

“Whatever you guys are into...just tweet at us!”

-Andy Le, DCPS Twitter

P. 10

“Personally, I’ve been smoking marijuana for a while, and I haven’t done anything crazy, like coke”

-Anonymous Student

P. 9

“Music and I are currently in a polygamist relationship”

-Carlos Hood, 11th Grade

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Please Recycle



# Woodrow Wilson High School THE BEACON

February 28, 2014

3950 Chesapeake St. NW Washington, D.C. 20016 | www.thewilsonbeacon.com

VOLUME 77 ISSUE 6

## The Beacon Snow Photo Contest Winners



1<sup>st</sup>



2<sup>nd</sup>



3<sup>rd</sup>

Photo 1: Paul Rock (11) Sam Snedden(10)  
Photo 2: Nicky Swanson-Hutchison (10)  
Photo 3: Will Gibson (11)

Interested in participating in next month’s contest? Check out the theme on Twitter @thewilsonbeacon

## High School Drug Dealer Reveals His Story

Elias Benda  
Junior Editor

Editor’s note: The subject’s name has been changed.

I came to this house to interview a drug dealer. I walk up to the door and knock, and am let in by an unassuming father. “Tom’s in the living room,” he directs me. No one is in the room, but a MacBook is on the couch, and the PS3 is sitting idle on the TV.

Nothing about this house or this room indicates that it is the residence of a drug dealer. Abruptly he enters, wearing sweats and a hoody, nothing flashy or out of the ordinary, except for the wad of \$20, \$50, and \$100 bills the width of my arm that he is holding. He daps me up, plops down on the couch, and asks me if I want to play PS3 with him, which we do.

Tom is a regular kid who grew up in a decent neighborhood, went to his local public school, and is now attending Wilson. He told me his first interaction with weed was in the eighth grade, when he started smoking. He got into selling in 10th grade because he wanted to smoke for free, and demand was ‘high.’ “I’d sell it to smoke it,” he says. “I did it cuz all those mof\*\*\*ers in the tenth

grade copped like, like so much at lunch... that’s why I started mostly. Some dude had a whip and he’d always drive to me and sell me a quarter [of an ounce].”

Tom describes it as simply escalating from there, the motivation being money. “I like it because I like money, I like having a lot of money, and like not having to worry about money. Even at a young age I didn’t like not having money. I don’t wanna worry, like about smoking weed and spending money on weed.”

Now, Tom smokes around three joints a day, and is selling a half-pound to a pound a week, making his money back, “plus 40 percent.” The money he makes goes towards food, shopping or saving, “for mo’ dope... a plane-load!” he jokes. “I go out to eat a lot... Sometimes I go shopping, but when I do I spend \$400 to \$500. But I save most of it... I rarely spend in my eyes,” he says.

When it comes to the stigma surrounding drugs like weed and the people who sell them, Tom says, “People in society are against it, because they don’t want people selling it in their neighborhood. I mean society is just against smoking weed in general.”

But it depends on who is asking, as he is quick to point out, and he speculated that

## Vote Approaches on New Tuition Program

Nathan Davis  
Co-Editor-In-Chief

On February 4, the D.C. Promise program, a new District-funded college tuition scholarship, passed its first reading. The program is intended to supplement the federal DC Tuition Assistance Grant (DC TAG) program.

The grant was introduced by At-Large Councilmember David Catania. The council will take a final vote after the second reading of the bill on March 4. If passed, students will be able to start applying for the grant around this time next year (exact date to be determined).

Awards from the grant will be given on a sliding scale, so students from lower income families would receive greater amounts of money. The maximum amount is \$7,500 a year for students whose families make below 80 percent of the D.C. Area Median Income (AMI), which is around \$86,000 yearly for a family of four. The grant extends, at the highest, to those earning 200 percent of the AMI (\$214,600 for a family of four), who would receive \$2,500 in award money per year.

The grant money awarded to students could be used only for non-tuition expenses (books, room and board, etc.) at public universities and regional colleges, and for both tuition and non-tuition fees at private colleges and UDC. This is meant to act as a supplement to DC TAG, which can only be used towards tuition at public universities and

regional colleges.

According to Catania’s Chief of Staff Brendan Williams-Kief, the bill was introduced in order to “leverage substantial investment made in grades K - 12.” Williams-Kief referred to the fact that D.C. has the highest per-student investment in the country. “If we are going to make that investment, why just stop at 12th grade?” he asked.

Catania modeled the grant after similar programs in Tacoma, WA and in Kalamazoo, MI. Williams-Kief cites the 20% increase in college attendance in Tacoma as examples of that system’s success. “There was evidence that [this grant] was needed and there was a lot of evidence that grants like this help students,” he said.

Since it’s inception DC Promise sparked controversy, as some worry that it will pose a threat to the existing DC TAG program. Created by Congress in 1999, DC TAG is a federally-funded program providing up to \$10,000 towards tuition per student for public four-year colleges and universities. It also gives up to \$2,500 per year for any two-year college, private four-year college in the D.C. metropolitan area or Historically Black College.

D.C. Promise has its opponents, most vocally Eleanor Holmes Norton, who warned in a memo to the city council, that “DC TAG has been in jeopardy ever since appropriators learned of the D.C. Promise bill... the D.C. Promise will indicate that D.C. can fund its own pro-

gram.”

Norton cited the fact that DC TAG is federally-funded, thus not a strain on the D.C. budget, while the Promise program would be locally-funded, as part of the reason for her opposition.

Recent allegations of mismanagement of the DC TAG budget have only added to concerns about potential congressional action toward TAG.

Williams-Kief said Catania’s office has been working on amendments to the bill to address the criticisms. “You refine and you fine tune and you make decisions in light of concerns raised,” he said. The program’s maximum award was decreased from \$12,500 per year to \$7,500 per year.

“We have worked very hard to make clear that this program is not meant to take the place of DC TAG,” stressed Williams-Kief, adding that D.C. Promise was “meant to supplement, not supplant [DC TAG].”

As for funding, Williams-Kief imagines that the mayor will take advantage of the bill’s provision allowing him to accept private funding, combining that with public monies.

Should the grant pass the second reading on March 4, it would go to the mayor’s desk to be signed or vetoed. Gray voiced his support for the bill earlier this month in a letter to the city council. From there it would go to Congress for approval, just as all D.C. bills are mandated to do.

-- Luke Thomas-Canfield  
contributed to this report.

CONT. ON P 9

# Mayoral Candidates Give Positions in Run Up To Election

**Zoe Frumin**  
Staff Writer

The primary election for D.C. mayor will be held April 1, and the city is interested in and relatively undecided about who will be its new leader.

The Women Democrats Candidate Forum held on February 21 gave six of the eight candidates a chance to answer questions from a crowded audience near Dupont Circle. The Ward 2 audience was respectful and quiet, compared to those who usually make community events entertaining with their outbursts and jokes.

The candidates interacted with each other in different ways, creating an interesting dynamic. The D.C. political veterans—incumbent Mayor Vincent Gray, Jack Evans, Muriel Bowser, and Vincent Orange—were friendly and familiar. They referred to one another, chatted on the podium, and agreed with one another in their responses, while newer faces to the D.C. political stage, such as Andy Shallal and Carlos Allen, were left out of the chatter.

The candidates grazed through topics ranging from transportation, homelessness, jobs, housing and education to taxes—mostly agreeing with one another but having different variations of the same idea here and there. As they went down the line, taking turns answering questions, they began to repeat



Photo by Zoe Frumin

**CANDIDATES GET CANDID - Voters listen to mayoral candidates' positions on D.C. issues. The primary election will be on April 1.**

themselves and each other, so when one offered an original answer, it stuck out. Candidates spent the most time on education, homelessness and returning citizens (people who are assimilating back into the community after serving jail time).

On the topic of education

and school system improvement in the District, most candidates agreed that parent involvement and investment in early education and public schools were all important. The big differences in their opinions came in discussions about testing.

Gray reminded the crowd of

the increase in DC CAS scores and the progress seen in schools in his past term that he hopes to continue as mayor. Gray talked about the importance of early education, when students are less concerned with doing work that will show up on their report cards. He introduced the idea of longer school days and shorter school years. He aims to make schools interesting so kids who could be building their brains from 8:30 a.m. to 5- or 5:30 p.m.

Andy Shallal spoke bluntly about the racial divides in public schools and the disparity between socioeconomic communities. Unlike Gray, he stressed the need for schools to stop teaching to the standardized test, and said that tests should be used to assess, not to punish. He also reminded the audience that the incorporation of the arts into learning is essential to growth. Shallal also said the city needs to stop closing schools, because schools are the backbone of communities.

On homelessness, Orange distinguished himself from other candidates by stating that shelters need to be subject to rigorous examinations on who is allowed to stay the night, reminding the crowd that shelters in D.C. are meant for District residents only. He went on to say that the city needs to provide jobs, healthcare and education to avoid homelessness all together.

Allen and Gray have had

first-hand experience with D.C. homelessness. Allen was homeless for a period of time, and Gray worked with homeless young adults for years. Gray argued that we should be concentrating on saving lives rather than worrying about where people are residents. Gray declared that the topic of homelessness comes down to "saving lives" in general, not only the lives of D.C. residents.

Candidates also discussed their positions on returning citizens. Returning citizens make up ten percent of the D.C. population. Most candidates talked about providing education and affordable housing to get them back on their feet. Jack Evans proposed his idea of a tax cut for employers who hire returning citizens. This would create an incentive for companies and give opportunities to those who are trying to avoid returning to prison.

Muriel Bowser arrived towards the end of the forum and had little to say differing from what Evans and Gray were saying. Tommy Wells and Reta Lewis were both out of town, leaving the audience wondering where they stand on the issues discussed.

Polls will be open from 6 a.m. to 7 p.m. on April 1. Wilson students who will be 18 before November 4, 2014, the date of the general election, are eligible to vote.

# The Changing of the Guard: New Security Guards

**Daniel Brito**  
**Matthew Smee**  
Contributor, Junior Editor

Five new security officers arrived at Wilson on February 3. These men and women, who come from a variety of different schools, are here because of their seniority, or priority through experience and time working in DCPS. Since these new security officers have worked for DCPS longer than the officers who were here previously, they were given the chance to work at Wilson.

Wilson Dean Andre Williams explained how the changes work. According to Williams, a while back there was a court dispute between the school system and the security labor force. The court decided that school security officers would be rewarded for the amount of time they work in the system by getting promoted to higher-ranking schools.

Many factors contribute to a school's 'rank'. It is determined in part by its grade levels. For example, high schools are higher up than elementary and middle schools.

Need for officers is also an important consideration. The most experienced security guards will be put in schools that have more frequent fights. Williams explained that Wilson has significantly less fights than,



Photo by Lamek Khasay

**WILSON'S PROTECTORS - New security guards arrive. They will take on the task of keeping order.**

for example, a school like Ballou, and because of that, DCPS chooses security personnel that is more suited to our school.

There are various other rules made as a result of the trial, such as the male to female ratio (each school needs at least two male guards), and the number of hours needed to receive

seniority depending on where you work (the number of hours needed varies depending on the school).

Wilson now has five new security guards. We were able to speak with two of the new guards: Officer Bronson and Officer Renee Wilson, both of whom worked at lower D.C.

public schools for nine years before being moved. They both said they are thoroughly enjoying Wilson. "You all are older," Officer Wilson said with a chuckle, adding, "You are [easier to manage]... and when you talk garbage, I can give it back."

Other than the change in security guards, everything will

generally remain the same; these new security officers are not a part of a larger change occurring within DCPS. The security guards who had been originally working here have been transferred to other schools throughout the District in order to make space for the new security officers with more experience.



