity basketball team has struggled this winter with a losing season. While facing a variety of injuries, the girls have worked hard to power through. Hayley Lowell-Liszankie, Bianca Evangelista, Madison Hallman, and Emily Strauss will all be graduating this year, leaving the team in a rebuilding phase next year.

Thanks goes out to the winter sports coaches for putting in endless hours and the friends, family, and fans who showed up to every game displaying their “island pride.” Now, on to spring sports!



PHOTO BY LAUREN GURNEY  
LUKE GILPIN IN ACTION DURING A CLOSE GAME AGAINST BRIDGEHAMPTON.



PHOTO BY BRYAN GALLAGHER  
THE SMALL BUT MIGHTY GIRLS TRACK TEAM (NOT PICTURED LAUREN GURNEY).



PHOTO BY BRYAN GALLAGHER  
MICHAEL PAYANO OUTRUNNING HIS COMPETITION AT THE BOYS LEAGUE CHAMPIONSHIP MEET.



PHOTO PROVIDED BY MADISON HALLMAN  
THE GIRL'S JV BASKETBALL TEAM AT THEIR LAST HOME GAME.

# HOW I GOT HERE: CONTINUED STUDENTS' IMMIGRATION JOURNEYS

BY LINDSEY GALLAGHER

since he has seen them, with no foreseeable plan to be able to do so. Another student remembers that the plans to move had long affected his father's presence in his life. His father would split residency every year between the United States and his homeland for as long as this student can remember. When he finally did come to the United States with his father, he had to leave his mother and siblings behind at home. In the beginning, with both he and his father working, it was very difficult. “It was the first time I experienced living by myself. I had always been with my mom, had a hot meal. Now it was, you get off work, you have to figure it out. It was lonely.” For another student, coming to the United States meant she could finally meet her father, who had travelled to the states eight years before she had. The last time she had seen her father was when she was only a year old. “I said to my mom: ‘what am I going to say to my father when I see him?’” she shared. Yet, when the moment did come, any underlying anxiety disappeared, and she “was so happy.” But, now like all of the students we spoke to, she is left missing the family members back in her home country, knowing that no matter where she goes, there will be someone to miss.

These students faced incredible challenges as they made their journeys to the United States, but the challenges were far from over once they arrived. Specifically, making the transition in lifestyles was what many described as the most demanding of the challenges. “The first days were really hard. When you are going to a place where you don't know the language or anybody. You feel scared that someone can say something you won't understand or you will be threatened and you won't understand what they are saying,” one student explained. To another student, this struggle was also familiar: “sometimes I was nervous because I didn't speak a lot of English.” Another student struggled in the beginning, but for a different reason. He said, “I remember the first year was the hardest in the world. We barely had money for food. It was, we eat, or we have heat...we tried to divide it. Every winter gets better for us.” When this student was asked about the hardest part of the transition he responded,

“finding yourself. I have always been a person who likes my privacy. It is such a big moment when you get here—you think it will be a couple of months, maybe a year, but then you realize, it is something you can't fight. You have to keep pushing. You have to stay.”

This student's statement is part of a common thread seen amongst all of the young people who left home to come to the U.S. While they have been able to come to the United States where there are more opportunities, coming here means leaving another life behind. Many of the students shared that they feel “in the middle.” Even as they embrace American life, they feel connected and disconnected to home, almost as if they do not know where they belong. For some, the desire to return home exists, but the ability to does not. “Just try to imagine going somewhere and you have to be there for the rest of your life and you have to mold yourself to fit in with everyone else, but at the end of the day, the memories and missing people always come back, the wanting to be there, but you can't,” is how one student explains this feeling. “I feel out of touch with home, but I also feel out of touch here. It is like feeling left out in the middle,” he admits. He continued to say that in order to get over these feelings he has to move on: “You can't keep yourself attached to something that is not good for you. It only hurts you. If I go, I am putting myself at risk. If I keep thinking about them, it pushes me back. I have to block them.” For this student, moving on means not returning home, even when the desire exists. Another student shares her experiences with the same “being stuck in the middle,” saying: “when I saw a picture of my father in America when I was still in my home country, I wanted to come here [to the U.S.], but now that I am here and I see a picture of my family in my home country, I want to go back there.” One student shares that although coming to the United States was not what he wanted, he now has to live with it: “moving here—it is not what I wanted. It is what I have. I didn't want to come here...but because of the circumstances...I wanted to visit and then go back [home]—that was my plan. But now, I can't go back.” So, he remains here, stuck in the middle.

One of the most powerful messages that these

students had to share was on their experiences with discrimination. One student details his experience with discrimination saying, “I have found discrimination on a couple of occasions, but in a really slight way. It is barely noticable, but at that point when you notice it, it is much better to be quiet.” It is something that this student has become used to ignoring, all part of his “moving on” mentality. Another student explains, “I have been discriminated against, but I don't pay attention to it. Calling me names, telling me to go back to my country. Typical racist stuff.” His response to all of this? “Don't judge anyone because they are here or they don't know their language. You don't know that they had to go through to be here. You don't know their story. Please don't judge. Don't say things that could hurt the other person.”

