



Wilson In The News

Wilson Voted Best DC High School by Poll

In the annual Reader Poll conducted by City Paper, Wilson was named "The Best High School of 2013" with runners up School Without Walls and Montgomery County's Walt Whitman.

Concern over DC TAG Funds

Following the temporary suspension of funds in February, which was reinstated in March, the DC Tuition Assistance Grant Program is under attack again.

DCIAA Reformats Football Conference

The District of Columbia Interscholastic Athletic Association underwent restructuring to "cultivate a more competitive and exciting conference", according to an April 23 DCPS release.

Updates To The School Year

In order to fulfill the required 180 days in a school year, DCPS announced that the 2012-13 school year will be extended until June 21.

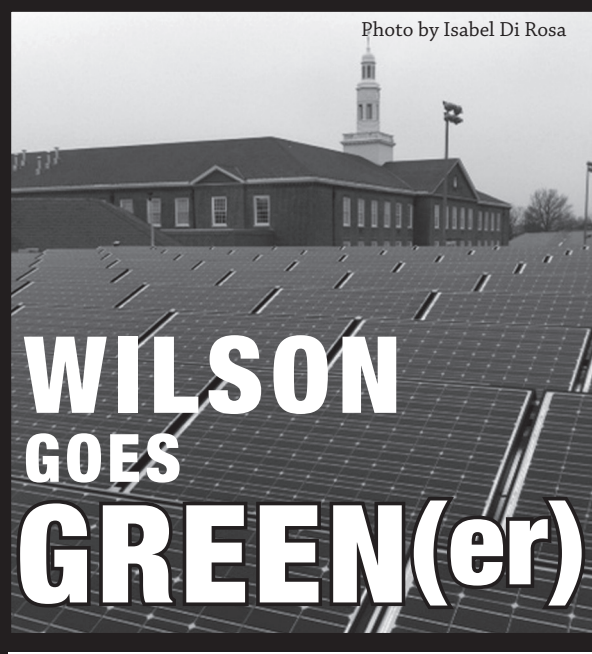


Photo by Isabel Di Rosa

WILSON GOES GREEN(er)

Last week, Wilson became a U.S. Department of Education Green Ribbon School, one of 64 schools in the country to receive the "aspirational recognition."



Photo by Alex Wilson



Photo by Isabel Di Rosa

Top Left: Other components of receiving the award include reusing stormwater to flush the toilets and using solar panels on the roof of the Wilson Aquatic Center

Above: Creating rooftop gardens and growing plants in the greenhouse are also an integral part of receiving this honor.

DC Comprehensive Assessment System: The Opt-Out Option

Ella Hanson Staff Writer

DC public schools such as Wilson have used the District of Columbia Comprehensive Assessment System as a measure of schools' progress and teachers' success since 2006.

says that the DC CAS is not an effective measure because "for most math students it does not match the material they are currently being taught."

Continued on pg 4

DCPS Staff Found Cheating

Claire Parker Junior Editor

Behind the locked and bolted door of room 118 on the first floor of Wilson, a stern looking man sits alone at a table, his sharp gaze fixed on the boxes filled with white test booklets in front of him.

Continued on pg 4

WILSON

Old and New



Courtesy of Cox Graae + Spack Architects



Photo by Lauren ReVeal

Lauren ReVeal and Erin Sternlieb

Junior Editors

Over the past few years Wilson has undergone massive transformations, some more obvious than others. Last year Wilson experienced its first year in a brand new building after a \$115 million renovation. Wilson teachers, administrators, and seniors who have been through the transition from the old Wilson, to UDC, to the new building say that there has been huge change not only in the buildings, but in the general Wilson environment.

Several factors have played into this change. Some say Wilson's beautiful new building is more attractive to parents in nearby affluent Chevy Chase and AU Park, making them more willing to send their kids to Wilson, therefore changing the school demographics.

"Our school [seems] a lot less diverse, senior Ciara Mackey

says. "I'm seeing more kids from upper northwest and less from the outside of the river." This could have a lasting impact on the development of the school.

Whatever the reasons for these changes, the general consensus within the school is that the change has been dramatic both in positive and negative ways, depending on who you ask. The class of 2013 will be the last to have experienced "old Wilson," and they say Wilson has become a lot stricter in the last few years.

Ciara Mackey says of old Wilson, "It had so much character," and fellow senior Eliza Hamburger agrees, "there's [now] definitely more of an emphasis on rules and discipline." Wolde Jordan sided with Mackey and Hamburger, saying that Wilson has become "more strict." Senior Cymbal Mcgee-Byrd believed that "old Wilson got more respect from the students and the new one has more respect from the community, in my opinion." While increased

discipline could be considered a good thing, in terms of the community, many students still believe that it has restricted their freedom, and made school less of a fun place to be. AJ Harris says, "In the new Wilson [there is] no time for kids to have their opinions heard."

On the other hand, students almost unanimously agree that the educational environment has gotten better. The new building is cleaner and less chaotic, has more technology, promotes better behavior, and provides generally more emphasis on academics, all of which make it easier for students to learn.

Senior Billy Shuldiner says, "The dynamic has shifted to be more academic. In ninth grade they were putting practices in place that were simply meant to make people come to school and this year they had the SAT here. It shows that the focus is shifting."

Others agree that they are better able to focus academically in the new building, in part

due to the tightening up on discipline. Anne Marie Torresen recalls, at the old Wilson, "Kids with no shirts and huge tattoos would walk around the hallways bouncing basketballs and playing music. At new Wilson that would never be allowed."

Although the senior reaction is mixed, Principal Cahall adamantly believes the change in the school has been completely positive, and he backed up his opinion with hard data. Attendance at old Wilson was 83% in the 2009-2010 school year, compared to 88% attendance for the 2011-2012 school year, and 94% so far this year. Suspension rates have gone down from the grand total of 385 during the last year at old Wilson, to 186 now, with only three months left in the school year. Also, parent satisfaction has gone up from 13% to 37%.

Cahall attributes this largely positive shift to the new building and environment. "When I first got here five years ago, a lot of what I saw in the classrooms

was teachers lecturing and students completing worksheets. What I've seen more now is teachers facilitating learning. I see students interacting with one another, I see students applying their learning." This, he says, is due to the new technology that the school offers. "It just feels like a school! The other place...just felt like a dungeon," he says.

Whether you believe new Wilson is better or worse, change is evident. As Georgia Rochon puts it, "Everyone who went to old Wilson thinks it's not Wilson anymore." However, AnneMarie Torresen said that "Wilson, old, new, and at UDC, has, during my four years, been 'what you make of it.'"

Mr. Cahall concludes that "the building says to our scholars, people, to our community that we believe in you, we respect you, we are investing in you. It has had a profound effect on our school community."

Alumni Reflect on "Old Wilson"

"I remember the old school being kind of dirty. My senior year, there was a day at lunch where a fight broke out and it was Mr Cahall's first year and he got punched and had to go to the hospital."

-Drew Squires 2010

"We used to do almost anything we wanted. If you weren't blessed with the luxury of off-campus lunch, you could easily jump out a window or run out a door. I spent very few lunches in school in the 11th and 12th grade. It was very easy to skip class even with police officers and rent-a-cops patrolling every floor. I used to write all over that building-desks, doors, bathrooms, you name it. I would feel strange doing that in the "new Wilson."

-Alejo Salcedo 2010

"It was definitely chaotic. It was a ton of fun though. Most of the teachers were pretty relaxed but at the same time I felt like I was learning stuff. The one assignment my gym teacher gave us was to find a piece of shade because it was so hot outside."

-Cassie Berman 2010

"The school was about 12 years old (in 1947) and it was quite new looking and we were all excited to be there. It was a couple years after WWII so there was the feeling of patriotism. We were constantly being told we were one of the top ten public high schools in America. We had to keep up the school's reputation."

