

ENVIRONMENTAL TEACHER TAKES AIM



Camryn Darragh

Should our teachers be packing heat?

Two siblings butt heads on explosive topic

No guns in schools



REGAN CURTIS
Co-Editor in Chief

Usually when we think of traumatizing high school experiences, we cringe at memories of detention, running late and failing tests.

Now imagine if that traumatic memory was of your favorite teacher pulling out a Glock 17. Terrifying.

The same type of terror is sweeping the nation as lawmakers seriously consider arming teachers and increasing armed security guards in school. After the mass shooting at Stoneman Douglas High School in Parkland, FL last month, Americans are seeking solutions. This response is only natural. What is not natural is fighting fire with fires--increasing gun accessibility in an effort to stop gun violence.

Simply based on the sheer number of schools in the U.S., it is clear that arming teachers would be both dangerous and logistically difficult.

There are approximately 35,000 high schools in the United States. Suppose each school has 100 teachers, which is a safe bet considering Broughton has over 120. Arming every teacher will add 3.5 million guns into schools.

The probability that all 3.5 million of these new guns will be safely used without even once ending up in the wrong hands? Close to impossible.

This analysis does not even scratch the surface of the economic problems that would arise. Arming all high school teachers with fairly inexpensive handguns (around \$300 each) would cost over two billion dollars or \$30,000 per school, not including necessary training and maintenance.

If just 20% of high school teachers were armed, a more realistic percentage than 100%, the cost would still be over \$200 million for a presumed solution that will only worsen the situation.

So if fighting fire with fire is

not effective, what is? Perhaps we should try the opposite of fire: water. Maybe rather than fighting gun violence with guns, we should decrease firearm availability.

Right now there are only three requirements for purchasing a "long gun" (including AR-15s) in North Carolina: being at least 18 years of age with a clean criminal record and a federal ID. What's worse is that gun buyers can skip the background check by purchasing in private, such as at gun shows, allowing criminals to obtain guns fairly easily.

Loopholes in the system are also responsible for the 500,000 fully automatic rifles still in circulation today. Though machine guns were outlawed in 1986 under the Firearm Owners Protection Act, Americans can still purchase automatics made before 1986 with a clean record, cash and lots of paperwork. Imagine how much deadlier school shootings would be if done with an AK-47.

These loose guidelines are clearly not sufficient to prevent gun violence. In the weeks following the Parkland shooting, 16 more people have died and 59 have been injured in mass shootings in the US alone (based on data from gunviolencearchive.org, where an incident involving four or more victims is considered a mass shooting).

What we need is not looser guidelines and more loopholes as encouraged by gun company lobbyists, but consistent background checks, stronger punishments for illegally carrying firearms and a minimum buying age of at least 21. Though banning all guns everywhere might not be feasible, significantly lowering the number of them in circulation is.

And many changes that could decrease gun violence are not even directly related to guns themselves. Increasing education among school-aged children could help decrease mass shootings. If high schoolers were trained to recognize the warning signs of mass shooters and report them, maybe Parkland could have been prevented. We could even start in elementary school, educating against bullying that often provokes violence in the first place.

Any traumatic experience is destined to be met with a passionate, invigorated call for action. Let's use our energy toward making the right changes: educating our youth and limiting their access to weapons.

Community Viewpoints



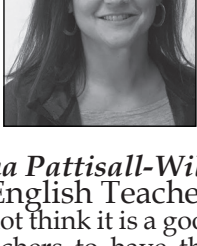
Allisen Fischer
Math Teacher

"No, I would not carry a gun because sometimes I do not even staple papers on the right side so I do not think I could handle a gun carefully."



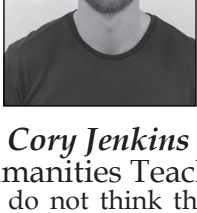
David Christian
Humanities Teacher

"If provided appropriate training, I believe that there are faculty that I would be comfortable with carrying guns on campus."



