

## **The Junior Research Project**, by Rossanny Then

What can I say about the most dreadful experience in the short lives of juniors? The Junior Research Project is the most stressful, fearful, and most apprehensive semester that juniors have ever experienced in their entire time in high school. Is this project the worst idea the school has come up with, or do the students make it sound horrible? Does the school expect us to succeed in this requirement along with our other demanding classes? Junior year is the most nerve-racking time with SAT's, state testing, and junior courses, especially chemistry. Why not add a research seminar to see if the students can graduate from high school? Although the junior project is stressful and time-consuming, it also helps juniors become more responsible.

The assignment is to choose a topic of the student's picking and investigate it and find different aspects of information about it. The most important aspect is that the students should choose interesting topics that will be fun and informative. After a reasonable amount of information is collected, the students are expected to compose a well developed paper of at least six typed pages. Many students find the paper is the most stressful part because they have to create an attention-grabbing introduction, followed by a profound thesis and a detailed body, and a summarizing conclusion. The paper has to be executed in the MLA format, with a bibliography- citing page that relates to all the quotations. In the paper the students have to include two different interviews relating to the topic.

The final step is preparing a creative and enthusiastic fifteen minute power point presentation summarizing the most important aspects of the research. This power point has to be presented before a panel of judges who determine whether students pass or fail the graduation requirement.

During this process for the research paper, I was one of a few lucky students. Mrs. Goff was my research teacher. She was really enthusiastic, and she overcame many obstacles to make the papers outstanding. For example, Mrs. Goff helped me narrow my topic to "schizophrenia" from among many mental illnesses. She gave me ideas about whom I should interview for my project. Moreover, she gave me many references and led me in the right direction when I was lost. In essence, Mrs. Goff enabled me to survive the entire process of the junior research paper.

While I was writing my paper, I had to call some sources to see if I could get interviews. This part was

very apprehensive for me since I was very shy and nervous, but I really needed interviews to complete my paper. In the end I succeeded in finding four interviews, all voicing different opinions on the topic "schizophrenia."

Next, I had to develop a power point presentation. In this I had to decide on the important details. I also had to make the power point appealing and creative. Days of practice and tension followed. Finally, the dreaded day of presentation arrived. The halls were filled with anxious juniors practicing their presentations. After I passed, I felt sorry for those juniors who had to repeat this course.

## **Advisory Program**, by Mary Khang

On Wednesday, December 2, 2008, Classical initiated its advisory program. Since students need a guide to their academic futures, advisory sessions were created and are held for twenty minutes on alternate Wednesdays after homeroom period.

Every two weeks with new topics to discuss, advisories take place in homerooms. At the most recent session students were notified that progress reports would be sent home to their parents. The information that was sent home would allow guardians to understand the progress of their children. Marks such a "S" for satisfactory, "U" for unsatisfactory, and "I" for incomplete describe the students' standings in classes.

In the past advisory sessions sophomores and juniors learned about their PSAT scores. The homeroom teachers explained the meaning of the scores. As a result students were able to understand their performances.

The second advisory meeting took place on December 17, 2008. At that time study skills and test preparation were reviewed by the instructors. The classes were instructed to list ten tips that could be used to increase academic performance. The objective of this time was most useful to freshmen who were not yet familiar with mid-terms and final exams. Advice such as study groups, study buddies, and good study environments was proffered to students. This advisory session allowed students to understand how to prepare for upcoming academic events.

In conclusion, the progress reports, PSAT scores, and study habits have been discussed in the recent advisory sessions. These were topics intended to help students improve their schoolwork.

## 2008 Anthony Medal Contest

### Laura Landau-Second Place Female

*“Treat a man as he is and he will remain so. Treat a man the way he can and ought to be, and he will become as he can and should be.”*

*-Goethe-*

When I was ten years old, my cousins and I put on our annual play for our grandparents. It was a musical starring my cousin Ashley as a midget who couldn't grow. She sang a parody to Annie's "Maybe," that we wrote: "... Maybe I will grow and maybe I will shrink" ... and she stood on her knees the entire time. As the musical progressed, her mother, whom I played, took her to various doctors who prescribed solutions such as eating only long foods and stretching every night. It was the last doctor, though, who finally found a cure: let the girl sleep in a full-sized bed instead of the shoebox she was using. Only one week later, Ashley was a normal girl playing basketball with all of her friends and finally living the life she wanted.

This was one of our more creative plays, but the lesson is so simple: if you give people a chance to do what they should, they will "grow" into better people. At ten years old, I didn't see much beyond a funny play, but now I see that lesson applied in every aspect of life.

Recently, I learned a story that perfectly embodies this quotation. A man was taking the subway home from work and was getting ready to stop at his usual diner to get something to eat. All of the sudden, a teen-aged boy with a knife came up to him and demanded his wallet. The man handed him his wallet and the boy turned to go, but the man stopped him. "Do you want my coat, too?" he asked. The boy was confused. "If you're going to be mugging people all night, you're going to need a coat." The boy accepted, but before he could go, the man stopped him again. "Let me buy you dinner, too. You can't mug people on an empty stomach." The boy was reluctant but followed the man to the diner where they ate, and the man was greeted warmly by the entire staff.

