

“Forks are weaponry...for attacking salads.”

-Abby Tanen

P. 9

“Christmas and Hanukkah...have been tainted by manufacturers in hopes of increased sales.”

-Nora Canellakis

P. 6

“The team has a mix of veterans and first-time wrestlers, and even has three girls.”

-Erin Doherty

P. 11



Woodrow Wilson High School THE BEACON

December 12, 2014

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VOLUME 78 ISSUE 4

Non-Indictments in Police Killings Cause Widespread Outrage



Graphic by Tom Giagtzoglou

Emma Buzbee
News Editor

A national movement for justice and reform took shape in recent weeks, as protests erupted in cities across the nation against police abuse of power after grand juries in Missouri and New York ruled not to indict police officers for the killings of two unarmed black men last summer.

Murmurs of inequality between police and citizens, previously just felt in individual communities, grew increasingly loud after the shooting of unarmed black teen Michael Brown by white police officer Darren Wilson in Ferguson, Missouri. On November 24, a Missouri grand jury announced that Wilson would not be indicted, and protests took place all over the country and the world, though violence was primarily contained in Ferguson.

On December 3, a grand jury announced that white police officer Daniel Pantaleo, who strangled another unarmed black man named Eric Garner on Staten Island in July would also not be indicted.

In the days following the non-indictment of both Darren Wilson and Pantaleo, many protests occurred in DC. These protests followed the generally peaceful trend of those across the nation, featuring sign waving, marching, blocking traffic, and staged die-ins where people lay on the ground, representing deceased victims of police officers.

Wilson students participated in some of these protests. Junior Kellik Dawson joined

a protest on December 5 at Gallery Place: “We decided [protesting] was a better use of our time than going home. I believe Michael Brown and other things happening with police brutality are something we need to focus on. [Police brutality] is not an every-now-and-then thing. Police brutality against African Americans happens frequently.”

Ali Sefsaf, also a junior, said he believes that the non-indictment of Darren Wilson sends a message. “It’s as if the government is saying that [police shootings] are okay.”

The two non-indictments have also prompted responses by the government. An ongoing federal civil rights investigation of the Cleveland police department recently found patterns of use of unnecessary force.

“Accountability and legitimacy are essential for communities to trust their police departments, and for there to be genuine collaboration between police and the citizens they serve,” Attorney General Eric Holder said in a public announcement. President Barack Obama announced a plan on December 1, with varying reactions, to place body cameras on police officers to reduce ambiguity in Ferguson-like situations.

“At the end of the day,” Sefsaf said, “a young black man was murdered in the street by a white man. And I’m not going to stand for that.”

A “National March against Police Violence” is scheduled to happen on December 13 at 12 pm on the Freedom Plaza. The families of Eric Gardner, Michael Brown, and Trayvon Martin will attend.

NMSI Program Discontinued

Claire Parker
Co-Editor-in-Chief

Normally-lethargic seniors snapped back to life last week when they received their much-awaited NMSI checks. Students who passed AP math, science, and English exams last spring received \$100 per exam as part of the National Math and Science Initiative program, which the school thought was supposed to last for three years. NMSI’s money for this program ran out, so it is not continuing this year. The Wilson community is expressing disappointment for a variety of reasons.

“I’ve been here for 15 years, and I see lots of things come down the pipe,” said Academic Coordinator Alex Wilson, tasked with implementing the NMSI program last school year. “We have [many] reform initiatives or models come through. So this program was to be three years -- sure, right -- until it’s

not.”

NMSI is a nationwide program dedicated to advancing STEM (science, technology, engineering, and math) education by improving AP exam performance in math, science, and English. It is made up of three main components: Saturday study sessions taught by outside instructors, mock exams graded by outside graders, and monetary incentives for students and teachers.

“The idea of the stipends is hugely expensive,” Mr. Wilson said. “I mean it’s fifty-something thousand for teachers, \$32,000 for students. It’s weird money.” The program’s high costs beg the question: did it work?

“Opinions abound as to what impact these incentives had on performance,” wrote Principal Pete Cahall in his weekly note to parents. “However, there is no disputing the good news that a record

CONT ON PG 2



Photo from Creative Common/Cliff

DC is mourning the passing of “Mayor for Life” Marion Barry. He was born on March 6, 1936 and died unexpectedly at Union Medical Center in Washington, DC on November 23, 2014. Some Wilson students attended a funeral procession on December 6, who, along with thousands of DC residents, paid their respects to honor his legacy. To read Wilson students’ reactions to Marion Barry’s passing and to learn more about his legacy, visit thewilsonbeacon.com.

NMSI Program Ends After One Year

FROM PG 1

number of scholars took a record number of AP courses last year.”

In spring, 2013, 602 students took 1318 exams, compared to 661 students and 1471 exams in 2014. And 708 students are scheduled to take 1691 exams in the spring of 2015.

AP English Language teachers saw higher pass rates and more students in their classes. Pass rates also improved in biology, chemistry, computer science, and Physics C.

“Based on the data that we have seen coming out of Wilson with the one-year partnership, it definitely seemed like [NMSI] had some impact in helping to raise the AP passing rate at Wilson and also expand the number of students in the AP program,” said Matthew Reif in DCPS’ Office of Teaching and Learning. “I would temper that by saying that Wilson already has a strong record of increasing AP scores and the number of students taking AP courses.”

Teachers were divided over what caused improved pass

rates. “I’m not entirely sure if I had kids pass because of NMSI or because they put in the time and effort to get prepared,” said AP English Language teacher Molly Ramos.

However, she said “There are some kids that really benefitted from two main things: the Saturday sessions and the mock exams graded by outside graders.” Teachers said they found these two components helpful to both their teaching and students’ performance. Mr. Wilson calculated that the study sessions added up to an additional four weeks of instruction.

“The presenters at the Saturday study sessions were outstanding. The resources were incredible. All the pieces were there,” said math teacher Elaine Smith.

Students were divided over whether money was a motivator. Junior Asa Canty said, “I don’t have a lot of motivation to study for those tests because I don’t even understand what they really do for you even if you get a 5, so at least if I knew money was coming I would know there’s

some type of reward.”

“I would’ve taken [AP courses] anyway, but I feel like some of my friends would’ve dropped them if there wasn’t an incentive,” senior Ahotep Holder said. “I feel like it’s a nice gift for people who put a lot of work in either way.”

English teacher Belle Belew is worried that most of the students who profited from NMSI were kids who would have done well on the exams anyway. “There were a lot of resources for kids who didn’t need it, and not a lot of resources for kids who did need it,” she said. And the fact that the study sessions were held on Saturdays prevented disadvantaged students from attending them, she said.

Belew teaches a combination class made up of both AP English Literature and English Four students, which in her opinion is exactly the environment where NMSI is beneficial.

“I think the purpose of NMSI was to work with kids who were struggling to meet AP standards, and I think that was really useful [in that class] last

year,” she said. However, her class is the only one of its kind at Wilson.

Students, teachers, and administrators were under the impression that NMSI was a three-year program. The program is not being implemented this school year, and confusion still surrounds the question of why. “I don’t think anybody in this building has clear answers,” Ramos said.

“I don’t know the decision tree,” Mr. Wilson said. “I do not know what happened to year two or three. I always had the sense it was supposed to be a multi-year program.” Neither the school, NMSI, or District offices ever announced to teachers that the program would not be continued. NMSI did not respond to requests for an interview.

Reif wrote in an email to Mr. Wilson that the NMSI grant was funded by the Office of the State Superintendent of Education, mainly with money from George Washington University. “Ideally, NMSI likes to partner with individual schools for a three-year basis.

However, going into this, they knew that they only had guaranteed funding for one year,” Reif told me. “The hope had been that they would find funding for an additional year or two, so they applied for another grant from OSSE. However, they didn’t get that grant.”

“I’m just concerned that we don’t get a second chance,” Smith said.

Wilson views NMSI as a learning experience, and is hopeful that DCPS and the school can replicate some of its components. Reif however, said that monetary incentives are cost-prohibitive for DCPS, but DCPS is looking into budgeting for other components, such as study sessions, next year. For now, though, no remnants of the program remain.

AP Physics teacher Angela Benjamin said, “I wish the grant had lasted for three years so that it would have a chance to change the culture and not just be a one-time fluke.”

“I Count” Returns Without the Stickers The Process Behind the Citywide Audit

Danielle Breslow
Contributor

Attendance was on everybody’s mind as DCPS counted heads on November 6 for its annual school audit. An audit counts all the kids who are physically in the school, to get an estimate of how much funding the school needs for the next school year. According to the Uniform Per Student Funding Formula (UPSFF) \$10,795 will be given to a DCPS high school for each of their 9 to 12 grade students. That amount can change for English Language Learner students and special education students.

Principal Pete Cahall says that in years past the audit went well. “Every year we do a real good job of getting the paperwork in line,” he says. “If students aren’t here we have documentation either through attendance sheets or work samples that allow us to get them counted.”

DCPS provides the school a certain amount of money for each student annually. However, DCPS does not count students who come to Wilson later in the year.

“I am told that Wilson usually gets about 30 additional students each year after the city-wide audit occurs,” said Counselor Diana Blitz.

According to Assistant

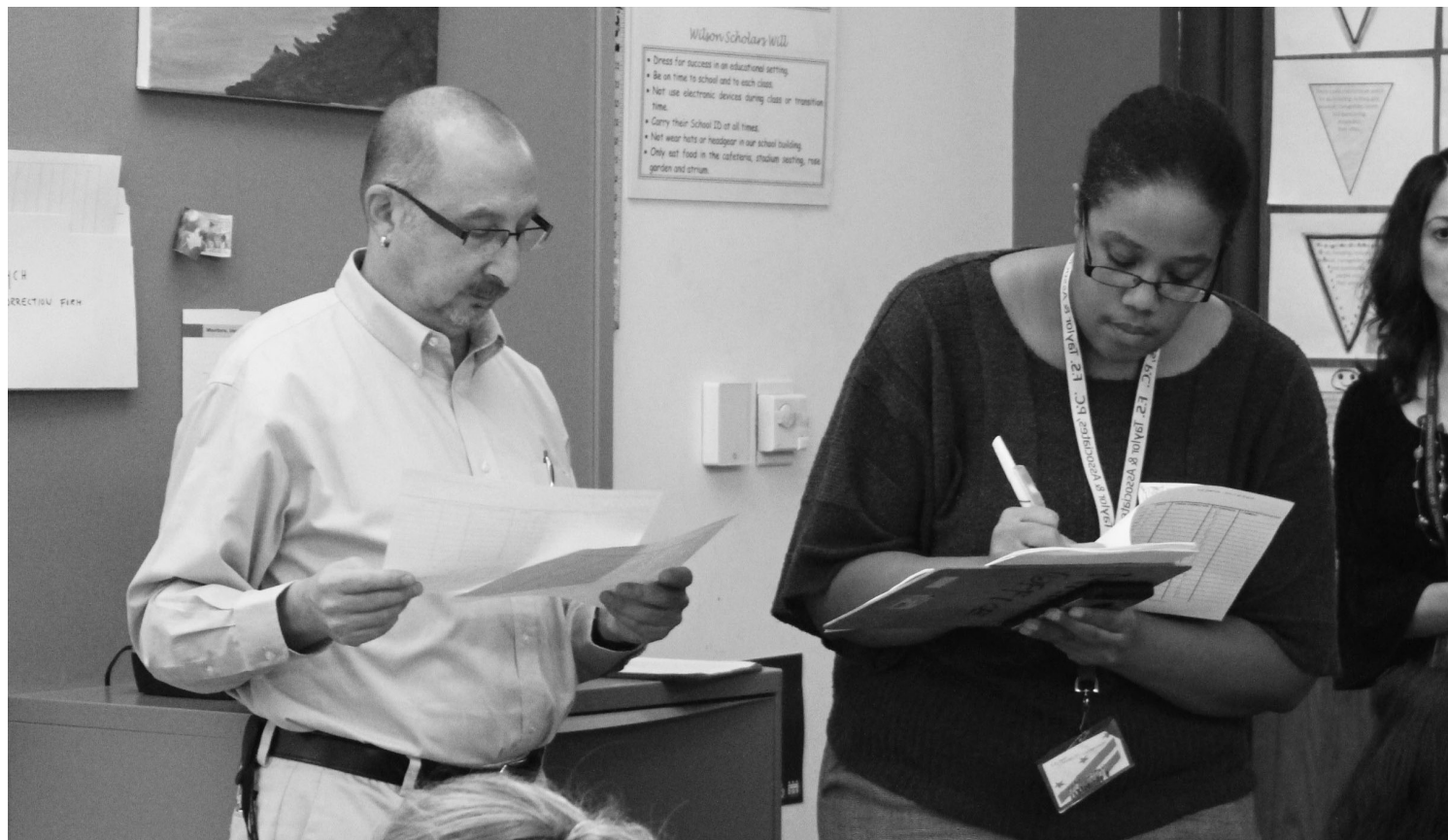


Photo by Ellie LeBlanc

COUNT US IN - Mr. Garbus poses with auditors from DCPS. The school underwent a “warm body count” on November 6th.

