

# The Gallery

NOVEMBER 2012 EDITION I

DURHAM SCHOOL OF THE ARTS

## Math counts

BY ERIN GLOSSER

“The Substitution Pathway is designed for **certain** students who over time have demonstrated significant difficulty in mastering mathematical concepts. The Substitution Pathway helps prepare the student for a career in **the military, the work force, or to attend a technical school or community college. The Substitution Pathway DOES NOT meet the entrance requirements for four year colleges and universities.**”

This passage comes directly from a packet several students received this summer, a mere two weeks before school was to start. The students weren’t stupid; they just had some trouble with math somewhere along the line.

The Substitution Pathway is the only option for seniors who have failed one or more classes, specifically Algebra I or Geometry, and could not take Algebra II and a higher math at the same time. The pathway consists of two classes, one period to another, called Alternate Math I, and Applied Math II. The curriculum includes how to calculate sales tax, how to figure out the markdown on an item, and how to balance a checkbook, just to name a few.

The dominant feeling towards the classes turned out not to be anger or surprise, but relief.

“My counselor emailed my mother and I about the change. I was really excited because I knew I needed three math classes to graduate,” Jzabri Williams said as she bent over her Sales Tax review sheet. “I wasn’t going to graduate on time and I knew I couldn’t do three math classes at once, so I was relieved that I didn’t have to go to another school to finish my senior year.”

The families seemed to react with a sense of content as well; just glad it worked out and their kid’s last years in high school didn’t have to end with them stressing out over too much work in a subject they very obviously were not doing well with in the first place.

