

The Navigator

Newsletter for Participants of the

4th/5th Grade Talent Search



Fall 2004

Character: The Sum of Who You Are



char-ac-ter (kar ik ter) 5. a distinctive trait, quality, or attribute; characteristic 6. essential quality; nature; kind or sort 7. the pattern of behavior or personality found in an individual or group; moral constitution 8. moral strength; self-discipline, fortitude, etc. 9. good reputation

Websters New World Dictionary

In 5th grade I read a book club selection that stays with me still: *Shackleton's Valiant Voyage*, an abridged version of the diary of Sir Ernest

Shackleton by Alfred Lansing. Although it only cost 50 cents, I gained a lot from reading it. This was probably the first lesson I learned independently on the meaning of character. Shackleton was a British explorer who wanted to be the first to cross the Antarctic by land; he spent two years gathering the men, supplies, and ship to embark on an expedition. It was 1912, and Shackleton dreamed of making his mark on history. But before they ever got to land, their ship, the *Endurance*, was trapped and slowly crushed by the brutal polar ice.

Imagine being stranded on a vast expanse of ice with twenty-eight men counting on you. No one is coming to rescue you... no radio, no radar. The people back home in England 11,000 miles away don't even expect to see you again for the next two years. If you were in charge, what would you do? How would you stand up under such enormous pressure?

Ernest Shackleton stands out as a person of character, because without hesitation he gave up what he most dearly wanted and pursued a new goal—to save every one of his men and to bring them back to their families. With endurance, perseverance, and a dose of humor, he guided his men in three open boats (the size of big rowboats!) across 800 miles of rough seas. In spite of all odds, under his command, they all made it back alive. It was a stunning tale of courage, bravery, and resolve.

Shackleton was my hero, and for years I told everyone I knew about him because he so inspired me. What I learned from reading about Shackleton was later summarized by my eighth grade class graduation motto: "Determination paves the road to success." To this day, when people tell me I have staying power or guts, I think back to the lesson on character I learned from reading about Shackleton.

Your *character* is the sum of the qualities or features that make you who you are and guides your actions and reactions. It's not about being smart or athletic or good-looking. It's about being honest, fair, and considerate, and if you are those things then you stand a pretty good chance of being a person of good character with ethical behavior.

A person of good character goes through life always trying to do the right thing. Sometimes, doing what's right isn't easy. Learning is part of being a person of character. At any age, it can be helpful to think about **what you can learn from others** and **what you can do** to act with character.

What can you learn from others?



The last issue of *The Navigator* focused on a love of reading and exploring good books. **Reading biographies and autobiographies** offers you an opportunity to examine the lives of others for their positive character traits. Instead of focusing only on an individual's accomplishments, ask yourself: What character traits does this individual have that are admirable? Is the subject of the story someone who is kind and cares about others? Is the individual generous, courageous, or someone upon whom others can rely? How does this person act that sets him or her apart from others?

Character: The Sum of Who You Are (continued)

Along with biographies and autobiographies about real people, great literature can also provide opportunities for **learning about character through fictional characters**. The novel *To Kill a Mockingbird* is rich with characters who do and don't do the right thing. When you're reading ask yourself: How would I describe this individual's character in one word? Is this person someone I'd like to be like? Positive and negative traits of character can be found by examining figures in science, art, history, mathematics, government, education, and industry.

Too much of our time can be spent **watching television**. But as you're watching TV, try to look at the people in the drama or sitcom to see how they treat one another



and what consequences their actions have—for both good and bad. How many times have you watched a show and thought to yourself, "Oh no... that's a mistake...don't do that, or it's going to get you in big trouble!"

Sometimes it can be helpful to see what others do and learn through someone else's experience. Living vicariously, experiencing life through someone else, can be a valuable and safe way to learn a powerful lesson.

When you're **listening to music, watching movies, or playing video and computer games** what messages are the lyrics,

the plot, or the actors sending you? Are the messages in sync with your own values and thoughts? Instead of simply absorbing someone else's values, make sure that what you're seeing and hearing promotes what you believe is valuable.