**Eboni  
Ellis**

## ASK EB

Ask your questions at  
[ask.fm/TheWilsonBeacon](http://ask.fm/TheWilsonBeacon)

**Q** How do you find the right balance between natural beauty and makeup? I don't wanna look boring but I also don't want to look like a drag queen, and I feel if I all of a sudden try to spruce myself up people will think I want attention.

**A** This is a great question that I feel like a lot of girls ask themselves daily. Really basic brown, or black eyeliner and mascara is always a good makeup choice that will bring out your natural beauty. For more intense and defining makeup it is important that you really study your skin tone and facial features before purchasing anything. Going to cosmetic stores such as MAC, Sephora, Ulta, or counters in department stores and consulting with experts there about what products and colors to use is a good idea. But most importantly, make sure that you feel comfortable wearing makeup. Try on lots of makeup variations and make sure it looks good on you before wearing it out in public, so you don't look crazy, or like a clown. Also, do it for yourself and to show off your own natural beauty. Don't worry about what other people think. It's going on your face, and not theirs! Good luck!

**Q** How do you determine what college to go to?

**A** When determining what college you want to go to it all comes down to three main things:

**1.** What type of student are you? In most cases college will be harder than high school. Really research the type of school you are interested in, their course work, graduation requirements, calendar, acceptance rate, graduation rate, etc. Ultimately the type of student you were in high school will determine what colleges you will be accepted into and the amount of scholarship money you will receive.

**2.** What do you want to do in life? The point of college is to get an education that will prepare you for a career. It will be helpful to have an idea of what you would like to major in when it comes to determining which college to apply to. Some colleges might be known to have specific programs within their university that are outstanding, such as Virginia Commonwealth University's art school.

**3.** Lastly, what type of environment do you want to be in? College will be a place where you spend the next four to five years. You will also be spending tremendous amounts of money at this university. Make sure the school you choose is one that you can see yourself in, under any circumstances or situations. It is a good idea to take a trip to the school before you apply, to get a feel for it.

The college process can be very difficult, and figuring out the basics is just one of the first important steps in the process. The College and Career Center is extremely helpful when it comes to these types of questions about college. Sandra Bean, Treasure Mathis, and Ajimu Clark are knowledgeable about choosing the right school and everything one might need to do to get into and afford the school. Develop a good relationship with them and your counselor early on to ensure that you have the necessary support during the college process.



## DC TAG is Only Fair

**Luke Thomas-Canfield**  
Contributor

Most high school students in the District Of Columbia are aware of the D.C. Tuition Assistance Grant, or D.C. TAG, but for those who are not, it is a program designed to give D.C. students the opportunity to attend colleges around the country at a reduced tuition rate.

It is difficult to argue against the need for such a scholarship, as D.C. has only one public undergraduate program, the University of the District of Columbia; and one public graduate program, the University of the District of Columbia David A. Clark School of Law.

In addition to the lack of educational options in D.C., out-of-state tuition costs at many public universities have risen immensely. At University of California schools, Texas, and Michigan, the difference between in-state and out-of-state tuitions is approximately \$20,000 or more every year.

In 1999, \$10,000 may have been enough to cover the cost between resident and non-resident tuition, but the grant has not increased with inflation or with the rising costs of higher

education. Now, if left to conservatives in Congress, the little bit of money will be taken right from our city's youth.

When D.C. Councilmember David Catania proposed the Promise Scholarship, intended to provide up to \$20,000 per year for low-income D.C. residents, Delegate Eleanor Holmes Norton warned the city council that passing the Promise bill could jeopardize support for the D.C. TAG from the majority conservative United States House Appropriations Subcommittee on Financial Services and General Government, which controls the D.C. budget and any federal programs pertaining to the District.

Norton made it clear that conservatives believe that if D.C. can pay for a scholarship like this, we have no need for federal money for the D.C. TAG. In part because of fear of an attack against the TAG, the Promise Scholarship was reduced to a mere \$7,500 per year, but Norton will still have to battle to keep TAG funding.

Since when are tuition assistance and statewide scholarships for low-income residents the same thing? Would lawmakers charge California residents the full \$55,000 annual tuition, plus

room and board for UC schools, because of the many programs designed to help disadvantaged kids in California attend college?

Even with the TAG, D.C. residents still pay more than most state residents, and House conservatives want us to pay even more. Even if \$10,000 dollars per year is not enough, it is certainly more than nothing, and with these two scholarships in tandem, new opportunities can be opened to many low-income students in D.C.

Comparing these two programs is ridiculous, and if members of Congress on the Appropriations Committee had their home states' tuition prices threatened, action would be taken. How can representatives like Tom Graves of Georgia or Chairman Ander Crenshaw of Florida threaten the District's students' futures when the in-state tuition, room, and board in Georgia and Florida—which, I might add, both have schools in the top 20 public schools for academics—is under \$25,000?

This is yet another example of how honest, tax-paying D.C. residents may once again be snubbed by an unsympathetic Congress.

Graphic by Jane Martin  
and Ellice Ellis

## Study Hall Would Benefit All

**Evan Hamlin**  
Co-Editor-In-Chief

Student Teacher Enrichment Period, or STEP, is meant to act as a short window in the middle of a busy day for students to relax, socialize, eat lunch, meet for extracurricular activities, and seek extra help from teachers. These things are all very important aspects of our high school experience, but they should not all be crammed into a 45-minute window in the middle of a lengthy and demanding school day.

STEP is rarely utilized for its intended purpose. Students often use the period to catch up on late work or finish homework and projects that were too overwhelming to complete the previous night. Because of the hefty amount of homework students receive on a nightly basis, some people will prioritize getting a sufficient amount of sleep over completing assignments the night before they are due. They will sacrifice their precious break time to finish work the day it is due instead of providing their bodies and minds with an essential break.

The activities that are expected to take place during STEP should have their own respective places throughout the day. Lunch time should be for eating, socializing, and meeting for extracurricular activities. It is vital for students and teachers to have a break from non-stop academic activity in the middle of the day. It is impossible for teachers to be engaging and for

students to be engaged if the entire school day, even the part that is meant to act as a break, is jam-packed with work.

If student-teacher "enrichment" is so necessary, the three longest classes throughout the day should be shortened by about 15 minutes to create a 45-minute study hall. This would take time off from exhausting 90-minute classes, in which students sometimes struggle to stay awake.

"I think it would be positive for kids to have a built-in, organized study period during school that doesn't take away from participation in clubs," said English teacher Molly Hughes.

Such a period would also create a time for students to truly enrich themselves with teachers during a time that is not meant to facilitate other less academic activities. A period focused on getting help and clarification in certain subjects would also help to develop stronger relationships between students and teachers.

A study hall could be one of the most beneficial programs to be introduced to the school. It would shorten tedious class lengths, provide an opportunity for students and teachers to truly enrich themselves, and allow lunch time to truly act as an opportunity to relax physically and mentally. Put simply: it would increase the productivity and performance of the entire school.

# Letters to the Editor

## From Ms. Zehr's ESL Class

Dear Editor,  
I read your editorial about self-segregation at Wilson. It was interesting. I think what you said is true, but not always. There might be a little segregation between white and black students, but for me as an ESL student, I notice that different students work well together sometimes. The ESL group is more of an international group. Everyone is from all over the world, and we bond together well. Self-segregation doesn't always happen at Wilson.  
-Renad Bahabri

Dear Editor,  
I read your section about self-segregation and in my own opinion sometimes people don't want to socialize with people of different cultures. At Wilson you see some people self-segregate, maybe because they feel afraid to discuss a different culture from their own, or they don't know what to ask or say. But I believe if we try harder we can try to change it and to make a better school.  
-Kattia Cortez

Dear Editor,  
This is an interesting topic. I honestly think that people have the right to be with whoever they want to be with. If they want to be with people their own age, they should hang out with them. If they feel comfortable with people that are the same race then they should hang out with them. There's no problem with that.  
-Diana Valencia

Dear Editor,  
You should put more different things in the Beacon, like more things about ESL students and regular students. There shouldn't just be some things for some people, but things for everybody.  
-Zilin Ye

Dear Editor,  
I read your article about self-segregation at Wilson, and it was good. Sometimes I see myself inside this article because I am a person who doesn't want to meet new people and try new things in my life. I think it is not good for myself because in American society people have to learn about each other. After I read your article I think I have to stand outside of the box to meet different kinds of people.  
-QiWei Deng

## Reevaluating Our Approach to Marijuana

Beacon Editorial Staff

As a whole, Wilson is a distinctive place but individually, as students, our actions are not unlike those of teenagers everywhere. Weed has permeated adolescent society across the country. The presence of weed does not mean that our school is any less safe, or any less legitimate, than other schools, or that the student body is characterized by a ubiquitous use of the drug.

However, while we recognize that some students do smoke, the use or possession of marijuana on school property is illegal. What students choose to do in their free time is their decision, but school is a safe space for learning, and drugs on campus are not conducive of that environment.

Drug use and possession shouldn't be happening on campus, but unfortunately it does, which is why the administration at Wilson needs solid, consistent enforcement towards students who bring marijuana or paraphernalia on school grounds. Currently we don't see that.

We are concerned that there

are inconsistencies in enforcement within the school; from our perspective, we see the policy enforced on a case-by-case basis, with different punishments for the same infraction. It is important that students are treated fairly, equally, and with understanding of their rights. Of course, much of our opinion on this issue has been developed based on testimony from other students, those published and those we hear in our personal lives, so there cannot be complete verification. But if the problem is even partially as big as we've come to understand it, it is in need of addressing.

There is no one type of person that uses marijuana -- students of every gender, race, ethnicity, and socioeconomic background use the drug, so it is critical that enforcement isn't biased. Enforcement should be the same regardless of the student or the administrator.

In addition to flaws we see in Wilson's enforcement of the DCPS policy, we see flaws in the policy itself. In general, we think DCPS should take a less harsh, more holistic approach towards

marijuana policy. We understand the need for a policy with punishments so severe as to deter students from bringing drugs into the school, but we feel that these punishments should not be severe enough to permanently jeopardize a student's future. Reconciling these two opposing factors when choosing a policy is incredibly difficult, but we believe the policy should balance the two more than it currently does. Even among our staff, we have varying opinions on the subject, but we all agree that as is, the policy is flawed.

The current system in D.C. puts students caught with marijuana at a perpetual disadvantage; both suspensions and expulsions remain on permanent records and can harm chances of getting into college, and a formal arrest can ruin chances with future employers. High school students make mistakes, but this is not one with enough gravity that it should follow them around for the rest of their lives.

Some students will make the choice to use marijuana on their own time, and we strongly

encourage students to be smart about that decision. Students should be mindful of the health and legal implications of using the drug. Teenagers' brains are still developing, and frequent marijuana use can permanently damage their brains' neural pathways.

Students should be fully aware of these negative consequences if they decide to use the drug, but they should also be educated about the best ways to minimize harm, perhaps in health class. The goal of the school should be to protect students and ensure their well-being to the best of its ability.

Whether or not you believe marijuana should be legalized, currently it isn't. Therefore the choices you make can have long-term repercussions. The question over what drug rules should be, and how they should be enforced at Wilson, is a microcosm of the larger drug debate in the city and the country. It is time that repercussions are re-examined in the context of teenagers, among whom the usage is most prevalent and the consequences most severe. Let's start the conversation.

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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, 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.

## TOP 10 THINGS YOU'LL FIND AT THE SEMIFORMAL

1 FRESHMEN IN BALLGOWNS

2 NOT FAT TREL

3 BREATHALYZERS?

4 STUDENTS TAKING THE WALK OF SHAME OUT OF THE DANCE

5 DECOLLETAGE

6 A PILE OF SHOES IN THE PLANT BOX

7 UNCOMFORTABLE GRINDING

8 TOO MANY BATHROOM BREAKS

9 PURSED LIPS FROM THE ADMINISTRATION

10 NO SENIORS

WHAT HE LOOKS LIKE



WHAT HE THINKS HE LOOKS LIKE



Illustration by Tristan Huber

# Organization Sheds Light on Eating Disorders

**Neilah Rovinsky**  
Contributor

February 24th was the first day of National Eating Disorders Awareness Week. According to the National Eating Disorders Association (NEDA), the week is a time to “raise awareness towards the significant impact eating disorders have...while reducing the stigma surrounding eating disorders and improving access to treatment resources.”

