

“ I have been dealing with...sexual harassment for the majority of my time in Ghana ”

-Ellice Ellis

P. 7

“ After graduating in June and attending circus camp, [Mariah Fraker's] plan is to walk from San Francisco to DC ”

-Nora Charles

P. 10

“ The Wilson section of the stands erupted, bombarding the referees with the energy that had been pent up all game ”

-Asa Canty

P. 13



Woodrow Wilson High School THE BEACON

January 30, 2015

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

VOLUME 78 ISSUE 5



Photo by Elena Remez

ACCESS DENIED - Recent Internet blocks have caused outrage among teachers and students alike. DCPS has still not explained why they implemented the extra page blocks.

New DCPS Internet Filters Cause Disruption

Claire Parker
Co-Editor-in-Chief

Students and teachers throughout DCPS discovered widespread restrictions on internet sites when they returned from winter break. Sites like The New York Times, Yahoo, NPR, Amazon, and even Google at first, had been replaced by a yellow warning sign: Page Blocked.

The change was sudden and unexplained. “The moment that we know sites are blocked is the moment we are standing in front of the classroom trying to present something,” social

studies teacher Julie Caccamise said.

“We have no answers and we don't get any answers. When we request things from downtown, we get quick answers that are the party line,” instructional coach David Thompson said. “Who makes these decisions, and why don't we know who makes these decisions? We don't live in an autocracy.”

The sites that can be accessed operate faster and at higher resolution under the new iBoss filters, says Thompson, but the plethora of sites barred by the filters have caused

widespread vexation.

“Teachers are pretty frustrated and angry because they can't get access to the tools they normally use,” Caccamise said. News sources like NPR, WAMU, and PBS that Caccamise regularly uses for her current events-based classes were blocked, as was Metro Connection, which she uses for teaching DC History. She couldn't access a video about sex trafficking for Human Rights Club because it had the word “sex” in the title. She couldn't download most of the pictures in students' presentations. And she

CONT. ON PG 3



Lifetouch

PEACE OUT PETE - Former principal Pete Cahall is no longer at Wilson. Reasons for his contract termination still remain unknown.

Cahall Leaves Behind Rumors and Speculation

Sophie ReVeal, Emma Buzbee, Erin Doherty
Web News Editor, News Editor, Sports Editor

From the achievement gap, to poor test scores, to conflicts between Cahall and DCPS administration and teachers, the past month has been filled with speculation surrounding the question: Why was Principal Pete Cahall's contract terminated?

On December 13, the news broke that Cahall would not be returning for the 2015-2016 school year. Initial reactions from the Wilson community ranged from disbelief and shock to contentment and confusion. Then, after a chaotic series of events, on December 23, Cahall officially resigned. Cahall told The Beacon that his resignation was forced.

Cahall would not comment on the reasoning behind his resignation, on the advice of his lawyers.

Social Studies teacher and Washington Teachers' Union representative, Jim Leonard was surprised that Cahall had resigned, noting that after his contract was discontinued, Cahall made immediate changes to the school and plans for the rest of the school year.

DCPS originally stated that the reason for Cahall's contract discontinuation was poor test scores. But those acquainted with the inner workings of the school were quick to disavow this idea, and insist that there were other reasons.

While Henderson

discredited speculation that the contract discontinuation was due to Cahall's sexual orientation, a day later Cahall stated his belief that his coming out as gay, and subsequent publicity, was a factor.

Conflict between Cahall and Henderson was another possible reason for the contract discontinuation. In an interview in December, Cahall said, “I've been a vocal critic of Chancellor Henderson and her regime. And they wanted to silence me.” Leonard speculated that Cahall's rocky relationship with Central Office was indeed the reason behind his termination and subsequent resignation.

Leonard revealed that last school year, Cahall threatened to leave if he didn't get a 3.0 IMPACT score. However, even when Cahall didn't get the score, he stayed. “There was just a lot of innuendo about leaving, and it was unsettling for people,” Leonard said.

The Beacon has not been able to get in contact with Henderson to put to rest the rumors surrounding the issue. Multiple phone calls to Henderson's work and home were made without a response. DCPS press secretary Melissa Salmanowitz said, “We do not comment on the specifics of personnel matters, that's a DCPS policy. Be aware and mindful that everything we do, everything in the school system, is for students, and everything we think about is for students.”

Newly-named interim Principal Gregory Bargeman

CONT. ON PG 2

Coupon King Kills the Game

Rachel Page
Features Editor

Wilson freshman Mark Lindblom's favorite shopping trip was at CVS in early November. That's where he bought \$790 worth of products for \$1.68, less than .3% of the original price. His haul? Medicine, pasta, and laundry products - not the type of purchases you'd expect a typical 14-year-old boy to be making, but bargain shoppers can't be picky.

Lindblom is a couponer, spending 20 hours each week seeking out discounts at his favorite stores. He began his unusual hobby after watching



Photo by Carl Stewart

COUPON KID - Freshman Mark Lindblom has made over \$9,000 dollars in the past month through the art of couponing. Last month, Lindblom was featured in a Fox 5 news story.

CONT. ON PG 7

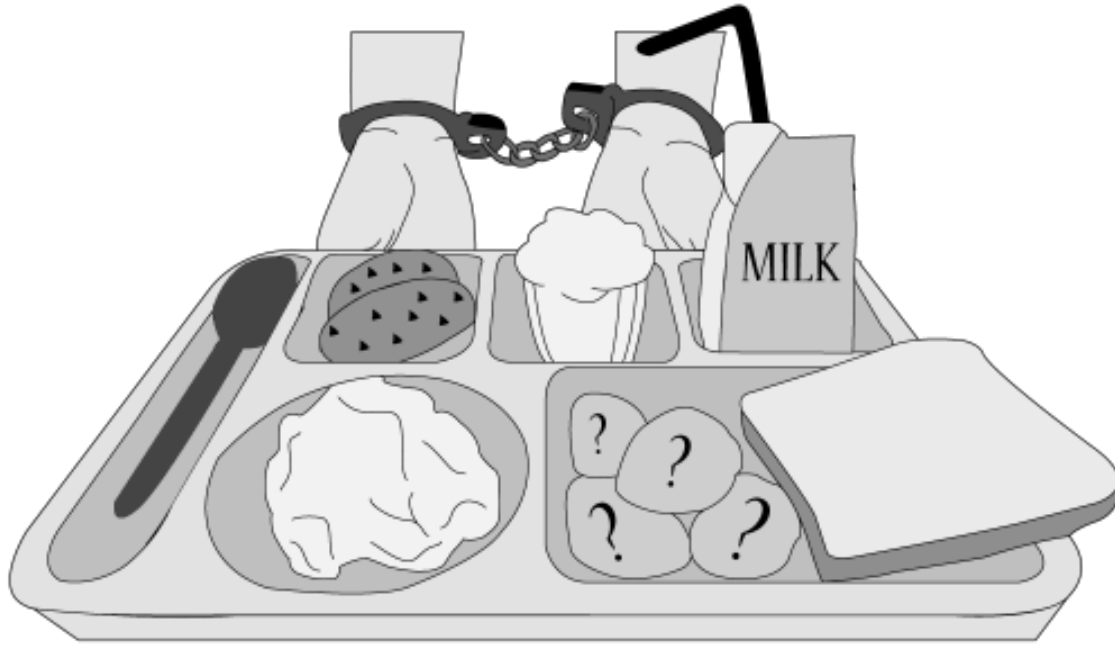
Meat Might Not Meet the Mark

Sophie ReVeal
Ella Feldman

News/Style Web Editor,
Junior Editor

With the assistance of their former teacher Colman McCarthy, students recently raised concerns that Wilson’s cafeteria meat was below the standards of fast food chains. The social issues teacher explained to his students that the hot-lunch meat had been rejected by restaurants such as McDonald’s and Jack in the Box, and was then sent to public schools and prisons. McCarthy said he got the information from the Farm Animal Rights Movement (FARM), which focuses on educating the public about ending the use of animals for food.

The Food Establishment Inspection Reports of Wilson’s school cafeteria, which are accessible to the public on the Digital Health Department website, explain that there are usually four routine inspections and one follow-up inspection per year. The latest report was filed Monday, August 25, 2014. The report included lists of practices and a column labeled “Compliance Status,” in which the inspector either checks “IN” for in compliance, “OUT” for not in compliance, “N/A” for not applicable, or “N/O” for not observed. Wilson’s cafeteria was mostly checked positively; however, some areas



Graphic by Jane Martin

were not in compliance, such as “Insects, rodents, & animals not present,” meaning there was evidence of these creatures inhabiting the cafeteria. When presented with this information, Interim Assistant Principal Linda Wanner said, “I’m sure they’re on top of it. They’re very careful.”

Neither the representative for the Federal Bureau of Prisons nor the representative for the Department of Corrections knew who provides food for DC prisons.

Wilson’s cafeteria manager Latisha Ferguson says she’s never heard any rumors about “spent” meat (from cows that can no longer produce milk after

being worked too hard). The only information she had regarding the meat served at Wilson was that the food was funded by Chartwells and distributed by Sysco, and she was sure it was perfectly healthy.

Senior Mario Godoy gets the same impression. When asked about the health and safety of the food served, he replied in Spanish, “I don’t like the food. But it’s healthy.”

Sophomore Milo Fekete agreed, saying, “It’s not gonna kill me.”

Chartwells, only being the company that pays for Wilson’s food, didn’t have any information on the grade of the meat. Sysco declined to

comment.

The food Sysco distributes to Wilson is provided by Tyson Foods, a multinational meat and food corporation. In 2005, an undercover investigator used a hidden camera to film unethical animal treatment at one of the company’s processing plants. However, the company underwent a major change in 2006, when former CEO John Tyson was replaced by Richard Bond. Since this change, there have been no major controversies regarding the company’s food processing, and Tyson claims to have made major changes in response to the allegations against them.

Over the phone, FARM

representative Michael Webermann explained the details of what he told McCarthy. He said that there are different grades of meat and that, in the case of public schools, the story usually starts with spent cows. Webermann described one case in which, after the cows were slaughtered, the meat was sold to Campbell Soup Company. Customers complained that the meat was too tough, so Campbell’s stopped buying it, and McDonald’s picked it up. After McDonald’s customers complained, the government took the meat to serve in prisons and public schools.

Webermann provided the article upon which FARM bases its information. According to the article, published in USA Today in 2008, in one production day, fast food chains such as Burger King and McDonald’s test the meat they purchase five to 10 times more often than the United States Department of Agriculture (USDA) tests meat given to public schools. Another article, written in the same year by the same reporters, says that spent hen meat is commonly served to public schools, and describes it as “tough, stringy and far less appealing than the more tender meat of broiler chickens.”

Peter Eisler, a contributor to both of these articles, explained that spent meat is very common at public schools.

Multiple Factors Lead to Cahall Termination

FROM PG 1

says he was not given the specific reasons for the discontinuation of Cahall’s contract, but he was told to create a plan for the next principal to solve some problems at Wilson.

“I am expected to put a plan together for next year. We are in fact looking at data, the administrative team is looking at data, and we are trying to come up with the plans to address some of those issues,” Bargeman said. DCPS told him his plan needed to address the achievement gap between white and minority students. At a meeting for Wilson parents, Instructional Superintendent Dan Shea cited the achievement gap as one factor in the decision to terminate Cahall.

Both the math and English DC CAS scores of black students who received proficient or advanced increased by 13 percent from the 2012-2013 school year to the 2013-2014 school year, following a pattern of school-wide progress.

While teacher dissatisfaction does not seem to have played a role in the decision, in the wake of Cahall’s departure, teachers revealed that many had been deeply dissatisfied throughout his tenure. “I believed that the morale in the school was at such a low point that his resignation could only possibly help,” Leonard said.

In December, The Beacon reported that the Washington Teachers Union described Wilson as having a “toxic atmosphere.” Recently, in interviews with The Beacon, several teachers voiced their support for this description of dissatisfaction with Cahall and his administrative tactics. The School Chapter Advisory Committee (SCAC) conducted an anonymous teacher survey, released to Wilson faculty and staff in December, that corroborated this.

SCAC compiled responses into 23 pages of teacher complaints about the administrative team, summing them up into several prevailing trends. These included “An increasing deterioration of

teacher morale,” “Unrealistic demands,” “Lack of a clear, articulated academic vision,” and “Lack of consistency and professionalism.”

While the survey release coincided with Cahall’s departure, Leonard maintains that it was just that: a coincidence. “We in no way played any role in the District’s decision.”

“Morale in the building was very low,” said English teacher Sandra Wright. “It’s not entirely Cahall’s fault. Administrators share the responsibility. DCPS sets the tone.”

Leonard gave Cahall credit for his entry plan when Cahall first came to Wilson. However he said, “There were a lot of positions created that we wonder whether it really serves to improve teaching and learning. The word ‘nepotism’ has been thrown around.”