Principal Gregory Bargeman, “After October 6, any student who comes, we don’t get any money.” This mobility goes both ways. Some students transfer away from Wilson after October 6, but the school still gets their money. “It generally balances out,” Academic Development Director Alex Wilson said.

“When students move,

the amount of money schools receive to educate them doesn’t follow, so there’s no incentive to keep those students in class,” Scott Pearson the executive director of D.C. Public Charter School Board, told WAMU radio station. This means that even if a charter school dismisses a student who then transfers to a public school like Wilson, that

charter school gets to keep their funding, while the public school receiving the student does not receive any funding.

A continually growing student body also creates problems for Wilson. The number of students counted towards the audit does not affect the school’s budget for the current year. Instead the

attendance numbers determine the school’s budget for the next school year. Each year, the population is greater than the next but the school only gets the budget money of last year’s smaller audit. According to Wilson and Bargeman, the school is expecting 80 more students for the 2015-2016 school year.

THE BEACON

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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*.

Have you checked out The Beacon's website, thewilsonbeacon.com? This year we are shifting our publication to a "web first" model. This means all our timely content, such as breaking news, sports game coverage, and current events coverage will be published on the website instead of waiting for the paper issue. New content, including videos and photo galleries, is posted to the website almost daily. Not to worry, though: all your favorites from the paper will still be here: Top 10 and Kids in the Hall aren't going anywhere! The content in the paper will be more investigative news and long-form features. We believe that this transition will strengthen both the paper and website. If you don't already, follow the Beacon on Facebook, Twitter, and Instagram to stay up-to-date on all things Wilson.

Blame Bad Journalism, Don't Blame Jackie

By The Beacon Staff

When you're reading an intensely emotional story that seems to confirm all that you believe to be true, a story that seems to capture the essence of an issue almost too perfectly, alarm bells should start to go off. But too often, they don't. Confirmation bias, the practice of believing information that validates our opinions, is a common tendency that even the most seasoned critical thinkers succumb to. And it can be dangerous, as illustrated by the recent debacle involving last month's Rolling Stone article about sexual assault.

In the article, author Sabrina Rubin Erdely recounts the painful events that a University of Virginia student, known to the public only as "Jackie," went through during and after her assault. The article is incredibly detailed, and includes a grisly description of the alleged gang-rape that for many was painful to read. After the assault, the article claims, Jackie reported the rape to her friends and university administrators, whose reactions sought to uphold personal and institutional reputations, rather than help the traumatized victim.

It is a terrifying and shocking story.

The article went viral almost immediately. It tugged at heart strings. It provoked tears and outrage. It caused the University of Virginia to almost immediately shut down its fraternities. It became so widely read that it sparked a nationwide discussion about rape on college campuses. And, at least at first, almost no one doubted it was true.

Then discrepancies in the story began to emerge. Certain details reported later, such as the date of the assault and the fraternity affiliation of assailants, didn't align with what Rolling Stone had published. The Washington Post ran an article highlighting the fact that the writer, Erdely, didn't get in touch with any of the witnesses or accused perpetrators, a fairly uncommon thing to do when reporting on alleged crimes.

Many of us on the Beacon staff who had followed the story felt duped. We struggled, along with readers around the country, to figure out why we had believed the story so blindly at first. In retrospect, perhaps it was because we were so caught up in the horrific details of the rape – the images of violence, blood, a broken girl – that we didn't catch the fact that the perpetrators and Jackie's friends had never made statements. We

Rolling Stone

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Truth

Graphic by Alexei Girdis

were happy to finally see a rape victim believed by the mainstream and sexual assault entering the national consciousness. And we were all too willing to believe the narrative because it seemed recognizable and real. But just because something fits in conveniently with our image of reality, doesn't mean it's the truth.

As readers, we should have read the story more carefully, and pushed ourselves to be emotionally detached enough to look at the facts as objectively as possible. We must be vigilant news consumers who think critically about where information came from, how it was obtained, and whether it has been corroborated or backed up by fact.

The Beacon would like to point out what many other news sources already have: questioning the veracity of Jackie's story objectively is not the same as accusing her of lying. It is simply doing what the reporter of the story failed to do: checking the account to make sure all the facts line up and all the pieces fit together. The goal is to uphold the responsibility that all journalists and news sources share: to deliver unbiased, fair, and accurate reporting, so that the public can understand the story fully, and draw conclusions of their own.

The party who made a mistake here is not Jackie, and while readers should have been more skeptical, the error isn't theirs either. It's Rolling Stone's.

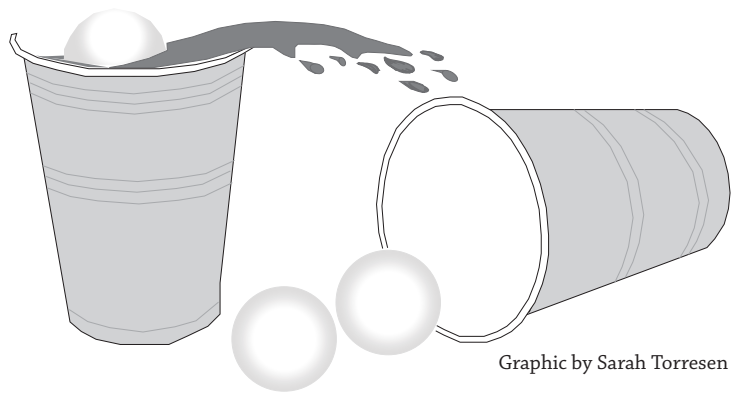
Journalism is a powerful thing. Like any power, it can be abused; and those involved in the reporting of this story did just that. The reckless publication of the UVA rape

story fuels the dangerous and overwhelmingly incorrect notion that women who report sexual assault are often lying, setting back the movement against rape culture on college campuses.

All news publications have the responsibility to bring only well-reported stories to their readers, and when they do make mistakes, they must be held accountable. As the editorial staff of the Beacon, we take that responsibility very seriously, and we strive above all else to uphold journalistic integrity. We view the disaster Rolling Stone created by publishing the UVA article as a messy, painful, and unfortunate one, but also as a cautionary tale of how much can go wrong when news stories are not thoroughly reported.

We urge our readers to look at all stories, especially emotionally-charged ones, with a critical eye. Don't take articles or pieces of information at face value. Look for hard evidence to back up claims. Look to see if all sides are represented, and that stories are corroborated. Stories about the issues you hold closest to your heart are the ones you should question the most, since misrepresented stories obscure greater truths and obstruct positive change.

Journalists have a responsibility to tell the public the whole, thoroughly-reported, fact-checked truth, so that fiascos like the one the Rolling Stone story created don't happen. Hold all journalists, including the Beacon staff, to that standard. Accept nothing less.



When Tolerance Falls Short

Maria Brescia-Weiler
Features Editor

When we got the call that my brother David was joining a fraternity, the shock and disappointment in the house were palpable. My parents – one, a “Self-Expression and Creative Writing as a Pedagogical Tool” major and the other, a passionate advocate of non-genetically modified food (or as he calls it, “real” food) and the overthrow of the capitalist system – searched for days for the answer to the simple question, “Where did we go wrong?”

We took David to anti-war rallies starting when he was a baby, my parents thought. We taught him to advocate for the rights of his aunts who could not get married and of his friends who could not attain citizenship. We showed him that the futons in our basement ought to be occupied by whoever needs a warm place to sleep and taught him to always, always side with the marginalized. We never could have seen this coming.

They were never able to figure out where they went wrong for one simple reason: they didn’t go wrong. There was no big screw-up or miscommunication that led their beloved oldest son to become a close-minded, privileged, misogynistic frat boy, because he never became one. It was unfair of them to assume that he would.

This sort of thing seems to have become a pattern, especially in a city as liberal as DC, where open mindedness is the norm and diversity is encouraged. Many of the most progressively-thinking, loving and seemingly tolerant people I know – at times myself included – seem to have strong prejudices against those who are not marginalized, who are not different enough.

I know that endorsing frats is not a popular move, especially right now, and that is not the message I intend to send. I simply believe that tolerance should not be a selective state of mind. If you intend to be tolerant (and you should), then you must be tolerant of all people. This doesn’t mean you should ignore cases of rape or racial profiling in favor of

tolerance for fraternity brothers and policemen. It simply means you shouldn’t rule people out because they fit into a box that is not one of the ones you identify with, or because they fit into a box at all.

Recently I read an article in NY Magazine by one of David’s (fraternity) brothers about his own reluctance to join a fraternity because he believed, like many of us, that fraternities were “bastion[s] of misogyny, elitism, and white privilege.”

Ultimately he ended up joining one, obviously, but the article was about how being in a fraternity helped him to “better understand the histories of discrimination and oppression from which [his] life as a straight, white, cisgender man had shielded [him].” He found the fraternity to be a clear manifestation of such a shield. He was acknowledging his inherent advantage as such a person (white, straight, cisgender, well-off) and when I idly began to read the comments, as I clearly shouldn’t have, I was surprised, as I clearly shouldn’t have been, by the way he was being attacked.

Readers assailed him for his privilege, questioning the validity of his white-straight-male voice, perhaps because they didn’t realize that his understanding of it was the centerpiece of the article. Most surprisingly, they criticized his use of the word “cisgender,” a word which I interpret to be the epitome of political correctness. I don’t see how chastising someone for using a word on which there is no existing consensus of appropriate use is more important than trying to understand where said someone is coming from.

Tolerance should not be a competition or a private party, a grappling for newer and more complicated words, a volley of angry internet comments. There should be ample space on the tolerance train for fraternity brothers who think and religious fanatics who care and anyone who wants to join in. There are so many things to be angry about that word choice and conformity don’t even come close to making the list.

Overworked Counselors Mean Underserved Students

Erin Sternlieb
Chief Web Editor

This month, I had planned to write an article about how hard Wilson makes applying to college, but in doing research, I learned that there is more to the story. Wilson actually provides more resources for students applying to college than many other public schools, especially in DC, and Wilson does a good job year after year with a small staff in helping a large senior class get into college. But despite measures that the College and Career Center and the counseling department take every year, students fall through the cracks due to limited resources and man-hours.

Sandra Bean is the only college counselor employed by the school, and she is only working part-time. Every year she meets with over 300 students to aid them in the college application process. Bean is so busy, she says, that from August until about two weeks ago she was booked solid, and it was almost impossible to get an appointment with her.

Sitting in the College and Career Center with her, it is clear how important Bean is. She answers many students’ frantic last-minute questions, and she promises to edit two students essays over the Thanksgiving break. One student even jokingly says “Bye, Mom” to Bean as he leaves the office. But no matter how hard she works or how beloved she is, one Ms. Bean is just not enough.

One of the biggest problems Wilson students face is underestimating the importance of their GPA until senior year, Bean says. Seniors come in to see her with a 2.0 and there isn’t much she can do. If she had more time, if there were more of her, she would love to be talking to everyone and helping people understand what they need to do to get into college from the first day they walk into the building.

This causes another, maybe bigger, problem. Because Bean doesn’t have time to meet with every student, she ends up using her time to meet with the students who seek her out, the students whose parents understand the importance of getting help with the college process, often the students whose parents went to college. This means that the people who really need the most help aren’t getting it because they aren’t pushed to seek it out.

The counseling department is a similar story. On top of scheduling, managing transcripts, providing social and

psychological support, managing academic intervention, enrolling new students and running testing, counselors are in charge of sending grades and writing recommendations for all seniors applying to college. Each counselor is in charge of approximately 360 students, 80 to 100 of whom are graduating seniors.

When I talked to the counselors, they joked that they “could sit here all day” listing all their responsibilities at Wilson. They talked about all the things they would like to do if they had the time: running group counseling, spending more time with parents, doing classroom guidance to talk about bullying or give students more information on things like the college application process. Their list goes on, but it all remains hypothetical; it is just not possible given their current case load.