“My family didn’t care,” Monyai Holeman

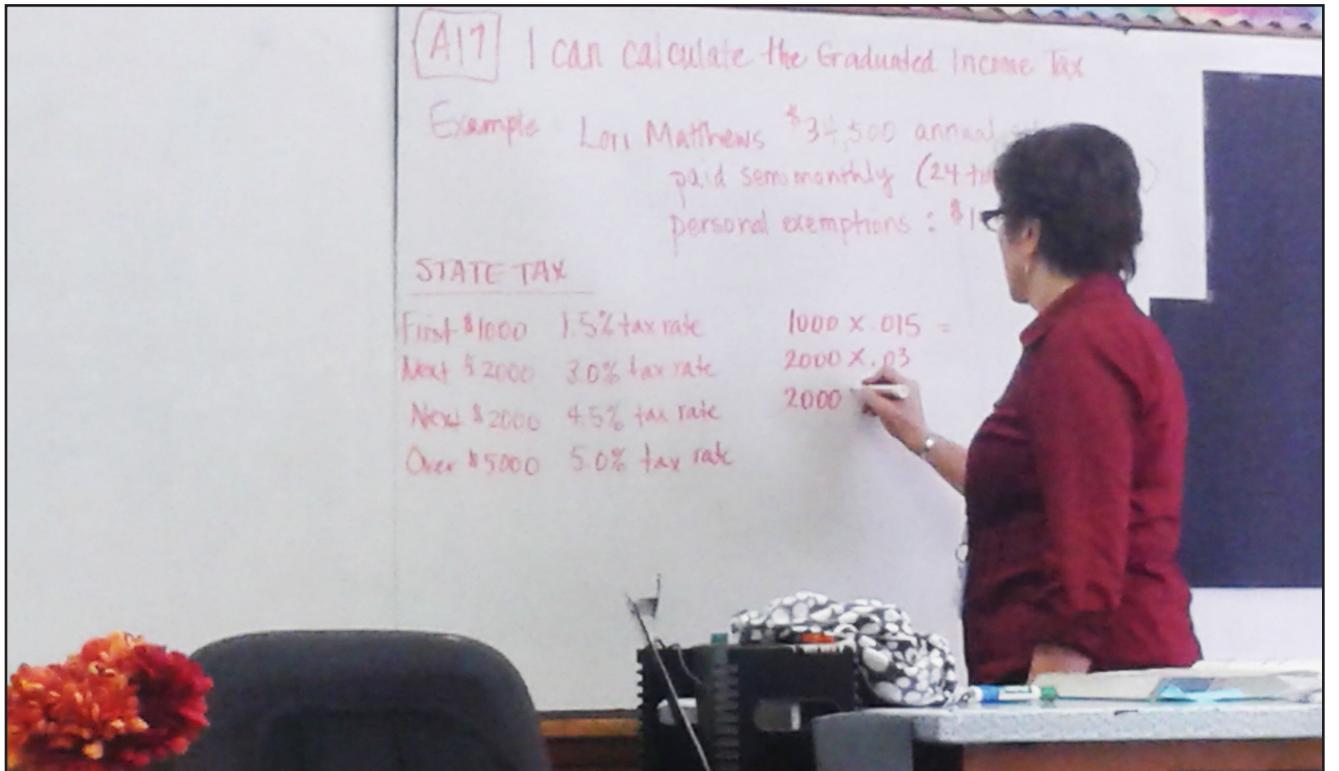


PHOTO BY ERIN GLOSSER

“This class should be the graduation requirement,” Mrs. Shinn-Simpson said. Mrs. Shinn-Simpson teaches about how to keep track of the taxes we pay.

said hurriedly after the bell rang for class, “They thought it was a normal class, and so did I at first. As long as I did well in it, that’s all that mattered.”

All feelings were not warm and fuzzy, however, because there’s that one tricky catch: No four-year college.

“The pathway is going to affect my college plans a lot,” Monyai explained, “It won’t let me go to the college I wanted to go to. Besides, It’s going to take me twice as long to get the credits I need and more school to get there, which I don’t like.”

When the students learned they would not be able to attend a four-year college without remedial classes in a community college or something similar,

there was a great wash of reactions. Some were angry and upset that options were being taken away from them without their say, and others simply looked forward.

“Fortunately, I already planned an alternate route for myself years ago,” William Cagle said calmly. “I’m going to one year

of Barbers College followed by Durham Tech and then transfer to a four-year university.”

The destination of Durham Tech is common for many seniors. The nation average of high-school graduates attending community college has jumped to 43% of all U.S. college students attending a technical or community college and then transferring. It’s even been said that Universities are far more likely to look at your application favorably if you’ve had some experience in a smaller college like Durham Tech.

As it turns out, students are having an increasingly positive response to the classes as the quarter goes along, because of a completely new feeling towards math: interest.

“This class is much easier to learn,” Chassie Brooks said, “it’s math that we’re going to use in our everyday lives, and that makes it interesting. And we’ll be better prepared for our lives out of school.”

Even the teachers seem to be more excited about this new pathway and way of teaching. During an activity that included walking around the room from station to station in order to see every kind of problem on the next test, Mrs. Shinn-Simpson explained her feelings on it all.

“I love this class!” Mrs. Shinn exclaimed, “I wish every student could get exposure to personal finance and business math. This should be the graduation requirement.”

As for the students who want to avoid this alternate pathway, William Cagle had this to say, “Get. Help. I’ll help you personally. Don’t procrastinate because you do not want to be bombarded with school work in your last year with nowhere to go.”

**SECTION 2-2 State Income Tax**

Most states require employers to withhold a certain amount of your pay for state income tax. In some states, the tax withheld is a percent of your taxable wages. Your taxable wages depend on **personal exemptions**, or withholding allowances, which allow for supporting yourself and others in your family.

Important Questions	What Formula Do I Use?
How do I calculate taxable wages?	$\text{Taxable Wages} = \text{Annual Gross Pay} - \text{Personal Exemptions}$
How do I calculate annual tax withheld?	$\text{Annual Tax Withheld} = \text{Taxable Wages} \times \text{Tax Rate}$

PHOTO BY ERIN GLOSSER

Students learn about math that applies to every-day life. This includes calculating sales tax, figuring out the markdown on an item, and how to balance a checkbook.

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# EDITORIAL POLICY & LETTERS TO THE EDITOR

The Gallery is an open forum for the free expression of student thought that fairly represents the voice of the students.

Our mission is to inform the student body by exposing issues to the majority, allowing the minority a voice to be heard, and helping to connect to DSA's community through the paper. The Gallery staff will determine the stories and material to be covered in an issue and reserve the right to accept or decline material for each issue. The decision for advertising relies on the discretion of the editorial staff of The Gallery.

The Gallery staff will hold itself to the highest pro-

fessional journalistic standard of honesty and integrity as guided by the Student Press Law Center. It is not the policy of this newsmagazine to downgrade or tarnish the reputation of an individual or group.

The Gallery is a student edited and managed publication. The school assumes no responsibility for the content of The Gallery. The news magazine editorial staff urges all journalists to recognize that with student editorial control comes responsibility, including the responsibility to follow journalism standards and ethics each school year.