What can you do?

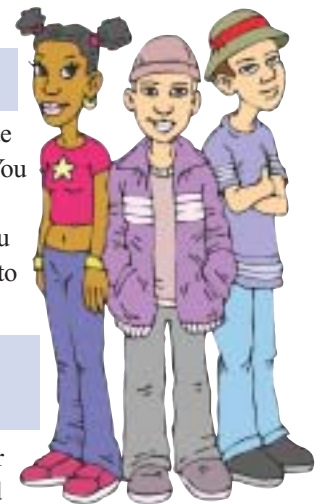
Being honest, fair, and considerate can be everyday occurrences. After you've given yourself a chance to examine character in others, practice behaving with character yourself. Start thinking about what **you** can do on a daily basis. Though everyone's life is different, here are three situations that offer you an opportunity to act with character.

Resist cheating

As "Sally's Dilemma" showed, the temptation to cheat exists. What people don't often realize is that the person most cheated by cheating is **the cheater**.

Be true to yourself

Have you ever been tempted to hide your skills and talents trying to fit in? You are who you are, and you need to be **honest with others about yourself**. You don't have to be someone else in order to get someone else's approval.



Don't stay silent about bullying

Ever see a group of kids pick on or tease another kid? Has it ever happened to you? Well, take a stand against bullying. When a stronger person intimidates a weaker or more vulnerable person **it's wrong**. The only reason bullying has become such a problem in schools is because most of us stay silent even when we know it's not right. You can be a person of character by not allowing a bully to be in charge. Standing up for others can be as simple as saying, "That's not how we treat each other in our school."



If you can live your life being honest, fair, and considerate of others, then one day someone may be reading a book about **you!**

—Melanie Mitchell

Melanie Mitchell is assistant director of the Kenan Institute for Ethics at Duke University.

EXPLORE Your Abilities

Duke TIP 4th/5th Grade Talent Search students can learn more about their academic talents by taking the EXPLORE test. The EXPLORE test was developed by ACT for 8th graders to evaluate their academic development. Duke TIP offers EXPLORE to those academically talented elementary students currently enrolled in the 4th/5th Grade Talent Search as an above-level test to assess the student's academic level and potential.

Test registration information will be mailed directly from ACT in October. **If you do not receive your materials by October 15th please contact the Duke TIP office at (919) 668-9100.** Test dates for 2005 are January 29 and February 26. Students who score in the 99% on the composite section of the EXPLORE will receive a recognition medallion in honor of this achievement. Good luck!

Also, be on the lookout for writing contest materials, scheduled to arrive at your home in December.

ELECTRIFYING ELECTIONS

The 2004 presidential elections are upon us! Answer the following:

Does the candidate who gets the most popular votes win?

If you answered **no** to this question, congratulations you are correct and a possible politician in the making. If you answered yes, you are not alone! Many Americans still do not understand the process by which our Commander in Chief is elected. So here's an Election 101 refresher course.

The Electoral College: What is it?

Can I get a degree there? Do they have a good basketball team? No! The Electoral College is not an institution of higher learning, and there is no campus or students. The Electoral College is a system in which each state is assigned a number of votes in a presidential election. The number of votes each state has is equal to the number of senators and representatives that it has. (Except for Washington, D.C., which gets three electoral votes even though it has only one delegate in the House of Representatives and no senators.) Thus the more people that live in a state, the more electoral votes it has.

Here's How it Works...

The candidate that gets the most popular votes in each state gets all the electoral votes for that state (Exception: Nebraska and Maine give two electoral votes to the state-wide winner and the rest to the winner in each congressional district). As a result, the president of the United States is not elected by popular vote, but by the Electoral College. The first candidate to win an absolute majority or 270 electoral votes (out of the 538 possible) becomes the President! If no candidate wins a majority of the electoral votes, the House of Representatives decides the presidential election.

Why does an election take place on the first Tuesday after the first Monday in November?

Why November?

At one time, the United States was largely a rural and agrarian (farming) nation. Since the harvesting of crops was normally completed by November, farmers were free to vote. November is also before the onset of winter and traveling would be easier for voters.