-Damion Cordham 1950

"My favorite thing about Wilson was the freedom. You wanted to write a play and have it produced, you could. You wanted to study abroad, they would help you go. You wanted to start any club at all and you could. I wrote my first play at Wilson and no other school in the country would have let me produce a piece like that which so blatantly poked fun at teachers. If I hadn't had that kind of creative license at such a young age, I wouldn't be where I am today."

-Yolanda Carney 2008

"I really liked how embricive and supportive the administration were of students. On any given day I could go to Ms. Maritano or Ms. Perry and just talk to them about anything. I could come to them on a bad day or a good day, it wouldn't matter."

-Frances Stephenson 2011

"Wilson didn't have very much structure. You could sit wherever you wanted to sit and go wherever you wanted to go.

It was chaotic but everyone kinda knew what they were supposed to do. Lunch was pretty crazy and whenever there was an event like a fire alarm it got a little crazy, but mostly people kinda stayed on track."

-Jophie Frumin 2010

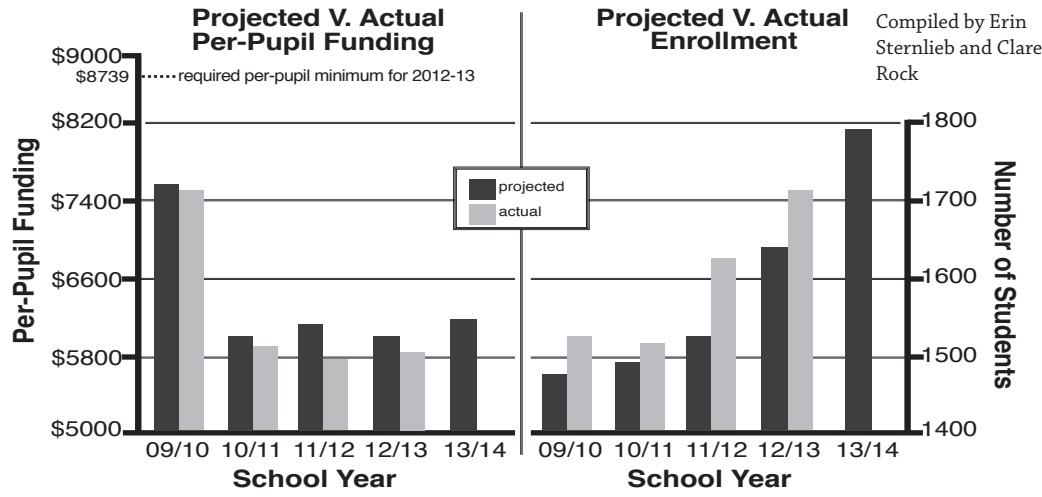
Funding Changes for 2013-2014

Erin Sternlieb
Junior Editor

It is clear that Wilson, a school that has 1,713 students and more than 70 teachers, and has recently gone through a \$115 million renovation, requires a lot of money to maintain its operations. However, how much money, where the money goes, who determines where it goes, and whether or not it is really enough isn't as clear.

Every year a group called the LSAT (Local School Advisory Team) made up of parents, teachers, a union representative, and a student, review and advise the school on budgetary matters. Over the past few years the main concern of the LSAT has been ensuring that Wilson is getting enough money for each student as enrollment increases.

In the 2011-2012 school year Wilson's actual enrollment was 97 students over the projected number, and in the 2012-2013 school year it was 63 students over. In both these years the school only received the per-pupil funding for the projected enrollment, meaning they didn't have the funding to hire the additional teachers for the extra students.



Compiled by Erin Sternlieb and Clare Rock

"Wilson has been underfunded during the past few years," says LSAT Chairperson Betsy Cavendish. Wilson hasn't received our mandatory minimum funding allocation per student, and attempts to receive the proper funding, to "equalize," have failed. This has made it difficult to maintain the ideal student-to-teacher ratio, which Principal Cahall says is 1:23.

Wilson's enrollment next year is predicted to increase by 142 students from last year's projected enrollment, and the school has been allocated \$15.66 million, a \$1,523,088 increase from last year, which takes into account the increased enrollment. Cahall said he believes that the enrollment pre-

diction will be accurate, and that Wilson will receive the required per-pupil minimum (\$8,739) for every student, and he plans to hire at least seven new teachers to meet the school's needs.

DCPS breaks down the budget into smaller specific categories. The biggest portion of the budget is the enrollment-based allocation, the \$8,739 the school receives for each student, which next year will be \$11.13 million. Another \$1.96 million goes to special education, and \$680,000 to ELL (English Language Learners). The rest of the money goes into smaller sections, such as after school programs, and credit recovery.

While it might seem like Wilson has more or better

resources than other DC schools, according to Principal Cahall, Wilson is "one of the lowest funded per-pupil schools in the district." To understand why, you have to understand the system.

"All schools in DCPS, regardless of the size of the student body, require a school principal position, an instructional coach position, a social worker position, an art teacher, a music teacher, a PE teacher, among other required positions," DCPS spokesperson Melissa Salmanowitz explained.

This means that if a school of 1,720 students and a school of 150 students both only need one similarly paid principal, the school of 150 students will cost

proportionally more per student to pay for just that principal. The effect of this is that DCPS' "funding is skewed towards supporting smaller schools," and overall smaller schools receive more money per-student than larger schools.

Deciding the amounts of money that different departments and classes get is different. Principal Cahall looks at what teachers need to teach a course to determine this. For example, science and arts classes need more materials than other classes and often can't reuse supplies from year to year.

The LSAT also helps provide the school with feedback from parents, teachers, and staff on what areas aren't receiving enough funding or attention.

Despite previous budgetary problems, DCPS, Principal Cahall, and the LSAT all say that Wilson is gradually coming together and continuing to improve. They assure that Wilson "offers a curriculum that can meet the needs of students with a very diverse range of interests and at a range of levels," and provides the fair amount of resources for every student and teacher.

Finding Floaters

Nathan Davis and Maggie Menditto
Junior Editor, News Editor

It may sound great to be a floating teacher, but in reality, it has its drawbacks.

Teachers who float do not have their own classroom. They pack up their materials and move from room to room throughout the day. Since Wilson's population has been growing, the numbers of teachers without a home base has as well.

Floating history teacher Michelle Bollinger says that the operation leads to some disorganization and transportation issues. Returning to work after packing up and moving across the hall takes time and makes class transitions more difficult.

Science teacher Lauren Simpkins, also a floater, says that her students have trouble knowing where to find her and that conducting labs is more difficult moving between three different classrooms, all on different floors. Floating math teacher Jacqueline Belliveau agrees that students don't always know where she is and adds that is hard to have a class set of textbooks.

Despite these challenges, Bollinger says she doesn't "mind floating if it means keeping class sizes small."

All three of these floating teachers agreed that by rotating classrooms they were better able to socialize and communicate with other teachers.

Not Enough Physical Space

Nathan Davis
Junior Editor

The Wilson administration has estimated that the incoming freshman class for the fall 2013 semester will have approximately 500 students. Despite the recent policy change that limited admission to Wilson to those residing in Wilson's boundary and those attending one of Wilson's three feeder schools, this will still be one of the biggest fresh-

man classes in recent history.

Following the \$115 million modernization, Assistant Principal Gregory Bargeman remains confident that Wilson "should be able to handle it."

Spatially, the number of classrooms within the building will be increased. The administration is completely avoiding the use of trailers to accommodate the growing population. Instead, certain rooms, currently not used as classrooms, will be

converted into classrooms. Additionally, larger classrooms will be divided to create double the instructional space.