Though coming to the U.S. and trying to assimilate has many challenges, many of the students we spoke with have come to enjoy many of the aspects of life here. “Sometimes I like it. The work is good,” shares a student who now finds employment doing landscaping and carpentry. One student explains that the summers here are the best part of island life. In her home, the beach is not easily accessible, so having a beach within minutes of her home here is quite enjoyable. She also shares that she admires the houses here and “the trees changing color,” something else that she had never before seen in her home country. Another adds that she has felt “welcomed” when in school. Upon her arrival, one student was struck by the island's beauty and the friendliness of the people. “When I first got here, everyone was welcoming.” Interestingly enough, she notes that the school here is quite different from the schools at her home. Along with the technology available, she explains that at home the teachers “are not that interactive in your needs and if you don't understand something, some teachers just move on.” Here, she is enjoying the half hour period after school where she can visit teachers for extra help. Before coming here, one student “imagined that it would be like the movies—yellow cabs, the Statue of Liberty,” however upon arrival, he ironically realized that the New York City he thought he would love, he hated. “I

didn't know what Manhattan was...I thought New York was a city...I didn't know it was a state,” he also admits, with a laugh.

Many of these immigrant students have high hopes for their futures here in the states. One expressed his desire to “be done with school. Go to college. Get a nice job. Settle down.” This student is in the process of pursuing citizenship, which has been complicated recently due to changes in our country on immigration policies. On this he says, under President Trump, “every Latino person feels less secure. But at the same time, it's only four years. What can he do in four years?” Although this student will not be able to return home as he had once hoped, he is learning to accept the life he leads in the United States. Another student is hoping to “stay here with my family. And never get separated.” This student, however, also hopes to return home again to visit one day. One student adds that she hopes to “travel the world and live in different places all over.” For another student, the future, is quite simple: “I don't really expect a lot...I want what I work for. I don't want more or less. I want my fair share of life. I want to take care of ‘my people.’ That's it.” Looking back on the move to the United States, this student shares that he is unsure the move was worth it. “I'm still in the middle. Sometimes I still think I should be back there [at home]. I should be with my family. There are a lot of things I didn't do, I didn't ask. But I'm here and I have to keep moving.”

All of the students' journeys that we have highlighted are different. Everyone of them has faced significant hardship, and everyone of them is learning how to live in this new place. Even in the small triumphs, there will be struggles. Hearing their stories is important; considering their experiences is essential. In the words of one immigrant student, “It wasn't easy. Not at all. It isn't now and it will never be easy.” Perhaps we, as a school and community, can all work together to make it easier for these students and their families.



## NET NEUTRALITY: FREAK OUT (LESS)

BY DARIEN B. HUNTER

On December 14th, 2017, the FCC, also known as the Federal Communications Committee, motioned to repeal net neutrality despite heavy opposition. Net Neutrality is the principle that internet service providers should enable access to all content and applications regardless of the source, and without favoring or blocking particular products or websites. This means no favoritism towards particular companies, beliefs, or politicians. Without net neutrality, internet services providers can do two major things. First, they can charge you for things they couldn't charge before, such as content and time usage. Second, they can limit your connectivity to certain websites. This means if your service provider isn't in support of your continuous use of Twitter to look at cat

memes all day, or my mass clicking of the random button on wikipedia to procrastinate on that work I have to do, they can make it so loading the site, or using the app, is almost entirely impossible due to its slow speed. But, that's not where it ends, because of the providers ability to determine their own prices, they can charge exorbitant amounts to access those sites at your previous speed.

"Woah, that sounds bad," you say, and it would be, but we have to keep in mind that this has happened before. Since the institution of net neutrality laws in the late 1980s, when the internet became legal for commercial use in the United States, there have been many alterations to reach the net neutrality you know today, despite attempts

to regulate it at many stages; however, the internet as you know it today still exists, and that's because of consumer sovereignty. Consumer sovereignty is the concept where the desires and needs of consumers control the output of producers. This means that if accessing the internet becomes too much of a cost, and/or a pain, you and I, the consumers, will be less likely to pay for it, and though some may continue paying for such a service, it is likely many will stop and search for an alternative. This serves as a call to service providers that their choices have pushed away consumers, which is highly unfavorable. In proof of this, a group of large tech companies/internet service providers known as the Internet Association, consisting of Facebook, Google, Netflix, and other

companies with large stakes in the state of the internet, have announced their intentions to join in with many state leaders, and sue the FCC in response to net neutrality's repeal.

Overall, I think that net neutrality's repeal is not only not surprising, but also not a large concern. Things will change in favor of the consumer, and as long as the consumer desires an open, fair, and affordable internet, it will be delivered. Maybe there's a valid concern in the processes by which things can be repealed and what methods the opposing sides are using to campaign for their side, but things aren't nearly as bad as they seem, so worry less.