Cahall was also criticized by staff and some students as being too emotional. “The thing that most often concerned me was that he was very thin-skinned,” Leonard said. “He tried to personalize everything, really. That was not healthy.” Students saw this tendency in Cahall’s decision to cancel homecoming court after a boy ran for queen, which Cahall took as a personal attack on his sexuality.

Reactions among Wilson alumni and parents generally consisted of shock and disappointment, in marked contrast to those of teachers. Parent Teacher Student Organization (PTSO) head Kim Bayliss described her positive experiences working with Cahall. “There’s not a person who has dedicated more time and energy to making the modern urban high school than Pete Cahall,” she said.

Since he resigned, Cahall has started a new job. He declined to comment on what that job is.

Parents met with Shea on January 14 to discuss the qualities they want in their next principal. Bargeman said he is considering applying to make his position as principal a permanent one but “at this time it’s up in the air.”

WHAT CHANGED

2008-2009 CAHALL'S FIRST YEAR AT WILSON	2013-2014 CAHALL'S LAST YEAR AT WILSON
<ul style="list-style-type: none"> • DC CAS: 67% proficient or higher in math • 72% proficient or higher in reading • 466 students took AP tests • 47% tests scored 3+ • 80.25% graduation rate • 87% in-seat attendance • 73 year-old building • 73% of students agree that they feel safe at school • 297 suspensions 	<ul style="list-style-type: none"> • DC CAS: 69% proficient or higher in math • 70% proficient or higher in reading • 664 students took AP tests • 47% tests scored 3+ • 75% graduation rate (2012-2013) • 82% in-seat attendance • Gold LEED Certified facility after 120 million dollar renovation • 59% of students agree that they feel safe at school • 168 suspensions

Sources: wilsonhs.org, DC OSSE and DCPS school profiles

Claire Parker contributed to this report.

Graduation Requirements to Change

Matthew Smee
Web Sports Editor

New graduation requirements may be coming to Wilson, but not as soon as expected.

In mid-December, The Washington Post published an article that brought to light Chancellor Kaya Henderson's aim to "rethink high school." In an effort to increase the District's graduation rate, which is currently the lowest in the country, Henderson's team sought to establish a new set of graduation requirements that would ask less time of students.

According to The Post, this new system would create an

opportunity for students to earn credit for a class through experiences like internships and community projects. The change would also provide the opportunity for a student to test out of certain classes.

Although many have heard about this potential change, it appears as though Wilson's faculty is not paying much attention to it. According to counselor Wanda Flowers, the school's staff has yet to discuss it. Given the school's current situation with a change in principal, and an adjusting faculty and student body, this did not come as a surprise to some.

However, there is also less

urgency to review the changes, as the issue was tabled recently.

Ruth Wattenberg, Ward 3 Representative to the State Board of Education, explains that there was a big push in December to postpone its implementation to allow for further revision. The topic will be revisited over the next couple of months. Wattenberg hopes that "there'll be a process, where lots of people are involved."

"The physics of it were just too foggy," she said. "The only sure thing is that it would be implemented as a pilot." Whatever they produce will serve as a test and, if proven successful, will stay for a long time.

Internet Blocks Deal a Blow to Learning

FROM PG 1

said that AP U.S. government teacher Jim Leonard, whose classroom is adjacent to hers, couldn't access Google Drive to download student papers or the Prezis he uses to teach. "These are not websites that are questionable in any way, shape, or form," Caccamise said. "In the world that I've been raised in, that would be called censorship, and I didn't think that existed in this world."

DCPS Director of Educational Technology and Library Media David Rose, in charge of implementing the new internet filters, wrote to Thompson: "Internet filters constantly change to keep up with daily security threats and changes in website content... Access this week doesn't mean the same URLs are available a week later."

For teachers, this has made lesson planning extremely difficult. Teachers are required to engage students using multiple methods as part of their IMPACT evaluation criteria. But many of these multimedia presentations are now blocked. "It has fundamentally altered my approach to lesson planning, and I've found that it's devastating for student engagement in the classroom," history teacher David Heckler said.

The new internet blocks are also preventing students from completing projects. A Model UN student was unable to present her 15-minute documentary final project last week. Junior Amara Evering, who runs Human Rights Club with junior Sophie McDowell, was unable to show videos and pictures of famous feminists for a club discussion. "It's frustrating that we want to show educational videos on PBS, and we can't access them. PBS! That blew my mind."

In addition to feeling frustrated about the obstruction to their teaching, teachers are upset over DCPS's failure to communicate and involve teachers in the decision-making process. No teachers or administrators were notified before the blocks were put in place, and they only discovered them when trying to teach on the first day back from break.

Caccamise immediately called the Office of the Chief Technology Officer, where an automated message told her that DCPS switched to a new filter, and all problems would soon be fixed. While blocks on some sites have been lifted since then, most remain. When teachers tried to contact Chancellor Kaya Henderson to complain, they

received out-of-office replies.

Thompson discovered last week that it is possible for teachers with PCs to log in to get around some of the blocks, but doing so slows down browsers considerably. DCPS did not inform teachers about this option until January 27.

"I think in a professional sense it's an incredible slight," said Heckler. "Many of us [teachers] consider ourselves professionals who should be trusted with that information."

The first response from DCPS central office to teachers was a January 14 email citing the Children's Internet Protection Act as the basis for the new filters. "This requires us to restrict many sites for PK-12 students which have some educational value, but may also include inappropriate material, such as a simple message board which is not moderated," Rose wrote in an email to The Beacon. But CIPA is meant to bar children from accessing pornographic or otherwise-obscene images on computers made available to students. Heckler has analyzed the law, and says that it should not apply to password-protected teacher computers, and definitely should not be extended to sites like NPR.

Heckler and Thompson speculate that the reasoning behind the new filters is a need for more bandwidth for online standardized testing. DCPS mentioned in the email to teachers that there is "just not enough bandwidth to support all the traffic." In an email to The Beacon, Rose wrote: "The amount of bandwidth just cannot support tens of thousands of students and staff listening to music and watching videos throughout the day."

"I think that speaks volumes about the relationship central office has with staff, that instead of coming out and saying it's about bandwidth, they lie and hide behind federal regulations," Heckler said.

Teachers and staff have drafted a letter of complaint to the chancellor, which they circulated to collect signatures this week. Heckler, a driving force behind the letter, said he would not be opposed to students signing it.

"As we work through the deployment of iBoss, more flexibility will be given to ensure access to as many educational sites as possible," wrote Rose to The Beacon.

In the meantime, faculty and staff are just trying to cope. "It is quite infuriating," Thompson said. "Our civil liberties are being violated."



Graphic by Jane Martin

Kim Jong-Un Gets the Last Laugh

Zach Essig
Junior Editor

"The Interview", a comedic movie depicting the infamous leader of North Korea, Kim Jong-Un, was set to release on Christmas Day in 2014, but did not premier as seamlessly as planned. The movie follows Dave Skylark (James Franco) and producer Aaron Rapoport (Seth Rogen) on their journey to North Korea to interview the elusive Kim Jong-Un. After hearing about this interview, the CIA recruits Skylark and Rapoport for a top-secret mission to assassinate Kim Jong-un.

In November of 2014, however, a crippling cyber attack hit Sony Pictures, producers of "The Interview." A group named #GOP, Guardians of Peace, claimed responsibility for the attack, prompting an FBI investigation. After careful probing, the FBI and United States officials decided that this attack was administered or prompted by the North Korean government, as it had previously

stated it would retaliate if the movie was released.

The Guardians of Peace threatened to attack movie theaters in the United States if the movie was released. In a letter they alluded to 9/11 and said Sony's greed was the cause of their retaliation. This prompted theaters around the U.S. to cancel showings of the movie and Sony "decided not to move forward with the planned December 25 theatrical release. We [Sony] respect and understand our partners' decision and, of course, completely share their paramount interest in the safety of employees and theatergoers," Sony Pictures said in a statement.

However, after public outcry, on December 23 Sony announced that the film would be released with limited availability. Even President Obama criticized Sony in its decision to halt the release of the film, saying, "Sony is a corporation. It suffered significant damage. There were threats against its employees.

I'm sympathetic to the concerns that they faced. Having said all that, yes I think they made a mistake. We cannot have a society in which some dictator in some place can start imposing censorship in the United States."

"The Interview" was finally released on December 25 online and in select theaters. In its first day of release, the movie made \$1 million in the box office. Despite terrorist threats, no movie theaters suffered any attacks. In the first weekend of its release, the movie had also been downloaded over two million times, generating more than \$15 million in profits.

Many Wilson students were eager to watch the movie over the winter break. Junior Gabriella Saccocio saw the movie over break because she "wanted to take advantage of our freedom of speech/expression."

After seeing the film, many were disappointed. "It was pretty funny and stupid, but still funny. I would watch it again to kill time on a slow day, but other than that I wouldn't watch it again," said Junior Eric Viera.

Don't Be A Hypocrite: Lessons from Charlie Hebdo

Ellie Melick
Style Editor

Disclaimer: The following is a satirical response to the widespread support and defense of Charlie Hebdo, the French satirical magazine that, on January 7, was attacked by Islamist extremists who were offended by a series of Islam-mocking cartoons the magazine printed. This piece reflects the author's views that many defenders of the magazine and their cartoons are hypocritical in their support, because many would not have done the same had the magazine printed something that personally offended them.

Meet Timmy.

Timmy is seven years old. His favorite color is green, and his favorite food is sno-cone syrup. His hobbies include playing on spinny things at playgrounds, scooter day in P.E., and sneaking dog treats when mommy isn't looking. Timmy is a pretty good kid.

Timmy doesn't know much about politics. He also doesn't know much about history, religion, or current events. He can read Magic Tree House books, but he can't read the newspaper.

Timmy also doesn't know much about the attacks on the French magazine Charlie Hebdo. He doesn't know about the controversial cartoons they've published, or who was offended

by them and who else defended the magazine for publishing them. Timmy is seven, how would he understand this?

But even though Timmy doesn't know a lot, he knows a few really important things. He knows people should be nice to each other. He knows making fun of other people is mean. He knows no one should treat someone differently because of what they look like, what they think, or where they come from.

Let's take a test with Timmy.

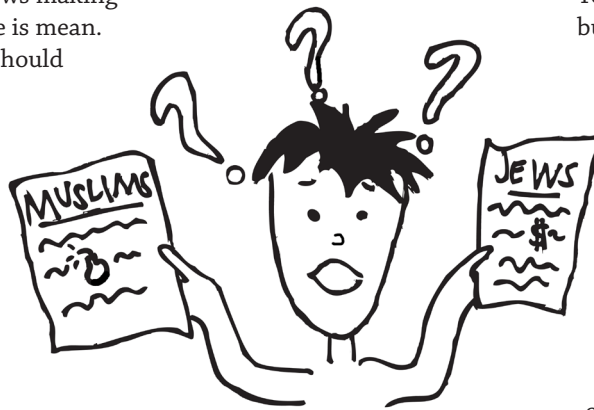
The directions of the test are simple. Read the following stories, then pick which one will hurt people's feelings, and which author needs to say they're sorry. Timmy is ready to go, are you?

Here is the first story:

"Muslims" are crazy people with dark skin, yucky beards, and homemade bombs. They enjoy killing innocent people, then pray to their God five times a day to justify these murders. Most of them live in bombed-out cities in the Middle East, and all the men are either evil government soldiers, or evil rebel soldiers. All they do is sit around in their filth, and burn American flags for warmth. All 1.6 billion Muslims have no

aspiration other than to become terrorists. Yes, only a very small portion of Muslims kill people, or associate themselves with Muslims who do. But they are all crazy anyways.

Now on to the second story:



"Jews" are greedy people with large noses, useless little hats, and pockets filled with stolen money. They enjoy raking in cash, especially if they can steal it from other people. They are originally from the Middle East, but have spread out over time to places where they can rob more people of their money. All they do is whine about how much they're persecuted, while polishing their gold coins. All 13.9 million of them have no other aspiration than to guilt-trip everyone in the world into giving them their hard-earned money. Yes, most Jews are just thankful that no one is trying to

wipe them out at the moment, and care no more about money than other groups of people. But they are all greedy anyways.

Okay, now Timmy is ready to answer the question: Which story will hurt people's feelings? You may have your own answer, but let's see what Timmy picks.

Wait, what's that, Timmy? You don't know which is worse? Why not?

Oh, that's very interesting. You see, Timmy doesn't think either story is meaner than the other. He thinks they're both pretty hurtful, and the people behind both need to say they're sorry. Either that, or—if the stories were meant as jokes—neither author should apologize.

Timmy explains why he feels this way with a personal anecdote. He recalls a time from first grade when a boy in his class got in trouble for telling another girl, whose favorite snack was Capri-suns and string cheese, that Capri-suns and string cheese is a stupid snack. But the next day, when another boy made fun of Timmy for not liking applesauce, that kid didn't get in trouble at all. Timmy didn't think this was fair, because both boys had been mean, but only one got in trouble.