Last year, NEDA Awareness Week had an amazing impact. Every single U.S. state was involved, and 51 other countries participated. Five thousand people took the online screening offered on the NEDA website. Inquiries to NEDA’s helpline rose by 40%. There was more media coverage than ever before, with sources such as the Huffington Post, CNN, ABC, MSNBC, and MTV highlighting the week’s events.

This year, the week’s theme is “I had no idea.” So many people with eating disorders hide their struggles and end up with deadly consequences, leaving their families wondering how they could have missed the signs or what they did wrong. This week is all about changing that. It is a time for people to learn the signs and symptoms of eating disorders and to become educated and informed. It is a time to reduce the stigma so individuals may feel comfortable coming forward and asking for help.

In the United States alone, an estimated 20 million women and 10 million men will struggle with a clinically-significant eating disorder during their lifetime. Anorexia nervosa, an eating disorder classified by refusal to eat and intense fear of weight gain, has the highest mortality rate of any mental illness. However, many do not

consider eating disorders to be a big problem.

NEDA is about changing these attitudes, and it encourages everyone to “do just one thing” to help. Students can raise awareness by putting up posters around the school, posting something about it on social media sites, writing a note saying “you are beautiful” and pasting it on a bathroom mirror, attending a NEDA-sponsored event, writing a poem about eating disorders and sharing it with friends, stopping someone when they make a joke about eating disorders, or telling your parents that you’re struggling. Every and any action can make a difference.

NEDA week has always been an important event, and this year NEDA wants to double its impact. For more information about this week, or for help, visit [www.nedawareness.org](http://www.nedawareness.org).

← What do you think about drugs? The Beacon always welcomes your feedback and responses on this issue, or any previous issue, so write a letter to the editor for a chance to have your thoughts published!

## Breaking New Ground: First Generation College Students

**Rachel Page**  
Junior Editor

Nana Asari sits across from Ms. Arrington’s desk, iPad resting on black athletic pants. “Can I put something about soccer in my essay?” he asks. Ms. Arrington gives him the go-ahead. Like plenty of Wilson seniors, Asari has learned to navigate the college application system. But Asari isn’t following in the footsteps of a parent or older family member: for his family, he is the pioneer in the admissions process, a self-described guinea pig.

Asari was born in Ghana, where both of his parents graduated with high school diplomas but never went to college. They moved to D.C. in June, 1998, when Asari was two years old. Like many other DCPS students, Asari is a first-generation college student -- he’ll be the first member of his family to go to college. There are programs at Wilson and in the school system that are in place to help students like him -- and there are also many programs and practices that put them at a disadvantage, like colleges that give first priority to legacy scholars and standardized tests that promise better scores only for those who are willing to

pay the price.

For Asari, college wasn’t always a given. “My past wasn’t so good,” he says. In elementary and middle school he didn’t listen to his teachers, got hit by a car, and almost went to jail. His parents knew that that trajectory would never lead to college. Something had to change.

Asari started playing soccer with DC Scores, an after-school program that focuses on low-income youth, something that he says helped pick himself up and find his own “second chance at life.” He began working harder and reached out to the people he knew he needed to help him. At Wilson he formed relationships with college counselors like Patrice Arrington who helped him navigate the college process. Suddenly he was more than just a statistic -- he was a success story.

Soccer was the incentive that Asari needed to get his act together, both on and off the field. In April he’ll be performing in a soccer showcase in New York City, where he hopes to see college scouts for prospective scholarships. But soccer isn’t the only option in Asari’s future: he’s already been accepted to Johnson State College in Vermont with a scholarship -- this

time not athletic, but academic.

Athletics were also the motivating factor for another first-generation college student: Wilson Principal Pete Cahall. Cahall says that he didn’t start applying to colleges until he got sports scholarships. “My parents asked questions to the coaches that came to our house,” he says, “but they didn’t know what to ask.”

They did what they could to ensure that he would be happy: asked questions about whether he would be safe, medical protection, living arrangements. But he -- and they -- were not prepared to navigate the heavy

**“Your parents are your parents,’ he says. ‘Their education doesn’t matter as much as the other ways they help.’”**

college admissions process, or what came afterwards. High school hadn’t prepared him for the heavy workload and stressful dynamics at college, and his parents had no way to know what their son would go through.

“I learned by my third year, but before that there was a lot of crying at night,” he says. “For a

lot of kids that’s too much.”

At Wilson, Cahall works to give all of his students the experiences he wishes he’d had before going to college, like taking finals and midterms—something he had never done at his high school. He says that going to an urban high school gives Wilson scholars an advantage over other students; with such a large student body and diverse range of staff, they learn to navigate the system earlier than other kids.

Parents who haven’t gone to college may not understand all of the fine details and complexities of the college admissions

process. But they understand something much more important: their children. Wilson senior Victor Walker says that his mom has supported him along every step of the way. “She’s helped me with everything,” he says.

Asari agrees. He says that even if he could choose to have parents that had gone to college, he wouldn’t want to change. “Your parents are your parents,” he says. “Their education doesn’t matter as much as the other ways they help.”

For every first-generation student who does end up going to college, there are a lot more who don’t. But college isn’t the be-all-end-all of every student’s life. “My mom always told me that college wasn’t for everyone,” Walker says. The only thing she wanted for her son was for him to have a plan for what he would do instead.

First-generation college students are a reminder of the evolution of our academic system, but systemic progress is not necessarily the root of their success.

Each story is the story of an individual, of how they’ve struggled against the odds—priorities for legacy students, a nuanced admissions process that can be difficult for those without outside experience, the expenses of SAT tutoring—in the very academic order that promised them a future. If Wilson’s first-generation college students prove anything, it is Asari’s perseverance that allowed him to turn his life around and Walker’s strength to go to college for a mother who never got the chance. We can call them first-generation college students, but with the full understanding that they are much, much more.

# NEIGHBORHOOD SPOTLIGHT: CAPITOL HILL

**Mariah Fraker**  
Contributor

You know that huge fancy building at the end of the National Mall? It's called the Capitol, and it resides on a hill. I also reside on that hill--Capitol Hill.

The neighborhood was created as a place to house all the Senators and Congressmen. Nowadays those guys only spend like three days a week working there, so other people took over the living space.

It has the feel of a small town within a big city since it is a very small neighborhood with just about anything you need within walking distance. The monuments and Smithsonian museums and all the political craziness are just a couple blocks away. And on the off-chance that something you need is not within walking distance, we have about five Metro stops you can choose from.

"I love the community. Everyone knows everyone," said senior Elizabeth Harrison.

On the Hill, there is a group of schools, pre-school through middle, called the Capitol Hill Cluster Schools, which include Peapody, Watkins, and Stuart-Hobson. Pretty much every child on the Hill went to one of them, and generally if you went to one, you went to all. Even if you didn't go to school at "the Cluster," you somehow know the people living on Capitol Hill, whether through Soccer on the Hill or the Capitol Hill Arts Workshop (CHAW), which offers



Photo courtesy of Mariah Fraker

**FLIPPING OUT - DC's politics find a home on Capitol Hill. Mariah Fraker, pictured above, also finds her home here.**

some of the best after school art programs.

In June of last year, a tragic fire completely destroyed Frager's Hardware, a neighborhood landmark. This was a great loss for us Hill folks. Thankfully, they are in the process of rebuilding, and a temporary outdoor Frager's Hardware has been set up near the flea market.

Because it's so close to the Capitol, the Library of Congress, and the Supreme Court, the area is a part of the Historic District, so the neighborhood's architecture is protected under law. There are no huge apartment buildings going up, and the numerous parks are here to stay, so with the exception of the small businesses on the sides of Penn-

sylvania Avenue, almost nothing has changed in a while.

Eastern Market is the most iconic part of Capitol Hill. On any given weekend, you can go to Eastern Market on Seventh Street and buy any of the locally-grown and weekly-picked fresh fruits and vegetables. There are dozens of jewelry vendors there and people who sell homemade

soap or their own artwork. Some of the most famous local artists first became popular at Eastern Market, such as Daniel Kessler and Jonathan Blum.

On the weekends, there is a flea market in the parking lot of the old Hine Junior High building, which has everything from clothing to vintage furniture to antique photos.

The National Mall is also very close and there's always so much going on. "Walking to events like the National Book Fair and the Kite Festival is fun and easy," Harrison said. "Obama's [inauguration] in 2009 was incredible. And being able to walk to and from it was also nice even though it was really crowded."

Every year to raise money for the Capitol Hill Cluster Schools, there is a race known as the Capitol Hill Classic which includes a 10k, a 3k and a "Fun Run" for the youngsters.

Another great Hill tradition is trick-or-treating. "On Halloween everyone from Second Street to the Anacostia [River] ends up trick-or-treating on East Capitol street," said sophomore Cleo Krupa. "It's something we've all been doing since we were babies."

"Capitol Hill is awesome. It's kind of a hassle to get to Northwest and all, but 17 years on the Hill and life is good," said senior Andrew Arlotto.

Overall, I think that everyone who lives here really likes it. We always have loved it and always will love it.

## New Approach to Black History Month

**Megan Bell**  
Staff Writer

For the first time in years, Wilson has forgone the typical Black History Month assembly in favor of a more diverse month-long celebration. This new approach includes different film showings, speakers, music, and a variety of art performances.

The force behind this new program is the Black History Planning Committee, which is led by Assistant Principal Gregory Bargeman and includes teachers from each department. The committee sought different activities and events that represent a varied approach to black history, and this is evidenced in the calendar of activities reflecting involvement of all the different departments in the planning process.

Each week is dedicated to a different subject: literature, science, history and politics, art, and music. While no students are directly involved in the planning of the activities, there is significant student participation. The Poetry Club is performing, and student-made short films on stereotyping are being presented.

Bargeman hopes the events will invite discussions on race, racism, and stereotyping. Black History Month can be an opportunity to shed light on people and issues not necessarily taught in class. And this year, instead of solely focusing on the arts, as assemblies of the past had, there is a wide range of topics.

"It is important for students to be exposed to the history and cultures of all people within Wilson's diverse population," said Bargeman. "The celebration

of Black History Month is an opportunity for African Americans who have made contributions to the culture and history of this country to be recognized and remembered. These contributions are sometimes excluded from the traditional history textbooks."

Therefore the Wilson activities aim to recognize these figures, including surgeon Ben Carson and poets E. Ethelbert Miller and Melvin B. Tolson, and events such as the Rosewood Race Riot.

"There is so much history related to people of African descent that is not represented that we should share," said Dr. Elaine Smith, math department head and Black History Committee consultant. "It means a lot to have the spotlight shine on black History when it is so often buried or misinterpreted."

## Cut Seniors Some Slack

**Gregory Kopetsky**  
Junior Editor

A student can graduate once he or she has obtained a certain amount of credits in each subject, according to DCPS policy. So as long as these requirements are met, a student can take as many or as few classes as they choose. Unsurprisingly, seniors frequently choose to drop classes. With shortened schedules, what do seniors do with their free time?

Some seniors just "sleep and loaf," according to Luke Trinity, who also happens to be a senior. "For the most part," he said, "seniors just want more time to do less work."

But there are some seniors at Wilson who do more than just relax with the extra hours they are given.

Senior Noah Bell leaves school to take classes at UDC and GWU through the High School College Internship Program (High-SCIP): "I would suggest other students do this because you can get real college

experience and credit before going to college. It's also nice because it's an easier, more relaxed schedule for your senior year with a smaller course load, yet you're still a competitive applicant for college admissions."

