

## In The News

### Local:

#### *"I Have A Dream" 50 Years Later*

This week marks the 50th anniversary of Martin Luther King, Jr's famous March on Washington and "I Have a Dream" speech. Celebrations throughout the city included a march and a speech by President Obama on Wednesday at the Lincoln Memorial.

#### *For Students, Free Bus Rides*

The DC Council decided this summer that DCPS students can ride the Metrobus and the Circulator for free between 5:30 and 9 am, and between 2 and 8 pm. All students have to do is flash the driver their DC OneCard. Students can still get monthly passes for the Metro, but WMATA is now also offering a 10-trip pass.

### World:

#### *U.S. Will Respond to Syria*

Secretary of State John Kerry accused the Syrian government of covering up their use of chemical weapons last week, according to The New York Times. Western countries, including the United States, are considering a military response. President Obama is in the process of developing a plan for the Syrian crisis.

# MILK

**LET FREEDOM RING - Washingtonians gather at the Mall to commemorate the 50th anniversary of the historic March on Washington.**



Photo by Bela Ortiz

## Under Investigation: Title IX in DCPS

**Claire Parker and Annie Rosenthal**  
News Editors

In 1972, Congress passed Title IX, which ensures the right of girls to equal opportunities in athletics. On June 27 of this year, the National Women's Law Center filed a complaint to the Department of Education Office of Civil Rights alleging that the DCPS system, including Wilson, is violating Title IX.

The report, based on data gathered during the 2010-2011 school year, cites disparities in available teams, facilities, coaching, and equipment between girls and boys teams. "By failing to provide equal participation opportunities and equal benefits and services for its female high school students, the District is depriving many girls of the significant benefits associated

with playing sports," reads the complaint.

### Athletics at Wilson

At Wilson, there are 38 sports teams -- 19 for each gender. Last school year, 380 girls participated in athletics, compared to 375 boys. Wilson competes in all 21 DCIAA sports, as well as 17 club teams. The girls lacrosse team was started at Wilson 11 years before the boys team. Girls track coach Desmond Dunham and girls volleyball coach Dr. Perette Arrington were Washington Post All-Met coaches of the year last year.

"Our program is steadily growing, and we continually add on new opportunities for the females to participate," said JV soccer coach Sissela Tucker. "I do completely agree that [the NWLC's] three main complaints

-- lack of girls' teams, less qualified coaches, and inferior playing fields -- are true at most DCPS schools, but not necessarily at Wilson. Coach Gore is incredibly committed to girls' sports, especially since three of his daughters were players on girls teams here."

Varsity baseball player Alex Conte said, "I think there are probably more important things but if it becomes a real problem, like if a sports team isn't able to play because of lack of a facility, then it should be worked on, but it isn't a pressing issue."

### But Issues Remain

Female athletes have a different point of view. Skyler Mackey, a junior on the girls varsity soccer and basketball teams, agrees that Coach Gore works hard to ensure equity. But, she says, "The boys' coaches don't

take us women seriously. While I do think coaching is equal, I don't think the facilities are." She refers to Fort Reno, where girls soccer teams practice, as "the dust ball." She adds, "Even when I played girls basketball it was unfair-- boys would have the main gym and girls would get the auxiliary gym, which was usually covered in gross food from people's lunches."

Softball captain and junior Sophia Cordes says, "[Girls] have equal opportunities in terms of sports teams they're allowed to be on, but once you're on the team, you don't have equal opportunities because you don't have the same equipment and facilities." Because Wilson doesn't have a softball field, girls softball had to practice a mile away at Turtle Park. Cordes said the facilities discrepancies

**Cont. on pg 2**

## 3, 4, 5 = \$100: Grant Incentivizes AP

**Claire Parker**  
Managing Editor

Big money is at stake with the National Math and Science Initiative (NMSI) grant to Wilson for its Advanced Placement program. Announced on June 7, the grant aims to increase Wilson's AP pass rates by providing students and teachers with monetary incentives and additional learning opportunities and support.

Beginning this year, students will receive \$100 for every

passing score (a three or higher) on any AP English, Math, or Science exam. Teachers will be awarded \$1000 bonuses for meeting a predetermined goal of the number of passing students, and \$100 additionally for every passing student. Administrators will receive \$3000 bonuses if the goal is met.

The school itself will receive \$5000 annually plus \$25 for each student enrolled in an AP course. Last year, 602 students took AP courses.

The grant will also go to-

ward administering two days of professional development and training to AP teachers, and to start Saturday study and support sessions that students will be expected to attend.

In addition, Hardy Middle School will become a pre-AP school, where students who will eventually feed into Wilson will be trained to handle AP courses.

Why AP? Wilson's director of Academic Programming Alex Wilson said that the effort is driven by a national need for engineers, scientists, and math-

ematicians. English is emphasized in addition to math and science because of the need to be able to write and communicate in any field.

According to the NMSI website, "The AP curriculum is the best indicator available of whether students are prepared for college-level work. Students who master AP courses are three times more likely to graduate from college. For minority students, that multiplier is even greater: African-American and Hispanic students who succeed

**Cont. on pg 3**

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## In This Issue

### Want to Play a Game?

Beacon editors have created a fun and interactive Wilson Survival Guide. Today at lunch, follow the clues to improve your Wilson savvy and win a prize. See pages 6 and 7.

### D.C. -- Feelin it

While there is much to love about living in D.C.-- the monuments! the museums! the Potomac River! -- there are frustrations as well. The Beacon has laid out both sides in a point/counterpoint on p. 4.

### Musical Announced

Drama teacher Harriet Bronstein shares news about this year's musical. Get all the details about what is new and the information you need in order to participate on p. 11.

Get Your Calendars Out  
See the varsity football schedule on page 8.

### Top Ten

Beacon reader's favorite feature can be found on p. 5.



## Title IX Continued

Cont. from pg 1

“affected me personally because I have to run a mile to our practice field and walk for an hour to get home. It makes it harder for girls to be competitive.” The softball home field last year was technically Guy Mason, a 20-minute bus ride from Wilson, but because Georgetown University owns Guy Mason, their softball team often occupied the field. Wilson games had to be redirected to other fields and sometimes canceled.

According to field hockey captain and senior Tao Marwell, for the past two years the field hockey team has had to practice in a small rectangular area between the baseball diamond and soccer fields at Fort Reno -- a space not conducive to field hockey. She said, “All this might be because field hockey is a club team, but there is definitely a difference in what we have and what some of the boys’ teams at Wilson have.”

### Wilson is more equal than at first glance

Gore said the fields issue is more complicated than it appears: “Some of that we can’t control. We use the school facilities but we also work with the Department of Parks and Recreation for fields, and I don’t control that. I request space from them. But,” he added, “that’s a dynamic of us being a big urban school with a flourishing athletic

program - there aren’t enough area fields available to us for us to do all the things the student body would like to do. I’d say it’s a good problem.”

He says that in terms of things such as coaching and uniforms, which he does have control over, “I think we’re pretty darn equitable.”

Gore also feels that the NWLC complaint does not accurately represent athletic equality at Wilson. The data compiled in the report was from 2009-10, the year before the NWLC requested information from Gore. It was his first year at Wilson, and the school was temporarily located at UDC, which made records difficult to find.

### Wilson compared to other schools

The NWLC complaint cited greater discrepancies at other schools. In 2002, Roosevelt High School won the DCIAA girls’ soccer championship. Their coach left the following year, and a new coach was never hired, so they haven’t had a girls soccer team since.

Wilson, whose teams receive generous private funding

from the Parent Teacher Student Organization and Booster Club, can afford to minimize disparities. “There is a definite lack of girls teams at other schools,” said Tucker. “I do hope that this lawsuit causes those teams to effect change.”

## “Sports are crucial for girls, both in their academic and social development.”

Inequalities at other schools bring down the level of competition for Wilson teams. “It’s an issue across the city and

it needs to be addressed,” said Gore. “But the solution has multiple dynamics... we have advantages with baseball and soccer where kids are growing up playing those sports. In the rest of the city, if they don’t have that, how can they expect kids coming in at the high school level to pick up a brand new sport and then be competitive?”

### A National Mindset?

Why does athletic inequity exist? It may be the result of an American mindset that emphasizes certain male-dominated sports over others. “We have incredible girls’ coaches, but like in any sport, even national teams, more awareness typically

goes to the male sports. This is a pervasive national mentality -- not one that exists solely in DCPS,” said Tucker.

Several female athletes noted that at Wilson, this awareness manifests itself in an emphasis on football and basketball. “A lot of attention is given to the football team, which is pretty normal in society today,” said Marwell. “However, we need to acknowledge that there are girls sports teams that work hard and are very competitive as well, and they usually don’t draw the same support that teams such as football or boys basketball do.”

### Benefits of Girls in Sports

“DCPS would need to provide almost 700 additional athletic opportunities to girls to provide parity. Failure to comply with the basic provisions of the law is not only unfair to current girls, but also to all the women who blazed the trail before them,” said a NWLC press release.

