

“There’s a grant for students from a particular county in Ohio who promise they don’t want to overthrow the government.”  
-Annie Rosenthal P. 4

“A strong senior class has contributed to the booming success of Wilson’s flag football team.”  
-Henry Shuldiner P. 7

“There is no time like the present and there is no place like Wilson. These are the glory days.”  
-Elias Benda and Maria Brescia-Weiler P. 12



# Woodrow Wilson High School THE BEACON

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Photo by Carl Stewart

**DC GOES PINK** - Cherry blossoms show off the first signs of spring. Every year, thousands of people flock to DC to see the trees, which were given to the U.S. as a gift from Japan in 1910.

## VARSITY SOFTBALL

SEE PAGE 9 FOR AN IN-DEPTH ARTICLE ABOUT THE VARSITY SOFTBALL TEAM.

**CONTEMPLATING CHANGEUPS** - Freshman Allie O'Brien (front) watches senior Alexis Coates (back) in an at-bat against Bullis. Wilson beat Bullis 17-2. The varsity softball team was undefeated this season until a 9th-inning loss to Visitation on April 27. The Tigers are looking to make a deep playoff run, possibly bringing the championship title back to Tenley. See page 9 for an in-depth article about the varsity softball team.



Photo by Sarah Torresen

## Wilson Loses Title I Status

**Claire Parker**  
Co-Editor-in-Chief

Wilson lost its Title I status this school year and will not be a designated Title I school next year. Without the federal funding that comes with this status, Wilson loses \$300,000, which will force the school to terminate the positions of several staff members and reduce support services for disadvantaged students.

It turns out that filling out eligibility forms may have made the critical difference. “If all families complete this form, there would be no question that Wilson would be a Title I school,” said Beth Perry, who coordinates the New Heights program and works extensively with Wilson’s at-risk population.

Title I is a program created by the Elementary and Secondary Education Act of 1965 that provides federal funding to schools around the country with significant populations of low-income students.

There are two types of Title I programs: schoolwide and targeted assistance. To receive Title I “schoolwide” assistance, at least 40 percent of students at a school must qualify for free and reduced-price lunch. Receiving “targeted assistance” requires more than 35 percent of students qualifying as low-income, and the support must be given only to those who qualify.

The exact number of

students who qualify for Title I support throughout DCPS is surprisingly difficult to find, including for Wilson. Both Business Manager Ajibade DaSilva and Academic Coordinator Alex Wilson agree, however, that Wilson has more Title I students than the total populations of some other DC Title I schools, such as Coolidge and Banneker. But because Wilson is growing and attracting more higher-income students, and because the Title I registration process has grown increasingly difficult, only 31 percent of Wilson students now qualify, according to one DCPS website – far below the 40 percent required to receive Title I assistance. The numbers are there, but the percentage is not.

“We have about 600 kids in the building who need something extra, and that was the money for it,” DaSilva said.

In past years, Title I funding has gone toward afterschool programming, technology, and tutoring programs. Without these funds, Wilson has had to scale back incentives for student achievement, programs like LAYC, technology purchases, study hall programs, and Saturday Academy. “We could do a lot of supplemental stuff for the at-risk population that we can’t do,” DaSilva said. “Title I allowed us to not focus on testing. It allowed us to focus on them as people. It allowed us to help them be successful.”

DaSilva says these programs

**CONT. ON PG 2**

## Ms. Bean Retires After 16 Years

**Helen Malhotra**  
Web News Editor

Sandy Bean, Wilson’s renowned college counselor, is retiring after 16 years of hard work. Next year, if Wilson’s reduced budget allows, Patrice Arrington will be stepping up to take over the College and Career Center. This has been a place for students to get help with the college process for many years, but it’s unclear whether Wilson will have the money to fund a supervisor next year.

Bean has developed extensive knowledge of the college admission process through her job experience, and she has a unique understanding of which college is the best fit for individual students, and this knowledge sets her apart.

“I find it discomfoting that

Wilson hasn’t secured another person to replace her for next year,” junior Emily Morin says. “I think they need to make it a priority because a college counselor is really important for kids applying to college, especially those who haven’t had siblings that have already gone through the process or parents who are super involved.”

Counselor Patrice Maites emphasizes that the counseling staff has the qualifications to help students with the college entrance process. “We look forward to Wilson students continuing in the tradition of reaching their future college goals,” Maites says.

As Bean’s long hours as a college counselor come to an end, she has started planning for a relaxing retirement. Her grandchildren live nearby, and

she is excited to spend time with them. Besides entertaining her grandchildren, Bean says, “I’m going to invite friends over on Sunday nights for big dinners because I never have time to entertain, I’m always too busy.” She also wants to take daily walks and learn how to blow glass.

While it might seem as if Bean is dropping her college counseling life, she plans to continue her private business called “College Choice for You.” It is currently just a small college guidance business, working with only five or six students at a time, but Bean is considering expanding it. She says she had a stronger incentive to expand her business a couple months ago, but as retirement gets closer, her main plan is to walk away from

**CONT. ON PG 2**

## Riots Break Out in Baltimore After Death of Freddie Gray

A state of emergency has been declared in Baltimore after violent protests broke out Monday night over the death of Freddie Gray, a black man who died while in police custody. Protests have occurred surrounding Gray’s death and long-standing racial tensions between black citizens and law enforcement. Baltimore mayor Stephanie Rawlings-Blake announced a citywide curfew from 10 p.m. to 5 a.m. for one week, which started Tuesday. Full story by Emma Buzbee at thewilsonbeacon.com.

**COLLEGE QUEEN RETIRES HER CROWN - After 16 years of hard work, college counselor Sandy Bean plans to retire at the conclusion of the school year. Wilson has not determined if there is funding for her replacement.**



Photo by Luc Nikiema

## Bean's Replacement Affected by Budget Cuts

FROM PG 1

the job now and just see what she is inclined to do later.

In contrast to Bean's decreasing stress level, the rest of the Wilson community is struggling to prepare for the loss of a dedicated college counselor. Arrington, who has been working with Bean for two years to help students with the college process, hopes the budget cuts leave money for a continuation of supervision of the College and Career Center. "I think the students are going to lose out the most if the budget cuts affect college counseling," Arrington says. "The actual College and Career Center wouldn't be going anywhere, but it would be a disservice to our students and community because it wouldn't be the same."

Bean has put in many long hours working with students and families to help them choose the college that best

suits them, but she wishes the administration better understood what she was doing. "I've always had a sense that the people in administration didn't realize that I was taking care of as much as I was," Bean says, "that I was helping students with essays, that I would take nights and weekends to work with students. I wish people had known, but in the end it doesn't matter. If you guys know, that's all that counts."

Unfortunately, rising seniors won't get the chance to familiarize themselves with Bean's hard work.

The consequences are going to have the biggest impact on the kids whose families don't have disposable income for private counseling or those who may be the first ones in their family to have the opportunity to go to college.

Bean says, "Will there be bumps? There will be bumps, but you know what? That's the nature of life." •

## Low-Income Student Percentage Decreases, Causing Budget Cuts

FROM PG 1

served as critical positive outlets for at-risk students. "That population doesn't have those outlets anymore. It just further perpetuates the ills of being at-risk," he said. "People need meaningful relationships and meaningful things to belong to. Additional resources and support for those populations are critical to changing their outlook."

The loss of Title I funds comes at the same time as substantial DCPS budget cuts, forcing Wilson's administration to make difficult budgeting decisions. Interim Principal Gregory Bargeman is doing what he can to avoid further programmatic cuts and preserve support services for disadvantaged students. But this comes at the cost of staff members' jobs. In order to avoid terminating teachers, Bargeman will cut one assistant principal, one dean of students, one attendance counselor, and several administrative aides.

In addition to the substantial financial implications of losing Title I status, Wilson also will not be able to host summer school this summer, meaning that the 400-something students who need to attend summer school will have to commute to McKinley.

