



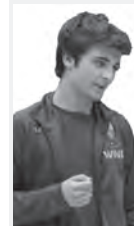
“I kept wondering what’s this little voice in my head that only I can hear?”

-Bill Marks on consciousness P. 11



“You never stay where you’re not wanted.”

-Head Coach Eric White on his contract P. 13

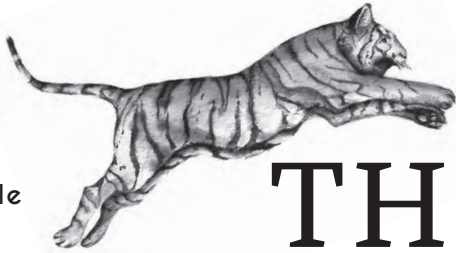


“It’ll be tough when it’s all over, but for now it’s typical Wilson theater, which is just awesome.”

-Jonah Gigli on “The Matchmaker” P. 13



Please Recycle



Woodrow Wilson High School

# THE BEACON

May 1, 2014

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

VOLUME 77 ISSUE 7

## PARCC Will Replace DCCAS Next Year

**Sophie ReVeal**  
Junior Editor

DC CAS haters will come out ahead next year when the federally-mandated test is abolished. But hold your applause: it is being replaced with a new test--PARCC--that students will take on computers.

Although the DC CAS was aligned to the Common Core Standards, it has been D.C.’s main standardized test since 2002 and does not have the increasingly rigorous texts like those you will be seeing on the new Partnership for the Assessment of Readiness for College and Career, or PARCC.

The DC CAS, or District

of Columbia Comprehensive Assessment System, was engineered to measure schools’ academic efficiency. It is also used to identify the effectiveness of the school based on teaching, instructional practices, and to measure students’ proficiency in math, reading, biology, health, and writing.

The scores of the DC CAS have had a large impact on Wilson, but not on students directly. “D.C. is unique,” Assistant Principal Tennille Bowser said. “There is no direct impact on the student, other than what is shown on a progress report.”

Teachers that teach the tested subjects are held accountable for these scores. “They have

no control [over the scores]. All they can do is teach every day... It’s not fair at all. It’s not a fair or equitable system... That is one of the big issues with the DC CAS,” said Bowser. “Whether you agree or disagree with state testing, it is what we have to do, and in every state in the country there is some sort of standardized testing that has to take place. Because of that, most states have done something that makes students accountable.”

She explained that is why it is important for students to always put in their best effort while taking the test.

Bowser explained her “per-



Graphic by Ellice Ellis

CONT. ON P 2

## Plight of Homeless Youth Called to Attention

**Claire Parker and Annie Rosenthal**  
News Editors

They’re an invisible population. They sit next to you on the bus, at the desk in front of you in class. You may pass teenagers on the street or in the hallways of Wilson everyday and never realize they are homeless.

D.C.’s homeless youth population has begun to gain visibility only recently after a series of events this winter and spring highlighted the issue. Many nights of sub-zero temperatures drove hundreds of families to seek emergency hypothermia shelter, while unaccompanied teenagers struggled with a discrepancy in federal law that does not allow them to do the same. In March, the disappearance of homeless eight-year-old

Relisha Rudd called attention to the shortcomings in the city’s response to youth homelessness. A proposed D.C. Council bill, which will come up for a vote in May, aims to improve this response.

### A complex demographic

Twelve Wilson students are currently homeless, down from 23 last year, according to Dr. Roosevelt Cohens, Wilson’s homeless liaison. The Washington Post reported that the overall number of homeless people in D.C. rose from 6,228 in 2009 to 6,865 this year. George Burton, the volunteer coordinator at Sasha Bruce Youthwork, a non-profit organization dedicated to helping homeless youth, attributes this increase to the increasing cost of living in D.C.

CONT. ON P 8



Photo by Joey Keegan

**SPRING HAS SPRUNG - The Cherry Blossom festival began April 14. Normally beginning around March 20, cold weather deterred blooming.**



Photo by Claire Parker

**THE TIME FOR CHANGE IS NOW - A mural on the wall at Sasha Bruce House for homeless youth spreads inspirational messages. The house is DC’s only emergency youth shelter.**

## D.C. Reflects on Bowser’s Primary Win

**Emma Buzbee**  
Junior Editor

Following Muriel Bowser’s recent win in the mayoral race, many Wilson students share the opinion of retired football coach Horace Fleming: “I haven’t heard anything bad, which is pretty good.”

Councilwoman Bowser of Ward 4 won the Democratic Primary on April 1, completing her come-from-behind campaign and defeating Mayor Vincent Gray by winning 44 percent of

the votes. Gray received 33 percent of the votes, with Tommy Wells coming in third with 13 percent.

A Washington Post poll highlights Bowser’s comeback win: On January 12, 27 percent of people said they would vote for Gray, while 12 pledged their support for Bowser. However, a week before the election, Bowser had jumped to 30 percent and Gray remained at 27 percent.

Much of the shift in support was due to the recent surfacing of claims of corruption in

the 2010 mayoral race. One of Gray’s supporters from 2010, businessman Jeffrey Thompson, is currently on trial for providing illegal funds to a variety of political campaigns, including Gray’s. Prosecutors have accused Gray of knowing about the illegal scheme.

In addition to the trial, some residents seem frustrated by Gray’s performance while in office.

Senior Amara Kutos says, “I

CONT. ON P 2



# PARCC Will Be Introduced

FROM P 1

sonal philosophy” when it comes to standardized testing. She said that it should be a mandatory graduation requirement because that would “completely change our test results.” Then, if you knew you were struggling in one subject, you could seek help from a teacher and consequently not only do well on the test but in the class too. Overall, it would help improve academic performance across the board.

According to Bowser, D.C. Public School administrations are nervous to see how the new test will go and are expecting to see a drop in scores. Not only will the questions and texts be more complex but the test itself will be more difficult because of the added online components.

There are conflicting opinions about the new test among the freshmen class who will be taking the PARCC as sophomores. Freshmen Juliette Fratto and Matt Di Rosa voiced their opinions against taking standardized tests at all, while

other ninth graders, like Sam Alten, Yeli Drazen, Emily Durr, Ana Hidalgo, Molly Berman and Anabel Forte-Fast pointed out important flaws to the system and problems with changing the testing.

Berman considered all that could go wrong with the computers and explained the flawed logic of taking the test online. Alten said, “If [the tests] get harder, the data the schools receive will be worse than before, and nothing will have been accomplished [by putting a new test into place].”

Durr pointed out, “It’s new so it’s not going to be perfect the first time around.” This was a concern Ms. Bowser voiced as well.

Drazen also expressed doubts in “how functional and accurate it will be.”

Students interested in seeing sample questions can find them online at [parconline.org](http://parconline.org). The examples show the difficulty of some of the problems, leaving faculty and students anxious for what is to come next year.

# Bowser Wins Mayoral Primary

FROM P 1

don’t think [Gray] did anything. He seemed to work off of what [Former Mayor] Fenty did. Fenty did a great job; Michelle Rhee was just the downfall.”

Junior Ryan McKeithan says, “[Bowser] might be a good change. She might try and make things better for all women.” However, Bowser has faced strong complaints that she has been distant and aloof with voters.

Student Jackie Miller, whose ward Bowser represents, says “She never really showed up to public forums. But she seemed to be for a good cause. She talked a lot about school

boundaries and making schools a good place.”

Bowser never responded to The Beacon’s interview requests for this article.

Bowser’s win comes at a time of abundant change in D.C. Crime is down and economic development is increasing in neighborhoods such as Columbia Heights and Navy Yard, bringing along issues of gentrification.

According to The Washington Post, residents of these areas have an annual income of between \$50,000 and \$100,000. They were considered swing precincts in the election and were won by Bowser with a margin of 3,873 votes. Residents

with an income below \$50,000 were primarily located in parts of Southeast and Northeast. Though fewer Democrats voted in these areas than in 2010, Gray still won the lower-income vote by 3,168.

Although she won the Democratic primary, Bowser still has one battle yet to fight. Her opponent for the general mayoral election will be David Catania, a former Republican turned Independent. However, in a city like D.C. with a huge Democratic majority, the closest election has historically been the primary. Like most years, Bowser, being the Democratic candidate, is expected to win.

# No Progress in Defective Vents

Last edition, The Beacon featured an article discussing the recent health complications that ceramics teacher Mary Lambert has faced due to poor ventilation in her classroom.

“[The inspector] was going to try and come by but never did. This was on March 18,” Lambert said. “I had teachers saying ‘I had no idea’ to me. A lot of students’ parents who were lawyers came up and advised me to sue.”

So far no D.C. government action to solve the problem has occurred. Lambert is still decidedly against seeking legal compensation for medical bills.

by Emma Buzbee

# Congratulations, Coach Sal!



Photo Courtesy of Sal Caccavale

**BRAND NEW HUMAN (COMES WITH A TAG) - Congratulations to Sal Caccavale and his wife on the birth of their baby girl, Zable Rose Caccavale, born on April 25!**



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Our mission is to provide an accurate representation of the diverse views, opinions, and concerns of the students of Wilson High School. We aim to serve as the voice of the students. Through responsible, ethical journalistic practices, we strive to provide thorough, reliable news coverage of issues relevant to Wilson.

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*The Beacon* 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*.

# Coaching Agreement Emphasizes Wrong Values

By The Beacon Editorial Staff

Two outstanding coaches at Wilson were recently relieved of their jobs because of a requirement in the Collective Bargaining Agreement between the Washington Teachers' Union and District of Columbia Public Schools. The agreement gives DCPS employees precedence over outside candidates to occupy "positions for which there is extra-duty pay." Coaching jobs at the school are the most prominent and sought-after of these positions.

No school should ever be put into the position of having to sacrifice or weaken one of its programs when a much more beneficial option could and should be explored. If the school simply chose the candidate most qualified for the position, regardless of their status within the school system, both the athletic and academic programs

would thrive.

The agreement between the Washington Teachers' Union and DCPS makes sense in theory. Why not bring positive role models from the sports field into the classroom?

Sports coaches act as mentors and role models on the field, court, or wherever they play the game they know best. In many cases, they build meaningful relationships with the players. Coaches don't have to be in the classroom for students to feel comfortable approaching them about questions they have regarding sports, school, or life in general. The value added by having coaches who are also teachers seems marginal.

Moreover, in a big school it is unreasonable to assume that coaches would have a large number of their athletes in the classroom.

The Collective Bargaining Agreement causes the most con-

cern because of the compromise the school may have to make when they choose a candidate to be put into the position of coach or teacher. If a teacher is an outstanding educator but a sub-par coach, the athletic program they head will become weaker because of their lack of experience or leadership.

Similarly, if a candidate is brought in primarily to coach a sports team and not primarily to teach a subject, students who take their class will take a hit academically while the team may thrive.

While the Beacon recognizes the abundance of teacher-coaches who are able to excel in both fields, because at Wilson there are many, we see no reason that this type of compromise should have to exist, if a dual teacher-coach option like this is unavailable.

The situation concerning the girls basketball coaches is a

confusing one indeed. There is no clear reason for two outstanding coaches and leaders to be replaced by someone with less experience with the team simply because the replacement is a part of the DCPS system. The former coaches not only led the team to multiple winning seasons and playoff appearances, they had developed strong and lasting relationships with their players. If the Teachers' Union agreement works to create strong relationships and build scholar athletes, why does it create situations like this?

DCPS and the Washington Teachers' Union should take a step back and look at the big picture. When choosing candidates to carry out specific duties in the classroom and on the field, decisions should not be based on a candidate's other positions, but on their strengths in the area in question.

## Forgive and Forget When Time is Paid

Ellice Ellis

Junior Editor

The New York Jets recently signed star quarterback Michael Vick to a reported one-year, \$5 million deal. But the past haunts us all in one way or another, and Vick is no exception. In response to the deal, People for the Ethical Treatment of Animals (PETA) tweeted: "At least Michael Vick can't drown, electrocute, hang, or shoot a football the way he terrorized man's best friend."

The organization is referring to the incident which occurred nearly seven years ago where Vick was convicted for his involvement in an illegal interstate dog fighting ring that had operated for five years. He pled guilty and spent 21 months in prison, followed by two months in home confinement. In addition to these consequences, Vick received heavy public backlash, lost profitable endorsement deals, incurred financial losses of about \$142 million and served three years probation upon his release from jail.

Although Vick did commit a horrendous crime, he paid his debt to society and has moved on since the incident. Many people close to Vick such as his coaches, family and friends uphold the fact that he has turned his life around. They attest that he has changed, even forming a partnership with the Humane Society of the United States.

This makes me wonder why organizations such as PETA and society as a whole can't move on in general. Vick didn't ask to be a scapegoat for PETA and it seems like the organization is bullying the football star for its own

publicity. Like any other person, celebrity or not, who has done wrong and has been punished for his crimes, Vick doesn't deserve to be vilified forever.

The fact that Michael Vick is still being ridiculed for his dog-fighting offenses clearly illustrates that celebrities are held to a higher standard by society. Yes, as individuals they should have good character, but they should not automatically be thought of as a role model for kids to emulate.