According to a report by the National Federation of State High School Associations (cited in the NWLC complaint), students who participate in sports programs are less likely to engage in risky behaviors like drug-use, teen pregnancy, and smoking. They are more likely to achieve academically, be involved in student government, and receive attendance and academic awards. Athletics espe-

cially benefit disadvantaged or minority students. In addition, the report shows that after Title IX, girls’ health has improved and obesity has declined.

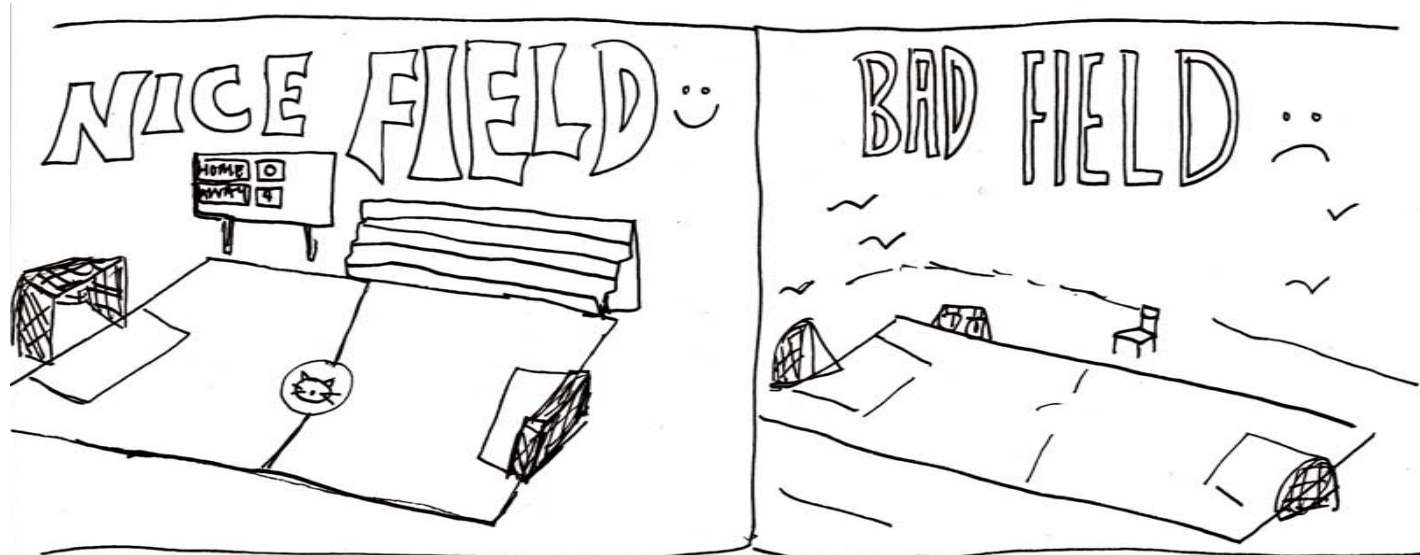
“Sports are crucial for girls, both in their academic and social development. Many girls tend to be withdrawn or fearful of letting themselves really shine -- both in the classroom, and in the ‘real world.’ Sometimes, we take the back seat to men, and let them try and lead projects or have more success in the workplace,” said Tucker. “On the field, however, we try to shine. With the support of our teammates, and our coaches, we take charge, score that goal, spike the ball, or sink that putt... That allows girls to develop an integral sense of self-confidence that could otherwise be lost.”

### Changes?

When asked if any significant changes were going to be made at Wilson this year in response to the complaint, Gore said, “No. We’re going to continue to grow and respond to the needs and desires of the student body.” Two soccer teams were added for girls last year: a spring girls rec league and a Special Olympic team for both genders. Additionally, Gore explained that the Fort Reno fields are planted with Bermuda grass, “elite grass” that gets stronger each year, so the fields have and are continuing to improve. He added that he is considering offering a community service trip to the Dominican Republic for both the baseball and softball teams this winter.

If the OCR responds to the complaint as the NWLC has requested, they will investigate all DC high schools to ensure they comply with Title IX and identify their Title IX coordinator. If they choose not to respond, things will stay as they are now.

“We have been crying Title IX for some time now and finally it’s getting some attention,” said Mackey. “I’m happy and hope changes are made, if it’s not for me then I hope it’s for the generation to come.”



Created by Nell Bayliss

## NMSI Grant Continued

Cont. from pg 1

in AP courses are four times more likely to graduate from college.”

The program focuses on public schools with large populations of disadvantaged or minority students, and it appears to be working. From 2011 to 2012, African American students in the program more than tripled their number of qualifying scores, Hispanic students doubled theirs, and girls nearly doubled. Mr. Wilson said Wilson was invited to apply last spring, and was the only DCPS school to receive the grant.

Wilson offers 12 AP courses that fall within the NMSI grant program. Thirty-five percent of Wilson students took at least one AP class last year.

“I have taken AP’s in my

time at Wilson not because I wanted to pass the exam and get college credit,” senior Todd Allen-Gifford wrote in an email, “but just because I wanted to be challenged to work hard for the duration of the school year itself. I think just the fact that the coursework is more rigorous than other classes is attractive to many students.”

“I think that anyone who goes to school to learn and excel will not need any bribing. As a student, it is your job and responsibility to come to school, pay attention in class, and do your work; not do the bare minimum,” wrote junior Graciela Barada. “I don’t understand why we’d be rewarded so highly for fulfilling the usual expectations.”

However, not all students are as intrinsically motivated as Barada and Allen-Gifford. Mr.

Wilson said, “A lot of kids were destined to take APs from the get-go. But others walk in the door and think ‘AP, that’s not for me.’” Wilson hopes the incentives will sway these students.

Already, the grant is beginning to change students’ attitudes towards AP; junior Andrew Baskerville, who is not signed up for any AP classes this year, said the \$100 incentive may lead him to try taking an AP course next year.

From 2008 to 2013, the number of AP exams taken per year rose from 952 to 1318. However, pass rates remained roughly the same, fluctuating between 45% and 47%. Mr. Wilson hopes the grant will boost the school’s pass rates, by encouraging students to study harder, combat senioritis, and take the exams more seriously.

“Right now, I think a lot of students might not care that much about their AP scores since they don’t affect your grades and aren’t required by many colleges,” said Allen-Gifford. “\$100 is a lot of money for just about any high school student, and I think that will give more students a reason to desire success on these tests.”

But Barada believes that incentivizing the exams may harm the learning environment at Wilson: “By handing kids money so they’ll achieve higher test scores, you’re telling them that learning is singularly about being able to answer standardized questions and that knowledge is measured by how many you get right.”

AP Physics teacher Angela Benjamin called the grant “a temporary fix.” She said, “It’s

here to stabilize this particular school. They [NMSI] build a culture that will leave success in its wake.”

While she believes the incentives will motivate students to do well and expects teachers will benefit from the additional training, she said the monetary incentives will not increase her motivation, since she has always been motivated to improve her students’ exam scores. Instead, the teacher bonus is “a reward for hard work that has been going on for years.”

“I think it’s an interesting experiment,” said Benjamin. “The school stands to gain from it because there’s a financial reward for the school, the teachers stand to gain from it substantially, and then each student. So it seems like it’s a win-win-win for everyone involved.”



# Letter from Your SGA President: Manuela Speaks

Dear Wilson Students,

Wilson has had several good Student Government Association presidents and advisors in the past, but many projects were set up and never executed. This year we plan on following through with all of the events that we propose to the faculty and student body. Many think that SGA only exists to plan Spirit Week and dances throughout the year, but this will be my fourth year on SGA and I plan on leaving more than just a memory of an amazing homecoming.

While we have thought about how to make the school year fun and engaging, we also came up with ways to make sure that Wilson is successful



Photo by Isabel Gloss

academically. My goal as student body president is to try to get more seniors to graduate on time. I met with administrators and came up with the idea of having study halls with peer-to-

peer tutoring/mentoring. I also plan on having more community service opportunities for everyone, especially seniors who need these hours to graduate.

This year we are also having

second period representatives. We want better communication with the student body and the more help, the better. Each month these representatives will meet with the SGA to share any feedback from students.

We are planning for Tiger Radio to make a comeback, but with this only being the first week of school, the endeavor will take some time to get running. The school store will be open and active this year, though the days and times have yet to be decided. We will be selling not only school spirit gear, but also school supplies.

One of our first activities is a contest to design the new Wilson t-shirts. If interested, get your new t-shirt design in

by September 17th. More announcements will follow.

We believe that, with so many students online, it is more convenient for the student body to reach us on social media. The student government now has a twitter feed as well as an Instagram page and an email. To stay up to date with any more contests and activities being planned, follow us @wilson-sga and email us any concerns, ideas, and suggestions at wilson-studentgov@gmail.com.

It's going to be a fantastic year, so get pumped, work hard, and get ready to have some major fun!

Sincerely,  
Manuela Bayon

# New Leadership: Meet Our Student Government

**Lauren ReVeal**  
Features Editor

In the 2012-2013 school year, the SGA was not entirely run by students: the senior class president, Joe Greenberg, was chosen by the administrators, although he still hung posters and campaigned. The 2013-2014 Student Government Association is already on a new track.