Juliana Pattisall-Williams
English Teacher

"I do not think it is a good idea for teachers to have the burden of being armed in school."



Cory Jenkins
Humanities Teacher

"No, I do not think that it is the first solution we should go to. There are other avenues that we need to take, including greater restrictions on gun ownership and other safety measures that could be implemented first."

Guns in schools



JOHN MICHAEL CURTIS
Reporter

If we are willing to protect our politicians and celebrities with heavily armed guards, why should we allow our students to be sitting ducks in an unarmed school?

One of the reasons people are calling for gun control is that they are afraid of semi-automatic weapons such as AR-15s.

Most of this fear can be blamed on ignorance about guns, especially when it comes to calling these types of weapons "assault rifles" or "automatic rifles."

The AR in AR-15 actually stands for "ArmaLite Rifle", the company that developed these rifles. The proper term for guns of this caliber and capacity is "modern sporting rifle," as assault is an action and not a type of gun.

A semi-automatic rifle can only fire as many times as the trigger is pulled, just like any other legal gun.

Fully automatic rifles that can reload and fire continuously with one pull of the trigger have been outlawed for civilian use since the passage of the Firearm Owners Protection Act of 1986. The use of sporting rifles is completely dependent on the user, and we can't blame the deaths of school shootings on the whole population of gun owners.

So if guns aren't to blame for our nationwide problems, then what is?

Guns have been in homes for over 200 years, yet we never had more than 10 school shootings in a year until 2012.

It has only gone up since then, with 18 school shootings already in the first two months of 2018.

In this same period of increasing school shootings, private gun ownership has declined by more than 20%.

The source of this disaster is due to many factors including the removal of God from

schools, the disrespect of our country and our flag, and the lack of strong discipline for children.

Now that we have made it clear that gun control won't work, it is time to decide what to do. Waiting on the police in a time of crisis clearly won't work, as the nationwide average police response time is more than 10 minutes.

This is more than enough time for a crazy shooter to kill dozens of students, and in the Parkland shooting case the armed resource officer waited outside for over four minutes while students were being shot.

By comparison, a teacher with a Glock 19 could end the threat of a shooter from 50 yards away in .126 seconds. That is clearly the safer option for our students.

Many people have reservations about arming teachers. The most important factor would be creating a comprehensive training course that instructs armed teachers on how to effectively defend our students.

Not all teachers would need to be armed, but training 20-30 willing staff members in our school would effectively protect our students.

An alternative to arming teachers would be to hire military veterans who have already been trained and who are mentally cleared to defend our students.

There are over 450,000 unemployed veterans today who could be called on to protect schools.

At Broughton, the only armed person on our campus is Officer Michael Foran. This means that if someone starts shooting, he is the only line of defense in the whole school. As you drive into Broughton, there is a sign declaring that our school is a gun free zone.

As President Trump said, "A gun-free zone to a maniac, because they're all cowards, a gun-free zone is: 'Let's go in and let's attack, because bullets aren't coming back at us.'"

By disarming our schools, we are only making it easier for tragedies like the Parkland shooting to occur.

If we replaced the gun-free sign with a sign notifying people that teachers are armed and ready to defend students, this would discourage school shooters from attacking schools, and result in a safer school environment for students, teachers, and administrators.

Staff Editorial

College: Navigating to final frontier

College acceptance can be a crapshoot.

First of all, you are being judged in a span of 10 minutes, at the most, from a piece of paper that you have manipulated to define who you are to the fullest extent.

Perhaps the admissions' advisors are weary. After all, your application is in a pile with 15 nearly identical applications, which makes it harder to see your individuality.

Even with the best of applications, your chances of getting into any school can be random, especially when you are in a competitive high school trying to get into a competitive college.

This air of exclusivity that universities create throughout the application process permeates throughout high schools.

It perpetuates a feeling that students should choose the most exclusive university that they get into because it will have the best education.

One feels, at least initially, inclined to choose a school because of its legacy or name.