There are several factors that led Wilson to lose its Title I status. An obvious reason – perhaps deceptively obvious, according to DaSilva – lies in Wilson's changing demographics. Wilson stopped accepting out-of-boundary students, and its feeder schools are experiencing overcrowding and an influx of students who do not qualify as low-income. "We don't really control the numbers that are coming to us. We accept those middle schools here, and they determine our demographics," Bargeman said.

While the number of low-income students has remained roughly the same, it has been diluted by these new, growing populations. This has created what DaSilva described as a false perception in Central Office that Wilson is predominantly white and wealthy, when in reality Wilson still has a substantial low-income population. "Those kids suffer because they go to this school," DaSilva said.

The main factor, according to many staff members, is a simple administrative one: difficult paperwork. School registration starts on April 1, but the forms from the U.S. Department of Agriculture that determine eligibility for free or reduced lunch are not available until July 1. This leaves schools with a two-month gap in which families are registering but

not filling out the forms, and getting these families to fill out the forms over the summer has proven difficult.

In addition to issues with the registration timeline, Perry says there is a stigma surrounding the forms that prevents students from filling them out for fear of getting labeled as a free or reduced lunch kid. She says it is imperative that every family, even those who know they do not qualify, fill out the form in order to eliminate this stigma.

Perry also says that it is hard for Wilson's many immigrant families to understand the forms. "There needs to be a better process to educate families about why completing this form is important," Perry said.

To combat these issues, administrators are thinking about sending out stamped envelopes with the free and reduced lunch forms in the summer mailing, and making filling them out a requirement of registration. Both Bargeman and Perry stressed that getting the whole school involved in the effort is key. In order to ensure that every student has the resources they need, said Perry, "the entire school community has a responsibility to make sure that this form and any other form that comes to determine money for the school is completed." •

## Teachers Get Schooled

Gregory Kopetsky  
Web Features Editor

"Did you do the homework?" English teacher Jennifer McLaughlin whispers to math teacher Vicki Cable from the adjacent desk as Spanish teacher Amy Wopat reviews present indicative conjugations. With the collaborative system, Wilson faculty are put into classrooms not only to teach, but also to learn.

Over the course of the year, Wilson faculty members are required to accumulate 13 credits by teaching or attending educational sessions designed to equip teachers with knowledge and tools to better connect with Wilson students.

"I wanted to learn enough Spanish to be able to communicate with Spanish-speaking parents," McLaughlin said. "As a teacher who is fluent only in English and has Spanish-speaking parents, I thought it was a really great opportunity."

In previous years, collaborative classes were mostly run by hired educational instructors. This year, however, collaborative classes are more teacher-run than ever.

"We wanted to create a system that was better for the



Photo by Rocheille O'Brien

**¡MAESTROS SON ESTUDIANTES TAMBIÉN! - Attentive teachers listen as Spanish teacher Amy Wopat instructs an early morning lesson. Other teachers, such as David Heckler, offer morning classes to fellow teachers as well.**

teachers," said history teacher David Heckler, a collaborative organizer.

"The experience is a lot of fun," said Wopat, who has taught a beginner Spanish class for the past six weeks. "It allows us to interact with our colleagues in a novel way and it is exciting to see them around school using what they've learned."

Previous collaborative classes included a DBQ writing session taught by Heckler, an "active learning" class taught

by language teacher Simona Spicciani and science teacher Gloria Gibson, and a Global Thinking Routines class taught by WISP leader Julie Caccamise.

Some feel as though they have grown as educators through this experience. "It was a bit disarming at first because as a teacher, I sometimes forget what it's like to be a student," McLaughlin says. "But in the end, I feel like I've expanded my professional capacity." •



Infographic by Jane Martin and Sarah Torresen

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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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## Don't Let College Counseling Leave With Ms. Bean

By The Beacon Staff

Ms. Bean has been a staple at Wilson for 16 years and it's hard to imagine Wilson students navigating the arduous college application process without her. Her departure has been further complicated by the upcoming budget cuts, making it unclear if she will be replaced.

We'd like to start off by thanking Ms. Bean for her commitment to Wilson students, and the hard work she has put in over the years to help students transition to the next stage in our lives.

There will never be another Sandy Bean, but it is imperative that the school find someone to fill the position. This should be one of the main budget priorities for next year. If Ms. Bean is not replaced by a full-time college counselor, the task of running the College and Career Center will fall to the counselors. Although they are trained to advise students about college, and two counselors will be devoted to the senior class, as opposed to one each for sophomores and juniors, they have a long list of other responsibilities, and will undoubtedly be more overwhelmed next year with the growing student body. In addition, these counselors don't have Ms. Bean's years of experience amassing information about colleges, or about different careers in the military and various vocations that some students wish to pursue.

Ms. Bean is responsible for coaching the senior class -- approximately 400 students -- each year through the college process. If you compare this

to private schools like Georgetown Day School, where a typical college counselor has just 50 students to worry about, it's clear that one Ms. Bean isn't nearly enough. Imagine none.

For Wilson students with parents who have been through the college process and are familiar with the requirements, not having a college counselor may not be such a big deal. But for many others, a counselor like Ms. Bean is the best and only available resource to help them apply to colleges. If Wilson's counselors are too overwhelmed to focus on each individual, it will come at the expense of students.

A college counselor isn't just a nonessential staff member who can be removed without anyone noticing a difference. Ms. Bean has played an integral role in the Wilson community. She didn't just tell students where to apply -- she helped them write and edit their essays, and spent hours talking to them about how to make the decision about which school to attend.

The Wilson administration will be faced with tough budget decisions, but we hope they will take into consideration how important it is for students to have someone to guide them through what is probably one of the most difficult and important processes they've ever had to go through. If Wilson is serious about getting more students to apply to and attend college, we cannot afford to lose the support and guidance that can only be provided by a dedicated college counselor. •

## Oh, The Humanities!

Ellie Melick  
Style Editor

It's no secret that people are worried about the state of education in our city and our country. There are parents, students, and educators who are concerned with bad teachers and poor test scores, and they insist that since the children of today are the adults of tomorrow, if we don't do something to improve the education system, then come morning, we're screwed.

One popular solution is promoting STEM (science, technology, engineering, and math) education. DCPS has been doing that, starting initiatives to promote STEM programs and opening STEM-focused schools. Although we aren't seeing a ton of this at Wilson, I fear it's only a matter of time before we do. STEM enthusiasts preach how training a math-strong and tech-minded workforce is the only way to ensure a bright future for our kids and our country. Angela Benjamin, the head of Wilson's SciMaTech academy, is on board with that, saying "STEM should be a bigger part because we live in a society where knowing about technology is important."

But I have to disagree. Being a humanities gal myself, I know that a career in STEM is not for me. I'm not interested in technology, and math isn't exactly my forté. Spending more time than I already do on math and science would be torture. And I know I'm not alone.

Still, educators and employers are pressuring students to pursue STEM citing impressive salaries of doctors and engineers as part of their pitch to students, as well as the relatively low unemployment rates in STEM fields. Their claims are true: according to the National Science Foundation, professionals

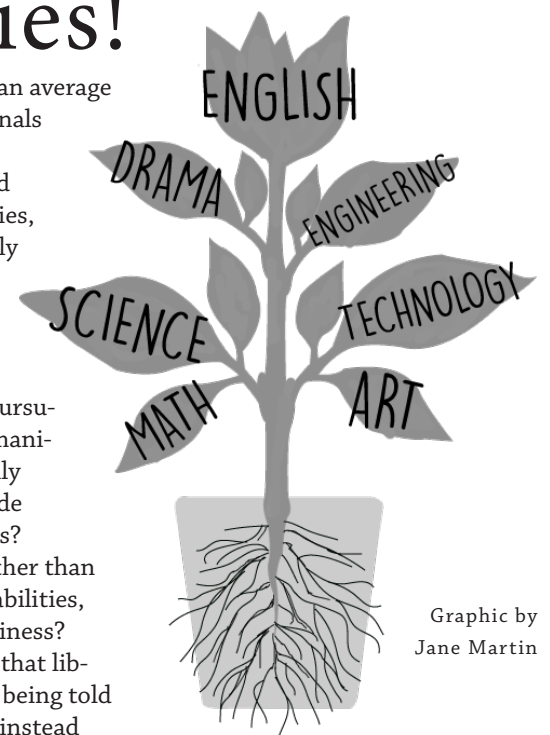
with STEM degrees earn an average 13% more than professionals with non-STEM degrees, and available STEM-based jobs outnumber humanities, arts, and media jobs nearly two to one.