Senior class president Manuela Bayon (see Manuela's letter above) will be working with junior and sophomore class presidents, Margaret Kellogg and Noah Howard respectively, under the leadership of World History teacher Ms. Susan Baer. Scholars have a lot to look forward to, even in the first couple weeks of school. Elections for freshmen representatives will be held at the beginning of September: applications will be due September 6, and the campaigns will begin the week after. Like last year, freshmen will vote on their new president in their English classes.

Another new platform being implemented by the SGA is the second period representatives. "In every second period class teachers are going to have their students vote on someone to serve as their representative for

that class," said Ms. Baer. "The goal is that that person can kind of be the voice of that class of 20 or 30 kids, and then we'll have monthly meetings with the second period reps."

Ideas like these are being instituted for the overall purpose of student involvement and for bringing together the Wilson community.

Baer said the senior, junior, and sophomore representatives have been working outside of school in multiple summer meetings. Each of the presidents have similar platforms to further improve the school, such as making the school bank more accessible and increasing student motivation for both the DC CAS testing and homecoming activities.

"SGA is planning to expand the student involvement through committees and class representatives," said Noah Howard.

Through organization and hard-working class leaders, the student government is hoping to become a key institution at Wilson. "We're going to work on small details of the school to make everybody's experience better," said Margaret Kellogg.

"I think people will notice a huge difference," said Ms. Baer.

Not Pictured: Margaret Kellogg, Sarah Marion, Zara Wardrick, Maude Lavaute, Malaika Hall



**Treasurer (11) Jonathan Morris**



**Secretary (11) Nicole Hesse**



**Vice President (12) Dayna Downs**



**Secretary (12) Akira Muse**



**President (10) Noah Howard**



**LSAT Rep (11) Jennifer Li**



**Treasurer (12) Todd Allen-Gifford**

Photos by Isabel Gloss



by Nell Bayliss

Calling all cool, creative freshmen!

# The Beacon wants YOU!

Come visit us in room C-210 on Wednesday, Sept. 4 at STEP to learn more. We have bean bags and snacks! Email us at [beaconchiefeditor@gmail.com](mailto:beaconchiefeditor@gmail.com)



"It's a very good idea, giving kids jobs to keep structure in their lives, but the application process is very limited and does not filter the unqualified applicants."



Daniel Brito



Matt Solberg

"The program placed me in a location that was easy to get to and was interesting... I would definitely do it again."

Photo by Maria Brescia-Weiler and Sophie ReVeal

## Summer Jobs

**Martin Sakansong**  
Staff Writer

This summer, many students took time off while others chose to work part-or full-time.

In our very own District, we have summer job programs where youth can sign up for free. The Summer Youth Employment Program (SYEP) places youth at a designated workplace for the summer. The young people in the program can work just about anywhere, at places like recreation centers, swimming pools, and offices.

Senior Matt Solberg, who worked as a lifeguard at Upshur pool, said, "The [other youth] workers lack any type of discipline. [They] often do not do the menial jobs that they are supposed to do, and sometimes would come in under the influence of drugs and alcohol. It's a very good idea, giving kids jobs to keep structure in their lives, but the application process is very limited and does not filter the unqualified applicants."

But junior Daniel Brito had

a good experience: "SYEP was a cool and interesting program that allowed me to see what it is like having a job and giving me the experience. In a way, [the program] has prepared me [to use] this as a stepping stone in my next job. The program placed me in a location that was easy to get to and was interesting... I would definitely do it again."

Not every working teenager is employed by the Summer Youth Employment Program. A lot of kids prefer having jobs in their neighborhood because they can walk a block away and be at work quickly. Junior Val Pehrson said, "This summer I worked at a photography shop called Moto Photo on Capitol Hill. I liked working there a lot because it's a few blocks from my house and I like making money, but I wished I didn't have to work on Saturdays."

So, as you can tell, the District of Columbia has a lot to offer for summer jobs and many opportunities in the summer.

## The Gap: Income Influences Success

**Elias Benda**  
Staff Writer

DCPS ended the last school year with Mayor Vincent Gray delivering news of overall increases in standardized test scores: 3.6% in Math, 3.9% in Reading, 4.6% in Composition, and 1.8% in Science. While this data may reassure parents that schools are working more successfully to educate their children, the higher scores may actually be a result of the parents' own efforts.

Greater Greater Education, a website for discussing ideas on how to improve education in the District, posted an article claiming that the increase in scores is due not to an improvement in student performance but to a change in the students' economic backgrounds. The article's author Ken Archer says, "The median income among families in DC has consistently climbed, from \$51,411 in 2005 to \$75,603 in 2011, according to the annual American Community Survey (ACS)."

Poorer students at Wilson and across the country are at a disadvantage, and the gap is only growing wider. Sean Reardon writes in *The New York Times* that "using information from a dozen large national studies conducted between 1960 and 2010, I found that the rich-poor gap in test scores is about 40 percent larger now than it was 30 years ago." His colleague at the *NYT*, Sabrina Tavernise, writes, "In another study by researchers from the University of Michigan, the imbalance between rich and poor children in

college completion — the single most important predictor of success in the workforce — has grown by about 50 percent since the late 1980s." The disparity between high and low income students doesn't stop there; the gap is also visible when it comes to student attendance in "sports, extracurricular activities, volunteer work and church."

Low-income students also have a difficult time catching up to their wealthier peers in standardized tests. Average SAT scores increase steadily based on income: low-income students are unable to afford SAT prep courses, which average \$1100 per course and are shown to increase scores substantially. Ms. Sandra Bean, the head of the College and Career Center, adds, "SAT and ACT tutors give an advantage to the students who can afford them."

These negative effects are not isolated to a single generation either. Ms. Bean says that "having family members who attended college makes it easier for their students to start the process of college applications" and that on average, families with college graduates have a higher income than those without.

There is a flaw in our education system. If we are attempting to educate all students equally, then there should be no gap. The gap represents the privileges of wealthier students, and the disadvantages that burden poorer kids. D.C., along with the rest of the U.S., needs to find a way to educate our youth, regardless of economic background, effectively and fairly.



Photo by Isabel Gloss

**MEN ON A MISSION - Meet seniors Nathan Davis and Evan Hamlin, the Co-Editors-in-Chief of the 2013-2014 Beacon.**

## Greetings From Our Editors

Coming into Wilson as freshmen neither of us even knew what *The Beacon* was. Three years and 27 issues later, we're fascinated by the ways *The Beacon* has developed and improved, and are proud to be able to carry on the tradition and grow even further.

Now that we are Co-Editors-in-Chief of the paper, we have high expectations for *The Beacon*, but our key priorities are simple: diversity, quality, and relevance. Although they are each distinct ideas, they are all very connected.

In the upcoming school year we want to make a big push to get a more diverse group of writers, which will also help us to fulfill our other two goals: quality and relevance. *The Beacon* will only be relevant to the student body and consequently a quality paper, if it is an accurate representation of the student body's voice and concerns, - and while we feel *The Beacon* is close to meeting this goal, getting a wider variety of backgrounds in the staff of our paper is the only way to fully meet it.

*The Beacon* will be a much more accessible organization this year. We will be holding meetings in our office (C-210) every single Tuesday during STEP (the exception being that next week's meeting will be held on Wednesday). This way it is easier for anyone to become a part of the paper, not just people who are in with the editors. We will also be very open to anybody interested in working on the paper just approaching us in the halls. Just look for the guy in the sling or the handsome one, and strike up a conversation. We're nice, we swear.

Whether it's your first or last year, we encourage you to give *The Beacon* a shot. Write an article. Take a picture. Draw a graphic. Design our website. If you don't like it, no one's going to force you to continue. However, if you find that you enjoy any part of the journalism experience, *The Wilson Beacon* is glad to have you.



# THE BEACON

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Thank you to our faithful volunteer, Mary Carpenter.

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Our mission is to provide an accurate representation of the diverse views, opinions, and concerns of the students of Wilson High School. We aim to serve as the voice of the students. Through responsible, ethical journalistic practices, we strive to provide thorough, reliable news coverage of issues relevant to Wilson.

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The Beacon welcomes all student and guest contributions: articles, photographs, art, commentary, and letters to the editor. All submissions can be sent to [beaconchiefeditor@gmail.com](mailto:beaconchiefeditor@gmail.com), and become property of The Beacon

The Beacon is a public forum created for the purpose of expressing the views of and providing information to the Wilson student body. Thank you for reading The Beacon.

# OPINIONS PRO LIVING IN DC

by Annie Rosenthal

When people on the news talk about "Washington," where the President lives and grumpy, aggressive men and women in Congress debate about whether or not we should go to war or make handguns legal, our nation's capital sounds like a serious, stressful place. But while it is the political center of a powerful country, D.C. is also a vibrant, exciting city, and--I think--a fantastic place to grow up.