A huge part of the college selection process, unfortunately, can feel like a competition with one's peers.

That is why it is important to choose a school based on what is the best fit for you.

Just because you have gotten into an Ivy League school does not mean that you will thrive in that academic environment.

More often than not, you can get an education more based around your needs at a school that wants you to be there. Universities that offer you a scholarship are more likely to make you a priority at their school and want to provide you with the necessary materials to make you a successful student.

dent.

Furthermore, it can be disheartening when students in your own grade get into schools that you were set on attending. Remember, though, that this does not reflect, in any way, on you as a person.

Before choosing whatever you plan to attend college, think about your options.

Maybe your best option for your future career is not even college at all. Perhaps trade school would benefit you most. Moreover, going to community college for a couple semester to gain credits is also a valid and rewarding option.

No two students can look at college through the same lens. Choosing the path ahead is about you and only you. You might become frustrated with the one student in your class bragging about extravagant acceptances, but, in reality, success is not measured by the college you attend.

This process is not only grueling but also multi-faceted. You have options. It is not just about education. It is about accessibility, community, and other various aspects that can make or break your experience after high school.

If you subtract all of contentious feelings within your high school environment, the choice should come to you more easily. Being able to take a step back and realize that your future is as limitless as it is most likely the most valuable option at this point.

Though you may feel limited by the university's decisions, money, or other obstacles in your way, there are some ways around these issues.

Go see your guidance counselor and try to make your future what you want it to be. The choice is yours; take it as you will.

SMART lunch, smart choice

LUKE BRIZZOLARA
Business Manager

In a galaxy far far away, SMART Lunch was once a special time for Broughton students.

In this hour-long period between second and third period, students had the ability to catch up on coursework, attend extracurricular meetings, and use some time for leisure.

However, after a disruptive food fight broke out, SMART Lunch became history.

After much discussion with various teachers, students, and administrators, I believe I have had ample time to reflect and come to the conclusion that Broughton needs to return to SMART Lunch to truly provide all students with equal opportunities to succeed.

Before I get to the benefits of SMART Lunch, I will describe how it would work.

SMART Lunch would occur after second period and last for an hour.

This period would be broken into two 30-minute parts, similar to the first lunch and second lunch system we currently have.

At the beginning of SMART Lunch, all students would have to check in with their third period teacher.

Students assigned with the first lunch period would then go to lunch.

Students who have lunch second would have a few options on how to spend their first period.

First and foremost, if any of their eight teachers thinks they need to make up coursework, they will spend their first period doing that classwork.

If they don't have any required coursework to make-up, they can use their non-lunch period as a study hall, as extra time for eating lunch, or for attending things such as extracurricular activities.

At the end of the first 30-minute period, the two groups of students would switch and half would go to lunch and the other half would go check in with their third period teacher.

This would be valuable for everyone for a multitude of reasons.

First and foremost, students would have time to catch up on their work and have access to their teachers.

This would give students who need to catch the us at 2:18 p.m. a chance to complete some work outside of class.

Under the SMART Lunch system, they would actually have a set period of time each day where they could make-up work and get face-to-face help from their teachers.

Furthermore, students who ride the bus are often unable to participate in extracurricular events.

If each club was assigned one 30-min-

ute section of SMART Lunch per week, then every student would have an opportunity to be involved in every club. Most of Having SMART Lunch would be a great way to enable the tremendous diversity to flourish.

Not all students can find alternatives to bus rides home, and, therefore, are unable to stay after school for club meetings.

Reinstating SMART Lunch would show a strong effort on the part of school administrators to build a bridge for the many students who need one.

Finally, SMART Lunch would serve as a reward for students who have their work done.

In addition to attending extracurricular events, these students could have an extended lunch, get ahead on group projects, or even use this time for exercise, such as playing basketball in the small gym or running around the track.

Young adulthood obesity is a growing issue in all parts of the United States, especially for high schoolers who don't have a required time for exercise in school.

