



Woodrow Wilson High School THE BEACON

October 25, 2013

VOLUME 77 ISSUE 3

On A Mission



Photo by Isabel Gloss

STUDENTS TAKE ACTION - Students gather to defend their rights at the Affirmative Action Rally on October 15 in front of the Supreme Court

Maria Brescia-Weiler

Features Editor

On Tuesday, October 15, 85 Wilson students attended a rally to defend affirmative action organized by the Coalition to Defend Affirmative Action, Integration and Immigrant Rights and Fight for Equality By Any Means Necessary (BAMN).

The rally was organized in response to a Michigan law passed in 2006 banning affirmative action at the University of Michigan. Part of the controversy over this law was the fact that it was voted in by the citizens of Michigan; attendants at the rally argue that states do not have the right to vote to take away the rights of minorities. The Supreme Court heard BAMN's

case on October 15 and a final decision is expected to be made in about six months.

The rally was also an attempt to unify DC public school students behind this issue. Those from Eastern, HD Woodson, Banneker, Cardozo and Dunbar joined Wilson students in organizing and attending the rally. In all, over 2,500 students attended.

Senior Morgan Butler said that

when she realized how affirmative action might make a difference in her college acceptances, "I decided that I had to stand up and let my opinion be heard. As a senior, college is a big part of my next step in life."

Students who wish to be involved in this fight can join the BAMN club at Wilson.

Wilson Ban on Redskins Apparel Under Discussion

Nathan Davis and Val Pehrson

Co-Editor-in-Chief & Contributor

Following a complaint by a student who wasn't named, Principal Pete Cahall has given the Student Government Association the authority to ban Redskins apparel at the school. Cahall maintains that he has "no dog in the fight" and that he will "let [the student government] debate and discuss and come up with a proposal -- or not."

With the decision in their hands, SGA has decided to take a democratic approach. At an undetermined date, after homecoming (November 2nd), the SGA will have all second period representatives meet and determine the method of choosing to ban or not to ban. Options would include a debate in the atrium, a school-wide vote, or any other way of determining the desires of the student population that SGA deems fit.

CONT. ON P. 2

Hall Sweeps Roll Out

Emma Buzbee

Contributer

Starting October 1, the Wilson administration reinstated hall sweeps, a policy designed to motivate students to get to class on time. Student reactions have been varied; some consider the sweeps disruptive, while others consider them beneficial.

When the bell rings signaling the beginning of classes, all teachers must close and lock their doors. This leaves tardy students stranded in the hall until roaming administrators arrive

to pick them up and give them a pass, recording their names. Students with several tardies may face additional consequences. This system is implemented Tuesday through Friday, and sporadically on Mondays.

On Friday, October 11, *The Beacon* got a firsthand look at these sweeps, traveling the halls directly after 8:45 and lunch. Throughout first period, hall sweeps are not strictly regulated. Classroom doors are for

CONT. ON P. 2

In The News

U.S. Raids Terrorists in Libya & Somalia

In Somalia, Navy SEALs abandoned a mission to capture the leader of al-Shabab, the Somali branch of Al-Qaeda responsible for the Nairobi mall attack on September 21st, after excessive firing from the enemy. In Tripoli, the military captured Nazih Abdul-Hamed al-Ruqai, indicted for bombing US embassies in Kenya and Tanzania.

Chemical Weapons Investigators Begin Work in Syria

Starting October 9, 15 workers of the Organization for the Prohibition of Chemical Weapons began work locating and disarming the chemical weapons of Syria's Assad regime. The work is a result of an agreement between the United States and Russia, citing complete removal of weapons by 2014.

The Nobel Peace Prize of 2013

The 2013 Nobel Peace Prize was awarded to the Organization for the Prohibition of Chemical Weapons. The Prize comes with \$1.2 million for the winner. Widely discussed as a favorite was Malala Yousafzai, 16, a Pakistani school girl shot by the Taliban for advocating for girl's education.

Obamacare Website

The Affordable Care Act's website was plagued with numerous technical difficulties this month when the government rolled it out. IT experts have concluded that this was a result of massive demand from people attempting to create and access their Obamacare accounts as the site was launched. This glitch in the new health care legislation's implementation can be seen as a testament to the sheer volume of Americans seeking affordable health care.

HOMECOMING SPIRIT WEEK

woodrow wilson senior high school 2013

Graphic by Jane Martin

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
PAJAMA DAY  STUDENT VS. TEACHER DODGEBALL	TWIN DAY  FASHION SHOW	DECADES DAY  90S: 12th GRADE 80S: 11th GRADE 70S: 10th GRADE 60S: 9th GRADE	COSTUME DAY  MINI HALLOWEEN FESTIVAL no hats no facemasks	CLASS COLORS  9th: WHITE 10th: ORANGE 11th: GREEN 12th: BLACK PEP RALLY	FOOTBALL GAME @ 2pm VS. ANACOSTIA HOMECOMING DANCE: 7:30-1:30 pm THEME: GOTHIC VICTORIAN MASQUERADE

Cahall Keeps a Watchful Eye on Wilson Kidz

Megan Bell
Staff Writer

Every few weeks, Principal Pete Cahall checks in on various classrooms to see his kids. These are not his biological children, nor typical Wilson students -- these students are a part of Cahall's new program, called "Cahall's Kidz," through which he has "adopted" around 30 students to mentor throughout the school year.

The program originated this summer, when enrollment for Wilson was topping 1,800 students and Cahall was evaluating the out-of-boundary students who had not succeeded in the Wilson environment. When faced with the decision of whether to send these students back to their neighborhood schools or keep them at Wilson,

Cahall decided that he wanted to find a way to help them be successful at Wilson.

After consulting with the scholars and their families, Cahall made the decision to take them under his wing; thus Cahall's Kidz was born. While in previous years he has mentored a few students at a time, this is the first year that it has officially become a program.

"It is all about monitoring this group of young people and providing the encouragement and support so they can be successful," Cahall says.

He checks and monitors grades every week and works with the students and their teachers to keep them on track. The implementation of the program is especially important to him. "I'm tired of seeing a population of kids not being successful when

I know they have the ability and wherewithal to be successful," he says. "They just need the extra support."

In the first few months of school alone, Cahall has seen significant improvements. He has recorded almost a one-point increase in the average GPAs of these students; the average GPA of all of Cahall's Kidz is now 2.27. In one case, a student's GPA jumped from 1.53 to 3.55. To stay at Wilson, a Cahall Kid must maintain a GPA of 2.0 throughout the entire year.

Cahall hopes that his program will eventually be a model for teachers who want to mentor a few students themselves.

Through the mentoring that Cahall is providing, his "kidz" may be likely to grow up to be more successful "adultz."

Administration Gets Serious About Sweeps

FROM P. 1

most part closed yet unlocked. During the period *The Beacon* observed, the teachers in the hallways rarely reprimanded the kids walking around; only two students were issued a warning.

After lunch it was a different story. Administrators patrol the halls, counting out loud the seconds until the bell rings. Teachers stand at their class doors, ready to close and lock right away. Strangely, there appeared to be little need during the period *The Beacon* observed -- only a couple of students were caught and told to go get a pass.

Dean Angelo Hernandez, who was on duty patrolling the hall, merely pointed to the empty hall when asked if he thought the sweeps were effective. He believes that fewer people arriving late to class will "limit infractions that occur in the beginning of class, such as delay of the warm-ups and interrupt-

ing the teacher." For this reason, Hernandez is also in favor of the administrators working with teachers to create a similar, enforced system throughout first period.

On the other hand, he said he thinks that if a student is right outside the door, teachers should be a little more lenient; an opinion many students share. "I think [the hall sweep policy] just wastes more time," freshman Lolita Kohls said. "The whole point is to get kids to go to class, but if they are right outside the door and have to be sent to an office, it causes more trouble for everybody."

Deontra, a junior who did not wish to reveal his last name, is actually grateful for the hall sweeps. "They show the teachers and administrators actually care about their students' education and making [students] on time," he said.



Photo by Mary Stapp

WITNESS TO HISTORY - Author John A. Stokes speaks to students about his book *Students on Strike*.

Civil Rights Activist Inspires Students

Jai Williams
Contributor

John A. Stokes was a senior at Moton High in Prince Edward County, Virginia when he and other students organized a school-wide strike in 1951. He was one of more than 400 black students forced to attend a school lacking many necessities and built for only 180 students.

This strike became a part of the *Brown v. Board of Education* case, which declared it unconstitutional for states to create separate public schools for black and whites. Not only was this one of the most influential Supreme Court decisions of the 20th century, but it was the biggest step towards reaching equality in the education system in the U.S.

When students in bilingual education teacher Mary Ann Zehr's US History class read *Students on Strike*, Stokes' memoir about his determination to make a change, the students were impressed with how a teenager

could do so much. They were so inspired by his actions that they wrote him letters and invited him to speak to the class.

"I come from a country where we're all mixed together and equal," said sophomore Engel Cacares, who was accompanied by Pablo Soto in welcoming Stokes to the Black Box Theater Thursday, October 17. "We still have racism, but we pay the same taxes, eat the same food and work hard, so we should all have equal treatment."

Stokes brought more than just a lecture to the black box; he was determined to fill the room with words of empowerment and wisdom. "You have more power than you think as a teenager; with a concept and a thought you can achieve anything," he said. "We used the greatest weapon that God has given man: the brain," he announced.

Midway through the presentation, Stokes engaged with students through an activity to create an image of what it was

like to ride a bus during the segregation era. After setting up chairs he asked for volunteers. Stokes gives off an intimidating yet respectful demeanor that had the whole room quite timid. "I won't bite!" he joked. The activity conveyed how creed and color in the North did not matter until you drove down South. "Tickets [for blacks] were the same price that whites paid, so we should have had equal seating as well...equal rights!"

