

# PAW PRINT



Hilliard Davidson High School

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A Newsletter for Hilliard Davidson High School Parents

Volume 10, Issue 2

January, 2012



## A Note from the Principal

Dear Parents,

After a restful, well-deserved break, it was nice to welcome back our student body and staff for another semester. Like many years before, this year is flying by and before you know it we'll be handing out diplomas at the "Schott". I am so proud of the accomplishments of our school and especially the milestones our students continue to reach.

One of the highlights this year has been the football team with their outright OCC Championship and their journey to the state regional finals. A second highlight to this year took place when Advanced Art students from Art Club, the Portfolio Class and Photography 3 Class were selected to design and create the ornaments for Ohio's tree for the 2011 National Christmas Tree display in President's Park in Washington, D.C., the National Park Foundation.

Lastly, our senior class has once again been stellar. Answering the call time after time, this group has continued to lead in a way that would make any principal or parent extremely proud. As we have continued to grow, our seniors have been the mainstay and bedrock for our success. I only look forward to what the rest of the year will bring.

With Wildcat Pride,

*John Bindow*

John Bindow - Principal



## Wildcat Snapshot



### Davidson Welcome Center Welcomes New Opportunity

With the start of the new semester, Davidson's Welcome Center has entered a new phase in its evolution.

Before it was known as the Welcome Center, this room started as theater storage where it housed many different items such as risers.

Since then it has served Davidson students in many ways. After its life as a storage room, it became what is now known as the Welcome Center. On Monday, January 9, it will again change its purpose and begin a new role as a tutoring room.

"We wanted and needed to find a place in which we could serve our students even better," stated Aaron Cookson. "We wanted to create an opportunity not only for the students who would like to receive tutoring, but also for those students who were seeking an opportunity to help others. This room was a natural fit."

The ALR (Academic Leader Room), will be open every period of the day and will be staffed with both Davidson Personnel and academic leaders.

The ALR is open to anyone and all who would like to use it.

# NEWS & notes

## **Reminder to all Seniors and Senior Parents:**

Please keep in mind that the end of your senior year is quickly approaching! As stated at the beginning of the school year, your senior year is all about DEADLINES, DEADLINES, DEADLINES! In addition, early outs and late starts are a privilege, which means that if you are not in solid academic standing your early out and/or late start will be revoked! If you have been awarded this privilege, please continue to work hard to maintain it!

## **Invitation to Sophomore Families:**

As you are aware your sophomore student took the PLAN test earlier this school year. On January 11<sup>th</sup>, Hilliard Davidson will be hosting a meeting in the PAC at 7:00 p.m. to review the PLAN results. In addition to this, Davidson will be sharing educational opportunities that will be available to your child during his/her junior and senior year. Some of these opportunities include, college level classes offered on site, AP classes, engineering classes, etc. Please plan on joining us at 7:00 p.m. The evening promises to be filled with exciting educational opportunities for your child as he/she enters the final two years of high school!

## **Testing Accommodations:**

Students with Individual Education Programs (IEP) and Section 504 plans may be eligible for testing accommodations on the College Board tests. The deadline is the same for IEP and 504 students as it is for regular ed. students. A form must be filled out by the student's special ed. teacher/tutor and mailed in to ACT or SAT with the money for the test. It is up to ACT or SAT as to whether they will grant extra time or any other accommodation. If an accommodation has been granted for SAT or PSAT, it will carry over if the student decides to take the test again.

# Drama at Davidson

## **11-12 Play - Neil Simon's *Brighton Beach Memoirs***

Friday, January 27 at 7 p.m.  
Saturday, January 28 at 7 p.m.

Here is part one of Neil Simon's autobiographical trilogy: a portrait of the writer as a young teen in 1937 living with his family in a crowded, lower middle-class Brooklyn walk-up. Eugene Jerome, standing in for the author, is the narrator and central character. Dreaming of baseball and girls, Eugene must cope with the mundane existence of his family life in Brooklyn: formidable mother, overworked father, and his worldly older brother Stanley. Throw into the mix his widowed Aunt Blanche, her two young (but rapidly aging) daughters and Grandpa the Socialist and you have a recipe for hilarity, served up Simon-style. This bittersweet memoir evocatively captures the life of a struggling Jewish household where, as his father states "if you didn't have a problem, you wouldn't be living here."

