

# THE ADVANCED PLACEMENT ENGLISH



## YEARBOOK 2005-2006

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# THE ADVANCED PLACEMENT ENGLISH YEARBOOK 2005-2006



**A Production of the  
Advanced Placement English Class,  
Clayton A. Bouton High School**

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This Yearbook is available online at  
<http://vcsd.neric.org/hs/english/apenglishweb/default.htm>

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*Cover Art and Section Art: "Cherry Tree in Four Seasons" by Michael Myers*



# Introduction

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The fourth year of this yearbook represents a graduation, of sorts. Four years of introductions, four years of papers, four years of gripes about Return of the Native, and it still keeps on going. Four years of teaching about literature and writing, four years of projects and assignments, and it still rolls on. The thing that is most evident throughout the years, though, is that, no matter what class sits in front of me, the product of the work shines through. No matter how many times they complain, or laugh, or fire the sarcastic barbs at the front of the room, the papers continue to shine.

As a class, AP English asks students to read literature that they're (usually) not enthused about, and to critically assess the work in the form of the essay. While it mirrors typical college fare, the class has the unique element of being presented in a high school setting. The hurdles are there, but, in the end, the results are worth it. Students leave being able to write about literature, but they also are able to tackle a difficult text.

Glancing through these pages reminds me why I do what I do: the student writing. These collected essays do more than just show off what the AP English students do, but, rather, display the fruits of a year of growth as writers, thinkers, and critics. These students have sharp and questioning minds. Whether they move into other fields or continue their education in English (hey, it *has* happened!), the work seen in this volume is proof enough that they will be able to compete as top-notch practitioners of the language. That is my goal, after all, to produce writers and thinkers.

Enjoy the papers. Whether they're writing about Pride and Prejudice, Medea, or any of the host of other texts we read (see the next page for a full list), there is a voice and energy that comes shining through. This book represents what AP is all about. I am proud of the work of my students represented here, as I am proud of them.

Sincerely,

Brian Stumbaugh

P.S. - I have included a brief reading list on the next page to remind students of what we read over the course of the year!

# ADVANCED PLACEMENT ENGLISH READING LIST

<b><u>DRAMA</u></b>	<b><u>POETRY</u></b>	<b><u>FICTION (novel &amp; short story)</u></b>
<i>excerpts from Aristotle's Poetics</i>	<i>Poetry Selections from:</i>	<u>Dubliners</u> by James Joyce
<u>Antigone</u> by Sophocles	William Blake	<u>Return of the Native</u> by Thomas Hardy
<u>Oedipus</u> by Sophocles	Samuel Taylor Coleridge	<u>Pride and Prejudice</u> by Jane Austen
<u>Medea</u> by Euripedes	William Wordsworth	<u>Heart of Darkness</u> by Joseph Conrad
<u>The Lysistrata</u> by Aristophanes	Percy Bysshe Shelley	"Knoxville: Summer 1915" by James Agee
<u>King Lear</u> by William Shakespeare	George Gordon, Lord Byron	<u>Wuthering Heights</u> by Emily Brontë ( <i>summer</i> )
<u>Othello</u> by William Shakespeare	John Keats	A Saul Bellow novel of your choice
<u>Doctor Faustus</u> by Christopher Marlowe	"Dulce et Decorum Est" by Wilfred Owen	<u>Seize the Day</u> by Saul Bellow ( <i>optional</i> )
<u>Death of a Salesman</u> by Arthur Miller	"Patterns" by Amy Lowell	
	"In a Station of the Metro" by Ezra Pound	
	"Blackberrying" by Sylvia Plath	
	"The Lake Isle of Innisfree" by W.B. Yeats	
	"Sonnet XLIII" by E. B. Browning	
	"Qual Donna Attende A Gloriosa Fama" by Petrarch	
	"Sonnet LXXIII," "Sonnet XVIII," and "Sonnet CXVI" by William Shakespeare	
	"The Writer" by Richard Wilbur	
	"I Heard the Learn'd Astronomer" by Walt Whitman	



# PASSAGE ANALYSIS PAPERS

Part of our work in AP was to look very closely at the words, the essential building blocks of literature, writers choose to place in their texts. A close analysis of the words in individual passages, much like our look at the impact of literary techniques or elements on a work, can unlock the secrets of how a writer achieves a specific effect. Students were asked to read and analyze a series of passages throughout the year, and the result was a series of three short papers analyzing the work of some of the greatest writers of the nineteenth and twentieth centuries. The passages and authors are listed below:

1. Richard Wilbur's "The Writer"
2. Walt Whitman's "I Heard the Learn'd Astronomer"
3. *from* James Agee's A Death in the Family

## Passage Analysis Papers

Shane Becerra, "*Life's Journey*"

Matt Belgiovine, "*World's Beauty*"

Stephen Kohler, "*Brilliant Fools*"

Adrian Michalski, "*A Southern Mood*"

Quinn Tompkins, "*Think Outside the Box*"

Jessica Giglio "*Jovial Innocence*"

### **Shane Becerra** **"*Life's Journey*"**

*Yes, the year is over. It is a time for celebration, but more importantly for writing during my free time. Yeah right! As if I haven't written enough of that this year. Alright, I may have complained enough while I was doing it, but I can now look back on all the writing I have done and realize one thing, I have gotten faster. Sure my writing has improved, but the time in which I write papers has dramatically increased. This is helpful for a person like me who relies on the wonders of procrastination to get through an academic curriculum. However, I am hoping that next year this speed in writing will combine with good, solid writing that will all be put to use about a week before the paper is*