As a forum of free expression, The Gallery will welcome all letters submitted to the editor, provided they contain the writer's name and grade. The Gallery does not accept anonymous letters, but will print letters using "name withheld," providing the editor knows the author's identity. The Gallery reserves the right to withhold a letter or guest column and return it for more information if it is determined that it contains items of unprotected speech as defined by this policy. Letters will be checked for verification. If a letter is found in error, it will be returned for resubmission. You may also send letters via e-mail to dsagallery@gmail.com..

## From the dungeon to the castle

BY KAILEY MORGAN

From the dungeon to the castle, sixth grade Dragons and Knights start their second year in the Carr building, leaving the main building basement behind.

The Carr building is unrecognizable from its appearance two years ago, with the new atmosphere, clean hallways, fresh air, and sunlight, providing sixth graders with a better environment than the main building basement. Carr's transformation has rendered the "I survived the Carr Building" t-shirts a thing of the past.

No longer do sixth graders walk down the stairs to the main basement, underneath the low ceilings, and stare at the peeling paint covering the walls.

"We really were in a dungeon," sixth grade math teacher, Ms. Tuttle, laughs.

In the new spacious environment, they can glance out of numerous windows and enjoy the wide hallways.

These changes were not coincidental. The Carr building was designed with students in mind, engaging sixth grade teachers in the design process.

"There's a psychological effect on students with high ceilings and windows. You don't have the same worries as you do in a cramped place," Mr. Isaacs, the Dragon's social studies teacher, says.

The Carr building offers an easier adjustment to middle school than the main basement did, as it "minimizes [sixth graders'] interaction with older kids, allowing them to be an eleven or twelve-year-old without being concerned with what the older kids think," Ms. Tuttle says.

Not only do sixth graders see less of the high schoolers, "Carr is like its own middle school," the Knight's math teacher, Ms. Larue, adds.

The sixth graders may be more separated from the high school, but they've been reconnected with their fellow middle schoolers.

"The sixth and seventh grades are more unified as a middle school. We've really been reunited by the building," Mr. Isaacs says.

As well as being reconnected by the



Carr building, it also creates a "common thread for middle schoolers," Mr. Lewis, the Dragon's science teacher, comments.

At 1:15 p.m., the sixth graders leave the confines of the Carr building and venture to other parts of campus. The sixth graders are farther away from the other buildings than when they were in the main basement.

"It's my impression that it makes them less anxious [than when they were in the main building] they don't have to figure out as much. Most only have one class that's far away, and while it's far, it's not difficult," Ms. Tuttle says.

In addition to the physical distance from Carr to the rest of DSA's campus, the emotional feeling of isolation has grown.

"As a teacher, I do feel more isolated. It would be great as a sixth grade math teacher to have more contact with eighth grade math teachers," Ms. Tuttle says. "One teacher told me, 'Being in Carr is like being in a different part of the world.' I didn't understand that until now."

"That's the only drawback," Mr. Isaacs agrees, "but it doesn't make me love it any less."

The separation can also be a positive factor, as "the isolation makes the sixth graders more comfortable," the Knight's English teacher, Mr. Lockamy, says.

The transition from the main basement to the Carr building has been a rewarding experience for both the students and the teachers.

Mr. Lockamy concludes, "It's my seventeenth year [teaching at DSA] and moving into Carr has been wonderful, not just professionally, but seeing kids in a newer, cleaner, fresher environment as well."

PHOTO BY KAILEY MORGAN

The 'I survived the Carr building' t-shirts are a thing of the past.

# Misguided missiles

BY JACOB STEERE

To many in the tribal regions of Northern Pakistan, the low hum of a predator drone is a constant presence. "Mosquitoes," as the locals call them, perform daily missile strikes against suspected Taliban. To those locals, the strikes are a nightmare.

Worlds away, at a newsstand, I pick up a paper. "4 KILLED IN DRONE STRIKE," blares the headline.

To most Americans, the justification of "preventing terrorist activities" seems to be sufficient for the drone strike operations taking place in the Middle East. Drones are unmanned flights that can locate and destroy targets.

The effectiveness of those strikes in eliminating their targets is unquestionable, but the real question at the heart of the issue is one of morality. Sometimes they miss. Often, they eliminate more than their intended target. But, the United States government takes every opportunity to tout its successes: the portrait of the eliminated terrorist is in abundance, while photographs of the strike site are much harder to find. The real collateral damage here isn't buildings or property: it's people.