Stokes told of personal experiences and shared stories and poems that were dear to him. Many students felt they were able to make a connection. Mario Godoy, a student in Zehr's class, said, "Mr. Stokes is a real inspiration to me. I'm involved in a program called SMART where we recently marched for undocumented people from Mt. Pleasant to Capitol Hill. I was on strike just like Mr. Stokes!"

Redskins Clothing Comes into Question

FROM P. 1

Following the chosen event, SGA would follow the will of the majority and act accordingly.

"We didn't want to just decide without the input of the Wilson students," said senior and SGA Treasurer Todd Allen-Gifford on the decision to resolve the issue democratically. When commenting on the issue, senior and SGA president Manuela Bayon made sure to emphasize that the decision the SGA was making was not an official stand

on the Redskins' name or organization, merely an attempt to limit offensive clothing. "Some people would take it as Wilson being anti-Redskins...we're looking at it as a dress code thing," said Bayon.

Wilson alumnus Caleb Eckenwiler, class of 2012, shared his thoughts on the potential ban with a *Beacon* reporter via Facebook: "That sucks, next thing you know you'll have a uniform. One of those ugly joints with green pants and an orange top."

Fumes Trigger Evacuation

Lina Klose and Kaili Gregory
Staff Writers

As we walked into class that day we were just expecting an average chemistry class with Anna Wilder. We were to perform a lab entitled "Separation of a Heterogeneous Mixture", which involved salt, ammonium chloride and silicon dioxide. When asked what exactly the lab entailed, Wilder declined to comment.

As groups began the lab, white smoke was emitted from the Bunsen burners. It looked a little intense; the smoke was thick and coming up out of the mixture like it would out of a train in an old western movie. The fumes quickly filled the air, but no one expected the alarms to go off because we were in a lab room. We were all surprised when the alarm sounded. As students across the hall peered into the glass-walled lab, we stood there looking at each other with a sense of confusion. No one made a move to leave until Dr.

Wilder told us that we had to evacuate. As we left the class, we saw a concerned administrator making beeline for the lab.

Students were ushered out of the building onto the turf or Fort Reno, classes following their teachers. We got to Reno still half laughing, joking that the students should thank us for getting them out of class for twenty minutes. Some of us were even walking around with goggles still over our eyes and lab aprons on. Eventually Dr. Wilder came and we all went back to class.

When asked about the design of the labs, Wilson project architect Don Gregory said that there is "no other special exhaust system in the lab but the fume hood." When asked why there wasn't more ventilation, he responded by saying that they were given "an educational specification published by DCPS, which instructed us how to design the labs based on the specified curriculums."

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.

Advertising and subscription rates are available by emailing beaconchiefeditor@gmail.com.

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.



Eboni Ellis

ASK EB

Ask your questions at ask.fm/TheWilsonBeacon

Q How do you get your crush to notice you without being 'thirsty'? I'm tired of the friend zone.

A Your crush will notice you only if he/she wants to. Sadly, there's not much you can do without seeming a little "thirsty". Putting the extra foot forward to get attention might be worth it. It all depends on how bad the crush is that you have on the person. Posting a nice picture of yourself on Twitter or Instagram and getting a lot of compliments is probably the easiest way to get your crush's attention though.

Q This is a stressful time for me as a senior! College is approaching and I don't think I'll get in to many of the schools I chose, and I'm losing touch with lots of my friends due to this busy year. What should I do?

A You need to stay positive and keep your head up about the process of getting into college; with lots of time spent on it you should be fine. The friends you are losing touch with are probably going through the same thing. They could even be helping you get through some of your stress. I'm going through the exact same thing, and trust me it won't be this way for long. We're almost at the fun part of senior year. Just wait on it!

Q This girl says she likes me and she wants me. We already kissed and of all that, but she has a dude and they're on a "break". What if they end up getting back? But I do 'jai' want her so what should I do?

A You're in a really bad situation with this girl. You're basically a side joint that she's using while her and her dude are on a break. No matter what you do or how hard you try her dude will always come first, until they are officially broken up. So if you want her that badly you'll have to wait until she's not taken anymore.

Q One of my best friends and I have been really close since freshmen year but we have a lot of problems in our friendship. We fight a lot, and a lot of the time she is also very selfish. How do you distance yourself from a person who has been a really big part of your life for a really long time?

A It's going to be hard to separate yourself from that person at first, but it can truly be the best solution for a deteriorating friendship. Distances make any bond grow stronger, because you actually start to miss that person. A few weeks apart will do just the trick to get your friendship right back on track.

TOP 10 Underclassmen Complaints

1. I have too much homework
2. Wilson is so ratchet
3. I never get invited to parties
4. Middle-schoolers suck
5. The top ten is not even funny
6. I have to shave my face once a month
7. I should've made varsity
8. Recess is too short
9. My backpack is too heavy
10. Why does everyone hate me

The Beacon would like to apologize for a mistake that was printed in our September 27 issue. Zuri Jordan took the page 1 picture of the fallen tree. As Chief Editors, Evan Hamlin and Nathan Davis take responsibility for this mistake as it is our role to catch misattributions like these. We're sorry, Zuri.

B.A.M.N. Oversteps Boundaries

Elias Benda
Junior Editor

Our school is blessed with a BAMN chapter. They may have come to at least one of your classrooms recently. BAMN is a shortened acronym for the Coalition to Defend Affirmative Action, Integration, and Immigrant Rights and Fight for Equality By Any Means Necessary. This group hopes to achieve equality for all through affirmative action.

Affirmative action is essentially laws put in place to level the playing field in education and job opportunities for minorities. Junior Val Pehrson said he felt that when it came to affirmative action, "they [B.A.M.N.] just made it seem like a way for minority equality, which isn't always the case." If the law truly paves the way towards equality for minorities, then why don't

affirmative action laws represent the Japanese-American minority who suffered imprisonment by the U. S. government during World War II?

Currently, affirmative action only applies to certain minorities in the United States, such as African-Americans, Hispanics, and Native Americans, and it is relatively right in doing so. But if the Affirmative Action clause makes exceptions, they must be based on something. The exclusion of the Japanese populations from affirmative action is largely attributed to their relative success and wealth in American society. But if wealth indicates a lack of need for the policy, affirmative action should not be based solely on race, but also on economic background. Children from a wealthy black family applying to college should not get the same affirmative action benefits as poorer black families.

Whether or not you agree with the idea of affirmative action, the school allowed unopposed advocacy of political ideals to take up class time, and students were given one-sided information about the policy. We, the students of Wilson, deserve better.

The interaction between BAMN and the Wilson administration is a violation of students' rights. This group, acting as a political advocacy group, entered our school and came around to social studies classes. They were given time to speak about their beliefs, in an attempt to get students to rally in support of affirmative action for a Supreme Court hearing on October 15. In my case, the presentation consumed 50 minutes of class. The school should not be allowing the precious time that students have for education to be consumed by political speeches that

seem unrelated to the class. They then passed around the "BAMN PARENTAL PERMISSION SLIP," which gave students a pass to leave school for a political rally. Looking into the school agenda, I found in the Attendance Policy, a list of excused absences, including: "Death in Immediate Family, Illness, College Visits (12th grade), Religious Holiday, Medical Appointments." Not included: "Political Rally." Regardless, the school took a political stand by allowing the supporters of affirmative action to be excused without mention of those who would oppose it. Those for affirmative action are explicitly excused; and the school didn't make any mention of those against affirmative action. This all falls on the school for not making sure that students receive fair and unbiased information.

Keeping it Clean for College

Sophie ReVeal
Contributor

At this point we've all heard the horror stories about someone getting kicked out of school, fired from their job, or even being arrested for things they posted online. There are so many social media sites that surround us in our everyday lives and with everyone around us constantly using them, it makes it hard not to get involved. This is both a blessing and a curse; social media allows for new types of communication and expression, but with this comes the need to be responsible.

In the Kaplan Test Prep's 2012 Survey of College Admissions Officers (in which 350 admissions officers responded to a Kaplan poll by phone), 26% of college admission officers said they "checked Facebook as part of the application review process." However, that percentage has increased since 2011, and the percentage of finding something that actually negatively affected admissions officer's decisions

almost tripled in just one year.

Only 15% of colleges have specific policies on admission officers searching any social media sites, and 69% of that original percentage actually prohibited the admissions officers from visiting any applicant's social networking pages.

Although this survey shows that it is unlikely for colleges to check your social networking pages, it is still important to use discretion when posting things anywhere online. Colleges aren't the only people who may look at your online footprint; peers, colleagues, and potential employers all can see what you post.

This doesn't mean you don't have your freedom of speech, or that you're being censored, but that you shouldn't post anything you don't want to follow you. What gets posted on the Internet can be permanent. Although right now it is unlikely colleges will see what is on your social networking pages, the percentage is rising. Watching what you post is always a good habit.

Wilson's Difficulty Increasing

Ellie Melick
Contributor

Back in the day, in 2008, Woodrow Wilson High School was pretty different from how it is now. The building had not yet been renovated, much of the curriculum was entirely different, and school policies were not exactly enforced.

Today's Wilson is a different story. As students enter the building, they are stopped if their outfits are deemed inappropriate. The majority of students get to class on time, where they work on projects, take notes, or tackle some other assignment from a plethora of scholarly activities. Teachers are teaching, students are studying, and hall-sweepers are hall sweeping. The school is running like a well-oiled machine. Or at least an OK-oiled machine.

The data says the school has improved, both academically and in terms of conduct. The percentage of students scoring proficient or advanced on the DC-CAS has steadily increased over the past few years. The attendance rate has also been improving, with an 84% average in the 2008-2009 school year and 94% in the 2012-2013 year.

But despite this statistical evidence, whether or not Wilson is becoming a more rigorous learning environment is quite subjective.

In the opinion of Spanish teacher Ms. Amy Wopat, "Wilson is not necessarily becoming harder. The expectations are more clear, but the actual work

is not more challenging."