The 3rd floor science lab will be converted into a classroom as will room 118, currently being used to house testing materials. The two graphic design rooms, located in the C wing, will be divided into four classrooms through the installation of divider walls. This installation will occur over the summer.

Bargeman said he does not anticipate any difference in the day to day operations of the school.

To account for the larger student body, new teacher slots will be added in science, English, social studies and math. For the same reason, a new attendance counselor and a new assistant principal will be added. Class sizes are not expected to change and neither is class availability.

500 incoming freshmen	-	300 graduating seniors	-	<i>some transfers and dropouts</i>	=	100 approx. net gain of students	1,792 2013-2014 predicted Wilson Population
---------------------------------	---	----------------------------------	---	------------------------------------	---	--	---

Ashley Tutors

The premier private tutoring company in the Washington area

How does it work?

We will match one of our over 65 skilled tutors to provide targeted tutoring in subjects such as calculus, AP chemistry, biology and history. Tutoring takes place in the home or in a public location and students can purchase as little as a single hour or a package of tutoring hours.

Contact us

web: <http://www.ashley-tutors.com/>
email: info@AshleyTutors.com
Phone: 240-780-3233

Opting Out of the DC CAS

Continued from pg 1

stakes situation that we are talking about. I don't think it is unreasonable to ask students to take an assessment."

Faculty and staff's job security rests in part on the results of the DC CAS, which creates enormous pressure on them to ensure success. Helen Malhotra, a freshman at Wilson explained that last year, at Deal Middle School, when she decided to opt out of the DC CAS, one of her teachers knelt down on the ground and begged her to take the test. Another told her that if high performing students like her did not take the test, he could be fired.

Jane Malhotra, Helen's mother, said that she never intended to harm teachers by opting her children out; instead, she hopes to raise awareness about the adverse effects of the standardized testing system.

Cahall's hard stance on the DC CAS is understandable considering all DCPS schools are required to have 95% participation under the No Child Left Behind law. Unlike California,

there is no official opt out policy in DC. If families such as the Malhotras decide not to participate in the test, they must suffer the penalties.

This year Wilson's administration initially decided to implement two new policies regarding the DC CAS to encourage students to take the test. The first said that students who did not take the test would be forbidden from participating in an athletic team next school year.

The threat was powerful enough to convince Helen Malhotra, who plays soccer and softball, to take the test. Her mother explained that Helen "was going to opt out, but when she was told that she wasn't going to be able to participate in athletic programs at Wilson, she decided she would go ahead and take it."

Following a recent Washington Post article written about Wilson, entitled School Warns Students: No tests, no sports, readers were outraged to hear about the new policy. One commenter suggested that students purposely fail the test so that

they would still be allowed to play on sports teams, but at the same time telling the administrators that "two can play at this game."

Unexpectedly, last Friday Principal Cahall sent out an email explaining that he was rescinding the policy.

Principal Cahall wrote, "I take full responsibility for creating a policy that is not in line with the District of Columbia Public Schools... Therefore, scholars who do not take the DCCAS will be eligible to participate in our athletic programs for the 2013-2014 school year."

After reading the article, Jane Malhotra said she was "sad that the school felt it had to put that kind of threat out and that it wasn't even legitimate." She

explained that she is "glad that parents were questioning their tactics. I think it is up to parents and students to take a hard look at it and open up the dialogue. The administrators and teachers are too sucked up in it to step back and look at how silly it is."

Unfortunately, the reversal of the sports policy came too late for Helen Malhotra, who has already completed the DC CAS.

The second new policy introduced this year will still be implemented. DC CAS scores will now be reported on student report cards. In an email sent out to parents Principal Cahall wrote, "Colleges, employers, and other service providers will see this information and scholars will want to make sure they see

a score that best reflects their abilities."

Will ninth and tenth grade students' DC CAS scores really impact which colleges they get into or even jobs they later are hired for? College counselor Sandra Bean and counselor Wanda Flowers said they "don't think colleges will have any idea what the DC CAS scores are and they will be pestering counselors to ask them what it is."

More and more families like the Malhotras who are passionate about education are willing to stand up against the impact of high stakes standardized testing. However, it will take many more families to make a change.

"What I am hoping will happen is for more parents to think about what testing does to schools, teachers, and to their students, and what it says about what kind of students we want our kids to be," Malhotra said. "From there, I hope it will bring about a change in our national direction and what I think is breaking our education system."

"When she decided to opt out of the DC CAS, one of her teachers knelt down on the ground and begged her to take the test. Another told her that if high performing students like her did not take the test, he could be fired."

DC CAS Faces Teacher Cheating Scandal

Continued from pg 1

the past five years. And not the students-peering-at-their-neighbor's-answers variety of cheating; instead, it is faculty and staff, driven partly by pressures caused by extremely high stakes.

Cheating can be detected in a variety of ways. McGraw Hill/CTB, the testing company that creates the DC CAS, flagged schools for wrong-to-right erasures, score variation within classrooms, unusual student gains, and significant score drops, according to OSSE.

McGraw Hill's scanners can detect the telltale smudges of erasures, the most obvious sign of faculty cheating. Schools are flagged for investigation when classrooms have four erasures higher than the District average, a condition which means "a classroom that corrected its answers so much more often than the rest of the District that it could have occurred roughly 1 in 30,000 times by chance," according to a USA Today article.

Significant gains in 2008 test scores implied that the radical school reforms started by then-chancellor Michelle Rhee were working. Rhee awarded 10 schools \$1.5 million in bonuses through TEAM awards, which are meant "to recognize, reward, and retain high-performing educators and support staff," according to the DCPS website.

But when Deborah A. Gist, the DC superintendent at the time, requested that McGraw Hill do an erasure analysis for the first time because she was suspicious of the large increase in scores, eight of the 10 recipi-

ents of the TEAM awards were found to have much higher than average erasure rates.

Since 2009, possible test security infractions and cheating have been investigated annually by OSSE, DCPS, and private consulting firms. The investigations have uncovered a small but steady number of schools each year where critical violations have occurred, which are defined by DCPS as "serious test security violations, such as evidence of test tampering."

Although test security procedures have been amped up significantly, the results of the investigation of last year's DC CAS, released in April, revealed that 18 classrooms in 11 schools had critical violations indicative of teachers cheating. The scores of these schools will be invalidated, and responsible teachers will most likely be fired.

To combat cheating, DC city council member David Catania introduced the Testing Integrity Act. The Act would make it illegal for faculty and staff to cheat on the DC CAS, and would punish those indicted with the loss of

their teaching license, and fines of up to \$10,000. The Act will come up for a vote sometime before the council's summer recess in July.

Students are only minimally affected by the results of the DC CAS since it doesn't factor into their ability to graduate or into their grades. Although Wilson is attempting to raise the stakes for students this year (see opt-out story, page 1) most students still are not personally invested in the test.

Sophomore Susanna Newell said she thinks there is no real danger of students cheating "because nobody cares. They wouldn't bother to cheat."

The test has a bigger impact on teachers and staff. Since Michelle Rhee introduced the IMPACT system in 2009, DC CAS scores have directly factored into their evaluations, which are used to determine their pay and whether they get to keep their jobs.

DCPS spokeswoman Melissa Salmanowitz explained the reasoning behind this: "We believe a teacher's most important

responsibility is to ensure that her or his students learn and grow. This is why we hold educators accountable for the growth their students make on our state assessment, the DC CAS."

Belle Belew said that for tenth grade English teachers like her, the results of the test determine 50% of her evaluation: "It could determine whether or not you get hired again."

For teachers of other subjects, the percentage of their evaluations dependent on the test results is not quite as high, but is still a factor. Test scores make up 10% of Cahall's evaluation.