It could even be seen that this obsession with celebrity culture and behavior spawns from the fact that we choose them as role models instead of other productive members of society such as spiritual leaders, political leaders, teachers, activists and humanitarians.

Celebrities such as Michael Vick, Chris Brown, Charlie Sheen and Martha Stewart are not necessarily different from the average person, and they suffer some of the same inadequacies and failures as everyone else. Celebrities deserve to be held accountable for their current and past behavior. But by accountable, I mean by the law and not by organizations like PETA, which continues to use Vick's dog-fighting past to denigrate him and generate publicity for itself when it has absolutely nothing to do with his current football success.

Celebrities like Michael Vick and many others should be given second chances after paying their debt to society. Although society should forgive those who have fallen short, their mistakes should never be completely forgotten.

## Community Service Falls Short

Helen Malhotra

Matthew Smees

Junior Editors

During freshman orientation when you're told 100 hours of community service must be completed in order to graduate, you're overwhelmed, and rightfully so. Think about it: in 100 hours you could watch the entirety of *Breaking Bad* twice, and still have hours to spare. You could play 200 games of 2K with your friends. You could do plenty with 100 hours. Although it seems like an extensive amount of time, 100 hours only makes up .2 percent of your entire high school career.

The daunting number of hours causes many students to skirt the requirements, and it is often teachers who make this possible. Earlier this year, for example, students were given the option by HealthCorps coordinator Micheline Tocco to make sandwiches for a homeless shelter or bring ingredients, such as peanut butter. Either option would give you the same amount of community service hours; however, only one of the two was a legitimate time commitment. Most students chose to bring in ingredients because it was the easier way out. In English classes students can often be offered an hour of service for donating a needed book for the class set.

These are just a few of many examples, but the approach of faking the required community service hours is far too common

among Wilson students. It only takes about halfway into freshman year to realize that it's not going to be hard to "complete" these hours.

Suddenly, the 100 hours meant to be spent helping the community have been freed up to watch *Breaking Bad*, and everything seems good.

The disregard of the rules is a systemic one. If Wilson had a smaller community service graduation requirement, fewer of these desperate, fraudulent attempts to get those required hours would occur. GDS has a 30-hour requirement as well as stricter guidelines for what the community service hours need to be. With these types of guidelines it seems much more likely that students would do service projects actually enriching their community. This is a possible approach that Wilson could take in the future.

On the other hand 100 hours of service is a worthwhile experience, and devoting .2 percent of your high school career towards helping out and bettering your community should not be such a struggle

Next time, instead of faking or taking the easy way out of community service hours, take a moment to think about how much of a difference you would make if you spent an actual hour or two of active service as opposed to buying a jar of peanut butter. Spending your time on helping your community will always be better than slacking just because you can.





Eboni  
Ellis

# ASK EB

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

**Q** I've been called some unpleasant names and have gotten an unwanted reputation. Sure I've done things, but none of the things I was accused of. I feel like the people here just can't let go of the past, spare feelings, and realize that we all make mistakes. My question: How do you lose a bad reputation?

**A** Wow, you are so brave for asking this question, and it is a good one indeed. A reputation, whether in or out of high school, is very important. The past should be left behind, but the truth is, it isn't. But a bad reputation can be overpowered by doing better and moving forward with your life. While in high school, work your hardest to get good grades and make good connections so that once you're done you can be the greatest person you are able to be. Also, keep in mind that this is just high school - a completely new stage in life is right around the corner, where you get a fresh start at things. I wish you the best, keep your head up!

**Q** High school is so hard for me. Every day I walk through the halls and I see everyone laughing, having fun with their friends, and just being a regular teenager. On top of that, their grades are excellent. What am I doing wrong?

**A** There is no right or wrong way to do high school. Everyone is different and has different ways that they learn and socialize. We've all been there; it's really difficult to find your place socially and academically in high school. Even I felt depressed and excluded from the fun at times, and I struggled with my grades. The way out of this feeling is really staying positive and finding something like a hobby or activity that you love to do to take your mind off of things. It is important to not totally blank out and stop trying because you do need to do well in high school in order to have good options for your future. Talking to the school counselors and any teacher you are close with (even if you aren't doing well in their class) is also helpful.

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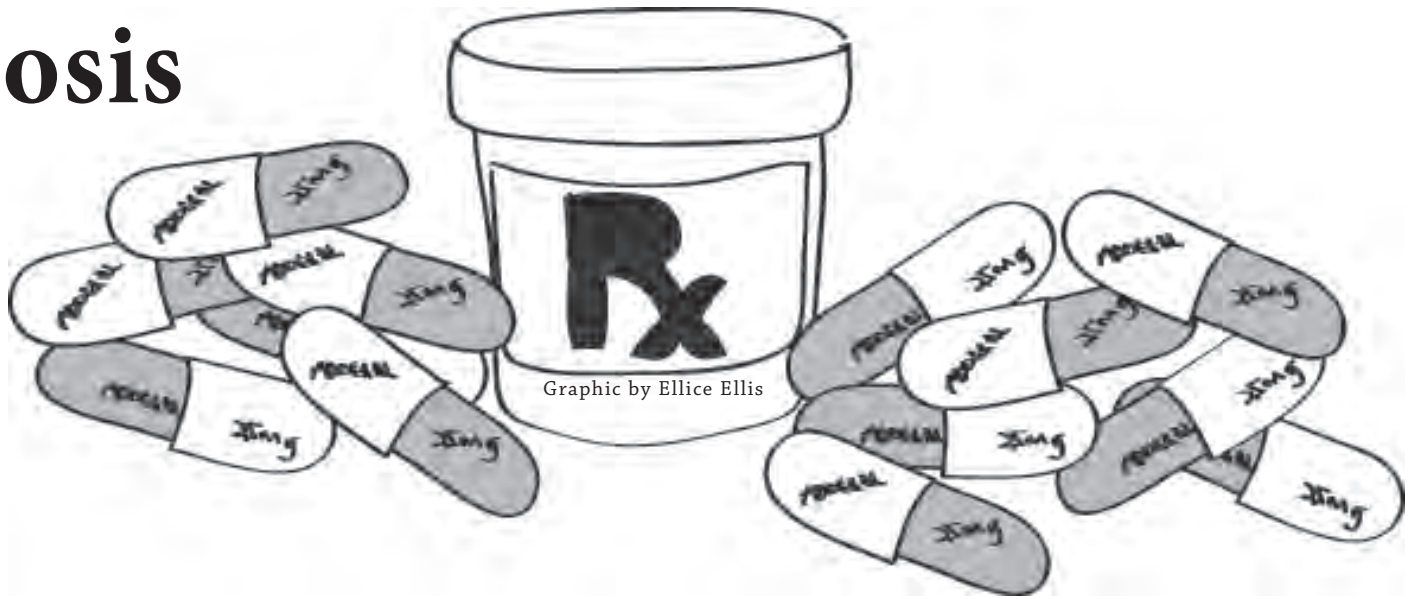
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## Overdiagnosis of ADHD Can Cause Problems



**Sophia Cordes**  
Contributor

The number of young adults diagnosed with ADHD, or attention deficit hyperactivity disorder, is increasing every year in the United States. According to The New York Times, recent data shows that one in five high school boys has been diagnosed with ADHD, an alarmingly high number.

I have reservations about the validity of many of these diagnoses made in the absence of a specific medical test for ADHD and, in many cases, without performing the battery of psychological and educational tests that can help verify the diagnosis.

Recently the American Psychiatric Association (APA) expanded the definition of ADHD, which could explain the spike in diagnoses among students who find themselves unfocused in school or while preparing for

upcoming exams.

The increasingly widespread use of technology has led me to wonder how often ADHD might be the result of hours spent playing video games or using other new forms of technology, which have been a distraction to students and adults alike.

I question how well doctors are able to distinguish between an average teenager and one with the symptoms of ADHD, and how much the expanded APA definition blurs this distinction.

Students with ADHD whose diagnosis is based on educational and psychological testing are often able to get additional time on tests such as the SAT and ACT. This is where I believe that the ADHD designation, particularly when students may have a limited form of the disorder or even were misdiagnosed with ADHD, can seem unfair to other non-ADHD students.

The diagnostic process

begins when parents bring their child to a doctor hoping to identify the behavioral changes affecting their adolescent's ability to concentrate.

Steps towards a diagnosis usually include lengthy discussions with the patient and family. It is often difficult to distinguish ADHD from any of the numerous other behavioral issues common in teenagers. The doctor responsible for the well-being of a young adult may act on the side of caution by making the not necessarily unreasonable diagnosis of ADHD, and by prescribing medicine to counteract the possibly-connected symptoms.

The typical treatment for a child diagnosed with ADHD is one of a few powerful drugs, such as Ritalin or Adderall, that can both reduce symptoms and improve academic performance. Although these medications have proven to be effective for those who display physical and

mental symptoms of ADHD, there are also side effects that are potentially harmful and may be associated with addiction, anxiety, or the infrequent occurrence of delusional thoughts.

I believe that the prescription of these drugs should be more carefully regulated to prevent unnecessary use by both children and adults, some of whom may be wrongfully or too-quickly diagnosed.

Clearly most diagnoses of ADHD are accurate, and the use of medication to treat the symptoms justifiably "levels the playing field" for these students in the classroom, typically improving their behavior, focus, and academic performance.

But if the medication is designed to improve students' ability to focus on these tests, I believe the College Board's decision to grant additional time does not provide an equal testing environment for all students. The amount of time allotted on these

types of tests is crucial, and can have a significant effect on the results a student may receive.

I have often noticed students at Wilson using the benefits of extra testing time, even when it is not needed. Those who do not have this additional time notice the discrepancy in test results, which raises questions of fairness to all students -- especially when the advantages are used on college entrance exams, which students know are important for their future.

Extra time for testing may be appropriate for most ADHD students, but as more and more students receive a diagnosis of ADHD and benefit from both medications and extra time in the classroom, it will become more important to ensure that all students at Wilson, those with ADHD and without it, have a fair and equal opportunity for success.



# Post Article Has It Wrong on DCPS Sports

**Alex Conte**  
Contributor

Last month, the Washington Post Magazine ran an article titled "When Winning is Losing," by Dave McKenna. In this article, McKenna used the Wilson baseball program's 21-year DCIAA championship title streak to highlight disparities in DCPS athletics and youth baseball in Washington, D.C. However, he went much further by attacking Wilson baseball itself.

He took shots at the players' attitudes and the success of the program, which was a confusing stance to take on a bright spot in a struggling DCPS athletic system. McKenna stated that even though Wilson has won 21 straight titles, a record that is extremely impressive, it is not

a top area team. He used last year's 10-1 loss to Maret in the annual Washington Baseball Classic as an example.

However, he failed to mention that until a rain delay in the fifth inning Wilson held the lead. It is impossible to predict what would have happened if the game had been completed that day, rather than three days later.

He also failed to mention that last year Wilson beat schools like Landon, Gonzaga, and Sidwell, all considered to have strong programs.

Moreover, it is unfair to compare Wilson's program to other city programs like St. John's, which have superior funding and are able to recruit their entire team from all around the metropolitan area. As a public school, we do not

have the same funding and are not allowed to recruit in the same ways.

McKenna's second assault on the program came when he stated that it has not "produced lots of talent." For one, Wilson's program is not focused on sending kids to the MLB (although it has). It is intended to be a competitive program that develops strong ball players, but also well-rounded students who will succeed whether or not they play baseball after high school.

Even so, Wilson's baseball program has produced a lot of talent. Two examples of this are the head coaches of two major baseball schools, Maret and St. Albans: both coach RJ Johnson of St. Albans and Maret coach Antoine Williams are alumni of the Wilson baseball program. In addition, Wilson baseball alum

John McCarthy founded Home-run Baseball Camp, one of the most successful baseball camps in the country, and Antoine Williams founded Dynasty Baseball, a travel baseball program.

Wilson baseball also sends players year after year to Division 1, 2, and 3 college programs. Most recently, Pedro and Robinson Mateo, Noah Lipshie, and Joe Greenberg have begun college baseball careers, but that list contains many more names, and new additions are added every year. While Wilson students may not go on to play in college at the same rate as, or to the same schools as, students from a school like St. Albans, this article seemed to ignore the fact that they go on to play in college at all.

In his article, McKenna brings up many valuable and

important points. I agree that DCPS athletics as a whole needs to improve. However, the reason he decided to bash a successful program, especially in his first sports article for the Washington Post in 14 years, eludes me.

It is possible he did not mean to sound offensive or disrespectful, but I doubt it. Instead, I believe he wrote the story trying to be controversial, hoping it would get his name out after so many years away from the sports beat. I am also surprised and disappointed that the Washington Post Magazine would run an article presenting such a negative view of DCPS sports. But one positive outcome is that every baseball player at Wilson is playing to prove this cheap shot of an article wrong.