On the contrary, administrator Mr. David Thompson says, "This school is becoming more rigorous and more challenging. What we are covering in class is becoming more difficult, but in a way that makes students think harder, rather than just giving them more work."

Principal Cahall, now in his sixth year at Wilson, is continually trying to raise standards for the benefit of students. "I think it is my responsibility to raise expectations, so scholars will be prepared for the world. Each year my expectations are getting higher, both academically and behaviorally," he says.

The students are noticing the change as well. Senior D'Mani Harrison-Porter talks about his first year at Wilson (at UDC for the 2010-2011 school year while the Tenley campus was under renovation), and how much has changed since then: "At UDC you could walk out the door and nothing would happen. That's not true at Wilson today, so it has definitely become stricter. Teachers also have more resources to work with, so you get more out of each class."

Whether or not you believe Wilson is becoming a more serious, challenging learning environment depends on your personal experience. But all in all, the teachers and administration are expecting more out of each student. Wilson may be a big, crazy place, but all the tools are there to help you get the most out of your high school experience.

Government Needs to Grow Up



Photo by Lamek Kahsay

BOO HOO! NO ZOO! - Signs posted on fences outside of the National Zoo declared it, among other government-run parks, closed during the shutdown.

Annie Rosenthal
News Editor and Style Editor

In preschool, between making hand-turkeys and singing the clean-up song, I learned a valuable life lesson: If someone wants to play a different game than you do, you don't pop the ball to spite them. You use your words. You compromise.

During the past month, the United States government acted like its members never graduated from preschool. Republicans in Congress shut down the government because they didn't agree with a law. Democrats refused to negotiate. When you remove personal views from the equation, the behavior on both sides was not exemplary.

We are in high school now, but we learned long ago that compromise is important, and now we're learning to practice it. This month our leaders sent us a clear message: forget everything you learned in preschool. Don't think about the big picture. Don't worry about accomplishing anything. Go down fighting, and pull as many people as you can down with you.

Additionally, as D.C. residents, we got a special addition to the message: We will take you down with us. You don't matter. In states, only direct extensions of the federal government, and employees of the federal government deemed "nonessential" were furloughed. But Congress refused to approve D.C.'s bud-

get, and we were forced to use emergency funds or shut the city down.

Now that furloughed government employees have returned to work, and are slated to receive back-pay, we can ask: what was accomplished? Nothing. Republicans didn't repeal the law they hate so much. They did a stellar job of wasting American time and money. Democrats alienated the District of Columbia. The divide between the two parties deepened, and now most Americans are disgusted with our government.

But we shouldn't let this situation anger us without turning it into a learning experience. The disaster that was the shutdown proves that obstinance and selfishness accomplish nothing, and that compromise is necessary for progress. We just witnessed a first-rate example of how the government is sometimes ineffective, and the American population knows it; during the shutdown, Congress's approval ratings were at 5%, an all-time low.

As students, we are the leaders of the future, and we can learn from our current leaders' mistakes. Let us not forget that lessons learned in the sandbox do apply to real life, even when our government tells us the opposite.

Auditorium Etiquette Questioned

Erin Sternlieb
Opinions Editor

October 11 was International Day of the Girl, and Wilson participated with a screening of the film *Girl Rising*. The movie follows the stories of nine girls from countries like Nepal, Afghanistan, Haiti and Peru, all of whom have been affected in some way by the international struggle for gender equality in education.

The movie covers many very intense, very real, and very serious issues. A girl from Haiti is told she can't go to school. A girl from Ethiopia is almost forced into an arranged marriage as a young teenager. And a girl from Nepal is sold by her parents into bonded labor. While this movie had the potential to have a profound influence on the Wilson students who had the opportunity to see it, it was somewhat ruined by inappropriate behavior.

Wilson students can often be talkative, sometimes bordering on rude. This behavior is extremely prominent at assemblies. More often than not, the behavior is harmless, not extremely

disruptive or upsetting, and usually I don't think twice about chatter during a movie or loud laughter at an assembly. But during such a powerful movie on such a serious issue, it was troubling.

At one point in the movie, when a young girl from India is being taunted and verbally harassed by three men, much of the packed front section of the auditorium erupted into laughter. The same thing happened during the scene of a 14-year-old girl from Afghanistan giving

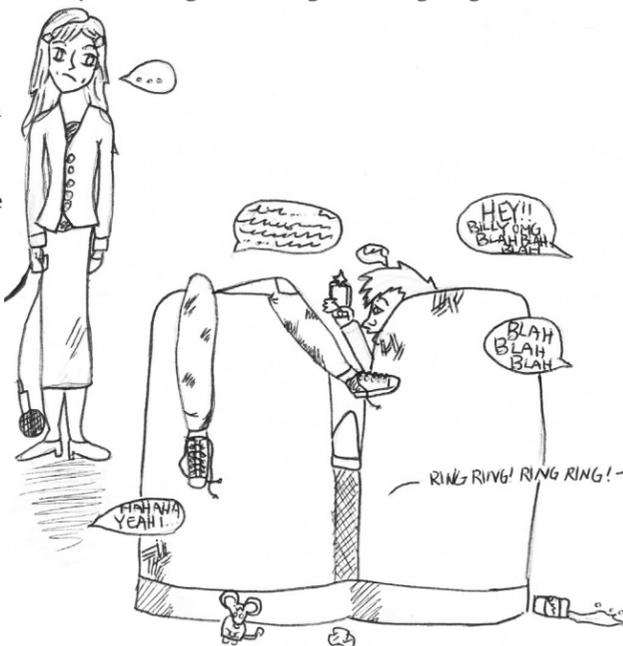
plans for the weekend. It seemed ironic that here in the movie there were kids dying to have the opportunity to go to school, literally sacrificing everything for the chance to get an education, while Wilson students were complaining about having to watch an interesting movie on a big screen in a comfortable auditorium.

As angry as I was about others reactions to the movie, it made me realize two things. First, it showed me how lucky we are as Wilson students to have the

ability to take our education for granted. We are so accustomed to being in school that we can complain about it. More often than not, we don't see it as an opportunity, but just a part of life. Most of us wouldn't even be able to imagine what our lives would be like if we didn't go to school.

Second, while many view Wilson as a liberal, open-minded place (and for the most part it is), if there are students here who laugh at such profoundly horrible scenes it's not because they are mean-spirited people, but because not

everyone understands the issue. This means that there needs to be more done here in our school, and everywhere, to educate people on education equality.

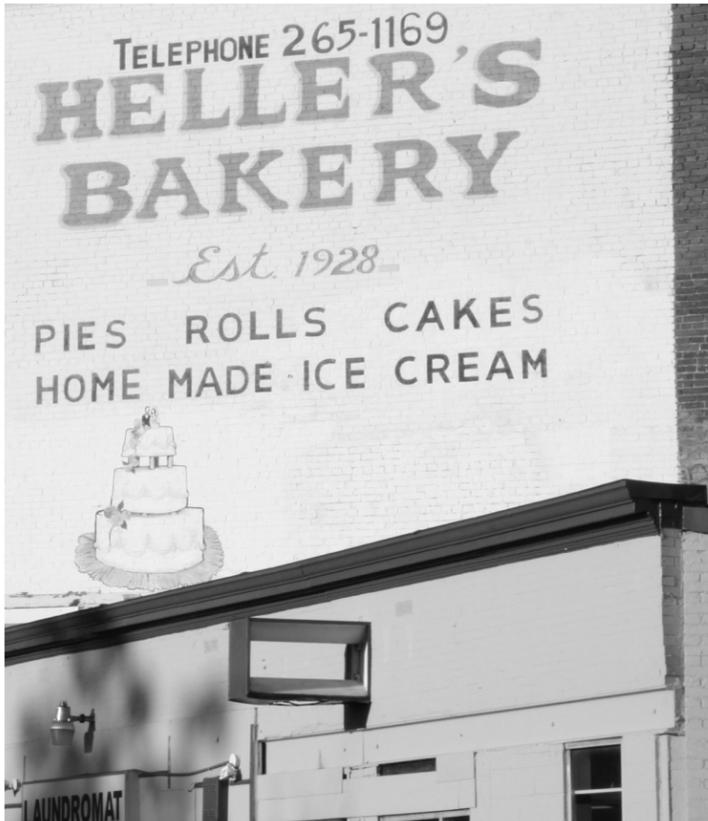


by Molly Wackler

birth after a forced marriage. I was appalled that others were laughing at scenes that were so shocking and saddening to me.

Throughout the movie I heard people complaining about being in class and talking about their

Neighborhood Spotlight: Mount Pleasant



PLEASANT INDEED - Heller's Bakery is just one of the many well-known food establishments located in Mt. Pleasant.

Ben Gutman
Staff Writer

One of the most diverse neighborhoods in the District, Mt. Pleasant is located in Northwest D.C. With Adams Morgan to the south and Columbia Heights to the east, Mt. Pleasant is at times overshadowed by two of D.C.'s most popular neighborhoods. However, within Mt. Pleasant sits eight blocks of unique restaurants, small businesses, and neighborhood traditions.

The influx of Central American immigrants starting in the 1960s, specifically from El Salvador and the Dominican Republic, helped establish Mt. Pleasant as one of the only recognizable ethnic neighborhoods in D.C.

Although not formally acknowledged, Mt. Pleasant is D.C.'s Little El Salvador, boasting an array of Salvadoran eateries and markets. Located on the corner of Irving and Mt. Pleasant Streets, "Ercilia's" is home to Mt. Pleasant's best pupusas and other Salvadoran cuisine.

Other restaurants known for

their ethnic Salvadoran food include "Haydees" on the other side of Irving and Mt. Pleasant Street and "Don Juan" located at Lamont and Mt. Pleasant Street.

Pupusas are not the only delicacy of Mt. Pleasant. Located at 3221 Mt. Pleasant Street is D.C.'s most famous bakery. The historic Heller's Bakery opened in 1922 and is known for their 95-cent glazed doughnuts.