Then, after he was asked if his opinions would change if he

found out the boys were only joking when they made fun of the girl and Timmy, he said they probably would. He said that the jokes may not have been necessary, or could've been done in a less-mean way, but you shouldn't be punished too bad for joking.

Remember, Timmy doesn't know much about politics, or history, or satirical magazines like Charlie Hebdo. His reasoning behind his answer to the question of the stories comes from personal experience with snack-time drama, not legal, social, and physical reactions to political cartoons. But applying his logic to the question of whether the offensive cartoons of the magazine should be defended, it would seem that they should be—but only if other cartoons, offending other people, were defended as well.

You see, Timmy understands that you can't pick and choose who to support and who to punish when people are mean to other people, especially when both people were joking (insensitively, yes, but still joking). Timmy may not be an expert on politics, history, or just how far-reaching the freedom of speech is, but he does know about what will hurt people's feelings, and more importantly, about what's fair. Can you say the same?

Cartoon by Maria Brescia-Weiler

Video Games Not to Blame for Violence

David Fadul
Staff Writer

As humans, we have an inherent desire to blame everything but ourselves for our problems. We have seen this countless times in history, resulting in unjust attacks on various groups. Nowadays, there are many targets blamed for the violence we experience every day. One of the most prominent and long-lasting scapegoats for violence, especially in the United States, has been video games.

Some of the country's most powerful politicians, including Hillary Clinton, have taken a stand against video games. "We need to treat violent video games the way we treat tobacco, alcohol and pornography," she said in 2005, when she was trying to get the Family Entertainment Protection Act passed. This act would have allowed the government to levy a fine against anyone who sold video games with "mature" content to minors. Thankfully, it failed.

"Because many young people play video games, society tends to blame them for violence, when in reality the media and American society play

a larger role," said Wilson junior and gamer Carl Stewart.

This view is echoed among many other self-proclaimed gamers of the current generation. These claims are not unfounded. An article in The Guardian titled "Video Games Are Not Making Us More Violent, Study Says," from April 2014 explained that scientific findings showed no correlation between violence in video games and real life violence. A second study published in Forbes titled "At Long Last, Video Game Aggression Linked to Losing, Not Violence," from November 2014, discussed how it wasn't the content of the video game that created aggressive behavior. Instead, this behavior was linked to various frustrating factors, like not being good at the game, not knowing how to play, or simply losing.

The writer of the article makes an extremely good point: "Losing obviously can induce feelings of anger, sadness and so on, but no one is looking to regulate sporting events because players or fans are furious after a loss."

This is the point everyone criticizing video games and attempting to link them to

violence must consider. Sports have caused people to become violent, especially after a loss.

A December 2013 article titled "At least 3 stabbed in Sports Authority Field parking lot after Broncos lose to Chargers" from the Denver Post documented a violent altercation that occurred after one football team lost to another. The article also mentions the death of a spectator during a Kansas City game against Denver.

The point is that, just as it is human nature to want to blame others for their own problems, it is also human nature to want to succeed. Video games, sports, game shows, and even schools are sites of increased competition between people. At school, students often compete with each other over grades, extra credit, or even auditions

for shows. The competitive atmosphere is most heightened during tryouts for sports. Does



this mean that we should place age restrictions on who should be able to play sports or attend sporting events? Should there be a ban on competition in schools? If not, then why are we living in a society that tells parents to not get children violent video games because it is "bad for them"?

"Parents are still afraid of buying their kids video games such as Grand Theft Auto," says Wilson Junior Nicho Carnevali-Doan. "Yes, I have heard of [video game related violence], but these were cases of the

mentally unstable."

Violence is not a new problem. It has been a part of U.S. culture for as long as there has been a United States. People still try to find something, anything, to blame for this seemingly unending problem. Even though violence among 12-17 year olds has fallen over the last 20 years (according to a 2014

University of Florida study), the same time period in which video games have become more widespread, some media outlets continue to push the same agenda.

One must ask these stubborn critics what video games world leaders were playing when they declared a world war in 1914... long before the television was even invented.

Graphic by Alexei Girdis

THE BEACON

Co-Editors-in-Chief

Claire Parker

Annie Rosenthal

Chief Web Editor

Erin Sternlieb

Managing Editor

Lauren ReVeal

Visual Content Editor

Sarah Torresen

Photo Editor

Ellie LeBlanc

Business Manager

Alex Conte

Layout

Mia Strazzella

Mason Strazzella

Advisers

Mary Stapp

Alexandra Stryker

PRINT

News Editor

Emma Buzbee

Opinions Editors

Elias Benda

Erin Sternlieb

Features Editors

Maria Brescia-Weiler

Rachel Page

Sports Editors

Erin Doherty

Henry Shuldiner

Style Editor

Ellie Melick

WEB

News Editors

Sophie ReVeal

Helen Malhotra

Features Editor

Greg Kopetsky

Sports Editor

Matthew Smeed

Style Editor

Sophie ReVeal

Videographer

Helen Malhotra

Graphic Designer

Mason Strazzella

Graphic Designers

Jarrah May, Jane Martin, Alexei Girdis

Junior Editors

Anna Bucknum, Nora Charles, Maya Edwards,

Ellice Ellis, Zach Essig, Ella Feldman, Isaac

Frumkin, Brian Keyes, Alex Martin, Sam Masling,

Rochelle O'Brien, Elena Remez

Staff Writers

Zola Canady, Asa Canty, Henry Cohen, David Fadul,

Sarah Robinson, Abby Tanen

Staff Photographer

Carl Stewart

Contributors

Carolina Bayon, Mark Custer, Chloe Leo, Innes

Mackay, Zavier Northrup

Thank you to our faithful volunteer, Mary Carpenter.

The Beacon is published monthly by students of Woodrow Wilson High School, 3950 Chesapeake St. N.W., Washington D.C., 20016. Unsigned editorials and cartoons are the views of the staff; personal commentaries reflect the opinions of the writers.

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*.

Wilson Students Deserve Answers

By Beacon Staff

One of the most dramatic events of the past six years at Wilson just occurred, and we, the students, have been left in the dark. Former principal Pete Cahall says he was asked to resign, effective immediately. The announcement of his resignation came after a month of questioning about the earlier announcement that his contract would not be renewed. The Beacon was curious about why Cahall would not be returning the next year, and we felt like we owed it to our readers to figure it out. But no one would tell us why, and today we still do not know the full reason.

While we understand that, as an employer, DCPS is legally obligated to respect its employees' privacy by not disclosing specific details of their termination, it still has a responsibility to address confusion and pervasive issues within the school that came to light.

We called Chancellor Kaya Henderson at her office for weeks with no response. When DCPS spokesperson Melissa Salmanowitz finally responded to our inquiries, she did not answer any of our questions and told us that Henderson was too busy to answer questions, even from *The Washington Post*.

Nearly everyone we interviewed seemed scared of some invisible higher power,

so teachers won't say things on the record, administrators won't answer questions, and people at DCPS central office don't call back.

Unfortunately, the lack of transparency over the circumstances surrounding Cahall's departure did not come as a surprise.

With the recent expansion of the DCPS firewall, there was a similar lack of accountability. No staff members were alerted about the new internet filters before they were put into place, and, when teachers demanded explanations from DCPS and OCTO, they encountered many obstacles.

In these cases and many more like them, it seems that the few at the top are making the big decisions without involving anyone those decisions affect, or even explaining why or how or by whom these decisions are made.

Governments and those under them are elected with a mandate of accountability to the people who voted for them. It is intrinsic to the functioning of democracy that those in power are directly responsible to their constituents. The public should know who makes decisions that impact their lives and why those decisions are made. They should be involved at some level in the decision-making process.

Teachers should have a say in what internet sites are subject

to blocks that harm a teacher's ability to teach. And while it may be inappropriate to involve the Wilson community in the decision to terminate their principal, DCPS should have at least informed the community of their reasoning.

It is especially important that students know what is going on. We deserve to know about things that affect our education. Teachers, administrators, and DCPS demand that students be engaged in their education, yet when we try to get engaged, they shut us down.

We students spend the bulk of our daily lives at school, and the purpose of that school is to serve and enlighten us, yet often we are the ones who are most in the dark.

High school students are at the age where they are mature enough to understand the world around them and be trusted with knowledge of how that world operates. They are at an age when they should be making informed decisions about their lives. We should be giving input about what qualities Wilson's next principal should embody, but this will be difficult when we don't know why our last principal was removed, or what problems exist in the school building.

DCPS and the DC government as a whole should be more transparent. Henderson clearly owes us some answers.

: **TOP 10 Ways to Stay** :
: **Warm in the Winter** :
1. Wear your Helly Hansen snow suit to school every day
2. Go to a Kelly Kitten's practice
3. Join the debate team and get into heated arguments
4. Treat yourself to that extra 5 seconds under the Xlerator hand dryers
5. Huddle around a Bunsen burner
6. Rub warm freshly-printed Beacons on your naked body
7. Actually exercise in gym class
8. Stand in the middle of the 3rd floor mosh pit
9. Get steamy with Mr. O'Steamy
10. Snuggle with Seneca in ISS

DON'T CHICKEN OUT



**2ND MONDAY OF EVERY MONTH
STARTING FEB 9TH**
CRISP & JUICY BEACON FUNDRAISER:
MENTION THE BEACON WHEN ORDERING
AND WE'LL GET 10% OF THE PROCEEDS

DC Public Schools and the Department of Health are offering
STD Testing @ Wilson
o February 2nd-5th o
Follow @ywpPHASE for updates as
#WilsonGetsTested

Midterms Fail on Effectiveness

Sam Masling
Junior Editor

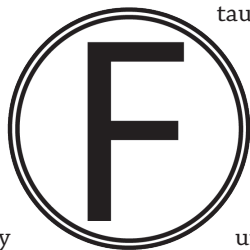
Winter break ended and, for many people, most of the things they learned this year had gone straight out the window. Classes began and teachers started handing out review packets and study guides. A collective moan echoed through the halls of Wilson. Midterms started in less than three weeks. The dreaded, cursed, wretched midterms, annually bringing pain and sorrow. If only they could be done away with forever. But as we whined, complained, and forced ourselves to study, the question was and still is: how terrible are midterms?

Like finals, midterms are required for every class you take, and count either as a small percentage of your final grade, a chunk of your second advisory grade, or 20% of your final grade for semester long classes – teachers decide how to weigh midterms for themselves.

What sounds like a huge pain can be beneficial in a lot of ways, but often are made much too difficult. The tests can be very large and in extreme cases, you have to drop your review period to have enough time to complete the whole test. The onslaught of questions you receive, without ample time to prepare, doesn't help students understand the information better or improve future performance.

Many teachers treat midterms exactly like finals in that they use them to test everything you've learned this year so far, except with more specific questions because only half of the curriculum has been taught. This is not the way to

go about midterms: they cause unnecessary stress and are treated like exhaustive tests of all course material already taught.



Midterms should be used to make sure students haven't gotten off track in terms of learning, check for understanding, and as a preview for what the final will be like.

"You work all semester, all advisory, and then you take this test and if you don't study the right thing you don't do as well," Social Studies teacher David Heckler said. "My policy is that I try to make midterms as forgiving as possible. I'll try to give a study guide ... or give the essays in advance ... with the idea that the content is the more recent stuff."

If midterms are structured around the idea that they should be not too challenging, but still make kids focus and know the material, they can be very helpful for synthesizing the already learned information without causing stress.

In some classes, like math and science, the general format is usually the same no matter what the test, making it harder to create more lenient tests, but not impossible. Instead of flooding you with problems using formulas you haven't seen for months, these tests should be focused on covering the most difficult material learned in the first semester, with ample time to prepare for that specific material. Just as in some AP World History classes, where teachers give the essay prompts a few days before the test, knowing what exactly you'll be tested on in math or science will make the tests less stressful and more helpful and informative.

Letter from Mr. Cahall

Dear Woodrow Wilson High School Community:

For the past six and a half years, I have served the Wilson High School community with my heart and soul. It has been a labor of love as I observed my scholars achieve at the highest levels and saw other scholars preserve and change the course of their lives. I have so many positive memories of the time that I was fortunate to serve as the principal of Wilson.

As you are well aware, my tenure as principal is over, but Wilson will be a part of who I am as your spirit, passion, talent, and love of life and learning will stay with me forever. Wilson is an incredible school and I hope that every one of you will realize the opportunity that you have and make the most of it every day.

Wilson will continue to be a beacon of hope and opportunity. Although I will no longer be a part of that legacy, I will continue to follow the progress of each of my scholars. I want you to put your energy and purpose into demonstrating to the world that Wilson scholars are the most well-rounded, tolerant, respectful, and loving group of young people ever.

I am a man of great faith in God and know that He has guided every situation in my life. I believe that He has great things planned for me. When one door closes, many more will open. I want you to know that I have rebounded and am now on my feet and moving forward. I begin a new journey this week. It is one that will allow me the time and flexibility to do some of the things that I have wanted to do such as to begin to write my book about my life and my experiences at Wilson.