"Brings a fresh glow to Broadway...In many respects his funniest, richest and consequently the most affecting of his plays."-*New York Daily News*

"Simultaneously poignant and funny. The characters are fully dimensional, believable...An outstanding show...the best seen on Broadway in too long a time."-*Variety*

"Hilarious comedy...His finest play...A delightful and enriching experience."-CBS-TV

General Admission - all seats \$5.00

## **9-10 Play - The suspenseful & evocative *Picnic at Hanging Rock***

Friday, March 2 at 7 p.m.  
Saturday, March 3 at 7 p.m.

*Mystery by Laura Annawyn Shamas. Based on the book by Joan Lindsay.*

For a group of Australian schoolgirls, a romantic Valentine's Day outing ends in an intriguing mystery. What has happened to the three seniors and the mathematics teacher on top of the jagged peaks of Hanging Rock?

Based on the Joan Lindsay runaway bestseller *Picnic at Hanging Rock*—also the source of the acclaimed Peter Weir film—this exciting new play explores a baffling disappearance which takes its toll on a small community in the Australian countryside. Who in the large cast of fascinating characters is responsible for the crime? Is it Mrs. Appleyard, the matron and headmistress of the college who nips brandy on the sly? Does the young, beautiful French teacher Mademoiselle De Poitiers know more than she will say to the police? And what about the two young men who watch the girls climb the moun-



Check out our  
website -  
davidsontheatre.com

tain? Why do they return to the rock after the police investigation? Or maybe one of the eight remaining schoolgirls conspired against the others ... A delicate look at crisis, greed and honesty at the turn of the century, *Picnic at Hanging Rock* invites its viewers to examine the people of Woodend and the consequences of their actions. Hauntingly and ironically, the play shows that what seems pristine and proper on the outside may not be free of moral corruption on the inside. The final climactic twist is shocking and bittersweet, with an impact that is unforgettable.

General Admission - All seats \$5.00

### **SUNDAY AFTERNOON WITH THE GIGGLE FACTORY**

Sunday, March 4 at 2 p.m.

First, watch a stage show that features our Giggle Factory clown routines, noisy stories, and student-directed skits. Next, adjourn to our Commons for good old fashioned carnival games like cake walk, go fish, toss across, ring toss and more. Great family fun for young children, their siblings, and their parents.

General Admission - \$3 for teens and adults; \$1 for children 12 and under

### **Damn Yankees (spring musical)**

Friday, April 27 at 8 p.m.

Saturday, April 28 at 8 p.m.

Sunday, April 29 at 3 p.m.

This musical was based on *The Year the Yankees Lost the Pennant* by Douglass Wallop. Real-estate salesman Joe Boyd is a fanatical follower of the Washington Senators, much to the dismay of his wife Meg. He hates those "damn Yankees" for continually winning the pennant, and in an incautious moment swears he'd sell his soul to prevent them from winning it again. Here

comes Mr. Applegate, dapper and smooth, who offers to take Joe up on the offer by transforming him into a great long-ball hitter for the Senators. Joe agrees, but because he isn't sure if he wants to leave his wife for good, he negotiates an escape clause--if he doesn't want to give Mr. Applegate his soul by Sept. 24, he can keep it. Applegate transforms Joe into young, strong

Joe Hardy and introduces the nervous player to Van Buren, the manager of the Senators. Initially skeptical, Van Buren is won over and signs Joe to the team. Joe Hardy is an immediate sensation as he helps the Senators turn their season around, but he dislikes the media attention, particularly that given by nosy reporter Gloria Thorpe, who digs into his background, trying to find out more about him. He also finds that he misses Meg a great deal and ends up renting a room from her, though Applegate tries to prevent this. Applegate also imports his most effective seductress, Lola, to tempt Joe further. But Joe resists her considerable charms, and Applegate chastises her. In fact, Lola is genuinely attracted to Joe in a friendly way and decides to do what she can to help him.

Meanwhile, Gloria can't find anything on Joe and comes to the conclusion that he's really Shifty McCoy, a baseball player from the Mexican League who takes bribes. The papers are about to break the story, and the baseball commissioner sets a hearing for Sept. 24 for Joe to prove who he really is. In the interim, the Senators lose a game without Joe, and Joe gets reassurance from Meg that she doesn't think he's McCoy. Applegate, for his part, is gloating because he plans for the Senators to lose so that Joe has to stay and play beyond the 24th. Joe comes to him, wanting out of the deal, but Applegate insists that the transformation can only take place at midnight; Joe has to opt out at five before midnight, stepping through a doorway to indicate his choice.