If doughnuts aren't your thing, just cross the street to Lamont Park for fresh produce and fruit at the Mt. Pleasant Farmers Market, set up every Saturday Morning from 9 am to 1 pm.

Mt. Pleasant is also home to a variety of activities, including Lamont Park's popular fall outdoor movie festival, which takes place every other Friday night during the fall season.

More active types are guaranteed to find a competitive pick-up soccer game any night at Bancroft Elementary, located on 18th Street. Finally, the newly renovated library at Lamont and 16th is one of the nicest libraries in D.C. and is a great quiet place to study or read.



Photos by Nico Artiga-Oliver

My Life So Far: Harper and Cole Randolph



Photo Courtesy of Cole Randolph

SIBLING LOVE - Cole and Harper Randolph combine to form a formidable team

Maria Brescia-Weiler and Lauren ReVeal
Features Editors

On Tuesday, October 15, seniors Cole and Harper Randolph were wearing matching shoes.

"He copies me," said Harper. "I didn't," Cole responded. "I promise you I came in her room this morning and she had the same stuff I had."

"I had it on first."

While the shoe-niform may not have been intentional, it is clear that the Randolphs are a team. Both athletes and musicians, these twins are each a complete package on their own; combined they are taking Wilson by storm.

Cole has been playing basketball for 12 years -- one of those years was as a sophomore at Landon. Luckily for us at Wilson, he returned for his junior and senior years. Harper runs sprints and hurdles on the Wilson track team. "It's fun, but it's a lot of work," she said. Although their practice schedules can be complicated, sports are a

big part of the Randolph twins' lives.

However, the activity most important in the Randolphs' lives is music. Harper and Cole have been playing the viola and cello, respectively, since age five. One summer, they began to play at the waterfront of Old Town Alexandria. From there they started to get hired to play at weddings.

Together they form half of the Randolph Family Quartet, along with their other two siblings who both play the violin. Their musical talents have brought them to performances in such prestigious locations as the Kennedy Center and the White House.

This passion for music originated in the Randolph household with their father, who is a music professor at Howard. "Our dad made us play," said Cole. Still, music is a key part of who the Randolphs are.

The Randolphs have an intriguing twin relationship. "I hate being a twin," said Harper. Then she paused and laughed. "No, I'm just playing."

She went on to complain that Cole is too overprotective, which he denied.

"Sometimes we finish each others' sentences," Cole said, and they went on to prove it. "We fight every day..."

"But we make up in like 5 minutes," added Harper.

In explanation of their closeness, Cole said simply, "We came out the womb together!"

When asked if they were planning on going to college together, they both smiled. "I don't plan on going to the same college," Cole said. "It might happen."

If separated, "I'm not going to miss him," said Harper.

"Yes you will!" Cole responded. After watching them interact, we were starting to get separation anxiety for them. "I'm not going to be crying," Cole reassured us.

Though they don't know where exactly they want to go, Cole said he plans on majoring in music or math and Harper said she intends to continue to run track in college while majoring in music or music education.

Exchange Students Find a Home at Wilson

Matthew Smees
Staff Writer

A wave of incoming exchange students from all over the world has reached Wilson. The school's six new exchange students will each be staying with a host family in D.C. for one year. These students come from a variety of student exchange programs. ASSE, an international program in which a student has the choice of traveling for three months or for one year, brought Ana De Costa (16 years old) from Madrid, Spain to Wilson. She will be staying here for one year. Other organizations including AFS and Education First, which are very popular around the world, have brought Yuki Nakano (16) from Japan and Gianluca Guglielmo (15) from Lecce, Italy.

These students have made a quick but drastic transition into Wilson; their schools back home are nothing like ours.

Jort Van Dalen (17) says that one of the biggest differences between Wilson and Rudolf Steiner College, his school in the Netherlands, is that his old school did not have sports teams. He says, "After school, everybody at Wilson has a sport. It's organized by the school... Our schools don't have that... If you play a sport, you go to a sports club."

De Costa says that at her school, San Jose De Cluny, in Madrid, you don't move around like you do at Wilson. At her school students stay in the same classroom and have the same teacher for the whole day. For her, this change will take some getting used to.

The reward for making these huge adjustments, however, is

getting to experience American school and classes. Guglielmo says that his favorite class here at Wilson is Entrepreneurship, taught by Anthony Evans.

Another big adjustment Wilson's exchange students must make is to the food. American food is much different -- sometimes better -- according to Guglielmo, who says peanut butter and jelly is his favorite American food.

Van Dalen's favorites are Five Guys and Chipotle. This being said, the students claim that a lot of American food is not nearly as good as their food from home. Nakano claims that rice and miso soup are better than all American food. Gianluca added, "I don't like the way Americans cook pizza!"

On top of food, there is a range of music interests among the students. Van Dalen likes to listen to techno or house music while Gianluca listens to both Italian singers and American bands such as Green Day and Coldplay.

Possibly the biggest difference of all those previously mentioned is one noticed by Gianluca. "People here don't judge," he says. "It's not bullying."

It was great to hear someone from another part of the world say that Wilson, in his eyes, is an accepting and judge-free environment.

These students are on an incredible journey in which they have traveled thousands of miles to get a taste of American culture. Make sure to give them a warm welcome as they grow accustomed to the ways of Wilson and the United States.

Wilson White House Interns - Tenleytown

The government shutdown was a time of crisis in America. Panic swept across the nation, forcing its way into minds of Americans. Even at Wilson there was reason for concern.

Government services were placed into two categories: essential and non-essential. Essential federal services, like air traffic controllers, continued on the job, but many government workers did not.

At Wilson, seniors applying to college were affected by the shutdown. In previous years interns from the White House internship program have come to Wilson to help students with college applications.

This year, however, the government shutdown prevented the interns from conducting the program at Wilson during the weeks of the shutdown. Unfortunately for Wilson seniors, this was a crucial period in the application process.

"It's a shame," said Alex Wilson, Wilson's Academic Development Director. "Obama has done much more than previous presidents to bridge the schools with the government."

Now that pandas have returned to work at the Zoo, so too might the White House interns.

by Gregory Kopetsky

Z-Burger - Tenleytown

When our government stopped working, Z-Burger, a popular restaurant chain with a nearby location in Tenleytown, decided to do something about it. They started giving away free hamburgers. LOTS of free hamburgers.

The idea, which came from owner Peter Tabibian, was to have Z-Burger give away free hamburgers to furloughed government employees who showed a government ID. The program lasted for three days, from October 1 through 3 at all six locations in Maryland, Northern Virginia, and D.C. The program was open to all federal and D.C. government employees.

Tabibian's idea was extremely successful, perhaps more than he could have imagined. In those three days, Z-Burger gave away up to 16,000 burgers, which were worth about \$88,000 in total.

Angel Moreno, the general manager of the Tenleytown Z-Burger, said that lines stretched around the block. Up to 200 people were reported waiting for free burgers at various locations. Although each person showing a government ID only got one burger at a time, Moreno added that some people even came multiple times per day. Z-Burger trusted its customers and gave burgers to people who didn't have an ID with them if they said they were government employees. Moreno added that if they didn't have to buy a burger, they would have more money for their children.

The event was so big and popular that newspapers such as the Washington Post and local TV stations documented it. Even Al Jazeera, an international Arab language radio and TV station, got in on the action. Reports of the Z-Burger giveaway went around the world. Unfortunately, Z-Burger had to stop the program because they were losing too much money, which demonstrates the effects of the shutdown on the private sector.

Moreno, a D.C. resident who has been working as manager for only three weeks, said that they offered the promotion "to show the customers our appreciation and to prove that we could do more than the government." When asked if they would do another free burger program in the future, Mr. Moreno replied "Yes!"

by Conall Rubin-Thomas

Shutdown Affects the City

Crew - Potomac River

The government shutdown affected people all over the country, the city, and the rowers at Wilson High School. Members of the crew team spent two weeks doing workouts on land and practicing on erg machines in the hallways as opposed to being out on the water where they would gain real experience.

Thompson Boat Center, where Wilson and many other high school teams row, is run by the National Park Service, which was shut down. The fall crew season lasts only about two months, with five races, so missing two weeks in the middle of the season was a big deal.

"We can't access a very important part of our sport," said junior Julia Carroll. "It also gives us a disadvantage because we have to compete against some teams that have had time to practice in their lineups on the water."

On the weekend of the 12th and 13th, the girls and boys varsity teams raced at the Occoquan Chase without a chance to practice lineups at all. Senior Captain Sofie Heffernan said not being on the water was "prohibiting our ability to increase our speed this season."

Head coach Matt Grau agreed that this "significantly affect[ed] the varsity teams' technique," and added his concern about the novice program. He noted that without time on the water, new rowers "don't know what rowing is."

"Even though our ability to stay on track has been compromised," Carrol says, "we are trying our best to stay strong and we're working as hard as we possibly can."

Crew began practicing on the water again on Friday, October 18th.

by Erin Sternlieb

LAYC - Columbia Heights

The federal government shutdown hit Wilson's Hispanic community particularly hard, as the Latin American Youth Center was forced to furlough coordinator Maria Navarrete and cut back on important programs.

LAYC is a regional organization with a mission "to empower a diverse population of underserved youth to achieve a successful transition to adulthood," according to its website. It serves as a support network for Latin American and low-income youth in the D.C. area. Its services include providing housing for homeless youth, counseling and mentoring for troubled teens, academic support services, and health and parenting counseling. At Wilson, facilitators help students with homework, organize cultural enrichment activities, engage in sporting events, write references, and build relationships.

LAYC has a \$13 million budget, of which 65% is funded by a variety of government sources. The organization's work with homeless youth is funded directly by the federal government, so as of October 1, that funding was completely cut off. In addition, the funding the organization receives from the D.C. government trickled in more slowly.