Why Tuesday after the first Monday?

Tuesday was chosen to give a full day's travel time after Sunday, which was widely observed as a day of rest, since voters needed time to travel by foot or by horse to the nearest polling place. The choice of Tuesday after the first Monday was established to prevent elections from falling on the first day of the month, which was typically reserved for court business and would not make a good day to hold elections.

From: <http://bensguide.gpo.gov/6-8/election/electionday.html>



FACT: The House of Representatives elected Thomas Jefferson president in the election of 1800 when the Electoral College vote resulted in a tie.

FACT: In 1824 the House elected John Quincy Adams President when none of the candidates received an absolute majority.

FACT: In 1972 the voting age was lowered from 21 to 18 thanks to the 26th Amendment.

Did You Know... At 6 feet and 4 inches, Abraham Lincoln was the tallest president. However, if John Kerry is elected in 2004, he will become the tallest president ever at 6 feet 5 inches.

presidential trivia

Q: Who was the heaviest president?

A: William Howard Taft weighed 340 pounds and once got stuck in a White House bathtub.

Q: Which article of the Constitution defines the powers of the President?

A: Article II

Q: Which two presidential candidates participated in the first televised debates?

A: Kennedy and Nixon (1960)

Q: In front of what building does the president take the oath of office?

A: The Capitol

Q: Before their election, what profession were more than half of U.S. presidents?

A: Lawyers

Q: Who was the first president to be inaugurated in Washington, D.C.?

A: Thomas Jefferson

Q: If the president and vice-president should die, who would become president?

A: The Speaker of the House

Q: Who usually gives the oath of office to the president?

A: The Chief Justice of the Supreme Court

Q: Who was the first woman vice-presidential candidate on a major party ticket?

A: Geraldine Ferraro, Democrat, 1984

Integrity

Advice for Sally

Trustworthy

In the last issue of The Navigator we asked readers to send in an essay explaining what options are available to Sally and what she should do. Here's what some of your fellow 4th/5th Grade Talent Search participants have to say.

Sally's Dilemma: Sally enters the restroom at school one day and discovers that her teacher has dropped the science test on the floor. This test is not scheduled until tomorrow. What should Sally do?

The only option for Sally is to just give it to the teacher. First of all, it would be nice to give the test to the teacher, and second of all, Sally could get a thank you from her teacher. That means she is a responsible and respectful person. Sally could be happy if she chose this option, because maybe nobody else wanted to pick it up and give it to the teacher. The next time Sally is faced with a similar problem she will be more likely to choose the right thing to do, because doing the right thing shows maturity. She will get a lot of thanks, and her teacher might give her more responsibility and freedom.

– **Jasmine Corrine Jessie**
Age 10
Highlands Elementary
Cedar Hill, Texas

After a long time of thinking, I finally decided that if I were Sally I would be a good and honest student and give it back to the teacher. A reason would be the teacher will be able to trust me if she needs to. Another reason would be that the teacher would be able to count on me. And my last reason would be that I would feel good about myself, and I will always know that I did something good. After discussing this dilemma with my family, I came to a final decision that Sally should give it to the teacher because she will get more respect from her teacher.

– **Eid Sarua**
Age 11
Saint Andrew Catholic School
Coral Springs, Florida

The option that I think is best for Sally to do is to give back the paper. If she did not it would be unfair to her classmates, and she would be very untrustworthy. It is important to be trustworthy; because, when trust is lost, it is hard to earn back.

– **Denise Elaine Powell**
Age 11
Saint Richard's Elementary
Pearl, Mississippi

If I were Sally, I would feel like a cheater if I did anything with the test other than tell an adult. The right options are to tell the teacher or somebody in charge. If Sally was like me, her final decision would be—take it to an adult. That would represent the Six Pillars of Character that I have learned at Memorial Intermediate School:

Citizenship, Fairness, Responsibility, Respect, Honesty, Trustworthiness.