"Why are you being so nice to everyone?" the boy inquired. The man told him that he had been taught that everyone deserved to be treated well. He explained that he needed his wallet back in order to pay for dinner, and after receiving it, he handed the boy a twenty dollar bill in exchange for his knife. The boy, now knifeless, took the man's coat and money and thanked him for everything he had done. Maybe he went home and got another knife to continue to steal, but maybe he took the night off. The important part is that the boy saw something new, a goal, and he even learned how to get there.

Treating people well cannot always guarantee that

they will reform; but had the man in the story simply treated the mugger like trash, he would have no chance of improvement. So many people blame their environments for the way they act. Imagine if every person was shown kindness and knew that in order to live the life they want, all they have to do is treat other people the same way. The Bible says to treat other people the way you want to be treated. The key to this is that no one wants to be treated badly, and therefore everyone deserves equal and good treatment. If we treat everyone with kindness and respect, they will learn to reciprocate. Maybe this doesn't always work, but if we continue to treat a man "as he is," we can be certain that "he will remain so."

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### Derek Lombardo-Second Place Male

*"First in the Family"*

Nobody in my family has completed college. There, I said it, want to judge them? Do it. Say they are a bunch of failures. Mock them. See if I care. I am different. I have the chance to be the first person in my family to get a college degree and get a job that pays better than minimum wage. And you know what? I will succeed. I will be the first person with my last name to get a great education. In my family, you don't go to work in a nice suit. You don't need nice shoes or gelled hair. My family is about only one thing: hard work.

Take my dad, for instance. He and my grandfather are the hardest workers I know. My dad dropped out of high school in the eleventh grade to join construction. He wakes up at 4:30 every morning at his house in Connecticut, feeds the pigs that he raises as a hobby, goes to the gym, then makes it to work by 7:00 a.m. He works his ten hour construction shift, drives all the way back to Connecticut to feed his pigs, and still has time to be the best dad in the world. He has a very successful life, but he works his tail off for it. If he had stayed in school and gone to a decent college, he would be in a suit going to work instead of a pair of ripped old jeans and dirty boots. I drive up to his house every weekend to see him and help him with his yard work, and every time he tells me, "Son, if you don't want to do this for the rest of your life, go to college." I always reply "I plan to, dad."

Then, there is my beautiful mother. She works two jobs just to support me, and she does a great job. She is another huge inspiration why I want to succeed in life. If I do end up with a good job after college, I am going to buy her a house and take her on a vacation that she deserves to go on. She completed high school and went to college to become a nurse, but she soon dropped out and started her own restaurant. She sold her restaurant,

got laid off from her other job, and she even had a run-in with the law. But after all of that, she still leads a very successful life. If it wasn't for her pushing me to get through high school, I don't know where I would be. I doubt that I would still be sitting here in my senior year at Classical, just weeks away from graduating.

If it wasn't for my family and their hard work, I wouldn't be where I am. I have learned from my family, and now I am on the path to a greater education.

## Some Thoughts of Juniors

Foreign Languages, by Colin Bomster

Classical has a very large language department. It offers Latin, Japanese, Italian, French, and Spanish. This variety gives students the opportunity to learn about and explore new cultures.

I believe that Latin is a very good language to study. Because it is the root of Romance languages, it helps the student to understand better. Taking Latin can help the student to comprehend the roots of many English words.

Classical is the only public school in Providence that offers Latin.

Japanese gives students a chance to learn a language that is out of the ordinary. The Japanese language not only sounds different from most other speech but also has very different characters.

The broad range of languages at Classical affords students many opportunities to learn about many cultures.

Sports, by Jose Fuentes

Today, Classical has a variety of sports. The most popular are soccer, football, volleyball, and basketball. The one that I like the most is soccer. In the past we had great soccer teams, but this year it was impossible for us to win another championship.

This year's soccer team was a good group, but we needed to have a better execution. We needed to practice drills so that we could know what to do in all situations. We also needed to have team chemistry so that we could cooperate on the field.

Diversity, by Jennifer Jackson

Classical is a very diverse school. Many nationalities attend this school: Liberians, Cape Verdians, Dominicans, Laotians, Italians and so many more. All these groups blend very well.

Classical has many Hispanics: Bolivians, Mexicans, Columbians, Puerto Ricans, etc. They take great pride in their cultures.

Classical also has many Asians: Laotians, Thais, Chinese, Japanese, etc. Often these different groups share

the foods of their unique backgrounds.

Another group is the blacks: Liberians, Nigerians, Haitians, Ghanians, Cape Verdians, etc. These people display the pride of their heritages as they speak their respective languages.

All these people mingle peacefully in the classrooms of Classical

Problems of Classical, by Graciela Morales

Classical is the best high school in Rhode Island. However, it has some problems: old material that needs replacing, pests that nest in the building, and graffiti.

Some of the materials that students use are out-dated and falling apart. Central, that was renovated last year, has more up-to-date materials.

Like many old buildings Classical has some pests: rats and cockroaches. Discarded student lunches are their main source of food.