Throughout the shutdown, LAYC continued to care for its youth, but was not being reimbursed, so president and CEO Lori Kaplan said that she was faced with the tough predicament of deciding which programs to temporarily cut. She designated the employees who work with homeless and foster care youth as essential personnel, since not funding those programs would effectively be putting kids out on the streets. She decided to temporarily furlough employees in less critical programs, including Maria Navarrete, the LAYC coordinator at Wilson.

"Maria is totally essential, but when you compare [Wilson] to homelessness...Wilson kids will be okay for a week," Kaplan said. Navarrete planned to volunteer at Wilson anyway, but the Wilson PTSO decided to cover her salary during the shutdown.

Navarrete was worried that the shutdown would continue indefinitely. "Programs like this affect a lot of the youth," Navarrete said, adding that she has 37 students in the program.

"A lot of kids really depend on that program," said counselor Pamela Bright, adding that it is her number one resource when interacting with Wilson's Hispanic student population.

Kaplan said of the shutdown, "It really makes me angry. We need leaders who can lead and make the right decisions on behalf of young people... This is really ridiculous, and it's hurting a lot of people."

by Claire Parker

Mayor Gray Talks Shutdown and Budget Autonomy

Claire Parker
Managing Editor

The federal shutdown, which began on October 1 after Congress failed to approve the federal budget for the 2014 fiscal year, put thousands of government employees out of work for 16 days, threatened the D.C. government, and hurt the national and District economies. Lawmakers and President Obama approved a deal on October 16 to reopen the government, and raise the debt ceiling, but long-term effects will continue to hurt D.C.

Mayor Gray speaks about the shutdown and budget autonomy

Mayor Vincent Gray came to Wilson on Day 11 of the shutdown to talk to Michele Bolinger's D.C. History class about the shutdown's effect on D.C.

D.C. has a population of 632,000, which is greater than that of the states of Vermont and Wyoming. But "sadly, we are treated like second class citizens," said Gray. The city's status as a federal district leaves it without representation in Congress or the budget autonomy needed to function without Congress's support. As part of the shutdown, Congress did not approve D.C.'s budget for this fiscal year, throwing the city into a state of financial panic for 16 days and forcing the use of reserve funds.

"Why do we have to shut down? And why is it that we can't spend our own money?" Gray asked the students. He stressed both to the Wilson audience and to Senate Majority Leader Harry Reid, on October 10, that D.C. is not an arm of the government, and should not be subjected to the same federal appropriations process as the Department of Defense, the Department of the Interior, or any other department.

Gray is an advocate for D.C. statehood, and believes that D.C.'s budget should be treated like a state's. D.C. generates revenue in the same way states do -- through property, income, and sales taxes, generating a total of \$6.1 billion each year. But the power to control that money lies with Congress.

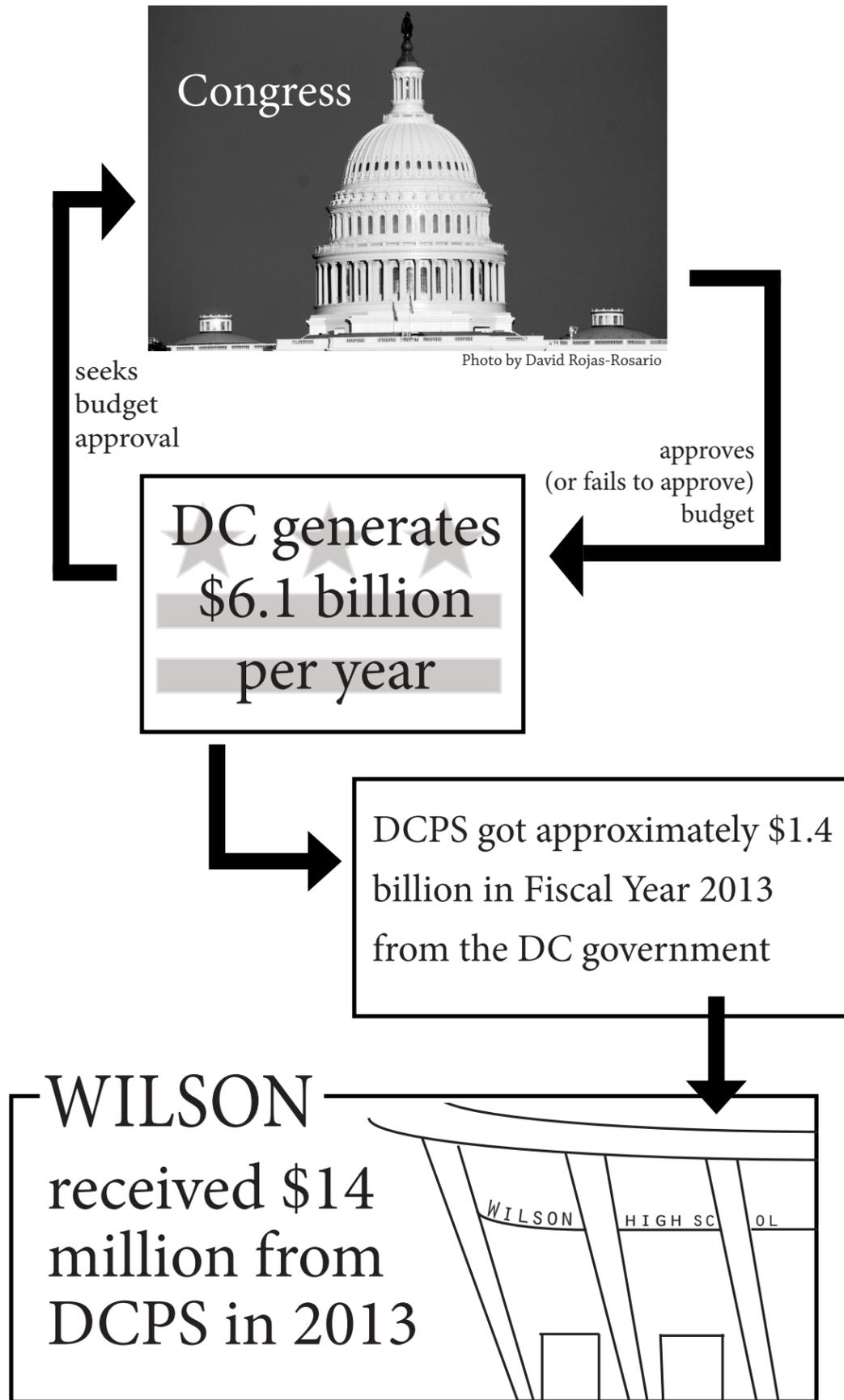
The reason appears in Article 1, Section 8 of the United States Constitution, written in 1787, which states that Congress has the authority "To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square)."

"There is no way that Congress would go to the state of Maryland or the state of Virginia or the state of Delaware and say that you may have your own money, but you better come and ask us if you can spend it," Gray said.

Gray drew several parallels between D.C.'s lack of rights and slavery, calling Congress "our overlords, our overseers," and urging them to "let my people go." He highlighted the hypocr-

How the DC Budget Worked (and why the shutdown impacted it)

The following graphic represents the flow of money in D.C. for the 2013 fiscal year, from the Capitol to Wilson. Before October 1, DC's budget was at the mercy of the congressional appropriations process, which led to dramatic consequences for the city when the federal government was shut down. Now, DC's money still must be approved by Congress, but will not be subjected to the appropriations process.



is evident in the District's suffering from "taxation without representation" -- the very condition that prompted our fight for independence from the British over 200 years ago. Gray noted ironically that America has "liberty and justice for all -- except if you live in the District of Columbia."

This infuriates Gray, partly because of the District's financial history. "We have had 18 consecutive years of balanced budgets in the District of Columbia. How many consecutive years has the federal government had a balanced budget?" Gray asked students. "Zero," the kids answered.

Last April, D.C. residents voted for a referendum that would liberate the city's budget from the congressional appropriations process beginning January 1, 2014. If this referendum had been passed earlier, or Congress had passed another bill giving D.C. freedom to manage its own budget, the federal shutdown would not have impacted the city as greatly. But because as of October 1, D.C. didn't have budget autonomy, it did have a big effect.

The shutdown's effect on D.C.

The shutdown forced the city to tap into its contingency fund,

which contained \$210 million on October 1, according to Pedro Ribeiro, Director of the Mayor's Office of Communication. To the surprise of the federal government, Gray designated all D.C. government employees as "essential," which meant that for the duration of the shutdown, all D.C. employees were paid.

"For me, this situation is worth it because I want you all to be able to go to school everyday," he told Bolinger's students. "You can call it defiance. I call it good government."

The District was able to pay its payroll on October 15, but the ability to pay its October 29 payroll was questionable, had

the shutdown continued. In the event that the contingency fund ran out before the shutdown was over, Gray requested that all D.C. employees, including DCPS teachers, continue to work. He said he intended to keep the city running as long as possible, and assured students that there was no threat of schools closing. Fortunately, those resolutions were never tested.

Shutdown ends

Congress reached a last-minute deal on October 16, ending the shutdown and preventing default on the national debt. President Barack Obama signed the bill into law at 12:30 a.m. after the Senate voted 81 to 18 to pass the bill, and the House voted 285 to 144 in what is considered a Republican defeat. Republicans failed to achieve their goal of repealing Obamacare and their only victory was a tightening of income verification regulations for Obamacare users.

The deal approved the government's budget through January 15 and raised the debt ceiling until February 7, making the solution only temporary. Lawmakers worry that the same divisive issues that resulted in the federal shutdown in October will remain unsolved by January.

All Federal employees returned to work, and parks and monuments were reopened on October 17. Federal employees will be paid for their furloughed time, and the D.C. government's contingency fund will be reimbursed. Still, in its wake the shutdown left long-term negative impacts for D.C. government contractors who will not receive back pay, creating financial difficulties for many D.C. families.

The private sector of D.C.'s economy was also hurt, as downtown businesses lost their federally-employed customers for over two weeks. Non-profit organizations that did not receive their expected federal grants, such as the Latin American Youth Council, lost significant amounts of money.