The promise of bonuses, such as those obtained through TEAM awards, have also been a key factor. For example, at Noyes, a school later implicated for having extremely high erasure rates and other evidence of cheating, teachers were highly praised for raising test scores, and received \$8,000 bonuses.

"If your test scores improve, you make more money. If not, you get fired. That's incredibly dangerous," Washington Teach-

ers' Union President Nathan Saunders told USA Today.

Despite the instances of cheating and test security infractions, Chancellor Kaya Henderson says "99% of testing groups are playing by the rules."

Wilson is part of that 99% because of strict testing security protocol and teachers' integrity. "I feel confident the tests were secure in all areas I saw them," math teacher Jeremy Singer said.

Wilson teachers feel the pressure of the high stakes, and some question whether they are fair. Health and physical education teacher Rebecca Bradshaw-Smith said that connecting teachers' salary to test scores is "the worst thing in the world. I don't think that's fair. How can you stake something that serious on this test?" Belew said she felt the pressure exerted on teachers by the high stakes "makes teachers really depressed and anxious."

"How have we managed to create a climate in which increasing numbers of educators feel they have no choice but to cross ethical lines?" city council member David Grosso wondered at a council hearing. "There must be a way to push for and demand accountability without creating a climate of such perverse incentives."

As Cahall put it, "I see assessments as being important and vital to an education system but we may be overdoing it. It's not the end all and be all, and it shouldn't be."

Schools With Cases of Cheating

Elementary Schools

Beers Langdon
Brightwood Miner
Hendley Winston
Kenilworth

Charter Schools

Arts and Technology Academy
Community Academy
Hope Community-Lamond
Meridian

THE BEACON

Editor-In-Chief

Clare Rock

Managing Editor

Izzy Jensen

Design Editor

Sasha Pfeiffer

Features Editors

Shane Achenbach

Julia Kott

Arts Editor

Shane Achenbach

Opinions Editor

Christina Harn

News Editor

Maggie Menditto

Photo Editor

Isabel Di Rosa

Sports Editor

Evan Hamlin

Junior Editors

Lauren ReVeal, Annie Rosenthal, Erin Sternlieb, Claire Parker, Henry Shuldiner, Nathan Davis, Maria Brescia-Weiler, Sarah Torresen, Mia Strazzella, Isabel Gloss

Writers

Megan Bell, Michael Knapp, Anna Viemose, Paige Remult, Elias Benda, Ella Hanson, Nazrin Alimammadova, Eva Monroe, Ben Kostyack, Ben Gutman, Jackson Ross, Nell Bayliss, Derek Foret, Jonah Gigli, Aaron Klinger, Gabe Kohrman

Photographers

Kilian Zuber, Christina Brown

Illustrations

Ruthie Lewis

Thank you to our faithful volunteers, Mary Carpenter and Mary Stapp, and our faculty advisor, Ms. Stryker.

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

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

The Beacon welcomes all student and guest contributions: articles, photographs, art, commentary, and letters to the editor. Contact editors by email. All submissions can be sent to beaconchiefeditor@gmail.com, and become property of *The Beacon*. Submissions and letters are edited for accuracy, clarity, and fairness. Space is limited.

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*.

Love and Hate in Boston

Paige Remult

Staff Writer

It was just a normal day, turned horrific.

That was all I could think as I watched the raw, uncensored video of the aftermath on Boylston Street, Boston. I felt so many emotions at once: horror as I watched people being pulled out from under debris, fear for friends in Boston who might have been standing near the blast, worry about possible subsequent attacks on other large cities, and anger when I thought about the perpetrators. My mundane day off was turning into a sickening daze of fear too complex for anyone to understand.

I rode this terrifying swirl of emotions until late Friday night when matters got even more complicated. The “perps” were, at long last, accounted for. My first instinct was to pump my fist in the air, wave an American flag, and sing praises to the FBI and Boston police – what many people were doing.

Then I found out perhaps everything there is to know (or everything that has been released about the younger of the two suspects, courtesy of the FBI) and my emotions turned slightly. To hate or not to hate, given the information? That was my question.

We’ve all been told from a very young age “hate is a very strong word”. But who could not

have at least some hatred for the people who caused the deaths of three innocent people and injured nearly two hundred others in two swoops? Who could see the carnage on television and not feel for Boston in its time of need? What junior who had spent their spring break in that very city, walked up and down Commonwealth Avenue, adjacent to Boylston, on their way to see Boston University and Boston College, ridden the swan boats in the Public Gardens, who had imagined themselves spending four incredible years there, wasn’t deeply disturbed by the bombings? But might this very same hatred have fueled the attack in the first place?

The true motives of the bombers have not been released yet and will probably not be known for quite some time. But we can all agree that past crimes have been committed out of hate for ethnic groups, races, religions, countries, or other unspecified groups. The key to preventing future tragedies could then be forgiveness.

That’s not to say we should condone the senseless violence

on Boylston Street, but perhaps it means acknowledging that something terrible has happened, and learning from any part of the situation. Maybe it means speaking out in support of causes or sending a petition to a member of congress demanding action. Maybe it means being active in your community. Maybe it could even mean just getting to know someone you

“We can all agree that past crimes have been committed out of hate for ethnic groups, races, religions, countries, or other unspecified groups. The key to preventing future tragedies could then be forgiveness.”

wouldn’t normally talk to. These sound like inconveniences and I know they might not be your idea of a fun activity. But in light of recent events, we should all take a minute and think before we say

something hurtful, before we overlook someone else, before we judge someone too soon. The Black-Eyed Peas had the right idea when they said: “Man, you gotta have love just to set it straight, take control of your mind and meditate, let your soul gravitate to the love, y’all”. Maybe we can take a hint.

Lack of Leadership Opportunities

Christina Harn

Opinions Editor

Recently, I was struck yet again by Wilson students’ engagement and wonderful leadership skills, as well as the accessibility and enthusiasm of the administration as I attended a forum for student input organized by the administration. The normally hushed library was alive with the sound of students debating and sharing their concerns with and ideas for improving Wilson. But as I was being impressed, I reflected on just how much good could be done if these students were both given, and took, more responsibility for issues facing the school.

There are so many potential student leaders, but there should be better structures in place for these leaders to put their ideas into actions. At the forum, the students seemed to have similar issues that they felt had to be addressed; similar issues to those raised about a month prior when an administrator visited my French class. These included tardy policies, implementation of the dress code, inappropriate student-teacher/administrator relationships, and unfair enforcement of rules.

It’s great that the administration is seeking out student

input, but if we had a stronger student union or government in place, it is very likely the concerns may have been raised and attended to earlier.

The point of a student government is to be a voice of the students; students are supposed to be able to bring forth problems to their representative and have an advocate see that their issue is resolved. The current formula at Wilson isn’t working that way, but there’s no reason it shouldn’t.

A great way to get this started would be for the student government to hold forums like the one in the library on a frequent, regular basis. It would be up to the student leaders to present what the student government has been working on, any new policies being put into place, and how these policies address student concerns. Then there would be an open time for students not in the council to share concerns they still have about Wilson and ideas for positive policy changes.

This would create a more approachable and visible student government, and in turn student body. It would be easier for the administration to address problems the student body is facing if they are aware that it concerns “x” number of students, and have a clear proposed action plan from the student

government to amend the situation. Ideally, the president of the SGA would even work with the administration team to draft the policy to ensure that the student voice is represented.

Then when the policy is put into place, the SGA will be able to clearly explain the “why” of the new procedures, and if the student body knows that they have been consulted in the “how,” it is far more likely that the population will follow the “what”.

But until such cooperation is institutionalized, it is up to the students to advocate for themselves. Despite the creative solutions and compassionate concerns that many Wilson student’s have, many of these don’t reach administrators ears. The School Improvement Summit scheduled for April 2 was cancelled, mostly due to low projected attendance. And earlier this year, when there were no student government elections, though many students were upset, there doesn’t seem to be any demands, or even questions, on whether they will occur for next year.