The hearing takes place, and Joe is vindicated, but he is unable to step through the door. Lola, having spiked Applegate's "demon rum" with sleeping pills, takes him out for a night on the town to celebrate the one good thing to have happened: the Senators will win the pennant. The next day, with the game underway and the Senators ahead by a run, Applegate arrives, furious and determined to make the Senators lose even if he has to sacrifice Joe. (He's counting on a lot of suicides when the Senators lose.) He transforms Lola to her ugly original self and Joe back to Joe Boyd just as he's about to catch a fly ball to win the game. But Joe Boyd manages to catch the ball, and he rushes back to Meg, where they cuddle as Applegate screams abuse at him.

Come join us at the theatre - It is a wonderful experience for the whole family!!

## **Davidson Website**

In an attempt to continue ways to enhance school communication, we encourage both parents and students to visit the Davidson High School webpage <http://www.hilliardschools.org/dvd/>. On this site, there is a great deal of information that is very useful to both parents and students. Information on this site ranges from Daily Announcements and a School Calendar to Athletic Information and Details about our Renaissance Program. Please take advantage of the site. We hope you find it very useful.

With Wildcat Pride,

*John Bandow*

John Bandow - Principal



# Datebook Planner

- 1/3 First Day of School After Holiday Break—End of Grading Period
- 1/4 Second Semester Begins
- 1/4 Junior Parent Workshop  
7:00pm-9:00pm  
PAC
- 1/10 Grade Card Distribution
- 1/11 PLAN Meeting  
7:00pm  
PAC
- 1/14 Winter Dance  
8:00pm-11:00pm  
Davidson Commons
- 1/16 Martin Luther King Jr. Day  
No School
- 1/18 Eighth Grade Parent Meeting  
7:00pm  
Davidson PAC
- 1/19 FAFSA Workshop  
7:00pm  
PAC
- 1/20 Freshman Registration
- 1/23 Sophomore Registration
- 1/24 Junior Registration
- 1/25 District Late Start
- 1/27 *Brighton Beach Memoirs* -  
7:00pm - PAC  
\$5 - Admission
- 1/28 *Brighton Beach Memoirs* -  
7:00pm - PAC  
\$5 - Admission
- 1/31 Variety Show Auditions  
3:00pm PAC

## Guidance Department News

### Registration Notes

Yes, the year is going by quickly and it is time to begin registration for the 2012 – 2013 school year. Course selection is a carefully arranged series of steps progressing from January to June, and your help in choosing courses carefully will make for a more successful master schedule.

The school works very hard to help students take the courses that they need not only for graduation but also for future success. Upon the student's return in the fall the goal is to have the learning process start as quickly as possible and have students in the correct courses. To ensure the system works more efficiently it is vital that you discuss with your student the courses that will give them the best chance of success. We always encourage our students to take the most rigorous class load they can handle without being overwhelmed. When students try to change their course selections after the Master Schedule has been built, it throws off the student-teacher ratio and can result in some classes being too over-

crowded and other classes being underutilized. As we continue to juggle student numbers with space and staff restrictions, there will be little flexibility in the Master Schedule; making the initial course request all the more important.

If you have any questions about any part of the process and especially about course selection please call the guidance office at 921-7200.

### Important Registration Dates

On Friday, January 20, all current ninth graders will meet in the Performing Arts Center to begin the registration process for the 12 – 13 school year. Current tenth graders will meet on January 23, and current juniors will meet on January 24. Signature Days will be on February 1 and 2 and all registration materials are due on Friday, February 3. Students will report from either their English or US History classes. The yearly meeting for incoming 8<sup>th</sup> graders will be on Monday evening, January 18 at 7:00 pm in the Performing Arts Center. This year the current eight graders will be doing their

## Davidson Late Start Days

For professional development purposes, Davidson High School will once again be operating on an occasional late start schedule. On these dates, buses will run on a normal schedule; however, when the entire district has professional development days bus schedules will be modified.

### District Late Starts

Wednesday, January 25

Wednesday, March 7

Wednesday, April 26

\* On district late start days, school begins at **9:40 am**.

registration on-line so even if you have gone through this process before please plan on attending.