I am thrilled that Mr. Bargeman has been selected to be the interim principal. I want you to support Mr. Bargeman as the new principal. He has been a faithful and loyal colleague over the last six years and deserves the support and respect that you have provided me. In doing so, you will continue the legacy and spirit of student-centered success and opportunity that I have tried to provide to Wilson.

I respectfully ask you not to spend your time or energy on efforts to have me return to Wilson. That chapter is over, and it is time for all of us to move on. I am still unable to give specifics about the events that lead to my premature departure. I really believe that is not important. What is important is that the Wilson community continues to heal and regroup so that each of you can continue to excel and reach your goals.

I cannot say that my heart has not been broken. It has, but it is on the mend. I cannot say that I will not miss you. I do and will continue to do so. I cannot say that I did not care, respect or love you. But that will never change.

To the faculty and staff, I wish you well. I have made many life-long relationships and friends. I know that I also had many adversaries and those who did not believe in my vision, leadership, and decisions. I respect all opinions and will always learn from feedback when feedback is offered. I wish all of you well in your mission to serve the young people of Wilson regardless of your opinion of me.

To our parents, you are the reason why Wilson works and is a special place to work and learn. Your commitment and dedication to the entire school community is resolute and is demonstrated in all that you do. I have never met a group of parents who were more committed and wanted to support a school with solutions to obstacles that we faced.

To the alumni, I have never met a more proud, enthusiastic, and giving group of people who were willing to give back to the school that impacted their lives.

Finally, to my administrative team and office support team, you gave your all every day in order to carry out the shared vision and mission that we had. I believe that we were of one heart and our ultimate goal was to serve the young people in our care. I will be forever grateful for all of your support, advice, and work that we carried out over the last six years.

To Mr. Bargeman, I wish you the grace of God to know that you are guided by a greater power. Please turn to Him in tough times. He will not fail you and I am completely confident that you will not fail Wilson. You have been prepared and have the experience to lead Wilson forward. Make me proud and take it to the next level like I know that you can and will.

My only regret or the thing that tugs at my heart is that I did not get to say goodbye. I hope that our paths will cross again at some point soon so that I can say thank you and give each of you a hug to let you know how much I care about each of you.

With the utmost appreciation and in the spirit of Wilson Tiger pride,
Peter J. Cahall

Termination Reactions Reveal Cahall's Strengths and Weaknesses

Erin Sternlieb
Chief-Web-Editor

The outpouring of student outrage following the news of Cahall's firing was surprising to me. Both current students and alumni flooded social media with petitions to "bring Cahall back," invitations to protests, and general ranting about this "injustice." I wasn't surprised about the proactivity of students, because I know Wilson students to be an opinionated group of people who speak out when they feel they are wronged. I was surprised at this surge of anger among people who had no information about the cause of his firing.

Some of the students who were most outraged were

the same people I had heard complain about inefficiencies at Wilson, or unfair policies, or other day-to-day problems the school faces. This confused me as well. Who, if not Cahall, the principal, is responsible for ensuring that Wilson is efficient, and that unfair policies are dismantled?

As more information came out, and it became clear that teachers were dissatisfied under Cahall, I was even more thrown by the protests. While teacher dissatisfaction may not have been the reason Cahall was fired, for me, this seemed to support the decision to let him go.

It says something great about Cahall that so many students were so angry about him leaving Wilson. In the weeks

after the news broke that he wouldn't be returning to Wilson, I heard many students talk about how he was kind to them, helped them out, inspired them. There is no doubt that Cahall had deep connections with students, and touched many students on a very personal level, making them feel welcome in the Wilson community. This is so important in a principal, and speaks strongly about Cahall's strengths.

On the other hand, I don't think Cahall had the same connection with teachers. He didn't make them feel as at home or as supported as he did the students. Over the years, both privately and in the classroom, teachers have hinted at and directly expressed

frustration with Cahall's administration. (To read more about teacher dissatisfaction see story on pg uno)

Even in Cahall's letter to The Beacon, in referring to faculty and staff, he said he had "many adversaries and those who did not believe in my vision."

In my opinion, the great teachers are what make Wilson an exceptional school. Teachers are the ones who spend every day interacting with students. While students spend no more than four years at Wilson, teachers are hopefully invested in the school and spend much longer. Many teachers are in the building from 7:30 am to 5 pm everyday. Teachers work hard and deserve to feel that

they, too, are in a workplace environment where they feel welcomed, supported and respected. It is a principal's job to ensure the satisfaction of teachers, as much as the satisfaction of students.

I hope that, in our next principal, Wilson will have someone who, like Cahall, can build strong relationships with students but can also do this with teachers. It is not idealistic to ask for a leader of the school who can strive to make an environment where students, teachers, administrators, and faculty can all be happy and successful. Obviously with a school the size of Wilson, not everyone will be satisfied.

Ghana Girl: Ellice Ellis Reflects on Sexism from Abroad

Ellice Ellis
Guest Contributor

CAPE COAST, GHANA - Walking through the streets of Cape Coast, where I've lived for about five months, I am suddenly grabbed on the wrist by a complete stranger, who, probably twice my age, asks me to "walk" with him. Another day, I hear "psssttt" from a group of guys in the mall. At first I was confused, but after confronting them and experiencing several other incidents like this, I understand the attention-grabbing purpose and dark sexual undertones of such actions.

These experiences, along with marriage proposals and male classmates occasionally following behind me on the path to my house, have not only been frightening, but have happened to me and my fellow female exchange students multiple times. I have been dealing with excessive and aggressive catcalling and sexual harassment for the majority of my time in Ghana.

Since I am brown-skinned, like every other Ghanaian, I didn't think that I would be a victim of the unwanted attention given to foreigners. But after being called a "rasta sister" numerous times due to my naturally kinky-curly hair, which isn't popular in Ghana, and the confused, semi-tourist look upon my face as I walk the streets, I've accepted that I'll never truly blend in and not be seen as a foreigner. I wish I could say a woman would only experience

this harassment, unwanted attention, and catcalling in Ghana. But it happens almost every day to women in America, although often it's not as open or apparent.

For a long time I felt that catcalling and being put on a pedestal for beauty, in some sense, could be tolerated and was truly just a compliment. I looked down upon the women and girls who got heavily offended by a man saying something as simple as "Hello beautiful," or "Obruni come" (the basic catcall for foreigners here in Ghana). But now I completely understand how catcalls and sexual harassment can affect each and every girl who experiences them.

I've tried to gain perspective from many young men in Ghana, asking the purpose or goal of the hissing or aggressive compliments. I hear: "You may meet the love of your life," and "They are just a way to gain attention."

Many Ghanaian women shake off catcalls with a playful smile or a hard stare, or see it as a grand gesture, but overall they appear unfazed. I look at catcalling as a person being defined by their physical appearance and nothing more. No matter the number of times I've had a conversation pertaining to the different perspectives of catcalling with Ghanians, I still feel as if I'm being objectified and embarrassed by a complete stranger.

Sometimes I shrug it off and battle with myself, trying to remember that I don't

need these comments and compliments in order to feel beautiful or worthy, that no matter what, no one has the right to judge me or negatively react to me because I don't reciprocate their advances.

My experiences have

constantly reminded me of the power and entitlement some men think they have over women. It isn't just a Ghanaian problem or the subject of obnoxious tweets from feminists who dye their armpit hair green, but a problem women face globally.

It is known by many that around the world and throughout history, in many cultures the mother holds the status of matriarch, and women are powerful members

of society, who take the roles of astronauts, athletes, managers, mothers, political figures (specifically the Queen Mother here in West Africa), and much more. But what isn't known by some - and should be by all - is that a catcall isn't a compliment, no matter what the language, Twi (a tribal language in Ghana)

or English. It's a message to girls that there is nothing more to them than what meets the eye, which is certainly not true.

Read more about Ellice's experiences in Ghana on her blog at ellicellis.tumblr.com.



Graphic by Jane Martin

FEATURES



Photos by Rochelle O'Brien

Freshman Coupons His Way to Fame

FROM PG 1

TLC's "Extreme Couponing," a reality show that tracks savvy shoppers who use coupons to save thousands of dollars on purchases. Lindblom may be starting off smaller, but he's saved up a tidy sum - last week alone, he says, he made \$126 buying and re-selling discounted products.

Lindblom's achievements haven't gone unnoticed: in December he was featured

in a Fox 5 news report. "It was really cool that TV was actually interested in stories of young entrepreneurs," he says. According to the report, he has made over \$9,000 couponing.

The report, which can be found on the Fox DC website, shows the sandy-haired Lindblom at his desk, surrounded by piles of coupons. There are receipts tacked onto his wall from his most memorable bargains. His bedroom closet is stacked with

containers of laundry detergent, shaving cream, and fluorescent nail polishes.

Couponing may seem like just an extreme hobby, but for Lindblom it's also a viable way to make money. Unlike some of the featured shoppers on "Extreme Couponing," he doesn't just coupon for the rush of saving as much money as possible. After his shopping sprees, he sets up shop at the corner of his street, where he re-sells his purchases to neighbors and passers-by for

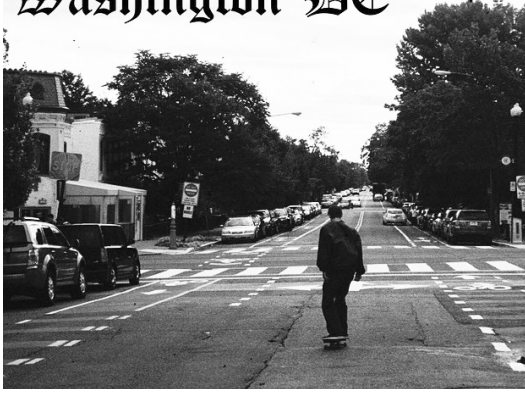
a profit. He's also donated some food items to his church, St. Columba's. "I dump the Big Cup noodles in the food bin," he says.

At Wilson, Lindblom has worked to expand his entrepreneurial ability by taking classes within the Academy of Finance. Last semester he enrolled in Financial Planning, which he says taught him skills he'll use later in life. He's not an official member of the Academy of Finance yet, but may become one soon.

The biggest thing he has learned from couponing, Lindblom says, is that "there's a lot of ways to make money." He is confident that any student who is willing to put in the effort can be a couponer - all that is required is time and resources. "You just have to have newspapers or some way to get coupons," he says.

Young Entrepreneurs Use DC As Their Muse

Old City Washington DC



Photos by Mark Custer

OLD CITY, NEW TRICKS - Seniors Aidan Caldwell and Nico Artiga-Oliver and juniors Asa Canty and Mark Custer turned their dreams into reality by creating Old City. This clothing brand sells shirts designed by Artiga-Oliver.

Abby Tanen
Staff Writer

Old City 1, or Atlas District, is an arts and entertainment district located in the Near Northeast neighborhood of DC. In the 1970s this neighborhood experienced an economic setback following Martin Luther King, Jr.'s assassination but was resurrected in the 90s when the area was transformed through the addition of various bars and music venues. As such a culturally influential area, it's no wonder senior Aidan Caldwell decided to name his up-and-coming clothing brand after it.

If you haven't heard of 'Old City' in the halls or scrolling through Instagram, then you're missing out. Old City is definitely making a name for itself as a not-your-run-of-the-mill clothing brand. Founded and co-owned by four Wilson students, juniors Mark Custer and Asa Canty, and seniors Nico Artiga-Oliver and Aidan Caldwell, Old City is beginning to get the recognition and appreciation the owners had been hoping for. Since Old City is fairly new to the fashion industry, right now they only have "one set of prototype t-shirts which say 'Old City' across the chest," Canty said. However, the next set of t-shirts will have new logos, and the group is excited to try out varying designs.

Although the owners have no explicitly defined roles, Artiga-Oliver is predominantly focused on the artistic aspects of the company. "Nico's main job is to come up with pretty cool designs; he does all of the art. He is very forward-thinking in the way he wants to design," Caldwell said.

The boys definitely have

high hopes for the company, but is balancing school and business impractical? According to under30ceo.com it is not, high school students can dream and achieve outside the realm of what adults have come to think is possible, making them the best candidates for entrepreneurship.

The boys of Old City are well aware of the practicality and risks of starting a company. They know "a lot of clothing brands that kids start, fall off and don't go through as well," stated Caldwell. A lot of those failed attempts have to be chalked up to the demands of being an adolescent and a student. "There is a lot of stuff that you have to do as a kid and as a student to get by, just the stresses of life, said Caldwell. "It's such a good idea and these guys are so motivated that it would be great if we could keep it going."

"I wouldn't mind having this forever," Caldwell commented. This is a loaded statement, considering Caldwell will be in college next year. "I've got Mark Custer and Asa Canty and probably Nico, who are going to be helping out. I definitely still want to be totally involved. It will be hard, and I have thought about that. I'm definitely glad that I have those guys, though, to back it up."

And back it up they will; Custer and Canty said they too are committed to the company and eager for more clothes to get out to the public.