*due. This way, I will have the time I need to skillfully craft an opening sentence, and possibly paragraph, that will truly grab the reader. I realize my sarcastic humor can be too much to take sometimes, so it's time for some sap. As much as I truly hate writing, I know it's a skill that everything else in academia builds off of and next year I am going to miss the friendly and encouraging atmosphere AP English 12 creates. I will be thinking of all of you, especially Mr. Stumbaugh, as I sit down to write that first college paper next year. But hopefully, it won't be at twelve o'clock the day before it is due.*

## **Matt Belgiovine** ***"World's Beauty"***

*For anyone who has ever received a birthday card from me, you know that I have trouble writing letters – it seems like anything I write will seem corny, and it makes me uncomfortable. Well, now it's everyone's birthday, but just one card.*

*So I've probably known each member of the class, on average, thirteen years. I don't really know how accurate that number is, and honestly, anything before seventh or eighth grade is a haze to me. This last four years, though, WHAT A BLAST! I've had a great time, and it's been because of the people that I've been surrounded by. I can only hope that everyone had as much fun as I have had. I will miss you all next year and for years to come. The great times we have had together will not soon be forgotten. Good luck to everyone in the years to come.*

## **Stephen Kohler** ***"Brilliant Fools"***

*Well, the decks have been shuffled and cut, the cards have been played, prizes have been taken, and we're in the endgame. And what a crazy game it's been, full of sudden reversals, topdecks, and more than a few surprises. Looking back, I know I'll never forget my years at Voorheesville. (As much as I might want to forget certain events, ☺) I've spent my entire school career in the Ville', but I've been able to see outside our rather sheltered bounds, thanks mainly to my desire to play a "kids" game long after the cool factor expired. Not that my experiences inside school haven't changed me as well, of course. In the last two years especially, I have made an effort to actually gain something that might be considered, if you look at it out of the corner of your eye, a social life. And I have a lot of people to remember, even if only a few are actually in AP English. Courtney, Quinn, Mike, Eddie, Doug, and everyone else in the class of 06'. I'll miss everyone, I'm sure. Until the next time, may your draws be godly and your coin flips smokin'.*

*P.S. Oh yeah, the paper. Although I wrote it in like...ten minutes when I first turned it in, this turned out to be about my best grade. And I think it sounds good. Works for me.*

## **Adrian Michalski**

### **“A Southern Mood: An Analysis of Mood in James Agee’s Knoxville: Summer 1915”**

*I chose to put this piece into the AP Yearbook because frankly it was the best grade on a paper that I received all year, I think. Like most of my papers this year, which were written within forty eight hours of the papers due date, that being both before the due date and after the due date, this paper was rushed. It was never my intention to do that but sometimes things just happen that way. This paper was handed in on time though, but it was written in a slight hurry before fifth period. Like the saying “diamonds are created under pressure” meaning that many times our best work comes what we are under pressure, which could be time constraints or, oh who am I kidding its always the time constraints. I don’t know if I force myself to focus more when writing under this kind of pressure or if there is some kind of acquired intellectual writing ability that comes to us at these times. I am not saying that this is an intellectual piece of writing but it was a good paper for me, and I am proud of this work.*

## **Quinn Tompkins**

### **“Think Outside the Box”**

*I chose “Think Outside the Box,” my passage analysis paper for “When I heard the learn’d astronomer,” because the paper had a different tone and subject than the others I wrote this year in AP English. I didn’t necessarily like the poem, but then again English has never been my favorite subject, though I am a fairly avid reader. I did like some of the works we read this year, and I even thought that the Return of the Native wasn’t as bad as many of my classmates seemed to feel that it was (yes, I did read it). I think that the literature was engaging, if occasionally difficult or dull. Overall, I believe that this class has been helpful in that it has been challenging and it has forced me to think a little more carefully and deeply when I write, whatever the subject. Perhaps the anxious procrastination and the late nights have paid off, for even if those bad habits remain (which they do, by looking at the clock), my decision to take AP English was worth it, because I learned something and had fun doing it—that’s what’s important, right?*

## **Jessica Giglio**

### **“Jovial Innocence”**

*“Mr. Stumbaugh, I’m dropping this class!” I believe that was my reaction to the first AP English test I took in September, yet, here I am, typing the last English assignment of the year. I can’t believe that this is the last piece of writing I will be submitting to Mr. Stumbaugh for AP English. Actually, I could be wrong because he would always like to throw in about two or three papers due in the same week and then surprise us with another*

*intriguing paper to write due in another two weeks. This year entailed several endless hours of reading and writing, but taking this course was one of the best decisions I have made. Despite my moans, groans, and whines about pretty much every assignment Mr. Stumbaugh so kindly gave us, the knowledge, literature, and experience I acquired from this class will be very beneficial to me when I venture off as a college freshman in the fall. I will miss fifth period English...okay let me rephrase that, I will miss the people in fifth period English. I will miss the moments when clearly no one had read yet Mr. Stumbaugh trails on about the analysis of a certain chapter, also I will miss Jessalyn's superiority to everyone else in the class, and of course Mr. Stumbaugh's sarcasm when he would become irritated with the excessive talking. Moreover, putting aside the hours of work and pages of writing I did, this year has been one of the most enjoyable years of English in my high school career. I never thought I would survive AP English 12 and now that I have, my advice is "If I can do it, anyone can do it." In the end, it was truly a memorable year and I would like to thank my fellow AP Englishers and of course Mr. Stumbaugh for making it an unforgettable one.*

*This piece I chose to submit is my passage analysis of "Knoxville: Summer, 1915." I'll be honest, the reason I chose this paper is because it is the only paper all year that I received a 100 on! And to quote Mr. S, "Super! Very well done, stylistically superior to your earlier work." Most of my other papers would consist of comments like "Okay, but need a little more," or "Good job, but stronger thesis needed." Therefore, if Mr. Stumbaugh believes that his is my best piece, this is the one I am choosing.*