So yes, going for a career in science or engineering is more financially practical than pursuing one in the arts or humanities fields. But is that really how we want kids to decide what to do with their lives?

By focusing on money rather than their personal interests, abilities, and—dare I say it—happiness? It's not only unfortunate that liberal arts-minded kids are being told to follow the dollar signs instead of their hearts, it's also unhelpful. What's the benefit of having a bunch of scientists and engineers who suck at being scientists and engineers? Doesn't it make more sense for people to do what they're good at?

I'm not calling for the separation of artsy kids from STEM-minded ones. Rather, I want to see them working together, since technology is better when developed with humanities applications. Steve Jobs himself agreed, saying that "it's technology married with liberal arts, married with the humanities, that yields us the result that makes our hearts sing" while introducing the world to the iPad 2.

Consider social media; the creators of Instagram and Snapchat didn't develop some software for the sake of developing some software. Instead, they took their knowledge of the human psyche—our desire to share, be social, and control how others perceive us—and engineered their apps around that. Although we look at our devices and appliances as feats of science and engineering, none of that



Graphic by Jane Martin

technology would be so useful nor would it make us so happy if it hadn't been made with knowledge beyond STEM.

We shouldn't be bombarding kids with STEM stuff at every turn, and depriving them of a humanities and arts education; we should be offering both equally, and allowing everyone to decide what career path is best for them. As Instructional Coach David Thompson points out, STEM areas and the humanities have different things to offer a student's education. "Your liberal education is going to produce you with the how to [learn] versus the what to [learn]," he explains. When it comes to education, he says, "we want both."

Focusing on science, technology, engineering and math over arts and the humanities isn't going to solve much. After all, it's when STEM and the liberal arts come together that magic is made. •

# Embrace The Culture, Respect the People

By Monet Jones

Recently the media and fashion in particular have made things like big lips, dreadlocks, rap and dark skin “trendy,” but for ages blacks have been teased and ridiculed for these natural characteristics. This current trend is one example of cultural appropriation, when a dominant race borrows from another culture, usually a minority group. It’s often disrespectful because the new user has no knowledge of the origin of the culture. Instead, they adopt the clothing, language, music and religion as if it were theirs. Not all cultural appropriation is completely bad; I believe there are different tiers of what is and is not ok.



## Tier 1: Appropriation that IS OK

Wearing clothes inspired by another culture is fine. Fashion is meant to spread and be inspired by others. Fashion doesn’t belong to anyone. Anyone can go out and buy a dashiki or Sperrys if they choose. When white girls wear cornrows, of course it’s going to spark a conversation but that is their choice, and again nothing is wrong with embracing a culture, especially if it’s out of respect. The key is understanding what you are wearing and what it means. For example, when fashion designer Rick Owens put his white models in doo-rags as a fashion statement, it caused a lot of controversy. Many black males who wear doo-rags are stereotyped as “ghetto” or “gangsta thugs,” but when it was on the runway on white people it was vogue or chic.

## Tier 2: Appropriation that IS NOT OK

Language, unlike fashion, is a little trickier. Using the language or lingo of another culture is wrong when, instead of it being in your day-to-day vocabulary, you only use it when talking to a person of that race-- like you’re mocking them. It is very frustrating when my white friends change they way speak when addressing me. You don’t have to talk to me in a certain way to be my friend. I would rather you just be yourself. Understanding the language you’re appropriating is important. It can be thought as condescending when you think street lingo is the only thing a black person can comprehend. Eminem is a good example of a person who uses language appropriately, he grew up in the hood and has been around black people his entire life. He respects and understands this history of rap. In his song “White America” he says, “let’s do the math: if I was black, I woulda sold half.” He admits to his success being unfair because it wasn’t for his talent, but his skin color.



## Tier 3: Appropriation that IS REALLY BAD

Tier three includes appropriations designed to ridicule a certain culture. Fashion can be used to show respect or appreciation for a culture. Language appropriation can sometimes be used to fit in; it isn’t always used with the intention to make fun of someone. A good example of something that would fit into tier three is blackface. Blackface was popular in 19th and early 20th century “entertainment.” White actors painted their faces black and played on exaggerated and racist stereotypes of black people. It was cruel and disrespectful. When something like this is solely done to mock or bring people down it’s never okay.



*Beginning in the 19th century, white actors wore blackface portraying black stereotypes, reinforcing the racism of the time. Though the practice started in America, it quickly expanded to Europe.*

Cultural appropriation is often a disrespectful demonstration of mockery because people don’t understand what they are doing. I don’t think anyone ever thinks about how the black community feels about their culture being used as a joke or trend by people who throughout history have not been kind to the black community. The worst part is that people may not understand the violation or the consequences of cultural appropriation until years later. Blackface was completely degrading and lasted for decades, but 50 years later whites “understand” why it was wrong. We shouldn’t have to wait a century for people to see how offensive cultural appropriation can be.

Another huge problem is with people who adopt certain parts of black culture that they see as “cool” or “trendy,” but don’t stand up for blacks when issues arise. The Kardashians, for example, attend many rap concerts and mainly date black men, but were silent when Trayvon Martin and Michael Brown were killed. You can’t show respect for a culture if you don’t care about the problems they face on a daily basis. Having said all this, I think cultural exchange can be a great thing, when done correctly, but there is a thin line between appropriating culture and appreciating it.

Photos from Creative Commons: Wikipedia

# Bigger is Not Always Better

**Erin Sternlieb**  
Web Editor-in-Chief

With 36 students, AP Environmental Science teacher Gabrielle Riesner’s second period class is crowded. It is so crowded, in fact, that it’s hard for her to move around.

A few weeks ago, Wilson’s PTSO and LSAT circulated a letter addressed to Muriel Bowser that cited honors and AP classes as having an average of 30 students and regular classes being limited to 25 students. However, these numbers seem exceedingly low. On-level World History and DC History teacher Bethany Feinberg’s largest class is also 36 students, and the rest of her classes are in a similar range.

DCPS teacher contracts state that class size is limited to 25 students for grades three through 12. However, teachers can sign off to allow more students into their classes,

which apparently many Wilson teachers do. Classes are already 10+ students larger than the designated number, and with the budget cuts that will be going into effect next year it seems inevitable that class size will increase. In one of his weekly emails to students and parents, Interim Principal Gregory Bargeman wrote that “larger class sizes will be a reality.”

There are innumerable reasons why large classes are bad, especially at Wilson. “Anyone who says small classes aren’t important is being paid to say that,” Riesner said. The overwhelming opinion in education is that small classes make a difference – a big difference.

There is a reason that classes are supposed to be capped at 25: anything more than that is unfair to students and teachers. A 2000 Department of Education

study found that (other than student background), “the only objective factor found to be positively correlated with student performance was class size, not school size, not teacher qualifications, nor any other variable.”

According to several Wilson teachers, the problem with having large classes is that it makes it more difficult to give students the individual attention they need. With typically 100+ students, it is surprising that teachers can remember everyone’s name, let alone build relationships with students.