However, Old City isn't just about the clothes; Caldwell says that it's all about DC. The company was put in place "to capture the essence of the city Washington, DC, and how diverse, beautiful and even rugged our city is." It's clear how passionate the creators

of Old City are about not only their company but also the city itself. It's an eclectic company, comprised of different aspects of DC "all under one branch." It takes "in this beautiful scene that is Washington DC skateboarding, but also it's Washington DC music and art and culture," said Caldwell.

"I love the fact that it's based in DC because DC is a place that hasn't been really very much success in a lifestyle brand coming out of there. There have been numerous attempts," Caldwell said.

DURKL, another DC-based brand, started to make a name for itself as a full lifestyle brand in 2010. However, even though DURKL is not like big clothing companies, it is still different from Old City. "They're kind of offering something different than we are," Caldwell said.

Canty pointed out that "DURKL represents the year 2047," whereas Old City "represents the year 2015."

What is next for Old City in the new year? More products! Currently Old City products are sold through word of mouth, but they have plans to start a Big Cartel website soon. Big Cartel (according to the website profile on bigcartel.com) is a website that provides "clothing designers, bands, jewelry makers, crafters, and other artists with their own customizable store to sell their stuff online." Caldwell informed me that in the next couple frosty months they "want to do hats and jackets" to keep the Wilson students warm and stylin! Canty said that Old City wants "every kid to have one more shirt in their closet" to show the love of DC in their hearts.



Photo by Ellie Le Blanc

LIVING MASTERPIECE - Art teacher Mary Lambert is expecting a baby. The boy is due February 23, and Lambert will be on maternity leave until the beginning of the 2015-2016 school year.

Mary Has A Little Lambert

Carolina Bayon
Staff Writer

Art teacher Mary Lambert is the picture of contentment as she sits in her classroom, chatting with a few of her students and showing them photos of her latest art project: a nursery. Skateboards, painted by some of her senior students, serve as shelves or hang on the light blue walls of the octopus-themed room. The room is ready and waiting for its occupant--Lambert's first baby, due February 23. Lambert said that she and her husband of six years are "super excited" about the arrival of their baby boy.

Lambert, who is now in her fourth year at Wilson, teaches different levels of sculpture and ceramics. She plans to work until February 12, and will then take maternity leave until the

beginning of the 2015-2016 school year. Former Spanish teacher Christina Gore will take over her classes during her leave.

Lambert said she has had a healthy pregnancy and thanks her colleagues and students for the supportive environment they have provided. "I'm very appreciative of how students and teachers have been helpful. There were no questions asked when I needed time off, and nobody lets me do strenuous work or carry anything heavy."

Although Lambert doesn't have too much left to do to prepare for the baby now that the nursery is ready, she and her husband still have to settle on a name. Gavin, Brice, and Cole have made the short list.

Congratulations, Ms. Lambert, and best of luck with your new baby!

Cahall Kidz Receive New Mentors

Zola Canady, Chloe Leo
Staff Writer, Contributor

No one is quite as affected by former Principal Pete Cahall's absence as the Cahall Kidz. The Cahall Kidz program was one of Cahall's many improvements to the school and lasting legacies. He created a program in which he and other administrators took the initiative in helping students with below a 2.0 GPA who needed help getting focused on their academic career in order to graduate.

Greg Bargeman, Wilson's

interim principal, spoke with The Beacon on the matter, informing us that the students are still being advised by other administrators and staff. While each member of the administrative staff advises two to four seniors, other scholars in the program receive assistance and advisement from their teachers. Bargeman and the assistant principals are meeting on February 19 to further discuss and put together a plan for this year and next year regarding the mentoring program.

Seen:

Beacon Staff Reviews Interactions With Others

Lip-Lockers in Conversation

Having gotten little sleep the night before and having endured a really tough track practice, I was making my way back home super exhausted. My train didn't come for another five minutes, so I sat down on a bench to wait. I got off my phone and took a look at my seat neighbors, only to find them sloppily making out like a foot away from me. I quickly looked back at my phone and started pretending to text, but every now and then side-eyed the lovers next to me. Next to them were some college kids having a very intellectual conversation about the display of white supremacy in the media. Out of the corner of my eye I saw the couple stop kissing, and then to my shock enter the conversation as if nothing was out of the ordinary. After getting their point across they went back to lip locking. None of their friends seemed to think anything was out of the ordinary in this weird combo of kissing and debating, but I was completely taken aback. When our train came I quickly got on, only to have the group get on after me. By the time we were on the train the conversation had changed completely. Notable quotes included "My dad told me I was a good kisser" and "I like to think of college as a grapefruit." Right as we were pulling into my stop, one of the guys pulled out a 12 pack of Natural Light and started passing it to the rest of his squad. I give this gang four stars, because even though they were pretty sloppy and made me a little uncomfortable, they were great entertainment and definitely woke me up.



By Ella Feldman

Watch Out for the Waist-Grabber

I was running late to my first U.S. Government class, so naturally I was moving at a quick pace through the hallway. I barely dodged a girl running down the stairs in the opposite direction, shouting a quick, "Oh, I'm sorry," as I hurried past. At the top of the second floor staircase I thought I was in the clear, looking over my shoulder to see if there was anyone behind me. Unfortunately, I had wandered into a group of boys, much bigger than I. Of course, I slammed right into the boy in the center. I put my hands out to block the crash, and he put his hands on my waist. We both apologized, and I assumed the incident had ended. However, he continued his conversation with his friends, not removing his hands from my waist. I wiggled a little, trying to get away and after probably eight awkward seconds, did the only thing I could think of. I spun. It was definitely a little uncomfortable and odd to have to spin out of a random boy's arms, and only a little bit better than when I bumped into a girl in the hall who shouted, "Move hoe!" I give him two stars because of the awkward non-removal of his hands from my body, which, though probably not mal-intended, was uncomfortable and slightly invasive.



By Lauren ReVeal

Danger Dog

I had just picked up my nine year-old neighbor from his Orthodox Jewish after-care program. As we turned the corner onto our shared block in Adams Morgan, two dogs got into a playful tussle. On reflection, I looked one up and believe it was a Lagotto Romagnolo. This dog, out of nowhere, slipped out of its leash and proceeded to run into the busy intersection. The owner began screaming hysterically, while the other dog owner began yelling at her for not having a harness on her dog. As a group of onlookers, including myself and the kid watched, the dog narrowly avoided collisions with both directions of oncoming traffic, by at least nine cars. A group of us onlookers tried to encircle the dog, who had run back on to the sidewalk and was standing at stiff attention. At the last moment, it bolted back into the street, followed by another round of shrieks from its owner. Finally, after much cooing and coaxing, the dog was subdued, and its owner continued to get lectured by the other dog owner for not having a harness on her dog. Though this whole event was pretty shaking at first, everyone's reactions were priceless.



By Elias Benda

Vanilla Meets Chocolate

It was 1:41 on a Thursday, between fifth and seventh periods. You were standing at the threshold between the main building and the hallway that leads to the B wing. I was trying to get through, but you were blocking my way. I said, "Excuse me," but you still didn't move. Instead, you looked down into my eyes and said: "Wassup, vanilla?"

Alright, we didn't make eye contact. But we didn't need to; just by hearing each other's voices we made a deep, romantic connection. I had only heard you utter those two words--those two beautiful, beautiful words-- but already I knew you were the one. I knew that voice was the voice of my soulmate. Unfortunately, my legs started moving before my heart could get the message to them, and all of a sudden I was walking away. I should've turned back, should've professed to you how badly I want to be your Vanilla, and how badly I want you to be my Chocolate. But I didn't. I just kept walking, away from you and away from love. Darling, if you're reading this, please find me. It's been agonizing having only your sweet voice to dream about--especially since my local Baskin Robbins took away the chocolate-vanilla swirl option for soft-serve.



By Ellie Melick

WHAT WILL HAPPEN IN 2015

CONTINUITIES

Mr. Barnes' hairline will once again win iciest of the year

Redskins continue tradition of awfulness

DCPS will continue to make terrible snow day decisions

Crew kids will continue to be jerks

2015

By Greg Kopetsky

CHANGES

Mr. Cahall becomes Redskins linebacker coach

Obama recognizes Wilson as the "model urban high school" that it is

J Cole to be named best rapper alive

Mayflower to be named five-star restaurant

Wiz win it all

New principal

Senior Walks to the Beat of Her Own Drum

Photo by Ellie LeBlanc
Graphic by Mason Strazzella



Nora Charles
Junior Editor

Mariah Fraker has a New Year's resolution that Wilson students and teachers may have already picked up on: she has decided to sit down as little as possible until June.

She got the idea from an article that her mom and half-brother were discussing back in December about Dan Kois, a man who stood for an entire month except for certain necessary and natural activities. Kois had an arduous month, but he claimed the muscle he gained and weight he lost made it worth it. Fraker decided she had to give it a shot.

She is not taking her resolution to the same extreme as Kois did – he routinely popped painkillers so he could focus on his job instead of his throbbing muscles. Instead, Fraker is continually asking herself, “Could I be standing up?” and if the answer is yes, she will. All of her teachers allow her to stand up during class, jotting notes on a chair stacked up on top of a desk.

But of course, standing

up as much as possible hasn't come without its complications. “Standing up in exactly one place for hours and hours in class was exhausting and I came home and fell asleep at six-thirty,” she says. Now, the biggest problem for her has been simply remembering. On several occasions, Fraker leaped up after realizing she was sitting down on the Metro, startling passengers and drawing some confused looks. “I told my friends to keep reminding me but they also forget, because what's so weird about a person sitting down?” she says.

The longer story and real reason Fraker is so committed to standing is so that she will be able to walk 20 miles a day beginning this August. After graduating in June and attending circus camp, her plan is to walk from San Francisco to DC. Her friend Sierra Clifton, a former Wilson student who now lives in Boston, will walk with her. Others have agreed to walk part of the way, including Wilson senior Joshua Schmidt, Fraker's “best friend and soulmate.”

Still not sure she wants to go to college, Fraker will defer a year and walk instead. “They say that if you walk straight

across the country, not staying in one place for more than just the night, it takes about three months,” Fraker says. However, she and Clifton want to zig-zag across the country, stopping along the way to visit people and sites like Las Vegas and Yellowstone. “Right now we're just listing places we want to see and places where we have family and friends and then we'll create a really awkwardly-shaped line of best fit. It may take the entire year or more,” she explains.

Fraker does not know much about what the trip will entail. When they are in cities, the two might stay in cheap motels or homeless shelters. In more rural areas, they plan on camping out. Safety isn't Fraker's top concern. She plans on taking self-defense classes and possibly camping out before August, “just to try it out,” but does not want to overprepare.

“I kind of want it to be a surprise, like, I want to figure it out along the way, which might be a horrible idea,” she laughs. “My mom isn't too wild about it and she wants me to find some more people – like a big burly man – to go with. But she has sort of accepted it.”

To find lodging along the way, Clifton and Fraker plan on creating their own blog, advertising where they will be in the near future, hoping that some “nice locals” will host them for the night. “It's kind of like Airbnb but our own, where we could stay with people for free,” Fraker explains. Airbnb is a company that provides a way for people to rent out their rooms to those travelling through the area safely and easily.

Speaking of free, the two plan on spending as little money as possible. They plan to get food by asking grocery stores like Whole Foods to give them expired items or hot food after closing for the day, which the manager has told them is possible at least at the Tenleytown location. As for gear, once they determine a route they will mail things that they need later on, like winter coats.

Around 500 people bike across the United States each year, (according to a man named Frosty's blog), but it is much less common to walk. “I don't think I even remember how to ride a bicycle. A lot of people have suggested that I unicycle, but I think it would be hard with a

heavy backpack because the balance would be off,” Fraker says. She loves walking and sometimes walks the seven miles to her home on Capitol Hill after school. Another day when she was with Sierra, they walked 14 miles around the city almost without realizing it.

Fraker wants to start on the west coast and walk east so she can see the Washington Monument, Lincoln Memorial, and Capitol all lined up and know that she is home.

However, Fraker is well aware that not all her days of walking will be filled with city skylines, scenic views, and family friends. “I was in Kansas over break and I was looking out the window and I thought, ‘Wow, this is what a lot of what I'll see will look like, and we will get bored a lot,’” she says.

She hopes to spend that time catching up on reading by listening to books on tape of “Harry Potter” and other classics she has regrettably never read: “I feel like I need to get hip, so this will be like my journey to help find myself, and find pop culture, and find life at the same time!”

My Life So Far: Ethan Diner

Helen Malhotra
Web News Editor

Whether it's his slicked-back hair, his alluring leather jacket, or the fact that he always seems to be walking somewhere important, there's something mythical about him. Half extraordinary, half classic teenage American dude, Ethan Diner is an enigma.