There are many valid complaints against SMART Lunch that need to be addressed.

For example, it would be harder to monitor the halls, it would be harder to keep track of all students, and more time outside of the classroom translates to more time for potential conflict to brew.

However, I believe that these complaints are all able to be overcome. Just this year alone hall monitoring has increased drastically and I can't remember a time this year where I haven't been repeatedly stopped by teachers asking to see a pass.

Additionally, if extracurriculars met during SMART Lunch and students could go meet with their teachers during it, the halls after school would clear much quicker.

There might not even be any students left on campus at 2:30 to hear the announcement that "the building is now closed."

I know there are many other logistical issues that are above my head, but it seems to me that the benefits strongly outweigh losing an average of 7.5 minutes of class per class.

We would give students more opportunities while still maintaining the integrity of classes that could remain longer than an hour and fifteen minutes.

Just last year, Leesville High School took away and then reinstated SMART Lunch after finding ways to improve and refine it.

It is time for Broughton to follow suit.

The Hi-Times

Needham B. Broughton High School

723 St. Mary's Street

Raleigh, NC 27605

Staff 2017-2018

Executive Editors: Cate Brewer, Regan Curtis, Binita Thapa

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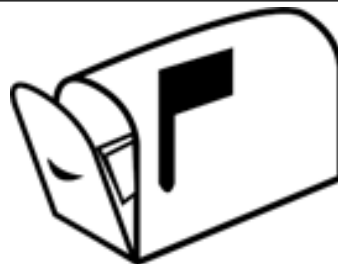
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The purpose of the Hi-Times is to present news to students in an informative and fair manner. The Hi-Times wishes to reflect the opinions of the Broughton community and welcomes contributions from students, faculty, and parents. The Hi-Times reserves the right to edit letters for length, grammar and discretion. All contributions must be signed and delivered to 1310. Individual editorials, Letters to the Editor and paid advertisements are not necessarily the opinions of the staff. The Hi-Times is a member of the North Carolina Scholastic Media Association.

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Calling all students and faculty

If you are journalistically-minded or have an interest in expressing your opinion in the next issue of the Hi-Times, write a letter to the editor.

The staff will be accepting any letters with comments, questions, or opinions regarding the content of this issue at our email: hitimes2018@gmail.com

Make sure that your voice is heard by our staff. You could even be featured in the next edition of the Hi-Times. The staff wants YOUR feedback.

- Tara Murray, the 2017-2018 Hi-Times Opinion Editor

Screaming for ice cream

BINITA THAPA
Co-Editor in Chief

What would you do for a Klondike bar or any ice cream for that matter?

Ice cream was a staple in all of our childhoods and it's a treat that we still look forward to on hot, summer days.

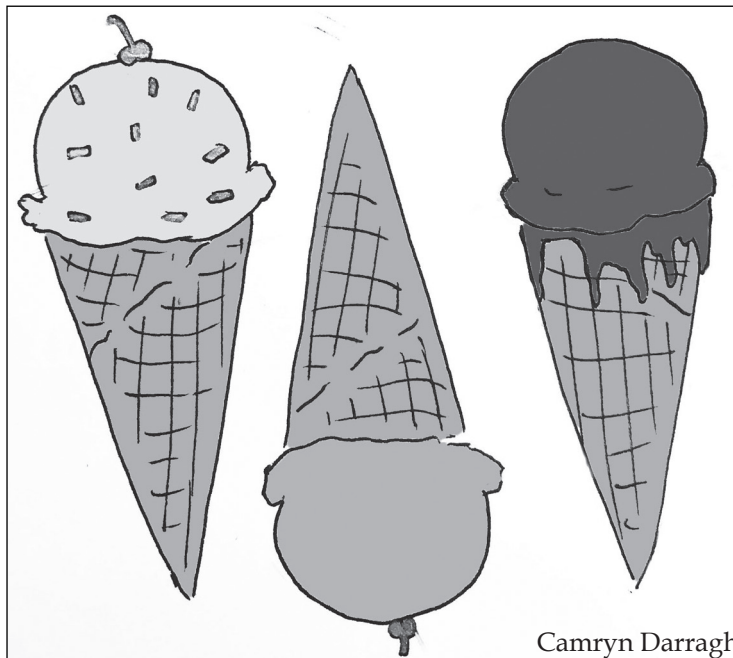
Countless delicious flavors are available at a myriad of places that know how to serve a cone or cup just right.