## THE TIME OF FEAR: MIDTERMS ARE HERE...

BY EMMA GALLAGHER

All students know that at the end of the school year, they cannot escape the inevitable finals that come just before they can finally get to the beach or head off on whatever travels lie ahead. Finals are certain, so students accept and sometimes even embrace them, knowing that the school year is finally over. However, at Shelter Island, students fear the one word that echoes through the halls in the early winter months: midterms. Why do midterms seem scarier than finals? It is because they are an uncertainty. Many students all together avoid the word in fear of reminding a teacher of the dreaded notion. Why do Shelter Island midterms seem to be shrouded in secrecy for students? I believe I speak for many students when I say that collectively, we would just like to know one thing: are we or are we not going to have midterms?

As many Shelter Island students are aware, in certain classes there are always midterms. In others, however, they remain an uncertainty. From year to year, teachers may change whether or not they want to have a midterm, something I believe allows for too much plas-

ticity. There are times when a teacher may mention a midterm that then never happens, but this still inflicts stress upon students, and this stress in my opinion is unwarranted. There are times when there is a conversation between students and teachers about whether or not a midterm is needed and one day the class is preparing for the exam, but the next week the concept is suddenly abandoned. It is not any one person's fault, but it is an issue worth discussing. Teachers should feel free to run their classes in the way they deem most appropriate, but I believe that midterms should either not take place at all, or more conveniently, be recognized schoolwide and be given a designated block of time when teachers and students can review for the exam and then sit to take them.

Midterms can be very important to both parties. For teachers, they can offer insight as to what the class understands well and what they do not, being a good place to look to for future steps. For students, they offer comprehensive review that can reflect areas where more studying is needed that

can ultimately help improve final exam scores. As a student, I will admit that although midterms can be dreadful, it is nice to know how I am doing halfway through the school year. There may be a genuine reason explaining why midterms are not very structured here at Shelter Island, but if not, I believe we should implement a more structured policy. The school should take one week in the middle of the year, perhaps the last week of January (right before the second quarter ends) to become "midterms week." In the week leading up to the exams, class time can be devoted to review and exams can take place at the end of the week. This week could be scheduled just like finals week, where there are block periods for test taking and scheduled reviews. If a teacher wishes to continue on the curriculum rather than take the time out to have a midterm, they should be free to do so.

Some may feel that midterms waste time that could instead be used to fit in new material before final exams, Regents, or advanced placement tests. However, any teachers that are on track to have a midterm should be asked to

schedule it for a certain week. This way minds are put at ease, and all of a student's classes can be on relatively similar schedules. Students may be more open minded and confident in taking their midterms knowing that there will be no question or surprise about the date of the test. They can then readily prepare and organize themselves accordingly, and teachers the same.

I understand that midterms can be important, more so in some classes than others, and I do not want to be misunderstood as a student complaining about having to do the extra work in preparation for midterms. The issue I am bringing up is that there is no uniform agreement on the procedure. With coordination and collaboration I am sure scheduling could be figured out. Of course, if this does not work out, we can go back to the way that it has been for so long, where teachers are free to have a midterm whenever they see fit. I think it would be nice to try something that has the potential to be beneficial to both students and teachers. Even if nothing is to happen, it is definitely a topic worth bringing up.

## ALL BOOKED: DR. FINN'S BUSY BOOK CLUB

BY DARIEN B. HUNTER

Dr. Finn's second book club of the year got off to a page turning start with the book *Small Great Things* written by Jodi Picoult, the author of *My Sister's Keeper*. This story of a newborn baby that dies after a routine hospital procedure centers on racism and grief. The newborn's white-supremacist grandfather, Turk, blames the newborn's death on an African American nurse whom he had previously "banned" from touching the infant. Turk is a homophobe and a racist and serves as an allegory for

racism in America, while the baby represents purity, untouched by society. Dr. Finn chooses to approach this in "holistic manner, focusing on both the plot elements of the story, and also the reflection they have on us the reader," in her own words. In the case of this book club the "us" was a diverse group of islanders including Shelter Island School's special Education teacher Mrs. Mahoney and owner of Black Cat Books, Dawn Hedberg. By chance, the Shelter Island library was also hosting a discus-

sion on *Small Great Things*, to which Dr. Finn credits the diverse and extensive turnout.

About why she began the book club, Dr. Finn says, "I love to read, I used to be an English major, and I found that when you get people together to start talking about books, they build relationships with you, and you can talk to them." And though in Dr. Finn's previous book clubs she would pick one non-fiction book and one fiction book, so that they could be compared and contrasted, she now

opens the choice up to the returning members of the book club each month to make a genre selection. The book club has chosen its next book, *This Is How It Always Is* by Laurie Frankel. This fiction novel inspired by the author's own transgender child examines the transgender experience while growing up. Grab a copy of *This Is How It Always Is* before the club meets next month so you can join in on the discussion.