## College Stress is Not Productive

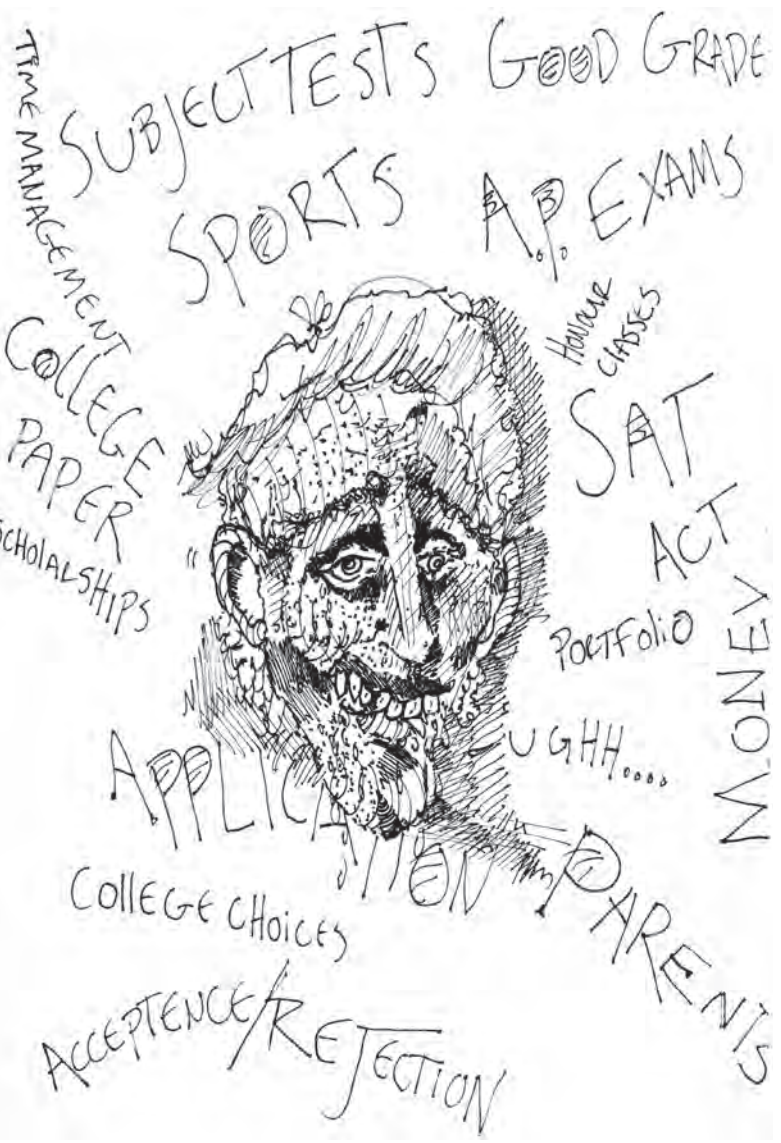
**Elias Benda**  
Junior Editor

"The average high school kid today has the same level of anxiety as the average psychiatric patient in the early 1950s," claims psychologist Robert Leahy. This nearly unbelievable statement is a difficult reality for many students across the nation. The amount of stress the average student endures is incredible. From parents, peers and teachers, high school students are constantly made aware of the need to be successful.

The accumulation of pressures is likely connected to, or the cause of, a generational surge in mental health issues in today's youth. "Five times as many high school and college students are dealing with anxiety and other mental health issues than youth of the same age who were studied in the Great Depression era," reports a study in Clinical Psychology Review.

When it comes to preparing for college, many students are under immense pressure to get the best grades, fit in as many extracurriculars as possible, get high scores on the SAT/ACT, AP tests, etc. These pressures usually stem from the apparent need to get into the *best* possible college, and to secure the *best* spot available, in the hope of getting the *best* job in their future field, and leading a happy life.

This pressure to succeed is seriously harmful to our generation, especially to those who are in middle and high school. High school is a notoriously difficult time in a person's life, and the combination of normal social and home stress with these relatively new pressures from school and worries about future success are leading to rates of depression six times higher than in



Cartoon by Tristan Huber

the past, concludes the Clinical Psychology Review report.

The number of high schoolers prescribed anti-depressants, similar to the number prescribed ADHD medication, has been increasing consistently. Though medication is one effective approach to helping those seriously affected by this pressure, it is not a cure-all solution.

These numbers are, and should be, worrying. Regardless of the reason, even one as seemingly justified as higher education, youth should not suffer such widespread stress and

anxiety.

Our society as a whole must work to ensure that the problems and pressures do not continue to grow. To make sure that there will be a healthy, successful future for our generation, it is important that stress and its causes are addressed. If people made an effort to alleviate our environment of pressures and judgments surrounding grades, test scores, extracurriculars, and colleges, I think we could make a significant change in our community atmosphere that ultimately would benefit everyone.

## TOP 10

### Future Changes to Standardized Testing

- 1 You can now bring one 3" x 5" index card cheat sheet with you for the SAT (you can only use the lined side)
- 2 National Merit Scholarships will be awarded to the best doodlers
- 3 Push-up competition between all students in a testing room, winner gets extra time
- 4 Top score goes to the person whose phone rings the most times
- 5 The SAT will decide to have mystery time limits just to spice things up!
- 6 You must be "this" tall enter the test room
- 7 New take-home test option for math APs
- 8 ...and test corrections for partial credit
- 9 Automatic 2400 for the prettiest answer-bubble pattern
- 10 You can use watches as long as they beep a lot



# Wilson Gentlemen Compete for the Crown

**Maria Brescia-Weiler**  
Features Editor

The second annual Mr. Wilson competition, declared at its start as “definitely too hot for TV” by judge and current Miss United States Candace Dillard, provided viewers with roughly an hour and a half of excitement.

The competition for the coveted Mr. Wilson title showcased the talents of eight senior boys: D'Mani Harrison-Porter, David Rosario-Rojas, Dimone Long II, Adriel Miller, Matthew Solberg, Dane Tyree, Jason Perry and Richard Randolph. The stakes, in addition to the title and bragging rights, included two prom tickets and a custom-made suit from Men's Warehouse, the sponsor of this year's competition.

Principal Pete Cahall explained that the competition was inspired by similar competitions at the past two schools where he worked, and was intended to highlight a positive role model in the senior class.

The contest was judged by Dillard and three others:

Terry Allen, who works in the White House travel office; Elesia Summer-Thomas, Miss Virginia United States International, and Wilson social worker Dr. Roosevelt Cohen.

The competition kicked off with all eight suit-clad contestants performing a choreographed dance and only got better from there. Contenders went on to model swimsuits, flaunt their talents, and answer fishbowl questions.

Talents ranged from Long's original poem “based off a girl who broke my heart,” to Perry's video, a chronicle of sports highlights from this year.

“I'm actually jealous that I didn't go to a high school that was as fun as the video made Wilson seem,” Allen joked.

Other crowd favorites included Miller's lip-synch, which ended with his promposal to girlfriend Erika Ventura. Solberg's original rap, based on the song “Type of Way” by Rich Homie Quan that proclaimed “Good grades will make you feel some type of way,” was the only performance to receive a standing ovation from Cahall.

Cahall's biggest surprise of



Photo by Lamek Khasay

**LOOKIN' SHARP** - The Mr. Wilson competition took place on April 24. Contestants D'Mani Harrison-Porter, Richard Randolph, and Matt Solberg are pictured above.

the night was Randolph's dance moves, displayed in his portion of the talent section.

While the judges deliberated, the Kelly Kittens did a special performance as did junior Carlos Hood, who sang his original song “You Already Know,” by his group Malpractice,

which is available on iTunes.

All of the contestants seemed to agree that participating in the competition was a lot of fun and a good bonding experience for the group.

“Any of these young men would represent Wilson exponentially well,” said Dillard.

Cahall agreed, saying “You're all winners in my eyes.”

But alas, there was only one crown, only one custom-made suit, only two prom tickets, and a winner had to be chosen.

The judges crowned Randolph as this year's Mr. Wilson and Solberg as the runner-up.

## Acclaimed Author Hides In Plain Sight

**Rachel Page**  
Junior Editor

Sharon Bell Mathis doesn't want to talk about herself. Leaning against the plastic back of her chair, she protests: “But every substitute in this building deserves an article about them. Ms. Scotland, Ms. Payne, Mr. Arias-- all of them.” Later she'll tell me, when I ask her if there is anything else she'd like to add, about a Wilson substitute who is also a commissioned artist, and another who wrote scripts for a popular TV show. But this story is about a different teacher: one who had an acclaimed writing and teaching career before she even came to Wilson.

Born in Atlantic City, New Jersey, Mathis moved to Brooklyn when she was in kindergarten. In the rent-controlled apartment where she grew up, her favorite refuge was the fire escape, where she could sit and write high above her backyard. “I discovered the Ides of March there, followed TK down a rabbit hole, diagrammed sentences, and tried to watch out for Santa Claus going down a chimney on Reid Avenue,” she says.

Writing had always been in the Mathis family: her parents introduced her to great works of African-American literature at

an early age, and her mother was published in The Negro History Bulletin and Ebony Jr! magazine. As a high schooler Mathis loved Richard Wright's monumental autobiography “Black Boy” and the timeless classic “A Tree Grows in Brooklyn” by Betty Smith. She found her own passion for writing in her mother's prose, the quiet of her fire escape, and the nearby public library. By 1997, she had written nine of her own books, many of them nationally acclaimed.

“Each book was a favorite, in its own way,” Mathis says of the books she has written. Her novel “The Hundred Penny Box,” the story of a young boy's relationship with his great-great-aunt, was honored as a Newbery Honor Book-- the second highest award for a children's book in America. Another favorite, “Listen for the Fig Tree,” was a personal challenge for Mathis as it dealt with the fictionalized life of a blind teenager.

Mathis ended up at Wilson after coming in as a substitute teacher during the school's time at UDC. Immediately she was reminded of her own high school in Manhattan, where she had enjoyed the fulfilling sense of community. “It was St. Michael's all over again,” she says. The diversity of the school and staff struck a chord with her, and she

decided to stay.

Today, Mathis is an indispensable substitute teacher at Wilson-- but her writing career is far from over. She is continuing work on a longer project, a manuscript, she says, that has challenged her for six years. Still an avid reader, she is in the middle of three different books and has just finished reading “Hellhound on His Trail,” by Hampton Sides, about the murder of Dr. Martin Luther King. One of her favorite books in recent years, however, is slightly lighter reading: the classic horse story “Seabiscuit” by Laura Hillenbrand.

She may be reluctant to self-promote in front of her students, but Mathis should be celebrated not only for her impressive writing career but for her generosity in continuing to help out at Wilson every day. And, as she is quick to point out, she is just one of the many Wilson substitute teachers that deserves recognition. The people that spend their time and effort every day to teach Wilson scholars aren't just nameless faces; they are hard-working and thoughtful men and women, and each of them-- though they may not all be published authors-- has their own story to tell.

## Wacky Weather Hits D.C.

**Emma Buzbee**  
Junior Editor

What is with this wacky weather? This winter, a common complaint at Wilson was that the weather was just too cold for comfort. It wasn't just the seemingly endless snow and freezing rain; a new threat of polar vortexes had appeared. Dulles airport recorded 36 lows in the teens or below, the most since 1996, and on many of those days, strong winds pushed the temperature even lower. The winter seemed not just cold but long as well, with snow and subzero temperatures even after the first day of spring.

“It was disgustingly long and very up-and-down,” sophomore Janea Johnson said. “One day I would wear shorts and the next it would be freezing. But at least we got snow days.”

Sophomore Kellik Dawson added that those snow days had a downside: “We had to stay after CAS and all of our half days were gone.”

It may have seemed terrible, but according to Jason Samenow, Chief Meteorologist of the Washington Post Capital Weather Gang, “[This winter] did not, however, rank among the coldest winters on record.” Samenow acknowledges that there were fierce temperatures, especially from the vortex, but says that these lower tempera-

tures did not remain consistent over long periods of time.

In a Washington Post article, Capital Weather Gang writer Ian Livingston indicated that the cold spells tended to be followed by warm-ups with higher temperatures, though “perhaps less noticeable since we've seen some warm winters recently.”

Often when the weather gets chilly, people start questioning the phenomenon of global warming. Environmental writer Brian Walsh suggested in a Time Magazine article that it may actually be responsible. Normally in the Arctic, fast spinning winds keep the cold air trapped up north. When the turning airs are weakened, Arctic air escapes, traveling further south and resulting in what we know as a polar vortex. Walsh wrote that it is possible that global warming could be responsible, but too little research has been done on the warming of the Arctic to tell for sure.

Whatever the cause of this colder winter, Washingtonians should be looking forward to better temperatures next year. The National Oceanic and Atmospheric Administration predicts the appearance of the weather pattern El Niño, which will create warmer waters worldwide. Though there will most likely be an increase in storms, much needed rain will be brought to California and D.C. should experience a warmer winter.



FEATURES

ARE YOU SMARTER THAN A FRESHMAN?

Compiled by Erin Doherty

Photos by Joey Keegan



5/7  
9th grader  
Louis Lane



5/7  
Julie Caccamise,  
social studies  
teacher

1. Where is Bhutan located?

LL: Southeast Asia

JC: South Asia, northern border of India

2. Who is the president of Russia?

LL: Vladimir Putin

JC: Vladimir Putin, I <3 Putin

3. Where is the 2014 World Cup located?

LL: Brazil

JC: Braaaaaaaaazziiiiiiiiiiiiiiiiiiii!!!!