### **Graduation is Your Responsibility**

As you send your children off to Davidson you assume that we will place the students in the correct classes and that we will do all in our power to ensure that your child is on the path toward graduation. While the school counselors and staff do all that they can, ultimately it is you and your child's responsibility to make sure they have enough credits in the right areas to graduate. As the state of Ohio has continued to make changes in the graduation requirements it is more important to make sure you are aware of what your child needs to pass. One of the biggest fears that counselors face is finding out in late May that a senior somehow or another falls short of the graduation requirements, and to avoid this, we are constantly looking at transcripts. However, with a large student population the burden must be in your hands. Always feel free to call the guidance office at 921-7200 to ask any questions you might have about graduation.

### **Program of Studies**

This year the Program of Studies book has been re-vamped and is available to be viewed online under the "Resources" link in the guidance page of the Hilliard Davidson website. You are encouraged to look through this document as it is full of useful information. The website is: <http://www.hilliardschools.org/dvd/>

### **Junior Senior Options**

Next year juniors will again **not** be allowed a late in or an early out. Next year seniors will only be allowed to have either one period late in or one period early out. They will not be able to have both. At the time of registration, seniors will need to fill out a sheet expressing their desire for an early out or a late in. Requesting an early out or a late in does not guarantee that one will be given as the most important factor in student scheduling is getting the students into the classes they need for graduation and beyond.

### **Individual Counseling and Groups**

Due to budget cuts in the outside agencies, we no longer have as many options for your child to receive help in individual or group counseling. However we are still fortunate that Northwest Counseling provides a counselor that is able to work with a limited number of students. If you would like to take advantage of this free service, please contact the guidance department by calling 921-7200.

### **Tenth grade parents**

Please don't forget to attend the tenth grade parent meeting on Wednesday, January 11<sup>th</sup> at 7:00 pm in the PAC. In addition to seeing the results of how your child

did on the PLAN test that they took in October there will be a great deal of information discussed including various AP and dual enrollment options, course registration for the junior year and the Ohio Career Information System, a great website to help your child on their college search.

## *What You do Matters!*



## **Dates and Deadlines**

### SAT:

Mar. 10, 2012— Deadline Feb. 10, 2012  
May 5, 2012 — Deadline Apr. 6 2012  
June 2, 2012 — Deadline May 8, 2012

### ACT:

Feb. 11, 2012 — Deadline Jan. 13, 2012  
\*\*Apr. 14, 2012 — Deadline Mar. 9, 2012  
(Davidson is a test site — Test Center Code 193790)\*\*  
June 9, 2012 — Deadline May 4, 2012

### Renaissance Appeal Deadline

**2/21/12**

Watch the mail for your letters / cards.



# Technology and Kids

August 17, 2007 4:00 AM PDT

CNET News

## **News**maker: The Internet's new Dr. Spock?

By [Stefanie Olsen](#)  
Staff Writer, CNET News

**All parents question how technology is affecting their kids. Henry Jenkins, a media scholar at MIT, is working on the answer.**

As director of the comparative media studies program at MIT, Jenkins is working under a grant from the John D. and Catherine T. MacArthur Foundation to study how digital environments are influencing children and to develop educational curricula based on his group's findings. (Last year, the MacArthur Foundation said it would invest \$50 million over the next five years to build a network of researchers and community activists to work on digital education and new media literacy.)

Jenkins, 50, is also an expert on popular culture in the Digital Age and author of several books including *Convergence Culture: Where Old and New Media Collide*. Work on that book spawned the Convergence Culture Consortium, which helps media companies like MTV Networks and Yahoo think about how to engage with participatory cultures that define the generation growing up with technology.

CNET News.com talked with Jenkins about the new digital divide, how games are replacing TV for learning and the YouTube presidential debates.

**Q: What do you think defines this generation growing up with the Internet? What sets it apart from previous generations?**

Jenkins: I think that there is an expectation to participate that runs through much of this generation. It's a desire to be part of the world and to be taken seriously on their own terms, to be not just a consumer of culture, but also a producer of culture.

(Research has shown) that 57 percent of teens online have produced media

and about a third of them have produced media that they shared with people beyond their immediate friends and families. A good chunk of those produced media by remixing it, so this is a generation that is not just consuming media, but producing media.