Although he has a GPA of 4.93, the highest GPA at Wilson, Diner is still, for the most part, a normal kid. He has a younger brother named Elliot, although Diner denies that his parents have a thing for ‘E’ names. As for his parents, Diner says they are both, “pretty smart, although neither of them were the really scholarly type, but they're pretty successful right now.” His parents are dealers in post-war American art and antiques.

Diner went to Ross Elementary but soon transferred to a local private school, Sheridan. He hated it and couldn't stand anybody there, so after a year he transferred back to Ross. To finish elementary school, he went to Oyster-

Adams and then attended Washington International School for four years. Finally, in his junior year, he settled down at Wilson.

When asked how he has achieved his insanely high GPA, Diner responded with, “it's just what I do, I can't really help it.” He does, however, have a “pretty good” memory, according to himself. When he reads, he reads very slowly, but he remembers everything, so it's worth the time consumption. Considering the amount of in-depth reading he is required to do every night, due to the one honors and six AP classes he is taking, he still manages to get around seven hours of sleep per night. While the average Wilson high schooler would say sleeping only seven hours is a reasonable price to pay for a 4.93 GPA, Diner disagrees, saying, “it's not enough for me.”

This disagreement, surprisingly, is not the only thing that sets Diner apart from an average Wilson student. When he was in fifth grade, Diner started practicing kung fu. He attended an academy

every Saturday for four to five hours. Soon after he started kung fu, he began seriously practicing for a competition in China, which would take place a year and a half later. At last, the competition was just around the corner and Diner was excited to finally compete after a year and a half of practicing.

Unfortunately, the swine flu epidemic was also making its big debut in China. Diner ended up contracting the illness before he could compete in a single event. He was not allowed to leave his hotel room for four days, or he would be quarantined. All he ate were power bars and McDonald's fish filets. When asked what he learned from this experience, his immediate response was, “I don't know if it really taught me anything, except that I like fish filets.”

After reflecting upon this question for a longer period of time, however, he changed his initial answer. “I learned that it was more important that I had done all the training just for myself and for my own benefit than actually competing. I figured that the hard work was

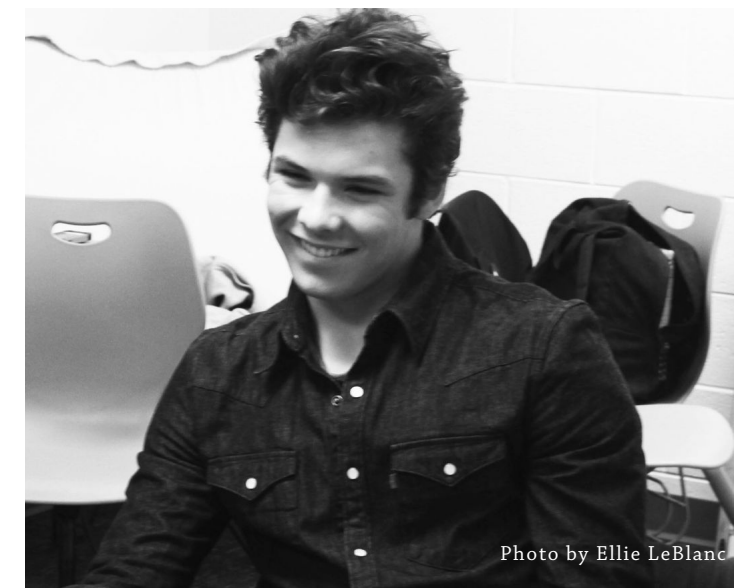


Photo by Ellie LeBlanc

RENAISSANCE MAN - Transfer student Ethan Diner does it all. With the highest GPA at Wilson and skills in multiple martial arts, he's got a promising future.

much more important than the actual final product.”

Upon returning from China, Diner took a break from martial arts. However, his passion couldn't be contained. Less than a year later, he started practicing Brazilian Jiu Jitsu. After doing that for a year, he learned Muay Thai for three years. At the beginning of this year, however, he stopped because of other time commitments, including running track. Although he

technically isn't practicing martial arts anymore, Diner obviously isn't a guy you'd want beef with.

With his grades, guns, and good looks, Diner might appear too cool to approach on the outside, but he's still just like you and me. All hope is not lost for us “average” students with lower-than-a-4.93 GPAs. In fact, Diner claims, “I got every question wrong on my first Spanish test at school.” He is a

The Fight Against Food

Graphic by Jarrah May

Annie Rosenthal
Co-Editor-in-Chief

Every sport requires commitment: putting in work at practice, training during the off-season, and giving it your all when it's game time. But some Wilson sports ask even more of their athletes.

"I'm not eating or drinking anything today. My dinner last night was a little cup of peanut butter with a little flax and honey and that's it," says junior Joey Keegan, co-captain of the wrestling team. "Some days I splurge and have half a can of tuna."

Keegan has a match today, and he needs to cut four pounds in order to weigh in just before he competes. Wrestlers want to be at the top of a weight class so that they can wrestle opponents who are their own size or smaller. Keegan normally weighs 134 pounds, but today he needs to get down to 128 – the maximum weight for a class that starts at 122 pounds.

Keegan is the only member of the Wilson team wrestling at 128 – there can only be one wrestler per weight class from each varsity team. At the beginning of the season, if multiple team-members are in the same class, they wrestle, and the losing athlete must either lose weight to drop a class, or bulk up to compete in a higher one. Generally, he or she chooses to cut weight.

Varsity coach Brandon Wims says he recommends

that wrestlers cut the weight by eating healthily over a long period of time, and most members of the team lose extra body fat from working out at the beginning of the season. But when it comes close to the day of a match, many still need to drop a few pounds of water weight.

There are several methods wrestlers use to cut those final pounds. They run laps at practice wearing sweats and trash bags, and will head to the sauna or hot tub if they still need to cut afterwards. The day before a match, many don't eat or drink anything.

Junior Katya Ekimian, the only female wrestler on the team, says she will get up early before school and run or use a stationary bike in sweats. Most days, she won't eat until after practice, when she has a small dinner. She's lost 12 pounds in a week before. Today, she's at her desired weight for the match, so she has a small salad for lunch.

"Yes!" she says, laughing. "I actually get to eat today!"

Wims says he doesn't recommend this method of dropping pounds. "If [cutting weight] is done properly, it's beneficial to leading a healthy lifestyle. But if it's not done correctly, it can be harmful to

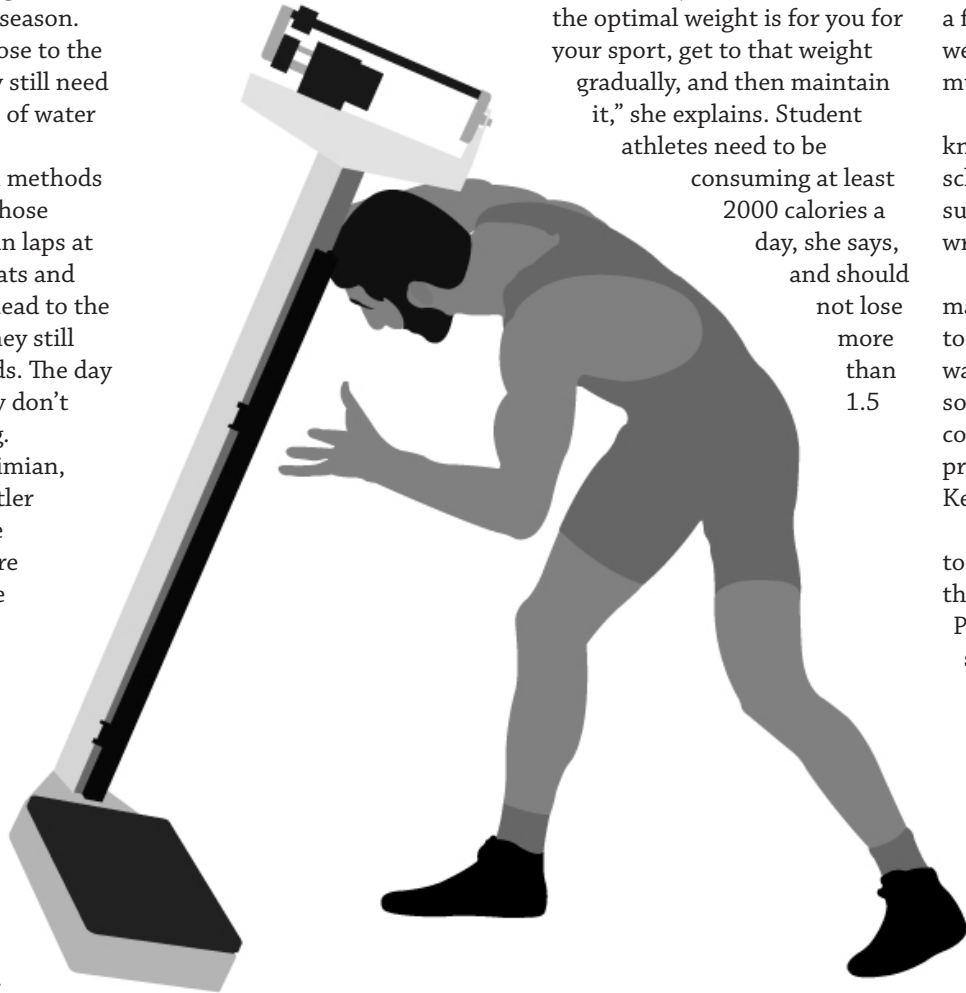
the body."

Sure enough, Dr. Sonia Arthungal, a pediatrician at Friendship Pediatrics in

their best.

"It's bad for your body to have this cyclic up-and-down weight gain, weight loss. What is ideal is if you find out what the optimal weight is for you for your sport, get to that weight gradually, and then maintain it," she explains. Student athletes need to be

consuming at least 2000 calories a day, she says, and should not lose more than 1.5



Friendship Heights, says she's seen serious health risks arise from fasting to cut weight – things like dehydration, heat stroke, loss of muscle mass, growth stunting, and even eating disorders. And she says fasting right before a match will keep wrestlers from performing

percent of their body weight in a week, which for most adolescents is between one and 2.5 pounds. She recommends that any athlete trying to lose weight for a sport work with a nutritionist to create a healthy plan.

Members of the Wilson

team have personally seen the negative effects of fasting. "I lost too much weight from not eating," says sophomore Cal Menditto, who gave up wrestling a few months ago. "When I went to the doctor, they said my muscles were being affected."

Ekimian also says she knows a wrestler at another school who is getting liver surgery because of the damage wrestling has done to his body.

But despite the risks, many team members continue to choose to fast because they want to win. "If you're doing something unhealthy and you could perform better, there's pressure to do that," says Keegan.

While it can be hard to watch other kids gorge themselves on Doritos and PB&J's at lunch, Ekimian says she's gotten used to the hunger. Keegan says it hasn't affected his academic performance. "Mostly I'm just a little cranky," he says.

Wrestling isn't the only sport for which Wilson athletes fast to cut weight. "Some people fast to show their devotion to God. I fast to show my devotion to crew," says senior Adam Fingerhut, who placed third in nationals last year with the men's crew team.

"I wouldn't eat for two weeks if it meant winning," he adds. One gets the sense that he's not entirely joking.

Varsity Basketball

The varsity basketball team is coming off a tough 50-56 loss to H.D. Woodson, but are hoping to bounce back to their winning ways. They are now 11-5 and are preparing for upcoming games against Cardozo, Walls, Coolidge, Dunbar, and McKinley Tech. In the month of January, they were 5-2 with their only other loss coming against St. Johns. The team has really come together and is excited for the big games ahead before the end of the season.

Boys and Girls Track and Field

The indoor track and field season is off to a great start. The team recently traveled to the New Balance Track & Field Center at the Armory in New York City for a meet. At the time of writing, the team was looking ahead to the DCIAA Championship on January 28 and DCSAA Championship on February 11. Seniors Chris Askew and Steve Sneed say they are "expecting nothing less than championship victories for Wilson."

Freshmen Boys Basketball

The freshmen boys basketball team won their last game on January 27 against Sidwell Friends with a final score of 55-27. The team has just one game left against Maret. To make things even tougher they are walking to Sidwell before the game. According to Immanuel Jones, the team's mentality has remained strong all year. "We grind everyday in practice and in every game."

Sports Updates

By Isaac Frumkin and Alex Martin

Girls Basketball

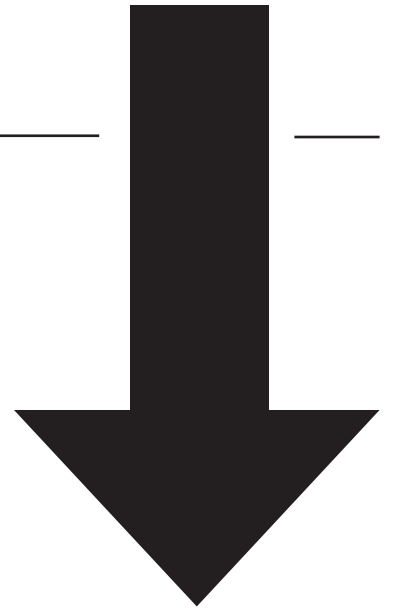
The girls team won their last game 61-59 against H.D. Woodson. Their next games are against Ballou, Cardozo, and Walls. With a record of 6-2 They have just six regular season games left and hope to finish out the season strong. Then they will compete for the DCIAA championship and hope to bring back another title for Wilson.