4. Who is the starting pitcher of the Washington Nationals?

LL: \*laughs\* I have no clue

JC: There are five people in a regular starting rotation, but the one that everybody knows is Stephen Strasburg.

5. Who was Woodrow Wilson?

LL: An American president

JC: A president of the United States during World War I who had a background in political science. He was the president of Princeton University (maybe that's why we're the Tigers...) He emptied the federal government of any level of diversity.

6. Who won the last Super Bowl?

LL: The Seattle Seahawks

JC: Ravens? I don't watch football because I don't have a TV.

7. Who wrote the song "Drunk In Love"?

LL: hmph...Rihanna?

JC: I have no clue, someone who thought it was wise to write about being drunk.

1. Southeast Asia, 2. Vladimir Putin, 3. Brazil, 4. Stephen Strasburg, 5. A US president during WWI, 6. Seattle Seahawks, 7. Beyonce

Sophomore Makes Global Connections

Gabriella Saccocio  
Contributor

I don't know about you, but I wouldn't normally voluntarily throw myself into a place where I don't know anyone, can't understand a word of what people are saying, and can barely even find my way home from school. Yet that's exactly what I did when I decided to become an exchange student.

I am currently living in Spain for the second semester of the school year. Studying abroad is a great opportunity for students to educate themselves in a new culture, learn a language and experience how people in another part of the world live.

Leaving everything I knew as normal for a completely different culture was a bit like waking up from being stuck inside a tiny little world my whole life. Suddenly, I realized how big the world really is and how sheltered my life had been before.

Growing up in D.C. I always thought I had been exposed to a broad range of cultures and ideas, but study abroad has taught me that that's not completely true.

America has shaped me in ways that I didn't even know it had until I left its borders and was exposed to the way other people live. I had almost no idea what was unique to the U.S. and most importantly, how other people view our culture. The influence the United States has on Spain is incredible. In Spanish schools, learning something related to the U.S. happens all the time, but in D.C., other countries seem to rarely be the topics in our classes, unless of course the class is specifically

about other countries. Outside of school, something from the States (and the UK) is normal to talk about, (or follow on Twitter, or wear on your T-shirt, or use to caption your photo on Instagram in #English). I feel like our culture is so egocentric compared to others; we don't tend to think about other countries in our day-to-day life. Our world basically ends at our borders.

For many Americans, speaking only one language is completely normal. In Spain, speaking two or even three languages is normal and this is true in a lot of Europe. English is a requirement in schools in Spain, just like history or science is for us.

Here in Spain, I live with my host family in their apartment in Sevilla, a city of breathtaking beauty. The capital of Andalusia (a region in southern Spain), Sevilla is famous for delicious food, a long, tumultuous history, late night parties, flamenco dancing, a great soccer rivalry, and basically all things we think of as Spanish.

That doesn't mean I'm out every night eating big steaming plates of paella and watching flamenco dancers--those things occur only on special occasions (except for the parties -- those happen pretty often). I'm living a typical life as a teenager in Spain except that I can only understand about half of what is going on in most conversations.

On weekdays, I wake up, inhale some breakfast, throw on my school uniform and race out the door to school. I definitely miss wearing leggings to school--don't take that for granted.

School in Spain is organized differently. Instead of the



Photo Courtesy of Gabriella Saccocio

**BIENVENIDO A ESPAÑA - Wilson's own Gabriella Saccocio is spending a semester in Sevilla, Spain. The experience has taught her how sheltered her life seemed in DC.**

students changing classrooms for every subject, the teachers move from room to room and the students stay put. I have one class of about 25 kids that I am with all day. If you are thinking this sounds awful you would be correct.

There are six classes a day and nine subjects taught in a random order each day. The grading system is also different. Students receive a number grade on a scale of 1-10, five being a passing grade. A five is not equivalent to a C or D; it's more like saying that the student passed the class, but could have done a lot better. Embarrassingly enough, I failed my first test here and it was for English class. So now I can say: yes, English is my only language, and yes I failed the 10th grade English test.

As the exchange student from the great and glorious Estados Unidos I get asked a lot about my life at home and if it is like the movies and TV shows depict it to be. Common questions include: "Does your school have prom," "Does your school have cheerleaders," "Do you listen to Spanish music in the U.S.," "How do you say [insert word I don't know how to say] in English," "Do you like [insert soccer player/person from school/Spanish rapper's name who I've never heard of]?"

And lots of not-so-Beacon-appropriate questions about teenage life in the U.S.

I also get asked a lot where the nightlife is better—Spain or the U.S. And, sorry guys, but the answer is Spain because, well, Fort Reno is never the move here.

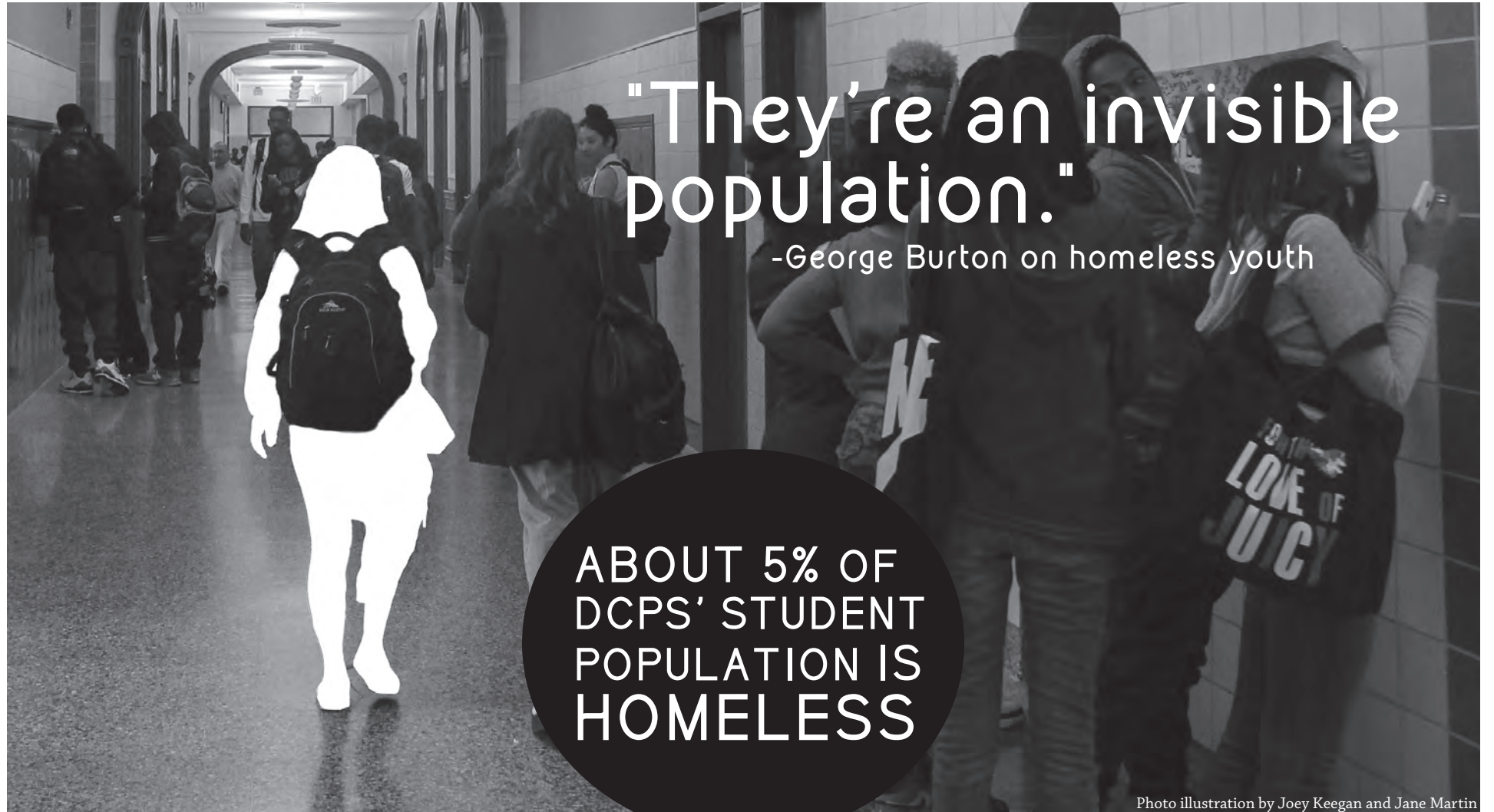
Plenty of things here have

been easy to adjust to, like enjoying 80 degree weather these past weeks, but naturally there have been things that have been hard. For example, lunch is eaten AFTER school. Students have 30-minute merienda (snack) around 11:00; when school ends at 2:30, everyone goes home and eats lunch with their family. Because lunch is so late, dinner is also late. Some nights we don't eat dinner until midnight! It's so painful waiting to eat for that long, sometimes I just end up having two dinners. I would call this the exchange student 15.

Although studying abroad may involve gaining a little weight and struggling to have actual conversations, I'm learning things I couldn't have learned at home. Being able to see my culture from the outside is broadening my perspectives. I think more about other parts of the world and find myself more interested in learning about new things. I really recommend looking up study abroad programs for high school students. There are some great scholarships available too.

I knew this would allow me to learn a new language and learn about another culture. I didn't fully appreciate how much it would change my perspective on things. Whether it's being open to trying new things (bull's tail anyone?), or learning to rely on myself more, this experience is teaching me more about who I am and who I can be. I'm only in Spain for six months, but I'm confident that the changes to my perspective will be long-lasting and important in shaping who I become.





"They're an invisible population."

-George Burton on homeless youth

ABOUT 5% OF  
DCPS' STUDENT  
POPULATION IS  
HOMELESS

Photo illustration by Joey Keegan and Jane Martin

#### FROM P 1

DCPS spokesperson Melissa Salmanowitz said most recent estimates showed that around 2600 DCPS students are homeless. This is just under five percent of the total student population.

But it's quite possible these numbers are underestimates. Youth homelessness is difficult to quantify because it concerns a complex demographic and its definition varies depending on who you talk to.

The U.S. Department of Housing and Urban Development (HUD) defines a homeless individual as someone living on the street or in a shelter. However, homeless youth often do not fit this definition, or the conventional image of homelessness. As National Network for Youth Policy Director Darla Bardine put it in an interview with *The Beacon*, "Adults are more visible, while youth generally aren't. By and large, they're not addicts you see clutching a brown paper bag on the street." Some are couch-surfing, some are escaping unstable home environments, some are runaways, foster kids, or are part of the juvenile justice system.

Many do not want peers to know they are homeless because of the stigma that accompanies homelessness. They deliberately cover up their situation or keep it a secret, making accurate headcounts difficult.

"I told no one. I let no one know. In high school there is a standard. If you don't have this or you don't live here, you're being judged," said 20-year-old Ayanna Moore, who spoke at a recent community forum about her experiences as a homeless teenager.

According to Mackenzie Cooke, a counselor at Sasha Bruce, most students would not be able to identify their home-

less classmates. "That's why people don't realize youth homelessness is such a huge, huge problem in D.C.," she said.

Once homeless youth are identified, approaches to helping them are further complicated by the unique needs of the demographic. To assist homeless adults, aid organizations and governments take a housing-first approach, attempting to find and transition people into homes, which immediately creates a stable situation. Youth, on the other hand, are still developing and need a home environment as well as education and vocational training, said Burton. He says it is important to provide services that "allow them to transition into autonomy."

#### The Shelter Problem

There are remarkably few shelters in the United States that make youth-oriented services a priority. When Ayanna Moore's parents kicked her out of their Michigan home at age 17, she spent several months on the street because she was too old to stay in youth shelters and too young for adult shelters. "I was living like a stray cat," she said. She did not get into a shelter until her 18th birthday, and even then she was made to leave after 30 days to create space for others. Back on the street, Ayanna was forced into prostitution by a man she trusted, and did not escape until she was arrested in D.C. in 2012. She called the day of her arrest the best day of her life.

When HUD set out to compute the number of homeless people in America one freezing night in January 2013, they counted 46,924 unaccompanied people under the age of 24. Of these people, 59.3 percent were unsheltered, compared to 33 percent unsheltered in the total homeless population.

Life without shelter was

particularly dangerous this winter, since it was the coldest winter D.C. has seen since the 1990s. Current D.C. law requires that on nights when the temperature falls below 26 degrees, shelter is provided for all adults in the city who seek it. But the law doesn't require that teenagers also receive shelter. This gap left unaccompanied minors on the streets in life-threatening weather, a fact that has provoked outrage from advocacy groups and members of the general D.C. population. "That was a huge mismanagement and poor response on the government's behalf," said Burton.

#### Sasha Bruce

There is only one emergency shelter for youth in D.C.: Sasha Bruce House. A sign bearing a yellow diamond mounted on Sasha Bruce House designates the house on Capitol Hill a national "safe place." The house is cheerful and home-y, its bedroom dormitories painted yellow and blue, with murals and slogans on the walls displaying inspirational messages reminding residents "You can do it."