Together, Bean and the counseling department, along with Wilson’s DC College Access Program (DC-CAP) representatives, manage to do a lot to help students with the college process. The College and Career center hosts over 150 schools each year to come talk to students. Fifty to 75 students get into college every year through on-site admissions: admissions counselors from these schools come to Wilson, review students’ grades and test scores, and either admit them or advise them on what to do in order to get admitted.

These programs are fairly unique to Wilson. In fact, Wilson is the only DC public school with a College and Career Center. Its inclusion was mandated in Wilson’s charter, although the name changed to the College and Career Center when Cahall took over as principal. At many other DC schools, the counselors

not only do the plethora of jobs that our counselors do, but they are essentially college counselors as well.

Just because Wilson is doing more and better than many other schools doesn’t mean that Wilson is doing enough. The difficulty and complexity of the college application process is the largest culprit; it is not easy for any student or school to manage. Quite frankly, the biggest problem is that Wilson is crowded and the counselors are overloaded, and it is impossible to give every student the individual attention they need and deserve.

One important step Wilson could take towards making it easier would be improving communication. Much of the important information on the college process I needed I found out from other students. This information needs to be more readily available to all students. Also, there needs to be more efficiency in how students meet with counselors and get their transcripts and recommendations sent. This is all doable, and could make the lives of everyone involved in the college process less stressful. Some steps are already being taken, like the implementation of Naviance.

The College and Career Center and its counselors deserve congratulations for the hard work they do to get students into college every year with limited time and resources. Wilson deserves more resources so that no students fall through the cracks. In the meantime, Wilson should continue to strive to improve the process with the resources we have so the system works better for everyone.



Graphic by Alexei Girdis

TOP 10

signs that the holidays are around the corner

1. Your favorite Kwanzaa jams are non-stop on the radio
2. Your candles are starting to last for eight days (IT'S A MIRACLE!!)
3. You're noticing more small people with pointy ears in your classes
4. The snowman you built just came to life
5. The deer in Rock Creek Park are suddenly red-nosed
6. Instead of rolling dice, kids in the bathroom are spinning dreidels
7. You really really want a Red Ryder Carbine Action 200-shot Range Model air rifle
8. All of the inns are booked up--all that's left is the old manger out back
9. Your aunt keeps asking you what CDs you're into these days for "no reason"
10. People keep filling your shoes and socks with candy

David Fadul
Staff Writer

I usually hesitate when people ask me what my favorite genre of music is. More often than not, my response warrants an eyebrow raise. Occasionally somebody will say, "I didn't think you'd be the type to like rap," as if there is an archetype for a hip-hop fan. There is not only a preconceived idea of what kind of person listens to hip-hop, but also a negative connotation to the genre as a whole. What some fail to see is that hip-hop is complex.

Of course hip-hop isn't perfect. There are some misogynistic songs, some homophobic lyrics, and some violent messages. However, it is important to remember that these songs are not representative of all rappers. In the end, hip-hop is a tool to describe the society we live in, just like it was when it was conceived 40 years ago.

Hip-hop culture originated in the 1970s, and included graffiti, beat boxing, and break-dance artists. The first rappers appeared around 1976. Using the beats provided by DJs, they rapped about their opinions on street life and competed with each other. Ice-T described hip-hop saying, "Hip-hop the culture is very much like a sport. It's competition... It's the way inner city youths found pride in themselves."

Early rappers shared a common sense of rebellion and resistance, especially against the disco music that dominated the radio and had unimaginative lyrics. In the 80's, rap spread and started the diversification of the genre that continued into the 90's. Rap was no longer solely about bragging and street life; it was the beginning of socially-

and politically-conscious rap. The 2000's brought new audiences to hip-hop through contributions from pop artists, as well as a new wave of politically-charged rappers. Ice-T's documentary "Something From Nothing" gives a more in-depth explanation of this complex history.

A history as rich and diverse as this cannot be merely dismissed through broad (and often incorrect) assumptions and statements. Mainstream culture has provided a vision of hip-hop that is overly simplified, one that influences the negative feelings towards the genre. For example, a recent Washington Post article titled "Prosecutors Would Rather Read Rap as a Threat than as Art," described the growing trend of prosecutions based on threats in rap lyrics, which is, according to the Post, "effectively denying rap the status of art." However, rap is not only being misrepresented in court. Barely any introspective hip-hop songs make it to mainstream radio, and instead they are replaced by pop songs about superficial topics.

"I don't think what is played on the radio is representative of any genre," AP English teacher Jennifer McLaughlin said. "I'm an English teacher. I like good storytelling. I don't think we acknowledge the skill of good lyricists."

These great lyricists--including Biggie Smalls, Nas, Eminem and Tupac--have used their talent to tell detailed stories of murder, romance, hope, and the ghetto. To anyone who wants a taste of these deeper topics, "Changes" by Tupac deals with poverty, wars in the Middle East, drugs, and violence. Macklemore's "Neon Cathedral" deals with

alcoholism, and "Wing\$" critiques consumerism. "Hey Mama" by Kanye West is an ode to mothers, especially those who raise children in the harsh environment of the streets. "Sing for the Moment" by Eminem conveys the consequences of living in broken households and the way rap can help. "The Message" by Dr. Dre reflects on the loss of a relative. These do not begin to scratch the surface of the topics that rappers deal with.

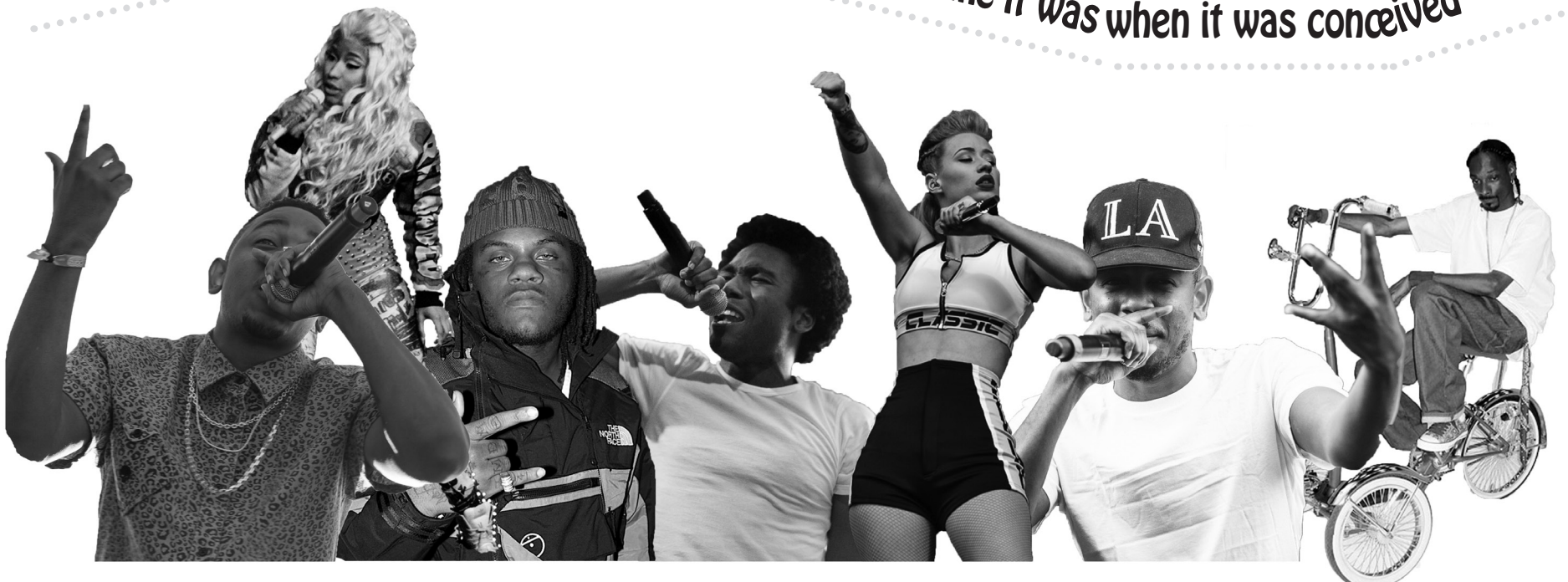
McLaughlin is one of many hip-hop fans who can appreciate the genre for its poetic nature. Wilson junior Claire Cahoon also believes in acknowledging that this poetry is important.

"[Hip-hop] is interpreted as a sex and money genre. There are rappers who speak about this lifestyle. However, there are rappers who use it as a way to express deeper ideas, sometimes more effectively than mere poetry."

There is a whole underground community of rappers who sound nothing like the so-called misogynistic and homophobic rappers on the radio. It is unfair to judge hip-hop without knowing about these rappers, because they constitute just as much (or even more) of the genre as the mainstream rappers we hear every day. It would be like saying you know Mexican cuisine because you've eaten at Taco Bell.

"I don't like when rap discriminates against people, but that's what the media portrays. That's not the genre, it's just the artist," reflects Cahoon. People should keep this in mind the next time they think to pass judgment on a whole thriving and evolving community.

"Hip-hop is a tool to describe the society you live in, just like it was when it was conceived"



Don't Forget About the Arts

Brian Keyes
Junior Editor

I grew up in a household surrounded by music. Almost every person in my family plays an instrument of some kind, and our music collection is massive. I honestly believe that being around music has had a great influence on my life, and on the lives of others coming from similar backgrounds. And it's not just music. Drawing, acting, dancing, and painting are all great ways for kids to expand their minds and express themselves.

Sadly, it seems that school boards across the country do not agree with me. Arts programs are almost always the first things to be cut when

budgets are slashed, leaving many schools without the resources to provide students with adequate arts programs during the regular school day. In New York City during the school year of 2006-2007, the budget for arts programs in public schools was cut by 68 percent, or \$7.2 million dollars. Sports, on the other hand, are almost always left untouched, or at the very least, suffer minimal blows. It seems that today we value people who can throw a football much more than anyone who can paint a masterpiece.

That's not to say that I am advocating against athleticism; far from it. I am of the opinion that everyone should try and be active in some way or another, if not to stay in shape then at least

to have fun with other kids at school. But I do think that those who excel in sports are seen as being in a higher level in society than those in the arts. They should be seen as equal, instead of having one favored more than the other.

Just look at the benefits of having creative outlets in school. Classes like art, music, and drama provide good breaks between the intense schoolwork we know all. Teachers like Harriet Bronstein (theater) and Lori Williams (choir) have been staples in the Wilson community for years, teaching many generations of kids to love and embrace their creative paths. The theater department and Wilson Choir reflect just how much time and effort is put

into music and drama by our fellow students, the result being that our arts programs are some of the best in the area.

The value of the arts extends beyond arts programs. Activities like playing music can help with academic classes as well. Neuroscientists at Northwestern University have discovered that people who play instruments often have stronger pathways linking the two sides of the brain, allowing them to develop better critical thinking skills. Because playing music takes advanced thought process, musicians have also been found to have stronger executive functions, allowing for more efficient planning and execution.

I think most importantly, the arts give us an outlet to

address the topics that make us human. According to junior Kellik Dawson, "The arts are important because they give people an environment where they can express personal beliefs on subjects that are too sensitive to talk about. The different mediums of art are to all express a feeling about something and let people understand your feelings without flat out telling them. The arts are important because they teach you how to be a person."

In conclusion, appreciate what we have at Wilson. Our arts program is top tier, so be sure to make the most of it and use our programs to the fullest.

Commercialization Undermines Cultural Importance of the Holidays

Nora Canellakis
Staff Writer

Today, holidays that once traced their origins back to religion and people celebrating their beliefs have become victims of commercialization by modern businesses.

Holidays such as Christmas and Hanukkah, with roots in meaningful historical events and cultures, have been taken advantage of as opportunities for commercial profit. Now more than ever, people look at holidays as a time of vacation

and receiving gifts.

Christmas is the largest and most commercialized holiday. As its origin is the celebration of and reflection on the birth of Christ, it's alarming how much today's holiday has strayed from that. Christmas has become a chance for stores to open their doors to customers for longer hours and to urge them that the best way to celebrate the holiday is with material goods. The general sentiment keeps growing that Christmas is a time of gain, as stores start selling "Christmas items" as early as

October. Christmas has become associated with pine trees, lights, presents, reindeer, and candy canes as many focus on the number of presents under their tree rather than on the birth of a momentous religious figure.