A teenager growing up in D.C. is surrounded by people making real change. So it seems natural that kids in D.C. are encouraged to express their opinions. Several times throughout elementary school, in Girl Scouts and at camp, and in classrooms and Young Suffragists, we wrote letters to Eleanor Holmes Norton asking her to pay attention to issues that mattered to us. It is unfair that people in D.C. don't have a representative in Congress, and we should change that. Still, we march, we protest, we make our presence known. While other people have to commute hours to be a part of Occupy D.C., or attend a rally for immigration reform or a celebration of the March on Washington, we're already right here. When the final votes were counted and Obama won the election last fall, one of my close friends drove 15 minutes to the White House at midnight to celebrate. In the morning, she made it to school on time.

Being a D.C. resident also provides you with useful resources. Museums here are plentiful and free! I would bet that our school field trips are more exciting than they would be if we lived in suburban Ohio. Thousands of organizations have their headquarters in the D.C. area. If high school students are looking for internships, they can get experience in practically any job here.

While the DC TAG program is being threatened with cutbacks this year, DCPS students are still receiving discounts on their tuition for any state school in the country.

And besides being "Washington," the huge national headquarters, D.C. is also Chocolate City, the 202, a spirited city with its own complex personality. Not only is it diverse ethnically (50.7% black, 38.5% white, 9.1% Hispanic, 3.5% Asian, and 4.1% other), it's also diverse economically, politically, and socially. Additionally, D.C. has a thriving arts scene. Go to U Street on any given night, and you're guaranteed to find something spicy going on.

Plus, living in D.C., you get to be an independent city kid. The public transportation system is extensive, so you don't need a car (or, if, like me, you're under 16, you don't have to force your parents to drive you places). D.C. is a medium-sized city, so a teenager has room to explore. But compared to places like New York City, we're a relatively clean city. We also have our share of greenery: the National Park Service manages 23 parks in D.C.

When people come to visit, they always ask "Do you know the President? Can we go to the monuments?" But those of us who live in the District know there's so much more to D.C.: it's a cosmopolitan, creative, industrious city, and there is nowhere I would rather grow up.

I have lived in D.C. my entire life, and gone to public school with other kids who were born and raised here since I was four. Don't get me wrong; I love D.C., the culture, the people, and the history. I have been lucky enough to travel and visit quite a few cities, but D.C. still ranks among my favorites in the world. That being said, there comes a huge disadvantage to living in our nation's capital: a lack of democracy.

Every few years in school we are required to take a U.S. history or government course where we learn about our country's founding on the basic principles of democracy: liberty, freedom and equality. We learn about how our founding fathers fought to give people rights, a say in their own government and the ability to vote. We learn about how the government works, the different branches, the voting process, about taxes, and laws. We learn about the importance of individuals voting to participate in government. But unlike everywhere else, when we turn 18, we can't.

Although D.C. residents pay federal taxes, in fact higher per-capita federal taxes than anywhere else in the U.S, they are denied representation in the House of Representatives, the Senate, and until 1961, in the Electoral College. Guam and Puerto Rico also don't have full voting representation, but they don't pay any federal taxes. When D.C. citizens are angry with a law or a war or foreign policy, they don't have a congressman to write to. Well, they do have a non-voting delegate in Congress, meaning that while D.C. technically has a voice, that voice has no power.

This might just seem like some political nonsense that you heard mentioned once in D.C. history class that does not affect you, but it does. Because D.C. isn't a state, it doesn't have the same rights as states. D.C.'s budget has to be approved by Congress. So, for example, the representative from Utah gets to vote on how D.C. spends local taxpayer dollars. In the past, Congress has prevented D.C. from spending money on abortions and medical marijuana despite overwhelming local support.

It makes me angry to know that my neighbors 20 minutes away in Maryland have more rights than I do. It makes me angry that if I wanted to be a senator when I grow up I wouldn't be able to run in the city that is my home, the city I grew up in.

So while it's great to grow up in the political center of our country--great that we can take field trips to the Capitol, walk past the Supreme Court building, and have our traffic blocked by the President's motorcade--is experiencing all of the so-called glorious democracy of our country worth it, if we're not included in it?

## CON

by Erin Sternlieb

## TOP TEN THINGS SENIORS SHOULD HAVE LEARNED BY NOW

1. How to wrangle mice
2. There are 360 seconds between classes, not 361
3. EXIT NOW!
4. Walk with a purpose and you can get away with anything
5. How to wash your hands without soap
6. You will never go to as many proms as Cahall
7. Administrators can be bribed with Chipotle
8. How to calibrate a Promethean Board
9. The administrative team loves slideshows with emotional music
10. How to stretch a fire drill into a half day



# WILSON HIGH SCHOOL SURVIVAL GUIDE

## 5 COOL CLASSES TO TAKE

by Ellie Botsford

Wilson has a wide spectrum of diverse students. To keep all these students intrigued and passionate for learning, a large range of classes are offered. Many of these are electives, which are great because scholars get to choose what they want to take. Here are some examples of Wilson's coolest electives:

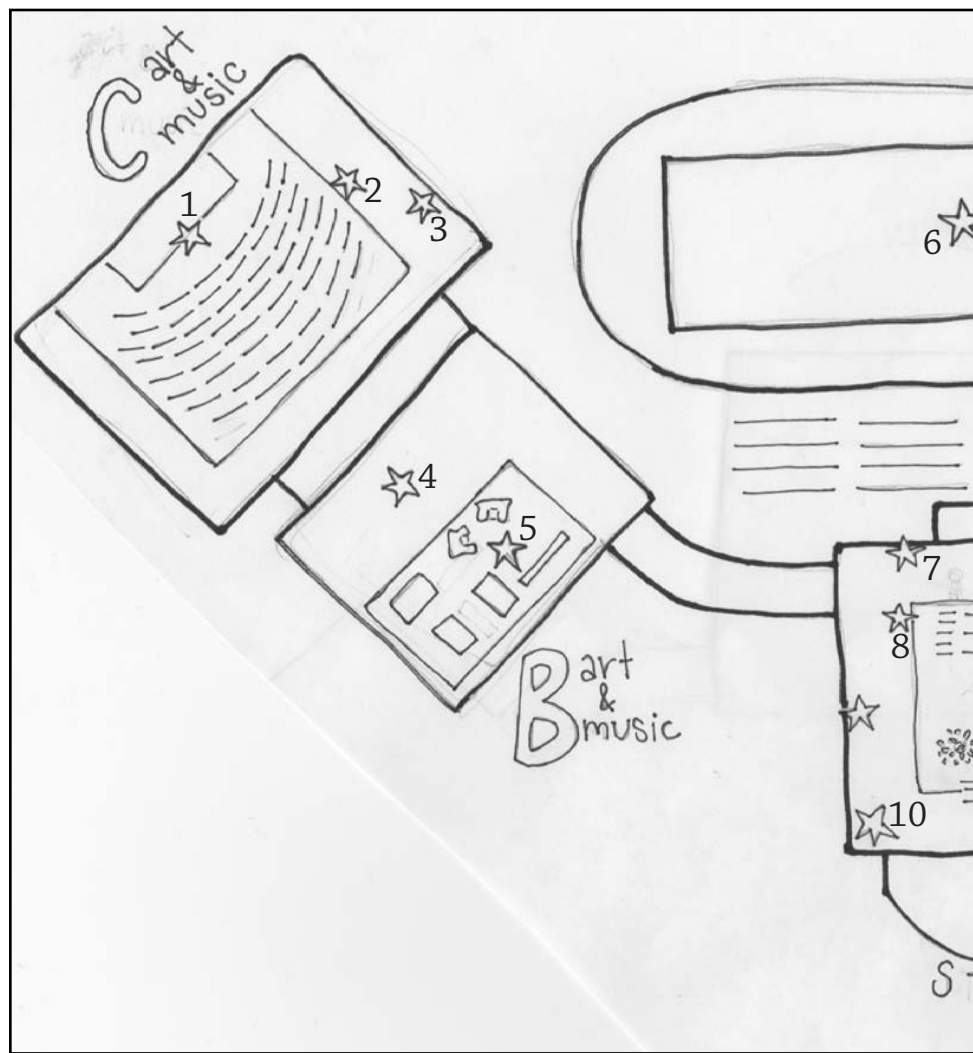
**1** **DRAMA 1:** Taught by Ms. Harriet Bronstein, this beginners drama course is ideal if you want to explore acting. "A lot of Wilson students have never been exposed to theater, so this is a great opportunity to see some plays as well as a chance to learn the basics of acting and performing," Bronstein explains. This class will definitely create a special and unique experience. "We spend a lot of time on movement, playing theater games and doing acting exercises. In class, students will gain confidence, self-motivation, creative and analytical skills and learn to work well with others," she says.

**2** **SCULPTURE 1:** Sculpture is a unique class that is fun, challenging, and hands-on. The teacher, Ms. Mary Lambert, says, "this course teaches students how to create sculptures out of leather, wood, clay, plaster, foam, and glass all with the theme of unfairness as their guiding topic." In this one year course students create 5-6 pieces, working with many different materials. Art is a great way to relieve stress, great to pair with a tough math or science class. As with all arts, students will be able to build up their problem solving skills in this class. These skills can help students analyze all subject matter and see the word in a new light.