The house is the main shelter of Sasha Bruce Youthwork, which was founded in 1974. Bruce House is home to up to 10 youth at a time, who are each assigned a bed and a counselor. They are expected to do chores, as they would in a home environment, and eat three meals a day in the large dining room decorated with posters and collages they have made presenting their goals: "self-confidence" and "happiness." The dining room is also host to various educational, cultural, and life-skills activities that are among the many services Sasha Bruce provides.

Anyone aged 12 to 17 can walk through the door and get

shelter, no questions asked. Residents typically are youth who have been entangled in crisis situations with family that have made their homes unsafe or unstable, rendering them temporarily homeless. Sasha Bruce works with youth and their families to deal with the crisis situation and return youth to their homes or, if reconciliation is not possible, to independent housing. Cooke says the majority of residents are DCPS students.

#### DCPS's and Wilson's Response

DCPS provides a number of services to help students who are homeless. First and foremost, DCPS emphasizes homeless students' right to stay in their schools of origin, and helps them rapidly enroll in new schools if they cannot. According to Wilson's Homeless Liaison, Dr. Roosevelt Cohens, all homeless students at Wilson receive a

monthly Metro pass from the city, as well as school supplies. The city also helps pay their graduation dues, although the students must rent their own caps and gowns.

This is Cohens' second year as Wilson's Homeless Liaison, and he says the number of homeless students enrolled in the school is fairly consistent with last year's number, and with the number at other DCPS schools. He says he thinks DCPS does a good job providing for its homeless population, and he has been impressed with the wider community's generosity: "Whole Foods donated 11 food baskets for Thanksgiving when we called and asked if they had any donations. They were shocked that Wilson has homeless students."

Wilson is committed to preserving homeless students' anonymity, and Cohens says that most kids do not tell their teachers, friends, or

anyone. The  
Bea-

## RESOURCES FOR THE HOMELESS

**Sasha Bruce House**  
1022 Maryland Avenue NE  
provides shelter, food,  
laundry, counseling to  
youth aged 12-17  
Sasha Bruce 24/7  
hotline: 202-547-7777

**So Others May  
Eat (SOME)**  
71 O St. NW  
provides social ser-  
vices, breakfast,  
lunch, showers,  
laundry, clothes,  
medical care

**Community Council for the  
Homeless at Friendship Place**  
4713 Wisconsin Ave. NW  
provides showers, laundry, food,  
computer access, referrals,  
health care, etc.

**St. Columba's  
Water Ministry**  
4201 Albemarle  
St. NW  
provides lunch,  
showers, laundry





**3.5+**  
million

people in the U.S experience homelessness each year.

**\$114** million in federal budget for homeless youth across the country per year, which is **\$1 million** less than the cost of Wilson's renovation



**25%** are children under the age of 18

**6865** homeless people counted in D.C. in January 2014



**12** Wilson Students are homeless

The 2013 Point-in-Time Enumeration resulted in a total count of **11,547** literally homeless individuals in the D.C area.

**2600** Homeless students enrolled in DCPS

**59.3%** of homeless youth were not sheltered in 2013

**1** emergency youth shelter in DC

con approached several homeless students to learn their stories, but the students declined to share them due to discomfort.

**Planning for the Future**

Sasha Bruce Youthwork partnered with National Network for Youth and DC Alliance of Youth Advocates (DCAYA) to create a report and proposal for a D.C. Council bill. The bill, called the End Youth Homelessness Amendment Act of 2014 and sponsored by Mary Cheh, Jim Graham, and Kenyan McDuffie, aims to ensure the Council locks in funds for homeless youth. This funding would go to a specific combination of services analyzed and proposed by advocacy organizations, and the bill would establish additional services needed to decrease homelessness rates.

The bill would also establish unaccompanied minors' right to shelter under threat of hypothermia. The legislation will come up for a vote on May 8.

"We feel this is a really well thought out program that will make a huge difference and lead to a real continuum of care," said Deborah Shore, founder and executive director of Sasha Bruce Youthwork.

Whatever its outcome, this proposed legislation is evidence that youth homelessness is beginning to enter the public's consciousness.

**WHAT PEOPLE CAN DO TO HELP**

- DONATE money, clothing, hygiene products, cards, and school supplies to organizations like Sasha Bruce Youthwork (see address in Resources box) and the National Network for Youth
- Go down to the John A. Wilson Building, which houses the D.C. Council, on May 8 to support the new bill. Address: 1350 Pennsylvania Avenue, N.W., Washington, D.C.
- If 18 or older, vote or take political action with the aim of finding long-term solutions to youth homelessness
- Volunteer at Community Council for the Homeless at Friendship Place, down the street from Wilson on Wisconsin Ave. (You can get community service hour!)
- Understand that being homeless isn't someone's fault, and that anyone can become homeless. Treat homeless people with respect and compassion, as you would anyone else. "If you can create a situation where you can meet them [homeless kids] and see that we're all just people, that's really important," said George Burton, volunteer coordinator for Sasha Bruce Youthwork

"If you have knowledge that someone is homeless, treat them like everybody else. We want to normalize it as much as possible because there's a stigma--most of them feel pretty bad about it, so we try to keep it under wraps. So if you find out a student is homeless, try to be as supportive as you can." -Dr. Roosevelt Cohens

"If you approach them, they're not gonna tell you. Homeless kids go through a lot to put on a show to make it seem like there's nothing different about them. So try to tell someone. Tell [him or] her who to talk to. Make sure information is around so [he or] she can talk to someone about it. And make sure [he or] she feels safe to do it." - Ayanna Moore



# BEACON BAEWATCH

by Ellie Melick and Helen Malhotra



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

The renamed “Date Lab,” now called “BaeWatch,” has struck again! But this time it seems the two potential romancers are leaning away from the love, and more towards the side of friendship. After an intense STEP period of pizza and pumping adrenaline, Marcus Frazier and Rebecca Klein agreed that a romantic relationship just wasn’t in the cards for them. But, during that intense lunch, the two were able to bond over the fact that they both have an older sibling in college -- so intensely that by the end they both divulged that they might say hi to each other in the halls sometimes now. What a classic rom-com resolution!

The date really was “pretty okay,” to quote Marcus. They both gave it a 7 out of 10 rating and as Rebecca said, “It was fun.” Although they agreed there wasn’t much romance, the couple was able to find things

to talk about, discussing music and, again, the amazing connection they share by both having a sibling in college. But alas, even the love experts here at The Beacon can’t force a relationship that’s just not meant to be. So Marcus and Rebecca walked away from the date without a new bae, without even a little seed of a crush planted in their hearts. But they did walk away with something they didn’t have before: a new acquaintance, a new face that they know, a new person to maybe say hi to in the hall sometimes.

And in the end, isn’t that what we all truly want?

Stay tuned for the next edition of the Beacon BaeWatch, and remember, you can always sign up for a date yourself in the Beacon office on Tuesdays at lunch. Scan the QR code, or visit the URL provided and we will do our best to set you up with your soulmate.

**Editor’s Note:** The Beacon set up two students on a blind date, each hoping to find the Kim to their Kanye. The date was so intimate that it was held in The Beacon office (a.k.a. The Love Café). A romantic ambiance was provided by The Beacon. If you are interested in having a blind date for next month’s BaeWatch, sign up in The Beacon office on Tuesdays at lunch, scan the QR code, or visit the URL provided and we will do our best to set you up with your soul mate.



Photo by Ellie Melick

**LOVE IN THIS CLUB** - Beacon office once again doubles as the Love Café. Senior Rebecca Klein and Junior Marcus Frazier coupled up for an amazing time.

## THE DEFINITIVE DATE-RANKING SCALE

- 10-“We got married while you guys weren’t looking!”
- 9-“I think I’ve finally found The One!”
- 8-“It was super fun and I think it will go somewhere!”
- 7-“Maybe we’ll say hi to each other in the halls?”
- 6-“It wasn’t the worst but they smelled kind of funny.”
- 5-“We sat in silence and stared at our hands.”
- 4-“We got in a heated debate over whether or not the Redskins name is racist, so now things are kind of awkward.”
- 3-“I threw up a little in my mouth when I first saw them.”
- 2-“Did you seriously try to set me up with a serial killer? Again?”
- 1- “They started crying halfway through about their dead hamster.”
- 0-“I got stood up.”

DATE RANK  
7

## Q&A WITH THE TIGER MASCOT

By Rachel Page

**Q: When did you decide to be a mascot?**

A: I’ve always dreamed of it. \*laughs\* No, really. In middle school I asked to be the mascot but just teachers could do it, so as soon as I got to high school I was so excited to be able to do it.

**Q: Why do you like mascotting?**

A: I love making people happy and pumping up a crowd.

**Q: What’s the funniest experience you’ve ever had as the mascot?**

A: The mascot gets asked out a lot, but people never know if it’s a girl or a boy, so afterwards they always have to ask. Also when we were making the Facebook page for the mascots (check us out at Wilson Tiger Mascot) we were doing a photo of the tigers shooting a giant arrow at the target on the Target store, and we almost got arrested because they didn’t allow photos.

**Q: What about the scariest experience?**

A: When people attack us. They may think it’s funny, but it’s animal cruelty. I think that people think we’re big hefty guys-- that’s why we put the bows on the mascots to show that we’re girls and we can actually get hurt.

**Q: So is it hot in there?**

A: Yes, it’s extremely hot. That’s why the mascots sometimes have to leave to get water breaks.

**Q: Would you do the same things you do as the mascot if you weren’t wearing the tiger costume?**

A: No, not without my costume. I’m usually pretty quiet and shy when I’m not with my friends, but when I put on the costume I can do whatever I want. I like it because I can be more outgoing and fun.

**Q: Do you want to mascot in college?**

A: Yes, if I can! I’m trying to learn some advanced moves like flips. I tried to do a somersault but I got stuck, so I have to work on that. Whenever I’m researching colleges I always look up what their mascot is.

**Q: What do you do to help school spirit?**

A: We try to support every team, not just football but teams like the swim team and the girls lacrosse team. We make an effort to go to girls’ games because it seems like they get less support than guys. We also give out candy, and we have a Facebook page with fun and silly photos, like the mascots going swimming and sledding!

**Q: What’s your favorite part of being the mascot?**

A: Seeing the faces of people that appreciate us or get excited. I love it when little kids get excited and dance along with us. I feel like I’m a part of the school and I can see all the activities, even the ones I’m not a part of.



Photo Courtesy of the Wilson Mascots

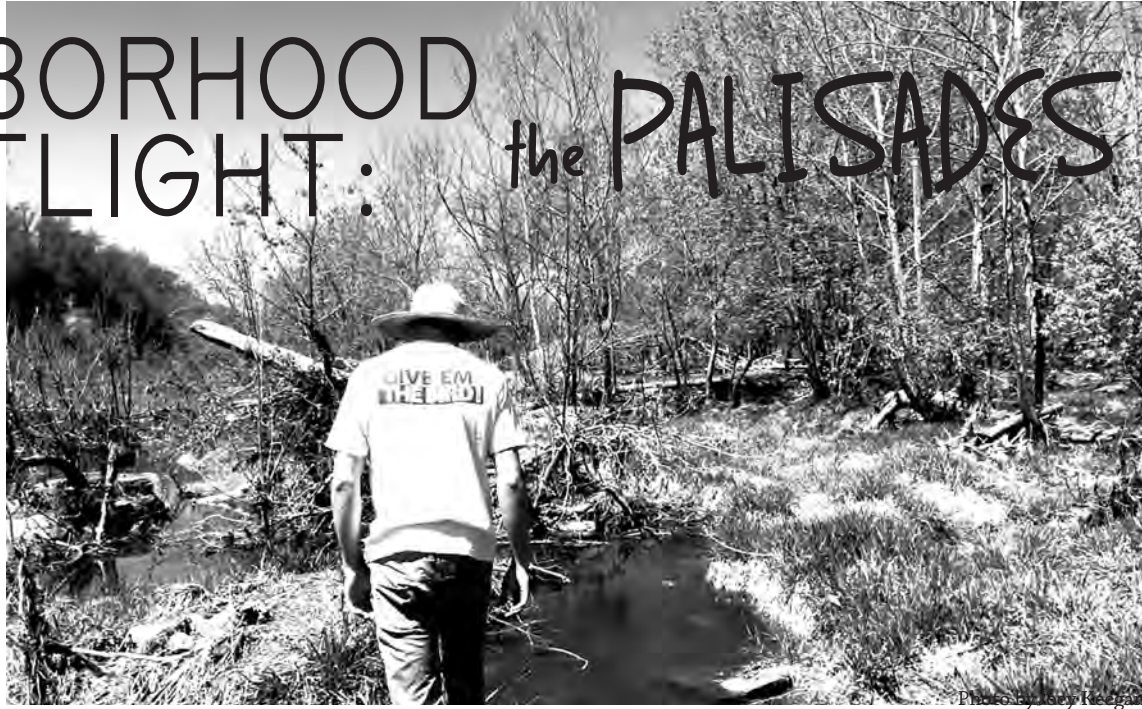
**TIGER FEVER** - Meet Wilson’s mascots. These furry yet mysterious friends serve to pump students up at sporting events.

If you’re interested in becoming a Wilson mascot, talk to Athletic Director Mitch Gore.