The Jewish holiday Hanukkah, too, has become greatly commercialized, probably due to its proximity to and association with Christmas. Businesses look to link Hanukkah, the eight-day celebration of light and its triumph over darkness, with

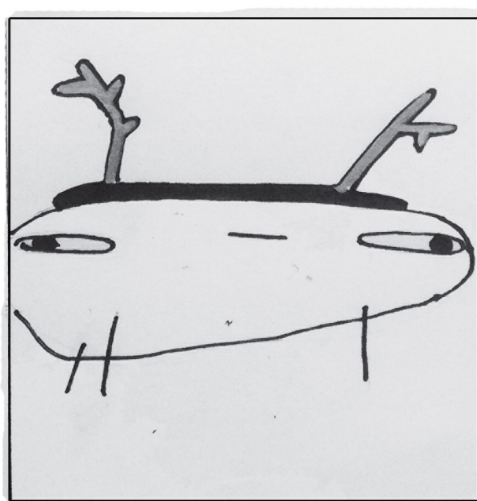
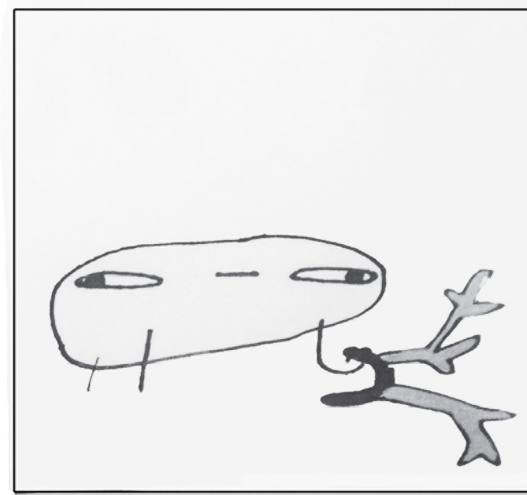
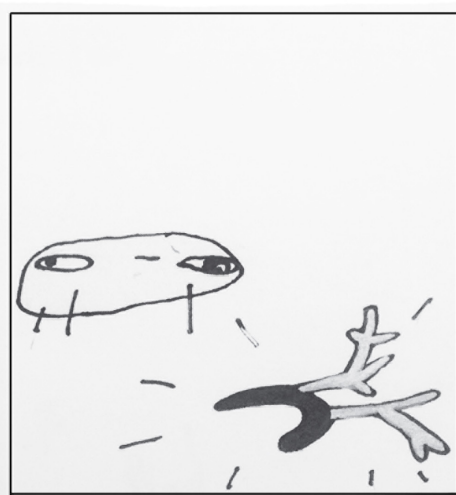
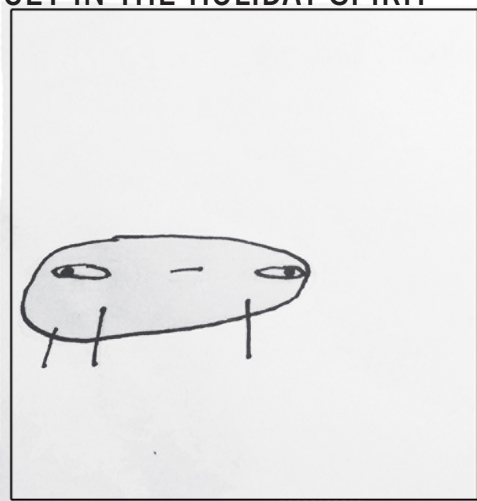
Christmas in an effort to boost sales. More frequently now, stores sell a variety of Hanukkah items including chocolate coins, dreidels, blue and white candles, and menorahs, looking to commercialize the holiday. Although Christmas is placed in the forefront in the aisles of stores, symbols and products promoting Hanukkah have been included to attract a greater range of consumers.

Christmas and Hanukkah are only two examples of many holidays that have been tainted by manufacturers in

hopes of increased sales. Each month it seems that a different holiday, such as Halloween, Thanksgiving, Valentine's Day, or Mother's Day, decorates the interior of markets and stores to promote material goods.

A greater emphasis should be placed on each holiday's purpose in commemoration of traditions, thanks, love, culture, and history - and less on the materialistic goods promoted by industries.

GET IN THE HOLIDAY SPIRIT



LAUREN WHITE



Photos by Ellie LeBlanc

DOMO ARIGATO - Scholars at Wilson were paired with Japanese exchange students for a day. They took part in various sports and activities.

Japanese Students Anime-ate Our Day

Zach Essig
Staff Writer

On November 6, Wilson said “Konnichiwa” as the school hosted 100 students from Japan. This was one stop on their four-day trip through the United States.

Each Japanese student was paired with one Wilson student

to shadow throughout the day. Wilson students volunteered to host a Japanese student. Together, the pairings attended third period and seventh period, and participated in a group activity during fifth period. The activity consisted of typical American games, such as soccer and basketball. This gave the Japanese students an

opportunity to experience a typical high school in America.

At lunch, the Japanese students took a break from classes and put on a cultural display in the atrium. They set up stations for origami, shared cultural information, and taught Wilson students how to write in traditional Japanese script. The visitors also put on a special

dance performance in the atrium with hand lights.

At the end of the school day, the Wilson community said a bittersweet farewell to the Japanese students and wished them well on their way.

When asked about her experience with the Japanese students, sophomore Abigail Koerner said, “[This experience]

has made me really aware of my country and what it means to travel here.” Similarly, Sarah Robinson, also a sophomore, was also enthusiastic about the experience. “It’s really interesting to see the differences between the two schools; I love sharing the culture!”

Human Rights Meet the Arts Tonight

Join us for a holiday arts fair with a human rights focus!!
Celebrate compassion and creativity with the Wilson community!

Friday, December 12th
4-7:30 pm

Poster by Julia McGurk

Lauren ReVeal
Managing Editor

Wilson has made many strides towards keeping up expectations of being a diverse school that celebrates equality and different cultures. An obvious example was last year’s Pride Day when Principal Cahall came out as gay, or when the school stood together with other members of the community to counter-protest the Westboro Baptist Church.

Tonight, from 4 to 7:30 p.m., Wilson does it again with the first ever “HeArts for Humanity.” Academies HAM and WISP (Humanities, Arts and Media; and Wilson International Studies Program) will come together with help from HAM lead teacher Belle Belew, International Studies lead teacher Julie Caccamise, and art teacher Mary Lambert. The Human Rights Club will also be working with Caccamise. This event will be entertaining and enlightening, and requires student involvement.

The event will be similar to last year’s Arts Night, as students will be manning booths that will sell crafts and art that

they created -- as alternative gifts for the holidays. Other visual arts aspects include a surprise sculpture related to the recent police brutality in Ferguson and New York that Lambert and fellow art teacher Avram Walters built. However, the main focus of the activities will be human rights.

Attendees will give donations to various human rights charities that will be in attendance, such as Amnesty International. This non-profit deals with “exposing and preventing human rights abuses,” according to their website. HAM has worked with them before but, in light of last year’s Pride Day, Belew and Caccamise wanted to broaden students’ perspectives on other human rights issues.

“It’s sort of opening your eyes to other peoples’ trials and tribulations, but it’s also about celebrating and singing and dancing and doing art. It’s like a celebration of the human spirit,” said Belew.

And, of course, there will be food. Drinks, soups, and stews can be purchased.

The poetry team, choir, orchestra and jazz bands will

be featured, as well as the art department and members of HAM. HeArts for Humanity will spread out through the school. Though the Black Box will be occupied with the fall play, spoken word will be performed in the library, and there will be a few songs from the choir. Belew hopes that the orchestra will be in the center of the atrium, surrounded by craft and food tables.

It is important to everyone working on HeArts for Humanity that plenty of Wilson students attend. However, it is even more important that this event is diverse. With the issues in Ferguson and New York still present in our minds, it is important for us to realize that all types of people need to join together.

HeArts for Humanity will celebrate both the arts and human rights, but you don’t have to be a HAM or WISP student to attend. Belew, Caccamise, and Lambert, along with the Human Rights Club and all of the other participants from the Wilson community hope to see you there, December 12 (that’s tonight!).

BEACON

BAEWATCH

By Zoe Mills

On Monday, December 1, juniors Sabrina Ortiz and Meru Kush spiced up their STEP by going on a date... in the Beacon office! Before the date, both Sabrina and Meru agreed that they weren't looking for anything romantic, though the sparkles in their eyes said otherwise. Alas, on a mission to find a new friend, they began their epic journey.

The date began without a hitch. Though somewhat tricky at first, with a slight loss for both Meru and Sabrina of what to say and an awkward distance between them, they quickly began discussing their interests. Meru plays soccer for Wilson and has been interested in architecture since he was young, while Sabrina, who does not play any sport nor follows any, has taken a strong interest in journalism.

With many differences just begging to further separate the two, the pair managed to land upon a commonality: siblings. Both of them have two siblings.



Photos by Rochelle O'Brien

TRUE LOVE - Juniors, Meru Kush and Sabrina Ortiz hit it off at the Beacon date lab. If you have any interest in participating, contact the Beacon office.

Sabrina is the middle child and Meru is the youngest, and while Meru has learned how to get away with his mischief by learning from his older siblings,

Sabrina continues to be stuck in the spotlight as a role model for her three-year old brother.

Unfortunately, a conversation about siblings

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



www.tinyurl.com/beacondatelab

can only last so long and soon the two were back to twiddling their thumbs. They continued to struggle to find common ground to bond over, as well as to cope with the uncomfortable task of making eye contact, but both identified some of their favorite clothing brands, like Zara and American Apparel. With these particular brands in mind, Meru stated that there's "nothing's better than a good sale."

By the time the uncomfortable fidgeting had almost subsided (it never did completely), both of them found that they enjoy history class in school, but Meru is not a fan of English and the two found that they only read books assigned in school when it sparks their interest. They also love a good supernatural TV show, like Teen Wolf, which Meru claimed to be his favorite. Sabrina admitted her favorite is "That's So Raven," at which Meru scoffed slightly and not so discreetly. They quickly bounced back to a lighter conversation about

funny snapchat stories and Meru shared a screenshot with Sabrina of his friend that made them both chuckle heartily.

As to what they are looking for in romance, they both agreed on a smart conversationalist with a sense of humor, and mostly someone who wasn't going to be awkward when they talked. They agreed to remain friends in their post-date interviews. Sabrina rated the date a six which is not a wonderfully high score, but also not incredibly low. Meru decided "it doesn't matter" to him whether they remain friends or not. Sabrina decided, "He's cool, and he can dress," and they both had a nice time. The duo both knew there would be no match made in heaven this time, as they were clearly not looking for romance, but who knows what the future holds? That six was very optimistic!

New Cosmetics Club Faces Challenges

Eden Breslow
Contributor

As many of us know, Wilson has an enormous number of after school clubs and activities. Sometimes it is hard to keep track of them all, as there is practically something for everyone. But a new club trying to get off the ground faces some hurdles.

The Cosmetics Club, which is still in its first few months of existence, is struggling with financial difficulties. Led by teacher LeJanika Green and club captain Olivhea Milligan, the club aims to teach young men and women some of the skills necessary to pursue careers as makeup artists, which as it turns out are pretty well-paying jobs.

While some of the new club's members are considering this profession, others say it's just a really good skill to have.

A visit to one of the group's recent meetings restated that the club does not have enough materials, due to lack of funding. "We are trying to figure out ways

to raise money for makeup and supplies, things like that.... for sponges, cotton balls, alcohol, things for makeup removing," says Green.

To date they have not received any money from the school, and have started brainstorming ways to fundraise.

Skin care therapist and makeup artist Annaztazia Unce attended the club's meeting on November 13 as a guest speaker, giving the members professional makeup advice and some of her own home remedies for skin care. Annaztazia donated her time and expertise for free. However, most makeup artists are not willing to do that. More funding would pay for supplies as well as visits from professionals.

The Cosmetics Club is always open to new members who are looking to improve their makeup skills, so if you're interested, they meet on Mondays and Thursdays in A301.

DC's New Attorney General Has Roots at Wilson

Isaac Frumkin
Staff Writer

As a child, Karl Racine, DC's new Attorney General, played on basketball courts all over the city. Now he will have a role in overseeing a different kind of court. Racine is a former Wilson Tiger. He became the first elected Attorney General, or top lawyer, in DC's history when he won the November election by a 20 percent margin. But Racine's success can be traced back to his earlier days.