However, the District did win short-term budget freedom. One provision of the shutdown deal gave D.C. the right to manage its own budget through next September. In addition, the bill allows the District government to operate as usual in the event that Congress reaches another budget impasse and the federal government shuts down again in January. Kimberly Perry, the Executive Director of DC Vote, said that the deal, coupled with the April referendum, is "a big victory. We should never have to be in the middle of a shutdown again," she said.

But the District still does not have complete budget autonomy, as it will still be subjected to a 30-day congressional budget review each fiscal year. "We will not be free until we have complete statehood," said Perry. "That's the only permanent solution."

Herencia Hispana

Ellie Botsford
Staff Writer

La celebración del Mes de la Herencia Hispana comenzó a celebrarse en el año 1968. Desde entonces, solo se festejó por una semana, durante el mes de septiembre.

La idea fue creada por el presidente de los Estados Unidos, Lyndon B. Johnson. Este reconocimiento hacia los hispanos que habitan este país se extendió por un mes entero en el año 1988. Las fechas de comienzo y acabo del celebración son del 15 de septiembre al 15 de octubre de cada año.

La intención de este reconocimiento de la comunidad hispana-estadounidense es para agradecerles para sus contribuciones en casi todos los sectores del país.

El mes de septiembre es un mes históricamente emblemático para la región de las Américas; varios países como Nicaragua, Honduras, Costa Rica, México y Chile festejan su independencia.

La minoría más grande en los Estados Unidos es de origen hispano; son 53 millones de personas hispanas que viven hoy en

este país. Se estima que crece la población hispana por alrededor de un millón de personas por año en los Estados Unidos. Hoy en día, esta minoría es del 16.7% y se espera que en el año 2060, será el 30% de la población de este país, según el censo de 2012.

La cultura hispana ya está instalada en los Estados Unidos de América, y se refleja en muchos aspectos de la vida de los estadounidenses. Vale entender que la diversificación de las culturas que hubo desde hace décadas en Estados Unidos ha dado fruto a la convivencia de culturas diversas. Esta convivencia brinda una plataforma para apuntalar y fortalecer la democracia, el derecho a la expresión y a la educación de todas las personas que cumplen con la ley y contribuyan en la sociedad. Los hispanos son conocidos por sus valores, el respeto para la familia y su dedicación al trabajo.

En varias ciudades de nuestro país durante el mes de septiembre y octubre se festeja con celebraciones culturales acompañadas de música y gastronomía típica.

The Gender Agenda

**Mattie Friberg and
Charlotte Havland**
Contributors

On November 20 our community will be observing Transgender Remembrance Day. This day will be set aside to commemorate the hardships faced by the trans* community as well as to learn to understand and respect those around you when it comes to gender and sex. To prepare, the Gender and Sexuality Alliance (GSA) thought a quick introductory course on trans* topics was in order.

1. What does transgender even mean?

Someone who identifies as transgender has a gender that does not always align with traditional understandings (or misunderstandings) of biological sex. Transgender is an umbrella term that encompasses many different gender identities, including a term you may be familiar with, transsexual. An even broader and more inclusive term however is trans* (the asterisk is silent).

2. Aren't gender and sex the same thing?

People often use the two interchangeably. However, sex refers to biology and chromosomes, while gender refers to socially constructed roles and attributes. There is a broad spectrum of both gender and sex identities and the ways in which people express them differ.

3. Aren't there only two genders?

Our society tends to divide people into two genders, male and female. In reality, many people identify outside the gender binary as genderqueer, agender, genderfluid, third gender, bigender and many others. Somebody who was assigned the male sex at birth and identifies their gender as male is cisgender (their sex and gender are the same). Somebody who was assigned the female sex at birth, but identifies their gender as male and identifies themselves as trans* could be considered transgender (not cisgender).

4. How can I make sure I'm being respectful to trans* people?

Call trans* people by the name they ask you to call them by as well the pronouns they prefer. If somebody asks you to use female pronouns when talking about them, do it! If you are unsure of someone's pronouns and you're scared you might misgender (assign the wrong gender) to them, it's ok to ask which ones they prefer in a respectful way. The best thing you can do is accept their identity and be supportive.

5. You mentioned pronouns just now...?

Pronouns take the place of a noun, in this case replacing a name. Some people prefer gender specific pronouns like, she, he, him and her. Others prefer gender neutral pronouns like, ze, xe, hir, zer and the singular form of they.

To sum up: Gender and sex are different. There are more than just two of each. Many people's gender and sex don't "align" the way society wants them to, but actually it's all okay. Respect those people and the way they identify themselves by being a decent human being.

7 Tips For Senior Success

By Patience Tait

It's senior year for the Class of 2014 and despite the ups and downs, we have managed to survive freshman, sophomore, and junior years. This is the most exhilarating, the most expensive, and the most STRESSFUL year yet. But, this year is also the year in which we have the most fun with events like Prom and Senior Grad Night. This is the time when everything can get a little harder. This is where you want to connect more with the world outside the walls of Woodrow Wilson High School. This is also the time to receive advice from staff members on what to do and what not to do after June 14. Here are some tips for seniors to help make our last year here a little easier.

1 Apply for College Early

Applying to college early is the best option for seniors. It gets rid of a lot of stress in later months of the year. By applying early you have a better opportunity to get into the school of your choice and you will know if you are accepted sooner. You should always apply to your first and second choice early.

2 Look for Scholarships

FREE MONEY!! HELLO!! NO NEED TO EXPLAIN!! COLLEGE IS EXPENSIVE, SO LOOK FOR SOME FREE MONEY THAT WILL KEEP THE COST DOWN!!

3 Don't Catch Senioritis

Senioritis: it usually happens during the second semester. Seniors all over the country start showing symptoms of being bored with high school. Most common symptoms are that students stop coming to school and stop doing work. How do you prevent Senioritis? Keep your eyes on the prize; set goals for your second semester, don't skip classes and remember that colleges are still looking at your grades and attendance. Protect yourself from Senioritis because there can be harsh consequences.

4 Get Involved

When you get involved it shows colleges that you are a well-rounded student. It shows them that you get along with all sorts of people. Getting involved in a club or a group can build up life skills and help with obtaining more knowledge. Also, getting involved shows your school you still care about what is going on inside the building. Just by getting involved you can brighten your whole future.

5 Look for Internships in Possible Career Fields

Obtaining an internship in a possible career field can help you decide if that is the right path for you. Internships give you hands-on experience that can boost your resumé, making you stand out. If you have early release, look for a paid internship because it can only help your future. Talk to College and Career Counselor Sandy Bean or your regular counselor about what could be a good option for you.

6 Don't Regret Anything

Make this the year you will remember forever. Do everything you want to do. Go places you have never been. Make friends with people you normally wouldn't. Resolve drama. Put your best foot forward in all classes. Graduate the best YOU, you can be!!

7 Have Fun!!

Don't stress too much during this last year. You should make it fun too. Live a little during the last year. Make good memories that will last a lifetime. A balance of fun and education will help you with your overall stress level. Make sure to stop and breathe a lot and have fun because it's your last year in high school.

Tigers Triumph Over Dunbar

Nell Bayliss
Junior Editor

Wilson football is all about redemption this year, after last season's disappointing Turkey Bowl disqualification. What better way for Wilson to redeem themselves than to play the team that took away their chance at the Turkey Bowl Championship: Dunbar.

"For the team, beating Dunbar was more than just another win for our record," said senior captain Adriel Miller. "It was about telling Dunbar that Wilson works as hard as any other team in the league and that nothing comes sweet to us."

Last year in the off-season, students and players from Dunbar would taunt players on the Wilson squad by making comments on social networking sites and coming to Wilson-Dunbar basketball games wearing their Turkey Bowl champion jackets. The taunting only motivated the team more, setting

a fire in the Tigers to prove that Wilson is a team to be feared in the DCIAA. On game day, Wilson was ready to prove their skill and unity as a team, and from the beginning they showed it.

The Game First quarter

Just after five minutes into the game, senior linebacker Fred Anderson intercepted a poorly thrown Dunbar pass for a touchdown which would set the tone for Wilson the rest of the game.

Wilson 6-0 Dunbar. Wilson's defense is controlling the game at this point, not allowing any points.

Second quarter

Sophomore Abdul Adams added to the Tiger lead with a touchdown, making the score 13-0 midway through the 2nd quarter.

Dunbar, finally able to penetrate the Tiger defense, scores a touchdown towards the end of the quarter.

Third and Fourth quarters

Wilson begins to completely dominate the game defensively, with five sacks, two interceptions, and no more points allowed.

Wilson's defense was able to hold Dunbar to only six points the entire game, allowing Wilson to emerge on top 13-6.

Captain Adriel Miller commented that the most important thing to take away from the game was how the whole team played. "We played like a family. We were playing for each other and that's what this win most importantly gave us," he said.

While the Dunbar win proved Wilson as a Turkey Bowl contender, a tough road is still ahead for the Tigers, with challenging teams like HD Woodson, Coolidge and Anacostia left on the schedule.

This win against Dunbar is the first step in the right direction for Wilson football's hopes of redemption.

Updates From the Field

Ben Kostyack
Staff Writer

At some point in high school, every person wishes they could watch the big play from the game that everyone saw, but somehow they missed. However, senior Jason Perry has decided he never wants a game to go unseen. Perry recently created the Tigers Sports Network, or TSN, a way for Wilson students to follow the various sports teams at the school.

"I created it to make sure athletes know that there is always someone watching and supporting them," said Perry.

So far, Perry has put out a new Top Three Plays of the Week video three times. The plays highlight some of the best performances from the many fall sports teams at Wilson. The plays are chosen by Perry, who films as many games as he can throughout the school week. Although TSN is just starting up, Perry already has the Top Three

plays running on the monitors in the atrium and has plans to expand TSN even more.