**3** **EXPLORING COMPUTER SCIENCE:** This class is taught by Mr. Anthony Evans who says, "The goals of Exploring Computer Science is to develop the computer science skills of algorithm development and problem solving." In this new course, students will be introduced to topics such as interface design, limits of computers, and societal and ethical issues of software engineering. "Students will be able to develop applications for smart phones and tablets," Mr Evans says. This class is replacing Key Computer Applications from previous years in an attempt to help students with critical thinking for everyday usage.

**4** **CHOIR:** Taught by Ms. Lori Williams, the purpose of the course is to instill an awareness of music's important role in the enrichment of the human spirit, Ms. Williams explains. The Woodrow Wilson High School Concert Choir and Vocal Ensemble are considered some of the hardest working vocal groups in the District of Columbia. "Successful participation in a choral group enhances academic growth, develops positive collaborative skills, and fosters etiquette and self-pride," Williams says. She also endeavors to teach students to become successful singers and performers; "Emphasis is placed on posture, breathing, diction, intonation, sight singing, four part harmony, solo performance, reading music, and performance etiquette." Students in the course will participate in many concerts, festivals and events throughout the year.

**5** **MODEL U.N.:** "The purpose of this course is to allow students to explore the basic principles of international relations and the evolution and development of the United Nations," says Ms. Julie Caccamise, the teacher of the course. "The class helps students to understand how various countries fit into solving the problems that face us all, and pushes the idea of working together and trying to find practical solutions to real problems." Caccamise says she believes the class is a fun way for students to "become more aware of the world around them, and the way that we are all interconnected." The class focuses on teaching dialogue and negotiation skills, as well as how to solve issues in an equitable and fair way.



## TIPS AND TRICKS FOR FRESHMEN

Compiled by Maria Brescia-Weiler and Sarah Torresen



Don't wait in line and don't travel in packs.

Joyce Distinto, 11, Suzie Newell, 11, Skyler Mackey, 11



Stay out of the hallways with upperclassmen.

Larry Frazier, 11

Don't go to the bathroom by yourself, and don't get on Brian Angel's bad side.

Ross Pendergast, 12, Brian Angel, 12



Keep up with your planner.

Brenton Petty, 12, Hannah Hill, 12, Nia Maasey, 12, Dimon Long, 12



Find a girlfriend that's cute.

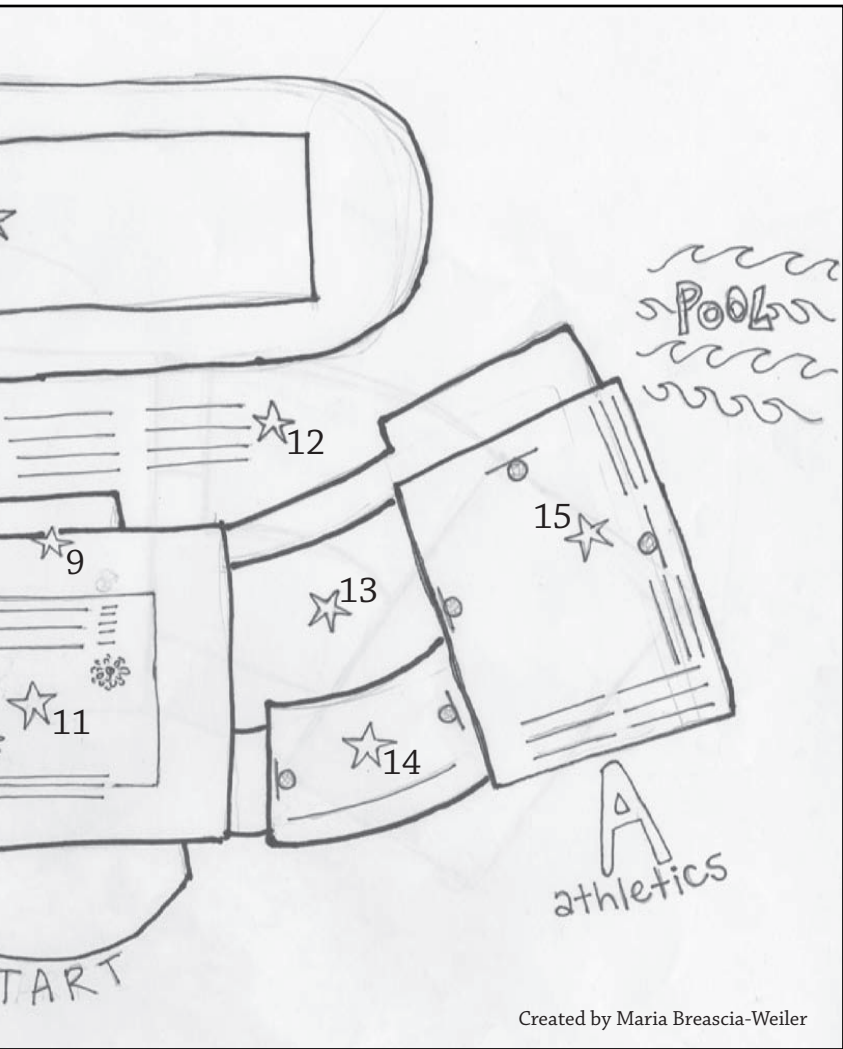
Julia McGurk, 11, Sebastian Duque, 12



Seek out the great Charlie Feller aka friendliest man on campus.

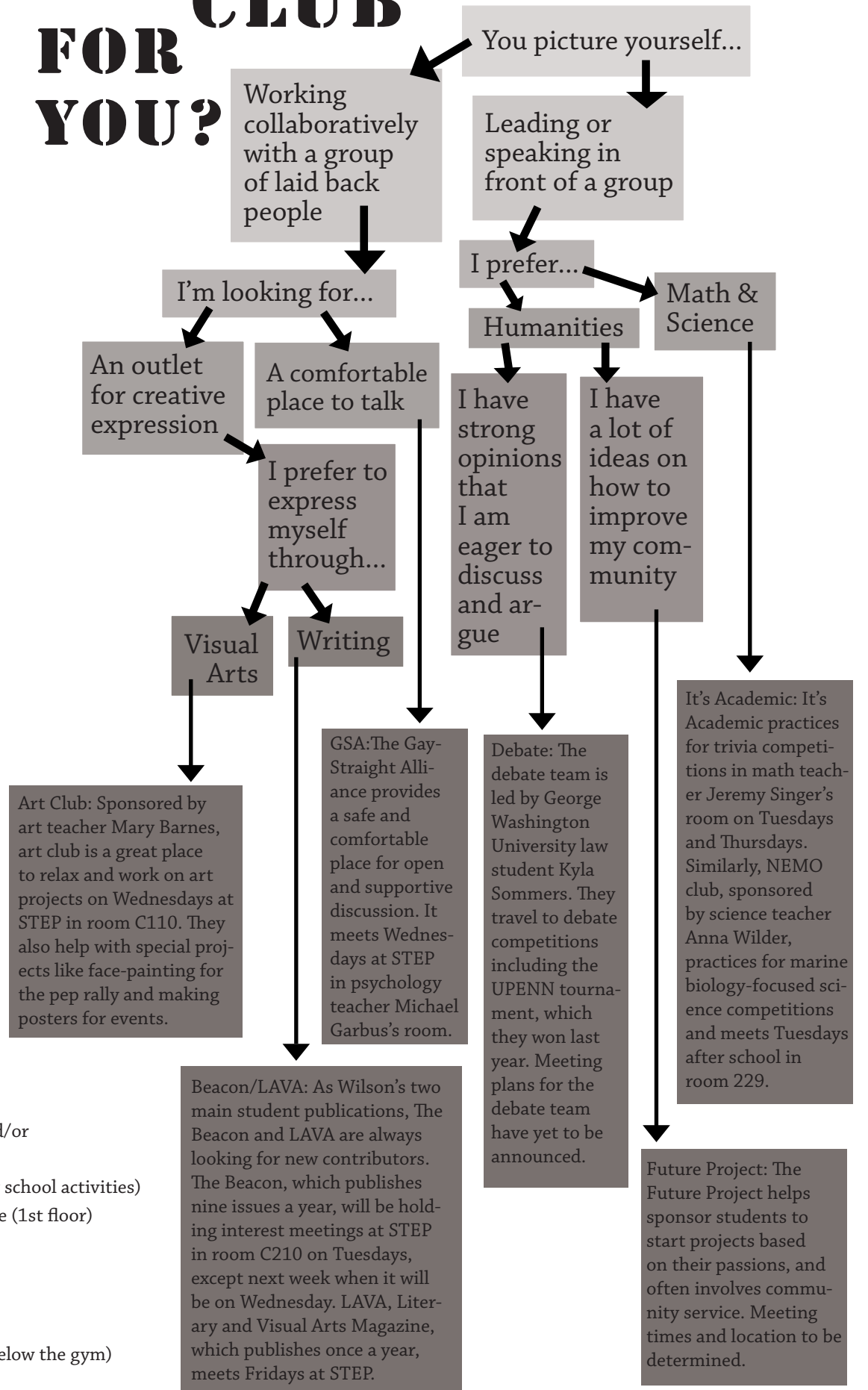
Charlie Feller, 11

**CLUE:** Lots of students passing by, go to where you see the sky.



Created by Maria Brescia-Weiler

# WHAT'S THE RIGHT CLUB FOR YOU?



In order to help you get to know the building and its resources, The Beacon is hosting a treasure hunt on Friday, August 30th at lunch. Follow the clues, starting with the clue above, to get acquainted and compete to win a prize and become the most popular kid in school.