– **Bella Dia Herbsleb**
Age 11
Memorial Intermediate
New Braunfels, Texas

I am pretty sure that it was probably a temptation, at first, for Sally to keep the test. The correct and moral thing for Sally to do is give the test back to her teacher. If Sally does not give the test back, it is almost like she is stealing. She found it, but she also knew who it belonged to. If Sally got caught with the test, she may be remembered as the girl who found a test and did not return it or stole an exam. She should want to be remembered by her classmates as the girl who found a test and was honest enough to turn it in. She may be setting an example to other students who probably would have done the opposite in the same situation. In this example, she is a role model and a leader. If Sally kept the test, she would not feel good about the grade that she received. It is not something that she worked hard for and earned. Studying to make good grades should always make you feel better about yourself. Even if she studied hard and failed, that would be better than cheating. If she cheated now she may continue to try to cheat her way through life. The easy way out is not always the answer or the solution to the problem. So, if I was Sally, I would return the test, study hard, and make the best grade that I could make without cheating!

– **Tatyana Faulk-Frink**
Age 10
Chadbourn Elementary
Chadbourn, North Carolina

Maturity

Honor

Honesty

Clear

Character

In my opinion, Sally can choose one of two options: she can choose the right choice of telling her teacher that she found the test in the bathroom, or she can act as if she never saw it and say nothing.

If she chooses to say nothing, she has to live with the fact that she lied and will jeopardize her chances of gaining real knowledge. If Sally chooses the option of telling the teacher that she did look at the test, then she could be comfortable, not guilty, with her decision. I discussed this topic with my siblings, parents, and family. I received the same answer: tell the truth. They agree with me that Sally should tell the truth and be honest. If I were Sally and lied I would have felt very, very guilty and disappointed with myself, knowing I was dishonest. Of course, there are people who have no moral beliefs and may not see anything wrong with lying. For the most part I do believe people want to be good and righteous. With that said, her best choice is telling the truth in the first place. Then she would not have to live with a lie for the rest of her life. With my top reasons, and the conclusion of my siblings, parents, and family, I would choose to tell the truth.

– Wesley Sierra
Age 11
Barbara Jordan Intermediate
Schertz, Texas

Fair

Sally's best option is to return the test to her teacher without looking at the test. She will feel good about herself and have a clear conscience about doing the right thing. Sally will be able to fairly test her knowledge of science. She may also be rewarded for her honesty in returning the test.

As with all good things, there are bad things too. Dishonesty may make Sally feel guilty and bad about herself. Sally wouldn't enjoy the consequences of her actions. If stealing, cheating, and dishonesty were easy things to get away with Sally may try it again.

My final decision was based upon my own dilemma. Faced with a similar situation, I made the wrong choice. In talking with my peers I understood why honesty was the right decision.

– Chase Snyder
Age 12
Cross Timbers Intermediate
Arlington, Texas

conscience

Sally could return the test to the teacher, this being the morally correct and fair option. She could copy the test and then return the original, possibly garnering a high grade on the test. This is cheating to win and removes all fairness from the "game," similar to using steroids in sports. Another option is to use the test as a study guide and not return it, without anyone knowing, enabling Sally to look up the answers and receive a potentially high grade on the test. This is also cheating and is morally wrong. Her potentially high grade would not demonstrate her actual knowledge and would not reflect her true effort. An additional option is to leave the test where she found it and do nothing. However, another student might pick it up and use it inappropriately. Had Sally returned the test to the teacher, she would have been able to prevent this situation. The best and only moral option is to return the test to the teacher. This action would demonstrate honor, integrity, and honesty. Holding these values is the only option in this situation.

– Maximilian Conger
Age 12
Notre Dame De Sion School
Kansas City, Missouri

Truth

In my opinion, the best answer to this sticky problem is to give the test back to the teacher. I chose this option, because it is the most honest solution. All the other options involve being corrupt. I strongly feel that it is not worthwhile to cheat in order to do better in school. In the long run, students that are unscrupulous eventually are caught and face serious consequences.