"Hopefully, soon we can grace all Promethean Boards throughout the school and give updates on team statuses and records, along with interviews with coaches," he said.

Along with recognizing athletes for their hard work and dedication, TSN will also enable non-athletes to catch up on the latest news in Tigers' athletics. Perry hopes that along with giving regular updates, TSN will spark some school spirit into Wilson students. "I really want to improve the attendance at all games and overall school spirit at Wilson." Being a senior, Perry hopes to build a foundation and structure for TSN so future classes can continue the legacy after he graduates.

If you want to catch up with TSN, you can subscribe to Perry's YouTube channel, or you can follow TSN on twitter @Tiger_SportsNet.

Soccer Stars Choose Not to Play at Wilson

Erin Doherty
Junior Editor

A convenient excuse for many Wilson coaches and players when we lose a tough game could be, "Our best players don't play on our teams," or "We would win if we had..." Obviously, coaches and players would never say this in reality, but it leads many observers, players, and even coaches to wonder why some of our school's outstanding athletes are missing.

Instead of playing for Wilson sports teams, many excellent athletes at Wilson play for club or academy teams, and are forced to make the decision to either play high school or club sports. For other athletes, it is their coach's decision whether or not they are allowed to play for Wilson. Senior Natalie Larkin currently plays for one of the most successful travel soccer teams in the country, yet she is not on the roster to play on the Wilson Varsity team.

For her, the commitment and logistics would make it difficult to play Wilson soccer every day "without going insane" stated Larkin. In an interview, Larkin admits that she really would love to play for Wilson, and being able to play for Wilson freshman and sophomore year helped her settle in to the busy Wilson community. Unfortunately for the girl's soccer team, "my (club) coach is pretty anti-high school and thinks that high school soccer focuses too much

on games and less on development, so he makes us choose between the two," Larkin said. Although she misses playing soccer for Wilson, Larkin knows that her club team is the thing getting her ready for college soccer, so she would never be able to leave her club team for any other team.

Larkin isn't the only athlete at Wilson who is forced to make this tough decision of either choosing to play Wilson or club sports; freshmen soccer play-

ers Matt and Ben Di Rosa and sophomore soccer player Griffin Bouchard play for academy soccer teams, which inhibits them from playing for their high school.

For Wilson sports teams, coaches, and athletes, it's unfortunate that we often lose some of the best athletes to club teams or academies. However, it is still exciting to know that students from our school will someday go on to excel at the highest levels of their sport.

ATHLETES OF THE MONTH

By Sarah Thompson

ADAM SCHANS



This season, sophomore Adam Schans has become a standout runner on the boys cross country team. Peers and coaches alike have noted his dedication to the team in addition to his superior athletic ability.

"Schans pushes himself and his teammates in every training workout to be the best they can be," said cross country coach and science teacher John O'Steen. "And whenever a workout reaches its toughest point he can be found running his hardest."

"Schans has an impressive 5k time of 19 minutes 2 seconds, and has the ability to pace himself over long distance runs," O'Steen commented. Schans has shown potential to be one of the District's top long distance runners according to his coach.

To Schans there is no off-season. He trained over the summer by swimming and running which, in turn, allowed him to show great improvement. Schans said, "I started doing cross-country when I was in sixth grade because I thought it would be fun, and it turned out I was pretty good, so I stuck with it."

"All athletes should love what they do and work hard to get better," said Schans. Even though cross-country is normally thought of as an individual sport, "My teammates help to push me and work harder," Schans commented.

Schans' dedication to his team, coaches, and his sport, has allowed him to become a model student athlete.

LIZZIE GERON

Field Hockey is a relatively new sport to Wilson; the team has been around for only three years. In that short time, junior center defender and sweeper, Lizzie Geron, has demonstrated her determination and confidence on and off the field.

"The team is in its third season, and Geron has been on the team from the beginning," said Coach Sarah Whitener. "Her outstanding ability and confidence on the field are remarkable, her determination distinguishes her."

Geron started playing field hockey her freshman year because she thought it would be something new and fun to play. Unfortunately, in Geron's first year playing, she was injured. However, Geron didn't quit. She always showed up to practice and never missed a game.

Geron makes sure that she is always ready to play by being on the track team in the off-season and staying in shape. She has also recruited many of her friends to be on the team.

Coach Whitener said, "As a defender, she has gotten the lion's share of action this season, and has led the team in spirit, as well as skill. Geron is always smiling with teammates, and making us all realize that even in our tough matches it is fun to be together and playing hockey."

The field hockey team has had a rocky season, they have an 0-6-1 record. Yet, Geron still has faith. "Even though our record is low the team is working hard, they are aggressive, and we have all come a long way from the beginning of the season," stated Geron.



Meet the Cast of West Side Story

The cast of the musical reflects on 1) their character, 2) their previous experience, and 3) what they want the Wilson community to know about the play.

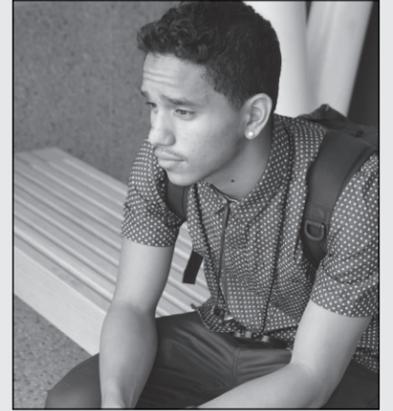


Yana Madrid (11)

1. My character is Maria. I've made some dumb choices with boys and so has she.
2. I went to Duke for two years as a vocal major. I've performed with the Duke Ellington show choir with stars like Barry Manilow, John Legend, Denise Graves and Patty Labelle. I sang the national anthem for the PGA anniversary event. I was in the school musical, Fame, at Hardy. Over the summer I performed in a play that consisted of multiple musical theater numbers. I made an accapella group and we performed for the queen of Sweden.
3. I listen to a lot of music. Music is my way of escaping, I listen to a lot of old school hip hop like Biggie and Tribe Called Quest.

Ramiro Forty (10)

1. My character [Bernardo] is the greatest character alive, being played by me myself and I. He's this guy who's very protective of his little sister and he's trying to protect her from the big bad world. He sees himself differently from the way the audience sees him. He's just another Puerto Rican trying to make it in America while being racially abused by the locals. I can relate because I'm Puerto Rican and I know my family has had struggles trying to make it here and has experienced racism. It's very close to the heart.
2. This is my big return to the theater--I've been absent from the theater stage for four years now and this is my return. I did Fame in 6th grade at Hardy and we performed for all sorts of audiences. Before that it was just local recreational stuff--school plays, Cinderella, Sleeping Beauty, the usual.
3. I'm very patriotic towards my country and towards my island as well. I'm just a wannabe comedian LOL :). I love my family and I love my homies. Just don't take life too seriously. I'm different I guess... I love my latinas, I dance alot. Being different is being unique.



Jonah Gigli (12)

1. My character is Riff. I'm not very much like him at all. I guess he's a New Yorker and my mom is from New York so that's something.
2. I've done many of the Wilson plays but I've never done a musical before.
3. That I'm learning a lot from this new experience.



Ben Topa (10)



1. My character is Tony, he's the founder of the Jets, a Polish-American gang, and he falls in love with Maria. I can relate to him because he's gentle and well-meaning.
2. I was the beast in Beauty and the Beast at Deal, Curly in Oklahoma at Deal and Benny Southstreet in Guys and Dolls at Wilson.
3. The play is a lot of fun and everyone should come see it.



Nakfana Gidey (10)

1. Anita. I guess we're both a little sassy.
2. I was in Oklahoma at Deal and Joseph and the Amazing Technicolor Coat at an arts center.
3. Anyone should try out (for future plays) no matter what background they have. Don't be afraid.

Compiled by Maria Brescia-Weiler

False Prince: a True Treasure

Quinn Heinrich
Contributor

Of course everyone loves reading *the Beacon!* But when you are done with this, I know a great book that you should read: *The False Prince*, a novel by Jennifer A. Nielsen.

The False Prince starts with action on page one, as Sage, a poor orphan boy, is running away with a stolen roast. Soon after, he gets captured by Bevin Conner. Conner takes Sage, along with two other orphans (Roden and Tobias) to his estate, where the boys learn why they were captured.

According to Conner, the king, his wife, and their older son Darius were all poisoned. The younger prince (Prince Jaron) was a troublemaker and his parents sent him away to another country, and Jaron was not seen again. Conner's plan is

to convince the court that either Sage, Roden, or Tobias is the long-lost prince of Carthya.

I like this book because the author does a great job with character development, even though most of the characters are male and the author is female. While reading the book, I really got to know all the major characters and their personalities, which may be because the author was a teacher.

Another thing I like about this book is its narration. Although Sage is a first-person narrator, he gives us only half the story. In other words, he leaves things out in order to fool, surprise, and confuse the reader.

All of this amounts to *The False Prince* being a fast-paced, exciting book full of plot twists and action that gets more addicting as you read. Enjoy!



Rated R

Raw and Uncut Movie Reviews *Don Jon* Is Number One

Jackson Ross
Columnist

"Don" Jon Martello is an interesting character. He's a testosterone-fueled Italian-American who routinely picks up girls and watches porn, yet goes to church and has no trouble admitting these things in confession every Sunday. (You wonder if the priest is ever going to get sick of hearing the same thing over and over.)

In many hands he could turn into a cartoon character, but star, writer and director Joseph Gordon-Levitt has such a

handle on Jon and his story that *Don Jon* is one of my favorite films this year.

Women may be turned off by Jon's porn habit and how he and his friends like to rate women, one to ten, based on physical features. Men may be turned off by the romantic comedy aspect the ads seem to suggest with Scarlett Johansson's Barbara Sugarman, the "dime" Jon realizes he can only reach with a long term commitment.