Karl Racine grew up down the street from Wilson near Nebraska and Connecticut Avenues. He attended Murch and Deal before coming to Wilson. Racine, an avid sports player, could often be found on the Murch playground with his friends. From elementary to high school, Racine would play pickup basketball and football games with his friends from the neighborhood. As my father, a childhood friend of Racine, remembers it, "Every day, for weeks and weeks at a time, we'd be out there playing after school. And Karl was the best."

Racine arrived at

Wilson in 1977. He says he loved the diversity of Wilson and how it made school such an interesting place. "On the surface everyone was different, but on the inside everyone had the same goals: to expand their horizons, to learn and to have fun," he said in an interview. "Wilson was a great opportunity to meet kids of all different backgrounds from all over the city."

By the time he got to high school, Racine was gaining national attention for his basketball talents. The teamwork aspect of the game appealed to him: "You can only win if all five players contribute," he says.

His senior year, he transferred to St. John's College High School and was named to the 1981 All-Met First Team. Racine chose to play at the University of Pennsylvania, where he led the team in scoring in 1984, and assists in 1983 and 1985. During his senior year, he was named captain of the Penn team and earned Second-Team all-Ivy League.

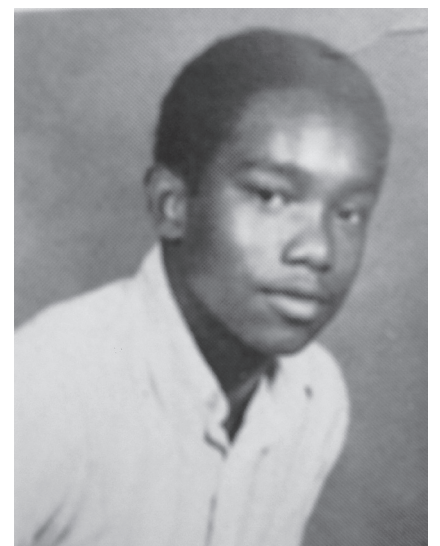


Photo Courtesy of Karl Racine
TIGER PRIDE - Karl Racine in his 1979 Wilson yearbook picture

Now, 33 years after graduating from high school, Racine is on his way to helping govern the city that raised him. High on his agenda: "direct kids away from juvenile courts." He is a strong believer that one slip-up should not hold kids back in life. One way Racine plans to go about steering kids away from jail is "reaching out to high school kids so they can mentor younger kids."

Security Wants Your Pizza

Note: This is a satirical piece

Abby Tanen
Staff Writer

For most Wilson students, mornings are not filled with freshly brewed coffee and pump-up music. The loud beepings of the metal detectors are what really tell us to rise and shine. Many students, half asleep, reluctantly remove their belts and jackets on their way into school.

For most, the transition from opening the front doors to getting into the atrium is smooth. However, for some it's not. Every day, students get their belongings confiscated when going through security. And rightfully so. I personally do not trust anyone who would come into school with a metal fork. Forks are dangerous weapons...for attacking salads.

Officer Twanda Whittington says that the most common items confiscated at security are "silverware, lighters, glass bottles and perfume." Any student who has visited the girls locker room is well aware that some people wear excessive amounts of perfume, but that doesn't seem reason enough to confiscate it.

According to Whittington, perfume "can be used as a weapon, like mace." But don't worry, if your belonging is confiscated you can come back and get it. However, try and get it within 24 hours of it being confiscated because, surprisingly, it's an inconvenience for security to store everyone's belongings.

"That's what we try to tell them. Come back the same day!" Whittington said.

Whittington gave no comment as to whether she thinks teachers should be scanned as well as students; after all they could also have contraband items. Is there something we should know?

Regarding drugs and paraphernalia, if they're confiscated, you cannot come back and get them. Your illicit substances are then "turned over to the MPD [Metropolitan Police Department]." One junior who got his vaporizer confiscated, would like "to get it back."

Whittington recognizes that

there are 'probably' students who get through security with contraband items and don't get caught. Junior Cleo Krupa knows of friends who have "snuck in lighters and forks" but as for Krupa herself, she would never condone such a thing.

Sophomore Haldan Jacobson says he understands that he could be injured with both "a glass bottle and a lighter" and that perhaps it's beneficial to confiscate those things. However, Jacobson also knows there's a good chance he would catch on and realize he was on fire before actually being injured.

Even though getting your things confiscated is an inconvenience, both students and security agree that it's probably for the best.

Glass, metal, and marijuana are often confiscated, but there are also some unique expropriations. Junior Lilly Agnvall had a flask taken at security. In an exclusive interview with the culprit we got the story.

Agnvall brought a flask to school as a gift for a friend. When passing through security she was stopped, and the flask was taken out of her bag, "and looked inside," she said. Fortunately for Agnvall "when [security] realized that [the flask] was unopened they just gave it to me." Agnvall also mentioned that she had gone through the metal detectors that morning with the flask in her bag and "no one found it then." Agnvall learned from this incident that flasks are not, nor will they ever be, appropriate gifts.

So, scholars, if you're interested in spending some quality time with Officers Whittington, Johnson, Howard, Burris, Gant, Wilson, Brunson, Williams, Crawford, or Arechiga, I recommend stashing your bag with lighters, outside food, forks, perfume and all the glass bottles you can get your hands on. And for those of you students who still don't understand why you can't bring in outside food, well, "that's Cahall's call," said Whittington, so bring it up with him.



Photo by Anna Joos

My Life So Far: James Leonard

Nora Charles
Staff Writer

Life does not always turn out the way one expects it to. Just ask Jim Leonard! You can find him on the second floor teaching AP U.S. Government and giving some life advice along the way.

Leonard is known for his quick wit and offensive but good-natured jokes. "I like to say I'm just poor white trash living the dream," he states proudly.

He grew up in the small town of Odessa, New York. His mother was a hairdresser and his father was the postmaster of the town's small post office. There were only a hundred students in his high school graduating class. His ticket out of Odessa was basketball. He got a full basketball scholarship to Canisius, a division one college in Buffalo, New York. "I was a big white guy who could shoot the snot out of a basketball," he remembers.

He thought he would get a degree to teach PE. Unfortunately, it turned out Canisius College did not offer that major, so naturally he signed up for what he was told was the next easiest thing: social studies education.

Leonard got his first teaching job in 1972 in a school outside of Rochester, New York. Because of the small-town atmosphere, he grew close to the students he worked with. This situation seemed to breed fewer discipline problems with students. He thinks this was because he had often taught the parents of his students too, and in some cases the grandparents. "I ended up having kids of kids of kids in class," Leonard claims. He liked the environment and felt comfortable there, staying for 29 years. There he also enjoyed coaching basketball and cross country.

In 2000, after getting a divorce, he finally moved away from his home state and familiar small town life. His ex-wife taught in the same small school district, so it made sense for one of them to move away. He came to DC because Wilson offered him a job and, of course, "there's no better place to teach government but in the nation's capital" he says. He has seen and helped Wilson go through its share of changes, the renovation being the most apparent; he describes its prior state as "a rodent-infested, breaking-down building."

Leonard serves as the teachers' representative in the Washington Teachers Union. The title is Building Representative, but it's not about the building; it's about Wilson teachers having their interests aired by the union and by the city itself. When teachers have grievances against DCPS,

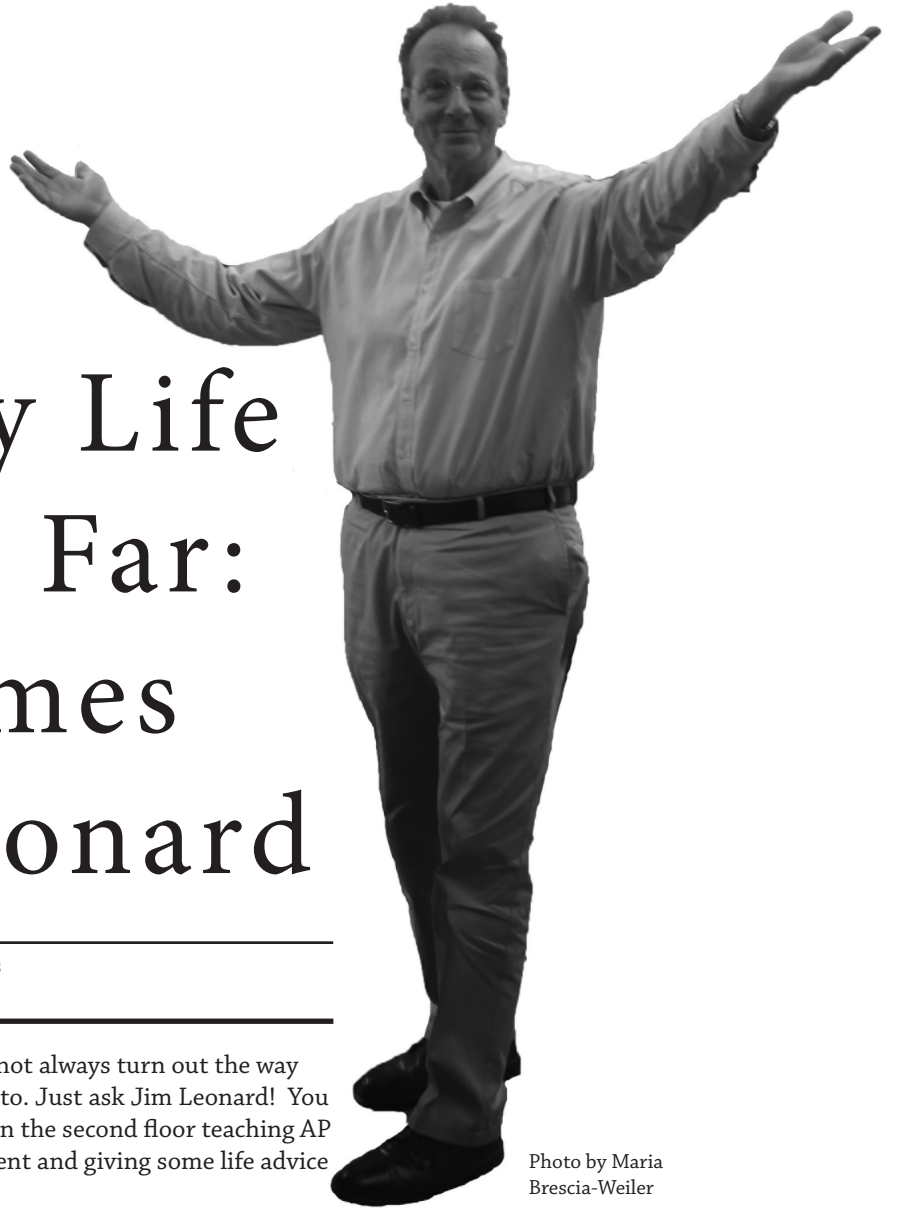


Photo by Maria Brescia-Weiler

Leonard is their first stop.

After moving to the District, Leonard met "a wonderful woman who just happened to have a lot of money." He met her on Match.com, and they have a house in Chevy Chase, but are not married, and marriage is not in his future. He sums up his reasoning by saying, "If the dog bites you once it's the dog's fault." The two also have a beach house in Canada on the north shore of Lake Erie, where Leonard spends his time golfing and gardening.

Although our beloved teacher may be "living the dream," his youngest son Jamahl is not. While Leonard was teaching here at Wilson, Jamahl was up in New York getting rich off hundreds of pounds of marijuana smuggled into the country each month from Canada through an Indian reservation. Six years ago, Jamahl was arrested as the ringleader of a six- to eight-person distribution ring, making a million dollars a month. At the time his father was oblivious. He knew his son used marijuana but had no idea of the scale of the situation, he says. Now he visits Jamahl five or six times a year in prison, and notices he is very popular among the people there, a lot like his father in that he can get along with just about anybody. He will come home next year if he is eligible for a shorter sentence due to the relaxing of laws regarding marijuana convictions. Otherwise he will serve his full nine-and-a-half year sentence. When Jamahl gets out, Mr. Leonard is unsure about what his son will be doing: "God knows, I don't know. I hope it's something legal."

Leonard cares deeply about his son and is not embarrassed about him at all. He knows Jamahl "has a great heart and just got involved in something he shouldn't have and is paying the price for that." His older son is more like his father in what he chose to do with his life. Living in Berkeley, California, he teaches social studies and coaches basketball.