ALL DECA'ED OUT  
BY NICHOLAS MAMISASHVILI

PHOTO PROVIDED BY MRS. MARTHA TUTHILL  
DECA MEMBERS ARE ALL SMILES AFTER THEIR COMPETITION.



On January 3rd, Shelter Island students got the opportunity to participate in the Suffolk County DECA competition. DECA is a national business club for high school students and is run at Shelter Island School by math teacher, Co-advisor Mrs. Tuthill explains what students stand to gain through participation in DECA: “DECA is a club in our school that allows students to learn about business concepts and business skills such as marketing, sales, job interview skills, etc. to prepare them for college and a career in business.” Mrs. Tuthill hopes that DECA “gives students an opportunity to learn more about business to help them decide if this is something they want to study in college.”

The DECA competition brings students together from schools all over Suffolk County and tests their business/leadership skills in a variety of areas. Freshman Brandon Velasquez competed in the job interview category and he said he felt his experience was valuable

because “it helps you in life when you apply for jobs, it’s a skill everyone should know.” Brandon continued, “the judges were very welcoming, so it made me more comfortable.” Brandon is looking forward to future participation in DECA competitions. Fellow freshman Jane Richards competed in the “Visual Advertising: Billboard Design” category. Her motivation to compete was “to learn more about the business world.” Sophomore Lucas Quigley-Dunning decided to compete in the “Decision Making in Marketing” arena and was happy with his performance overall.

Shelter Island School should be proud that DECA even came home with some awards. In the job interview category Brandon Velasquez, Emma Teodoru and Lindsey Gallagher; in Decision Making in Marketing, Lyng Coyne; for Wholesale, Tyler Gulluscio; for Public Speaking Prepared, Francesca Frasco; for Retail Sales Demonstration, Abby Kotula and Isabella Sherman. Way to go DECA Club!

AN ELIXIR OF LOVE FOR THE SOPHOMORES  
BY HENRY BINDER

PHOTO BY JESSICA BOSAK  
THE 10TH GRADE IN LINCOLN CENTER AFTER WATCHING THE OPERA.



“Interesting,” “superb,” and “a play worth seeing” are just a handful of remarks made by the sophomore class, which most recently visited the Metropolitan Opera House in Manhattan. Students and teachers trekked to the opera house to enjoy an evening listening to the classic 19th century Italian opera “L’elisir D’amore” or “Elixir of Love.” “L’elisir D’amore,” composed by Gaetano Donizetti, is a 19th century opera portraying the hardships of love.

The opera begins with Adina, a young woman and wealthy landowner, sitting under a tree. Nemorio, a peasant, spies on her from afar as she recites the story of Tristan and Isolde. Nemorino is hopelessly in love with Adina, but knows they cannot be together--as he is poor and she is wealthy. Nemorino’s depression grows and he decides, with inspiration from the story of Tristan and Isolde, that he can only improve his spirits with a love potion. After failing to win Adina’s love by openly

professing it and Adina becoming engaged to another man, Nemorino decides to enlist in the military to gain the funds to buy a “love potion.” After he is sold wine in the name of “love potion,” Nemorino marches up to Adina to tell her what he has done. Adina is touched by how valuable she is to Nemorino--so she disposes of the military contract, breaks it off with her fiancé, and it is happily ever after for Nemorino and Adina.

With the help of English translation at each seat, the Italian opera was fairly easy to follow. Sophomore Maria Carbajal called the opera experience “special” and “fascinating.” Sophomore Kal Lewis added, “many people never are able to attend an opera in their lives, let alone during a class trip.” Having the ability to go to Lincoln Center, and attend a live Italian opera was time well spent; it is thanks to the generous support of the Educational Foundation that the sophomores could experience “L’elisir D’amore.”

“SON OF A NUTCRACKER”  
BY MADISON HALLMAN



PHOTO PROVIDED BY MS. JESSICA BOSAK  
8TH GRADERS ENJOY THE CITY ON A TRIP TO SEE THE NUTCRACKER.

On December 20, 2017, the eighth grade class travelled to the Big Apple to see George Balanchine’s The Nutcracker. For many students, this was their first time seeing a true ballet done in marvelous fashion at the Lincoln Center Theater. Eighth grader Izzy Fonseca shares, “I think the experience was good because you could see something you may be interested in doing in the future—like a ballet dancer or a musician.” That’s the beauty of giving students each year the opportunity to experience a once in a lifetime trip. Band teacher Mr. Keith Brace added, “It is a wonderful experience and gives many children the opportunity to most likely see their first and last real ballet production.” Not only is seeing a ballet a wonderful experience, but the trip

into the city gives students a taste of the fast-paced city life; a culture much different than our island life. But beyond getting a glimpse of city life, the students’ favorite part was seeing the famous ballet. While Olivia Overstreet boldly shared, “It was interesting, but it may be better for older kids because at times it was boring.” But Jerry Card in response to Olivia’s comment chimed in, “but that’s only because some people can’t appreciate real art!” (Priceless.) The ballet might not be for everyone, but getting the experience is something very valuable. And there you have it, The Nutcracker, in a nutshell!

