

**Getting an eye into Anatomy**  
*Continued from page 2*

brain and remember its parts is better since they see them first hand," said Mr. Schleder.

Many students felt that if they hadn't done the dissections but rather just did a worksheet or book-work they would've had a harder time remembering everything along with doing well on the test.

Just ask Joe Apigo: "If it weren't for the dissections the test would've been a lot harder than I already thought it was."

Students used the following tool to examine each different dissection, respectively: scalpels, Kelly forceps, goggles, rubber gloves, a probe and pins for labeling.

First they get into groups of around three people, when they receive the outline for the experiment. At the bottom of each outline there is a word bank in which they cut out each word, which is is a part in the eye, so they can later match it.

Some of the parts they look for include the iris, the retina, the cornea, the ciliary body (a muscle) and many more.

After that they remove the fat from the outside of the eye. Then they begin a cross section when they cut the eye in half.

Junior Sebastian Velasquez said his favorite part was "without a doubt cutting that eye open and getting in there."

Once they had the eye open they removed each part they had to. "It was pretty cool, being able to take each part of the eye out and actually be able to see and hold it," said McCherney.

To end the year and wrap up the whole body, Mr. Schleder's second and fifth hour anatomy class will dissect a baby pig.

By performing these dissections students agree these have helped them understand the body. As for the future doctors in the class, it seems this is a good first stepping stone for their future

**Getting Egg-ucated About Osmosis**

**By: Haleigh Beedon**  
Staff Writer

Students were cracking up in Biology recently. But it wasn't from jokes.

Mrs. Volpe, a Biology teacher, recently had her students do an experiment that involved an egg.

In this experiment, sophomores had to use different liquids, such as vinegar, corn syrup and water, to observe the processes of osmosis and diffusion. They were supposed to learn how water and other liquids move through a semipermeable membrane.

This experiment was four days long. First, they had to record the initial mass, weight and circumference of the egg, so they could compare it to the changes that each liquid would cause to it.

On day one, they soaked the egg in vinegar.

"We had to wash the egg off after the vinegar and measure the three things as before," Amanda Gorr, a sophomore, said. "Then, we let the egg soak in corn syrup for a day."

On day three, they let the egg soak in just water and for day four they took final measurements and noted the var-

ious changes from the beginning, between each day, and until the end result.

Gorr thought the whole experiment was really interesting and she liked to see how the egg changed throughout each day.

"I learned that different substances make the egg's shape and texture different by performing osmosis through its shell," Gorr said.

Amanda Job, also a sophomore, thought her experiment went smoothly and said it was neat to see all of the different states the egg was in.

Job said, "I learned that depending on the substance about the egg, it dictates what the egg looks and feels like."

Something Job also observed was that the egg never went back to its very first state because of what it was in the day before. The substances either shrank or filled the egg. Everyone in the class thought the experiment was cool and that it was very informative.

Since this is Mrs. Volpe's first year teaching Biology at Richmond High School, she had never done this lab

before.

"I thought the experiments went great and it was awesome because it was my first time doing it," Mrs. Volpe said. "The students loved seeing the changes with the egg."

Both Job and Gorr thought Mrs. Volpe did a good job although it was her first time. They said she helped and she even got to observe the changes for herself.

Some may ask, what did they do with the egg after all everything?

Well, after all of the parts of the experiments were done and after the students observed the changes, they threw them into to snow so they could see the inside of the egg.

The yolk and the whites of the egg were visible through the "skin" of the shell to disintegrate. The yolk became solid.

"It was strange to think that we worked with the egg and we finally got to see what was going on inside of it the whole time," Job said.

Mrs. Volpe thought all of the experiments came out great and she was really happy with the results.

**Choir World is All About That Bass**

**By: Haley Fortuna**  
Staff Writer

Hidden voices at RHS are finally being heard.

There has been talk of starting Men's Chorale at RHS for years.

However, it has never been put into action, until now. The boys of the choir are eager to get the opportunity to be a part of this melodic group of singers.

Daniel Seguin, sophomore, was determined to make the Men's Chorale happen this school year.

"Every year I wanted to have a boys equivalent to the current Women's Chorale and every year I'm told it can't happen, but when I went to Ms. Neumann, she liked the idea a lot. So it's finally happening," Seguin said.

The idea of a Men's Chorale was music to Ms. Neumann's ears.

Ms. Neumann, choir teacher at RHS, said in an email, "I enjoy the work ethic of this choir. I've never had a group of talented guys like this who love to sing. They WANT to sing so badly, they are willing to make room in their busy schedules to meet after school... that is AWESOME!"