I stare at the headline. I cannot fathom what that little number means; text cannot convey the roar of an explosion, nor the smell of blood and burning flesh, nor the taste of ash, nor the pain of a scorched body, or the anguish of losing a loved one. I haven't lived through that. I was born in America. I am lucky.

"4 KILLED IN DRONE STRIKE" is the only print on the page.

But I want to understand. I try to understand. Not because the image it presents is pleasant, but because it is my job to read more into captions than

is actually there, to put myself in the shoes of others. It is my responsibility, because I am an American. When our government acts, the world sees us as consenting; it's our government, after all. But I am not a murderer. It's important to ask questions when the answers given to us seem too easy or suspicious.

Remember that militants too, have families. Sons, daughters, mothers, fathers, cousins. And most importantly, to recognize that if the roles were reversed, if missiles were destroying our homes and killing our neighbors, we would want the citizens of the country responsible to afford our lives more than a glance.

I look up, my staring contest with the headline momentarily broken. Cars glide quietly down the street, while shoppers agonize over what to buy

next. The streets are smooth, paved. No shell-holes here. No barbed wire. No machine gun nests. I watch the faces of the shoppers, caught up in the trials of surviving 21<sup>st</sup> century America. No fear, no anguish, no guilt. I look back at the paper, at the next headline: "NEW SHOPPING MALL OPENS." I put the paper down. As I watch the shoppers meander about, a part of me wishes somehow that I too could be swept away in their idyllic current. That I too, could forget.



ILLUSTRATION BY JACOB STEERE

Test Date: November 3  
 Regular Registration: October 4  
 Late Registration: October 19  
 Testing Centers:  
 CITY OF MEDICINE ACADEMY  
 JORDAN HS  
 NORTHERN HS

Test Date: December 1  
 Regular Registration: November 1  
 Late Registration: November 16  
 Testing Centers:  
 CITY OF MEDICINE ACADEMY  
 JORDAN HS  
 NORTH CAROLINA CENTRAL UNIVERSITY

Test Date: January 26  
 Regular Registration: December 28  
 Late Registration: January 11  
 Testing Centers:  
 CITY OF MEDICINE ACADEMY  
 JORDAN HS  
 NORTH CAROLINA CENTRAL UNIVERSITY

Test Date: March 9  
 Regular Registration: February 8  
 Late Registration: February 22  
 Testing Centers:  
 CITY OF MEDICINE ACADEMY  
 JORDAN HS  
 NORTH CAROLINA CENTRAL UNIVERSITY

Test Date: May 4  
 Regular Registration: April 5  
 Late Registration: April 19  
 Testing Centers:  
 CITY OF MEDICINE ACADEMY  
 JORDAN HS  
 NORTH CAROLINA CENTRAL UNIVERSITY  
 NORTHERN HS

Test Date: June 1  
 Regular Registration: May 2  
 Late Registration: May 17  
 Testing Centers:  
 CITY OF MEDICINE ACADEMY  
 JORDAN HS  
 NORTH CAROLINA CENTRAL UNIVERSITY

## S A T

## ACT

Test Date Late Fee Required	Registration Deadline
December 8, 2012 November 3 – 16, 2012	November 2, 2012
February 9, 2013* January 12 – 18, 2013	January 11, 2013
April 13, 2013 March 9 – 22, 2013	March 8, 2013
June 8, 2013 May 4 – 17, 2013	May 3, 2013

City	School
Durham	North Carolina Sch Sci and Math
Raleigh	Friendship Christian School Needham Broughton High School
Chapel Hill	East Chapel Hill High School
Greensboro	Southern Guilford High School The Academy At Smith Walter Hines Page High School

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# Not much bullying isn't good enough

BY CLARE SZIGETHY

Bullying is as constant in schools as homework, and not nearly as useful. Middle school is notorious for its teasing, but by the time students are in high school it becomes more subtle. Either way, students are submitted to mistreatment regularly.

DSA does not have the same level of bullying found in most schools. It is known for being a more tolerant school. But this does not mean it is free of problems.

"[There was] not so much bullying, but little things here and there," sophomore Maeve Osgood said of her middle school experience at Carolina Friends School (CFS). "Like people telling you that you don't wear the right clothes or that you're not good enough to be here."