DR. FINN’S MINDFUL MOMENT  
BY JENNIFER COOKE

A mindful moment is a time in the day to pause and be “mindful,” aware, or present. It is like a miniature meditation. Dr. Finn has brought the mindful moment to Shelter Island School mornings via the morning announcements each day. Dr. Finn hopes that the mindful moment “sets a tone for the day” and serves as a “reminder of things that

are important.” Dr. Finn would like to see the the mindful moment become a movement throughout the school. This brief reflective exercise aims to calm students and focus them for the day ahead.

Dr. Finn already had an interest in mindfulness before she joined the Shelter Island School district and practices

it personally. She feels that being able to calm yourself down and recenter yourself are skills everyone needs in everyday life. Dr. Finn is hopeful the mindful moment can bring the school together in a way that is healthy and reflective.



TICK TOCK

BY EMMA GALLAGHER



PHOTO COURTESY GOOGLE IMAGES  
THE MANY FACES OF THE TIME'S UP MOVEMENT.

Each winter, major industries like those of film and music honor the accomplishments and performances of our favorite stars at celebrated awards shows like the Golden Globes, the Grammys, and the Academy Awards, to name a few. One of the reasons we love these awards shows so much is to see the best and worst dressed A-listers hit the red carpet.

The outfits always manage to appear all over social media platforms and become fashion icons. However, this year, when the Golden Globes came around, something was different. Instead of the typically vibrant and eye-catching colors we all normally expect, almost every celebrity pulled up to the show wearing one color, black.

Whether or not you watched the 75th annual Golden Globes this January, I'm sure you have been hearing for quite some time now of all of the celebrities who have opened up about their stories exposing personal experiences with sexual harassment and assault. Everyday it seems the numbers of named sexual predators continues to grow. Of course both men and women can be victims and predators, but the amount of women coming forward right now has brought about a new era. The stories of men are not to be overlooked, and the movement brings to the surface just how many people have been impacted by sexual assault. This movement has been named the "Time's Up Movement" to represent the end of the secrecy and acceptance of abuse. The "Me Too" hashtag comes hand in hand with the movement,

created for individuals to tell their own stories or offer support to others who have. Powerful women with big names in entertainment have come forward with their own stories to inspire others to do the same. To support the movement, many celebrities wore black or "Time's Up" pins to the Golden Globes, and white roses to the Grammy Awards.

Many of the powerful acceptance speeches throughout the Golden Globes brought the subject to light, and none more so than Oprah Winfrey's. She was the first black woman to receive the Cecil B. DeMille award for lifetime achievement, and used her acceptance speech as a platform for awareness and a call to action. To a standing ovation, she ended her speech by saying, "A new day is on the horizon, and when that new day finally dawns, it will be because of a lot of magnificent women, many of whom are right here in this room tonight, and some pretty phenomenal men fighting hard to make sure that they become the leaders who take us to the time when nobody ever has to say 'me too' again." The gravity and impact of her passionate and moving speech have led to cries of "Oprah 2020."

However, what is most important now is that other people, like Winfrey, who have such influential voices continue to speak for those who cannot. The end of this movement is nowhere near close, and I believe it will not stop until change for all has truly come about. Because celebrities are the source of many news stories and are icons in our celebrity obsessed society, it is important that they use their fame to make a real difference in not only their own industry, but for the global greater good. So, when you are watching any one of the famous celebrations, admire the bravery and motivation of so many that will be remembered for decades, rather than gush over the extravagant and short-lived gowns. If the Oscars air and show us a sea of black, let us put our hands together for the courage and passion for taking initiative these celebrities illustrate. If this movement has the ability to change the lives of so many by displaying undeniable support and by warning predators that their "time is up," then who really cares about the material gowns anyway?

THE PERFECT PLAYLIST

BY LUCAS QUIGLEY-DUNNING

In order to have the perfect playlist, you cannot forget to add in some hip hop and rap. In case you are lacking in these two musical genres, I present you with 15 fire hip hop/rap songs that your playlist needs now.