Men's Chorale allows young men to enjoy learning pieces of music more focused on male voices. There's no treble with this group. The singers who make up the choir are eager to learn the music given to them and do what they love to do: sing.

Clayton Maksymuk, a freshman, said, "I'm looking forward to working with a small group of people

who want to learn how to sing."

Jaret Gil, a sophomore, feels similarly about being a part of the group. He is excited to finally have choir fit into his busy schedule.

"This is such a great opportunity because taking choir as a class just doesn't fit into my academic schedule but I really enjoy choir and now I can sing while getting all of my credits," Gil said.

Gil has previously been involved with middle school choir and musical theatre. He has performed as Lumiere in Beauty and The Beast Jr. and as Aaron Shultz in the high school's performance of Legally Blonde. Men's Chorale hits just the right note for Gil.

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**The Man, The Myth, The Legend: Beau Brockett**

**Kaitlyn Milliken**  
Staff Writer

The freedom of writing from one's own thoughts, inspiration, and will is something to be admired in kids these days. Today, many teens have grasped this ability to write and depict their thoughts, feelings, and dreams into words. Famous young authors such as Anne Frank, Mary Shel-

ley, and Matthew Lewis have been the historical inspirations for adolescent writers even now.

In order to keep this flame of writing motivation burning, Scholastics created a way to give back to these inspired teens and help encourage them further by giving out special awards.

It so happens that Beau Brockett, a senior at RHS,

was an inspired teen awarded by Scholastics for his works.

"I was really amazed and surprised that I would have even got a silver key. I was blown away from the outcome," he said.

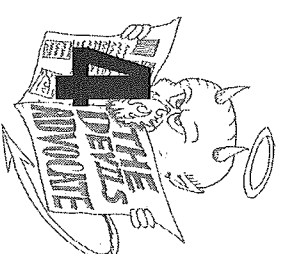
Of these writings, Beau won two Silver Keys and two Honorable Mentions from the writing competition out of 2,100 entries.

He won a Silver Key for his journalistic writing "New Superintendent Hopes to Polish 'Hidden

Gem of Macomb County'", which was about the new superintendent, Mr. Walmsley. The second Silver Key Award was for his other journalistic writing

"Classes Give Students Top Thrill Dragsters", which was about the anatomy dissections and physics roller-coaster experiments that took place in December. "I was overjoyed to know that I won two Silver Keys."

Beau's Honorable  
*Continued on page 6*



# Oh Say Can You See... Hinojosa and Riggs

By: Nick Thomas  
News Editor

Seniors Anthony Hinojosa and Lauren Riggs have recently been recognized for their performances of the National Anthem prior to sporting events.

"It was nerve-wracking," said Hinojosa. "Knowing I had to sing in front of all my peers is really nerve-wracking."

Riggs also added that she was very nervous as well. "But now its a piece of cake," said Riggs.

One can only imagine how nervous both Riggs and Hinojosa were. Singing the National Anthem is not an easy task.

However, Riggs and Hinojosa aren't amateur singers. Both Riggs and Hinojosa have been singing since they were little kids

"I've been singing for as long as I can remember, ever since I was a little girl," said Riggs.

Riggs' inspiration for singing comes from Celine Dion and Whitney Houston. Both Celine Dion and Whitney Houston were popular stars when Riggs was a little girl.

Hinojosa's inspiration comes from someone different than a popular

celebrity; Hinojosa's inspiration for singing comes from his dad.

"My dad was in a band when I was young and I always wanted to do that," said Hinojosa.

Hinojosa is in choir and continues to sing and improve his singing to reach his maximum potential in his singing.

"Choir has helped me control my voice and use different techniques.

Bravado is one of the things I've learned in choir, and to sing more with my diaphragm rather than my throat," said Hinojosa. "Bravado is when you make your vocal cords move up and down in pitch."

Everyone has a way to get thoughts off their mind. For some people this could be playing a sport or listening to music. For Riggs, this is singing.

"Singing helps me relieve stress and get my mind off of stuff," said Riggs.

Singing is a great way for Riggs to get her mind off of stuff and "get away" from the stresses of life, but singing can also be used to express thoughts and feelings.

"I like singing because I can express a lot of feelings when through music," said Hinojosa.

There are so many components

that have to come together in order to perform the song. For example, singers need to memorize all the words to a song before performing it, so how do singers memorize all those words?

"It takes a lot of repetition," said Hinojosa, who records his songs on his smartphone. "I practice the songs as much as I can before I have to perform it. I also go back and listen to my performance the night after and see what I'm improving on and what I still need to improve upon."

Both Riggs and Hinojosa are very talented singers and could pursue a career that involves music and singing if they want to.