The "little things" Osgood refers to do not represent the classic image of bullying: people being slammed against lockers and getting their lunch money stolen. In reality, bullying is usually more subtle than that.

"As a middle schooler, there wasn't a lot of bullying," junior Abi Servin said. "There was a lot of friend kind of bullying, but you never took it seriously. Not to the next level or where it was too bad."

Teasing is common among friends, and is not meant to be very hurtful. Despite good intentions, bullying can have adverse effects.

"I don't think a lot of people mean it when they say it," Osgood said. "But I'm sure a lot of people get hurt because people say random stuff that they really don't understand what they're saying."

Bullying as a joke is not a foreign concept. The idea that a certain level of bullying is acceptable is actually quite common. It is seen as a standard part of school, at least until someone takes it too far.

"A group of kids just ganged up on me one day after school," senior Nathan Farrion said of his middle school experience at DSA. "I was able to get away."

Not everyone is that lucky. And even though he escaped his peers' fists, Nathan suffered "rude comments

in the hallway." It only became a physical problem "a couple of times," and all of this terrorizing was just because he was different.

Bullying is extremely damaging to the victim's self esteem. Its effects can last a long time, and usually it takes a while for someone to overcome them.

Freshman Ava Pavsback recalled being bullied for



PHOTO BY CLARE SZIGETHY

Friends Maeve Osgood and Angeline Fuqua spend lunchtime talking to each other. The courtyard where they eat is popular among students, and the site of much friendly teasing.

her singing during her sixth grade year at Immaculata Catholic School. Afterwards, she transferred to DSA for the remainder of her middle school career.

"Basically because of bullying I stopped singing," Pavsback said. "I took chorus for one year, but then I decided to just stop because I heard other people that were better and I was afraid that more bullying would start."

She took chorus upon transferring. After recognizing her peers' talents, she feared that the bullying received at Immaculata would follow her to DSA.

Unfortunately, DSA has some bullying of its own. People reported watching high schoolers bully middle schoolers because of the younger student's size.

"At some point when I was a sixth grader, there were high schoolers who would look at you and say random things about how short you are," Servin remembered. "You did feel, as a sixth grader, kind of embarrassed or hurt. But after a while you get over it and they're older. They don't know me and I really shouldn't care about what they're saying."

Should middle schoolers just have to "get over it?" The comments did not spring from bad intent, but it is a simple case of people not realizing what they sound like. Not all bullying is like this, and many times students know exactly what they're doing.

"If it's not one person verbally attacking me, it was a group of people," Farrion said.

There's little doubt that his tormentors knew exactly what they were doing. The bullying did not completely vanish in high school, either. Instead, it migrated from physical to more "verbal and cyberbullying."

"We have Facebook and Twitter and you can say how much you hate someone or dislike their photo," Farrion said. "... People chose to hide behind their computer screens."

It rings true that in high school out-and-out bullying is not nearly as common. It glides under the surface of jokes and sarcastic comments.

Middle school has a more straightforward approach to bullying, even if it does not have a monopoly on the whole affair.

"Eighth grade year I didn't really care," Farrion said. "I started to realize it doesn't matter, we're all one giant family. So there's no need to argue with someone. If they feel a certain type of way, just go and walk away."

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# Between Two Americas

BY JACOB STEERE

The roar of the crowd, the flashes of thousands of cameras, and a lone podium: to Barack Obama and Mitt Romney, it is a familiar scene. But these two men have very different views of the country whose attention they command.

In 2012 citizens come to another crossroads where a decision becomes not optional but mandatory, because no decision is agreeing to be carried by the current. But what ARE the choices? What do Barack Obama, Mitt Romney, and their parties really stand for?

What defines political parties evolves with the era, but each party has a few core values that remain fairly constant throughout recent history.

Democrats traditionally believe in more government programs, with direct aid for the needy in exchange for higher taxes on other citizens (“tax and spend liberal.”) In recent years, Democratic presidents have often aligned their social views with liberal supporters on hot-button issues such as promoting gay rights, opposing bans on abortion, and encouraging immigration reform.

Republicans, on the other hand, generally prefer small government, with fewer taxes on its citizens, at the expense of Federal aid and regulation. Republican presidents tend to be socially conservative, being in favor of limiting access to abortions, opposing gay marriage, and tightening border control.