Clare McLaughlin, a senior, did an internship at National Institutes of Health's Bethesda campus. There she performed different experiments, including genotyping mice tissue samples. "I was able to walk away with more than just a job to put on my resume, but was also able to walk away with experiences and research I wouldn't have been able to do in the classroom," she said. "I think it can be beneficial to learn outside the classroom because it's better to have the experiences than to just read about it in a textbook."

Many agree that doing something productive like taking college classes or doing an internship is a great idea. However, as history teacher Jonathan Shea put it: "dropping classes to have less work is stupid."

# My Life So Far: ACEY CALHOUN

**Ellie Melick**  
Junior Editor

You may know him as one of the most talented athletes here at Wilson. You may know him as that kid who is going to run Division 1 track next year. Or, if you're like me, you didn't know him at all until you were assigned to write this article about him.

But after interviewing him for no more than 10 minutes after school in the loud, bustling atrium, I now know Acey Calhoun as a budding sports superstar, a kid with a blindingly bright future, and a nice guy with, in my opinion, one of the most inspiring stories of personal redemption in the school.

This is Calhoun's senior year, but only his second at Wilson. Before he transferred, he had been a student at Ballou High School, and before Ballou he attended Howard Academy Middle School. Calhoun's elementary school history is where things get a little more complicated. According to himself, Calhoun was a "knucklehead" as a kid, and routinely got kicked out of schools. But since then, he has grown into a great student-athlete. "I realized

school is important," he says, "and I focused more on sports than stuff that could get me into trouble."

Calhoun began playing football when he was nine, then started running track his freshman year of high school. Although he liked football and still does, when he started running he fell in love with the sport and it is now what he chooses to focus on.

Clearly all his work is paying off, because he is being offered track & field scholarships to multiple impressive Division I schools, including UNC, UVA, and LSU, which is currently his number one choice. Playing sports has also helped keep him "on track," so he spends his time training and studying, instead of doing things that could jeopardize his future.

Calhoun's favorite moment at Wilson was last year when both the boys and girls track teams won the DCIAA championships. "We were the underdogs, but we swept it," he said. "That was a great day."

I asked Calhoun if he had any hidden talents, and it turns out that when he was younger he sang in his church choir. "But now it's mostly in the shower," he said. Who knows, maybe one day he won't only be winning his championship tournaments, but singing the National Anthem at them too.

When asked if he has any advice for underclassmen and aspiring athletes, Calhoun says; "Stay focused. There are distractions, but if you keep your eyes on the prize you'll be successful." That seems to be just what Calhoun did, and it has definitely worked well for him.

After college, Calhoun wants to run track professionally, and go to graduate school to obtain high-level degrees.

"My life so far has been a rollercoaster, it's had its ups and downs but I'm reaching for the highest levels of success." And after all your hard work Acey, we look forward to seeing you at the top.

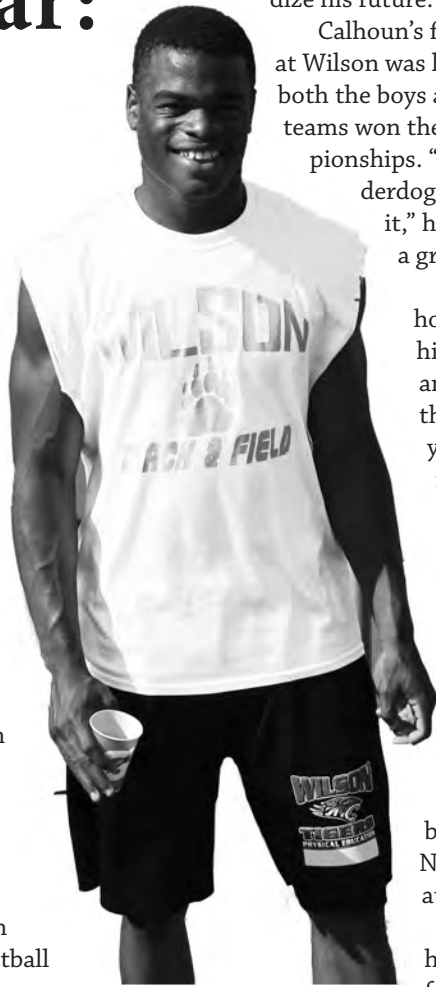


Photo by Isabel Gloss



Photo courtesy of Yuki Nakano

新しい学校 (new school) - Leave your uwabaki at the door. Exchange student Yuki compares his school in Japan (above) to Wilson.

## Japanese Exchange Student Compares American Education to Japanese Education

**Yuki Nakano**  
Contributor

Six months have passed since I came to Wilson High School from Japan. I have gotten used to Wilson by now, but I was nervous in the beginning because Wilson is very different from my high school in Japan.

First, students in Japan have to change their shoes when they go into school, which is different from the U.S. The shoes that are worn inside school are called uwabaki. They have a role to keep the building clean. Students in Japan are assigned to clean their school and uwabaki are useful while they are cleaning because they make the floor less dirty. The shoe is usually white and thin. Its shape is similar to a sports shoe so that students can play sports with it in gym class. I would see little crowds of students changing their shoes in front of shoes lockers in the morning.

On the other hand, in the U.S. students don't wear special shoes. Instead of the crowds of students that I used to see in Japan, I can see crowds of American students in front of the metal detectors in the morning at Wilson. It is just an aside, but the existence of the metal detectors made me scared when I started to go to Wilson because it seemed to me that students had a higher risk of involvement in gun accidents.

Second, most schools in Japan force students to join club activities, but that isn't the case in the U.S. In Japan, in each club, kids have a lot of

competitions every year and it is very important to students to get awards. The club that does a great job would be admired.

In Japan I was in tennis club and practiced every day, including weekends, and even when there was a lot of snow on the court (we used to do snow shoveling for a couple of hours before practice). In America, the school also has a lot of club activities but students don't have to join clubs. I'm on the crew team at Wilson, but the coach is not as strict as the one in Japan, and the atmosphere is more carefree.

There are only Japanese students in schools in Japan, but American schools feature a lot of different races and ethnicities. In America, I can see kids from all over the world and it is very interesting. They respect each other regardless of nationality or religion. Also the American school is a good place to learn about different cultures and values. In a Japanese school, it is very rare to have a foreigner, so we do not know the traits of people in other countries.

I think in Wilson, students have more freedom than students in my Japanese high school. Students in Wilson do not have to clean the school or be in club activities and thus I'm having a comfortable life here. Moreover, teachers are much friendlier than teachers in Japan, and students are very open to each other. I'm enjoying my experience at Wilson, and I want to make the rest of my school life enriching.



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# DC MARIJUANA LAWS

Compiled by Rachel Page

## DECRIMINALIZATION VS. LEGALIZATION

Decriminalization is when possession of marijuana becomes a civil offense rather than a criminal offense, and the punishment for it is reduced to a small fine. Legalization is making marijuana possession and use completely legal and not subject to any punishment.

## CURRENT DC LAWS

- Medical marijuana became available in 2013--there are three dispensaries in DC.
- People can be arrested or searched for possession or smelling like marijuana
- Possession is a misdemeanor punishable with up to six months in jail and/or a \$1,000 fine

## PROPOSED LAW CHANGES - DECRIMINALIZATION

- Make possession a civil offense (like a parking ticket) punishable with a \$25 fine and, for minors, a letter sent home to parents
- Reduce maximum jail sentence from six months to 60 days
- Would not decriminalize public smoking-- \$500 fine for smoking in public or on someone else's property

## STUDENTS HIGHLIGHT INCONSISTENCIES IN ENFORCEMENT

Annie Rosenthal  
News and Style Editor

Wilson is supposed to be a drug-free zone. The student handbook is very clear about that. Being intoxicated on school grounds constitutes a Tier 3 offense (out of five tiers), which is punishable by up to 10 days of off-site suspension. Possession or distribution of drugs or drug paraphernalia is a Tier 5 offense, which must result in long-term off-site suspension (11 to 90 school days) or expulsion. Possession of any drug must also result in police involvement.

Is this policy enforced?

Talk to any student and you will find that marijuana use is not uncommon within the student body. "At Wilson it's pretty easy to get weed into school," one student told *The Beacon*. He says he knows students who have "brought in straight Ziploc bags filled with dime baggies."

The student, who will be called Student #1 in this article, thinks that when students are caught, their punishments are not necessarily consistent with one another. Student #1 was caught bringing an eighth of an ounce of marijuana into the school building last spring. The school suspended him for 11 days. The police were called and he was arrested and held in a cell for most of a day. His case was heard in D.C. Youth Court and he was sentenced to write two essays about the negative effects of drugs. He was also required to attend youth court hearings every Saturday for several months as a juror.

**"He said, 'We can do this the easy way or the hard way. If you just give me the J, I won't do anything and no one will hear about this.'"**

Yet Student #1 says he knows multiple students who have been caught bringing drugs into school and were "just let go."

"This girl I know was going through security and they found weed in her bag and simply took it and threw it away. I think that that is totally unfair because it was the same thing that I had," he said.

The school deans deny the occurrence of that event. "That didn't happen," says Dean Andre Williams, "and that is one of the stories that I'm talking about. What it is at the end of the day is speculating...We wouldn't throw a bag of weed in the trash-can. It wouldn't be the protocol."

The deans defend themselves. "I think we're doing an excellent job of enforcing the drug policy. I don't think we pick and choose at all," Dean Angelo Hernandez says.

However, another student

The *Beacon* interviewed had a similar story: "So basically \_\_\_\_\_ pulled [weed] out in class to show me.

He handed it to me and Ms. \_\_\_\_\_ saw us and she called me up and called an administrator in and said she saw a J. He said, 'We can do this the easy way or the hard way. If you just give me the J, I won't do anything and no one will hear about this. He put it in an envelope. We did like two hours of community service for the school.' Student #2 was neither suspended nor arrested.

Student #1 suspects that determination of consequences is sometimes based on race or personal connections. "The system

is so corrupt at Wilson because I constantly hear of my friends in the same situations, most of whom are white, and they get away with it. Even kids that are cool with the security guards get through with [marijuana] with the security knowing."

Other students point to inconsistencies in consequences for students caught drunk or high at the Homecoming Dance in November. Student #3 was caught and required to attend six substance abuse lectures led by the school's social worker. He says, "Like half the kids were caught but not caught, just politely asked to leave."

Student #4 agrees. His parents were called and he was asked to leave the dance, but did not have to attend the lectures.

Members of the administration acknowledge that consequences for a drug offense are decided on a case-by-case basis.

"[The policy] should be strictly enforced but we are in a learning environment, so we have to take that into consideration," says Ajibade DaSilva, Wilson's financial manager. "Whatever Chapter 25 [in the handbook] calls for is the rule. It is used as guidance. In some instances, there might be reason to try to do something more constructive for the student."

For example, according to Dean Andre Williams, if a girl comes into school with Tylenol for her "time of the month," she will not be suspended.

However, DaSilva thinks that strict adherence to policy is required to uphold the integrity of the rule and to teach students the importance of fol-

lowing the rules.

Williams agrees:

"You need to learn as young people in high school what rules are and what consequences follow because once you become an adult they are a lot more severe."

The school deans emphatically deny the claim that students are served different consequences depending on their race or connections. "You have to deal with every student in a different manner but I think our drug policy is enforced," Hernandez says.

The deans say they don't see marijuana use in the student body as a major issue, but that drug use in school is unacceptable. They say students should receive more education about marijuana.

"I think that we would be fooling ourselves to say it's just Wilson," Williams says. "This is a nationwide issue. Young people are curious, [marijuana] is accessible to them, and a little bit it seems like it's going to be legalized in plenty of places. It's becoming more of a recreational drug. So we do need to be educated earlier on:

where does it come from, what does it do to your body, and just the repercussions of doing it."