Leonard visits his son in Berkeley every year and is looking forward to his next trip, which will be in a couple weeks. "If I'm in the twilight, the twilight has been pretty good to me," he admits. At age 64, he plans to retire next year after forty five years of teaching.

How to ACE the interview

By Erin Sternlieb



Graphic by Jarrah May

- 1** Practice before your interview. Ask a parent or friend to ask you questions about yourself, your qualifications, and why you want the job.
- 2** Arrive early to the interview site. Wow people with your punctuality.
- 3** Dress nicely, but don't overdo it. If you are interviewing to work at a fast-food restaurant you don't need to wear a suit. Same goes for college interviews. Wear something you feel good in, it will show. Take a shower. Brush your teeth.
- 4** Research your interviewer, or the place you are interviewing for. It will show that you really are interested in the job/college.
- 5** Think of three points you want to make during the interview (ex. your positive attitude, responsibility, and diligence). Try to incorporate these into the interview. Don't force it, but let it serve as a guide.
- 6** Make eye contact and shake the interviewer's hand; it is very mature and adult.
- 7** Think for a few seconds before you answer any questions. It will allow you to compose a good response, and you will seem less nervous.
- 8** Keep it conversational! No one-word answers. Ask questions if you have any.
- 9** Be prepared to explain why you would be good at the job/a good fit for the school (ex. you've been cooking since you were...).
- 10** Give real life examples, like a time you were in a leadership role, or a time you had to deal with money.
- 11** Talk about yourself. The interview is ALL ABOUT YOU. The more good things they know about you the less likely they are to say no.
- 12** If you have the interviewer's email, send them a thank you email, saying you appreciate them considering you for the job/school. This is polite and will reflect well on you.
- 13** Celebrate because you got into school/ landed a job!!

Easy Christmas Present Ideas

By Gregory Kopetsky

Want to get on the administrators' good side this holiday season? Here are some easy gifts that are sure to please.



Mr. Cahall

A Shamwow to replace his old towel. With twice the absorbance of his current sweat hanky, he'll be able to make longer and more effective speeches!



Mr. Hernandez

A fresh new track suit. Any color will do.



Coach Mark

A watch synced perfectly to the Wilson clocks. This way, he'll actually get his time-until-class-starts countdowns right. To make him extra happy, pair this gift with a brand new megaphone.



Mr. Barnes

A peacoat complete with matching gloves and scarf



Mr. Thompson

Box set of seasons 1-5 of Cosmos: A Spacetime Odyssey



Two Wilson Sports Networks Compete For Viewers

Alex Martin
Staff Writer

Tiger Sports Network got its first taste of competition this year in the form of senior Nick Girdis. Started last year by then-Senior Jason Perry, the Tiger Sports Network, or TSN, is a club at Wilson that creates highlight video compilations of many of the Wilson sports teams. TSN's videographers are all Wilson students who enjoy producing and editing videos.

Girdis shares this passion as well as a passion for soccer. What better combination than to film Wilson soccer games. When Girdis went to a boys varsity soccer game, he decided to bring his camera along to get some cool shots of goals. Later on, he and a friend joked about

creating a rival sports network to TSN named NSN: Nick's Sports Network.

Girdis liked the idea of his own sports network, but first wanted to try out TSN. When he filmed one of the girls soccer games for TSN, Girdis was not happy with the lack of control he had over the steps of the video's production. After a few days and other sporting events, Girdis left TSN, and Nick's Sports Network was born.

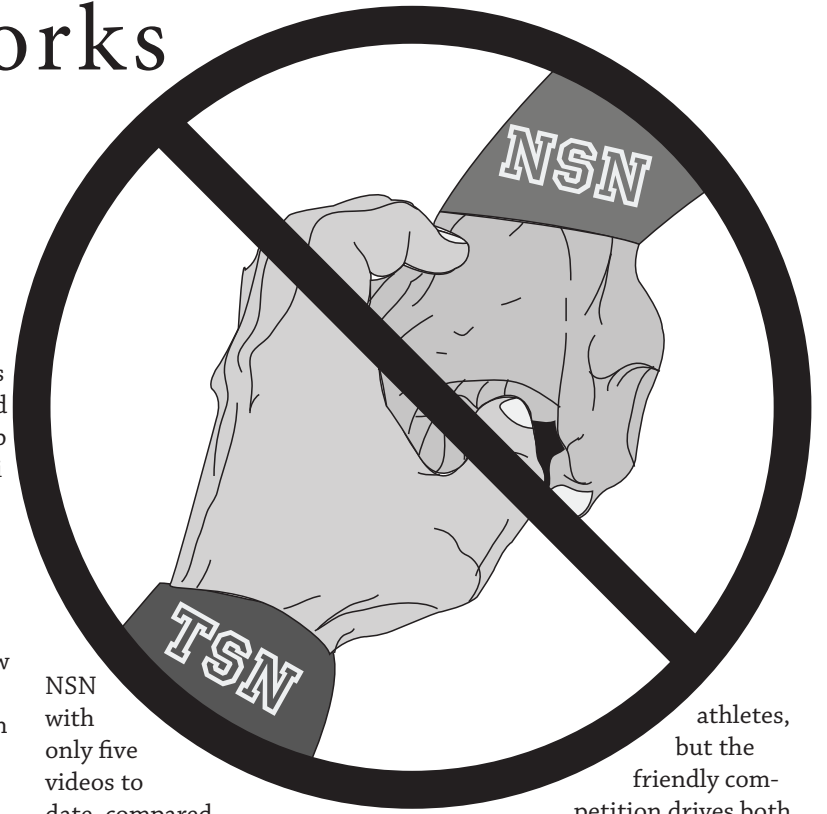
When asked about the differences between NSN and TSN, Girdis said, "NSN has primarily focused its efforts on filming soccer games while TSN is more broad in its coverage of the Wilson sports."

One of the new leaders of TSN, senior Ben Kostyack, thinks that there is no rivalry

between TSN and NSN. Kostyack said, "TSN is sponsored by Wilson and has its videos playing in the atrium." TSN has support from the school and is sponsored by the school. NSN is not sponsored by the school and is run by Girdis solely (with help from his younger brother Alexei Girdis occasionally).

When asked about how "rivalry" pushes him to do better, Girdis stated, "My real motivation comes from trying to one-up myself with every new video." With NSN just starting out, Girdis says that he has been filming only soccer. In the near future, Girdis may film basketball and other sports.

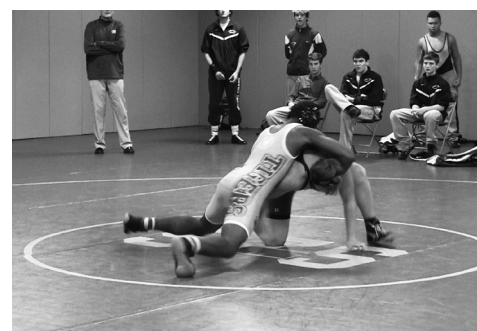
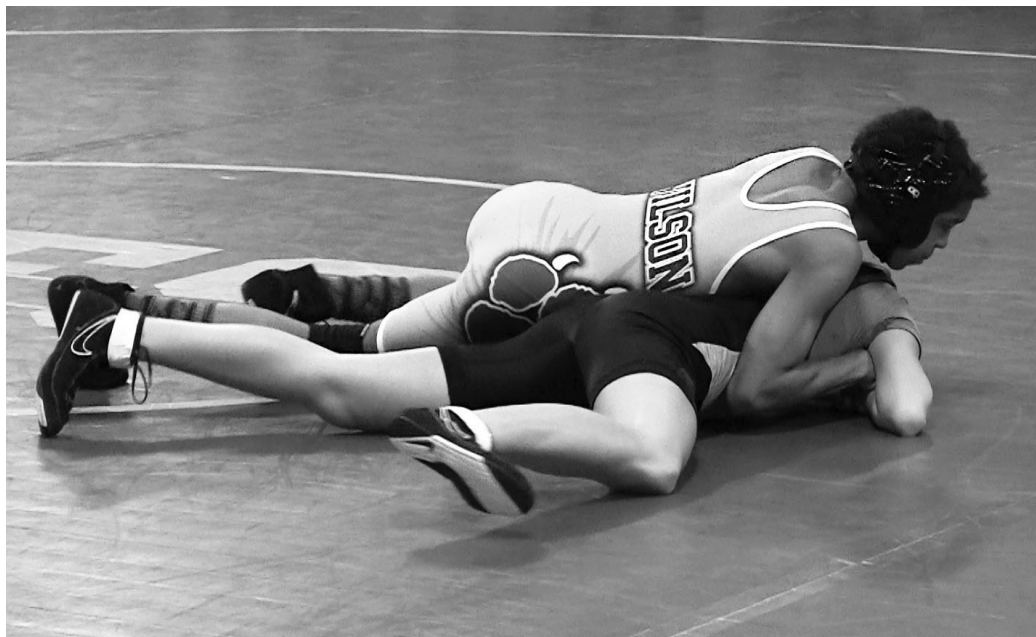
Although TSN is an official club at Wilson and does more than just one sport, it does not produce as much content as



NSN with only five videos to date, compared to NSN with 18. The two video production networks not only provide the Wilson community with highlights of their talented

athletes, but the friendly competition drives both NSN and TSN to produce their best videos.

Graphic by Jane Martin



TOO CLOSE FOR COMFORT - Wilson's wrestling team is beginning their fifth season. They have competed in three matches already, as the only DCPS wrestling team. They can be found practicing after school in the atrium.

Photos by Nick Girdis

Wrestling Team Takes it to the Mats

Erin Doherty
Sports Editor

Four years ago, it was a stretch to call the small collection of wrestlers at Wilson "the Wilson wrestling team." But today, wrestling is an increasingly popular winter sport, and the wrestlers have become a real team, able to compete against the city's top private schools.

In 2010, Coach Brandon Wims was well aware of the challenges of launching a new winter sport at Wilson. Predictably, initial interest was limited: just five wrestlers were on the inaugural team. But Wims, a former wrestler, was undaunted, seeing many possible benefits from this ancient sport.

"It's another winter sport where kids can compete, learn valuable life lessons, and get in shape," Wims said. But the first group was not just short-handed; for practice, they did not even have a regular place at Wilson and had to go to Maret

School.

Today, the wrestling team's numbers have grown, and success has followed. The team now has 30 wrestlers, six times the number four years ago. The team has a mix of veterans and first-time wrestlers, and even girls.

Junior Shrysthaley "Cristal" Velasquez is one of the three girls on the team. This season marks the beginning of her second year as a wrestler, and she is more committed than ever. Last winter, Velasquez decided that she was ready to start something new. She was used to wrestling with her brother, so she decided to give the Wilson wrestling team a try. Velasquez began wrestling in matches against boys.

Understandably, before her first match, Velasquez said, "I felt very nervous. I got emotionally attached to my performance and the sport." Since her first match, Velasquez has improved her game and has become more connected to the team. "The

coaches pay attention to everybody equally, and want us to improve," Velasquez said. Joining the wrestling team has taught Velasquez about her capability as a girl to compete with boys, and her confidence and physical strength have improved greatly. Wrestling put her on an equal playing field, she said, and she has learned not to "be scared to do things because you're a girl."

Along with its trailblazing females, the team is thriving with interest, commitment and dedication. "The future is bright, there are a lot of underclassmen, the program is continuing to grow," Wims explained. Sophomore Sam Alten is the kind of athlete who takes advantage of an opportunity to try a new sport. Having previously only played soccer, he found the physical demands of wrestling different from anything he had experienced. However, adjusting to the team was quite easy with the help of his teammates.

"All the guys who wrestled

last year welcomed all the new guys with open arms and helped us out with a lot of stuff," Alten said.

The 2014-2015 wrestling season is well underway, and the Tigers have already competed against four teams. Being the only DC public school with a wrestling team, the Tigers compete against private school teams, many of which have had a program for years. Ironically, the team beat Maret, the school that once hosted Wilson wrestling practices. It has been defeated by Sidwell and St. Anselm's.

The Tigers are not worried as "it's still early in the season and [we] have things to work on, but so far everything's looking good for our team," senior and co-captain Sean Schwartz explained.

The athletes and coaches are committed to creating a base level of fitness, and the team often practices six days a week. A typical practice includes running sprints, learning new

moves, and practicing wrestling techniques.