1. "Patek Water" by Future and Young Thug featuring Offset: This is a great track because the beat is very smooth and the collaboration of these two rappers works so well.
2. "Danger" by Marshmello and the Migos: Marshmello, a well-respected DJ, creates an exceptional beat in this song; that along with the Migos trio's voices, make this song a banger.
3. "Ric Flair Drip" by Offset and Metro Boomin: Out of all of rap/hip hop producers, DJ Metro Boomin is the best of the best, and the beat in this song shows just that. Offset is a lyrical master, so this one is a great song to dance to and get your groove on.
4. "Saved" by Ty Dolla \$ign featuring E-40: Even though this song is a couple of years old, it doesn't mean that it isn't great. Ty Dolla \$ign has a great voice, making this track a classic.
5. "Big Bidness" by Big Sean and Metro Boomin featuring 2 Chainz: This song is on this list because the beat goes really hard, and the smooth voices of Big Sean and 2 Chainz make it a playlist must-have.
6. "Pills and Automobiles" by Chris Brown Featuring Yo Gotti, A Boogie Wit Da Hoodie, and Kodak Black: Chris Brown is usually a R&B singer, but he dropped this song with some rap stars and it works.
7. "Walk on Water" by Eminem featuring Beyonce: Eminem, who is one of the best rappers of all time pairs with always popular artist Beyonce, so this song was bound to be a huge hit immediately.
8. "Bad and Boujee" by Migos featuring Lil Uzi Vert: This was voted the number one best selling hip hop/rap song of 2016. Do I need to explain further?
9. "Congratulations" by Post Malone featuring Quavo: Post Malone is a rising star in the rap world and R&B singer Quavo is a member of the rap trio the Migos. This collaboration is smooth.
10. "All The Stars" by Kendrick Lamar featuring SZA: SZA is a popular R&B artist who brings a nice vocal to this song--this paired with acclaimed rapper Kendrick Lamar's great rap verse means you have to hear it.

11. Patiently Waiting by 50 Cent featuring Eminem: The two rappers in this song are in the top 5 rappers of all time in my opinion. This song might be old, but that doesn't mean it isn't good. Check it out.
12. "One Man Can Change the World" by Big Sean featuring Kanye West and John Legend: This song is a true fusion of R&B and rap featuring three huge names. The catchy chorus with a soft rap in between is just part of what makes this one my personal favorite song over the last 3 years.
13. "With You" by Fetty Wap and KDL: Fetty Wap has been out of the rap game for a while, but he came back with a great song with one of his best buddies KDL.
14. "Havana" by Camila Cabello featuring Young Thug: Camila Cabello is a pop singer who recruited rapper Young Thug for this collaboration. This song was number 1 on the billboard Hot 100.
15. "XO TOUR LIF3" by Lil Uzi Vert: This song also captured number one on the hot 100 list and is in the lineup to win song of the year by the Billboard company. Make sure this one makes your playlist so you understand what all of the hype is about.



PHOTO COURTESY GOOGLE IMAGES  
LIL UZI VERT, JUST ONE OF MANY GREAT ARTISTS TO CHECK OUT WHEN MAKING YOUR PERFECT PLAYLIST.

WHAT'S WITH THE WIFI?

BY ABBY KOTULA

Ever wondered why the school wifi doesn't work as well as you'd like it to? Imagine all the time you've wasted waiting for something to load on a school device. Well, these days are soon to end because this year our school is looking to expand the wifi speed and accessibility.

You may ask, why is the wifi so slow at the school? The current wifi speed is due to how many devices are on the network. This can really become frustrating to teachers because so much class time is wasted on trying to get students on to the desired website. Mr. Brigham explains that we currently have our wifi maxed out on devices with a total of 542 devices. This includes all

chromebooks, desktop computers, and all school iPads--no wonder why it's so slow.

In the beginning of the year, our tech team replaced almost all of the classroom's smart boards with new LED television screens or interactive touch screens. This was funded by the Smart School Bond Act, which our school's Board of Education decided to invest in a few years ago. This project allows the school to purchase learning devices such as interactive whiteboards, computers/laptops, and other tablets like our iPads. The act also allows the school to install and/or enhance high-speed wireless or broadband internet connectivity throughout the entire school. Yet, all of these devices

are also working on the same slow wifi network, making the problem worse. But never fear, there is an expansion planned to occur within the course of the year that will not only speed up the wifi, but raise the maximum number of devices allowed on the network. Part of the plan is hopefully going to include starting a second network for guests. However, there are a few challenges to this task, as security and safety are priorities. Currently, the school wifi is protected under the rocket system, a system that filters explicit or inappropriate content, including images, videos, ads, and websites themselves. The rocket system is not going to be removed from the current wifi system,

nor will it be left out of the created guest network. This security feature is part of the Children's Internet Protection Act, or CIPA, which basically states that if the school's internet is protected with the right security, which it is, the school can get funding from the E-rate program, a program that gives school's grants and discounts for internet and telecommunications. Part of this act may even allow the school to purchase more devices for school use.

If this plan for expansion pulls through, not only will the wifi be faster and access easier, the school may get a guest wifi network for students', teachers', and visitors' phones. Now that sounds like a plan to me!