# WRITER'S CRAFT PAPERS



These papers concentrated on the practices and techniques that writers employ in the process of making literature. Using literary devices and techniques as their focus, it is the objective of these papers to allow students to discover how such devices and techniques are used for maximum effect. Using as their target the best fiction, poetry, and non-fiction in English, these papers used the brief (1½-3 pp.) analytical format as the medium for comprehension. The focus of the passages and authors are listed below:

4. Irony in Oedipus Rex by Sophocles
5. Imagery in "The Lake Isle of Innisfree" by W.B. Yeats
6. Sonnet form in "Sonnet CXVI" by William Shakespeare

## Writer's Craft Papers

Austin Saddlemire, "Natural Healing"

### **Austin Saddlemire** **"Natural Healing"**

*Sucking on my. . . was that sufficient grabbage for everyone? I hope so. Well all in all I'd say this was a good year, it would have been made awesome however if we never had to write any papers--obviously. Not that I despise writing I just abhorred typing AP English papers. So I thought it was particularly funny when we learned in AP Psych about the five stages which a person goes through in dealing with death and how perfectly they could be applied to writing for Mr. Stumbaugh. The five stages go in progression through denial, anger, bargaining, depression, and acceptance, and for me usually occurred in this manner: Denial: "I don't have to write this paper," to anger: "\*@((((((( Ø(&#%&\*^# \$ STUMABUGH \*@&!^\*(&%^\$) I \*(#% HHATE WRITING:N...more expletives..WRITIN' JUICE JKSLHG RKUH G..." to the inevitable bargaining: "Mr. Stumbaugh can we write 6-8 pages not 8-10?" or "I will pay for the Blackbird Review to be published if we do not have to write this seminar paper." Then came depression: "I'd rather slit my wrists then right this paper--eh I'll just go take a nap." Ultimately to acceptance: "FINE, ILL JUST DO IT STUMBAUGH--English pansy."*

*With that said, it's been great and I'll miss a select few of you. Ha--just kidding I'll miss most of you. Oh, I selected this paper as well because it was me sinning boldly. Even though Yeats was Irish (I was unaware) I just assumed he thought that the industrial city mentioned in his poem referred to London, so I went with it and instead of saying city said London over 10 times in my paper. Mr. Stumbaugh still must have liked it despite this major flaw I received a 33/35.*



# T.I.N.T PAPERS

The TINT papers written during the school year mirrored our summer literary writing assignment in the fact that I asked students to respond to the literature we studied via literary writing. They were asked to write a poem, series of poems, short story, chapter of a novel, one act play, scene from a longer play, or a personal essay based on one of the pieces of literature read in a given unit. The goal was to allow students to explore the literature through their own attempts at creating literary texts. The result, as you can see, was wonderful. The papers, with their corresponding inspirational texts, are listed below:

## T.I.N.T Papers

Jessalyn Ballerano "*Daddy's (Home)Girl: First* "

Monique Biddell "*Noelle*"

Meghan Inglis "*Paralysis Today*"

Kelly McKenna "*Time That We Give*"

Ian Michalski "*An Encounter Revisited*"

Ame Nadratowski "*Chance Meeting*"

Aly Parrott, "*Prologue from Heart Thoughts* "

Ashley Pofit, "*Leave the Nest*"

Alyssa Poznanski, "*Love Will Always Find Its Way*"

Kaitlin Saba, "*The Sixtieth Kill*"

### **Jessalyn Ballerano**

#### ***"Daddy's (Home)Girl: First"***

*I had been waiting for a creative writing piece all year. While I, a full-fledged English dork, appreciated and even enjoyed (gasp) analyzing Whitman and drowning myself in the bitter love triangles of the English countryside, I had been waiting to say something of my own. We often argued this year with you, Mr. Stumbaugh, about the research paper paradox. How can I say something original AND back it up with related sources? I think you changed the subject and smiled, but it still bothered me, so the chance to do something*

*almost truly original excited me. I say almost because literature today isn't the same as it was for Bronte or Shakespeare. Writing used to be about inventing and creating. It still is, but with television and Shane's iPod distracting all of us, and with millions more people than just one movement or one country becoming involved in the growth of the artistic world, it is extremely difficult to be completely "new". My father and I laughed at the familiar phrases in my writing, but I was seriously annoyed with my inability to add my touch, or "voice". The following piece was a solution, at least temporarily. I wrote something both new and overused; something completely personal and expressive of my very own uninfluenced thoughts, but also familiar to my fellow AP students. Here is where I found that it is the meaning, the "voice", if you will, and not the cliché phrases or exact wording, such as "if you will", that makes a piece.*

*I would say AP English helped me get to this point in my writing, but it's more like the class hauled me over a fence and sat me down in the middle of it. What felt like a constant barrage of assignments came our way about mid year, but by continually being required to write, and to improve, I think we did just that. Despite Ali's blatant obliviousness...or hearing problem, Ashley's continual need to snack, Kelly's fits of stressed laughter, or Casey and Aly's eternal battle of the literary truth (girls- you may not realize this, but you were often saying the same thing...☺), we managed to all move forward. Austin's (and mine) constant persistence that YES this character IS perverted and this book IS smut, and Courtney's back-of-the- room wisdom seemed trivial at the time, but looking back, we accomplished a lot. Viewing the reading list is daunting. Granted, I may not remember some of these pieces because I was rushing to read them at 3:00 AM on my couch with Wonder Showzen playing in the background, but we nonetheless made it through. I'll be your Eustacia if you'll be my heath.*