All of this work builds team chemistry. "All the kids get along great," Wims said. "It's awesome seeing the little guy (lighter weight) wrestling around with the bigger guy (heavier weight). All of them hold one another accountable."

With committed coaches, captains, and athletes, the wrestling team is now turning to the Wilson community to get support and recognition. With matches scheduled most weeks, there is ample opportunity to support these hard-working student athletes.

"We are continuing to grow and would love to have anyone who is interested to come out and join the team," Wims said.

"It's been hard, but rewarding and fun too," Alten added. The Tigers will take on Glenelg Country School on December 16, so be sure to root for the Tigers.

New Coaches Bring Inspiration to Wilson Basketball Teams

Henry Shuldiner
Sports Editor

With two new head coaches, and two new teams, the players of the boys and girls varsity basketball teams are gearing up for a competitive season. The intensity can be seen on and off the court for both squads. Every player is trying to prepare for the long road ahead.

The boys team and new varsity head coach Angelo Hernandez are off to a great start. After trouncing victories over St. Albans and National Collegiate, and a tough three-point loss to Capital Christian Academy, the Tigers have had several well-fought games.

This is Hernandez's first year as the head coach of Wilson's varsity program; previously Hernandez served as an assistant coach to the team, and he was the JV head coach. "This is my fourth year with [Hernandez], he just teaches you so much about the game," senior Anthony Johnson said. "He's always giving up his time to help us get better as players and individuals."

"He takes knowledge about the game and implements it into our plays," said senior Miles Gillette, who added that the team has great passing ability and is very unselfish.

"The team's greatest strengths are in transition, when

we slow the game down and get it down to our big men who are very efficient in the paint," junior Nikko Preece said.

In practice, Hernandez will hope to reduce the amount of turnovers and improve the free throw percentage for all of his players.

"[There are] lots of travelling and tough teams that we will be playing," said Gillette, "but it will give us a chance to show our experience and talent and toughness."

Through discipline, teamwork, and support of the students and fans, the team has a good chance of taking home the trophy, according to senior Lenard Long. "We ask all students

to attend as many home games as possible to rally our team to success," Long added.

The girls team is also off to a strong start under the command of new coach and dean of students Nadira Ricks, who played at Georgetown University. Ricks looks to make a big impression after the success of her predecessor, former head basketball coach Eric White.

"Coach Ricks is doing a marvelous job as coach," junior Tytilayo Green said. "She inspires us to give maximum effort every time we step on the court."

The team had its ups and downs during the preseason, but the players are "moving together as a team toward our dream,

which is winning the championship," Green said. The team is a strong force on the defensive front, but is still searching to score more and become more offensively efficient.

"It's very different trying to adjust to her coaching philosophies as opposed to last year's," senior Skyler Mackey said, "but coach Ricks does bring a lot of experience to the team being a hall-of-famer." The team will be looking to build more chemistry and confidence among the players and create the bond necessary to win games and make a deep play-off run.



SHOOTING FOR CHAMPIONSHIPS - Wilson basketball players are gearing up for the upcoming season. Both Wilson's boys and girls basketball teams are aiming high this season.

Photos by Rochelle O'Brien

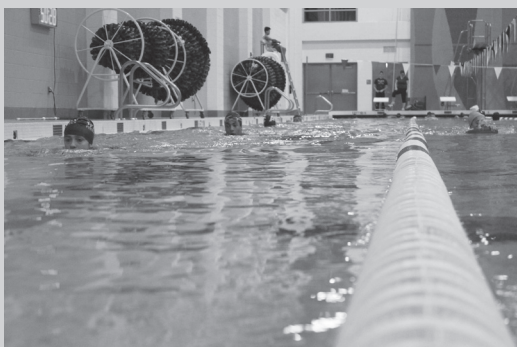
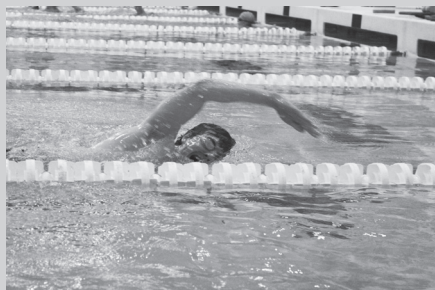
Boys and Girls Swimming

The Wilson swim team made a splash early this November when practices officially began. With practices four days a week and meets once a week, the team is preparing for a competitive season.

"This season, the swim team has been looking more promising than it has in the past years because we are in a league and have a lot of new talented freshmen," sophomore Ali Bauman commented.

Previously, School Without Walls and Wilson were on a combined team. This year however, Walls created their own team, meaning the Tigers

swim team is made up of purely Wilson scholars. Despite losing some talented School Without Walls swimmers, the young Wilson talent appears promising for the team. Looking forward, Bauman believes more Wilson swimmers will qualify for the regional championships, a meet requiring qualifying times. The season looks encouraging for the Tigers. Says Bauman, "we haven't had a meet yet, but so far our team is looking pretty good!"



Photos by Ellie Le Blanc

Winter

Boys and Girls Indoor Track

The 2014-2015 indoor track season at Wilson is off to a running start with almost double the number of athletes from last season, and over 100 participants. At a meet on December 2, a mix of first-time and veteran Wilson runners competed, and it was a positive start to the season. Junior and first-time track athlete, Duncan Fitzgerald, describes his first meet experience: "The meet was a lot of fun and everyone gave their all. The team performed very well and I'm definitely excited for future meets."

"We are very young in experience but we possess a ton of energy and enthusiasm for the sport," head coach and physical education teacher Desmond Dunham explains. The positive team chemistry will lead the Tigers far as "we truly have a team where our runners fit our coaching philosophy as well as our team culture," Dunham said. "For any coach, it's a blessing to have runners fit that profile!"



Sports

Squash

The squash team has high hopes for the upcoming season as the athletes work to whack their individual skills to the next level. With over ten matches on the schedule, the team plans to compete against private school programs in the city. In the past, the Wilson squash team included athletes from School Without Walls and The British School of Washington DC. Due to increasing interest, the teams have split so that each school has their own team. This season, the returning Tigers are more experienced. "The season looks promising. I think we will get a lot more wins than last year because we are more experienced," junior and second-year squash player Bela Ortiz commented. The positive team environment makes the commute to practice (practices are held at a gym in Dupont Circle) worthwhile. "I love my teammates and the ability to play my best friends!" Bela Ortiz exclaimed.

Preview

Erin Doherty
Sports Editor

Girls Bowling

Four years ago, a new winter sport rolled into Wilson. Since the inaugural season for the bowling team, the interest has grown, and the talent has increased. "There has been a lot of interest this school year as knowledge about the team over the past four years has grown," head coach and health teacher Lejanika Green commented. In fact, "this might be the first year that we will have to do tryouts," Green said. Later in the winter, the team will officially come together and practice will begin. An interest meeting will be held at STEP to recruit new athletes. "[I am] looking forward to what is to come this year," said Coach Green.

Black Box Becomes Opera House in Players' "Lend Me A Tenor"

Sarah Robinson
Contributor

This year's Fall Play, "Lend Me a Tenor," holds a surprise and a tenor around every corner. In the fast-paced production set in 1934, Henry Saunders, general manager of the Cleveland Grand Opera Company, waits for the famed Italian opera singer Tito Merelli to play the lead in the company's production of "Otello." When Merelli arrives, however, hilarity and confusion arrive with him. Love, loss, and

obsession are frequent themes in this screwball comedy, and students and parents alike will not find themselves bored.

The director of the show is David Brescia-Weiler, a former Wilson Player who graduated in 2010. He says that being back at Wilson is "a little weird...but it's probably the most fun thing for me to be back here." He spoke about the challenges he and the actors face doing this show, "There's some opera, and, well, none of us really have any opera experience." That being said,

Brescia-Weiler added, "It's really fun to do as well."

As for the set, it's fairly simple: two hotel rooms with a wall in-between. The audience can see and hear what's going on in both rooms at the same time, but the characters are oblivious about what's going on in the room they aren't in. Getting the timing right with this kind of set is another one of the challenges Brescia-Weiler talked about.

Senior Suzanna Carnevali-Doan spoke about her character, Maria, who is Tito Merelli's

feisty wife. "Maria is a sassy, pretty confident woman who likes to put men in their place," she says. Carnevali-Doan says that "Lend Me a Tenor" may not be everyone's cup of tea, but people who go to the plays at Wilson will love it.

Junior Cleo Krupa also described her character. "I play Diana, who is the temptress, the soprano of the Cleveland Opera. She's kind of like, 'I'm the greatest thing that's happened, like, ever.'" She also says that "Wilson students are gonna love it."

Brescia-Weiler thinks that "Lend Me a Tenor" has a lot to offer Wilson students. "Students are not gonna be bored. There's always something to watch...we have an outstanding cast who is super passionate about their roles. Everybody is going to bring something totally awesome to the show."

Don't loaf; come see "Lend Me a Tenor" at Wilson in the Black Box on December 11, 12, and 13 at 7:30 PM. Tickets are \$5 for students and \$7 for adults.



Photos by Ellie Le Blanc

A TEN OUT OF TENOR - Students prepare for this year's fall musical, *Lend Me a Tenor*. The show will run on the December 11, 12, and 13 at 7:30 p.m. On the left, Michael Bayliss; center, Alex Rochon, Charlie Caspari, Jordan Barrett; right, Bayliss, Caspari, Rochon, and Suzy Carnevali.

COP OR NAH? BREAD & SALT WITH KOPETSKY AND SMEE



Photo by Gregory Kopetsky

OREGANO? NAH. OREGAN-YES-- Bread and Salt's lunch menu offers a variety of delicious options, such as the margherita pizza pictured above. The restaurant opened this August near Public Tenley.

Bread and Salt has the potential to change the game. Before, the family outings you were dragged to were dominated by tacos, burritos, and sombrero-clad waiters awkwardly singing you happy birthday. Now, although it still sucks you're getting dragged out, at least you have something to look forward to: the food.

Bread and Salt is pretty family-friendly but also fancy enough to have a separate wine menu. This tells you that you're probably not going to go here without your parents, unless you're trying to flex on a squad lunch out. The menu is pretty versatile, ranging from burgers to soups to pizzas to oysters. Being the adventurous teens we are, we wanted to really push our limits and try something new, so we went with pizza and a burger. The pizza was made in one of those old stone pizza ovens. Our waiter claimed it could reach 1000 degrees, but it barely broke 900. This bold-faced lie made subsequent interactions extremely awkward among the three of us, but luckily the pizza was so good we tipped that sucker handsomely. The pizza, which came in a quick three minutes, is so much better that there is no comparison to Angelicos, and it could arguably be put on the same level as Pete's. The hamburger was just as good. The bun was toasted and buttered, the fries were like McDonald's fries, only classier, as they were salted, peppered, and basil'd to perfection. Both of these cost about \$10 apiece, which, considering the fanciness of this restaurant, is pretty solid. To make things even better, the staff blessed us with a free slice of cheesecake, which was unbelievably good. Turns out they also have a bakery that makes totally delish desserts.

All this being said, rumor has it that the dinner menu at this establishment is sub-par. We didn't get a chance to try it out but would love to hear what you think.

**FINAL VERDICT: COP
WE CAN'T VOUCH FOR DINNER
BUT PLS MAKE SURE TO HIT THAT
JAUNT UP FOR LUNCH, YOU WON'T BE
DISAPPOINTED**

Fugazi Remembers Wilson During DC's Punk Days

Annie Rosenthal
Co-Editor-in-Chief

On a Saturday morning in the fall of 1979, 17-year-old Ian MacKaye and the rest of the Beacon staff found themselves locked out of Wilson. They climbed in through an open window and were starting their first meeting of the year when the police showed up – the alarm had gone off. No one was arrested, but the administration barred the aspiring journalists from putting their own names in the paper for most of the year.

"I love the fact that we got in trouble...for having a meeting cuz we gave a damn," says MacKaye, who went on to become the lead singer in Fugazi, the band that brought DC punk rock to the international stage in the 90s. "I never stole, didn't get high. I got in trouble for being a free-thinker."

Rebellion by definition is about breaking the rules. And yet in being good, Fugazi epitomized the ultimate rebellion: they lived entirely by their ideals in a culture that didn't align with those ideals. They didn't drink or do drugs. Their shows were all-ages, and cheap – the band-members declined an offer to headline Lollapalooza because tickets cost a whopping \$30, and their concerts in DC, their hometown, were often free. Fugazi's lyrics critiqued rape culture, homophobia, and racism. MacKaye would pause shows to tell audience members to stop fighting: "The violence in our culture gets so much attention, and we refused to provide a soundtrack to that," he tells me.