Rest assured, the film strikes a near perfect balance between guy comedy and romance that few can match. Johansson

is given one of her best roles here, a Jersey bombshell who knows how to bend men to her will, the kind of woman that eighties hair metal bands sang about. Her porn is the cheesy rom-coms she tries to turn Jon on to.

Gordon-Levitt has worked with many great directors, including Steven Spielberg, Christopher Nolan and Rian Johnson, and it shows. I had to frequently remind myself I was watching a first-time director put these scenes together. As good an actor as he is, I can't wait for his next directing job.

Read J Ross' reviews of *Gravity* and *Captain Phillips* at www.thewilsonbeacon.com

Fear and
Clothing



Jack Price
Columnist

A few months ago my dad went to a party, got into a fight with some Janney dad about the Redskins' name, and then came home and complained about it for three weeks, so I've just about had it with the debate about the name. It's racist. If you support the team and want them to keep the name, you are racist. But that doesn't mean that the Wilson administration should be allowed to ban students from wearing team gear, or anything for that matter.

This year, Wilson has tightened up the dress code and made wearing leggings a punishable offense, which caused a lot of people to be sad and complain in last month's issue of *The Beacon* (shoutz 2 da Beacon). But most of those articles overlooked the legal issues that a dress code entails.

Wilson is a public institution. We are forced to be here by law. If we don't come to school 15 times in one advisory, we go to court. If we do that, we tarnish the good name of Woodrow Wilson, the only president with a doctorate, and a distinguished racist who supported segregation of the civil service, who probably would have thought the Redskins' name was just dandy.

America was founded with the intention of preserving its citizens' freedom of expression. Americans are able to say what they want, think what they want, believe what they want. Why aren't we allowed to dress the way we want? By regulating how we dress, the administration is regulating what we consider acceptable, shaping the way we think to fit their archaic mold. Education is supposed to encourage students to think critically about social norms, not accept them outright.

So while I think that boycotting Redskins gear is morally correct, I cannot support a school-wide ban on Redskins paraphernalia or any other type of clothing. Sweeping the issue under the rug will not make it go away. And if any type of clothing should be banned from the Wilson halls, it's weed socks (shoutz 2 da weed socks).

Media Students Take NYC

Jackson Ross
Columnist

Three in the morning is not a good time to be in Chinatown, D.C. Yet there I was, wearing an odd combination of ill-fitting jeans and a plaid blazer. Several other students and I had to meet Saturday morning, October 5, for a trip to New York City.

We were there because senior Alicia Oluhara had written and performed a song. Then she decided to direct a music video for it. She decided she liked the music video, so she sent it in as a contender for the first annual All American High School Film Festival, an awards show for student films, which had colleges on hand to talk to about careers in film. After being deservedly nominated, she learned she could bring her Mass Media 2 class with her, which is how I got to go along.

The event was taking place at the AMC Empire 25, a movie theater in Times Square. I had never really spent much time there, but my assumption that it would be excessive like everything in Times Square turned



Photo by Kadesha Bonds

JUMP WITH JOY! - Ms. Bonds' Mass Media class hits NYC with DC charm.

out to be correct. To begin with, the theater had six floors and two rooftop balconies. We had been told by mass communications teacher Kadesha Bonds that the gala was a rather dressy affair, hence the plaid blazer.

We couldn't explore much of the city, but after the gala, to make up for Alicia suffering the biggest snub, since, you know,

I'll save the movie references for my column... Anyway, she didn't win. We wanted to burn Times Square to the ground, but settled on the more reasonable plan of buying a demon mask at Walgreen's and creeping out people in Times Square as we made our own short film after midnight.

Despite a major delay in get-

ting home the next day (nothing wears you out like standing on a Manhattan street corner for almost three hours waiting for the bus), it was the type of experience that everyone should have. Talk to Ms. Bonds in room B-304 if you have an interest in writing and/or filming anything. We'll have plenty of opportunities coming up.



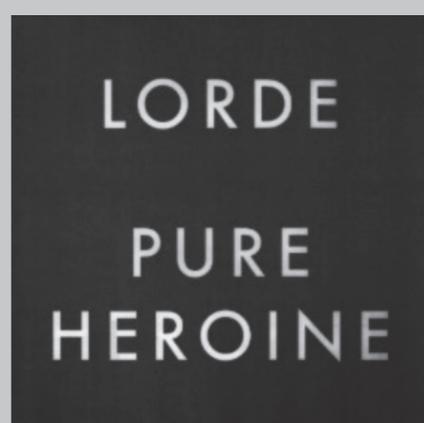
Scan to view Alicia Oluhara's original music video submission entitled "I'm Going Crazy (Bang-Bang)".

OR

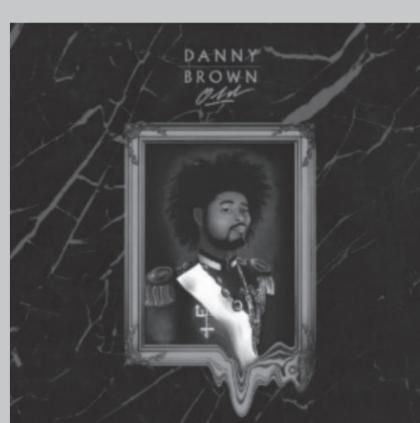
visit our school newspaper online at www.thewilsonbeacon.com to view Alicia's video.

Music Reviews

By Hope Willis



Sixteen-year-old New Zealand-born songstress Lorde has been growing rapidly on the international stage over the past year. *Pure Heroine* is complete with 10 tracks hopscotching over and experimenting with genres. Her voice has developed into a smooth, bluesy, dark pop sound. While she is only 16, Lorde proves wise, and she performs the balancing act of preserving the integrity of her topics and experiences while making the music accessible to people beyond her age group. Besides her singles, the rhythmic tune "Buzzcut Season" and "400 Lux" are two of the many tracks that deserve to be put on repeat. Lorde's first album is dazzling; she's set the bar high for herself and acts to follow.



Danny Brown is a name that should be known by anyone who considers him- or herself a rap fan. He manages to carve out a neat niche for himself in hip-hop without limiting himself in his third studio album. *Old* is divided into two parts, Side A and Side B, similar to the format of a vinyl. Side A can be summed up as Danny Brown being reflective and sober while Side B is party fuel. The sides are juxtaposed to each other, as Side A features songs like "Clean Up," a heartstring-pulling, painfully truthful song about his drug habit, while Side B is defined by tracks like "Dip," a superficial track about drugs.



Listening to Chvrches' debut album *The Bones of What You Believe*, it is difficult to believe that their signature established sound and cohesive band chemistry, relayed via 12 solid tracks, is the product of a freshman album. The first song, "The Mother We Share," ignites the album as a simply fun track that you can imagine playing as the backdrop of a leisurely bike ride or day at the beach with your friends. The album is made of powerful, infectious female vocals courtesy of Lauren Mayberry, coupled with a folk-electronic-synthpop hybrid production that exemplifies the unique sound of the album.

Compiled by Isabel Gloss and Narmin Alimammadova

If you could choose a Spirit Day, what would it be?



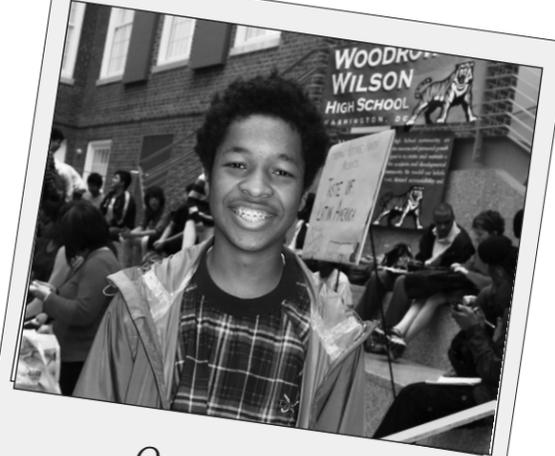
Nudist Day

**Nico Artiga-Oliver 12,
Mariah Fraker 11, Adam Pine 12**



Cosplay Day, Pajama Day

**Kennedy Thompson 11 and
Jamie Elliot 11**



Opposite Day
Kellik Dawson 10



90's Day

Patience Tait 12



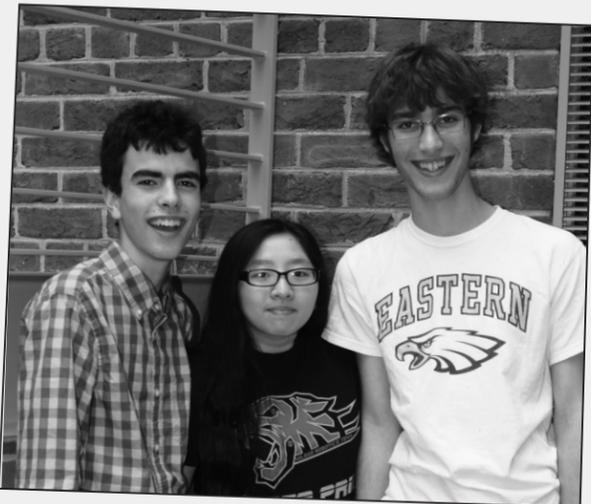
Mixed Matched Shoes Day
William White 9



Music Day
Biscuit Lopez 9



*Nicolas Cage Day,
Bring Your Pet to School Day*
**Stuart Lindstrom 10 and
George Martin 10**



Fruit Day, Cartoon Day, Hug a Debater Day

**Miro Furtado 10,
Duyen Ngo 10, Charlie Steinman 10**



Abby Tanen Day

**Lilly Agnvall 10, Abby Tanen 10,
Nora Pehrson, Maya Ettleson 10**



Mr. Cahall Day

**Sarah Thompson 9
and Sophie Gagneire 9**



Spanish Day

Eric Viera 10 and Ms. Gloss



Music on the Loudspeakers All Day

Brian Keyes 9



Snuggie/Onesy Day
Jeremy Miller 11