Student voices are louder when raised together, but we also each individually have the responsibility to speak out, and make ours heard in the meantime.

Drug Testing

Elias Benda

Staff Writer

Woodrow Wilson High School and DCPS as a whole have the right to test student athletes for drug use whenever they so please. This has been true for high schools across the nation since a Supreme Court ruling in 1996. Recently, Naperville High Schools in Illinois have considered random testing not only for athletes but for all students involved in extracurriculars to “deter them from using marijuana,” according to NBC news. I believe that such harsh, accusatory action would make people question the integrity of the establishment itself.

The main reason for a team to test its players for drugs is most likely to check for “doping,” the use of Performance Enhancing Drugs, but the tests also show other drugs in your system such as THC, the active component in marijuana. Many athletes who seek to take advantage of the superior athletics programs that Wilson has to offer, whether they dope, smoke weed, or do nothing at all, might feel targeted and their privacy violated when and if these tests are ever executed, although no athletes seem to be worried about currently being tested.

These tests are not only done on high school students; the NCAA tests championship college players to “more accurately identify usage amongst student athletes.” And the results are important: the punishment for finding marijuana in a player’s system is the same as for finding anabolic steroids: a one year suspension. The only difference between these two is that anabolic steroids are performance enhancing drugs, while marijuana is not. The NCAA supports this choice by saying they are “protecting the integrity of the sport.”

The same applies to us here in DCPS schools, where those who participate in sports and whose drug tests could return positive for THC or other recreational drugs, would be punished for such results. The argument for these tests as a form of prevention: keeping kids from doing drugs so they don’t get in trouble, is also a fallacy. The New York Times quotes a study by Dr. Linn Goldberg from the Oregon Health and Science University which found that random drug and alcohol tests on athletes had no preventative effects; those who were tested and those who weren’t were equally likely to consume drugs and alcohol. This just goes to show that the idea that schools should have the right to test student-athletes and punish them based on the results, even if they come up positive for performance enhancing drugs, violates the trust between the student and the school.

Wilson's Dress Code for Curves

Anna Viemose
Staff Writer

Recently, I was pulled over by an administrator and told that my clothes were inappropriate. In theory, this wouldn't have been a big issue, except that said administrator pointed out that I wouldn't be getting in trouble if I were a "skinny little flat-chested girl."

This administrator said this in good faith, trying to be sympathetic to an issue that is obviously unfair but that they believe is just something curvy girls have to deal with.

But why should they? Why should curvy or heavier people not be allowed to wear what they like?

Magazines will constantly tell you to "dress for your shape" and then proceed to have you label every single part of your body and assess exactly what kind of cut of jeans is the most flattering to your particular type of thighs. This kind of micromanaging your body is stressful and unhelpful. While schools' dress codes are focused on making you less "distracting," in contrast to magazines' advice on making you look good, they both tell you that your body type determines what you can and

cannot wear.

I don't want to choose a dress based on whether my body type is a pear or an apple or whatever other fruit they come up with next, the same way that I don't want to choose it based on how much cleavage it's going to show. I want to choose my outfits based on the pattern, or the style, or any other reason I have to like it; which could include that I like the way my body looks in it, but it doesn't have to.

Being a size 0 or a size 12 should not change a dress code, or even what people find provocative. Why is it that a commercial by Lane Bryant featuring a curvy woman in lingerie was deemed "too sexy" and inappropriate to be streamed on television until late at night, whereas Victoria's Secret commercials, which are just as filled with sex appeal, can air at any moment of the day with barely any debate? The argument here isn't that Victoria's Secret is too provocative, or that only curvy women are "real" women. All types of women are real, and all should be equally respected.

"I've been told that even though my skirts were technically acceptable, they were still too short for me to wear, and once it was suggested that I

should follow a separate dress code, wherein my skirts should end at least four inches past my fingertips, and preferably at my knees", Lucinda Ventimiglia told the *New York Times* last year, saying that her school, Stuyvesant in New York, often singles out curvy students. The principal argued that although it seemed unfair, the rules were there for a reason; to keep unwanted distractions out of the classroom.

Honestly, if you think your students can't focus in class because a girl is showing her shoulders, then that issue probably points more to the class itself than the girl. It is idiotic to instill shame in people for the way they dress; this is the kind of thinking that leads to blaming the victim and slut-shaming. The common excuse is that failing to hide female bodies is "distracting" in a learning environment. Even if it's true that some people will get distracted, the blame here shouldn't be put on the "provocative" girl.

Although sexual assault and rape can seem miles away from this problem, the kind of attitude portrayed here is one that contributes to our very misogynistic society. When you constantly put the blame on some-

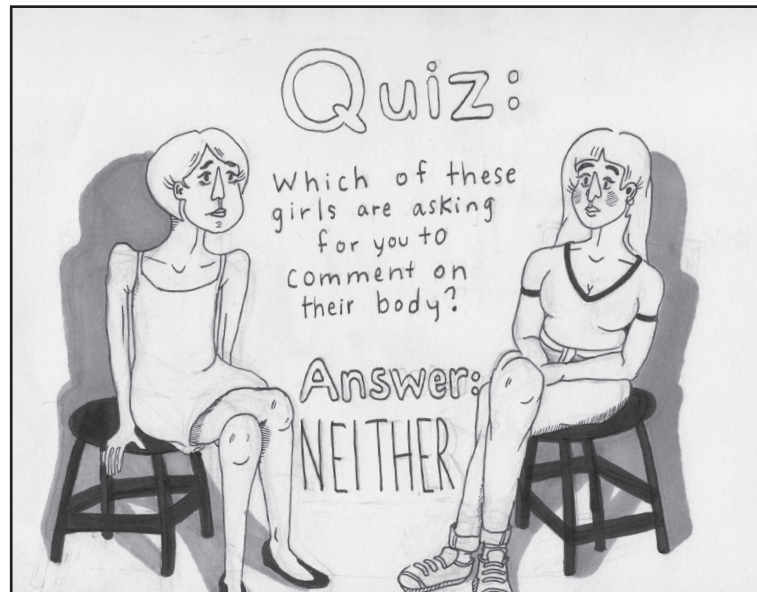


Illustration by Ruthie Lewis

one else, even for small things, it leads to a much larger picture in which people will be excused from crimes as serious as rape because the girl was wearing a short skirt. It is beaten into our heads from a very young age and in private and public institutions alike that this girl isn't respecting her body, and that's why this pattern of logic is so ingrained in society.

Girls and women of all sizes and shapes go through this every day, even if they don't think about it. Too often people wear what they wear because of

society's standards and constant commentary, not because of their own choices. Any time we try to micromanage girls' bodies based on what's appropriate and acceptable, we are sending out this idea of guilt. Let's try to focus less on that and more on achieving a more accepting attitude in which everyone can feel safe, no matter their size, shape, or what they're wearing. Physically safe, but also safe from comments, insults, and any type of blame that is cast upon someone simply for having a female body and not hiding it.

Skateboarding: Sport or Crime?

Nazrin Alimammadova
Staff Writer

NO SKATEBOARDING. These signs are posted throughout most cities, but does anyone ever see a NO FOOTBALL sign or a NO BASEBALL sign? No, because these are sports favored by the public. Some people say that a skateboard could go flying off into a crowd and injure bystanders, or the skater, but that could also happen with a baseball or football, and that is why skateboarding should be viewed as a sport just like any other sport.

Skateboarding is a great way to keep teens happy and occupied. They take their stress out on the board. Plus, it can help teens practice math, with things like 180° and 360° turns, and angles of the things they jump over. Some teens could be out getting drunk or high, but instead they decide to skate, and yet they are still considered to be doing something illegal in many places.