However, DaSilva says that students need to change their outlook about drug use in school: "You all are too noncha-

# SEE

# THROUGH



lant about it. If somebody gets caught with a pound of weed, you guys might be smokers so you're like, 'Oh, it's not a big deal.' But for other people--for the administration and the school system--it makes us look like we aren't doing our job. And it wasn't our mistake."



IS WEED A GATEWAY DRUG?

STUDENTS:

Student #1: "It's not a drug at all but it leads you to want to do other drugs. It's not a drug because it's super safe and has a lot less negative effects than, say, alcohol."

Student #3: "No because weed is unlike any other drug in that it's essentially harmless."

Student #4: "Yes because I actually do know people who smoked weed first and now they do more dangerous stuff."

Student #6: "I think people like to say it is, but it isn't. Personally I've been smoking marijuana for a while and I haven't done anything crazy like coke or anything, like I don't even find other stuff appealing."

MS. TOCCO:

"I don't know my answer to that question. I mean, it's a huge debate and I agree with both sides of the argument...Even among experts that topic is so widely debated because no one can agree on whether or not marijuana is a gateway drug or not."



HEALTH EFFECTS

Compiled by Maria Brescia-Weiler and Nathan Davis

WHAT IS THE EFFECT ON THE BRAIN?

STUDENTS:

Student #1: "In moderation, it [weed] is a good stress reliever."

Student #2: "They [weed and alcohol] definitely slow your cognitive function and damage short and long term memory, they cause Alzheimers and other unpleasant diseases having to do with the brain in later life."

Student #5: "(Longterm) Drug use [leads to] mental addiction. Alcohol: you can become an alcoholic and die. Know your limits or you're screwed. If it becomes normal for you, it's dangerous."

Student #6: "I feel like most people that smoke stop really caring about things, and GPAs go down. Not necessarily everyone, but some people let that dictate their lives. Alcohol: do it at parties but not in your own free time."

MS. TOCCO:

There are definitely long-term effects of drugs, specifically marijuana, in brain development. Especially for teens, your brains are still developing so smoking marijuana on a regular basis is going to interfere with that development ...One specific thing is that it can create a disconnect between different areas of the brain, which can make learning and memory less effective in the future... My real thought about what's happening is that I think for teens, especially since marijuana has been legalized in some parts of the country, teenagers have taken it to an extreme and assumed 'oh, well it's started to become legal, so it must be fine'.

WHICH IS MORE DANGEROUS, WEED OR ALCOHOL?

STUDENTS:

Student 1: "Alcohol, because you can't OD and die from weed."

Student 2: "I believe alcohol is more dangerous because it causes brain damage in addition to damage to internal organs. Weed just damages the brain; its effect on the lungs is marginal. Also with alcohol you can have a physical addiction whereas weed, it can be hard to break but you don't experience withdrawal symptoms. For example, yesterday I didn't smoke and I had a little trouble sleeping and was a little tightly wound but I wasn't itching or having suicidal thoughts."

Student 3: "Alcohol because it's easier to get addicted to, you can overdose from it, die from it and do dumb stuff when you're drunk."

Student 5: "Alcohol is more dangerous because it can give you blood poisoning and stuff. Weed has less medical downsides."

Student 6: "Alcohol 'cause it really messes with how you think. [With] weed, I feel like you can control yourself when you're high, but some people just choose not to."

MS. TOCCO: "Alcohol is more dangerous, especially in the short term, thats my opinion"

THE SMOKE



Due to the sensitivity of the issue, we have changed all students' names or assigned them numbers throughout this spread. The students interviewed have provided valuable information and opinions, and we wish to respect their privacy and protect their identities.

WILSON DRUG DEALER SPEAKS OUT

FROM P 1

"some people think better when they're high."

And while Tom acknowledges that weed can be bad for people who use it, he says, "Honestly, I think it's ridiculous. I feel like you can snap out of it. It's really not that serious. If you're around it a lot and you say no, [then] it's weird."

When it comes to his personal attitude toward the pros and cons of smoking, Tom describes being sober as feeling more "clean," but enjoys the sensation of getting high. "I feel more relaxed, I sleep better, I feel more chill," he says.

Tom said he felt the new steps towards decriminalization in D.C. are good. "Weed should not have such a bad rep. It's so unnecessary." But Tom is not going to be carrying weed on his person anytime soon, even if such a law goes into place, since he claims the cops may disregard the law.

When it comes to the police in general, Tom describes them



(Kai Casev/CU Independent)

as on "a power surge," frequently abusing their power. "I was at a rap show and my friend had like a little bit of weed on him and he was rolling up and two white cops, one black cop, and one Asian cop went over to him and beat the crap out of him, like in

Gallery Place. Like it was a small amount; it was totally unnecessary, you coulda just took him and brought him to the station."

Tom described this apparent abuse as partly due to the weed, but also his friend's race. "I just feel like you're more subject to

things [if you have] brown skin," he says, "like you are more apt to get caught.", which echoed a 2013 report by the American Civil Liberties Union that cited that 91 percent of people arrested for marijuana in D.C. were black.

When asked about security at Wilson, Tom laughed and said, "They got some s\*\*\*\*- a\*\* security." Regardless, he says, "I never bring weed into school." Personally, he thinks his situation is 'low key': "You can't be hot about stuff, you have to have the right spot at the right place. I don't know, there are some people who are idiots and do stuff in open areas...I mean it's all in how you do things." And Tenley, as he jumped to say, was the number one hottest neighborhood to most likely get caught with weed.

While he does not have any plans to stop dealing in the next few months, Tom's future is not so clear-cut. He knows he wants to go to college, but says "I don't know where though, I don't like thinking about that. I just don't know yet." He responded with a pretty defiant "no" when it came to dealing in the distant future.

"I don't know [what I want to do], I wanna make a lot of money though," he says, "like business." Career-wise, this seems like a logical direction.

# The Man Behind the DCPS Twitter Comes to Life

**Lauren ReVeal**  
Features Editor

At first I was somewhat taken by surprise by the invitation to video chat with the man who runs the informative, and sometimes snarky, DCPS Twitter page. Upon reflection I realized that for Andy Le, the digital communications manager at DCPS, it only makes sense to use social media for an interview.

Le controls the DCPS website, Twitter, Facebook, and Instagram accounts, as well as text messaging services, emails, and even the robo calls. For most of us at Wilson, we know him as the guy who keeps us waiting for snow day announcements.

According to Le, DCPS has to wait for D.C.'s other agencies to make a decision on snow days before they can make the call. "I'm up, and then when I get notification, I push it up through all of our digital communications channels," he said. Unfortunately, this means that all of the angry tweets begging for school to be cancelled don't make a difference.

However, Le said students' tweets can be used to inform DCPS: "When the sidewalks aren't shoveled around certain schools people tweet like 'Hey the sidewalks need to be shoveled'... I send it over to the operations team who then sends

someone out to take care of that kind of safety stuff."

Le started to work at DCPS because of his love for public education. Both he and his wife, a teacher, are involved in education. "I think education is one of the most powerful tools to do well in society," he said.

Before Le's arrival, DCPS had a Twitter and a Facebook, but neither was used regularly. In response, he created a job to control all of DCPS communications. "It's sort of tiring but it's also really fun," he said. And believe it or not, he finds tweets from high-schoolers hilarious, and if those tweets are creative and profanity-free, he may retweet them.

As high schoolers, we know that the easiest way to get through to us is social media. Le sees this too. For DCPS, it was not difficult to get parents to like the Facebook page or follow the Twitter, but it was harder to capture students' attention. "I try to come up with interesting content that I think you guys would like," Le said. "My mantra is, 'The message of your communication is the response that you get,' so if I'm not getting responses... then I'm doing something wrong."

Through the Turkey Bowl, basketball championships, and of course snow days, the DCPS Twitter was able to gain student

support. "I really wanted to develop a relationship with our students," he said.

The DCPS social media is not only there to inform, but also to entertain. On their website they post articles about schools, students, and teachers. Just last week they wrote an article about Wilson. If students have ideas for stories to put on the website, Le said he would love for them to share those ideas. As he reminded me a few times, he sees everything that is tweeted at DCPS, and some of these tweets may be story ideas.

But social media is not Le's passion in life. "Social media is just a tool. Five years ago, Twitter was something really small and random, and five years from now who knows what it will be," he said. "It's all about communicating online and digital communities. That is the way I sort of think about it... Tools to me aren't really that important; it's the engagement and the quality of the conversation."

Although it still perplexes him that high schoolers would follow their school system's Twitter account, Le still loves the support. Follow @dcpublicschools, tweet your ideas at them, and every once in a while tweet something sassy about why the two inches of snow haven't cancelled school yet. Andy will enjoy it.

# Congratulations, Ms. Riesner



**Science teacher Gabrielle Riesner gave birth to a baby girl named Ada Mae Horis at 2:53 am on February 21, 2014. Congratulations, Ms. Riesner!**



Photos Courtesy of Gabrielle Riesner

# Wrap MCs Encourage Safe Sex

**Helen Malhotra**  
Junior Editor

Washington, D.C., our nation's capital, is unfortunately the STD capital of the nation as well. According to Google's Public Data Explorer, D.C. has the highest STD rate in the nation. Almost half of D.C.'s cases of chlamydia and more than one third of its cases of gonorrhea occur in people under the age of 19, according to a 2010 Annual Report from HAHSTA, a division of the D.C. Health Department.

The name Wrap MC is a play on rap and MC: rap refers to wrap, a condom; and MC stands for Master of Ceremonies, or someone who is enthusiastic and engages an audience during a ceremony. So Wrap MCs are, "enthusiastic about condom distribution and engage fellow students in learning about safe sex," says junior Lena Jones, one of 13 Wrap MCs at Wilson.

Jones says she was interested in becoming a Wrap MC because "I love educating others and I find sexual education interesting. Hopefully I'll be a teacher of some sort when I am older so I thought the job would be good training." Jones presents to her classes to make more people aware of Wrap MCs and what they do. Since it is not a program run by Wilson, many



Photo by Joey Keegan

**SAFETY FIRST - WRAP MCs hand out forms of contraception at school. They are (left to right) John Harvey (10), Paul Weaver (9), Lena Jones (11), and Marla Solow (11).**

scholars are not aware that they have peers to turn to for condoms and questions.

A group called the Young Women's Project (YWP) described the news of D.C.'s STD record as "dissatisfying," on their website. Despite the potentially misleading name, YWP works with both girls and boys in the D.C. area to help prevent the spread of these harmful, and sometimes even fatal, diseases.

YWP founded the Wrap MC certification program to

educate scholars in the D.C. area about STDs and condom usage. Anyone interested in becoming a Wrap MC must fill out a paper form and turn it into someone at YWP. If interested, YWP will call you for an interview at their office. Wrap MCs are paid to educate their peers about STI's and safe sex as well as to hand out free condoms, dental dams, and lubricants. The YWP office starts paying Wrap MCs after they complete a certain number of hours.

Before becoming a Wrap MC, applicants go through four weeks of training. At the end of the training sessions, they are required to take a short multiple choice test to receive certification. Even after the training is over, the Wrap MCs continue to learn about safe sex and condom usage every Thursday at the YWP's office, located near the U Street Metro Station.

The Wrap MC program struggles with the idea that some students might be hesitant

to ask their peers for condoms as opposed to simply picking them up from the nurse's office. Sophomore Isabel Gloss, also a Wilson Wrap MC, says, "Honestly, I've never had a person be shy about coming up to me and asking for condoms! As weird as it sounds, I love it when people ask me for condoms because I feel like I'm doing my job right. There's nothing to be ashamed about. The fact that you're asking me for something that is going to help you be safe is a really brave thing to do."