If Classical could acquire new materials and eliminate the pests, it could truly be labeled the best school.

Junior Research Project, by Lissa Pierce

I do not think that the junior research project is the brightest idea that the school department has come up with. I feel that this project takes up too much time that can be spent on something more useful. Juniors are very busy with school, sports, jobs, and AP classes.

Besides being time-consuming, this project is not interesting to most students. Nobody wants to expend time doing something he/she does not enjoy. It is also expected that students will arrange contacts for information from the outside world. However, most adults do not have time to give to the junior research project.

The school department needs to create an activity that is not so demanding for juniors.

Favorite Classes, by Luis Merida

Out of all the classes that students take, most choose foreign language as their favorite.

First, foreign languages are varied. Students may select one language from five.

Second, through foreign languages, students learn insights into other cultures. Besides the mechanics of the languages, students learn about customs, dress, and behaviors of the speakers of the language studied.

Third, most students of a foreign language realize the usefulness of knowing another language besides English. In a country as diverse as the United States, English is not the primary language of many persons. Because of this situation some individuals need translators.

## **From the Athletic Director's Desk**

Robert J. Palazzo C.A.A.

The fall 2008 season was filled with many success stories. The Classical Girls' Soccer team, the Classical Girls' Tennis team, the Classical Girls' Volleyball team, and the Classical Girls' Cross Country team all won city championships in their sports. Moreover, the Classical Girls' Field Hockey team was awarded the Rhode Island Interscholastic League Sportsmanship Awards for their sports. This is one of the highest honors that can be bestowed on a team, for it is voted on by opposing teams and officials.

Without a doubt, the fall season belongs to the Classical Girls' Volleyball team with the grandest finish by a girls' volleyball team in Classical's history. These girls made it to the finals of the Division One state championships and finished second to LaSalle. These champion volleyball girls have won back to back state championships in Division Two. Based on Classical's division, this was the highest finish by the Purple.

At this time I would like to congratulate David Comerford and Brennan Johnson for being nominated for the Cox Sports Award for their outstanding performances this fall.

## **Victorious Girls' Volleyball in Division I, by Mary Khang**

Four years ago, the Classical Girls' Volleyball team was Division II state champions. In November 2008 the Classical Girls' Volleyball team was planning to become champions in Division I. Things were looking good for the Purple as the girls' volleyball team defeated South Kingstown in the play-offs, 3-0.

The South Kingstown team was tall and intimidating; but when the Purple served, spiked, and used its wits, it was the Classical team which was truly intimidating. The bleachers of Classical High were overflowing with Purple fans. The crowd cheered and gave the volleyball players the energy that they needed to win. Near the end of the third set, North Kingstown's best player was hurt, and the crowd already knew that Classical was going to the semifinals.

Classical faced off against Coventry at URI in the semifinals. The volleyball team started the game successfully, keeping a five point lead. This time the crowd of Purple fans was limited; but to empower the present girl volleyball players, past Classical volleyball players cheered wildly. That night Coventry lost to Classical, 3-0. As a result Classical was off to the finals.

On the night of the finals, the great, cheering crowd hoped that Classical would win. Brennan Johnson, who is a senior, is Classical's MVP. She gained the honor of being named first team, all-division and first team, all-state. As a libero, Tina Seng achieved the honor of

second team, all-state. Krystal Morrison, who is a hitter, received third team, all-state honors. Jessica Ho, who is a setter, gained first team all-division honors and second team all-state. Overall, members of the Classical Girls' Volleyball team are well rounded in their offense and defense.

With two intense victories Classical really wanted to win the state championship. These girls were excited and really longed to give LaSalle its first loss in two seasons. However, LaSalle prevailed.

## **Classical Girls' Tennis Team**

At the end of the season in the fall, the Classical Girls' Tennis team was crowned city champions. The girls' tennis team also won the prestigious Interscholastic League Team Sportsmanship Award.

## **Classical Girls' Field Hockey**

Classical Girls' Field Hockey team was awarded the Team Interscholastic Award. This is one of the highest honors a team can receive.

## **All Division, All Class Selections**

Brennan Johnson-volleyball  
Jessica Ho-volleyball  
Tina Seng-volleyball  
Krystal Morrison-volleyball  
James Fargnoli-soccer  
Keith Cortez-soccer  
Alejandro Ampuero-soccer  
Laura Fortunato-tennis  
Sarah Kelly-tennis  
Dena Kaye-Phillips-tennis  
Shannon Simonelli-soccer  
Patricia Wise-soccer  
Jaren Johnson-soccer  
Masha Paul-soccer  
Martin Gallogly-x-country  
Franklin Santos-football  
Robby Baldazard-football  
David Comerford-football  
Alain Moise-football  
Mezo Cooper-football  
Timothy Phok-football  
Oludare Joseph-football  
Damien Nance-football  
Fustavo Reynoso-football  
Catarina Merolli field hockey  
Emily Grande-Savick field hockey

## **All State Honors**

Brennan Johnson-1st team, all state volleyball  
Jessica Ho-2nd team, all state volleyball  
Laura Fortunato-2nd team, all state tennis