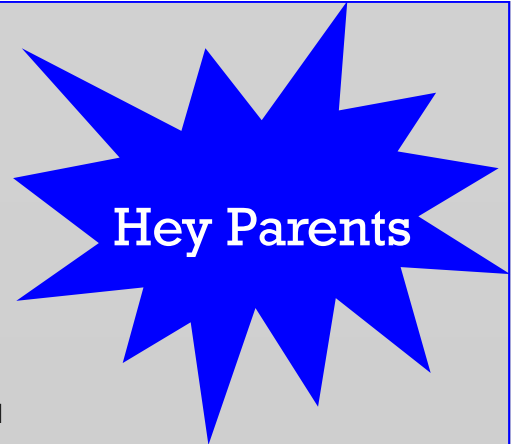
**I have two follow up questions. One is, how do you think that sense of empowerment changes their intelligence and how they socialize, if at all? The second is what do you think of the fact that remixing media is still largely an illegal act and they're sort of being made to be thieves?**

Jenkins: Both of those are interesting questions so we'll begin with the first. I think that they are very much social networkers, at least those kids who are most immersed in the digital environment. That's a qualification I need to make right away because this cuts through this notion of a "participation gap."

If we go back to that 57 percent of kids producing media, that means 43 percent didn't. The 57 percent are finding their way into the world without a lot of adult guidance because most of the adults around them don't understand the new social networks and new participatory culture they're moving through. The 43 percent are being left behind (because) they don't have access to technology (and) to shared social skills and cultural competencies they're going to need to become full participants in this environment.

Even among those who are participating, we're discovering these other hidden factors. Danah Boyd (a researcher at the University of California) has done some very interesting work on the role that class divisions play in shaping who uses Facebook and who uses MySpace. Even within that space we're seeing a division starting to climb.

(But the former group), these are kids who are learning to share knowledge, to collaborate over distances, to work with people from diverse backgrounds, to participate in a global culture--those are really powerful things that are emerging in this generation. But they're also facing dilemmas about intellectual property, cyberbullying and how to navigate



these environments.

To the second question: What we've got to understand is this is a complex space that everyone is trying to find their way through. This is a period of prolonged and profound transition in the ways we relate to communication and information. That change is kind of a struggle that everyone is involved in.

**What do you see as one way to handle this?**

What has worked best is where we've created some shared spaces where young people and adults interact with each other in a different way than what occurs in schools or public institutions, where they can feel free to learn from each other. That kind of informal learning culture is what I think is most interesting about online worlds of fan gaming, blogging, Wikipedia and so forth. These are spaces where young people and adults face each other as equals, based on what they can contribute and based on what they know, rather than based on some fixed hierarchy defined by age or generation.

**Can you describe one of those environments?**

Jenkins: The world of Harry Potter fan fiction is a good example of that. J.K. Rowling's book inspired people young and old, not just to read deeply, but to rewrite and to retell those stories in rich ways. So we've now seen hundreds of thousands of pieces of original fiction based in the world of Hogwarts finding their way onto the Web, and the community itself is taking on responsibility for helping each other grow as writers.

**For our readers, can you further explain the "participation gap" here and why it's important?**

Jenkins: For a long time we talked about the digital divide, or access to the technologies of network computing. We made a lot of dramatic progress on that, but as we've done so, it has been clear that there still are some fundamental differences between those kids who have 24/7 broadband mobile access to every new media appliance and those kids who might have 10 minutes of access a day if they're lucky in a school or public library.

The research suggests that kids who live online understand the process by which knowledge is produced and shared in an online environment, whereas those kids who come in within 10 minutes, they're trying to get the answer and get off. So they're not as critical of a corporate Web site, for example. That's just one example of some fundamental inequalities in access to social skills and culture competencies between the information-haves and have-nots.

Really this becomes the basis for the new hidden curriculum. We now must say those kids who are raised in an environment where they have regular access to the online world????have a different way of learning that prepares them for school--to do better in school and in life--than those kids who were being left out.

**So what's the answer?**

Jenkins: It's going to require intervention in every level. It really does require schools to work closely to bring those kids who were cut out of the online world and it involves more than just putting computers in the classroom. It requires thinking across the curriculum about these skills and competencies. This is a problem that's big enough I think that every sector of society has something to contribute, which is why we're trying to work across industry, education, the policy arena, to try to get people to think creatively about what they each can contribute.

**You've written about permissive childrearing doctrines before and so I wonder how dangerous do you think the Internet is in terms of pornography, spyware and advertising, and whether those pitfalls are outweighed by all the learning opportu-**

**nities?**

Jenkins: We have to take a realistic perspective. We need to be governed by knowledge and not ruled by fear. So, yeah, there are bad things out there in the Internet, but there is so much good stuff going on that it would be a shame to lock it up and shut down social networks or shut down access to gaming technologies because of concern for the negatives. It's the same way that the telephone is a tool that can be used negatively.