SENIOR THESIS TOPICS 2018

BY NICO SEDDIO

Senior thesis topics take a lot of special consideration. Seniors will research and write about their topics for months and then discuss and defend these topics and accompanying assertions in their OCE (Oral Comprehensive Exam) presentations in the spring. Checking out senior thesis topics each year is always interesting, and this year is no different. Check out this eclectic mix:

- Dan McCafferty:** Methods of wooden boat building
- Elijah Topliff:** Tom Brady's status as the best NFL quarterback of all time
- Issie Sherman:** The effectiveness of PTSD treatments for military veterans
- Lucio Martinez:** Mental health and background checks for private gun users need to be more stringent
- Phoebe Starzee:** The use of service dogs for persons with disabilities needs to be expanded
- Wes Congdon:** All public school students can benefit from vocational technical education
- Caitlin Binder:** School personnel needs to be better trained in handling depression in students
- Josh Green:** Women in professional sports deserve equal pay

- Jack Lang:** Catch shares in commercial and recreational fishing protect overfishing
- Alex Molina:** Public schools in the U.S. should provide bilingual education to Spanish speaking students
- Darien Hunter:** Recovery issues in the sexual abuse of adolescents
- Danny Boeklen:** The importance of pilot boat operation in marine navigation
- Hayley Lowell:** Misperceptions regarding anxiety disorders
- Francesca Frasco:** College athletes should not be paid
- Lindsey Gallagher:** How media coverage of serial murder has led serial killers to become celebrities in America
- Emily Strauss:** The negative effects of homework and how it needs to be improved and evaluated to be more productive
- Bianca Evangelista:** How to integrate Spanish speaking students without segregating them
- Justine Karen:** How Watergate introduced an era of "entertainment politics"
- Madi Hallman:** The need for unstructured play in school settings
- Luke Gilpin:** Rap/hip hop as modern protest music
- Sarah Lewis:** The case against de-extinction
- Peder Larsen:** High schools need to take a bigger role in preventing substance abuse

COLLEGE ACCEPTANCES

BY OWEN GIBBS

As we get closer and closer to graduation, the seniors are moving closer to solidifying their post graduation plans. Many of this year's seniors are choosing to pursue a college degree. Many students have been accepted into college already while some are still waiting for letters to come in the mail. We only have one senior who is committed so far, but we are sure to hear more seniors committing soon. The seniors are eager to hear back from their schools and head off the island to welcome new opportunities. Below are all the colleges that this year's seniors have heard back from as of February 5th, way to go seniors!

- Caitlin Binder:** Norwich University, University of New Hampshire, Stony Brook University, Elmira College, Quinnipiac University, Southern Connecticut State University
- Bianca Evangelista:** Drexel University, Rutgers University, SUNY at Buffalo
- Madison Hallman:** High Point University, Flagler College, Florida Gulf Coast University
- Sarah Lewis:** Unity College, University of Vermont, Castleton University, SUNY Oswego, SUNY Binghamton
- Luke Gilpin:** Providence College, Ithaca College, Rhodes College, University of Loyola Maryland, St. Louis Campus in Madrid

- Francesca Frasco:** SUNY Oneonta, Johnson and Wales, LIU Post, SUNY Delhi, Colby-Sawyer College.
- Lindsey Gallagher:** Washington University in St. Louis
- Emily Strauss:** SUNY New Paltz, Keene State College, Ithaca College, Quinnipiac University
- Justine Karen:** Brooklyn College, University College Dublin
- Hayley Lowell-Liszackie:** SUNY Oneonta, SUNY Cortland, LIU, Adelphi University
- Isabella Sherman:** The Citadel, Norwich University, Bluefield College, University of Bridgeport, Coastal Carolina College
- Ray Wesley Congdon:** Penn College, Pennsylvania Institute of Technology
- Phoebe Starzee:** SUNY Cobleskill, and SUNY Delhi
- Jack Lang:** Franklin Pierce University
- Darien Hunter:** Stonehill, Alfred University, SUNY Oneonta, Mount Saint Vincent, Quinnipiac University, Union College
- Danny Boeklen:** SUNY Oswego
- Byron Molina:** Suffolk County Community College
- Elijah Topliff:** SUNY Delhi, SUNY Alfred State

THE COLLEGE COLUMN: A NEW INLET FEATURE

In this new 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, as discussed below, 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.

CAMERON CLARK: COLLEGE IN CANADA

BY TAYLOR TYBAERT



PHOTO PROVIDED BY CAMERON CLARK  
CAMERON CLARK ENJOYS THE GREAT OUTDOORS IN KELOWNA, BRITISH COLUMBIA, WHERE SHE ATTENDS COLLEGE.

Cameron Clark, a member of Shelter Island School's class of 2015, is now a junior at the University of British Columbia in Kelowna, British Columbia. Kelowna, located north of Washington state, is an 8 hour flight from JFK and quite far from Cameron's Shelter Island home. So, how did she wind up there, attending college in a foreign country so far from home? It was an unlikely path, and one that she did not initially plan on.