Here are some spots you might need to visit for the treasure hunt and/or throughout your time at Wilson:

- |  |  |
|--|--|
| 1. The Auditorium                            | 9. Ms. Hara's office (after school activities) |
| 2. The Beacon Office! (2nd floor)            | 10. The Attendance Office (1st floor)          |
| 3. The Art Classrooms (1st floor)            | 11. The Atrium                                 |
| 4. The Black box (2nd floor)                 | 12. The Stadium                                |
| 5. The Library (2nd floor)                   | 13. The Rose Garden                            |
| 6. The Field                                 | 14. Auxiliary Gym                              |
| 7. The College and Career Center (1st floor) | 15. The Locker Rooms (below the gym)           |
| 8. The school bank (1st floor)               |  |

**Art Club:** Sponsored by art teacher Mary Barnes, art club is a great place to relax and work on art projects on Wednesdays at STEP in room C110. They also help with special projects like face-painting for the pep rally and making posters for events.

**GSA:** The Gay-Straight Alliance provides a safe and comfortable place for open and supportive discussion. It meets Wednesdays at STEP in psychology teacher Michael Garbus's room.

**Debate:** The debate team is led by George Washington University law student Kyla Sommers. They travel to debate competitions including the UPENN tournament, which they won last year. Meeting plans for the debate team have yet to be announced.

**It's Academic:** It's Academic practices for trivia competitions in math teacher Jeremy Singer's room on Tuesdays and Thursdays. Similarly, NEMO club, sponsored by science teacher Anna Wilder, practices for marine biology-focused science competitions and meets Tuesdays after school in room 229.

**Beacon/LAVA:** As Wilson's two main student publications, The Beacon and LAVA are always looking for new contributors. The Beacon, which publishes nine issues a year, will be holding interest meetings at STEP in room C210 on Tuesdays, except next week when it will be on Wednesday. LAVA, Literary and Visual Arts Magazine, which publishes once a year, meets Fridays at STEP.

**Future Project:** The Future Project helps sponsor students to start projects based on their passions, and often involves community service. Meeting times and location to be determined.

If you are interested in joining an Academy contact Director of Academic Development Alex Wilson in rooms 108, or by e-mail at alex.wilson@dc.gov.

## THE WILSON ACADEMIES

by Maria Brescia-Weiler

The Academies are designed to help students focus on their interests and take electives that will help them in their future careers. Most students who join Academies apply in 9th or 10th grade so that they have time to complete the requirements, but it is completely optional. Seniors Isaac Sellers and Rio Osborne chose not to be in an Academy because they didn't think it would affect their Wilson experience and wanted to have the freedom to choose a variety of electives. However, senior Bhadon Shalakin, who is in SciMaTech said, "It's worth it [to be in an Academy] because you get insight from different people who have been successful, and you get career guidance for whatever you want to be." Similarly, Senior Des O'Brien said he is glad he is in WISP because "the required classes are cool and it has affected my Wilson experience in a positive way."

**HAM** Humanities, Arts and Media Academy (HAM) offers communications, music, theater arts and visual arts pathways along with related outings to enrich students' Wilson experience through art and expression.

**WISP** Wilson International Studies Program (WISP) provides courses on international issues for students interested in global studies and world languages.

**JROTC** Junior Reserve Officer Training Company Academy (JROTC) helps with character and leadership development through drills and exercises in marksmanship and physical fitness.

**AAA** Academic Athletic Achievement Academy (AAA) gives students who are interested in sports journalism and management the opportunity to acquire and practice these skills by managing home sports events and intramural sports.

**AOF** Academy of Finance (AOF) trains students in professional development and finance in order to prepare for careers in business.

**SciMaTech** Science, Math and Technology Academy (SciMaTech) offers pathways in engineering and architecture, environmental science, health and biomedical careers, and information technology. Robotics, Science Bowl and Nemo are popular among students in this academy.



# Wilson Senior Raises Funds for Syrian Relief

## \$3,786 and Counting

**Rachel Page**  
Junior Editor

The civil war in Syria is featured prominently in the news. But for Wilson senior Gena Basha, it's a personal problem. Basha's father is from Syria, and many of her relatives still live there. When she learned about how the war had affected her family members, Basha knew it wasn't enough to read newspaper articles about it. This summer, she took the next step: raising over \$3,000 for an organization called Save the Children that provides support for children in disaster-stricken areas like Syria.

For Basha, the first obstacle was selecting the organization for her donations. She learned that in many charities a large percentage of donations don't go towards the cause-- instead, they're set aside for things like publicity and managing the

organization. She decided on Save the Children because 90% of donations go directly to supplies and assistance for children in need.

Basha knew that the crisis in Syria was so wide-reaching that there was no way she would be able to help every single problem. Save the Children gave her a way to focus her efforts. She says that her goal became to improve "the status of victimized children in Syria as well as child refugees who have fled across the border to escape the devastation." Achieving such a large goal in just a few months is no easy feat. So Basha thought big. On July 30, she organized a cocktail party fundraiser at the Lebanese Taverna. Besides being encouraged to donate to the cause, guests were treated to a short film about the conflict in Syria, a trivia game, and a jewelry raffle. Twenty percent of the restaurant's food and drink



Photo by Isabel Gloss

**REFUGEE RESCUE - Gena Basha smiles after her successful summer spent raising money for Syrian relief**

profits were also donated to Save the Children. The event raised a grand total of \$996-- not bad for a senior in high school!

To raise additional money, Basha turned to a less extravagant source: the internet. Using a website called FirstGiving, she

created a fundraising page to allow others to contribute to her cause. Through credit card donations, she raised an additional \$2,790 from friends, family, and donors who weren't able to make it to the D.C. fundraiser.

For Basha, her work over the summer isn't just about the money. It's something bigger: the idea that even as a high school senior in a country hundreds of miles away from Syria, she has the power to make a difference. She says such a mix of independence and influence is a rewarding feeling, and one that not everyone gets the opportunity to experience. "It felt really good to know that I was my own leader," Basha says, "and that I had created something out of nothing in just a matter of months."

Basha's work isn't over. So far she has raised \$3,786, making her less than \$2,000 shy of her \$5,000 goal. Interested in donating? Go to <http://www.firstgiving.com/fundraiser/dc-4syria/genabasha>.

## SPORTS

# Wilson Institutes Concussion Testing For Athletes

**Henry Shuldiner**  
Sports Editor

This year, for the first time ever, Wilson is administering "concussion pretests" for all athletes, a step in the right direction toward protecting athletes from potentially dangerous consequences. A concussion, a brain injury that results in temporary disruption of normal brain function, occurs when the brain is violently rocked back and forth or twisted inside the skull, typically from a blow to the head or body. Jamilla Watson, the athletic trainer for Wilson and head athletic trainer for DCPS, was in charge of the concussion pretests this year.

To conduct the pretests,

Wilson uses ImpACT concussion software that gives a baseline for each athlete, which can be used for comparison if a concussion is suffered during the season. "Basically, the ImpACT test provides a preseason physical of the brain," Watson stated. "The test tracks an individual's memory, reaction time, speed, and concentration." In essence, the test creates a baseline for each athlete's brain, and if there is a possibility of a head injury, the data from the tests can be used for diagnosis.

Other schools throughout the city, region and nation have also started to conduct these pretests with similar, if not the same, software. The tests are administered prior to every sea-

son. "Currently, we are testing the high risk athletes first, like football, soccer, [and] cheerleading," Watson reported. However, Wilson plans to test all athletes participating in a DCIAA sanctioned sport, high-risk or not. Obviously the priority has to go to the athletes participating in contact sports because they are more vulnerable to head injury.

Awareness of concussions and other head injuries or diseases has benefited from burgeoning research since the death of longtime NFL star, Junior Seau. Seau, who retired from the league in 2009 after a long, successful career, committed suicide in 2012. After his death, researchers concluded that Seau suffered from chronic traumatic

encephalopathy (CTE), a type of chronic brain damage. Many other reports have come out since with very similar storylines.

Anyone with ties to sports should be encouraging and supporting concussion research. Mark Fainaru-Wada and Steve Fainaru, two ESPN reporters who are writing a book on brain injuries, are also making a short film titled League of Denial. The film is an investigation of what the NFL knew about brain injuries, which appear to have been troubling players since the League started but have become more common and sometimes severe of late. All the coverage of head and brain injuries in professional football and other

sports has made high school and collegiate level athletes, parents, coaches, and athletic administrations frantic to solve and prevent the problem.