Turning your home into a surveillance culture where you don't trust your kids is dangerous because you're going to make it harder to communicate with your child. So part of what I've argued is that the kids don't need someone looking over their shoulders, they need someone watching their backs.

So you hear stories about the child predators on MySpace and they frequently don't give you any basis for judging whether this kid is more at risk on MySpace or at a church picnic or a Boy Scout outing. MySpace may be less of a risk for half a dozen good reasons.

**How do you think the Internet has affected child rearing, what it means to be a parent?**

Jenkins: The interesting thing is if you look across the 20th century, every generation of parents has faced some fundamental social, technological and cultural shifts, which almost antiquated the ways in which they were raised. Parents often say, "The kids understand the technology better than we do." The reality is almost every generation of this 20th century thought that way.

One of the challenges is that parents are facing challenges with their young people that they were not part of and they're not anything their parents taught them how to deal with. They don't have a language to talk to their kids about a lot of the issues they're facing online.

**Have you thought about what a healthy amount of time is for a kid to be on the Internet at like age 6 versus 10 versus 15?**

Jenkins: I'm not sure I want to give a number, that's not really what it's about, it's about making an assessment of what's the quality of experience kids are having. How it's contributing to their development, and how it relates to their

own goals further along.

**What do you think of this fitness trend with the Wii? Do you think that it might change childhood obesity problems in this country?**

Jenkins: I think that it's one of the more healthy trends in the development of digital technology. I think it's too early to tell whether it will have a long-term impact on physical fitness but it certainly has some potential. Most parents have had the experience of seeing a kid quit early when they get frustrated with their homework but wanting to stay up late when they get frustrated with a game they were playing. So how do we get them as determined to think about knowledge and learning as they are about beating the level of a game? The games are powerful because they define roles and rules in such a way that they motivate us to try new things, to take risks.

**Do you think that the game console will supplant the TV?**

Jenkins: Well, statistically speaking, the game console for at least young men is already beginning to surpass television, in terms of the amount of time kids play. From an educational standpoint, I think it has a lot of advantages over television as well as some disadvantages. It won't get rid of *Sesame Street* or National Geographic documentaries anytime soon, but they're really rich ways of learning about the world. Kids can act on information rather than simply consuming it.

**How do you think the YouTube presidential debates reflect the changing nature of the political process and how this generation thinks about politics?**

Jenkins: I was very excited by the YouTube debate and I'm very frustrated that the Republicans seem not to be willing to participate in the same process. I think it's probably the most important innovation in the political process since the town hall debates were introduced in the 1990s.

In the traditional debate, the candidate speaks past the questioner in order to address simply the substance of the question. In the town hall debate, the person is physically there and so you begin to factor in the life experiences, who this person is, and that gives us a model of how the candidate relates to the public in a very different way. But

the problem is that the voter is being pulled into an environment that's totally alien to them.

What the YouTube debate did is bring that much more fully under the control of the citizen. The citizen not just frames the issue, but embodies the issue in the ways they choose to construct their video. The language is much less highbrow and much more down to earth. There's a kind of irreverence to authority in the YouTube questions that I think forces the candidates to break out of their normal way of speaking. It showed us how they thought on their feet in a different way.

So we're seeing this movement where participatory culture merges into participatory democracy and young people are at the forefront of that. Young people are interested in this new language of talking about issues, because the language of politics has become stagnant over the last 20 or 30 years. It no longer seems to speak the same way that citizens think and talk.

What's interesting about, say, use of social networks is that it creates not just connections between the voters and the candidates, but connections among the voters. The voters themselves feel part of a community and this generation seems to perceive politics as a communal activity. I think the combination of the social networks and YouTube really do seem to point toward a new style of politics that's emerging really rapidly in this election cycle and it's one that is suited for this generation that is coming of age in the new media environment.

**I wonder what the downsides are of the communal participatory skills that this generation is developing. How do these skills affect one-to-one relationships or attention span. With new skills comes loss of some kind?**

Jenkins: Sure, and I think it's again about finding that balance. I see multitasking as an emerging skill, but if it comes at the expense of the ability to really focus attention on a problem and think it through, then it's a problem. I think the ability to collaborate and work in noncollective intelligence communities is a real skill, but if it comes at the expense of individual autonomy and the ability to make your own decisions then it's potentially a downside.