Teachers of large classes also cannot possibly give students a high quantity of rigorous work, because they don’t physically have the time to grade it. Riesner, who has 158 students, says she doesn’t really give any writing work because it would be impossible to read 158 essays. Feinberg also pointed out

that the quality of feedback on work drastically decreases when a class gets too large.

The huge and obvious problem with class size is physical space and resources. I’ve been in classes at Wilson that don’t have enough desks for all the students, forcing latecomers to crowd in chairs in the back of the classroom. It is not comfortable to be in a classroom like this, and it is certainly not easy to focus. When teachers get computer carts for projects or research there are rarely, if ever, enough for every student.

Riesner also says it impairs some of her teaching strategies. Like many teachers, Riesner likes to move around the classroom as she talks to keep students engaged; unfortunately, she says that in many of her classes this just isn’t physically possible.

Big classes are not bad for everybody. Students who are self-motivated and assertive

can do just fine in a class of 40 kids, which is why AP courses are allowed to have more kids. However, a lot of students are not like that. A lot of students do not want to raise their hand and ask a question in front of 40 other people. A lot of students will be easily distracted when a teacher can’t pay attention to them constantly. A lot of students won’t do their work if they don’t think their teacher’s ever going to look at it.

Wilson is a school that is constantly talking about working to “close the achievement gap.” And while the school as a whole is improving, the achievement gap is as big as ever. In a recent meeting teachers were informed that the budget cuts would only mean an overall increase in class size by a few students. But if 36 students is too big, then 39 is way too big. •

# Appreciate Your Proximity



Graphic by Jane Martin

**Zoe Mills**  
**Grace Mills**  
*Staff Writers*

Living in Northeast DC and going to school at Wilson isn't always easy. Every morning we wake up around 6:40 a.m. and leave home at about 7:50 a.m., but still sometimes we are late to school. We are fortunate that our mother works at American University, which is super close to Wilson. But on days when our mother isn't able to give us a ride to school, we make the 13-stop commute from the Fort Totten or Brookland metro stations to Tenleytown. The ride sometimes takes us 30 minutes, and it feels like forever when we're making the trip during rush hour and often have to stand the whole way. Each day we make that same trip home after hours of soccer, lacrosse, or softball.

Even though we live somewhat far from Wilson, we do not live in what some people call "the cut." We live in Brookland, and making the commute up to Northwest DC has become routine for us. You will hardly ever hear us complaining about coming up to see our friends or to go to an athletic practice, so you can imagine how we feel when our friends refuse to make that same journey to Brookland because it's "too far" or they "can't fade that move."

What especially bewilders us is that people who live a 10-minute bus ride from really

cool things or nice hangout spots say they wished they lived closer to everything. We don't understand when friends complain about living in Northwest or about how close they live to Wilson when it sometimes feels like we are jumping through hoops to get here. A great deal of our friends live in Northwest, and we enjoy spending time with them and making the trip to see them, but sometimes it is exhausting to find ourselves in Tenleytown six out of seven days a week. We recognize that we might not live near a lot of well-known places, like movie theaters or popular restaurants, but since we've lived in Brookland our whole lives we know of a few places here that are fun, too.

People have sheltered themselves in the routines that they have set, and don't feel as if they need to leave their immediate or surrounding neighborhoods. We'll admit that we don't hang out in every neighborhood of DC, but growing up in Northeast has enabled us to feel more comfortable seeing new places and to broaden where we spend our time.

High school is the perfect time for kids to try and see new things; in fact, that is what it is known for, and it is what is expected of teenagers. To not take advantage of exploring a city that is right outside of your front door is a waste of a great opportunity, especially when most students are preparing to

be away from a familiar place when they attend college.

Going to Wilson was our choice. We understand that, and we are grateful for a free education and the extensive opportunities that our neighborhood schools wouldn't offer us, such as participating in serious sports, making our own clubs, participating in the One Acts and 24-Hour Plays, and even writing for a school newspaper.

It just becomes frustrating when people who live close to Wilson take their proximity for granted and choose not to spend time anywhere other than Northwest, or when they don't have the patience or grace to understand when we are running late, or when friends don't account for the time it takes for us to get to them. We have to commute daily, even on the weekends, and we have accepted that reality for a while. We make the trip, we'll continue to do so, and we'll continue not to moan about it during every hour of every day. But we don't want to be shamed for living so far away, seeing that we've accepted it ourselves. And we don't want to hear about the pains of travelling to us and making the trip that we make every day. Living in Northeast DC is a large part of our life, and it has allowed us to feel more comfortable going to new places and branching out from the limits of just Brookland or Tenleytown. •

# Enjoy it While it Lasts

**Elias Benda**  
**Maria Brescia-Weiler**  
*Opinions Editor*  
*Features Editor*

We get it. You're way too cool for high school and you're ready to get out. Well, as two terrified individuals on our way out, we're here to tell you to chill out. There is no time like the present and there is no place like Wilson. These are the glory days.

For those of you who are excited for college, turn that smile upside down. The admissions process is horrible. You should be in no rush to trample each other to the finish line in a process that evaluates nothing of real importance. College tours are easily the least relaxing kind of trip, and the info sessions will end up blending together into one boring blob of faux excitement. And the worst part of it is that at the end you actually have to choose a college and go to it. The fact that in the fall our parents will be dropping us off at places we've spent little to no time at, where we know NO ONE, seems honestly a little irresponsible.

But the biggest mental obstacle to beginning the college journey is that this adventure we call Wilson is so awesome.

As cliché as it sounds, the diversity of people here exists almost nowhere else, especially in higher education. Not just racial, socioeconomic or religious, Wilson's diversity stems from the unique personalities and incredibly varied interests of its student

body. Within a friend group, there are people who play every sport, who like every kind of music, who read every kind of book or no books at all. For many people, the college process is about finding a place with people like them, but what is beautiful about Wilson is having no choice but to be in an environment where people are so different from you. The level of consciousness at Wilson is unrivalled in most colleges.

Once people start their freshman fall semester at college, nothing is the same. Classes become about what the professor is saying. Free time is no longer time to nap or go to a darty, but time to study in an attempt to get ahead or merely keep up. School changes from a place your friends convene five days a week to the center of your life, 24/7 for nine straight months.

This is the reason that this summer's parties will consist of seniors huddled in corners, embracing each other and whispering sweet nothings while choking back tears. The college process is coming at you next and it sucks the life out of you.

There is one saving grace: if you make the most of and cherish it, and remember that there is no rush to get out, senior year can be one of the greatest times of your life so far. From free periods and sweet classes to partying with people you love, senior year is the s\*\*t.

See you next year class of 2016! •

# TOP 10 WAYS TO PROMPOSE

1. POST IT IN THE WILSON BULLETIN
2. HIRE THE KELLY KITTENS TO PERFORM A RHYTHMIC ROUTINE FOR YOUR LOVE
3. GET MR. BARGEMAN TO ANNOUNCE IT AT LUNCH IN THE ATRIUM
4. WRITE IT IN HAIR IN THE GIRLS' BATHROOM
5. GET SECURITY TO FIND A PROMPOSAL IN THEIR BACKPACK
6. HALL SWEEP THEM OFF THEIR FEET
7. BUY AN AD IN THE WILSON BEACON (PRETTY PLEASE...WE NEED MONEY)
8. POST TO SCHOOLOGY
9. PULL THE FIRE ALARM AND STAND OUTSIDE WITH A POSTER FOR YOUR DATE (LOVE HAS NO LIMITS)
10. HELEN, PROM? -HENRY

# Storytime with Mr. Heckler

**Chloe Leo**  
**Danielle Breslow**  
*Staff Writer, Junior Editor*

When World History teacher David Heckler was studying business as a rising junior at Georgetown University, he and a buddy did a summer leadership academy in Romania. It was an eye-opening experience for them. The trip helped steer him in the direction of becoming an educator.