Neapolitan is a brand that pretty much everyone knows. In one container, you get three blocks of the classics: chocolate, vanilla, and strawberry, making it a good grocery store choice for families so they can get one of everything. Remember that other tasty brands are just an aisle away the next time you're at the store, like Edy's, Breyers, Blue Bunny, Skinny Cow, and Klondike.

Although many well-known companies sell their brands in grocery stores, nothing beats the experience of going out to an actual shop and having an endless variety of choices.

Ben and Jerry's is a go-to spot for a cool treat. They have flavors that never fail to please, like Cherry Garcia, Chocolate Chip Cookie Dough, Strawberry Cheesecake, and Chunky Monkey. Just to give back to their loyal customers, they even pick one day every year to give out free ice cream, naming it Free Cone Day. This year, Free Cone Day falls on Tuesday, April 10 from 12:00 pm to 8:00 pm.

Cold Stone Creamery is known for



their great names and even better tasting ice cream. Even though you can create your own, it's well worth trying their signature flavors like Peanut Butter Cup Perfection, Cookie Doughn't You Want Some, Berry Berry Berry Good, and Germanchokolätekäke (try sounding this one out before ordering it).

Häagen-Dazs is the brand you think of when you just want to spend a Saturday night on the couch in your pajamas, along with a couple of friends and

a movie. Their flavors sound like they were created for fancy commercials, which include pralines and cream, raspberry sorbet, Belgian chocolate, dulce de leche, and summer berries and cream. Häagen-Dazs also has a day where they give out free ice cream, which will be coming up this year on May 8th.

Thinking about all of these ice cream flavors is just a friendly reminder that warmer weather is on its way along with the joys of a cool, sweet treat.

Third quarter ends strong

President's Corner



CLAY OXFORD
Student Body President

Three down, one to go – we're almost there CAPS!

Third quarter was a ton of fun! Queen of Hearts was spectacular (massive shoutout to all the students who participated in the preparation for the dance or the assembly), and then we followed it up with some excellent performances ... as well as some comic relief ... on Song-A-Grams day. We're also extremely proud of our winter sports teams! Wrestling and Men's Basketball had especially strong showings this year, with the CAPS taking home multiple conference and regional championships. Finally, our arts department produced a phenomenal spring musical, and many ensembles performed at Broughton and beyond throughout February and March.

Third quarter also brought a confluence of events that have challenged our school and the strength of our school community. Broughton has a diverse student body with a range of opinions on many different issues, and I encourage everyone to approach others' perspectives with an open mind.

It has been heartening to see our school community come together and remain strong while addressing these challenging issues. I am proud to attend a school where the students are willing to leave their comfort zone to seek out, listen to, and engage with those who may seem to be very different.

Though exams and graduation will be here before we know it, I want to quickly remind everyone of some of the great things still happening fourth quarter. We're super excited about hosting our Spring Fling Dance and the Walk for Water in order to serve those both here in our community and around the world. After spring break,

Prom is right around the corner for juniors and seniors, and we're excited to see what the Junior Class Council has in store for that night. Also, our spring sports are in full swing, and many of our teams are poised to be strong contenders for conference, regional, and state titles. Our performing arts department will be hosting spring concerts throughout April and May, and SGA plans to host a dodgeball tournament and a movie night for all students to celebrate the end of the school year.