These two parties also represent very different ideas on what the government should and shouldn't do for its citizens.

Democrats typically envision a country where the government is responsible for the health and well being of its people, and can provide for them directly, though services such as medical aid (Obamacare), or services to address other needs, such as shelter with government subsidized housing, or food in the form of food stamps. In exchange, wealthier citizens and businesses would be expected to pay more in taxes to fund those government programs.



ILLUSTRATION BY JACOB STEERE

Republicans agree that the government should care for its people, but their method is different. Republicans feel that by cutting taxes on business and business owners, the boost in profits will make business expand,

creating more jobs. More jobs, they suggest, translate into a more stable working force and middle class, reducing the need for direct government aid.

And what about the candidates themselves?

Barack Obama was first elected in 2008, when he defeated his Republican opponent John McCain with a campaign focused on the economy, with the rallying cry of “Yes we can!” Since his time in office, his notable achievements include passing “Obamacare,” an act that attempts to help more Americans pay for health insurance, and the successful elimination of the mastermind of the 9/11 terrorist attacks, Osama bin Laden. However, his opponents (and some of his supporters) have criticized him for not doing enough to help the struggling economy, and not being sensitive to religion, for forcing religious organizations to provide medical insurance that covers contraceptives.

Mitt Romney was the governor of Massachusetts, and often points to his successes there as proof of his competency for the presidency. His religious background as a pastor and community leader have encouraged supporters, but he has had a difficult time distancing himself from his history as a wealthy businessman. He worked as a CEO for the company Bain Capital, and the growing distrust of the rich in America has made this a liability rather than an asset.

So which is the better approach?

Who is the better candidate? Which vision of America will prevail? That is for the voters to decide.

## Goats VS Kudzu

BY ANNA LIN

Fighting kudzu is useless. It is a zombie that comes back from the dead, and won't ever go away; like a little brother who gets on your nerves 24/7.

According to the University of Alabama Center for Public Television & Radio, Kudzu first arrived in America in 1876 as a present from the Japanese government to celebrate the United State's 100th birthday. Kudzu proved beneficial in providing food for animals and in controlling erosion. However, this dream soon became a nightmare when the weed took over the South. According to William McClain's *The Green Plague Moves North*, in the 1980s, 7 million acres in the South had become the host of kudzu.

Herbicides were used to kill the weed, taking

as long as 10 years before becoming effective, until goats came along. Thank goodness to our heroes. With goats, kudzu may soon be gone for good.

Mentioned in “A Visit from the Goat Squad” in the *Herald Sun*, Diana Teten and her squad of 8 goats were landscaping in South Ellerbe Creek. Steep slopes made it dangerous for volunteers. The goats' sure-footage allows them to stay balanced during the work without disrupting the soil.

Kudzu appeared to be nutritious to the herd of goats. The octet sure had a big appetite, eating away unwanted plants including Kudzu, English Ivy, and Poison Ivy. While the herd enjoyed a healthy snack, machines (that would have disturbed the soil) and herbicides (poisoning the water) were successfully prevented from use. Along with all the advantages, having goats eat the unwanted was free labor that was beneficial to the animals, the environment, and us.

The best time of year for our heroes to take action would probably be during the fall, when kudzu seeds can be destroyed and hinder the plant's wide spread growth. The U.S. will soon be free against the zombies. A war we will win allied with the goats.



ILLUSTRATION BY ANNA LIN

The kudzu and goat battle will soon come to an end with victory for the goats.

## Calling all Thespians!

BY MARIKA BALL-DAMBERG

We are looking for anyone who LOVES theatre!” Mr. Nevels exclaims. The topic at hand is the new Thespian Society that the theatre department has decided to restart. The Thespian Society is a part of a national group started in 1929, now having over 2 million members. Its main focus is and always will be “excellence in the theatre.”

The International Thespian Society is nothing new for DSA; the school had a troupe active 15 years ago. Now, the school is starting a new chapter with a new batch of talent.

The society is open to any students that have an interest in theater. “Performers, techs, and anyone who simply loves to be a part of the theatre world are all welcome to attend,” Mr. Nevels states.

The focus of the group will be varied, focusing on events from sponsoring independent student productions, being involved in charity trips, to performing for kids at libraries and local elementary schools. The club is for the students, and so it is up to the group to choose what projects they will focus on.