"I came back," he said, "knowing that business wasn't necessarily for me. From a standpoint of what I was fascinated in... working with other people, and also the element of being a facilitator of that, is the kind of thing that led me into teaching."

Heckler spent four and a half weeks just outside of Bucharest in Transylvania, which was great not only from a travel standpoint, but was an excellent reminder that although Eastern Europe seems so far away, "it's not just some far-off pre-historic place." The trip was focused on giving the students both cultural takeaways and business experience in entrepreneurship.

"It was really cool as a historian to see people in a region that Ceaușescu, the dictator of Romania, just decimated in the Cold War, and to see those people really resilient," he said. "Working with people my own age whose parents and grandparents had been born in the regime was really, really fun."

This trip influenced his decision to look into alternate avenues, and go back to college to get a master's degree in education. Although he had originally planned on going into the foreign service, he realized through his trip experience that teaching was something he was seriously interested in and could see himself doing as a long-term profession. •



Photo by Rochelle O'Brien

# ARE YOU SMARTER THAN A FRESHMAN?

Compiled by Erin Doherty, Helen Malhotra and Maria Brescia-Weiler



**SIMON BIRNSTAD**

1. God
2. A loser aka Bruno Mars
3. Hillary Clinton
4. 4
5. Fat Trel's cousin
6. Muriel Bowser
7. If you take your side chick on a date in public she'll love you forever
8. Direct message
9. Love
10. The watch
11. 100

1. Where do babies come from?
2. Who sings Uptown Funk?
3. What Democrat just announced their candidacy for president?
4. What's the quadratic equation?
5. What famous DC politician died this year?
6. Who is the current mayor of DC?
7. Use 'side chick' in a sentence.
8. What does DM stand for?
9. What does the yellow heart emoji mean on snapchat?
10. What's the newest apple product?
11. What's a perfect score on the SAT?

**FRESHMAN**

**HISTORY TEACHER**

**MS. BOLLINGER**

1. Abstinence only education
2. Bruno Mars and Mark Ronson and my son
3. Hillary Clinton
4.  $x^2 + y^2 = idk$
5. Marion Berry
6. Muriel Bowser, yawn
7. I hope that Eleanor Roosevelt had a nice side chick for her own sake
8. Direct message?
9. Caution
10. The watch, which is going to fail
11. 1600



1. Sperm and an egg 2. Bruno Mars 3. Hillary Clinton 4.  $x = -b \pm \sqrt{b^2 - 4ac}$  5. Marion Berry 6. Muriel Bowser 7. (answers may vary) I'm dating this girl but I think I might like my side chick better 8. Direct message 9. You are each other's best friends on Snapchat 10. The apple watch 11. 2400

# The DOs and DON'Ts of COLLEGE VISITS

By Abby Tanen

## do: Always walk ahead of the tour guide

If you can remain a few feet ahead of your guide while strolling through the campus, please do so. It's an urban myth that tour guides want to lead. They would much rather follow you because you definitely know the campus better than they do.

## do: Ask about the cost of the college

There will be no awkwardness directly following this question. Even though the more "appropriate" thing to do would be to check the website, or a brochure, the tour is the best place to ask cost-related questions. Also ask about your chances at scholarship money, because the tour guides definitely know that type of information.

## don't: Follow the crowd

Tour guides want you to enter the tour 15 minutes late and randomly walk away throughout the tour; it shows off your free-thinking spirit.

## do: Bring tons of friends, family and your significant other

College is all about independence, so please bring your boyfriend/girlfriend on the tour. And refer to yourself as 'we' the entire time.

## do: Ask about the party scene on campus.

If you've heard stories of crazy frat parties, now is the time to discuss (especially if there are a lot of parents on the tour).

## don't: Turn your phone off

Take all calls and keep your volume on high. Colleges want to know that you are well-socialized.

## do: Vent to your tour guide about personal issues

This is YOUR tour after all. If you're feuding with a friend, concerned about a loved one's health, or have just about had it with your parents, there's no better time and place to talk about it.

## do: Compare scores

Your tour guide and the other members of your group are dying to tell you what they got on the SAT, the ACT, and that one math test back in third grade. Really, they'd be disappointed if you didn't ask.

## don't: Stop your parents from bragging about you

Let's be real, you da bomb and everyone should get hip.

## do: Start early

People will be impressed that you're only 13 and already on college tours!

## do: Ask to take pictures of the campus.

Specifically inside people's dorms, pictures of your guide, your fellow tourers, and the professors.

## don't: Look up the school before you go

Going into tours with zero background knowledge is the way to do it.

## do: Beg your tour guide to admit you

They make the admission decisions and we all know it.

## don't: Hold back criticism

If you don't like something, announce it loudly. Playing hard to get is sure to make the college want you.

## do: Correct your tour guide's grammar

This not only shows your knowledge but also your listening skills; it takes an extremely attentive listener to identify incorrect subject-verb agreement.

# Wilson Workers Broaden Horizons

**Eden Breslow**  
**Zola Canady**  
Junior Editors

Junior Peter Will Neady knows that every time he rings up another dollar at the register, he's helping make his namesake restaurant even more of a success. His dad owns Pete's New Haven Style Apizza, a casual family hotspot on the corner of Fessenden Street and Wisconsin Avenue. It serves thin crust New Haven-style pizza at a reasonable price and has locations all over the Washington metropolitan area. Neady works as a cashier, though he describes his job in different words.

"Basically, I answer phone calls for delivery, take up people's orders, run food, and tell drivers where to go," he explains. Neady works Sundays and Thursdays from 4 to 8 p.m. It may not be the most fun thing to do, but it's great for Neady to be able to make his own spending money. He says cashiers at Pete's earn around \$11 an hour with tips.

Money is a good thing to have, as most students know. Neady uses the money he earns from cashiering for buying food, clothes, and whatever else he wants.

Freshman Ben Korn has a very different job. He works two days a week with councilwoman Mary Cheh at her office in downtown DC. Korn came upon this opportunity last year after he and the Deal student council successfully testified for a bus shelter on Fort Drive and Nebraska Avenue, across from Alice Deal Middle School. He and the other SGA officers were offered internships with



Courtesy of Ben Korn

**TIGERS GET TO WORK - Freshman Ben Korn interns with councilwoman Mary Cheh. Pictured above is Korn with current Mayor Muriel Bowser.**

the councilwoman, and he responded to apply for the job. Korn was hired. "I intern with councilmember Mary Cheh who represents all neighborhoods. She deals with issues affecting Wilson," he said. Cheh officially represents Ward 3.

Korn helps write legislation, draft bills, and answer complaints. He even hears complaints about the poor maintenance of Fort Reno. He helps attend to and fix these problems. Korn also works with Cheh as she addresses issues related to the press and how it portrays her goals as councilwoman.

He gets people to take him seriously and has a small but positive impact on his city, even though he is only a freshman. Both Neady and Korn believe they are contributing to the community in different ways, while learning from work experiences that they hope will help them in the future. •

**Annie Rosenthal**  
Co-Editor-in-Chief

As I filled out my online application to the University of California early this fall, checking the boxes for scholarships that applied to me, I came across one for a "Jewish orphan studying aeronautical engineering." I only met one of the three criteria (both my parents are living and I'm pretty set on the humanities) but I kept thinking about it.

I Googled the scholarship, and found that there are hundreds of these specific, seemingly random grants being offered all around the country. Loyola University in Chicago offers a scholarship for Catholic students with the last name of Zolp. There's a grant for students from a particular county in Ohio who promise they don't want to overthrow the government. You can get thousands of tuition dollars paid for at Hamilton if your last name is Leavenworth, and at St. Joseph's University, the student mascot is eligible for a full ride if she is willing to run around flapping her arms at every sports game.