Sure, skateboarding has potential to damage property. Streets are sometimes waxed for grinding or doing other tricks. But don't all sports have the

potential to damage property? For example, baseballs or footballs can accidentally be thrown through windows or damage cars.

When I was biking on 39th Street, I saw the police fine some skaters \$60, and then take their boards away. If kids are throwing a ball back and forth at school, or a child is playing a game of Frisbee with his father, they are not punished. This is because people who don't know the sport feel that these activities are good for the community, where as they view skateboarding as a crime.

Some people's first impres-

sion of skateboarders is not positive. People see a gang of kids wearing baggy clothes and immediately think "hooligan" or "gangster." These people fail to focus on the skills included in the sport. There are lots of different tricks involved, such as a 360° or an ollie kickflip, which take years and years of practice.

Football consists of a bunch of big guys trying to hurt each other, and this is honored. When a child picks up football he is looked upon as an athlete. For example, my friend Charlie's father told him, "You skate now and next thing we know is you are a criminal!" And yet, Charlie

is doing well in school. But why is it that when a child picks up a skateboard, he is seen as a criminal?

Skateboarding needs to be recognized as involving skill and practice, just like any other sport. During the past few years skateboarding has been getting some positive feedback. Television programs on channels such as MTV and ESPN are presenting skateboarding as a sport. While this acceptance is great, people still need to open their eyes and look past the public opinion, and know that skateboarding is not a crime!

TOP 10 Subjects Wilson Graduates Major In

1. Post-modern go-go impressionism
2. Self-portrait photography
3. Communications with a concentration in emoticons
4. Street Chemistry
5. Rodent management
6. Herding with a minor in megaphone management
7. Alarm Disarmament
8. "Undeclared"
9. Promethean board repair
10. Underwear modeling

ask *Reina*

Reina Privado answers real questions submitted anonymously by Wilson students

So me and a really close friend are going to the same college, and the other day she said “when we live together” like we’re already roommates, and I’m not sure if I wanna room with her. It could be cool, but it’s sort of irritating she just assumed. Is it even worth the fight if I don’t really care?

It’s evident that you do care to some extent. And it’s important to care, because your roommate might affect your freshman year; you and your friend could do well as roommates, or not. Rooming together could bring you two closer together or tear you apart. There is no way to know unless you try it. Keep in mind though that rooming with someone you’ve never met is just as much a crapshoot. You and your roomie could get along and they could expose you to new and different good things, or they could be the devil. I suggest trying to make good friends with your dorm advisor and put on a good face/first impression if you choose the latter.

And to my fellow CLASS OF 2013 GRADS, CONGRATS AND GOOD LUCK!

These boys keep talking to me and grabbing me in the hallways and I don’t wanna talk to them but my friends are all friends with them and they think I’m a b*ch if I tell them to get off me. How do I get these creeps off and keep my friends?**

THANK YOU SO MUCH FOR ASKING THIS QUESTION! You will never be a b***ch or in its correct term, a female dog, for having SELF RESPECT and common sense. A few of these idiotic, hormonal, uppity teenage boys and even men in this generation have no common sense, respect (for even themselves), or home training. They run around with nothing to do most times except look for things to...it rhymes with truck and starts with f. If your “friends” were anything like you and had some type of sense, they’d know that those boys are no good. Anytime your friendship is in jeopardy of ending over the inappropriate behavior of some little boys, they are not your friends and are not worth the time. If they were your real friends they would stand up for you. They would ask you how you feel, and tell you what I’m telling you. DROP THEM. You don’t need that in your life and you don’t deserve it. Ohhh the speech I could give on this matter...

I wanna ask this girl to prom but I don’t know her that well and I don’t know if she already has a date or even if she likes me. What should I do?

You should:

1. MAN UP
 2. Or woman up, idk
 3. Ask. It’s not going to kill you...maybe just bruise your pride the way you sound.
 4. MAN UP, SAY IT WITH YOUR NONEXISTENT TEENAGE BOY CHEST.
 5. If she has a date at least you tried. Grown men do these things all of the time. I highly doubt she’s going to ask you to prom if you don’t ask.
 6. If she says yes, think of how great of a time you will have. It’s ok if you don’t know her that well, strangers meet each other all of the time: and date, and get married, or work together etc. You get the point.
 7. ASK or you’ll miss your chance.
- Good luck!

My mom keeps going through my stuff and when I get mad she says I wouldn’t get mad if I didn’t have something to hide, which I don’t really but it’s so annoying! How do I make her stop?

Good question. I even had to get help from my mom on this one. If your mom wants to know what you’re up to, then tell her you will make time for her once a day (like the dinner table) to share what’s going on with you, or you could try actually talking to her more. Try to think from a parent’s perspective. For most of your life you have been their baby; you have needed them to support and provide you with everything you need (food, clothing, shelter, etc.). Once your baby hits the teenage years, they start to push you away, and often only come and talk to you for money, permission, or a new tangible item (clothing, phone, computer, etc). Parents get lonely too, and while you shut yourself up in your room or stay out late, they tend to wonder what you’re doing. They were your age once too. As long as they feel they can help and guide you through some tough years in your life and be there for you when you need them (even if you don’t KNOW you NEED them), then they will feel less like snooping. The point is, once their need to parent you appropriately is met, then you can have what you want: a little room for privacy. All in all, it is going to take a LOT of maturity on your part to get what you want. The more you yell and throw tantrums, the more they will feel they NEED to parent you and oversee what you are up to. Hope this helps.

The Bombing of Innocence

Eva Monroe
Staff Writer

On Monday, April 15, two bombs exploded near the finish line of the Boston Marathon, killing three people and injuring over 280. The entire metropolitan area was put on lockdown during the ensuing manhunt for the two suspects. The American populace waited on edge for new information in the five following days until the second suspect was taken into custody.

My heart goes out to the people of Boston in this time of need, confusion, and terror. During times of tragedy, time and time again we as Americans stand together in support of our fellow citizens. No one deserves to live in fear; we hope for a world in which one can go to work, go to school, or run a marathon without feeling threatened.

But this wish to live free of fear is not strictly an American value. I hope that we can extend our empathy for those impacted by the events in Boston to those who suffer similar fates worldwide. Innocent citizens of most every nation have felt the same fear and sorrow that Americans do now.

In 2012, United States drones attacked Pakistan an average of once every four days. The people of Pakistan lived in a constant state of dread, terrified to go about their daily lives. Drone strikes come without warning, and target cars, homes, religious gatherings, and even funerals. One man stated “We are always awaiting a drone attack... we’re just waiting to hear whose house it will strike, our relatives’, our neighbors’, or us...We’re just always in fear.”

Global Research reports that over the past four years 800 Pakistani civilians have been killed in drone strikes – an average of 36 innocent people for each suspected terrorist.