# NEIGHBORHOOD SPOTLIGHT: the PALISADES

**Paul Rock**  
**Sam Snedden**  
Contributors



**FADE THE SADES** - Sam Snedden, a native Palisadian, explores the marshes of the neighborhood. Palisades is known for its river views and for being off the beaten path.

The Palisades is perched on the cliffs of the scenic Potomac River Gorge. Nestled between Georgetown and Maryland, the Palisades offers an ideal mix of urban and rural living as both town and nature are in abundance. Its relative isolation due to the lack of public transportation (there is only one, week-day-only bus line) means the community is very closely knit while still remarkably welcoming to visitors.

Although out of the way for most city kids, the Palisades is not without its attractions. Palisades Rec Center offers a skate

park, athletic fields and courts, and a great place for weekend “park moves” when nobody has an open house. But don’t let things get too rowdy.

Another weekend attrac-

tion is Fletcher’s Cove, where boats are available to rent and grills and picnic tables are free to use. If fishing is your thing, shad season is in full swing, but if you value your life do not eat

anything you catch due to the high levels of toxins present in the Potomac.

Residents of the Palisades pride themselves on the lack of a Panera, preferring instead

the many small restaurants and cafes along MacArthur Boulevard. If you are broke like most teenagers, however, bring a bag lunch because food in the Palisades is pricey. Warning: Everything closes by 10pm, so stock up on snacks before it’s too late.

On Sundays, you’ll find a farmer’s market that brings the community together around local produce, exotic meats and even nitrogenated ice cream.

When summer gets hot and the pavement is melting your shoes, head to the Palisades and escape into the tree canopy. Battery Kemble and the C&O Canal (and its adjacent forest) offer great hiking and biking and even better memories. If you plan to drop by, bring shoes you don’t mind getting dirty and leave the drama at home.

**The Brain and Consciousness Club**

Interested in the Brain?  
Come to Science Club on The Brain and Consciousness with Mr Bill Marks, PhD in Neuroscience.  
With Snacks. Mondays after school in B-101 starting Monday May 5 2014

## Brain Club Will Blow Your Mind

**Cal Menditto**  
Contributor

Bill Marks wants to raise our consciousness. Marks is currently mentoring the Wilson Robotics club, but is expanding his commitment to the student body with the formation of a “Consciousness Club” next month. The 80-year-old former neuroscientist and physicist is from Montgomery, Alabama and has been interested in consciousness his entire life.

“It stemmed really as a young boy,” he tells me. “I kept wondering, ‘What’s this little voice in my head that only I can hear?’ Once I found out it was called a consciousness, I researched and researched it. I wanted to know why it’s there and why only I could hear it”.

“The purposes of the club are for students to seek out and explore books related to the subject of consciousness, and bring them in for discussion,” Marks said. “We will critique the books, and determine whether we agree with what the writers are saying or not.”

Some examples of the

books Marks plans to explore are “Proof of Heaven” by Eben Alexander and “The Conscious Mind” by David Chalmers. Marks has been involved mostly with robotics and other science clubs that have existed here at Wilson, but recently he began to think that some students would share his interest in the subject of consciousness. Marks realizes the subject is not for everyone however, and does not expect students to come into the club with a complete grasp of the subject.

“It would take quite an extraordinary student mind to be able to fully understand the subject, but it would not be required to fully understand it,” Marks said. “My hope is for the students to share their opinion of the subject, not to comprehend the subject without difficulty.”

The club is scheduled to begin after school May 5 in room B101, and is open to all students and teachers interested. If you have questions, look for Marks in the Robotics lab, B101, on Tuesdays and Thursdays after school and during STEP.

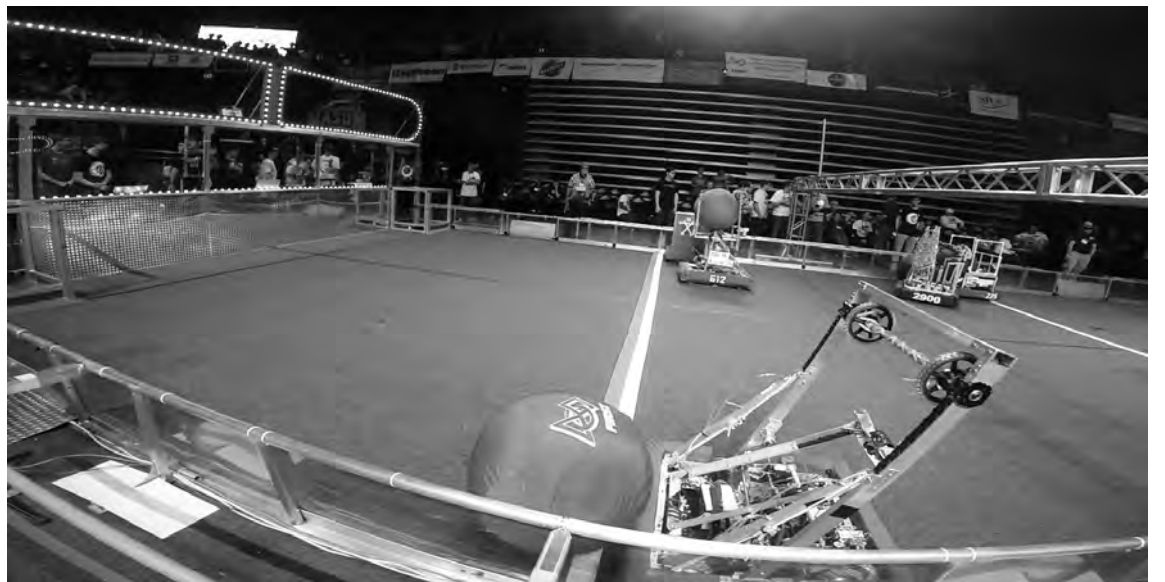


Photo Courtesy of Sebastian Quilter

**ROBOT PARADE** - Robotics team robot “Oswald Freedom” preparing to participate in the 2014 Robotics Regionals. The club meets Tuesdays and Thursdays at STEP.

## The Beating Heart of B-101

**Lauren ReVeal**  
Features Editor

Hidden deep in the B-wing of Wilson High School lives a peculiar creature. It has no face and is cold and heartless, yet a small throng of people surround it, beaming.

It is the robot built by Wilson’s Robotics team for this year’s regional championship. Its name is “Oswald Freedom.”

Junior Sebastian Quilter is the captain of the robotics club. He joined in ninth grade, just because he wanted something more to do after school. No experience is necessary to join this club, neither is a background in a high level math or science.

The main focus of the club is, obviously, robotics. The team enters a series of competitions each year, sometimes even advancing to the national championships, most recently in Quilter’s ninth and tenth grade years.

Six weeks before they compete, D.C. teams gather at Wilson to watch a webcast

and are sent an extremely long information packet. It tells them what game they will be participating in, as well as the rules for it. Then they build.

“You get to play ten or so games with... two other randomly-assigned robots, so it’s three vs. three,” said Quilter. Those are the qualification rounds, during which teams get ranked.

“The top eight seeds then get to choose other robots to be on their alliance. So then you have eight alliances of three robots each; and then there’s an elimination.” This continues until three robots remain. Those robots are the winners.

Each regionals has around 50 teams, culminating in the 400-team championship.

This year, the game at regionals involved robots launching a large ball at a target. It took Wilson’s team until deadline to build their robot. During this time period members spent Monday through Saturday at school, including snow days. Even though the team did not

win regionals, they did win a technical award called The Innovation and Control award, which rewards human interactions with the robot. Wilson won by creating a program of “semi-assisted driving,” where the robot was capable of doing some things by itself. However, a human controller is much more effective.

But it isn’t only fun and robot-games for the team. They have to work hard, both to build and program their robot and to get money from sponsors. Their biggest sponsor is Bechtel, one of the largest engineering companies in the U.S.

Now that their successful season has ended, the team spends their time at the club working on fun projects, such as building drones and a tennis ball turret. They encourage new members to join in on these projects, on Tuesdays and Thursday at lunch. They will begin building a new robot in January, possibly a friend for “Oswald Freedom.”



# Ultimate Frisbee Soars

**Conall Rubin-Thomas  
Quinn Heinrich**  
Junior Editor, Staff Writer

There are many sports at Wilson in which scholars excel, such as football, basketball, baseball, and lacrosse. Most are widely recognized, except for one: Ultimate Frisbee.

The Ultimate team was formed officially last spring, when a number of Wilson scholars looking to play competitively found some willing freshmen and a coach, Jackson Dolan. The team took off from there. Now it has around 30 players from all grades and experiences, a varsity and a junior varsity team, and no fewer than seven coaches from the D.C. Ultimate community, none of whom work at Wilson.

"My favorite thing about playing Ultimate is the community," says senior Robert Stone, who shares the title of team captain with sophomores Jake Radack and Avi Taylor. "The kinds of people who play Ulti-

mate are some of the best kinds of people."

"I enjoy the strategy and planning a lot. But the best part, and what drives me to keep doing it, is working with the kids and feeding off the excitement of becoming better players and winning games," explains Dolan. "We've been doing a lot of both lately, and it's great."

Contrary to popular belief, Ultimate is a serious sport. It is not just throwing a disc around the park with your friends. It involves a lot of running; one player with a pedometer calculated that he took approximately 5,000 steps during a 90-minute practice. The sport is played all over the world in 42 different countries, and there is even a World Championship.

Ultimate Frisbee is played with two teams, usually with seven players each. The goal is to get the frisbee to the end zone on the other end of the field by passing it to your teammates. Unlike football, you cannot run



**THE ULTIMATE SPORT** - Sophomore Avi Taylor plays hard during an Ultimate Frisbee game against Field School. The Ultimate Frisbee team practices on Mondays and Wednesdays.

Photo by Joey Keegan

with the disc. Every time it is dropped or knocked down, the other team gets control.

"The transitions in Ultimate are closer to that of soccer than any sport, because you're constantly switching from offense to defense within a second," Stone says. This means that a good player needs to be able to sprint for long periods of time, both on offense and defense.

The fact that there is no referee is unique to Ultimate, so players get to make their own calls, even at the professional level. This is part of something that is called the "spirit of the game." Dolan says Ultimate "places a lot of emphasis on sportsmanlike conduct. This makes for a pretty relaxed and

open environment. It can also be an incredibly graceful sport when played right."

Stone agrees: "Ultimate is by far the most intense, yet relaxed sport I've come across."

The Wilson Ultimate team practices from 3:30-5:30 on Mondays and Wednesdays on a field near Alice Deal Middle School. On Thursdays, the team scrimmages or plays other schools at 7:30 PM under the lights of the Wilson Stadium. More games are played on Sundays, when the team splits into Varsity and JV. The team is co-ed, although several of the coaches and captains think that a girls team should be added if there is enough interest. The team is open to players of any

skill level, even total beginners.

"I think the Ultimate team has a very strong future," Stone says. The team has many young players and should continue to do well, especially if more people know about it and join. Coach Dolan invites anyone who is interested to come out and join the team on the aforementioned dates or to contact him at [jackson.r.dolan@gmail.com](mailto:jackson.r.dolan@gmail.com). Students can also contact one of the team's three student captains.

"We've already gained an even bigger following since last year," Stone says. "I think interest will continue to grow as more people start seeing it as a more legitimate sport offered at Wilson."



Photo by Erin Doherty

**LACE UP** - The Friday Night Spikes Meet was on April 11. Despite freezing cold and pouring rain the Tigers stuck it out.

## Track Competes Under the Lights

**Erin Doherty**  
Junior Editor

The Outdoor Track and Field team's spring season is well underway. From this point in the campaign, the Tigers appear to be on the right track to success at the championship meets. The track and field team is determined to be the most prepared team at the D.C. city and state championship meets (DCIAA & DCSAA). To ensure that this goal becomes a reality for the Tigers, coaches Desmond Dunham and Patrick O'Steen have scheduled several competitive meets for the team to participate in.

One of these meets was the "Friday Night Spikes Meet." The meet had a lot of hype and close to 800 spectators were expected to attend. If this was not enough to motivate the Tigers, the other participating schools were Winston Churchill High School, and Wootton Senior High School. This was a rare chance for a D.C. Public School to be able to show Montgomery County Public Schools what they've got.

On April 11, the day of the meet, the Tigers boarded the bus to Winston Churchill ready to dominate. The girls 4x800 relay race kicked the meet off, with Asia Amis, Jacinda Miller, Te Moore-Jacobson, and Jordan Dean finishing third, but putting up a good fight. The Tigers endured tough competition, fast races, and the team kept their form even through inclement weather.

By the end of the meet, several athletes were forced to run through torrential rain and dropping temperatures. The runners and field athletes put their best foot forward.

The Friday Night Spikes Meet was a good experience for the Tigers as they were able to compete with high caliber teams and focus on areas that the teams need to improve. The Tigers are starting their final push of training in preparation for the DCIAA Track and Field Championship meet, scheduled for May 15.

## Bowl So Hard

**Garima Tandon**  
Contributor

Wilson is well known for its diverse sports programs, but many students would be astonished to hear that Wilson has a bowling team. Though it has been three years since bowling was introduced to Wilson, there are still many students unaware that the team exists.