– Kylar Martin
Age 10
Farmer Elementary
Asheboro, North Carolina

Sally has many options for this situation. She can turn it in and be honest and proud of herself. She can also take it home and study, but feel really bad for cheating. Another option would be to leave it there and let someone else find it. Out of these three options, I think turning it back in would be the best, because this way Sally doesn't feel bad or guilty. Anyways, if she's a good student, she'll make a good grade without having to cheat.

– Ana Urbina
Age 12
Kleberg Elementary
Seagoville, Texas

Respect

The White House



WHITE HOUSE FACTS

For two hundred years, the White House has stood as a symbol of the Presidency, the United States government, and the American people. Its history, and the history of the nation's capital, began when President George Washington signed an Act of Congress in December of 1790 declaring that the federal government would reside in a district "not exceeding ten miles square...on the river Potomac." President Washington, together with city planner Pierre L'Enfant, chose the site for the new residence, which is now 1600 Pennsylvania Avenue. As preparations began for the new federal city, a competition was held to find a builder of the "President's House." Nine proposals were submitted, and Irish-born architect James Hoban won a gold medal for his practical and handsome design.

Construction began when the first cornerstone was laid in October of 1792. Although President Washington oversaw the construction of the house, he never lived in it. It was not until 1800, when the White House was nearly completed, that its first residents, President John Adams and his wife, Abigail, moved in. Since that time, each President has made his own changes and additions. The White House is, after all, the President's private home. It is also the only private residence of a head of state that is open to the public, free of charge.

The White House has a unique and fascinating history. It survived a fire at the hands of the British in 1814 (during the war of 1812) and another fire in the West Wing in 1929, while Herbert Hoover was President. Throughout much of Harry S. Truman's presidency, the interior of the house, with the exception of the third floor, was completely gutted and renovated while the Trumans lived at Blair House, right across Pennsylvania Avenue. Nonetheless, the exterior stone walls are those first put in place when the White House was constructed two centuries ago.

- There are 132 rooms, 35 bathrooms, and 6 levels in the residence. There are also 28 fireplaces, 8 staircases, and 3 elevators.
- President Theodore Roosevelt officially gave the White House its current name in 1901.
- With 5 full-time chefs, the White House kitchen is able to serve dinner to as many as 140 guests and hors d'oeuvres to more than 1,000.
- The White House requires 570 gallons of paint to cover its outside surface.
- The White House has a variety of recreation facilities available to its residents, including a tennis court, jogging track, swimming pool, movie theater, and bowling lane.
- President Theodore Roosevelt oversaw construction of a temporary office building that became the West Wing. He held his first cabinet meeting in the Cabinet Room of the West Wing on November 6, 1902.
- President William Howard Taft relocated the president's office in 1909 and changed its shape to oval. President Franklin Roosevelt expanded the West Wing and relocated the Oval Office to the southeast corner in 1934.
- After the fire in the West Wing on Christmas Eve in 1929, the interior was rebuilt and air conditioning was added.

Excerpted from www.whitehouse.gov

WORD SEARCH

WORD SEARCH

E	Y	T	I	R	O	J	A	M	L	D	P	W	Y	P
S	A	X	U	K	O	J	S	A	E	R	E	R	C	M
U	D	Y	I	Q	B	N	R	L	E	U	R	V	T	V
O	S	I	T	D	M	O	E	S	V	E	B	U	S	H
H	E	P	N	R	T	G	I	Z	K	O	O	K	E	W
E	U	T	X	C	A	D	S	L	I	T	T	Q	L	J
T	T	B	E	T	E	P	D	O	P	T	G	E	E	N
I	N	L	E	N	R	R	N	E	P	H	I	Q	P	I
H	E	B	T	X	V	T	F	E	M	K	Z	C	H	W
W	M	I	E	F	R	T	J	V	E	O	P	A	A	W
O	A	R	C	B	C	I	U	H	P	R	C	F	N	D
L	N	A	C	I	L	B	U	P	E	R	G	R	T	G
V	K	C	Y	H	S	H	H	R	J	C	Z	P	A	W
C	A	N	D	I	D	A	T	E	Z	J	N	E	D	T
V	X	E	E	E	T	B	I	O	I	M	T	I	A	P

WORD SEARCH

WORD SEARCH

BUSH	KERRY
CANDIDATE	MAJORITY
CITIZEN	PRESIDENTIAL
DELEGATE	REPUBLICAN
DEMOCRAT	TUESDAY
ELECTORAL	VOTE
ELEPHANT	WHITE HOUSE
GREEN PARTY	

Answers on next page

Student Stars



MERMAID

I saw a mermaid,
Swimming through the seas.
She invited me for dinner,
And I agreed, but all that
I had was seaweed.
So next time you see her
Just tell her no.