## **Monique Biddell** **"Noelle"**

*The AP English summer assignments... how could we all forget? Although it doesn't quite match my fondness for Wuthering Heights (hahaaa), I must say that I enjoyed the creative piece assignment that was intended to be the first chapter of our oh so highly acclaimed class novels... so I picked my chapter for this yearbook. As demanding as the work load may have been, we sure had a hell of a time in class; I'll definitely remember the laughs the most. Good luck to everyone next year, and stick with your reading: "Okay, starting at 'jizz'..."*

## **Meghan Inglis** **"Paralysis Today"**

*In the book Dubliners, many religious parallels can be drawn. Most Irish born people of this time were catholic, so the connections are made through this faith. I found it very interesting to be able to make parallels between the stories "An Encounter," "The sisters," and "Araby." After reading the stories, I was able to make parallels with my life, as well.*

*My mother raised me as a Catholic child, and I attended church every Sunday. I am now eighteen years old, am confirmed, yet choose not to attend church. In the Catholic Church, once you are confirmed, you are able to make your own choices regarding the religion. However, it is becoming more and more frequent that the catholic youth are*

*choosing to be confirmed, just so they have the freedom of not being forced to attend church. In a way, the religion is paralyzing, just as it was in the Dubliners. Also, many parents of the catholic youth are still very devoted to the religion. Personally, I disagree with many of the practices and beliefs of the church. However, I was forced to attend church until I was confirmed. This notion itself was enough to make me disagree with the ways of the church. As far as I can remember, I have been disagreeing with the church since I was around twelve. I would attend as ordered to, despite my beliefs, which I made known to my mother in privacy. As read in Dubliners, the Catholic Church continues to paralyze its youth, although in different ways.*

## **Kelly McKenna** **“Time That We Give”**

*Well, I guess I would like to start off and just say thanks to everyone in the class, including Mr. Stumbaugh. For those of you who are actually reading this, this preface is probably the hardest thing I have written this year.... Okay, maybe that was a lie, but I must admit that I completely hated writing about Dr. Faustus, and very much hated writing about Heart of Darkness. Those books were not only hard to write about but difficult to keep my eyes open through the first chapter. However, I guess I will just have to consider the papers as a part of growing up and convince myself to believe the saying, “if it doesn’t kill you, it just makes you stronger” and yes, that is what this year’s AP English class did for me.*

*Anyway, I think that this paper is the most powerful paper I wrote all year. I know it was the last piece of required writing for the year, but I feel it has the most significance. Over my time that I have spent in this school, I guess I have never really appreciated the time I spent with others, whether it was with my family, friends, and even teachers. I never felt that time was fleeting, but now with only a few days left of my high school career, I truly do feel as though the carpet has been pulled from under me. I am trying my hardest to remember all the good times I have spent in the building, all the friends I have made, and all the people I just love talking and laughing with. Looking back on things, I honestly believe I have had one of the best high school experiences that I could ever have imagined and I am very thankful for that, but I know nothing would have been the same if it weren’t for you guys. So, as you read this paper, it might sound kind of sappy, and sentimental, but I guess it represents my mind set as of right now.*

*So, I wish all of you good luck, I will never forget the memories and the good times we had together. Here’s to the Class of 2006....*

## **Ian Michalski** **“An Encounter Revisited”**

*The assignment that I believe I found to have the most impact on me, on a few different levels, was the final creative writing assignment. Though this assignment was very similar to our very first assignment for AP English, I found that after a year I was able to take it to a better level. Part of the new perspective on the assignment has to do with the fact*

*that we have read so much literature that we could then choose from, to complete the assignment. My expanded literary experience was helpful as an influence on my own creativity. It also seems like all of our more structured assignments throughout the year, acted as restraints that when finally released we had so much to say and demonstrate. In my particular work "An Encounter Revisited", a short story based on one of James Joyce's short stories I was able to, I think show my growth and literary maturity. I enjoyed this assignment most because I was able to express more than just an idea about a book I had read, I was able to send out a message of some sort to my readers, just as James Joyce attempts to do in his "Dubliners." I think being restrained from too much creative writing throughout the year, even if only by the outline of the course, actually made me more able to approach a creative assignment in a more confident way, again because of amount of literature I was exposed to throughout the year.*

**Ame Nadratowski**  
**"Chance Meeting"**

*In the beginning of the year we were assigned to write a class novel chapter that related to our summer reading book, Wuthering Heights. I decided to write my chapter with parallel experiences to my life. By doing this, it made it much easier for me to actually relate to Wuthering Heights (which I hated reading). Writing this story helped me not only to relate, but also to explain a hardship that I had in my life with my friends when I had a boyfriend. It was a very difficult situation to deal with in my life and writing the chapter helped me to cope with the situation in my life which had recently just happened. When I started the chapter I was miserable and hurt however, by the time I finished writing it, I was content with how my life was playing out. Not only did it help me release pent up tension in my life, but it helped me to realize that when choosing friends you should look for quality and not quantity. You need to choose people who will understand your feelings when you are going through a rough time and aren't going to turn their backs on you because they are selfish and don't want to understand your situation. Writing this was very helpful for me at the time it was assigned.*

**Aly Parrott**  
**"Prologue from Heart Thoughts"**

*Well, here it is...the last assignment EVER for AP English. This class has allowed me to write, more than I have ever written before, has expanded my horizons in ways that my essays only scratch the surface of. Over the years, I have found English to be my favorite subject, but have always had trouble trying to find my niche in writing. This course was ideal for someone like me for two reasons...Firstly, it focused on good, classic literature, which I had been meaning to read for awhile, and having them as assignments gave me motivation to do it. For example, I had wanted to read *Pride and Prejudice* after I saw *Sense and Sensibility* with Emma Thomson and Alan Rickman, but never got around to doing it. It turned out to be one of my favorite books that I've read thus far in my English career (right up there with *Catcher in the Rye*...I don't know what Ms. Austin would think about that...). It*