"Bowling is an individual sport but also benefits from teamwork," says health teacher and head coach Lejanika Green. During the winter season, the girls practice on Mondays and Wednesdays. The season usually lasts about three months, begin-

ning in January and ending in March.

A normal practice consists of going out to the lanes and playing small scrimmages. "It is a social event and helps you communicate well with other students," says junior Benjamina Coleman, a member of the bowling team. Other DCPS schools that participate in the league include School Without Walls and Coolidge.

Besides endless fun, there are other benefits to bowling. "Many don't realize you can earn various scholarships," says Coach Jacqueline Scotland, the assistant coach for Wilson's team.

The girls participating saw great improvement to their game from their practice on the team. "I became physically stronger," sophomore Liza Rahman says. "It improved my concentration and mental accuracy," adds sophomore team member Nia Hardison.

Sorry boys-- we know how exciting bowling sounds, but so far Wilson, and DCPS, only provide a girls' league. Though it is too late to sign up for this year, don't miss the opportunity to participate next year! Registration begins around Winter break; just shoot an email to Green at [lejanika.green@dc.gov](mailto:lejanika.green@dc.gov).



**STICK WITH IT** - Lacrosse player Conner Mosby charges past an opposing player during a game against School Without Walls. The lacrosse team is in the midst of a successful season.

Photo by Joey Keegan



# Girls Basketball Coach to be Replaced

**Henry Shuldiner**  
Sports Editor

Earlier this month, Head Coach Eric White and Assistant Coach Mike Sampson of the girls varsity basketball team were not signed to a new coaching contract for the 2014-15 school year due to an agreement in which teachers get first priority for coaching positions.

White and Sampson, who have coached at Wilson since the summer of 2006, have achieved numerous accomplishments during their tenure as coaches: four 20-win seasons, three championship appearances, and finishing no lower than third in conference during the regular season.

White and Sampson are both Washington natives. White attended Mackin Catholic High School and Sampson attended Archbishop Carroll High School. The two first met playing Amateur Athletic Union (AAU) growing up. Both received basketball scholarships to American University, where they played for four years. Prior to coaching at Wilson, White coached AAU basketball for the Maryland Classics and in the Kenner League at

Georgetown University during the summer. Sampson coached at Takoma Educational Center, where he led the team to two city titles.

Former Athletic Director Eddie Saah first gave White and Sampson the opportunity to coach at Wilson eight years ago, when White's daughter attended the school.

White and Sampson were not re-signed because of a guideline in the Washington Teachers' Union Collective Bargaining Agreement, which gives DCPS teachers and employees priority over those outside DCPS for available coaching spots. If there is no teacher willing or qualified for the coaching position, a non-DCPS employee can be hired.

Athletic Director Mitch Gore says that teachers get first priority "so that they have the teacher/scholar relationship as a base in their coaching."

According to White, he knew the change could happen at any time, but he still found himself asking "Why fix [the team] if it isn't broken?" White also mentioned that he would have loved to continue to coach at Wilson, but he believes "you

never stay where you're not wanted."

Sampson had a different perception of the situation. He said he was told that there was supposed to be a meeting with White and Gore about the coaching situation next year, but the meeting never happened in person. White was told about his and Sampson's contract not being renewed over the phone.

"I never heard anything from Mr. Gore or anybody from Wilson High School," said Sampson. "Myself and Coach White are a team so whenever he heard the information then he passed it on to me. I was never given an explanation at all." Sampson felt as though the communication from the administration was "unprofessional" and that the decision was "not executed with everybody involved in mind."

Gore stated he wants to have strong teachers who are excellent coaches leading the athletic program. However, Gore is sympathetic to the case of White and Sampson and was disappointed they will not be able to continue their coaching here at Wilson: "Coach Eric White and Coach Mike Sampson

have worked very hard to build relationships with the girls and have had success. We will miss them."

One of the only regrets White mentioned was having to answer the question "what did you guys do wrong?" because they did nothing wrong, while there have been DCPS coaches who have broken rules and damaged their school's reputation in the DCIAA. "When I tell them we have done nothing wrong and it wasn't our decision, the next question that is asked is 'why?'" Sampson remarked, "I am sorry things ended this way but it gives me a continued opportunity to give back to other youth. This is my life and that's what it is all about for me when it comes down to it. Making a difference in kids' lives."

According to the coaches, every player in the varsity basketball program during their era has gone on to college or some other form of higher education—though only a few played basketball at the varsity level at their schools. The program has an incredible family atmosphere, and one of the most impressive aspects about the relationship

between White and his players was their commitment to the program. "The one thing that is special that one of my former players mentioned was that after graduating they 'always came back to see you and cheer the team on,'" said White.

While the selection for head varsity basketball coach at Wilson has yet to be announced, White and Sampson have decided to continue their coaching careers at Roosevelt High School as the new girls varsity head and assistant coach. The duo hope to accomplish similar feats with the Rough Riders as they were able to do with the Lady Tigers and to revamp the program into a championship-caliber team.

"It was a pleasure to help my girls excel on and off the court," said White. "They were not only Coach Sampson's and my players, they were our daughters, and we had their best interest at all times."

Sampson had mutual feelings of reward: "I loved the opportunity to coach the girls at Wilson. We tried to teach our girls to be honest and upfront, and how this would be a platform for their future success."

## STYLE

# Beloved Literary Icon Gabriel Garcia Marquez Passes Away

**Rachel Page**  
Junior Editor

"Nothing resembles a person as much as the way he dies," Gabriel García Márquez wrote in his acclaimed novel "Love in the Time of Cholera" (*El amor en los tiempos de cólera*). If that assertion were always true, then no doubt García Márquez would have died in a hammock in his hometown of Aracataca, Colombia, surrounded by the smell of bitter almonds and clucking chickens.

The world-renowned author, who died on Thursday, April 17 in his home in Mexico City, was known best for his almost surreal fantasies such as these: young women who eat dirt, a man who dies rescuing a parrot, and a colonel obsessed with his fighting rooster.

Márquez was one of the pioneers of the literary style of magical realism, which blends realistic premises and descriptions with fantastical elements verging on the absurd. Born in Colombia, he broke into the literary world with his masterpiece "One Hundred Years of Solitude" (*Cien años de soledad*), which told the story of life in the fictional village of Macondo over the span of five genera-

tions. In 1982 he was awarded the Nobel Prize for literature. In addition to his many novels and short stories, Márquez produced several pieces of journalism, through which he attempted to display issues of corruption and social justice across Latin America.

Márquez's stories have also found a home at Wilson, where they are staples in many English and Spanish language classes. Tenth grade honors classes this year read his novella "Chronicle of a Death Foretold" (*Crónica de una muerte anunciada*), while Spanish curriculums include a variety of his short stories. "He's really an integral part of learning and understanding Spanish literature," Spanish teacher Amy Wopat says. "A Spanish class without Márquez would be like American literature without Poe or Whitman."

The legacy of Gabriel García Márquez is a unique one in that it spanned far beyond the literary sphere, affecting politicians and schoolchildren alike. He may be dead, but his memory lives on in each highlighted copy of "Chronicle of a Death Foretold", the works of the writers who are influenced by him even today, and the time-worn pages of the worlds he created.



Photo by Joey Keegan

**BACK IN THE BOX - The last Players production of this year is "The Matchmaker." This hoot of a play has got people smiling from ear to ear.**

## 'Matchmaker' Comes to Wilson

**Evan Hamlin**  
Co-Editor-in-Chief

The curtains of the 2013-14 Wilson plays will close at the end of the Wilson Players' production of "The Matchmaker," a wild and hilarious play set in the 1890s in Yonkers, New York. The play, which was written by Thornton Wilder and is being directed by Wilson's own Harriet Bronstein, is filled with laughs, surprising mix-ups, keen observations about life, and a ridiculous chase scene that is sure to enthrall an audience of all ages.

Things start to get interesting when Ms. Dolly Levi, the town matchmaker, falls for a man who hired her to set him up with another woman. Hilarity

ensues as the man's clerks sneak off to New York City for a weekend adventure, finding romance and drama along the way.

Levi is played by senior Fenice Thompson, who, like several of the other actors in the show, is graduating at the end of this year and feels bittersweet about performing.

"I'm a little sad because it's my last Wilson play," Thompson said. She was quick to add, however, that she's still feeling "absolutely excited" about the entertaining show. "It's intended to be very quick, with a lot of gags."

Senior Liam Fischer plays Mr. Horace Vandergelder, the man Levi pursues even though he is supposed to be marrying a

different woman. "We've got a very good crew. Everyone works well," said Fischer.

Jonah Gigli, another player graduating in June, is still wrapping his head around the fact that his time with the Wilson Players is coming to a close. "It hasn't really hit me that it's the last [play] yet. It'll be tough when it's all over, but for now it's typical Wilson theater, which is just awesome."

Performances will take place on May 1, 2, and 3, at 7:30 pm in the Black Box. Tickets are \$3 for students, \$5 for Wilson staff, and \$10 for adults.

Come out to see it if you want a night full of laughs and entertainment. In Fischer's words, "This is a good play to end it."





# Rated **R**

by Jackson Ross

## Mourning Potomac Video, the Beloved Film Hub of Northwest D.C.

If I'm not mistaken, the first film I personally sought out and rented at Potomac Video was a VHS copy of "George of the Jungle." I'm not sure what year it was exactly, but I wouldn't be surprised if it occurred sometime before my fourth birthday.

The last movie I rented was "Three Days of the Condor," only a little over two weeks ago. By that time, the main floor had been sold/lost, I'm not really sure, to some other thing that I couldn't care less about in comparison.

A narrow stairway led down to the basement, formerly just as a sort of archive of old and unappreciated movies, but now a makeshift home for not just those, but new releases and a small selection of video games. Yet when you first reached the bottom of the stairs, you would still see three or four clerks there, discussing movies as a random DVD played on a small television, just like its "George of the Jungle" heyday.

To put it simply, I grew up with Potomac Video. It helped shape me into who I am today, and there are surely many other people who can say the exact same thing. You can tell by looking at the two movies I mentioned. "George of the Jungle" was a silly children's movie with toilet humor and a Tarzan parody who can't stop knocking into trees. "Three Days of the Condor" was an influential, all around classic political thriller that starred one of the most legendary leading men since the 1960s, Robert Redford.

So as I read in the Northwest Current that,

after 33 years, it was finally closing its doors, despite having survived for this long through Blockbuster, Netflix and countless Internet piracy sites, I was understandably distraught.

Where was I going to waste my parents' time browsing movies while they had picked out what they wanted 20 minutes

ago? Where was I going to get all the movies I show at the retirement home I volunteer at every weekend?

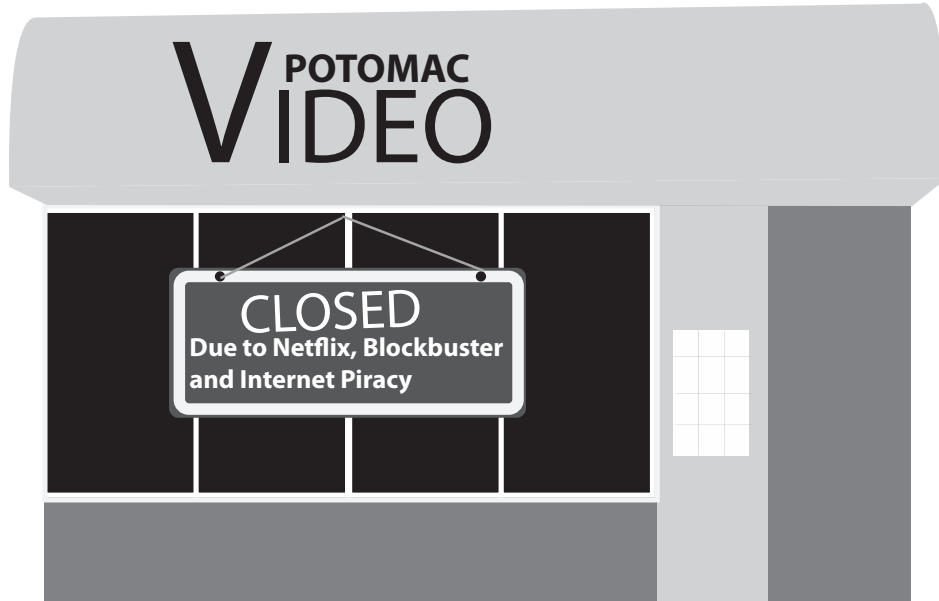
That last question particularly irked me, as I had begun going to Potomac Video much less frequently over the last few years.

Yet since November of last

year, when I started my volunteering, I found myself coming there more than ever, having essentially rediscovered why I chose to have my community service project involve movies, and maybe even why I have this column I'm writing. Maybe it's just one of those white people problems people love to talk about, but why did it have to go now, when I enjoyed and needed it more than ever?

As I read the news article more, I found a slight silver lining. All the DVDs they had were going on sale, one last celebration of movies to close out one of the most respected businesses in the D.C. area.

I immediately went and purchased eight films, and I plan on returning to purchase more before they run out. I hope that everyone reading this will do the same, if only to pay tribute to a landmark just as classic to us Washingtonians as the films it housed.