— Aarti Prabhu
Age 9
Southern Elementary
Somerset, Kentucky

The Skin I'm In

The skin I'm in
The skin I'm in
Can be brown, black, or white
But that doesn't matter
What matters is the heart inside
My personality, character, love, and respect
All count to myself
Not my skin...

The Skin I'm In

— Karishma Desai
Age 9
Glenwood Elementary
Chapel Hill, North Carolina

When I'm on the Ice

When I'm on the ice
I love to twirl around
When I'm on the ice
Just my blades touch the ground
When I'm on the ice
Sometimes I fall
When I'm on the ice
I feel like I can do it all

— Jessie Ford
Age 11
Prosper Middle School
Prosper, Texas

Shark Jokes

- Q.** What did the fisherman say when the shark ran into his boat?
A. Uh oh! Better get Mako!
- Q.** Where do sharks do their banking?
A. The Bank of Gillbraltar!
- Q.** What do you get when you cross a shark and a banker?
A. A loan shark!
- Q.** What did the husband shark say to his wife?
A. You treat me like chopped tuna!

— Audrey Underwood Tuggle
Age 10
Meyer Elementary
Richmond, Texas

SOLUTION TO WORD SEARCH (Over,Down,Direction)

BUSH(12,4,E)	KERRY(10,5,NE)
CANDIDATE(1,14,E)	MAJORITY(9,1,W)
CITIZEN(13,9,NW)	PRESIDENTIAL(12,1,SW)
DELEGATE(11,1,SW)	REPUBLICAN(11,12,W)
DEMOCRAT(8,7,SE)	TUESDAY(2,7,N)
ELECTORAL(2,9,NE)	VOTE(10,4,SE)
ELEPHANT(14,5,S)	WHITE HOUSE(1,10,N)
GREEN PARTY(12,12,NW)	

TIP welcomes any contributions from readers for inclusion in *Navigator*. Poetry, short prose, cartoons, photographs, drawings, or other creative ventures can be sent to the editors at:

The Navigator; 1121 W. Main Street; Durham, NC 27701. Please include your name, address, age, and school.



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The Navigator is the official newsletter for students who register with the 4th/5th Grade Talent Search, sponsored by the Duke University Talent Identification Program.

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Contributor: Carina Sutton

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Invent a Toy!

What are some of your favorite toys?
 How might you combine them in order to create a new toy?



The Task:

You have just been hired by a toy company to come up with a cool toy for kids ages 9-12. You only have a week to come up with an idea, so you decide to use a creative process called *synthesis* where you combine separate attributes or characteristics of existing toys to create something new.

The Process:

1. Select two toys that are currently available on the market.
2. Make a list of the attributes or characteristics of each toy. For example, the attributes of a crayon might be: colored, made of wax, used for writing or drawing, can be slender or fat, pointed on one end, wrapped in paper, stored in a box, etc.
3. Combine one or more of the attributes of each toy you have selected to create a new toy idea. For example: Tyco combined a stuffed animal with crayons to create Doodle Bear, a stuffed animal that comes with markers for doodling on its surface.
4. Draw a picture of your new toy idea on unlined, 8.5" x 11" white paper.
5. Name your toy.
6. On a separate sheet of paper describe your new toy and how you came up with the idea for its creation.

Selected inventions will be profiled in the Spring 2005 issue of *The Navigator*!

Deadline: December 1, 2004

**Mail inventions to: *Toy Invention* • Duke University Talent Identification Program
 1121 West Main Street • Durham, NC 27701**