*was also very nice to hit on Shakespeare again, especially since I had never actually read King Lear or Othello. As an avid Shakespeare fan, I have seen both, but have never really delved into the songs and limericks of Lear's Fool, or into the true malice of Iago.*

*Secondly, and, I suppose more importantly, AP English helped me not only expand my reading list, but to connect with the characters, and feel a real passion for the texts. It has sort of inspired me to write more, not just in school, but out of school as well. I have always loved writing stories, and this was the first class that allowed me to just write...even if it was only once or twice. It gave me a chance to show off, what I feel is my greater talent...creative writing. For as long as I can remember, I have been a very prolific reader, and have assimilated a rather large collection of books, most of which I've read at least twice. Sometimes, however, when my books seem a might too dusty, I find myself jotting down new characters' names and developing a story around them, sometimes based on books or movies, sometimes not. It is so nice to be able to sit back, and create a world that you have control over everything that happens. Characters that are who you want them to be, and can only be limited by the ends of your imagination.*

*For this assignment, I was torn between several essays, all of which I had chosen for various reasons. Then I stopped and thought...what am I doing? The selection of essays that I had chosen was strong, but I wanted to share something more than my critical writing skills and vocabulary. This short story (TINT Paper) is my favorite piece, not because it is technically the best, or because I think it is a grand work of literature, but simply because it is something that I created all on my own. It was originally going to be a prologue, but I kept writing, and found that, at this point, my actual story only would have been a half a page long! Well, I like to think that someday, this will be the prologue to a best-selling novel ;- ) but for now, it is a simple romantic short story that I hope you all enjoy!*

## **Ashley Pofit**

### ***“Leave the Nest”***

*The T.I.N.T paper was certainly my favorite paper this year. The reasons are very simple: First, I like the title of the paper. TINT has no meaning to me, because I never did find out exactly what it meant. I also enjoyed writing this paper because it was the last English paper that I will ever have to write in high school. It had very few guidelines or requirements and I was able to stretch my creative writing ability.*

*The theme of my paper revolves around the theme found in Dubliners by James Joyce. Most of the short stories within the novel focus on the desire to escape. I wrote this paper on my feelings of wanting to “leave the nest”. Graduating is only a few weeks now, and I have been overwhelmed with feelings of excitement and anxiety. I do love to quote songs, so here’s a song that may help explain what my paper is about. Read and enjoy!*

*“I can’t believe it,  
So hard to stay,  
So hard to leave it.”  
-Nickelback-*

**Alyssa Poznanski**  
***“Love Will Always Find Its Way”***

*Well, we received our yearbooks today and it put me in the appropriate mood to write this. First, I'll get this out of the way. I chose this piece because I had never written my own story from scratch and it turned out that I really enjoyed writing it. I would certainly rather create my own story than analyze a novel, or god forbid do a writers craft. Being assigned this challenge made me realize that I don't mind being creative once in a while, and it also made me realize that this is one of the many challenges to come. Although throughout many parts of this year I thought to myself "Why did I take this?" (and I'm sure 29 or so people can agree with this), this experience has certainly benefited me educationally and mentally. Some days I thought our discussions on Marxism or Dubliners would never end, but as long as they seemed I would never doubt that I wouldn't get a laugh in. Whether it was Austin flipping out on Stephen, Mr. Walters encouraging us to build a snowman, or the substitute insisting that "geez" was pronounced "jizz", I could always be guaranteed a little comedy. So before you read my story, which I'm pretty sure 90% of you won't but I don't blame you, I want to thank everyone for being in class with me (lame, maybe?) but we all contributed something to this class that made it the way it was, and I certainly won't forget that.*

**Kaitlin Saba**  
***“The Sixtieth Kill”***

*My senior year, 2006. The year that seemed like forever to finally arrive. Now that it's almost over, it seems like it has gone by too fast. There are so many memories that I have from high school. The stereotypical "High school memories" are not normally about a class. They are usually about your best friends and places you've been and things you've done during high school. But when I think about senior year, my classes are what stand out. I took mostly business classes because that is what I will be majoring in at Plattsburgh next year. A class that has stood out a lot...a class that I really didn't want to take in the first place (Mr. Kelly pressured me into taking it)...AP English. Wow, a surprisingly fun class! Of course it had its stressful moments but it also had its laughs and good times. I may not be one of the best writers in this class but I do enjoy writing. Creative writing was definitely my favorite. Writing countless papers about the books we had just read seemed to get, no offense Mr. Stumbaugh but, they started to get stressful and boring. Maybe it was the senioritis kicking in, I'm still not sure. But the creative writing assignment really helped me get out of that swing of "blah". Sometimes it took me awhile to think of a creative idea to start off my writing, I sometimes still have troubles "grabbing the reader," but AP English has helped me with that and I hope I'm still improving.*

*I feel like AP English has been a very beneficial class for me to take. Even though it took some pushing to get me to take it, it all worked out in the end. All of the writing skills that I have learned from this class I know will be with me through college. Grab the reader, have a strong thesis, peer edit! All these things I will definitely think about during my late nights next year, finishing up my papers last minuet.*



# Longer Papers

Over the course of the academic year, students were periodically asked to write longer, research-oriented papers that allowed them to put their analytical skills to use. Based on particular literary works and time periods, the papers served as a venue for students to explore and understand world literature in a way that often superseded the understanding developed through class discussion. The general paper topics and possible literature for study are listed below:

7. Greek Paper (Oedipus Rex, Antigone, Medea, The Lysistrata)
8. Romantic Poetry Paper (Blake, Coleridge, Shelley, Byron, Keats, Wordsworth)
9. Shakespeare take-home essay on King Lear
10. Elizabethan Paper (King Lear, Othello, Doctor Faustus)
11. Nineteenth Century Paper (Wuthering Heights, Pride and Prejudice, Return of the Native, Heart of Darkness)
12. Seminar Paper (James Joyce's Dubliners)

## Longer Papers

Courtney Clark, *"The Conformist"*

Billy Corbett, *"Africa: The Snake That Charmed Marlowe"*

Ali Glaser, *"Good vs. Evil"*

Hilary Goetz, *"Lear's Psychological Progression"*

Claire Gravelin,  
*"Medea: Malevolent Murderess or Mourning Maiden?"*

Tara Joyce, *"Shyness Does Not Equal Success"*

Austin Michalski, *"Faustus' Pride"*

Casey Sheridan, *"Sometimes all it Takes is a Little Tactlessness"*

Becky Thorman, *"Feministic Flaws"*

Lisa Greene, *"Henderson and the American Experience"* (Summer Assignment)

## **Courtney Clark**

### ***“The Conformist”***

*“Grab the Reader” is probably the most consistent phrase I heard all year in AP English, and now, writing my final piece for the class, I find it the only appropriate “hook” to commence my reflection at the end of the year.*

*Although my experience at Voorheesville is extremely limited in comparison to everyone else’s, I still leave this class with some surprisingly fond memories. For instance, when the entire choral section of the class broke out into song and Jessalyn performed a rendition of Snow White’s solo. Or when Meghan and Ashley did their Math homework in class and Kelly graphed comparisons between Bernard and Biff on the front chalk board. And then there were the daily outbursts from Austin S. while Alyssa played with Monique’s hair. And who could forget Stephen’s maniacal laugh, best described as “extremely scary,” when he found out he had received the highest grade on the Dubliners test, which he proudly boasts he never read.*

*It is these recollections of past class periods that best explain why I’ve decided to submit my 19<sup>th</sup> century Return of the Native paper for the Yearbook, because I can undoubtedly say that my fondest memory comes from an assignment we had in conjunction with this paper. As you all may remember, during one of Mr. Stumbaugh’s many conference absences we were instructed to come up with “contemporary skits” which we would all perform the next day. These most entertaining updates included Ian’s affair with Jess as reported on her MY SPACE while Lisa followed them to the movies in her red hat and sunglasses. And then there was Meghan’s “You, me, closet baby” proposal as a modern day version of holding hands. But Matt may have been most entertaining with, as Mr. Stumbaugh pointed out after, the least amount of lines spoken in any of the skits.*

*These few are just some of the memories I have of AP English 12 though the list is endless. And with that said, I would just like to thank everyone for them. Although I have only been here for two years, my experience here can definitely be best characterized as “memorable,” just like this class.*

## **Billy Corbett**

### ***“Africa: The Snake that Charmed Marlowe”***

*We made our stars today. Oh, how long it has been since I first craved to be one of the seniors with my college and name on one of those flimsy, shimmery, cardboard cards! The last couple years, I remember being a little jealous (as I think we all were) of those stars, which to me represented the bigger and better things that the seniors would be seeing and doing when they left the ‘Ville. It’s crazy. Now those are our stars. We made our stars today.*

*I picked this piece to leave you all with not just because we got it back today, but because I was captivated by this paper for a good two weeks. I debated about it with my family, and I found myself thinking about my argument when I should have been saying my lines on stage during Once Upon a Mattress. Maybe that was just because I was stressed out about it, but nonetheless it was on my mind. Also, the scope of my thesis for this paper is pertinent to what I will be doing for the next few years. I know that my career will have*

*something to do with race/international relations for and this paper is the one most attached to that theme. Ya know, I think I'm just going to say it. I had fun writing this one.*

**Ali Glaser**

***“Good vs. Evil”***

*On top of being the final assignment for AP English this year, this submission is an apology to you Mr. Stumbaugh. I think you believed you would get more out of me than you did this year but I'm just not a great writer. Some of those pieces that seemed "thrown together", I actually really took time on! Given, there were a few things that I seemed to just ignore in your recommendations on previously graded papers. I don't think there was even one time that I actually "grabbed the reader" and the main reason I'm submitting this particular paper is because it was assigned three quarters of the way through the year but was the first paper that I ever actually included quotes the way you wanted. I also decided on this one because Othello was one of the few books I felt that I really understood well and didn't mind reading. (This is brutally honest and again, I'm sorry). It really is nothing against you. Natural Helpers and everything has been great as usual. I just remember trying to sign up for regular English last year and you saying "No, you aren't allowed to. In fact, I may fail you if you take the easy way out"...so I listened. My grade suffered a bit as a result but in the end, it was worth it. Now that may sound fake but I really think this was one of the only classes that taught me to maintain any sort of discipline as the year progressed. (I know this paper is a day late but I think this is actually the first time that has happened so let's just pretend that's not true). It really has been a fun year and I was listening in class! I swear! Well, not all the time. But it was usually Austin or Shane's fault. Anyway, I'm glad you threatened me into taking this course and I don't regret getting to miss out on making mobiles ;).*

*I don't remember what kind of grade I got on this paper. I'm sure it wasn't that great but I know it's not the one that you wrote "this is a train wreck" on so I guess it will have to be good enough. I personally think I did pretty well but what do I know? :) :) It's been fun. I'd recommend the course to incoming seniors. You'll need it for college and considering a lot of the rest of senior year is kind of a joke, it will keep you on track. Thanks for everything, Mr. Stumbaugh.*