## Indoor Track Finishes Season Strong

**Henry Shuldiner**  
Sports Editor

The girls track team experienced a nail-biting loss to Dunbar at the DCSAA championship meet on February 11. Being the defending champions, the Lady Tigers had a lot riding on them going into the meet. Finishing second behind Dunbar by 17 points meant a lot of competitive races and loud cheers throughout the Prince George's Sports & Learning Center in Landover, Maryland.

The girls indoor track team concluded a successful season at the meet, and despite the result, the Tigers amassed a number of fantastic results in individual races in the track portion of the meet, ending with a total of 109 points.

Some of these finishes included senior Ashley Younger, with a first place finish in the 55 meter dash with a time of 7.39 seconds. Sophomore Asia Amis picked up the bronze medal in the 300 meter, with a time of 42.88 seconds. Seniors Rachel Bonham and Harper Randolph brought home first and second in the 55 meter hurdles; their winning times were 8.71 and



Photo by Jacinda Miller

**ON YOUR MARKS - Girls track takes 2nd place at the DCIAA and DCSAA championships, and boys win 1st at city. Their season continues this Spring, with outdoor track.**

9.08 seconds, respectively.

The Lady Tigers also placed well in the 4x200 and 4x800 meter races, finishing with times of 1:47.40 and 10:48.68 for the different races.

In the field portion of the meet, Wilson also achieved some victories. Senior Tajah Franklin won third place in the shot-put and senior Rachel Bohman finished first in the high jump.

The boys track team finished first at the DCIAA City Champi-

onship meet, but only sixth in DCSAA meet. However, there were still a few concrete individual performances. LSU-commit senior Acey Calhoun finished first in the 300-meter with a time of 32.24 seconds, and junior Steven Sneed had a third place finish in the high jump.

Individuals from both teams hope to impress at the New Balance Indoor National Invitational Meet in New York.

## Basketball Season Ends

**Henry Shuldiner**  
Sports Editor

The boys basketball team was eliminated from the DCIAA playoffs in a disappointing upset semifinal loss to H.D. Woodson. The Tigers ended the regular season 11-3 in conference play and 19-8 overall. The team earned themselves the number two seed in the DCIAA playoff bracket, and were on a quest to earn their place in the championship game, but were unable to hold off a tough Warriors defense who

limited the Tigers to 60 points.

"[The game] was rough," said senior Brenton Petty. "We played a team that was hungry and wanted to get back at us," because Wilson beat them earlier in the season, Petty explained. "We didn't play as a team and as a result, we lost."

The team still has high hopes and are currently preparing for the DCSAA tournament in the beginning of March. The season had high and low points, and the team faced some tough opponents in the first few

games. "Those early losses in the season helped us later on as we learned from our mistakes," Petty said.

Girls basketball had a good year, ending the regular season 11-1 in conference play and 20-6 overall. The team cruised to the championship game, handily beating School Without Walls in the first round and then Ballou in the semifinals. In the championship game, Wilson played Bell but lost 60-62.

## Wizards Have Surprising Turnaround



Permission from NBA Wizards

**GO ZARDS - The Washington Wizards are 27-28. However, whether or not they make the playoffs is still unclear.**

**Val Pehrson**  
Staff Writer

When the NBA season opened in October, the Washington Wizards had nowhere to go but up. After finishing last year with a measly 29 wins out of 82 games, they are now at 27 wins and 28 losses, just two games below .500, and the sixth-ranked team in the Eastern Conference of the NBA. At the halfway point in the season, it seems like the Wizards might make the playoffs for the first time in five years.

Although the record may not show it, last year's team had promise but was hampered by injuries. All-star point guard John Wall missed the majority of last year recovering from a torn ACL. He erred on the safe side, not returning until his leg was fully ready. Then, in April, starting shooting guard Bradley Beal went down for the remainder of the season with a leg injury.

This year both Wall and Beal are healthy and red hot, averaging 19.8 and 17.1 points respectively per game. In addition, the Wizards are fifth in the league

in three-point percentage, due to the high shooting percentage of Trevor Ariza, who currently stands at about .403 this season. Wins against some of the NBA's most elite teams such as the Miami Heat, Oklahoma City Thunder, Portland Trailblazers, and Golden State Warriors have proven that the Wizards are a different team than in previous years.

Despite their successes, the Wizards still have a very long road ahead of them. It has been a struggle so far this year to stay at or above .500. The team has a very hard time sustaining a winning streak. Even though their starting five players are performing well, a lack of depth in the roster hampers the team's ability to win.

This year's overall weakness of the Eastern Conference gives them a stronger position than they may deserve. Traditionally great teams in the East such as the New York Knicks have faltered this season, leaving an opening for the Wizards. As much as they have climbed, the Wizards are still a ways from the summit.

## Boys Lacrosse Prepping for New Season

**Andrew Arlotto**  
Contributor

In their fifth season, the Wilson boys lacrosse team has stepped up greatly in its intensity, commitment, and overall technical ability. This year, the team is led by a strong senior class, with high hopes of winning the DCILL (DC Independent Lacrosse League). This spring marks the inaugural season for the DCILL, which makes the goal of winning the league even more historic.

Returning head coach George Arlotto says that he "wants to be competitive, to work hard, and improve [the team's] skills," which all seems very achievable for the team. Seniors Julian Lopez, Rio Osborne, Matt Solberg, Drew Cave, Josh Kennedy-Noce, and Max Lewis look to make this the best year Wilson Lacrosse has seen.



Photo by Renata Casiel

**BOYS BECOME BROS - Both last year's boy's lacrosse (pictured above,) and this year's team is led by Coach George Arlotto. Their new season began February 25th.**

Lacrosse is popular among the private schools in the D.C. metropolitan area; Gonzaga, Georgetown Prep, and Landon

are among some of the top teams in the nation. Within the immediate city however, only Gonzaga and St. Albans are the

real power-houses. Wilson and School Without Walls are the only DCPS schools who have boys lacrosse teams. Conse-

quentially, public schools don't get the same attention private schools do. All of this is going to change come the spring.

With Sunday stick work in the gym, and many players working hard, the team will compete in the DC Classic--to be held at Wilson on March 15--more prepared and stronger than ever. Seniors say they want more than a first-place finish in the league. "[We] want to leave a legacy so that the team remains strong after we leave," says senior Rio Osborne. With many solid underclassmen, the team should be in good hands once 2014 rolls out.

The upcoming season will be a challenge for the Tigers with tough opponents such as GDS, Maret, Sidwell, and other schools in the DCILL, but the athletes know what to expect, and are confident they will finish at the top of the league.

# SOCHI OLYMPICS

By Conall Rubin-Thomas

*For those of you who couldn't find time or didn't have motivation to watch the Olympics, I have sacrificed many hours of sleep, along with my biology grade, to bring you the summary of the American athletes' performance in the 2014 Sochi Olympic Winter Games.*

*Overall, Team U.S.A. did well, coming in second in the overall medal count. Like any other Olympic games, there were lots of surprises: favorites failing to medal, newcomers rising to the occasion, and heart-warming stories from athletes of all nationalities.*

*Here is a look at the winners and losers:*

## SKIING

The U.S. ski team won five medals, the second most in the country's Olympic history. Veteran Olympian Bode Miller failed to medal in his speciality event, downhill skiing, but took bronze in the men's Super-G. Julia Mancuso, another Olympic veteran, surprised everyone by taking bronze in the super combined (one downhill and one slalom run) having only raced it once this year. In women's downhill, there was a historic tie for gold, but no Americans placed for medals. Ted Ligety won the only gold medal for the men's team, scorching the rest of the competitors in giant slalom. Eighteen-year-old Mikaela Shiffrin brought home the gold in women's slalom, the youngest person ever to win that event.

The U.S. did not fare as well in moguls, with gold medal favorite Hannah Kearney only winning bronze. The men left Sochi without any medals. In skiing slopestyle, a newly-added sport to the Olympics, the U.S. swept the podium in the men's competition. In the women's competition, Devin Logan took silver.

The Americans dominated the newly-added Olympic sport of ski halfpipe, with David Wise taking gold in men's ski halfpipe, and Maddie Bowman winning gold on the women's side.

## SKATING & HOCKEY

The U.S. figure skating team also came to Sochi with high hopes and skated well, but missed out on all but two medals. The Americans won bronze in the new team skating event, but did not medal in singles or pairs. U.S. champion Gracie Gold came in fourth in women's singles. Meryl Davis and Charlie White made the games for the U.S. team by winning gold in ice dancing. The pair, who had been skating together for 17 years, captivated the crowd with a near perfect routine and a record-setting score.

Altogether, the U.S. did not do well in speed skating or short track. Medal favorites J.R. Celski (short track) and Shani Davis (long track) failed to medal in their individual events. The only highlight was in the men's 5000m relay; the U.S. won silver, as they were outdueled by the Russian team.

In hockey, perennial rival team Canada was a skunk at the U.S. party. The Canadian women's team beat the U.S. in overtime in the gold medal game, after the U.S. squandered a two-nothing lead late in the game. The men's team narrowly lost to Canada in the semifinals but were crushed by Finland in the bronze medal game. In an earlier game, the U.S. defeated Russia, whose team included Capital's star Alex Ovechkin, in a dramatic overtime shootout.

## SNOWBOARDING

The U.S. practically invented snowboarding, and continues to dominate the sport, even though the world is quickly catching up. There were many highlights for the U.S. team, from crazy spins to "sick" wipeouts. In snowboard slopestyle, new to the Olympics, Sage Kotsenburg won gold in men's—the first gold medal won in Sochi. He did so performing a 1620 Japan grab, a trick that he had never done before. In women's slopestyle, Jamie Anderson took gold. Alex Deibold, a former wax technician for the U.S. team at Vancouver, got to race in Sochi and took bronze in men's snowboard cross.

The U.S. men's team, led by decorated veteran Shaun White, was expected to medal in men's snowboard halfpipe, but could not catch up to the rest of the world, especially the Swiss gold medalist Iouri Podladtchikov, nicknamed I-Pod. In contrast, the women's team ruled the pipe, with Kaitlyn Farrington winning gold and Kelly Clark winning bronze. The United States did not win any medals in snowboard slalom, but American Vic Wild, racing for Russia, won two gold medals (and his wife won a medal for Russia as well).

## SLIDING

In men's two-man bobsled, the U.S. team of Steven Holcomb and Steve Langton won bronze, the U.S.'s first bobsled medal since 1952. Holcomb also led his team to a bronze in four-man bobsled. The two-woman bobsled event was particularly exciting, featuring summertime Olympic athletes who gave the sleds huge pushes. Elana Meyers and Lauryn Williams won silver, while Jamie Greubel and Aja Evans received bronze. Williams, an Olympic champion sprinter, narrowly missed being the second U.S. Olympian in history to win gold medals in both summer and winter Olympics. The U.S. women did quite well in luge and skeleton. In luge, Erin Hamlin took bronze while in skeleton, Noelle Pikus-Pace got silver, despite having suffered a concussion during a practice run. Matt Antoine took bronze in the men's skeleton, the first U.S. Olympic medal in that event since 2002.

Overall, the Americans won 28 medals: nine gold, seven silver, and 12 bronze. The U.S. came in second place in total medals behind Russia, which had 33, and ahead of Norway, which had 26 (and they invented Nordic skiing.) Not a bad result. More importantly, the games brought drama, excitement, new faces, unforgettable moments, (not to mention A LOT of figure skating!) and a refreshing break from the bad news going on around the world. Now we all get a little more sleep to get ready for Brazil in 2016!

# Wrestlers Live Life on the Mat

**Erin Doherty**  
Junior Editor

The sport of wrestling calls to mind images of intense, sweaty teenagers grappling in primitive tests of strength. Yes, this sport demands strength and sweat, but not so well-known is the required technical skill, dedication, and hours and hours of practice.