JV Boys Basketball

The junior varsity boys basketball team has been on fire as the boys have gotten to the end of the season with an impressive record of 16-2. new record after the end of the game The team's latest win came against Ballou on January 27, with a final score of 60-53. With just five games left until the end of the season, the team hopes to finish strong.

Wrestling

On the wrestling mats, Wilson is performing well. Coach Wims believes his team "is off to a good start." The team has been preparing hard for their big matches in February 13th and 14th. The team is competing in a tournament at St. Albans, with the field including 34 other teams. The DC Classic tournament is taking place the following week.



▶ WHAT IS ALL MET?

At every conclusion of the fall, winter, and spring sports seasons, *The Washington Post* releases its list of All-Metropolitan Athletes. The list is made up of a first and second team, and honorable mentions honoring the top performing athletes in the area. This fall, seven Wilson athletes were named to honorable mention in their respective sports.

BOYS CROSS COUNTRY

AARON COATES

Sophomore Aaron Coates made the first team for All Met cross country. Coates says that this year was the hardest he has ever trained. "I didn't even know they were going to have an All Met team, personally, but I'm sorta happy I did make All Met," he said. He plans to finish his high school career participating in all of Wilson's running sports, and hopes to do the same in college.

GIRLS CROSS COUNTRY

ASIA AMIS

Junior Asia Amis has been running since she was four years old, and her experience is reflected in her All Met career. This is Amis's second year receiving honorable mention for cross country. Her training regimen was similar to last year's, when she ran with Coach Dunham. However, life isn't all sports for Amis. When she isn't running she can be found spending the whole day at the mall, or babysitting Coach Dunham's two kids, Nia and Niles.

FOOTBALL (DEFENSE)

KAREEM MCDONALD

Senior linebacker Kareem McDonald ended his season on a high note when he was named to the All-Met honorable mentions, as well as the Offense-Defense All American team. McDonald's goal over the next few months is "to work on getting stronger and mentally ready for college football." He recently committed to play football at Monmouth University in New Jersey for the next four years. McDonald said he is most proud of the team for their Homecoming win versus H.D. Woodson in overtime.



VOLLEYBALL

ALEXIS COATES

Senior Alexis Coates finished the season with 172 digs and helped lead the team to its first ever DCSAA semifinal appearance, earning her a spot on the honorable mentions for the All Met team. Coates believes her biggest accomplishment was her ability to "continue to improve [her] skill and contribute to team success." She has come a long way, from just learning the sport her freshmen year to being so practiced that her skills are becoming "instinct or habit." Nonetheless, she wants to continue to ameliorate her game. "Even the best athletes in the world have something to improve on," said Coates. "Every time I step on the court I can improve every aspect of my game." Next year, Coates hopes to walk on to the volleyball team at whatever college she attends.

GIRLS CROSS COUNTRY

MAYIM LEHRICH

After her second year running cross country, sophomore Mayim Lehrich was given honorable mention on All Met for the first time. She put more work into this season than any of her past seasons, running almost every day during the season. Lehrich thinks she saw great improvement as a result. "It wasn't, like, my goal specifically to make honorable mention, but I knew that if I did well this season then I had a chance...my goal was to do well at the state meet," she said. Lehrich said she will continue running cross country and track for the rest of her high school career.

Compiled by Lauren ReVeal and Henry Shuldiner

BOYS SOCCER

LIAM WALSH

Senior co-captain Liam Walsh earned an honorable mention and led the varsity soccer team to an undefeated DCIAA record and only one loss during the regular season. The team defeated many of the area's top private schools, including Georgetown Day, St. Alban's, and Washington International School. "My biggest accomplishment this season was scoring over 10 goals. Junior year I had eight goals and I made a personal promise that I would try to get at least 10 this season." Walsh, who finished the season with 13 goals and five assists, is still deciding between a few division three colleges to play at next year and hopes to improve on "speed of play and physical fitness" before he makes the transition to play in college next year. "I am extremely proud of all my teammates for helping make this season so incredible," he said.

Tigers Contend With Cadets' Intense Play

Asa Canty
Staff Writer

Wilson's varsity boys basketball team was defeated by St. John's College High School, ranked sixth in the area, on January 10. Playing well throughout the early part of the season, the Tigers were still searching for that elusive victory against a highly ranked opponent. Coach Angelo Hernandez's Tigers hoped to translate their excitement into sound execution and a win that would propel them into the conversation of the elite teams in the city.

From the tip, the Tigers had difficulty using their energy in an effective way. A lack of patience on offense led to missed shots on contested jumpers and turnovers that St. John's quickly turned into fast break points, with their athletic guards slamming in easy breakaway points. This was the way the game went for most of the first half. Wilson would score a couple of well-earned buckets, but St. John's would one-up the Tigers, and the Cadets headed into halftime

with a sizeable lead and the game looking like it was a wrap.

To the Tigers' credit, St. John's could not step back and let the second half run its course. Playing with the level-headed intensity they pride themselves on, Wilson ripped off a quick run in the third quarter thanks to the strong play of Anthony Johnson (12 points), Trevaun Hyatt (three points) and Drew Jackson (eight points).

But when starter Will Thompson left the game due to a knee injury, Wilson lost much of their post presence for the game, and St. John's stifled Wilson's run.

Things picked back up in the fourth quarter when a St. John's guard charging towards the rim appeared to elbow Wilson freshman Sam Payne out of the way, yet Payne was called for a foul. The Wilson section of the stands erupted, bombarding the referees with the energy that had been pent up all game.

The Tigers fed off of this energy and led another charge, almost cutting the St. John's

lead to single digits, yet again the Cadets responded with a combination of three-point shooting and transition basketball. The usual sluggishness of a basketball game's final minutes set in, and St. John's padded their lead as Wilson intentionally fouled them. The buzzer sounded, with the final score reading 61-38, Cadets.

Despite the fact that they made a top-ranked team work for their win, the Tigers were not satisfied with the result of the game. Assistant Coach Brandon Hall shared this sentiment as he discussed the game: "We had a run but couldn't capitalize."

For Wilson to take the next step in its development, and to be discussed as one of the best teams in the region, these are games they must win. Yet for a game that many thought would not truly be a contest, Wilson worked hard and did at times outplay St. John's, making this a much closer game than the score indicates.

Baseball Team Going to the Dominican Republic

Henry Cohen
Innes McKay
Staff Writer/Contributor

Due to the icy tundra that is the Fort Reno baseball field, the Wilson baseball program has planned to travel to a warmer destination: the Dominican Republic. DC has strong ties with the DR thanks to John McCarthy, known to many players and students as Coach Mac. Coach Mac has been traveling to the Dominican Republic every year since his days playing professional ball after graduating from Wilson in the 80s.

"I consider myself an honorary Dominican," McCarthy said. He funds a program called Beisbol y Libros (Baseball and Books), which promotes literary and athletic success to the children of Consuelo, a small community on the Dominican Republic's southern coast.

The Wilson baseball team now annually travels to the Dominican Republic in mid-February for "spring training," bringing with them baseball equipment and school supplies

for the children at Sister Catherine, a small church in Consuelo Dominican Republic that also has close ties to Coach Mac.

Mac encourages every player to be well-dressed when they arrive and have a backpack full of school supplies to give to children at the church. But it's not just about giving back. They are playing a game every day they are there. "When I went two years ago, we went to a school and talked to kids about their futures and only two of the boys in the entire school didn't have their sights set on the MLB," junior Luke Wallis said. "The Dominican Republic's combination of lively people, great food, and love for baseball makes it a great place to be."

With two Dominicans in the Baseball Hall of Fame—the latest is Pedro Martinez, a first-ballot hall-of-famer and considered by many to be the best pitcher of his era—the team is going to have a tough "spring training." The trip is just as much about playing baseball as it is about helping those who are less privileged.

STYLE

Artist Profile: Quennie Madrid



Photos by Sarah Robinson

QUEEN OF ART - Junior Quennie Madrid is a rising artist. According to Quennie, her art doesn't fall into any specific category.

Sarah Robinson
Contributor

Junior Quennie Madrid starting making art in eighth grade, and she doesn't plan on stopping anytime soon. Madrid says the message she tries to convey varies between what she's feeling and the things she goes through. "I don't wanna sound cheesy but a lot of it is just like about love and what I go through in my relationships," she says.

"As an artist, I'd want to say that I have my own style, that I don't fall into any category of art. But that's not the case. My

work might fall into a type of art that hasn't been discovered yet." She later added, "The closest thing I could see my art being is Neo-Expressionism." Madrid says she finds inspiration in others, but most of her ideas she comes up with on her own.

Madrid thinks that although art may not be an important part of school for some students, art classes should definitely be provided as an option. "It's definitely something everyone should have the chance to get into," she said.

If you've seen Madrid's work, there's no denying there's skill and talent involved. Her

beautiful use of bright colors and shapes, especially in the pieces she has shown, makes the end product look unique and professional. There's a lot of versatility displayed in her wide range of works in terms of light versus dark and organic versus geometric shapes.

You might have seen advertisements on Instagram or other social media sites for an

art show. Madrid, along with other Wilson artists, put on an art show last month at a church in Silver Spring. There were some difficulties, such as having to move venues three days prior to the show. As for selling her work, Madrid was offered \$400 for a piece she wasn't trying to sell. "I always go by my idea of 'selling, but not selling out.'"

Madrid says, "I couldn't have made the show happen

without the motivation coming from my peers. I owe a lot to Xavier [Northrup] for having the music going throughout the night, for everyone who brought snacks, to all the artists who showed their work, and to Natalie [Dary] for being there for me all the way."

Next time you see an advertisement for a show like this, make sure not to scroll past.

M.A.F.I.A. Spits Intelligent Rhymes

Zavier Northrup
Contributor

Conspiracy, the album by Junior M.A.F.I.A., is filled with classic hip-hop and R&B hit songs like "Get Money," featuring well thought-out verses from The Notorious B.I.G. and Lil Kim. Although the album dropped in 1995, Conspiracy remains as notorious as it was when it first came out. Based in New York City, Junior M.A.F.I.A. consisted of Kim, Biggie Smalls, Chico Del Vec, Blake C. Capone, and Buggy, who met each other as childhood friends of Biggie.

Just about every song on the album contains the members of the group flowing over bassline-driven beats sampled from early 1980s R&B songs.

Also, the lyrics on Conspiracy are ahead of its time. After all, M.A.F.I.A. stands for Masters At Finding Intelligent Attitudes.

Avoiding distraction from what could be considered 'explicit' or 'vulgar' lyrics opens up space for lyrical interpretation. The men in the group very wisely left the topic of sex for Lil Kim, "the lieutenant," to conquer.

Kim's feminist messages often empower women's sexuality in a world where their bodies have been so objectified. Kim uses two of the five skits (a sort of sketch comedy that appears on an album) to provide recorded examples of misogyny she probably encountered daily. Although she isn't a perfect role model, Kim encourages women to take charge.

Most of the songs on Conspiracy involve wealth and guns. Without those two themes, the album would not exist. However as much as the album glorifies money and violence, the members of Junior M.A.F.I.A. find ways to illustrate emotional scarring and even mental disorders that come with all the violence experienced for financial gain.

The other three skits on the album illustrate downright scary moments associated with the murder of a close friend. This album does a good job of balancing reality and fantasy, which many artists who rap about wealth and violence fail to do. Is the glamorous lifestyle described really worth all the trauma? That's for the listener to decide.



COP OR NAH? CHIPOTLE SOFRITAS WITH KOPETSKY AND SMEE



You've passed by it countless times. It's orange and looks like dog food. It is sofritas. Last year, Chipotle dropped sofritas into its menu, anticipated to be one of the most fire vegan options in the game.

Among vegans, it's a huge hit. Sofritas allows vegans to join their carnivorous friends in going to Chipotle, instead of awkwardly watching them chow down on meaty Mexican goodness. However, for normal people, sofritas offers no benefits.

After taking the first bite of a sofritas burrito, we felt robbed. Where chicken gives a succulent hug of tenderness, sofritas gives you the middle finger. It has no consistency.

And we all know the potential of tofu from its role in miso soup, where its squishy awesomeness never fails to impress us. This time, however, tofu let us down bigtime. A damn shame. We expected better.

The tofu crumbles throughout the burrito, making it seem nonexistent. Although it does offer some spicy flavor, it's just not the same. After finishing our burritos, we felt unsatisfied, sad, and lonely.

So unless you're trying to flex in front of that bad vegan girl you know, steer clear of this orange-colored waste of a Chipotle outing.