Most of these quirky awards seem to be gifts from wealthy benefactors who set very particular criteria for the endowments in their wills. The specificity of the scholarships makes it hard for people to qualify for them, though; according to a 2006 New York Times article, a Leavenworth scholarship hasn't been given out since 1994, and the University of California at San Diego went to court to loosen the restrictions on the Jewish orphan award after no one met

the criteria for 10 years straight.

Obviously, the majority of college scholarships aren't nearly so particular; college counselor Sandy Bean doesn't sit you down at the beginning of senior year and ask you whether you'd want to be the St. Joseph's mascot. But she says she does counsel students to apply for specific, local scholarships as opposed to broader ones. "I try not to [suggest] national or international scholarships because our students stand less of a chance of getting them because they're competing against the country, the world, the universe," she says.

Bean encourages students to apply for scholarships related to their interests, like the Federal Communications Bar Association's grant for students interested in journalism. And she sends out an online newsletter with award opportunities from local organizations.

But often, Bean says, her efforts are in vain. "Students don't tend to look at the little scholarships, the \$500 scholarships. They want the big ones," she explains. "Well, everybody wants the big ones, so they leave all those little ones sitting on the shelf. And you get five of those and you've got the same amount of money."

Most Wilson kids don't even go after the big grants; to Bean's knowledge, around 75 percent of seniors who plan to attend college don't apply for any scholarships at all. She points to her whiteboard, at a long list of students eligible to receive the Monumental Sports scholarship. The application requires only that the student has played on a

basketball team and writes a 250 word essay. "Five of those people applied," she says.

"We have a lot of students who ask for scholarships," she tells me, "but it's probably the same two dozen people who apply over and over and over again."

This lackadaisical attitude toward scholarships isn't the result of a lack of need; according to College Board, this year the average yearly cost of college tuition and fees was \$31,231 at private colleges, and \$22,958 for out-of-state students at public schools. Multiply that by four years, and it's no small wad of cash to drop on an education, especially for families at a DC public school where the median family income is \$65,830.

Senior Emma Keyes says applying for scholarships was a natural choice: "College is expensive, I don't want to be in debt for the rest of my life, and every little bit helps."

But many of her peers didn't take the same initiative. "I'm just lazy," said fellow senior Alex Conte.

Maybe the class of 2016 will put their predecessors to shame with their enthusiasm for scholarships. Unfortunately, it seems unlikely, with Bean retiring and no clear decision from the administration as to who will run the College and Career Center next year.

But if students get their act together, who knows, somewhere in the world – maybe even at Wilson – one parentless, San Diego-bound Jew with a passion for designing airplanes might just win big. •

## BEACON



By Brian Keyes

Editor's Note: The Beacon set up two students on a blind date, each hoping to find the Kim to their Kanye. If you are interested in having a blind date for next year's BaeWatch, scan the QR code or visit the URL provided and we will do our best to set you up with your soul mate.



[www.tinyurl.com/beacondatelab](http://www.tinyurl.com/beacondatelab)

That's right fellow students, love is in the air and in the Beacon office once again! This time, juniors Stuart Lindstrom and Alessandra "Sasha" Hallman tried their chances at love with a little assistance from their friendly neighborhood school newspaper.

The date started a little rocky, with both parties unsure of how it was going to go. Stuart stated he had "pretty low expectations" before he knew it was Sasha who would be joining him. Sasha likewise was skeptical of the date, saying, "I feel liked you picked somebody I wouldn't get along with."

After introducing the two love birds and dousing them in water to prevent what could



Photo by Ellie LeBlanc

have turned easily into an electrical fire from the sparks flying off the two, we were on our way. Actually, those sparks might have been a little weaker

than we had hoped, with both parties giving low grades for their expectations about the date – a four out of 10 from Sasha, and a five out of 10 from



Photo by Ellie LeBlanc

Stuart.

Topics discussed over a romantic, fluorescently-lit lunch revolved mostly around school, namely teachers they had in

common or had had in the past. They also discussed their future goals, a clear sign of their shared mutual interests, because everyone knows you only discuss hopes and dreams with the person you plan to marry.

But sadly, somewhere along the way during their 20-minute conversation, something just didn't click. Both Stuart and Sasha said they'd rather remain friends than pursue what could have turned them into the next power couple at Wilson. Sasha did say she would say hi to Stuart in the hallways now though, so while we might not have our next Brad and Angelina, at least a new friendship was born. •



# react to the word... "WILSON"

Compiled by Helen Malhotra

learning freshmen heckler  
green gay pride  
crowded squash

high school sophomores not tigers  
great school racist president  
scholars the best

fighting homework  
cahall mice lying  
disorganized fake tigers interesting  
atrium juniors school  
the sound ugh

crew and polos  
seniors teachers and worse teachers  
football and basketball games ratchet  
you don't have homework  
awesomeness it's not walls

## SPORTS

# A Day In the Life of a Wilson Athlete



**Alex Martin**  
Junior Editor

Wilson athletes are no strangers to busy schedules. For some, the day begins with slapping a buzzing alarm clock, stumbling out of the house at the crack of dawn, and stuffing the nearest edible thing into their mouth for "breakfast." An athlete at Wilson might wake up as early as 4 a.m. to get to a practice; crew teams have morning practices almost every day at the Georgetown waterfront starting around 5 a.m. The commute back to Wilson makes for a long morning. Other teams such as boys soccer, girls lacrosse, softball, and baseball have morning practices as well.

When the bell rings to signal the end of the school day, many other Wilson athletes begin their practices. Just glance out the window after school and you will notice a field filled with athletes from various sports teams. Most varsity teams have

practices every day unless they have a game. In the middle of the season, field time and even practice time is minimal because teams often have games or meets at the same fields.

Varsity sports at Wilson are competitive, serious programs. The varsity baseball team has close to 40 games scheduled this season.

Some teams have a legacy to uphold. The baseball team is trying to keep the 22-year streak of DCIAA championships going by winning another DCIAA championship this year. The team has to have a strict practice schedule in order to keep the streak alive.

Not only do Wilson athletes have to wake up early for practice, but they also must be focused in school to meet the 2.00 GPA requirement in order to play in games.

For some student-athletes, sports help them focus during the school day. "Waking up early actually makes me feel more awake later in the day," says

freshman Nick Pehrson.

Sophomore Stephanie Salinas, who plays girls varsity lacrosse, says, "Waking up early can be hard but it doesn't affect me too much."

Many students also miss their sixth or seventh periods when they have to leave early for games, which can hurt their grades if they're not diligent about making up missed work.

With fewer kids opting to attend private schools, Wilson sports will continue to improve, even though the practices are rigorous and many teams' tryouts are very competitive. This year, more than 100 boys tried out for spots on the varsity and JV soccer teams.

Joining a sports team at Wilson is one of the biggest commitments a high schooler can make. With the continued grind of a sports season, players work hard on and off the field to make Wilson a great sports school. •



Photos by Ellie Le Blanc





Senior Will Oakley loves everything baseball. Check out the [thewilsonbeacon.com](http://thewilsonbeacon.com) to read about how Oakley further pursued his passion by creating a baseball bat company.

## SPRING SPORTS UPDATES

Through the success of the Wizards, Capitals, and Nationals, and now Wilson's spring sports teams, there must be something in the water. Though there is less than two months left then the school year, Wilson sports teams are striving to complete successful seasons.

Compiled by Lauren ReVeal

### HOW IS YOUR SEASON GOING SO FAR?

#### VARSITY SOFTBALL

"This season, we started very strong and we plan to end very strong. And that's all I have to say."

-- Shay Jones, 11

#### VARSITY BASEBALL

"This year we have beaten Riverdale Baptist and DeMatha, two schools we have never beaten before. This year's team is different."

-- Billy Wiltshire, 12

#### GIRLS TENNIS

"Basically all the teams we were supposed to play have sort of not had a girls team so far, but we're going to play one today... we're trying to be serious but the other schools don't have that many teams or they're not very prepared."