**Hilary Goetz**

***“Lear’s Psychological Progression”***

*Of Class and Cookies*

*Most days, I've looked forward to fifth period AP English class. This is probably partially attributable to the fact that I made a habit of spending the first few minutes of class picking up a cookie and some Cheetos at the snack line, and partially attributable to the nature of the class. After struggling through an economics test, it was refreshing to get my comfort food, walk into English class, find a seat next to my good friend Claire, and discuss some books with Mr. Stumbaugh as he calmly sipped coffee from his ever-present McGill cup. The laid back atmosphere of the class combined with group discussion and listening to Austin banter with Mr. Stumbaugh made fifth period English a pleasant break in my day.*

*For some reason I also got a kick out of randomly elbowing Claire, doodling on her books, and generally annoying the hell out of her when I got fidgety. But I am definitely glad she could tolerate me because I enjoyed having her around to instant message with in the wee hours of the night to vent about assignments or to consult with about whether my paper made any sense. In fact, I just checked with her to see if revealing all that makes me look overly dorky, and she reassured me that it did not.*

*Anyway, my appreciation of the books we read was hit and miss. While the deeper meaning of some of the books, especially anything by Saul Bellow, went completely over my head, I did enjoy some of the reads such as *Pride and Prejudice*, *Death of a Salesman*, and certain stories within *Dubliners*. Even when I absolutely hated a book, Mr. Stumbaugh would find something new to analyze about it, or a different way to think about the book, so that dissecting the book was interesting, even if the actual text was a bore.*

*I chose to re-submit my paper on *King Lear* because while that was definitely not my favorite book of the year, I enjoyed writing about it. The assignment allowed me to reflect on the various events prompting Lear's psychological progression from immovable, self-important tyrant to humbled, empathetic human being. Also, Mr. Stumbaugh wrote "a good, solid essay!" in green pen, and that made me happy.*

## **Claire Gravelin**

### ***"Medea: Malevolent Murderess or Mourning Maiden?"***

*I'm not going to lie, I had originally submitted a not-so-cheery introduction filled with my angst over not doing as well in the course as I had hoped to (if you don't believe me, feel free to ask Mr. Stumbaugh). But, that's AP for you. You've got to learn to accept that there are going to be works of literature that you hate (*Wuthering Heights*) and ones that you didn't understand (*Return of the Native*) and that the challenge of the course will most likely lower your GPA (\*sigh\*).*

*Fortunately for me, I found one play that I fell in love with. It will probably come as no surprise that the play I am talking about is *Medea*. I think by now everyone in AP English is aware of my obsession from displaying her name on my volleyball t-shirt to asking if I could write about it in some form for every major paper. Maybe it was just the timing that we read the play that made me appreciate it so much. In short, I first opened the play after an unforeseen and devastating breakup with my then boyfriend. There were so many parallels between Medea's situation and my own that I could not put the play down. I'm not crazy. I remember the day after I read it, Tara ran up to me exclaiming that *Medea* was the story of my life. I confess, I read it over several times, and actually did extra research on the play just to see what other critics thought. I was a little taken aback in class when the majority of the class branded Medea as an evil sorceress. I found myself trying to stand up for her amidst the all too common outbursts by my fellow AP classmates. Not being one to interject in the loud shuffle of the classroom, I usually just glanced at Hilary and Tara, who knew how much this bashing of Medea pained me. I found it to be easiest as well as a much-desired route to defend Medea during one of our first major papers, in which Mr. Stumbaugh allowed us to examine any of the Greek literature we had read.*

*I worked really hard on this paper, in order to make sure that I did Medea justice in establishing a defense for her. It paid off. I got a 96. Wait, let that sink in, a 96 on one of my first major AP English papers. I was never more proud of myself. That only reinforced*

*my passion for Medea, and if I could, I would take a college course just on the analysis of this play.*

*Although the rest of the year never met with the same passion for a work of literature, besides Hilary and my short obsession with Byron's poem "When We Two Parted," I am thankful for taking this course simply because it introduced me to Medea, a play that I will never forget. It has taken on the role of my personal therapist, as a play I like to reflect on in times of stress, and I am glad that I am able to proudly submit this for the third time (the second time being for the Blackbird Review) and hope that everyone enjoys it as much as I enjoyed writing it. Maybe I can even persuade some people to see Medea in a better light.*

## **Tara Joyce**

### ***"Shyness Does Not Equal Success"***

*This is not the best paper I have ever written. However, it is the one with the most "me" in it. When Mr. Stumbaugh first gave us the Dubliners seminar paper assignment of course we all moaned and groaned. However, after a couple of minutes when we finished complaining (or at least when Mr. Stumbaugh had a brief moment to interrupt) Mr. Stumbaugh said something inspirational. He said something along the lines of "this is the last big paper you will write for an English class for your entire high school career so have some pride in your work and put some effort into it." At that time I turned to Casey and said "O-M-G this is the last big paper we will write for high school ever!" She simply laughed at my incredible amazement in this concept.*

*I couldn't get over the fact that this paper was the last big paper we would ever write for high school. A couple weeks later when I sat down to outline my paper I was still thinking about the idea that this might actually be an important paper. While sitting at my computer, I looked over our Dubliners handouts and tried to decide what to write about but I couldn't think of an interesting topic. I knew I wanted the paper to have some meaning to it; the paper had to be a sort of culmination of everything I thought about my years of high school.*

*While flipping through the handouts, I paused at Quinn and Ashley's on "A Little Cloud" and behind my doodles I saw a quote about Little Chandler's "unfortunate timidity" that held him back. At that moment I knew exactly what I wanted to write about – shyness. It doesn't take a genius to figure out that I'm not the most talkative person in class and sometimes, especially in discussions such as the Dubliners seminar my shyness can negatively affect my grades. I wanted to create a paper proving that being shy can hold people back and keep them from achieving their goals and saying the things they want to say. To prove this, I discussed how Little Chandler's shyness paralyzed him in a routine and prevented him from achieving his dream of becoming a poet. While writing this paper, I learned a lot about characteristics of shy people and the effects it has on their work and social lives.*

*Most of all, I learned that being shy truly is a barrier for success. While I wanted my paper to be a reflection of high school, it was instead transformed into a lesson for the future. Next year in college we are all going to be thrown into new environments, forced to communicate with people we have never met before and I'm positive that we all have some doubts and fears about starting our new lives. While I do not know the key to success, I do know that the key to failure is being shy. So next year while you are all on campus and*

wondering whether or not you should strike up a conversation with one of your peers, think of this class, me, and my paper and don't be shy!