"I've always wanted to have music or singing involved in my career since I was little, but it all depends on the next two or three years," said Hinojosa. "When I got to college I know my perspective on what I want to do will change. Right now I want to go to college to be a musical professor, but I also kind of want to be a chiropractor."

Riggs, on the other hand, plans to go to college for music and theatre. "I plan on going to school for pre-musical theatre," said Riggs.

Riggs has auditioned for pre-musical theatre at Southern Illinois University and was accepted by the school for both academically and musically.

"At the audition they were going to take five out of 60 and I was one of the five to get accepted," said Riggs. Riggs also has an audition coming up with Point Park University and has been accepted academically already, now she just needs to get accepted musically.

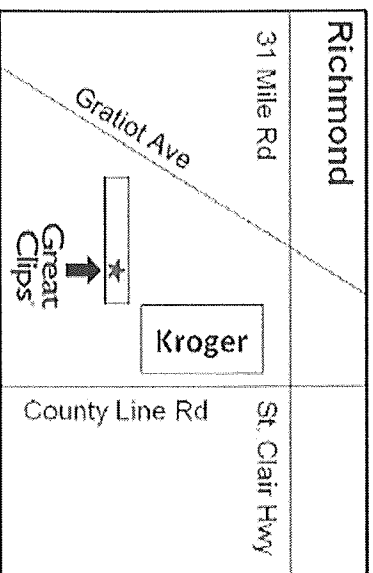
Hinojosa has sang the National Anthem eight times, seven of which were here at RHS and one at the Super Sixteen Wrestling Meet; Hinojosa will also be singing the National Anthem at the Palace this weekend for individual states.

Riggs has sung the National Anthem five times all of which have been at RHS prior to sporting events.

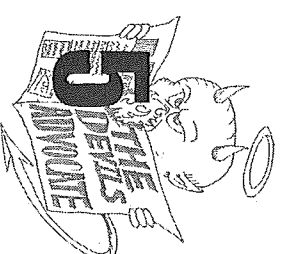
Both Riggs and Hinojosa have a great passion for music, and both have recently been recognized for their performance.

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**Choir World**

*Continued from page 3*

Andrew Caporuscio, a sophomore, also joined the group because of a scheduling issue. "I couldn't take concert choir as a class because I have to get my other credits in. I'm really happy I can be involved in choir and still get all of my other credits."

This isn't Caporuscio's first time participating in an ensemble at RHS. He was a member of the concert choir last year.

"The Men's Chorale is different from my past choir experience. With this group, we have a lot more freedom with song choice and rehearsals are filled with people that want to be there and sing," said Caporuscio.

For Max Leesch, the group has made his senior year something memorable. Leesch said, "It's neat to see the idea finally happen."

The singer can walk out of the doors of RHS knowing he was a part of the very first Men's Chorale.

They have dabbled in songs such as, "In your" by Jason Mraz and "Duke of Earl" by Gene Chandler. These songs are to be performed at the spring concert. With "Music through the Decades" being the theme in mind, these song choices are a perfect fit for the ensemble.

"I really like Duke of Earl because it has some really good harmonies," said Leesch.

The young men aspire to take their group to the next level in the future. They're anticipating attending solo and ensemble next year.

Solo and Ensemble is a competitive event where solo singers or small choirs are given the opportunity to sing in front of a judge and be rated. The rating given is based on the number score given to them by their judge. Judges are given a rubric with five categories including tonal beauty, musical elements and expression. The ratings are as follows: Superior (30-28), Excellent (27-24), Good (23-18), Fair (17-12), Developing (11-6).

With their initiative to do their absolute best, a superior rating may be in their reach. Seguin said, "With hard work and a passion for music we should excel and do very well at solo and ensemble."

These young men are moving up the scale with solo and ensemble and the spring concert in their future. Their voices are finally being heard.

**By: Emma Gillem**  
Staff Writer

As the middle of the year approaches, the time has come that all 11th grade students will have to take the ACT.

Each year, during the first week of March, all students of each grade have two days off, besides the juniors who will be here taking the test.

"It freaks me out that it is already here," Junior Rachel Leach said. "I still remember freshman orientation with all of the teachers talking about how fast it comes and they were right considering it is next week."

However, some students have already taken practice ACTs. "I took it in February," Leach said. "It was hard to get everything done in such a

**New Science Wing Offers Bright Futures for Students**

**By: Maximilian Leesch**  
Staff Writer

As the new science wing addition has been completed, students and staff alike eagerly are planning to take advantage of all the new changes the wing offers.

Superintendent Mr. Walmsley is excited for what is in store for the school's future. He intends to expand on the workings of the new addition, instilling more AP science courses. Mr. Walmsley said, "I want to create a math/science center."