Graphic by Ellice Ellis

## ARTISTS' CORNER



(clockwise from top left) Sarah McCreary, Kyra Maxwell, Javon Johnson, Sarah Torresen

Altered Books will be on exhibit at the Tenley Public Library until May 2nd

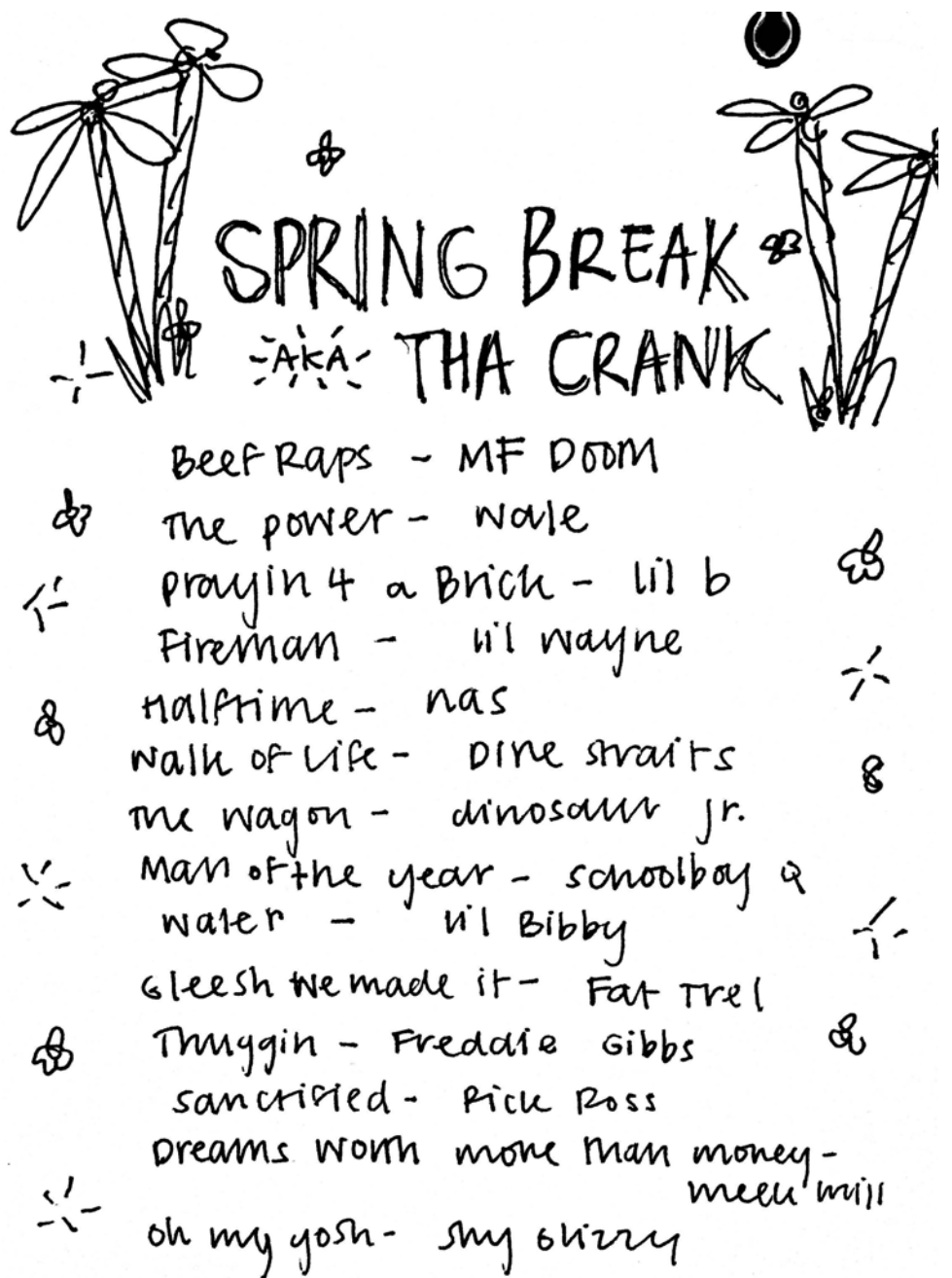


Illustration by Nell Bayliss

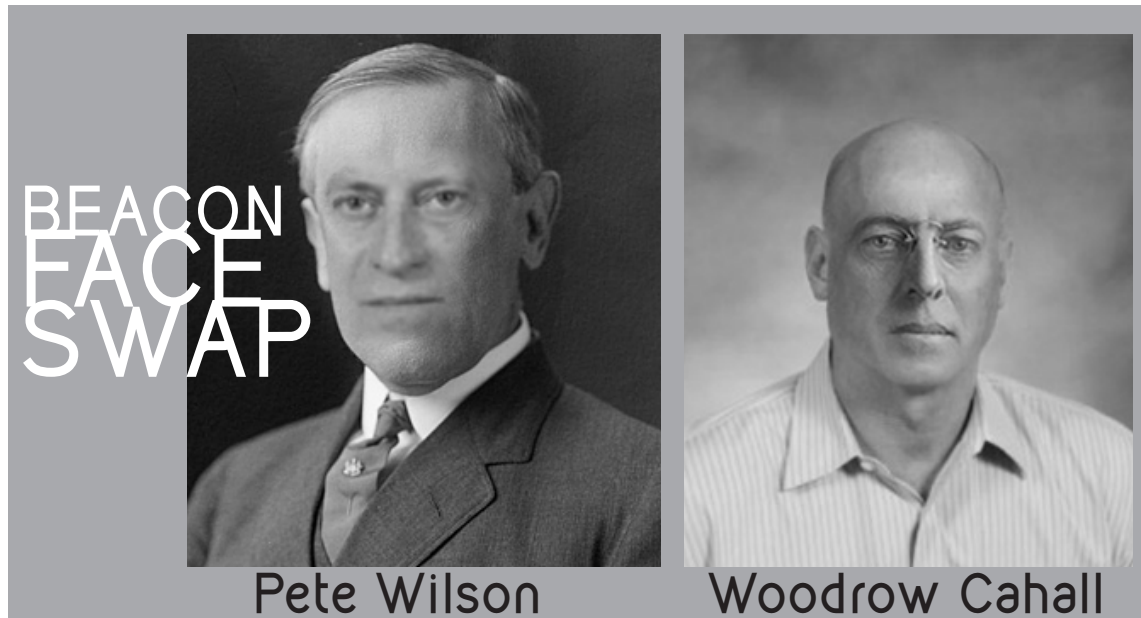
Compiled by Martin Sakansong and Val Pehrson



# Fashion In The Halls



Photos by Ellice Ellis and Helen Malhotra



Pete Wilson

Woodrow Cahall

Follow the Wilson Beacon Instagram @wilsonbeacon Graphic by Jane Martin

## COP OR NAH? WITH KOPETSKY AND SMEE

### THE

Tenleytown, as we all know, is filled with great eateries. One of the finer establishments, Subway, has recently added a new item to their menu: the Flatizza.

For just \$5, you can get two six-by-six flatbread pizzas. Our server and longtime friend, Shaid, helped us out with our order. He took out two pieces of flatbread from the bread hatchery and proceeded to carefully scoop marinara sauce out of the meatball bucket. He then sliced some pepperonis from the cold cuts section, drizzled on some cheese and placed the two pizzas parallel to one another in the oven, where they cooked for about 45 seconds.



### FLATIZZA

The seconds passed, our mouths began to water and our stomachs began to grumble as we anticipated the deliciousness of Subway's latest creation. But as we sat down and

of vomit on flatbread than an Italian delicacy.

It tasted exactly how it looked. Instead of the "super crispy flatbread" that Subway advertised, we both bit into what felt like an old sponge. Additionally, most of the ingredients slide off when you pick the pizza up, leaving you with just a soggy piece of bread.



Photos by Annie Rosenthal and Greg Kopetsky

In our eyes, Subway has hit rock bottom with the Flatizza, as it tastes strikingly similar to a Lunchables Pizza. The verdict: Nah. Shaid, as well as the rest of the Subway family, stick to what you're good

opened the box, our expectations were shattered, for the "pizza" looked more like a pile

at: making great sandwiches and terrible advertisements.

## FINAL VERDICT: NAH

## Fear and Clothing



## Made in the USA

Jack Price  
Columnist

According to a Swedish businessman I recently encountered at work, Americans live for two things -- war and Walmart. While most of the Americans I know are not bloodthirsty hawks, I know quite a few (myself included) who enjoy shopping.

Ours is a nation built on commerce. The British came for gold, and they stayed for tobacco. The American Revolution was in part sparked by the desire to sell our cotton to the highest bidder. But since World War II, when the U.S. was one of the few countries lucky enough to avoid the destruction of its manufacturing base, we've begun to import more and more things we used to make here, due to both the proliferation of cheap labor and the steady decrease in shipping costs.

But in the last 10 years, American-made goods have experienced a quasi-renaissance, especially in the world of fashion. Heritage workwear brands like Seattle's Filson, Detroit's Carhartt, and Minnesota's Red Wing market themselves as the long-lasting, high-quality answer to H&M and Air Jordans.

They've since been joined by luxury brands like the Detroit-based Shinola watch and bicycle company, which sells goods that cost more than the city they're made in on the same premise: by paying a slightly higher price, you can rest easy knowing your legs will give out before your American-made boots and bikes do.

It is no coincidence that the "Made in America" movement came back in the midst of the Great Recession: Anyone buying \$200 sneakers made for 10 cents in China had to be off their rocker. When you're living from check to check, wondering when the bank will come for your house, you want to buy one jacket that you can wear until you die. And if that money's putting food on an American table, so much the better. It was a no-brainer: if we put our money back into the economy -- and could stunt in the bargain -- maybe we could fix it.

But in the grand scheme of things, buying a \$300, made-in-the-good-ol'-US-of-A jacket doesn't do anything more productive than make people think you spend too much time on "DMV Fresh 2 Deff" pages.

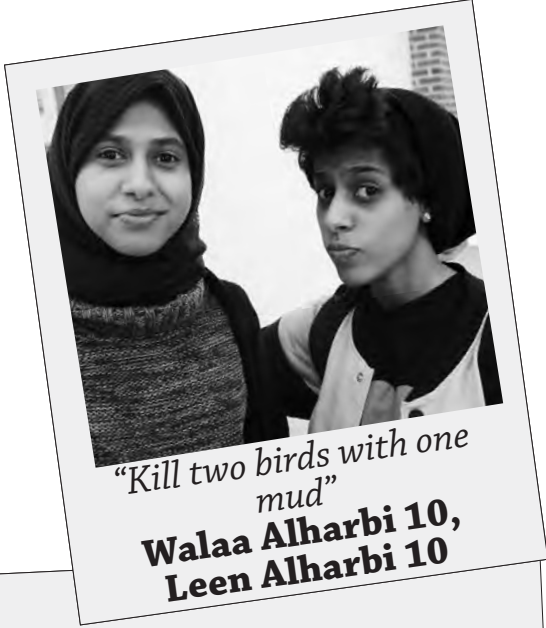
Do you want to really help America? Do you want to see the unemployment percentage plummet like never before? Then stop clicking through J. Crew like there's no tomorrow, and put the work back in workwear. In our nation's capital, you can't go a block without hitting a score of potholes. The national infrastructure that blue collar workers wearing Carhartt and Danner built in the 1950s is in shambles; fixing it will create jobs, rejuvenate the economy, and give people a legitimate excuse to buy workwear, but both political parties seem to have dismissed the idea without a second thought.

It's a no-brainer to me. But these days, even people with Super-PAC\$ to burn don't know s--t from Shinola.



Compiled by Will Hamlin and Sam Radack

## Fill in the blank of a cliché



*"Kill two birds with one mud"*  
**Walaa Alharbi 10, Leen Alharbi 10**



*"It ain't over until the corpulent lady sings"*  
**Joey Horvath 9**



*"Kill two birds with one stoner"*  
**Sam Alten 9, Cal Menditto 9**



*"It takes two to juggle"*  
**Vy Ngo 9, Hui-Lin Huang 9, Nguyet Tran 9**



*"We came, we saw, we whimpered out"*  
**Tristan Huber 11, Charlie Feller 11, Patrick Paniagua 11, Michael Watters 11**



*"Two peas in a chin"*  
**Lahmad Holland 10**



*"An apple a day keeps the hunger away"*  
**Gabriela Maza 11, Maya Brookins 11, Crystal Pereira 12, Andy Pereira 11, Jason Lopez 10, Ahmad Kuyaten 10**



*"Wake up and smell the sweat"*  
**Alexander Bell 9**



*"An apple a day keeps the darkness away"*  
**Chris Bock 10, Ali Rashedi 10**



*"Early bird gets the money"*  
**Shawn Slayton 11, Quinn Hobson-Powell 11**



*"What goes around comes back and bites you in the a\*\*"*  
**Mickey Ruxsarah 10, Laura Gonzales 10, Alexis Smith 10, Dilara Yildriz 10**



*"Kill two birds with one barrel"*  
**Arnold Wynn 9**