Finally, thank you to everyone who has helped to make this such an incredible year! Our school wouldn't be the same without the efforts of administrators, teachers, coaches, advisors, and students who go above and beyond to make Broughton a wonderful place to be!

'Sko CAPS! -Clay

Top Ten Writing Utensils

REGAN CURTIS
Co-Editor in Chief

Writing utensils: they unite us, stimulate lively discussion among us, and even cause tensions between us. Every student has his or her preferences. From ballpoint to gel to mechanical to wooden, here is a list of the 10 best high school writing utensils in order from good to great.

10. **Paper Mate .05mm Clearpoint** - The extra thick grip of this mechanical pencil is controversial among students; most either love it or detest it. This pencil has become popular because of its uniquely wide eraser and side button for releasing lead. Unfortunately, the lead's typical thickness of .05mm can make words faint and hard to read, and the wide barrel makes them difficult to quickly store in a book or binder.
9. **Sharpie Permanent Marker black** - Traditional Sharpies have been around awhile for good reason. These markers are an essential add to any student's writing utensil collection because they produce dark lines necessary to outline significant aspects of any school project. Though black is the most common color, they come in all hues of the rainbow. Drawbacks include their tendency to dry out quickly and a nauseating scent.
8. **Papermate Flairs** - Also known as "teacher pens," these felt-tipped colorful pens create beautiful letters. They are perfect for when you're feeling a little extra and want to color code your notes. One drawback, and the reason why Flairs did not rank higher than seven, is that one must write very slowly and carefully to still remain neat.
7. **Sharpie Highlighters** - Because of Sharpie's SMEAR GUARD technology, students can annotate notes without worrying about smearing highlighter ink across the page, something especially helpful for the left-handed. The ink is bright and lasts for a long time, and the caps attach to the back of the highlighter for convenient storage (or to make long highlighter swords).
6. **GEDDES Fighting Frog Light-Up Boxing Pen** - Even in high school, these fun pens are still the epitome of cool. They feature a standard black ballpoint on the bottom with a frog on the top that throws punches with extendable arms when its levers are pushed. What's more, as students write a bright light illuminates the frog's torso. This light can be especially helpful for students who want to show teachers that they are paying attention and taking copious notes.
5. **Bic .7mm Xtra Sparkle** - Though many students do not know the technical name for this popular writing utensil, this is the basic Bic mechanical pencil that many students use. It comes in various colors and is called "Xtra Sparkle" because of the subtle shiny flecks in the plastic. These pencils are versatile and the lead shows up dark and neat.
4. **Dixon Ticonderoga HB #2** - For cool hipsters who still write with wooden pencils, Ticonderogas are a must. They have dark, legible lead and the softest, most functional eraser known to high schoolers. They also give you an excuse to get up several times during class and use the pencil sharpener, a major benefit for those who can't sit still for long periods. Also, Ticonderogas are affordable at less than \$10 for a box of 96.
3. **Bic .7mm Xtra Shine** - This mechanical pencil is similar in both lead and structure to its cousin, the Bic .7mm Xtra Sparkle, except it comes in a shiny silver wrapping. As one senior said, "They show that I'm studious but I like to party." Xtra Shines are perfect for writing assignments or drawings because they are very easy to erase.
2. **G2-.7mm Pilot, black** - The G2 Pilot is hands down the president of all gel pens, and black is the go-to color. G2 Pilots are widely known across Broughton for their dark, bold marks. G2's come in .5mm, .7mm, and 1.0mm. The latter two work nicely, but a .5mm does not produce the lusciously thick lines that make G2's famous. These pens also feature comfortable grips for long essay writing.
1. **G2-.07 Metallics** - If the black G2 Pilot is the president of gel pens, G2 Metallics are the gods. Writing with one feels like skating on a smooth sheet of glass, while the shiny blue, green, pink, grey and gold colors show both youth and professionalism. G2 Metallics are slightly pricier than other pens at \$11.05 for an 8 pack, but they last for many months and can be refilled with G2 refills rather than replaced altogether.