According to athletic director Mitch Gore, wrestling initially came to Wilson in 2000. It lasted until 2006, and returned during the winter season of 2012. The most recent season however, marked a turning point for the program.

The increased intensity can be attributed in part to the coaches: I.S.S. coordinator Brandon Wims and Hardy Middle School P.E. teacher Steve Norman were determined to make Wilson a force to be reckoned with across the city.

The season started with 14 athletes on the team. But in a sign of the challenging nature of this sport, only about half that

number actually wrestled for the team.

The season came to a close on Monday, February 17. The squad ended with a record of five wins and six losses. This was an impressive accomplishment for a relatively new program. The team competed with schools around the D.C. metropolitan area, whose programs have been around for many years, if not decades.

One thing separating wrestling from other sports is the emotional demand and dedication required. Aside from the intense practice schedule (six, sometimes seven practices a week), these athletes are forced to make constant sacrifices. Unlike Wilson athletes in any other sport, wrestlers face the challenge of 'making weight'—reaching the weight for the category that gives them the best chance of winning. Weight classes ensure that matches are competitive by pairing athletes who are relatively equal in weight.

At practice a week or so before a match, the wrestlers

weigh in. Weighing in means measuring one's current weight in order to find the best weight class for each wrestler. Sometimes coaches and wrestlers might think it is best for a wrestler to move up a weight class; this entails gaining weight. Others face the more arduous task of dropping a few pounds to make a lower weight category. According to sophomore wrestler Joey Keegan, the health and safety of the wrestlers are the top considerations for coaches and wrestlers as they make these decisions.

The idea of wrestlers taking extraordinary steps to cut weight has raised some concerns. But sophomore Joey Keegan said this issue gets too much attention. "Cutting weight is the last thing some wrestlers think about. The sport is wrestling, not cutting weight," Keegan said.

Coaches are aware of the potential dangers this practice can pose, Keegan added. If coaches notice "an unhealthy weight cut level, they watch out."



Photo by Brandon Wims

**KNOCKING DOWN THE COMPETITION - Wilson wrestling takes the bronze. Sean Swartz (right) placed 3rd in the DC Classics wrestling tournament for his weight class.**

Wilson wrestlers say all of the suffering and sacrifices they have to endure are 100 percent worth it. "When the referee raises his hand in front of everyone, it's the best feeling," Keegan said.

Regarding seasons to come, Keegan says, "We really hope more people come out. It has been the most difficult thing I've done, but the best at the same time."

# Fear and Clothing



## Streetwear Supremacy

**Jack Price**  
Columnist

"When you cop the 'Preme, you must cop with the swiftness and you must make sure you have the dough to pay for it... You cannot dress [incoherent psychobabble denoting shabby dress], and then think you are 'like that' because you own one camp cap that you wear every single day..." -Anonymous Wilson Hypebeast.

In the beginning, Shawn Stussy created streetwear in the back of his car on Laguna Beach. It was formless and empty, his now-ubiquitous last name scrawled on t-shirts and hoodies, but it was easy and cheap and your mom hated it.

Streetwear was hard to find, limited, and dismissive of authority—classic teenager bait.

Stussy especially attracted national attention when it stumbled upon the revelation that by combining goofy skulls and rap lyrics—super lame when worn independently—one could create a t-shirt that was significantly cooler than the sum of its parts. It was a new day, bursting with irreverence and logo flips.

Ten years passed. Streetwear stagnated, still stuck on the t-shirts and hoodies that had propagated its rise. Stussy got old.

And then along came Supreme, streetwear's self-styled savior. With a logo ripped out of a Barbara Kruger anthology and a penchant for superimposing Jesus on football jerseys, Supreme transcended the pedestrian muck that was 90s streetwear, creating something that could be coveted by rappers and lame white skateposers alike. It was the essence of streetwear distilled in white Futura bold on a red backdrop.

Today, Supreme retains its title, but what started as a cult SoHo skate brand now has global notoriety and a price point to reflect that. A t-shirt depicting the rappers Jim Jones and Cam'ron will set you back \$500 on eBay. What began as a counter to the lavish celebration of 1980s commercialism now embodies the capitalist sentiment it once snarked against. When the chips were down, streetwear chose self-preservation, and gave Supreme the keys to the kingdom. Its hour come round at last, the hypebeast now slouches toward Brooklyn.



Photos by Will Hamlin

**AND, ACTION!** - *The Wilson One Acts* comes to a close. Students (clockwise left to right) Hannah Wyatt, Michael Bayliss, Annie Rosenthal, Zavier Northrup, Loic Huber, Zac Nachbar-Seckel, and Gabe Cano give it their all.

## Curtains Close on Another One Acts

**Jake Radack and Henry Cohen**  
Contributors

"I wouldn't touch your butt with a ten-foot pole," says Samuel, the one and only Bar Mitzvah Boy of the Wilson One Acts. The One Acts are a Wilson tradition, a combination of experienced and amateur acting in the form of ten short plays. The One Acts give Wilson students an opportunity to test the waters in drama, without fully diving into the deep end.

Duncan Fitzgerald, a sophomore and a rookie of theatre, played Nelson in *The Spot*. Duncan, who just started acting this year, said, "It wasn't much of a time commitment. There was rehearsal about once or twice a week, except the week of performances. Then it was every day. It was a lot of fun and all of the plays are hilarious. All of the

people are cool and it's pretty laid back."

At each of the five performances, ten plays were performed. Performances were the first and second weekends of February. Originally six performances were planned, but one was canceled and some dates were moved due to the recent influx of snow.

Some acts were particular crowd pleasers. *Bar Mitzvah Boy*, starring junior Charlie Feller and freshman Mati Cano as awkward pre-teens dancing at a Bar Mitzvah, received roars of laughter. Feller, cross-dressing as Stacey, and Cano as Samuel Jacob Goldstein Rosenbaum, had a bagel and lox-esque chemistry. Stacey's sassiness and Samuel's pre-adolescent chutzpah combined to demonstrate the truisms of the classic bar mitzvah in Wilson's very own Black Box Theater. As Feller put it, "A

sexually-frustrated Bar Mitzvah Boy charms his way into the heart of his crush, Stacey."

Another crowd favorite, *Controlling Interest*, took a business perspective to the cootie-filled, booger-flicking, Lunchable-eating childhood decisions of four eight-year-old boys. The decision to begin "liking" girls came about at an orderly clubhouse meeting, led by leader Jack (sophomore Michael Bayliss). By the end of the play, the other boys come to terms with the fact that they are interested in girls, especially what is underneath Ashley's (junior Suzy Carnevali-Doan) shirt.

Though many of the plays were comical and relaxed, some were more sophisticated. One such show was *Words, Words, Words*. This act featured three monkeys who work on typewriters towards the ultimate goal of writing Hamlet.

"The play is very well-written and thoughtful, with several references and allusions to famous literature throughout," said Ben Topa, who played one of the monkeys. "However, these references were subtle and sophisticated, and much of the audience did not get them. The show was also less blatantly comedic than other shows, which may have contradicted the expectations of some audience members."

Overall, *One Acts* was a success this year. Anyone who enjoys doing in-class skits, telling jokes, or trying new things, is encouraged to participate in future *One Acts*. An anonymous source said in reference to not making the *One Acts* this year, "I'll get 'em next year! I had a great time just auditioning and reading the scripts. I would highly recommend it."

## WE DON'T SAVE KIDS FROM STARVING



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## Supervising Players is a Balancing Act

**Brian Keyes**  
Contributor

Hopefully all of you reading got out in the snow and saw the *One Acts*, 10 short plays produced, directed, and acted in by Wilson students.

What you may not know about them is that one teacher supervises the whole production: Kristen Kowalew. You might know her from around the school, or even take one of her social studies classes, but Kowalew also manages the production of *One Acts*, working with Wilson Players and the directors.

Kowalew says trying to manage a group of students trying to run themselves is, "a very delicate balance between being the adult authority figure with a fully developed brain and allowing students to develop their

own sense of ownership and responsibility and allowing their creativity to flourish."

Her main jobs with *One Acts* are to work with the directors to make sure that their plays remain appropriate, and to provide insight when directors might have a problem. This means she censors anything that is deemed too inappropriate, or that could be taken the wrong way, and then works with the directors to find a replacement that will work and still be funny to the audience while not offending anybody.

For the most part, though, Kowalew says, "I try to sit back and let students take charge." This allows Wilson's up-and-coming directors, writers, and actors to retain that special Wilson student charm.

# Carlos Hood: Music Man

By Sarah Marion

Junior Carlos Hood is a Kanye-loving, joke-cracking, flute-playing, aspiring musician with a fresh outlook on life. The Beacon's Sarah Marion sat down with him to talk about his love of music and his goals.

**SM:** When did you develop your passion for music?

**CH:** I guess since I was a little kid, music has always been a main component in my life. Growing up, I figured that my body or speed wasn't up to par to play sports like my older brother so I took a different route with music. I'm so glad I did because this road trip has been great.

**SM:** Which artists inspire you and what are your favorite songs, artists, and/or genres?

**CH:** I listen to a variety of music, from country to jazz, because I believe each artist has a story and the genre would just have to be the medium by which they express it. Although I am a big fan of Eminem and Earth, Wind, and Fire, my favorite genre has to be jazz with those crunchy yet smooth chord progressions and bass lines.

**SM:** What instruments do you play?

**CH:** I play a variety of instruments. I started playing the flute, the piano, the entire drum percussion family, the spoons, the body (physically hitting myself), the ukulele, and I do believe that the voice is an instrument in and of itself with beatboxing and singing. So a grand total of seven.

**SM:** Kanye, Jay Z, or Lamar?

**CH:** Yeezy, Jigga, or K-Dot? Sheesh, well they all have mad flow and legacy even with the fact that they are all alive and Kendrick is still relatively young. But if I had to choose, with no disrespect to anyone, then I got to go with Kanye. He's the man; he sets goals and gets them without any caution. I love the samples he uses and the built-from-scratch beats he lays out. I once had a dream that we produced a beat together. But those are dreams. Maybe one day people can relate me to Kanye. You know, minus the dropping out of college, getting my mouth wired shut, going crazy, running into signs, marrying a famous-for-humping chick, and telling Sway that he doesn't have the answers. But just making G.O.O.D music. See what I did there?

**SM:** What role does music play in your life?

**CH:** Music and I are currently in a polygamist relationship. I love it and I can always listen to it at anytime. I say we're in a polygamist relationship because music can't be only mine because it's a universal language and medium that brings all walks of humanity together.

**SM:** Can you tell me about a piece you're working on?

**CH:** Currently I am working on a lot of projects in and outside of school. I'm constantly whipping up new ideas with our school choir and our acappella music and writing music for the upcoming Shakespeare play. As for personal projects, I plan on releasing my first actual mixtape this summer beyond me just dropping singles or doing features.

**SM:** Where do you hope to see your music career in 10 years?

**CH:** I don't necessarily want to be famous, but I'm not saying that it wouldn't be nice. I would like to say that I'm more humble with my music and in 10 plus years I just want to make good music for people to connect to. Not only consciously but unconsciously as well. I want to create music that people can understand the story and flat out crank to.



## Rated R: Hidden Gems Part Two

by Jackson Ross

To get the obvious out of the way, there are hundreds, probably thousands of not-well-known movies in the world that demand more viewership than they receive. Film has been a medium for over a hundred years; who knows how many times filmmakers have struck gold, yet complications have prevented them from becoming another Spielberg, Huston, or Coppola. Sometimes when a famous director tries a different style, it's viewed as a misstep (Martin Scorsese's, "Gangs of New York"). Sometimes a movie is maligned in its time, only to be looked back on and finally earn praise (Ishtar). The point is, so many variables factor into making sure a good movie is heralded as a good movie. Here are four films of varying availability that deserve more watching than they get.