The Thespian Society also features many benefits for students that cannot be found anywhere else, such as eligibility for scholarships and being able to audition at the Thespian Festival for college theatre programs!

The society is open to everyone, and can be a great opportunity for someone who doesn't have time to take theatre, but loves it, to involve themselves. The club will meet weekly, and officers will typically lead meetings.

# AP teachers balance work

BY TABITHA GADDY

"Well, this is my weekend," Earth and AP Environmental Science teacher Emily Turner said, a sharp slap of papers punctuating her words. The tower of students' Gummi Worm Lab reports was four to five inches tall.

Teachers might slip in a word about the amount of work put into their AP classes. In reality, they do the same amount as their students.

Even if Turner's weekends are buried in lab reports, she doesn't feel that the job is worse than a student's.

"Ideally, [being a teacher and being a student] should be the same," Turner said. She describes her father's work as a college professor for multiple years.

"He had a reputation for being a very difficult teacher and he was persnickety and as a physics teacher he corrected grammar and if your math was wrong your math was wrong," she said. "But he said it was evident to his students that he did as much work as they did, and that's what made the difference."

In AP Environmental Science (APES), Turner's work is cut out for her with triple the workload as regular classes'. Last year's APES had 44 students in all; two small classes. This year, Turner has 76; three "fairly large" classes. Her passion for the subject keeps her going.

"I probably do three times the amount of work for my AP class than I have to do for Earth Science," she said. "But I choose to do extra reading and extra classes on the subject matter that I teach mostly because I love it."

Turner's summer was spent planning her AP class. She's taught for five years, and this is the second year for APES. Last year's course was lacking curriculum-wise.

"We had no curriculum," Turner said. "No materials; we had nothing." Despite this disadvantage, Turner's APES class excelled.

To prepare for this year, Turner attended state training that gives materials about testing and "how to maximize success" for students. She chose to get a Masters

degree even though it was not required for teaching APES. She attended many seminars where she met 20 other teachers from all over the country. The school paid Turner to attend the seminar.

Like Turner, Common Core I and AP Calculus teacher Galen Maulsby also gives himself extra work to better his students' experiences. Last year was his first, but he "jumped right into the fire" taking up Algebra I and AP Calculus.

"It was an adventure," he said. Maulsby aims to make his class unique. He slaves over extra work to set up what other AP classes in the district may not be doing.

"I want to build how I want to teach first in the AP class then figure out how to bring it to classes in general at the school," Maulsby said. He incorporates Internet resources such as interactive word documents. He's able to experiment with lessons for AP classes because of the students' motivation.

"I know that my kids will meet their responsibilities, so that lets me make mistakes along the way and the kids can help me fix those mistakes because they're so committed to doing well," he said. Maulsby believes every teacher "should be teaching at least some combination of ... middle schoolers and some of the older classmen of the school. It helps [one] realize the context that any one class exists in relation to the one experience."

Maulsby points out that for his Common Core class there are four teachers: "Hamilton, Clayton, Bishop" and himself.

"I think that between the four of us we get more done than I do in my AP class," Maulsby said. "In AP Calculus I have to do it for myself, so that's part of the reason why the AP course takes up so much of my time; it's not



PHOTO BY TABITHA GADDY

After finishing a demonstration of the Earth's timeline, Turner explains to her students about the topic at hand.

'cause it's AP, it's 'cause that it's—I'm kind of all alone doing it."

Film and AP English III teacher Allen Cross also got an increase in students this year; from 60 students to 90. Despite this, Cross believes there's still a balance. He described being an AP teacher as the "same".

"A teacher should be hard working for his/her students regardless of the level," Cross said. "I don't think it should be any one person's burden. Teachers should be working to support their students and the students should be working and taking responsibility for themselves."

Cross taught English for 14 years before picking up AP English. This year he dropped his regular English class, which he said was more difficult than the AP.

"I usually spend more time tailoring lessons for individuals in the standard/honors classes than AP," Cross said.

AP European History and World History teacher Aaron Ward agreed that the regular courses are more demanding.

"I tell people all the time that in AP Euro I get to teach history. In World History I get to use history to teach following directions, being polite, and academic discipline," Ward said. "That's a joke. But the truth is, freshmen of mixed ability levels is actually more work because they require differentiation and are less self-directed and/or responsible than higher performing and older students."

Unlike the other teachers, though, Ward said his AP Euro class is a "boutique class".