On Wilson's website, there is a link to information about concussions, labeled "A Parent's Guide to Concussion". On the door to Ms. Watson's office and in the locker room, there are posters about how to prevent concussions. The implementation of the concussion pretests is just an addition to some of the good doings of the Wilson Athletic Staff and DCPS Department of Athletics' Athletic Health Care Services. Both of the parties are committed to keeping their athletes safe and healthy while still letting them play the sports they love.

## Summer Basketball Recap

by Evan Hamlin

Summer basketball is a time for development and teambuilding, a time when wins and losses don't matter as much as the progress players make as a team. Wilson's summer team was not only able to enhance skills and build team chemistry, they were also able to capture the "More Than Basketball" summer league title with a 65-60 win over Montgomery Blair. Outstanding performances from seniors Michael Knapp and Brenton Petty were critical in the Tigers' championship run. Look out for a much-improved basketball team this winter.



Photo by Dick Knapp

**GET FIRED UP - Coach Andre Williams motivates the Wilson basketball team during a summer league game**



# SPORTS HOME GAMES SCHEDULES

## VARSITY FOOTBALL

All games are at 7pm

DATE	OPPONENT	LOCATION
Saturday, September 7	Duval	HOME
Friday, September 20	Surrattsville	HOME
Friday, September 27	John F Kennedy	HOME

## BOYS VARSITY SOCCER

DATE	OPPONENT	LOCATION	TIME
Sept. 9	Ballou	Fort Reno	4pm
Sept. 11	Bell	Wilson	4pm
Sept. 18	Coolidge	Wilson	4pm
Sept. 25	Roosevelt	Fort Reno	4pm
Sept. 27	St Johns	Wilson	4pm

## GIRLS VARSITY SOCCER

DATE	OPPONENT	LOCATION	TIME
Sept. 9	Bell	Wilson	4pm
Sept. 10	St Johns	Wilson	4pm
Sept. 16	Banneker	Fort Reno	4pm
Sept. 17	Sidwell	Wilson	4pm
Sept. 25	SWW	Wilson	4pm
Sept. 30	Banneker	Fort Reno	4pm

## GIRLS FIELD HOCKEY

DATE	TIME	OPPONENT	LOCATION
Sept. 16	4:00	Brookewood	HOME
Sept. 24	4:00	School Without Walls	HOME

## GIRLS VOLLEYBALL

DATE	TIME	OPPONENT	LOCATION
Sept. 25	4:30 PM	Sidwell Friends	HOME
Sept. 26	5:30 PM	Ballou	HOME



Photo by Henry Shuldiner



Photo by Cal Menditto



Photo by Henry Shuldiner



# Learn to Row Fall 2013








**Pull for Wilson Crew!**



**Information Meeting  
Tuesday, September 10 at 7 pm  
Wilson HS, Room 410**

### Wilson Crew Learn-to-Row

-  Open to all DCPS 8th graders and high school students
-  FREE Two week program September 24—October 3
-  Learn basics of rowing stroke, boat handling and rowing safety
-  Practices are 4:30—6:30 at Thompson Boathouse in Georgetown
-  At conclusion, participants may join the Novice (8 & 9 grades) or Varsity (10 grade+) squads for fall season starting October 7



### Why We Row?

- Build great friendships!
- Carbo loads are a blast!
- Be part of something bigger than yourself!
- Colleges love rowers!
- You get into amazing shape!

Want more information?  
Check out [www.wilsoncrew.org](http://www.wilsoncrew.org)



# Fruitvale Station Echoes Recent Tragedy

**Jackson Ross**  
Staff Writer

There's a strong chance that there won't be a single movie like *Fruitvale Station* to come along for a long time. Not because it isn't a fantastic film (it is) but due to the circumstances surrounding it.

This true story, based on the last day of Oscar Grant III, an unarmed 22-year-old black male, who was shot by a Bay Area transit cop on New Year's Day, 2009, is certainly one that resonates, seeing as the film's release coincided closely with the Trayvon Martin saga.

One major difference between the two stories, however, is that Grant's shooting hap-

pened in a public train station in front of dozens of onlookers who caught the entire ordeal on camera.

Director Ryan Coogler's decision to open up the film with actual footage from the killing is that of a demented genius. It lets everyone know what kind of movie this is, and that anyone who can't handle it should get out before it gets worse. And it does.

During the film's recreation of Grant's last twenty four hours alive, you see everything from a dog getting hit by a car to the dramatization of the killing itself, in such stark, melodrama-free realism that it's impossible to look away no matter how much you want to.

The only recognizable actor in here is *The Help*'s Octavia Spencer, who plays Grant's long-suffering mother. Despite being just as good as she was in her Oscar-winning *Help* performance, the best performance in this film clearly goes to newcomer Michael B. Jordan as Oscar Grant III himself. The film's version of Grant is probably the most realistic depiction of a flawed individual I've ever seen, and Jordan does an excellent job of capturing him. Only a skilled actor can quickly move from innocently asking for his old job back, to threatening to go back to selling dope, and not make him seem like someone who needs serious therapeutic attention. Jordan doesn't just

make that scene work; in those few seconds alone, he reveals a depth that deserves serious recognition. Jordan can go from distant and restrained to off the wall angry better than anyone since Denzel Washington, if not a young Al Pacino.

One of the many great decisions is to not turn Grant into a kind of saint the way some people have been treating Trayvon Martin. He skips his grocery store job to sell weed, he cheats on his girlfriend, and the events that lead to his killing, while far from a justification for murder, include him getting into a fistfight on the train with a guy he knew in prison.

The one flaw is that it takes a while to get used to the routine

of Grant going about his day-to-day life. But once it picks up, a subtle tension as to what is to come creeps through the entire film. What Coogler and Jordan have created is one of the most whole, realistic portrayals of a human being to come along in many years. The best comparison I can make is to *25th Hour*, directed by Spike Lee, but even that had a big-name lead in Edward Norton and a post 9/11 vibe. Spike Lee himself got his big break with a single-day film that dealt with race relations: *Do the Right Thing*. And with this film, Coogler could soon reach the level of Spike Lee.

*The Beacon* urges readers to go out to see *Fruitvale Station* and send us your reactions to the film and thoughts about how the film relates to racial profiling to [beaconchiefeditor@gmail.com](mailto:beaconchiefeditor@gmail.com). Next month *The Beacon* will be featuring a spread on racial profiling and reader comments may be used for the coverage.

## Block Party More than Decent

**Patrick Paniagua**  
Staff Writer

Mad Decent Block Party, one of the most anticipated summer concerts of 2013, was held at Merriweather Post Pavilion on August 2. Many popular dubstep/club artists performed, including Major Lazer, Zeds Dead, Riff Raff, Flosstradamus, and SBTRKT.

When tickets became available, people didn't hesitate to scrape up whatever money they had for this highly anticipated event. Mad Decent was affordable, making it very accessible for youth. Lawn tickets cost \$30. For many big fans of the artists, floor tickets, which were \$50, were crucial.

People of all shapes and sizes from all corners of the DMV attended this concert and had a blast. Many students from DCPS, mainly Wilson and School Without Walls, attended and bonded through their love of the music and the exuberant environment.

"It was 'mad decent,' and probably the best concert I've ever been to," said senior Rio Osborne. "We were together with a