-- Maya Basha, 9

#### BOYS TENNIS

"The season has been difficult... not in a negative way due to the tough competition we have faced, like Sidwell. Overall, we have learned a lot from this season."

-- Francis Dragulet, 11

#### GIRLS VARSITY LACROSSE

"It's fine, it's definitely hard. We got a new coach this year, Coach Gore. We've been playing really well."

--Mary Grace Arlotto, 10

#### BOYS VARSITY LACROSSE

"It's alright, we've won a lot of games but we've lost a couple. We started off kind of slow, but we got some momentum."

--Noah Santos, 10

#### CREW

"A little rough. Our coach quit in the fall and we got a new coach." "We actually haven't had a race yet." "Yeah, all our races have been cancelled and we were erging for a long time... but we love crew!"

-- Alice Rusnak, 12 and Sarah Bass, 12

#### TRACK

"This season's [gone] really well. I mean at first everyone was a little scared because we lost a lot of our seniors, but I think we're doing really well, we made it to nationals and a whole bunch of us [ran in the Penn Relays]."

--Jordan Dean, 10

## Softball Can't Strike Out



Photo by Sarah Torreson

**CATCH THEM IF YOU CAN** - Members of the girls softball team run laps before a game. They have a game this afternoon against Bell, which they previously took down with a win of 10-0.

**Erin Doherty**  
Sports Editor

It had the look of an extra-base hit at least, and maybe a home run. The ball jumped off of the bat of the National Cathedral School player and flew toward the outfield at Guy Mason field. But two Wilson players, sophomore Kimberly Manalang and senior Alexis Coates, were determined to track it down.

After a long run, left-fielder Manalang arrived first. Just reaching the ball was an accomplishment, but it was hit so hard that it bounced off of her glove. Then came a moment of magic. Center fielder Coates was sprinting after the ball as well; she got there just in time to catch the carom off of Manalang's glove and record the out. It was just another day for Wilson's winning softball team.

From the start, the players and coach Karina Bond knew the team would be good. But this good? The Tigers' season officially began on March 17 with a game against Georgetown Day School. With a crushing 10-0 win, the game against GDS set the tone for the rest of the season. "[Beating GDS] was a really great way to start the season," senior Nina Wiramidjaja said. "Everyone played well and worked hard."

Confidence has been a key factor in the team's success. In previous seasons, "we have been intimidated by other teams in the league," said junior Eva Schulman. Beating GDS and other private schools early in the season "proved to us that we have a chance of winning the DC state title," said Wiramidjaja.

The April 21 victory over NCS, the defending state champions, was a milestone. And the highlight play

by Manalang and Coates seemed to epitomize the season. The team "continues to grow as one," Bond described.

On Monday, April 27, the Tigers faced the Visitation Cubs. The Tigers came out playing strong and, for the majority of the game, the Tigers played the Cubs evenly. With a score of 4-4 at the end of the seventh inning, the game went into extra innings. Eventually after two innings, the Tigers fell to the Cubs for the first loss of the season. The heartbreaking loss only motivated the team.

This has been a pivotal year for the Wilson softball program, which promises to be strong for many years to come. This spring marked the inaugural season of the Wilson junior varsity softball team. The new team "has been great for building the program as well as motivating varsity to work harder," Wiramidjaja said. With more than double the number of players on the team as last year, the team has "grown a lot both in skill and as a team."

Bond expressed optimism about the future. "We are a growing program hungry for success," she said in a text.

Under the leadership of five seniors, the Tigers look to the postseason with newfound confidence. With 11 games - and ten wins - already in the books, it is no surprise that the team's goals are to win the DCIAA and DCSAA championships. "Your 2015 Wilson softball team will leave their paw print on the school and the DC area," Bonds assured.

The Tigers will take on Sidwell Friends on Tuesday, May 5 at Guy Mason. This is one game you won't want to miss. •

## Flag Football Tackles Competition

**Henry Shuldiner**  
Sports Editor

Senior Mykia Washington couldn't have been more excited when she discovered one of the most recent DCIAA sports: girls flag football. For Washington, flag football was a perfect fit.

A strong senior class has contributed to the booming

success of Wilson's flag football team so far this season. The seniors are one of the few classes in the history of Wilson's annual powderpuff football game that have won both their junior and senior years. This speaks to the strength and talent that the seniors brought to the flag football team.

The team is doing

phenomenally so far this season, with a record of 5-1; the only loss against Dunbar, their only real competition in the league. "We really aren't worried about any other schools because we practice hard and we have so many talented players on the team," said Washington. "Their entire team runs track and we couldn't seem to shut

them down, but we also hadn't practiced all week," said senior Skyler Mackey.

But the team isn't just winning; they are dominating the gridiron. The squad boasts three shutout wins against Phelps, Eastern, and McKinley Tech and hasn't allowed more than 12 points in any game.

The sport has enjoyed

increased participation, with more girls trying out than ever. "[These] girls are each good at their own special things, some good at defense while others are very fast," said Mackey.

The team looks like it will be the number two seed for the playoffs. They hope to bring home the trophy for the second year straight. •

# ArtsFest Returns This May

**Sarah Robinson**  
Junior Editor

Wilson's ArtsFest is coming back for year two, and, with the addition of food trucks— yes, food trucks!— an open mic, and a scavenger hunt, this showcase of talent will hopefully bring people from all corners of Wilson to show support for the arts.

Other new activities added this year include face painting, henna tattooing, and water-color painting.

Along with these additions, features from last year will return, including performances by the Wilson Choir and the Slam Poetry Club, and excerpts from Wilson theater productions. There will also be a marketplace for students to sell artwork.

Sophomore Kyra Ingber

sold and displayed some of her paintings at last year's festival and is excited to sell more this year. "It was a really cool experience to show what I put so much effort into," she said. "It was super cool to see all the people that share a passion for art."

ArtsFest is a welcoming and encouraging environment for young artists to show their work. Junior Joey Keegan, who sold photo prints last year and will be returning for this year, says that "ArtsFest is a super sick experience and one that all should come to."

Serena Wiltshire, a parent volunteer who organized ArtsFest, said there is no organized booster group to cover the cost of the festival; it's "just parents who volunteered to cover costs," so they try to keep it a "no-cost event." She added,

"If the ArtsFest really takes off and becomes a really big annual event, a booster group would probably be a good idea."

As for how many of your peers' work will be shown, Wiltshire said, "Art teachers try to exhibit as many pieces as possible from all students in their art classes, so a large number will have their work shown."

Interested in having your work displayed or sold? Email [wilsonartsfest@gmail.com](mailto:wilsonartsfest@gmail.com) with "student participant" in the subject line and write a little bit about your idea in the email.

As for the rest of you – come on out to Wilson's ArtsFest on May 21, from 4pm-8pm in the atrium. •

## WOODROW WILSON HIGH SCHOOL ARTSFEST 2015



# MAY 21<sup>4-8</sup>PM

Poster by  
Jarrah May

## Players Take on Serious Story



Photo by Rochelle O'Brien

**PLAYERS GET SERIOUS - Tonight, tomorrow, and Saturday, the Wilson Players debut the Laramie Project. This play tells the story of a homosexual boy who was slain in Laramie, Wyoming, and the result of his death.**

**Ella Feldman**  
Junior Editor

The Wilson Players are known for their hilarious and witty plays. Students attend them knowing they're in for some comical entertainment. But this spring, The Players' Spring Play deals with serious issues that are very prevalent in our country, and even in our school. "The Laramie Project" recounts the true story of the murder of an openly gay 21 year old in Laramie, Wyoming, and the effects the event had on the town. This play is sure to evoke emotions distinct from those caused by any other that Wilson has put on.