▶ FINAL VERDICT: NAH

Photo Illustration by Rochelle O'Brien

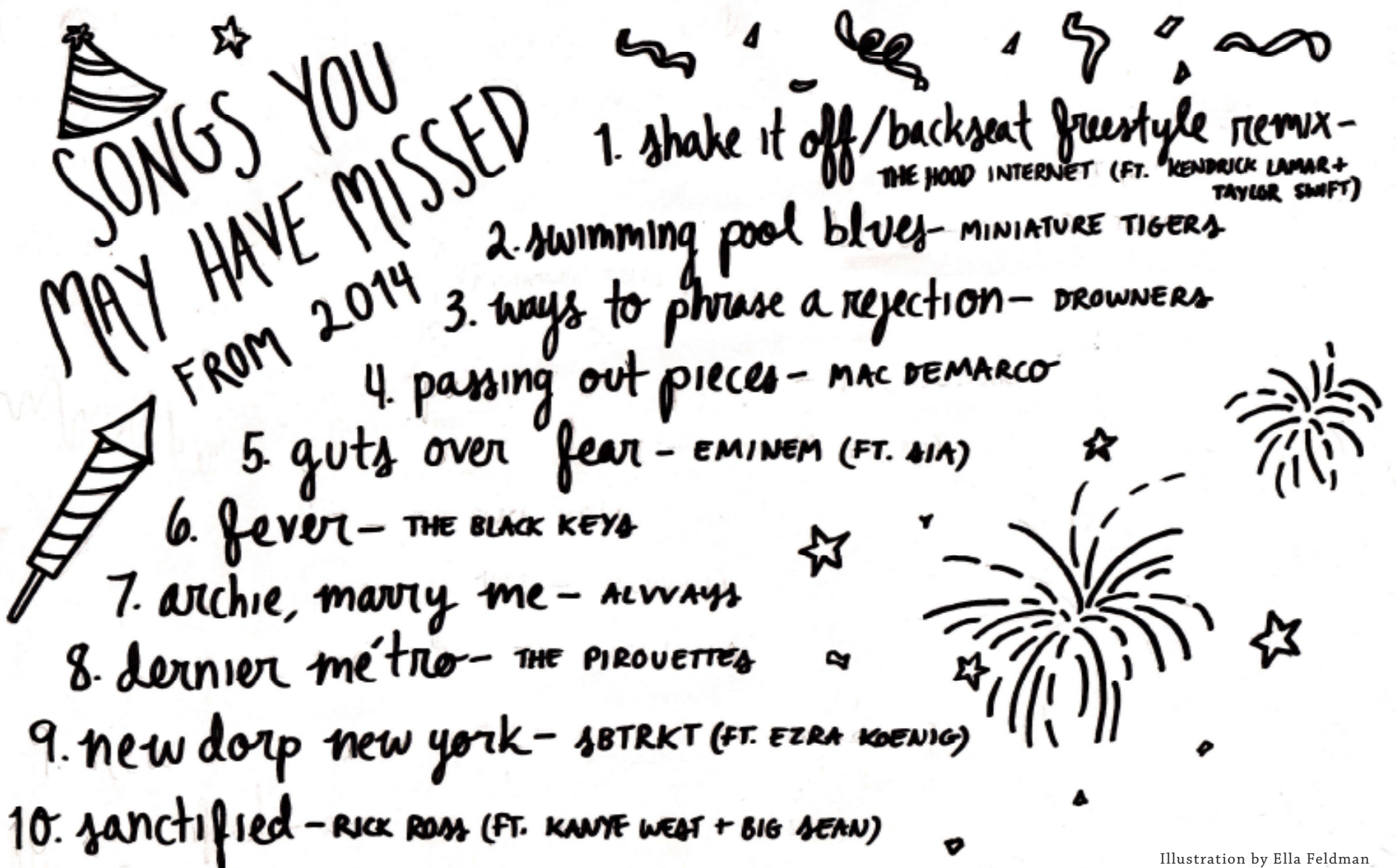
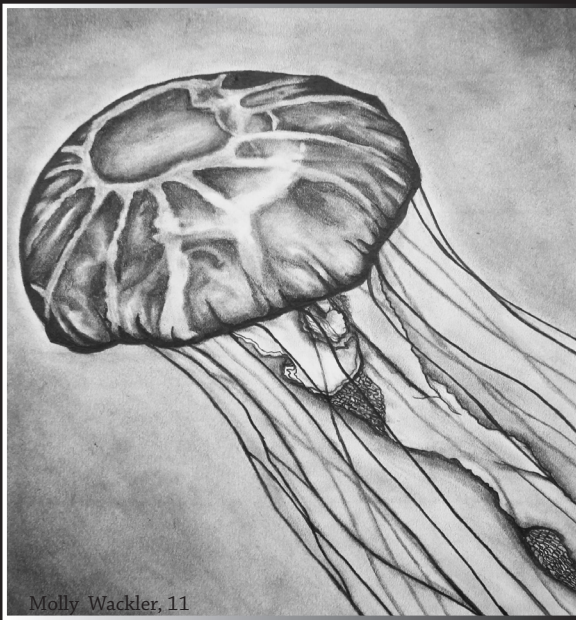


Illustration by Ella Feldman

Artists' Corner

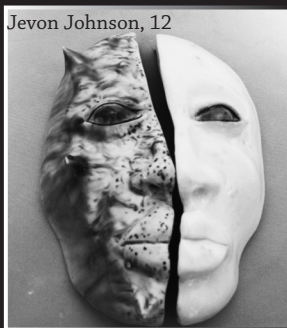
Compiled by Ellie LeBlanc and Ellie Melick



Molly Wackler, 11



Laila Kunish, 11



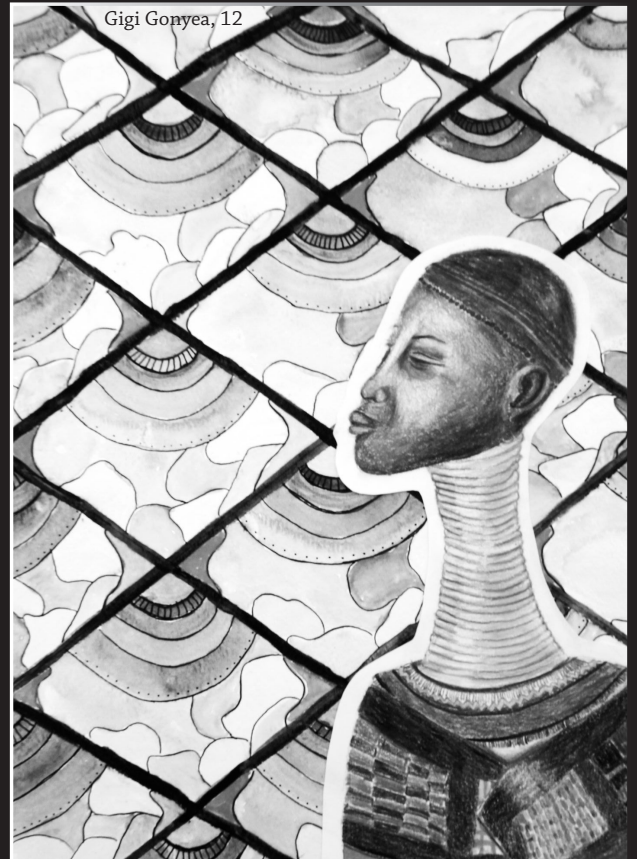
Jevon Johnson, 12



Deng Phua, 12



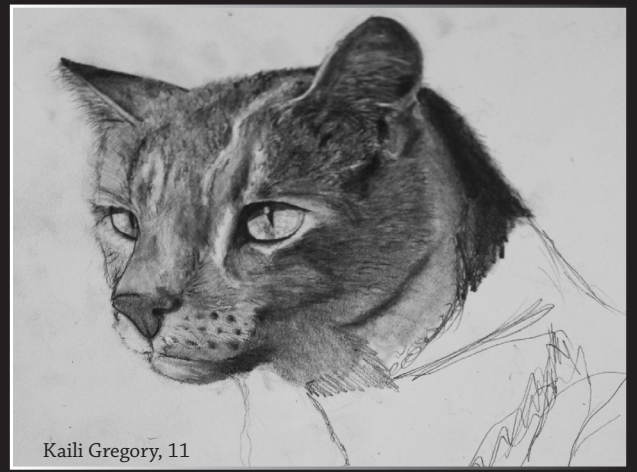
Molly Wigglesworth, 9



Gigi Gonyea, 12



Johnae Brittingham, 11



Kaili Gregory, 11

One Acts Promise Punches

By Zola Canady and Eden Breslow



TAKE ONE - The annual One Acts have begun again. Though practices have just started, the shows are only two weeks away (February 12, 13, 14, and 15).

Every year the Wilson Players puts on the One Acts, their most popular production. The One Acts are a series of small shows directed solely by students. They are a lot of fun, but can get chaotic. The Players advisers, social studies teacher Jonathan Shea and administrative aid Jill Roos, are trying to aid the students in the produc-

tions without taking over the whole process. The Players and the students working on the shows arrange rehearsals, organize ticket sales, and oversee technical aspects of the performances.

For this year's tryouts, all potential actors gathered to review the plays, and then split up into separate auditions.

Students who usually participate in theater programs are seen at the tryouts, but the One Acts appeal to more students. It is a more relaxed environment than some of the other shows, so people can try out without too much pressure, without the fear of being humiliated for having amateur skills.

The plays are difficult to

cast, because instead of just one play it is 10, with 10 different casts. Sometimes the same person is wanted in multiple plays, so the directors have to fight if they really want to cast that person.

One of this year's productions is "1-900-Desperate", which is a play about romance hot-line that many people call, including a girl feeling especially desperate. Some people call the line intentionally looking for romance while some call for different goals, and still others call the line accidentally. "1-900-Desperate" is directed by seniors Maria Brescia-Weiler, Annie Rosenthal, and Sarah Torresen, all of whom have been involved in One Acts since their freshman years.

Another one of the plays, "The Rumor," is directed by juniors Ben Topa and Zac Nachbar-Seckel, along with senior Alex Carroll Cabanes. "The Rumor" takes place at a press conference where a baseball player responds to rumors that he is ambidextrous. However, "ambidextrous" serves as a metaphor for being gay.

This year's plays are bound

to be popular. "I think part of the reason [the plays are] so popular is that it's entirely student run, and a great way to make friends," says Brescia-Weiler. "Also, it's a blast." Brescia-Weiler was a player last year, so this is her second time as a producer for the One Acts. "This year there are more than 40 acting roles, so also a lot of people can be included in One Acts," she says. As for how funny the plays should be, Brescia-Weiler says that "most of the plays very much appeal to the sense of humor or interests of Wilson students."

Roos commented "the One Acts are a great tradition at Wilson and allow students to have the opportunity to create a theatrical production from start to finish." She also says that "It is a great way to attract new performers to the theatre program at Wilson."

This year's One Acts, like shows in the past, is shaping up to be a successful one. It will be a lot of work for the students, but is sure to pay off.

KIDS IN THE HALL

January 30, 2015

Compiled by Anna Bucknum and Maya Edwards

Who do you want to be with on Valentine's Day?



"Izzy!!!"
Charlie Caspari, 11



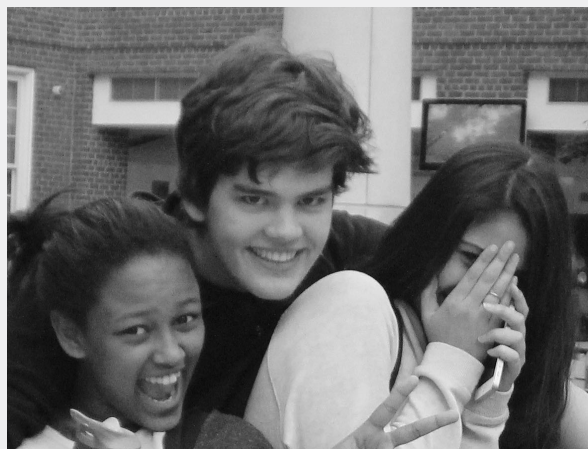
"Evan Peters and Netflix"
Alexandra Tomkin, 9
Natalie Seablom, 9
Haley Hodgson, 9



"Dylan O'Brien"
Grace Mills, 9
Lola Brou, 9



"My boyfriend or my dog"
Cameron Boucher-Khan, 10



"Christian Leave/ Bruce Almighty"
Ecrum Tedrose, 10
Kevin Kearns, 10
Garima Tandon, 10



"Harrison Ford, anytime, anywhere"
Sofia Fekade-Selassie, 10
Ingrid Fekete, 11



"Beyoncé"
Damani MacAdoo, 10



"Her!"
Jisca Adigo, 10
Anna Joos, 10



"My mother"
Kayla Waugh, 12
Jonathan Morris, 12



"Garima"
Gorka Fraeters, 12
Njiiri Kouaho, 12



"Lil' Kim"
Gus Markkand, 10
Lexi Hidalgo, 10
Izzy Settler, 11
Leah Huang, 10
Zavier Northrup, 11