As a senior, Cameron had her heart set on the College of Charleston in South Carolina, but in an unexpected move, Charleston accepted Cameron for its spring semester—giving her the option to begin college with a study abroad semester at the University of British Columbia (UBC). After careful thought, though unconventional, Cameron decided to go for it and study abroad in the fall of her freshman year, with plans to join the student body at the College of Charleston in the spring. What Cameron didn't anticipate was just how UBC would capture her

heart. "I instantly fell in in love with the area and all the people," she shares. And, for Cameron, there would be no looking back. Cameron decided UBC is where she would stay. "Best decision I've ever made, honestly," is how Cameron now describes that fateful choice. She now considers herself a part of an "international student community" and says she has been "exposed to not only Canada's culture, but dozens of other cultures as well." Cameron adds, "I've gained amazing perspective on so many worldly issues directly from people who grew up in the countries I had only before heard about on the news—Syria, France, Israel, and Egypt, to name a few." And, in these cross-cultural experiences, Cameron feels she has been able to dispel American stereotypes, too. "I've had the opportunity to address the stereotypes and opinions people from these countries might have towards Americans," she explains. These things would not have been possible had Cameron returned to Charleston, as planned.

Cameron is majoring in marketing management. And, though in many ways her education in Canada is similar to that of an American university, there are many other differences. She explains, "The first thing I noticed is there are no sororities or fraternities on my campus. Also, I've been legal to drink alcohol in British Columbia since I was 19, so the social culture in that respect is completely different from a stateside school. There's no football team here or many traditional American sports teams; instead all my friends go skiing and snowboarding every weekend and renting a chalet for a weekend with all your friends is a normal occurrence. As for school, the major difference is that you're learning things from a point of view that isn't Americanized, so that can be cool. I took an American history class last year and there were no underlying layers of patriotism or anything, it was just the facts."

Cameron does not deny that there is a challenge to being so far away from home. She shares, "I think all universities students feel challenged by being far away from home, but for me, being so far, it really amplifies it. In regards to things like grief, school stress, and loneliness for example, which are all normal things to experience in college due to one thing or another, I've had to learn how to reach out to school resources and unlikely friends because my family can't come to my rescue, even if they'd really like to. At the end of the day, learning how to ask for help has been an awesome part of being so far away." This may be a lesson for Cameron forged through struggle, but she knows that it is one that will help her greatly as she becomes an independent adult.

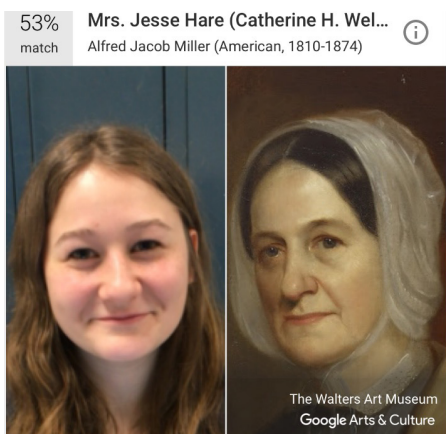
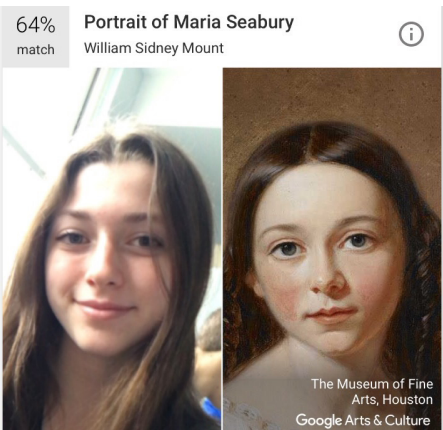
Cameron finds it hard to pinpoint the best part about being in Canada, but says, the "poutine (a dish of french fries and cheese curds with brown gravy) and the people" are what really make it special. "Even the not so great people in Canada would be considered nice by New York standards," Cameron jokes. And, even though she thought she might be done listing its virtues, Cameron quickly adds, "Also the fact that the American dollar is worth more than the Canadian helps a lot, oh, and the mountains are amazing as well. I live in such a beautiful area."

Cameron's Canadian college experience has been wonderful so far and she is on track to graduate in June 2019. She doesn't worry about American employers being unfamiliar with UBC if she decides to return stateside. Cameron did her homework, so to speak, and explains, "UBC ranks among Brown and McGill University globally with alumni such as Justin Trudeau. I'll be fine in that department," she says with a wink. She admits that she may have had a "crazy roller coaster of learning experiences" that sent her to Kelowna, but she cannot say enough how much she recommends other students investigate study abroad opportunities—whether it be for a semester or an entire college experience. "Study abroad! You will get different experiences, perspectives, meet unlikely new friends," Cameron nearly shouts, "Experiencing different cultures is so important. America is great and beautiful in so many ways, but the world is bigger than you could ever think and there are so many possibilities out there." Possibilities that sometimes we seek, and sometimes find us, as in the case of Cameron's Canadian college path.



# GETTING CREATIVE WITH CULTURE

BY EMMA GALLAGHER



These photos were generated by Google's new app, "Google Arts & Culture." The app was created with the collaboration of museums who share collections of photographs, videos, artwork, and manuscripts. Google encourages users to "Meet the people, visit the places and learn about the events that shaped our world," through the app. This particular feature, "Search with your Selfie" allows you to take a picture of yourself and then compare it to all of the historical paintings and portraits within the app that look similar to your face. Check out how our students and teachers match up with historical icons of the past!