The play features more than 70 characters, but their roles are handled by a cast of 15. Playing more than one character is a lot to tackle. "You have to be able to emote their feelings," says junior Kellik Dawson, an actor and producer of the play. "It's just a small costume change, but you really have to be able to show the difference through more than just what you're wearing."

Like jumping into the ropes in a game of double dutch, the fast pace is a challenge for actors. "The hardest part is knowing your cues and stuff because it's so random," says senior Yana Madrid, another member of the cast. "You have to know who everyone is and when to come in."

There are so many characters in the play because each one is based on a real

person who was interviewed after the hate crime occurred. Members of the Tectonic Theater Project interviewed townspeople about the murder, and pulled bits and pieces from their interviews to write the script. Every single word of the play is a real quote. "It really paints a picture of a community," says senior Annie Rosenthal, one of the directors.

The issues discussed in the play are ones students should be aware of. "It shows how these things actually happen in the world," sophomore Stephen Berg says, "and the ways we can prevent them by learning how to be accepting."

Aside from being a serious message for the general public, this is a play that speaks to the Wilson community. "At a school like Wilson that prides itself on acceptance, it's important to see a play that deals with that," Rosenthal says.

"The Laramie Project" has many aspects that students not only will learn from, but could potentially relate to. "There are also issues that might be somewhat present at Wilson sometimes, at least in some way, shape or form," adds junior Charlie Caspari, a play producer.

"The Laramie Project" is a play with an important message that will spark discussion. Don't be left out of the conversation.

The play runs April 30 through May 2 in the Black Box, starting at 7:30. Tickets are \$5 per student and \$10 per adult. •

## AP STUDY GUIDE playlist

### biology:

Bones - Michael Kiwanuka  
The Bad Touch - The Bloodhound Gang

### french:

Ni\*\*as in Paris - Kayne West  
Anything from Les Miserables

### calculus:

New Math - Bo Burnham  
3 - Britney Spears

### human geo:

Maps - The Front Bottoms  
Human - The Killers

### chinese:

Chinese - Lily Allen  
Honor To Us All - Disney's Mulan

### psychology:

What Is This Feeling? - Cast of Wicked The Musical  
I Gotta Feeling - The Black Eyed Peas

### chemistry:

Toxic - Britney Spears  
2 Atoms In a Molecule - Noah & The Whale

### physics:

Gravity - John Mayer  
Threw It On the Ground - The Lonely Island

### economics:

B\*tch Better Have My Money - Rihanna  
Million Dollar Bills - Lorde

### spanish:

Hips Don't Lie - Shakira ftg. Wyclef Jean  
La Bamba - Ritchie Valens

### environmental science:

Tree Hugger - Kimya Dawson & Antsy Pants  
Global Warming - Pitbull

### us history:

American idiot - Greenday  
We Are the Champions - Queen

prep for your exams by  
rocking out to these fun  
and educational jams!!

# ARTISTS' CORNER

Compiled by Rochelle O'Brien



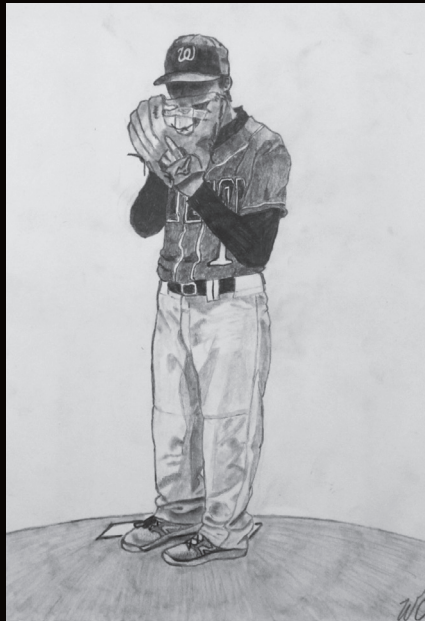
Juliette Fratto



Alex Carroll



Sam Lindenfeld



Will Oakley



Will Oakley



Photo by Ellie Le Blanc

## COP OR NAH? WITH KOPETSKY AND SMEE BLOO MOO

To be sweet or not to be sweet: that is the question when deciding whether to go to Bloo Moo.

Honestly. Next time you're with the squad after school, try suggesting a Blue Moo run and see what happens. It's social suicide. Even if you survive the subsequent joaning, you won't be able to show your face in the metropolitan area for weeks to come.

If you do decide to jump off that social cliff, you're in for a treat. You'll be able to eat a wildly overpriced cup of frozen f\*\*\*-no with your favorite GDS nerds. But for real, if you need some easy joaning practice, just peep through the Bloo Moo window and go to town.

As price goes, just look at it like this: you can either go to college, or go to Bloo Moo twice. It's scandalously expensive. If you go to Bloo Moo every day, you either married rich or killed your wealthy grandfather.

**FINAL VERDICT: NAH**

## MAY HOROSCOPES

By Brian Keyes

**ARIES** March 21 - April 19

Your experimental acoustic organ/heavy metal album is about to be praised as the greatest album ever made by Pitchfork magazine. Go ahead and celebrate by cranking it at full volume in the atrium.

**TAURUS** April 20 - May 20

Love is around the corner. Love is about to smack into you really hard, running head on. Brace yourself for love. And a concussion.

**GEMINI** May 21 - June 20

If you see Coach Dunham today, don't run. Move as slowly as you can to prove you aren't a good fit for the track team.

**CANCER** June 21 - July 22

You're about to be the next "something" kid. It might not be hurdles or coupons, but whatever it is, it will be your name for the rest of high school.

**LEO** July 23 - August 22

Hit up Nima Ghasoor. He's looking for a prom date for senior year.

**VIRGO** August 23 - September 22  
"Virgo." Suuuuuuuuure.

**LIBRA** September 23 - October 22

Your energy is in flux right now. This is a transitional period in your life. Six minutes is plenty of time.

**SCORPIO** October 23 - November 21

You might find yourself filling the room with your presence more than normal. You've probably been reading things aloud to your friends. You're probably reading this aloud to them right now.

**SAGGITARIUS** Nov 22 - Dec 21

Did you know Mr. Shea used to have bright red curly hair? Man, that's crazy. What I'm getting at is that you're gonna go bald tomorrow.

**CAPRICORN** Dec 22 - Jan 19

You will head down to the engineering room and ask for a Simon Blair. They'll know what it means. You will destroy this paper once you finish reading.

**AQUARIUS** Jan 20 - Feb 18

You're about to break out as the next biggest Vine star. (Insert funny line about Vine.)

**PISCES** February 19 - March 20

You're set to be the next person who sells pop-tarts shadily from their backpack. (My advice is to have a broader variety of items available, like gum, or those stickers that get you off-campus lunch.)

Compiled by: Grace Mills and Lola Brou

## It is better to \_\_\_ than \_\_\_?



*"It is better to be happy than rich."*

Walter Riley, 10

*"It is better to eat your peas than get diabetes."*

Noah Howard, 11  
Ali Rashedi, 11



*"It is better to be Allie than Makail."*

Alexandra Radifera, 10



*"It is better to be classy than trashy."*

Javon Johnson, 12  
Tayla Black, 12  
Kareema Johnson, 12



*"It is better to be a leader than a follower."*

Demia Clark, 9  
Emahni Grant, 9

*"It is better to be at home than at school."*

Joyce Distinto, 12  
Ian Jacobson, 12



*"It is better to be Cheech than Chong."*

Will Swartz, 9  
Jack Grieve, 9



*"It is better to be in juvie than in prison."*

Sebastian Encinas, 9  
Georgia Woscoboinik, 9



*"It is better to be us than you."*

Chris Kearns, 12  
Daniel Brito, 12



*"It is better to be naked than clothed."*

Eli Moraru, 9  
Lucas Engvall, 9



*"It is better to be safe than hurt."*

Gianni Robinson, 12  
Ellis Cummings, 12