**Austin Michalski**  
***“Faustus’ Pride”***

*When presented with this assignment, to choose a work to submit as your “Yearbook” work, I new right away which paper I would submit. My “Faustus Paper” as I call it, was my favorite paper to write. I actually spent a lot of time on it, researched it thoroughly, and felt strongly about the topic. It was one of the few papers I have written that I actually felt content with handing in. Dr. Faustus’ struggle to choose right and wrong, everlasting life or everlasting death was extremely interesting to me. Religion really interests me in this story because deep down Faustus knows what is right but because of his screwed up conscience, and deep attachment to his pride he cannot. In this paper I really feel that I wrote what I felt, and did so in an academic way. It was far from perfect but for the first big paper of AP English I thought I did a good job.*

**Casey Sheridan**  
***“Sometimes all it Takes is a Little Tactlessness”***

*Aah, AP English. What shall I say about the class that has been both the bane of my existence and the high point of my day? It’s been a topsy-turvy year, that’s for sure. Mr. Stumbaugh, your sarcasm has always been noted (if not always appreciated) and it has certainly made conversations more exciting.*

*Though I may not miss the curriculum (Return of the Native was just an unnecessary evil and King Lear...well, Lear was indescribably bad) I most definitely will miss the class. It was never a dull moment with our group. But, anyway, there is actually a point to this ramble...*

*Mr. Stumbaugh, I will never forgive you for making me look at Pride and Prejudice under a Marxist critical lense. That said, the novel was my favorite of them all this year and has provoked some of our most interesting conversations (like, is it possible to jump a fictional character?). So I selected my 19<sup>th</sup> century paper because I wrote it about a book that I actually liked and because the paper itself was something a little different. Taking a relatively minor character and writing a four to six page paper about her impact in the novel was fun, if a little tricky. So enjoy...I did.*

**Becky Thorman**  
***“Feministic Flaws”***

*Looking at the schedule sheet in the spring of last year, A.P. English was one of only two choices that you could pick from for an English class. Staring at that green piece of paper, this was a very hard decision to make. Should I take a class and challenge myself with the reading and thousands of essays that we would write every minute of our lives, or should I take a regular class which dealt more with projects? Painfully, I circled the choice*

*which read A.P. English and now as I look back, this was a wise decision. Although, the class was intense with many boring books, which took at least an hour to finish one page (not an exaggeration), it has prepared me for the upcoming years.*

*Our class was very diverse. The right side of the room would ramble on and on about nothing or what happened over the weekend while the front would pay attention. The middle including, me would stare at Mr. Stumbaugh's amazing well thought-out outfits and wonder if he picked it out himself. Another select few worked on other homework or sat in silence hoping that the minutes would pass by sooner.*

*Next year as all of us go in our own directions, I think back and wonder what if we took regular English? The experience just would have not been the same and this class has prepared us for any writing or college class that we will take in the near future. I chose this piece "Feministic Flaws" to put into the yearbook because honestly, it was one of the only writings that I could find and received a decent grade on. King Lear, one of the books that I did NOT enjoy reading is what this essay is based upon. This class has been an interesting experience and I will actually miss it. Ha. Enjoy.*

**Lisa Greene**

### ***"Henderson and the American Experience" (Summer Assignment)***

*Why was this the paper that I chose? Well for starters, I was extremely nervous when I had begun reading three of Bellow's novels by now and still could not comprehend a word that he was saying. Finally, I came across Henderson the Rain King and "ahh" relief!*

*I guess I chose this paper mainly because when I think back to AP English, this assignment is always the one that pops into my head. I remember this was the first time, and definitely not the last time, that I thought to myself, 'Why on earth did I take this class?!' (Just kidding Mr. Stumbaugh). Honestly, I could not think of any other way I wish to have spent fifth period senior year then in AP English (Lying through my teeth). All joking aside, this year has been amazing, and it was our class and you Mr. Stumbaugh that made it that way.*

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**A**s a closing, I would like to thank all of the students who contributed to this publication (*the whole class, after some frantic emailing!*). Reading the works together, you can see how all of their voices contributed to the overall symphony that was AP English. They were truly such a motivated, bright, inquisitive group, and their words are evidence of these things.

**I**n previous years, students who did not submit before the deadline were simply listed on this page as non-contributors. This year, though, the two students who would have been listed on this page now are able to have their intros and essays listed on the following pages. They made it under the deadline (there was an email error), and can be included!

**I**t was a wonderful year. And since it has been my habit to pontificate a bit on the nuances of life beyond Clayton A. Bouton's hallowed halls, I will end with one last lesson. My last life lesson is simple, and was taught to me by a very wise counselor, and it has a lot to do with how one handles himself or herself when under stress. I once shared a room and co-taught a course with this man, until he moved into a bigger office, so he definitely knows about stress, but here it goes:

It's rather simple, but must be done correctly. First, when things are rough, take a deep breath, cross your hands in front of your chest, flap them like a bird, bow, and always...

***find your center***

Good luck, and keep in touch.