"Not many students sign up for it. I think many kids are both encouraged to take more science and math classes and/or do not want to do the amount of reading and writing that this course requires," Ward said.

Lower numbers in AP Euro lessens the workload for Ward. He devotes more time to "reading and commenting on each essay" than he would if his classes were larger. Ward also takes the time to study further into his field to improve his understanding and content knowledge.

"All history teachers ought to be the first history student in their class," Ward said.



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# Q&A New Teachers



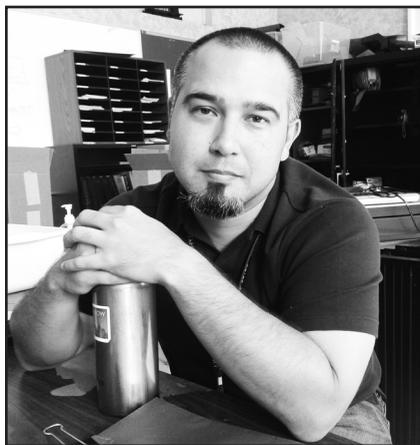
## Margaret Hennessey

1. This is my first year. I got my Master of Arts in Teaching at Duke University this spring.
2. I used to be an art teacher and I went to an arts magnet high school myself. Now I'm a math teacher, but I strongly believe in arts education.
3. I love helping students become more self-sufficient by learning how to think creatively. Being able to think logically and critically is important no matter what students go on to do after graduation.
4. Yes! I worked as a cook in a restaurant, a freelance editor of academic articles, a project manager for a museum exhibit design firm, and recently lived in a tent in southern California for 5 months while working on an avocado ranch and building a yurt, (A yurt is a portable, bent wood-framed dwelling structure traditionally used by nomads in the steppes of Central Asia.)
5. It really seems like students and faculty alike are happy to be here. And everyone is so welcoming!



## Mark Warden

1. This is my first year as a full-time teacher. However, I also worked at Northern as a part-time teacher. I graduated from Duke with my masters in teaching.
2. The honest truth is that I attended DSA myself from 6th to 12th grade. DSA is an amazing place and I have many fond memories here. I wanted to give back to the school that gave me so much.
3. What inspires me the most is that moment when students understand for the first time or-even better-when they do well after working hard for something. There is nothing more rewarding than working with a struggling student only to see them achieve success.
4. I worked at Elmo's diner in Chapel Hill for about a year serving food. I have great respect for servers and tipping for this reason.
5. The amazing thing about DSA is that it has a culture of success. Students want to succeed, create, and be themselves. I also believe that this allows DSA to be very accepting of diversity. I think this facet of the student body makes DSA unique.



## Jared Green

1. 5 years, this is number 6.
2. My girlfriend worked with a DSA graduate in California and she said great things about the school. The school also has an excellent academic reputation and I liked the people who interviewed me. Oh, and they offered me a job that pays money.
3. When I see the light go on in a student's eyes when they grasp a difficult concept. Seeing the improvement in student's writing over the course of the year.
4. I was a sports writer for several newspapers and a Soccer coach.
5. The diversity and unity of the student body.

1.  
How many years have you been teaching?

2.  
What made you decide to come to DSA?

3.  
What inspires you to teach?

4.  
Have you had any other job than being a teacher?

5.  
What is one thing about DSA that stands out to you?

## DOG PARTICIPATES IN READ-A-THON

Fergus is a two year old bearded collie who lives with his dad Dr. Milton Little, a psychologist and an educator at Durham School of the Arts. Fergus was a thirteen week old puppy at the Durham Animal Shelter when Dr. Little adopted him. Because of his mild disposition and his love of humans, particularly children, Dr. Little has always wanted Fergus to work as a volunteer in some capacity. This was a great opportunity to volunteer for the program 'See Spot Read' to give back to the Durham community. Fergus' favorite pastimes are playing with his friends at the Northgate Park Dog Park and taking naps back home on a stack of pillows.

Sixth graders enjoyed having Fergus with them during their annual "One Hundred Minutes of Solitude" read-a-thon, which took place in the media center this September. Over 200 sixth graders gathered in the media center to read for 100 straight minutes.

At the end, pledge sheets are handed out and students can collect the pledges they received. A student who got four pledges of five cents per minute and who read 100 minutes would earn and receive twenty dollars. With this, the sixth grade can earn in excess of \$4000, all profit and useable for students who need help paying for field trips and more.