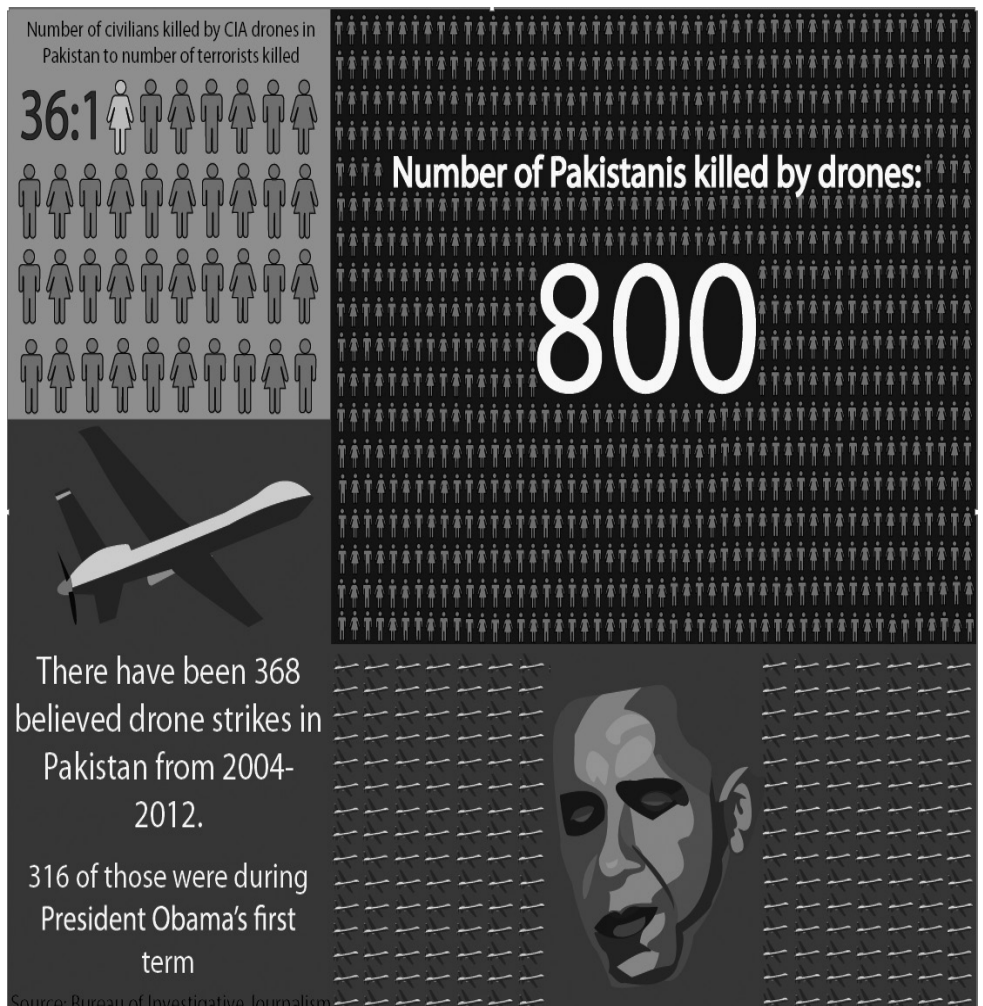
While Pakistan has most recently borne the brunt of US drone strikes, it is far from the only country targeted – Iraq, Yemen, Somalia, and Afghanistan have all suffered multiple strikes. The US hasn’t actually declared war on any of these countries; Congress authorized

military action in Afghanistan and Iraq, but many strikes are carried out by the CIA.

Drone strikes, whether they injure innocent civilians or not, are assassinations without due process and thus violate Article 10 of the Universal Declaration of Human Rights, which guarantees the right to “a fair and public hearing by an independent and impartial tribunal, in the determination of...any criminal charge against [one.]” Some death toll estimates from US strikes range in the thousands, with even conservative estimates of civilian deaths in the hundreds. That the US is willing to act against UN standards to carry out these strikes, despite the blatant danger to innocent people, heightens the fear of seemingly arbitrary attacks in targeted communities.

Of course, drone strikes and the bombings in Boston are still two very different situations. Drone strikes are authorized by the US government as a part of the “War on Terror,” and while their effectiveness and international approval may be argued, they are still a government-sanctioned military action. The attacks in Boston were the acts of US residents against their own people, acts of terror on an unsuspecting populace.

But despite these differences, the emotional reactions to the two attacks are very similar. When there is an explosion, the shock and terror felt is not unique to Pakistanis or to Americans. Neither wants to fear going about daily life, neither grieves more or less for innocent lives lost. It is my hope that as the citizens of Boston are in our minds and in our hearts, we can broaden that compassion to include the targeted communities and innocent civilians affected by drone strikes. It is time for the American people to extend a hand to those around the world who ache as we do, because ultimately, the death and suffering from any sort of attack is a human loss, a human tragedy, and if we truly wish to end human suffering we must work together not as citizens of different nations but as one humanity.



SPORTS

ATHLETES OF THE MONTH

By Ben Kostyack



Photo by Isabel Di Rosa

SAM SNEDDEN

Boy's varsity lacrosse goaltender Sam Snedden has been a consistent force for the Tigers all season long. The lacrosse program, which only started a few years ago, is still developing but picking up speed due to young talent like Snedden, a freshman. Snedden has started every game for the Tigers and has done an "outstanding job so far," in the words of Head Coach George Arlotto. "His leadership on the defensive unit has grown," and he has become "an integral part of this year's squad." Snedden's presence in goal was pivotal in wins against Wheaton and The Lab School, and in a shutout against School Without Walls. Look forward to a strong, confident boys varsity lacrosse team over the next few years, led by goalie Sam Snedden.



Photo by Shane Achenbach and Julia Kott

ISABEL ALBEE

This month's girl athlete of the month is senior co-captain of the girls varsity lacrosse team Isabel Albee. As the leading scorer for the Tigers and in her second year as captain, Albee already has the most goals ever in one season at Wilson. She leads the team in assists and ground balls and has already set single-season records in those categories as well.

Albee is a leader off the field as well. Along with setting up team dinners, cheers, secret psych-ups, and captains meetings, Albee "leads by example, is a key motivator for all of her teammates, and figures out ways to help teammates when they're having an off day," says Head Coach Kerry O'Donnell, adding that she also "shows up with a great attitude, on time and ready to go for every practice."

O'Donnell notes that Albee played an integral role in hosting a British team that visited Wilson and stayed with the girls the week before spring break. Much like the boys team, girls varsity lacrosse is still developing but growing stronger every year with leadership from players like Albee.

Sports Transfers Proposal

Henry's Take

Henry Shuldiner
Junior Editor

Earlier this month, the District of Columbia State Athletic Association (DCSAA) announced a proposal "that would force transferring students in the District to sit out a year before competing in athletic competition at their new school," according to The Washington Post.

What this means is that students who wanted to transfer from one school to another would not be eligible to play until a calendar year after they transferred to their new school, unless they received special permission from DCSAA. Currently, student athletes are allowed to participate in a sport upon transferring, as long as they meet the required criteria to play.

This new proposal has ups and downs, as I see it.

First of all, it makes it almost impossible for schools to be the "powerhouses" of certain sports that they are now. Examples of these are Dunbar as the powerhouse for football, Wilson for baseball, and Coolidge for basketball. Kids from all over the city have transferred to different schools to play a sport there. With the new rule implemented, kids are a lot less likely to transfer because they want to play, and the proposal makes it so that they have to wait.

Another good thing about the proposal is that it encourages academics to take priority over athletics. Students who are going to a good academic school shouldn't just leave for a school that offers a worse education but better athletic programs. If students are required to sit out a year before playing, they are less likely to leave the better school or better education.

This proposal also has some

downsides. One example of its shortcomings is that the proposal will apply to seniors. The rule states that anyone who transfers has to sit out a year, but seniors don't have a year to sit out, unless they repeat the grade. If a student (senior) is trying to be recruited to play in college, but his school doesn't offer a very rigorous athletic schedule or opportunity for recruitment, I don't believe the student should be penalized for transferring to a school that would increase the chance of his or her recruitment.

Overall, I think that the proposal is a very good one and is likely to pass. Currently, the proposal is in a "30-day period where the public can comment, and the DCSAA will consider the feedback before a final decision is made," says The Washington Post. If you want more information on the proposal, be sure to look at The Washington Post's April 5th article by Roman Stubbs.