The wing was officially opened the 26th of January and moving from one lab to four, this change has proven to be of benefit for both students and staff.

Because of the new equipment and technology, students are able to engage in activities that were previously difficult to execute. "We can do so much more than we've been able to," said Principal Mrs. Michon.

Anatomy and Chemistry teacher Mr. Schleder said kids seem to be more engaged and positive about their education due to the change.

"The atmosphere is better," he said. Mr. Schleder also added that it is easier now to conduct multiple labs for multiple classes at the same time. The table and counter space alone are a huge help. He said, "It's the way it's supposed to be."

Mr. Birkrmeier, Director of Curriculum and Technology Integration, said that "technology is the way of today."

He believes that the change will ignite some students' passion for science and math. "We're hoping that we're going to excite some students," he said.

With the new technology, there are components that make it easier for students to work in groups. A few of the rooms contain "more group-oriented half moon tables," said Mr. Walmsley.

From the storage space, the workspace and prep space, students are able to efficiently conduct hands-on experiments without the hassle of not having enough room. This allows for students to learn from experiencing rather than observing. "We will be doing more engaging activities," said Mrs. Michon.

After the Bond was passed last year, the start of the new wing had begun. Multiple contractors were required to successfully construct the addition, but with this came obstacles. Communication proved to be a challenge to overcome.

With minor obstacles at hand, anxiousness for the wing's completion became a significant factor in its development. "Waiting was hard," said Mr. Birkrmeier.

Once the obstacles were managed — following the wing's completion — the science teachers began moving their classroom items into the new rooms. These rooms already came with state-of-the-art equipment and materials. Mr. Schleder said, "It's totally awesome."

The science teachers all put in a lot of their own time into making the classrooms appropriate for students to use. "It was hectic at first, but everything worked out fine," said Mr. Schleder.

There are high hopes for students as they leave high school, and with the new equipment, those hopes are looking promising. According to various studies, kids are shown to learn more by *doing* rather than

*watching*. With the technology integrated in the labs, students are able to engage in more hands-on activities.

Mr. Walmsley believes that students will be able to retain information better with the new equipment in a way that will prepare them for what lies after high school. "It's not about memorizing and remembering facts anymore," said Mr. Walmsley.

For the future of the students, the education they learn at Richmond High School is essential for the careers of tomorrow. Mr. Walmsley said, "Employers are looking for people who are problem-solvers."

With the updated technology, the facility's infrastructure can now put us at an advantage when compared to other local districts. "We can compete with big schools," said Mrs. Michon.

A major influence on the design of the addition were the science labs at L'Anse Creuse. The architect, with input from the teachers, made small changes to L'Anse Creuse's design. "We designed what we wanted," said Mrs. Michon.

The wing turned out to be nearly what was expected with some minor changes made. "The overall vision of the lab is what we had planned," said Mr. Birkrmeier.

Mr. Walmsley hopes that the change will bring more students and families to Richmond, essentially "promoting the small town atmosphere," he said.

He wants to capitalize on the changes and hold a ribbon cutting for the wing this Spring. As Mr. Walmsley had said before, "There is a hidden gem here."

**A Real Test of Knowledge:  
The ACT**

short time."

The time of the test is what makes it difficult. What one does with the time is how they will finish the test in time.

However, the school does have ACT practice booklets that are available to anyone taking it. There are also many online practice test that are available to everyone including number2.com,

Junior Andrew Hamel found these practice ACT's very useful.

"The practices test and booklets made me kind of aware of what I was going to be expecting," Hamel said.

Many of the juniors have goals they are reaching for while taking it. "When I think of the ACT I think

its future implications and how my score on it matters so much to get into a good college," Hamel said. "Other than that, I feel pretty confident because I already took it once and I know what to expect."

Senior Carolyn Schweiger gives some tips for the juniors taking the ACT.

"Don't be freaked out and intimidated; that is the last thing you want to be," Schweiger said. "If you are nervous it is only going to make it harder. You just need to be relaxed and try your best."

Hearing what the seniors have to say about it and what to do and not to do can be very helpful. Hearing what they did while preparing and doing during the ACT, can be very helpful to the ones taking it this

year.

"I've talked to some seniors and they have all given me the same advice, which is a relief if they all did the same thing and got high scores," Hamel said.

The more complicated parts on the test most juniors think will be is the math and science. They believe the easiest will be reading and writing.

"It's not that I am bad at math, but with having so little time, that's what is going to hurt me," Hamel said. "At Least for the writing and reading as long as I have a good idea of what is going on, I think I will be fine."