### KISS KISS BANG BANG (2005, DVD)

I'll start out with the best. "Kiss Kiss Bang Bang" is my favorite movie of all time. It's Robert Downey Jr.'s best performance. It's one of the funniest movies I've ever seen. There's so much more. Downey Jr. plays Harry, a slow-witted New York thief, who, in a ridiculous set of circumstances, is mistaken for an actor and whisked away to Hollywood, where he's teamed with a private eye, 'Gay' Perry Shrike, to learn how to play a detective. Things get complicated when they witness a real murder and Harry runs into a girl from high school, now trying to make it as an actress. The mystery at the center is convoluted, original, and hilarious. Downey Jr. gets some of his best dialogue ever, from a stuttering narration to a drug-induced rant about the problems with L.A. women. If you consider yourself a Robert Downey Jr. fan, yet won't watch this movie, you're not a real fan. Period.

### MANHATTAN MURDER MYSTERY (1993, DVD)

I think we all know what happened to Woody Allen in the early nineties, so I'll only give a brief run-through. He was dating Mia Farrow. He cheated on her with the daughter she had adopted from a previous relationship. There was a scandal, a court battle, and allegedly more disturbing things that are still being debated today. Messed up, I know. The point is, Woody needed some sort of spark creatively. Fun fact: his 1977 classic "Annie Hall" was originally written as a murder mystery, and only became what it's known as after severe rewrites. Allen decided to revisit that original draft and contact his old friend Diane Keaton. The resulting film, "Manhattan Murder Mystery," is the closest thing we'll ever get to more "Annie Hall." Keaton and Allen, playing a bored middle-aged couple who believe their neighbor murdered his wife, may as well be playing an older Annie Hall and Alvy Singer. Add Alan Alda doing a similar obnoxious competition schtick to "Crimes and Misdemeanors," and you've got several great Woody movies put together into another one.

### STATE OF PLAY (2009, DVD)

Playing like Robert Greengrass and Christopher Nolan had teamed up to remake "All the President's Men," "State of Play" is a great throwback to that and other 1970s thriller classics. After the death of a young female researcher helping a congressman (Ben Affleck) investigate a private security company, multiple questions are asked: Was the congressman sleeping with the dead woman? Was there foul play in her death? A local D.C. reporter (Russell Crowe) is tasked with finding out the truth. Full of suspense and twists, "State of Play" works as a piece of social commentary and a fun thrill ride. Also, notice how any movie set in D.C. doesn't seem to be filmed here? "State of Play" holds the record for most time spent actually filmed in the District, and if anything, it'll be fun to pick out all the places you recognize, from metro stations to Ben's Chili Bowl.

### DOGMA (1999, DVD)

Kevin Smith wrote and directed "Clerks." He also wrote and directed "Jersey Girl." The point I'm trying to make is that he's not just hit or miss. When he hits, it approaches masterful. When he misses, it's some of the worst cinema you'll ever see. "Dogma" is his one film that truly is masterful. A deliciously funny examination of Catholicism and how it's interpreted, "Dogma" tells the story of two fallen angels (Matt Damon and Ben Affleck) who find a loophole in Catholic dogma that will allow them to get back into heaven, which, undoing God's law, will mark the end of the universe. All they need to do is get to New Jersey before they are stopped by a mortal woman chosen by God, an unknown apostle of Christ who claims she was left out of the Bible due to being black, and Smith's classic recurring duo, Jay and Silent Bob. Not only is it Smith's funniest film, but it's also his smartest, showing a deep knowledge of the Bible and human nature in general. His dialogue is so sharp that you're hooked on every scene, be it the two angels embarrassing a corporate board by revealing their collective sins, to people just sitting around discussing religion in ways that are both eye-opening and hilarious.

# Lo-Fang: A Rising Star

Hope Willis  
Staff Writer



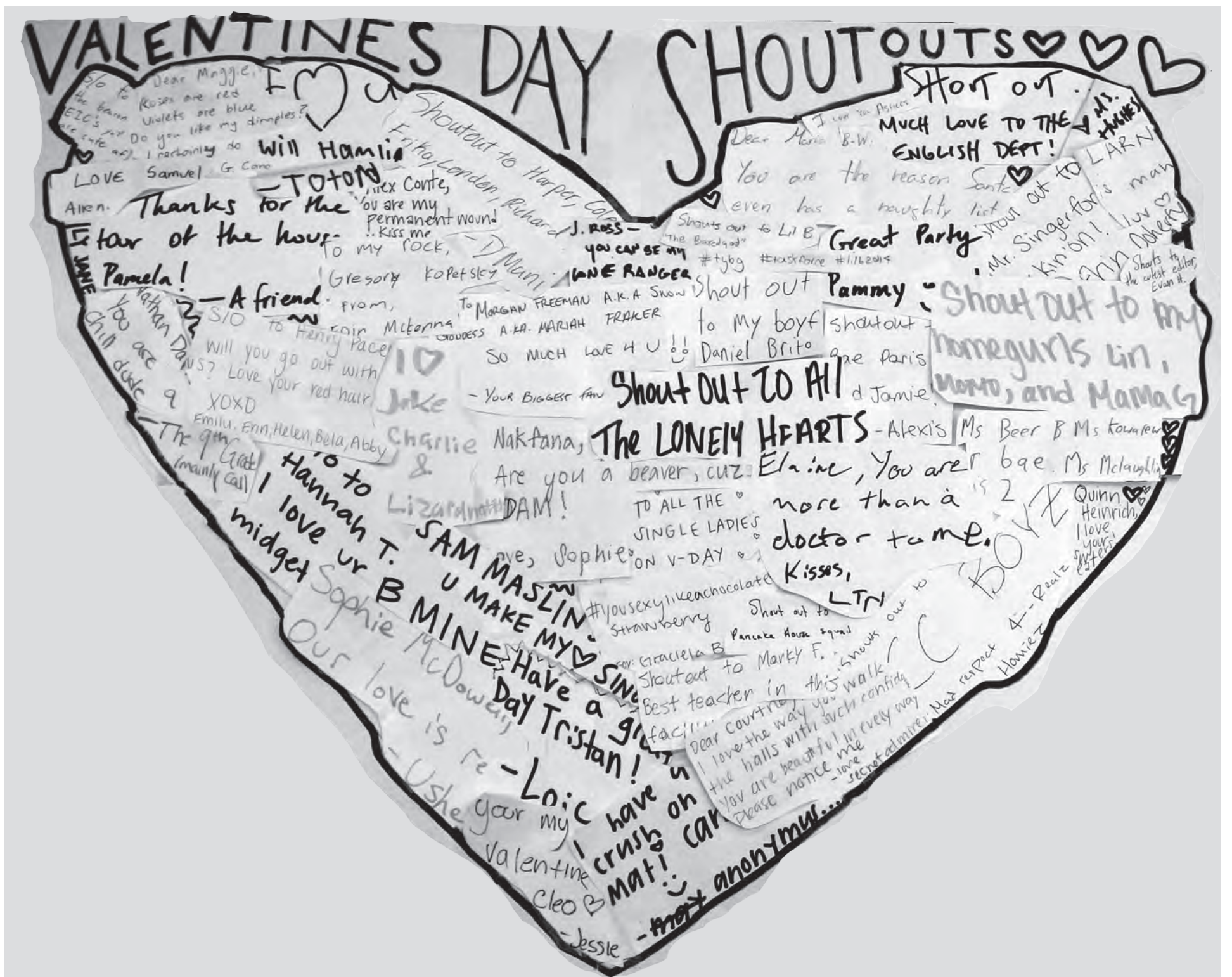
Matthew Hemerlein aka Lo-Fang has been a revelation in the underground scene for some time now since being signed by indie powerhouse label 4AD. 4AD is home to Purity Ring (if you haven't bought the 2012 album "Shrines", drop this paper and go do that NOW), Bon Iver, Iron and Wine, etc. Lo-Fang started turning heads when New Zealand songstress, Lorde listed his song "#88" as one of her favorites of the year. Only weeks later it was announced that the LA-based music teacher would be opening for Lorde on her U.S. tour that includes a stop at Echo Stage (I'll be there). His three videos that collectively had 10,000+ views at the time today boast 100k+.

"Blue Film", Lo-Fang's new

album, which came out February 25, starts off strong with "Look Away," a soulful track that shows off what he's capable of. The song is beautifully broken up into parts similar to the single "#88", which includes an acoustic tangent in which his classical training becomes apparent. Lo-Fang plays every instrument on Blue Film, including the violin, cello, piano, guitar and bass. It's easy to get lost in the complexity of the string instrument-laden songs, but Lo-Fang doesn't allow himself to be overshadowed. His voice is nothing short of a powerful but quiet storm of hypnosis. Where "Interlude", "#88", "Look Away" and "Boris" are dramatic, tracks like "Light Year" and "Blue Film" are minimalistic. The album is also intimate, even ostentatious on the purely sexy tracks "You're The One I Want", a cover of a

John Travolta song, and another cover, "Boris", a seductive plea to a girl that encourages a secret tryst while her boyfriend is away. But those are rarities. Lyrics penned by Lo-Fang himself are shrouded, serendipitous and enigmatic, much like him, but his voice is so chock full of emotion he manipulates you to feel how he wants you to feel.

In a nutshell, the album is dark, moody, sexy and beautiful. It's not too late to jump on the bandwagon. Lo-Fang doesn't even have a Wikipedia page yet and still favorites my tweets to him on Twitter. But with great looks, a fantastic debut, a plethora of talent, endorsement from a star with Grammy notches in her belt and now a tour coming up, Lo-Fang has had a match lit under him and his astronomical rise is imminent.



Compiled by Joey Keegan

## What's the best or worst comment you've received from a teacher at Parent-Teacher Conferences?



*"You curse too much."*  
**Maria Chavez 11,**  
**Rebecca Sauls 11**



*"You talk too much."*  
**Mary Brown 10,**  
**Camilla Goncalves 10**



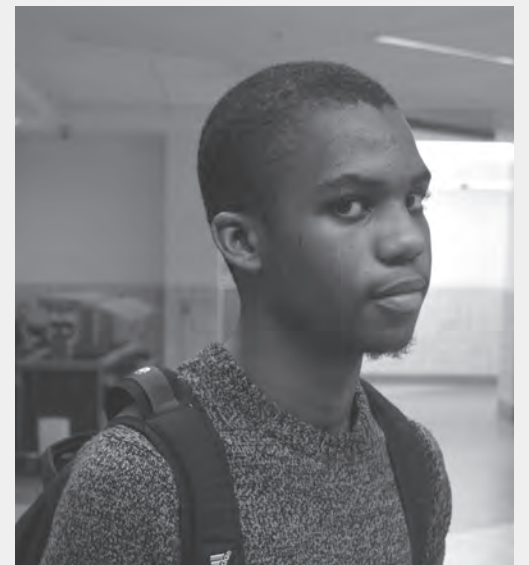
*"Your child should be in high school by now (in elementary school)."*  
**Charlie Steinman 10**



*"You look nice today."*  
**Fabby Garcia 11**



*"Zac Knuckle... Zac Kneckle... how do I pronounce your child's name?"*  
**Zac Nachbar-Seckel 10**



*"Are you in my class?"*  
**D'Mani Harrison-Porter 12**



*"You're failing and you should change your classes."*  
**Floorance Faqiri 10**



*"You're the smartest person I've ever had failing my class."*  
**Rebecca Klein 12**



*"I've never liked your child."*  
**Kimberly Manalang 9,**  
**Nora Parisi 9**



*"I love you."*  
**Claire Cahoon, 10**  
**Xavier Northrup, 10**

*"Your such an awkward stripper."*  
**Mariah Fraker 11**



*"You never do work."*  
**Pius Cookson 11**