The band and its ideals were born at our very own Woodrow Wilson High, in the late 70s and early 80s when MacKaye and drummer Brendan Canty were students here.

"Going to Wilson, I learned: don't ask permission, cuz the answer's always no," says MacKaye, who graduated in 1980. He remembers looking through classroom windows once and seeing the school on fire, and another time, a kid coming in with a shotgun.

The school was freer then, and more chaotic: the Players theater troupe, of which MacKaye was a member, had taken over the abandoned rifle range in the basement and converted it into a graffiti-adorned, smoke-filled hangout. A student shot the vice-principal in the chin the year MacKaye was a freshman. Racial tension was palpable and both band members remember receiving regular beatings

because they were white.

Canty didn't love going to a school that was "kind of a battleground." But for MacKaye, who was four years older, Wilson's chaos opened up possibilities.

"I loved going to that school," he says. "It was like a family of people – dysfunctional of course, all kinds of crazy stuff happening there – but every day we were together. It was an environment where I could sort of mess with The Man without going to jail. Kind of push back on the system."

There were plenty of things to push back against at Wilson: the indifference of the administration, the hostility of race relations, and, most memorably, the party culture.

"I'm really not trying to be judgmental about [the partying], it was just all that anybody seemed to be doing at the time," says Canty. "So much of the social interaction was based on the acquisition of drugs and the taking of drugs and it just became really boring to me. And it also seemed really clearly to be holding onto this thing that was happening in the late sixties, like Woodstock and stuff, and it just felt really stale to me."

MacKaye had a similar response to the pervasive drugged-up lifestyle: "In Players, they used to call me 'The Group Conscience,' and it was a term of derision," he says. "They were my friends but they'd tease me about it. They were all getting high. That was regular. And I never partook."

The best way to push back on the system – to say I don't agree, I don't conform, I do things my way – was to be a punk.

MacKaye's first experience with punk rock came at a benefit concert for the Georgetown University radio station WGTP. He was there with a friend, protesting the closing of the station, when he heard the Cramps live and was blown away.

"Punk seemed to be the gathering point for people that challenged conventional thinking and conventional ideas on every level – obviously musical and fashion, but also philosophically, intellectually, sexually, theologically, politically," MacKaye says. "I thought, I'm a deviant. I wanna be with these people."

And just like that – with the strum of an electric guitar and a guttural roar, Wilson's punk scene was born. Together with fellow Players Jeff Nelson, Mark Sullivan and Georgie Grindle, MacKaye formed the Slinkees,



Photo by Glen E. Friedman

which quickly morphed into the Teen Idles. The Idles shaved their heads and drove thumb-tacks into their boots, playing at pizza parlors, art galleries and clubs like Madam's Organ. They introduced the concept of marking the hands of minors with X's at the 9:30 Club, and the double X's eventually came to symbolize more than admittance to a club: they meant punk, and underage, and "straight edge" – a movement inspired by one of MacKaye's songs about abstaining from drugs and alcohol.

Meanwhile, Canty's brother had given him some fraternal advice: "Play the drums, because if you play the drums, you'll always be in a band, and if you're in a band, you'll always have a girlfriend." When Canty saw the pioneering DC punk band Bad Brains play at Fort Reno, he too was converted to punk. He and three Gonzaga kids formed Deadline, the first of a string of bands that eventually led him to working with MacKaye.

Together with Joe Lally and Guy Picciotto, a GDS graduate, Canty and MacKaye formed Fugazi in 1987. The band's name, an acronym for "F***ed Up, Got Ambushed, Zipped In," came from a book about the Vietnam War.

At Wilson, the punks had been a minority – maybe 12 kids in a school of 2000. But with Fugazi, they were heroes to a devoted fanbase of hundred of thousands worldwide. From 1987 to 2002, the band played over 1000 shows in all 50 states and in 35 countries. In 2003, it went on indefinite hiatus.

Today, Canty and MacKaye both still live in DC. They both have new bands, and children – Canty's two eldest attend Wilson.

Asa Canty was five when his dad's band stopped playing together. As a two-year-old, he came on stage and played the drums to a cheering crowd of 2000 in Seattle. Now, at 17, he's a junior at Wilson. His younger brother, Leo, a freshman, appears on the back of Fugazi's final album.

Sometimes when the names connect, teachers will say, "Oh, I saw Fugazi in concert fifteen years ago!" and the boys will



Photo by Jem Cohen



Photo courtesy of Brendan Canty

A BUNCH OF PUNKS -From top to bottom: Fugazi plays a concert; Ian in his corner of the Beacon office in 1980; Brendan watches as a young Asa Canty plays the drums at Fort Reno.

smile and say something appreciative. And sometimes it can get annoying: people will ask them if they want to be musicians, or if their dad can hook them up with concert tickets.

But mostly, they say, Fugazi has been a positive force in their lives.

"[My dad] doesn't like... being strict and all that stuff cuz when he was my age and doing all this, that wasn't what he wanted," Asa says. "But I just think he has a better understanding of everything – me and my friends and my life."

Brendan says he tries to give his kids room to be innovative. "I think it's really hard to create sitting alone in your room pretending to do your homework. I'd much rather have them being out and collaborating with people," he says.

Leo is grateful for that combination of freedom and

support: "He doesn't force us to do anything, but he'll support us if we wanna do something creative."

Fugazi has provided Asa with a real appreciation for growing up in DC. And, he says, "It kind of gives me something to aspire to...and sort of a reputation to uphold. I don't listen to their music...but the biggest thing that I know about them is that a lot of people were really into their ideals. And so I kinda want to respect that."

Now, 30 years out, Brendan looks back on high school with fondness – for the people he met and the world Wilson opened up for him. And he has some advice for Wilson students: "Don't always look to people who are already in a position of power to give you power. That's not where you're gonna get your power. Your power is within your grasp."

To learn more about Fugazi and hear their music, go to thewilsonbeacon.com.

Lori Williams Talks Music and Life

Lauren ReVeal
Managing Editor

Lauren Reveal: What were you doing before you came to Wilson in 2004?

Lori Williams: I was teaching at Thompson Elementary School... And I was also working for a foundation called the Best Friends Foundation, which is an abstinence-only program, and I was the national choir director.

LR: What was the choir like before you took over?

LW: I had six kids in the choir when I first got here. It was a very interesting way for my transition because the former teacher left unexpectedly... I got a phone call from the assistant principal at the time asking if I could come and work with them to teach them a song for graduation. And I said sure, and I came in and I worked with the choir and I worked with the kids from graduation and I decided to use all of the seniors to have them to sing a song...I hired a band and we performed and it was great. And the principal at the time, Dr. Tarason, announced to everybody in the audience, "Ladies and gentlemen this is your new choir teacher for the fall." And I had no idea, I hadn't



Photo Illustration by Rochelle O'Brien and Jane Martin

SONG BIRD- Lori Williams has been the choir director at Wilson since 2004. She also has a solo career with two CDs. Her music can be found on iTunes, Pandora, and Amazon.

been interviewed or anything. But then I was here.

LR: Were you looking for a job at the time?

LW: I had been working in elementary school and then I

took a leave of absence when my mother got ill so this was just a good way to come back after she passed. So, this was great.

LR: What has been your most rewarding experience with the choir?

LW: That's hard to say...I would say one of the most rewarding experiences, because I've had a lot of great experiences...but winning first place last year for the Heritage Festival in the jazz category, that was like the best ever because we worked so hard and the kids did such a great job.

LR: What awards has the choir won?

LW: All of the awards are in the [trophy case]. We've done Heritage Festival several years, we've also gone to Six Flags and done that competition...I don't enter too many other competitions... I don't really like competition. We just showcase.

LR: What have you done in your personal music career?

LW: In 2010 I released my first CD and then in 2012 I released the second, and both of them are on Pandora. So that's pretty cool for me...I've gotten great reviews. And from the CDs that I've released I've gotten gigs overseas. I've had three opportunities to travel to Austria, and I do workshops with students there and then I do concerts while I'm there.

LR: When did you know you wanted to be a performer?

LW: Early on when I was in el-

ementary school. You know, you always look at people who are on television and you want to see if that's something you could possibly do. It's a big dream and I'm still dreaming.

LR: What are your goals for the next five years?

LW: I'm working on the third CD...As far as the kids here, they're really amazing, I'd love to see someone here go on to do something big in the music field. That would be awesome.

LR: What does music mean to you?

LW: I wouldn't want to exist if I didn't have music...It's my life. It is life. I get kind of emotional... Music is in everything. I think about my kids -- we were at home for the holidays and harmonizing and singing and that's fun. That's family. And then music is this experience being here at Wilson. I get up to come to work for music. I go to sleep listening to music. It's everything. Music is in every activity we do; it's in the celebrations of life, it's in the sadness of life. To me it's everything, and I'm just grateful that I get a chance to express it.



1. jingle bell rock - HALL + OATES
2. got something for you - BEST COAST + WAVVES
3. carol of the bells - THE BIRD + THE BEE
4. chillin' - WALE
5. chanukah in santa monica - TOM LEHRER
6. winter wonderland - JASON MRAZ
7. coldest winter - KANYE WEST
8. wonderful christmas time - PAUL MCCARTNEY
9. celebration - KOOL + THE GANG
10. all I want for christmas is you - MARIAH CAREY

Compiled by Ella Feldman

The Beacon Archive
Beacon newspapers from the years 1956-1967 are now online at wilsonhs.org
Go to Clubs and Extracurriculars, and select The Beacon Newspaper.

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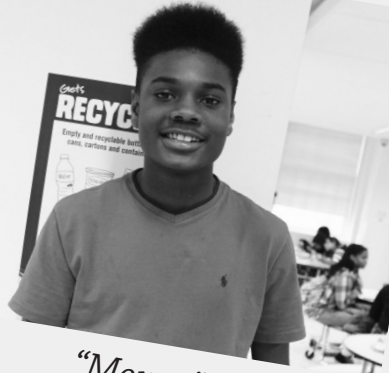
December 12, 2014

Compiled by Ellie Le Blanc and Rochelle O'Brien

What is the government hiding from us?



"Our swag"
Loïc Huber, 12
Julian Qureshi, 12



"Money"
Mikheal Wise, 10



"The locaton of the national treasure"
Anna Wilson, 9



*"Our f***ing rights"*
Anna Stewart, 9



"Zombies and flying cars"
Stephen Coates, 11
Bakari Sibert, 11



"The Ebola vaccine"
Elizabeth Martu, 9



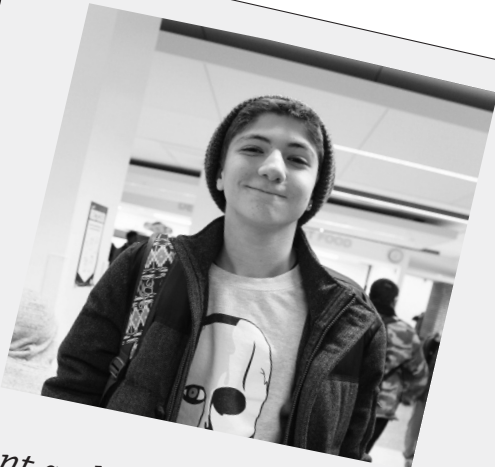
"Aliens"
Nathalie Dary, 11
Queenie Madrid, 11



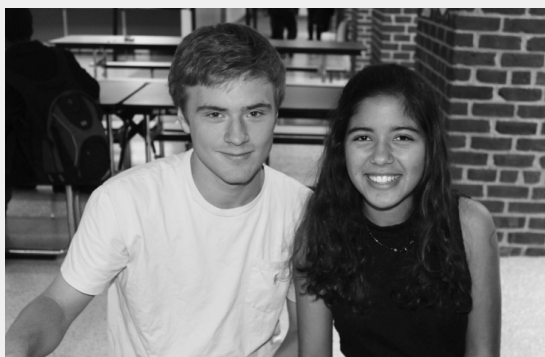
"Everything, you cant trust anyone"
Ethan Diner, 11



The secrets behind education"
Belene Oudit, 11



"Plant and animal relationships"
Yusef Mourad, 11



"The Past"
Matt Di Rosa 10,
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"Lil Wayne's new album (Carter V)"
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