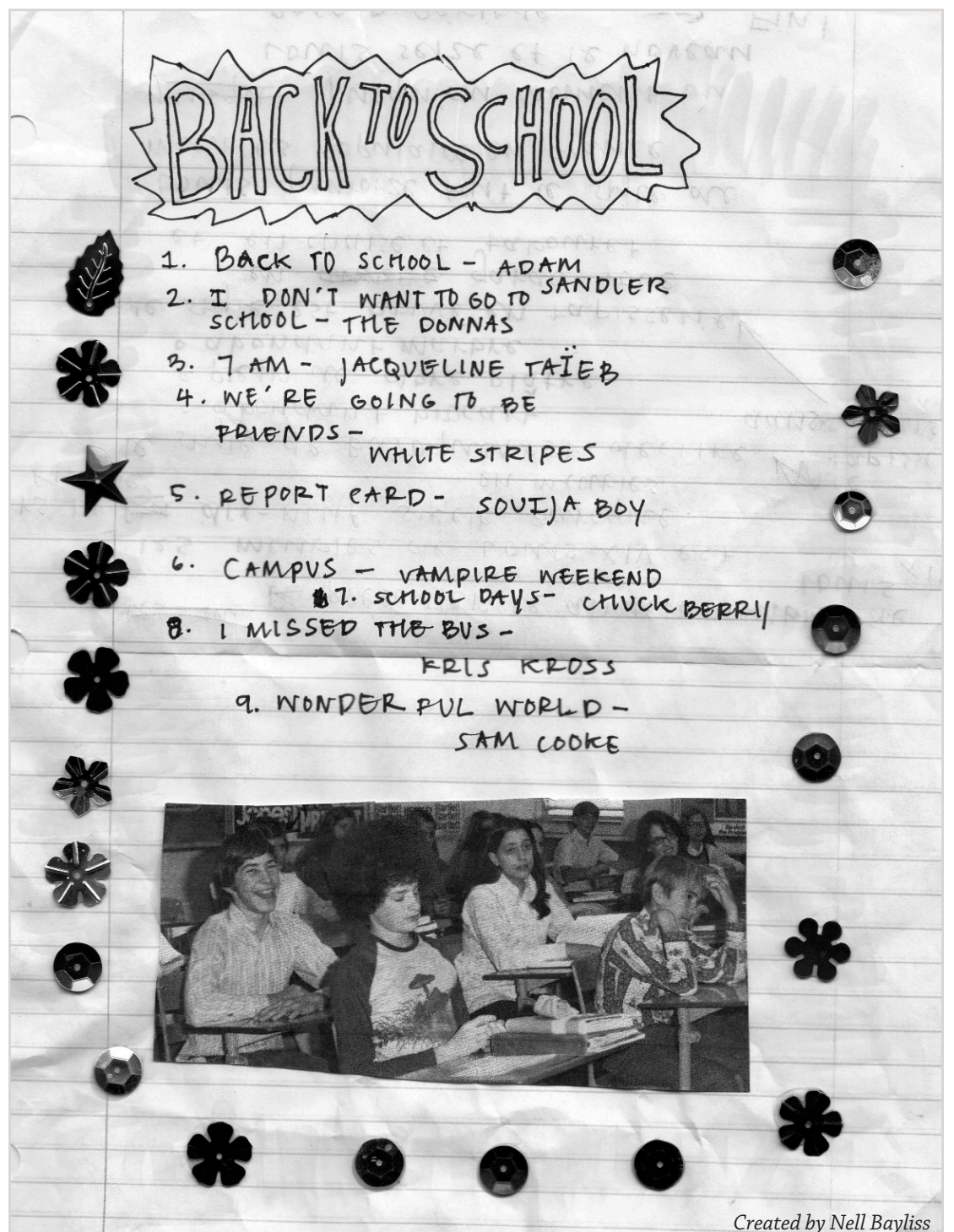
bunch of friends throughout the majority of the concert," he said, but his VIP tickets prohibited him from entering the mosh pit, which he was pretty bummed out about.

Junior Sean McLain purchased VIP tickets as well, but regardless had a blast, and thought it was "pretty insane."

I bought a floor ticket and was more than pleased with my view of the concert. The people in charge of the lights obviously knew what they were doing; I was staring in awe at the magnificent light show in front of me.

Mad Decent was possibly unmatched as a summer concert in terms of popularity, hype and attendance, with about 17,000 more than satisfied attendants.

It's safe to say that it was the best concert I've been to, and that if it ever comes back to the DMV, I will attend it for sure. It should be a guaranteed good time for everyone. Tell all your friends to get same-priced tickets to avoid issues at the gates or checkpoints. It will be an experience to remember for all who attend.



Created by Nell Bayliss



# BACKPACKS IN THE HALLS

Compiled by Nell Bayliss



**Pictured (clockwise from lower left): Gabe Cano (12), Tyree (10), Kenny Hamilton (12), Natalie Larkin (12) and Jack Price (12), Jordan Dean (9), and Emily Vanegas (12)**

It has happened to us again: the first day of school. The first day of school is filled with the sounds of new shoes on the freshly cleaned floor, hair in a different “do” and clothes still fresh from the back-to-school sale. Still, the most exciting thing about going back to school is getting a new backpack. For us, backpacks have come a long way from our Hannah Montana and Power Rangers backpacks, to more refined solid-color backpacks with a paisley print inside, or the heavy-duty North Face. Your backpack is the one thing by the end of the school year that understands your exhaustion, because it too worked really hard. So let’s show off our backpacks, our sacks, our totes or our duffels and welcome in the new school year.



## The Hidden Meaning of Camo

**Jack Price**  
Staff Writer

Since irony is the only thing our generation likes more than #humblebragging on the #internet, it really shouldn’t be too surprising that one of the biggest style trends we are using to stand out is one that was intended to make people invisible. Check out any mall these days: camouflage, or “#camo”, has transcended its military origins to become a truly ubiquitous garment. But unlike clothing basics like white tees and vans, camo has a backstory that involves unnecessary bloodshed and Nazis, which are really all you need to make a fall outfit pop.

Modern camouflage was invented in the First World War by the French, who decided to

use what their mamas gave them and use fashion to win a war. The Americans, who had already proven how good they were at taking real land that didn’t belong to them, decided they would go after fake foliage too, and stole the print in 1917.

After that, both the Central Powers and Allies began slapping camouflage on pretty much everything, which is not dissimilar to what designers are doing today. Different types of camouflage were created to help armies blend into the varying climates and foliage patterns in which they were trying to kill each other. In 1981, the U.S. Army created the Woodland pattern, one of the first patterns worn en masse by civilians since protesters of the Vietnam War donned camouflage garments

in, yes, ironic, protest. Since then the print has only grown in popularity.

Camo has become the blue jeans of patterns; walking the halls of Wilson these days is freakishly similar to a nightmare I have where the entire cast of Duck Dynasty gets into a fight with a bunch of ninjas dipped in Helly Hansen. But while there is nothing wrong with wearing what the other lemmings are wearing, it is vital that you consider the moderately bloody history of camouflage, and the political implications of wearing such a garment. I bought a camouflage tee shirt last year, but realized I hadn’t considered all of the potential dangers. If you’re not careful, you might find yourself between Iraq and a hard place.

## West Side Story Comes to Wilson

**Sophie ReVeal**  
Staff Writer

This year’s fall musical at Wilson is *West Side Story*. “It’s a thrilling show,” said Harriet Bronstein, drama teacher and director. “The dancing is precise, aggressive, and explosive.” In fact, every aspect of the show is challenging. Bronstein is encouraging anyone who is interested to try out for the production, which will require a large, diverse cast.

*West Side Story* is a modernized version of Romeo and Juliet. The Montagues and Capulets are replaced by the “Sharks” and the “Jets,” two rival gangs who rule the streets of New York City in the 1950s. Like the original star-crossed lovers, Tony and Maria must overcome many obstacles to be together.

For the first time this year there will be a dance workshop

to teach participants the steps prior to auditions. The workshop will take place Tuesday, September 3 at 3:30. Dance auditions will then be held Friday, September 6 at 3:30. The singing and acting auditions will be Monday, September 9 or Tuesday, September 10 from 3:30 to 5:30. Participants must prepare a song from another musical to perform at the singing audition.

*West Side Story* will be an entire school production with community involvement. In years past, Bronstein explained, “we have had to augment the band,” which will continue to be a necessity this year. “So if there is a parent who plays and would like to come and be part of the band, that would be great,” she said. Even those who aren’t interested in being on stage are encouraged to participate as part of the stage crew and set design.

### SENIORS!

Send in your baby pictures via email to wilsonyearbook14@gmail.com or take your photo to Ms. Bonds in room B304 right above the Media Center.

While you're there check out the prices for your own senior spread! \$150 for a full color page or \$75 for a half page color page!

Space is very limited so hurry to see Ms. Bonds today!

Dance Workshop: Tuesday, September 3rd at 3:30  
Dance Audition: Friday, September 6th at 3:30  
Singing/Acting Auditions: Monday, September 9th or Tuesday, September 10th from 3:30 - 5:30



Compiled by Isabel Gloss, Lauren ReVeal, and Erin Sternlieb

# FRESHMEN IN THE HALL

## What are you most looking forward to in your freshmen year?



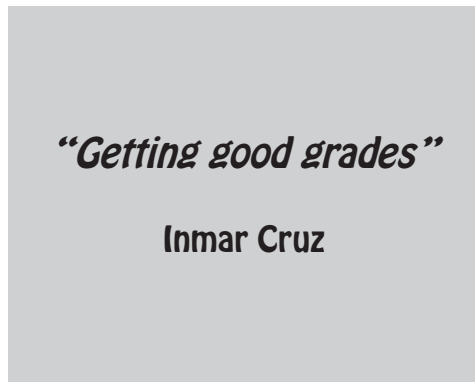
*"Robotics"*

Jeremy Rivera



*"Meeting new people"*

Gus Marrkand  
Toni Minor



*"Getting good grades"*

Inmar Cruz



*"Playing on the soccer team"*

Sam Alten



*"Making new friends!"*  
*"Playing sports"*

Matilda Jensen  
Jisca Adigo



*"The football games"*

Rina Holzman



*"Sports, people, new friends"*

Alexandra Radifera  
Tanith Ramon  
Nicole Distinto



*"Hearing Mr. Cahall's life story on the daily"*

Ellie Melick



*"Coming to a school with 500 kids in a grade instead of 50"*

Paola Camba

*"For the pool"*  
Ela Feldman



*"See new teachers and give them a run for their money"*

Christian Calhoun



*"Having a good year in volleyball"*

Amber Primus



*"Mr. Fiorill's World History I class"*

Markie F.



*"The food, not Hardy food"*  
Aaron Coates

*"That was nasty"*  
Alee Williams