Girls Lax Attacks

Ben Gutman
Staff Writer

The Wilson girls varsity lacrosse team has reached the midpoint in an extremely successful 2012-13 season. The Tigers have fended off rivals like School Without Walls and GDS in suspenseful fashion, including a 15-14 triple overtime victory against GDS.

"The GDS win really propelled our team in the right direction for the rest of the season," said Junior Emma Lalley. Wilson girls lacrosse has

steadily improved over the past few seasons. The addition of new coach Kerry O'Donnell has lifted the team to new heights.

"Playing on varsity is a big commitment, but we've had a great season led by a motivational new coach," said sophomore Kate Stokes. The intensity level has increased dramatically for this new Tiger team. Practices are held every day after school until 6:00pm, and several mornings every week beginning at 6:15 am.

"I'm really happy with how our team has progressed, espe-

cially the dedication and commitment all the girls have put in," said Junior Eileen Connor.

Wilson's current record stands at 5 wins and 4 losses. Key victories have come against Mount Vernon, SWW, and GDS early in the season, along with a dominant 21-11 victory against Eleanor Roosevelt on April 16th. "I think we have all seen a tremendous amount of improvement and a bright future exists for Wilson girls lacrosse," said sophomore May Albee.



Photo by Isabel Di Rosa

Sports Round-Up						
Boys	W	L	■	W	L	Girls
Varsity Baseball	14	8	■	13	3	Varsity Softball
JV Baseball	4	9	■	6	4	Varsity Lacrosse
Varsity Lacrosse	6	5	■	3	2	JV Lacrosse
Varsity Tennis	3	3	■	2	0	Varsity Tennis

Wilson Baseball

Will this be the year?

Michael Knapp
Staff Writer

Over the last 20 years no sports team has been more dominant at Wilson, or really in the DCIAA, than the Wilson varsity baseball team. This is hardly a debate considering that in each of those 20 years Wilson has won the DCIAA championship and, at least in recent memory, it has never been too closely matched.

Despite all the success the team has had within their conference, they still have yet to win the DC championship against the winner of the private school championship at Nationals stadium. They have had a series of close games in which one or two plays made the difference between winning and having to wait another year to play for the title.

Although Wilson is part of the DCIAA, they have dealt with the teams in their conference with relative ease in recent years. For this reason, they have always played an intense out of conference schedule to prepare them for the city championship.

This year is no exception.

"This is the most rigorous schedule we have had in a long time," said senior co-captain and starting second baseman, Noah Lipshie. He also wrote in an email, "We have played some of the top teams around the area, as four teams we have played have been ranked Top 10 by The Washington Post when we played them. Our key wins were against Landon, Bullis, Palloti and Gonzaga. We have also had some very close, hard fought games against Maret (lost 1-0) and Potomac (lost 2-0)."

Winning the city championship is the ultimate goal for the team, but the season cannot be determined by the outcome of one game.

"If we lose the city championship the season is not a failure, said junior and third baseman Scot Beumel. "That one game does not define us, but obviously we are going to go out there and try to win the first one for Wilson."

While it is true that one game does not define the team, their confidence is running higher than ever with Coach

James Silk in his second season as Varsity Head Coach. Silk spent two years in the program as the head JV coach and moved up last year to the position of head Varsity coach.

"Coach Silk has changed the culture of the team," said junior and first baseman Luke Cameron. "The team has grown closer and he expects the most out of us, making us want to do better day in and day out."

With a challenging but successful season behind them, and the playoffs in their sight, the baseball team is in a paramount position to compete for the city title. There is no shortage of talent on the team. Two seniors have already committed to play at Division 3 schools: Noah Lipshie at Oberlin College, and Sean Kelly at Carleton College. Senior Co-Captain Pedro Mateo has also committed to play at Division 1 Grambling State University. The Tigers are ready and excited to bring home the school's first city championship at Nationals stadium on June 2.

Going DunHAM

Megan Bell
Staff Writer

In the *Washington Post's* All-Met Winter issue, Wilson gym teacher and Track coach Desmond Dunham was honored as the "Indoor Track Coach of the Year." The honor comes after an excellent year in which Wilson's girls team won their first DCIAA Indoor Track title in 10 years, and followed that with a win against both private and public schools for Wilson's first DCSAA title.

Coach Dunham is in his first year at Wilson, but has been coaching for the past 15 years. Previously, he coached at one of the top high school girls teams in the country. His team recorded 17 national championships, three Penn Relays titles, and two national records under his leadership. He came into Wilson as a recognized coach and has been able to successfully transform the team.

"We are heading in the right direction," said Dunham. "We are having fun, working hard, and getting results," which is certainly true. Wilson became the first public school team to win a DCSAA title in any sport, after closely beating Georgetown

Visitation and Dunbar.

Margaret Kellogg, a sophomore member of the girls indoor track team, said, "Coach Dunham really deserved the All-Met honor. He has totally transformed the running environment at Wilson." Dunham has been able to improve the team and make the athletes stronger, more organized, and increasingly dedicated. In addition, he's brought a new coaching style to the team. "I like to be a leader, role model, disciplinarian when necessary, and to be a knowledgeable coach for them," said Dunham. "It's all about the team and family as it pertains to the sport and life."

Senior Maddy Conover said, "He has made a huge impact and completely turned the team around. My teammates and I have all improved immensely because of his experience coaching, his knowledge, and passion for the sport. He has recreated the Wilson Lady Tigers Track legacy."

In the coming seasons, Coach Dunham hopes to completely change the entire culture of the team. In the words of Kellogg, "he really put the team on track." (No pun intended.)

FEATURES

HAM 24 Revived

Maria Brescia-Weiler and Lauren ReVeal
Junior Editors

In 2003, HAM 24 became a thriving Wilson institution. Created by Jeff Schultz, the Humanities Arts Media and Wilson International Studies Program academy director, Wilson's aspiring artists gathered for 24 hours of creative expression and team building, and then a sleepover at the school. Some years as many as 100 students would come listen to speakers, attend workshops, eat meals, enjoy evening entertainment, and then do yoga the next day.

"In the last year or two of the overnight events, attendance decreased," said Tina Kaneen, Academy Coordinator. "HAM then tried a 'HAM 14' -- without the overnight - to see if it would be better attended. It was not! The overnight events were also expensive, costing well over \$7,000. A major grant source, the DC Council on the Humanities, dried up."

Then, Mr. Schultz retired, Wilson moved to UDC, and HAM 24 collapsed. After what could be considered the dark ages of Wilson High, HAM 24 has come back thanks to the efforts of English teacher Belle Belew.

On Saturday, April 20, 28 HAM students gathered in the blackbox for a night of celebrating their passions by dabbling in humanities, arts, and media.



Photo Courtesy of Alex Wilson

Participants attended workshops on dance, art, music, and drama, led by various student and adult volunteers. For seniors HAM 24 was an opportunity to complete their senior quest.

The workshops culminated in performances of songs, dances, and skits, prepared by participants, which took place Saturday night. Parents were invited to attend.

Later that night, students returned to the black box for dinner from Maggiano's, and then a night write, a silent walk through Tenleytown where they observed pedestrians and then wrote short stories about them. Eventually, they arrived at Ms. Belew's house to roast marshmallows by the warmth of a fire and their friendship.

Earlier that Saturday, sophomore Margaret Kellogg led a workshop in which students helped with the painting of the tunnel that leads to the football field. "It was really chaotic because it was the first time I had painted the design on the tunnel but I learned a lot," says Kellogg.

According to Kellogg, it was a messy affair which made it all the more fun for participants who were thinking outside of the box. The especially expressive few didn't stop with the walls but continued the painting on their faces. Those who didn't paint the tunnel went for a splash in the Wilson pool.

The evening wrapped up with a movie back at Wilson and a good night's rest snuggled up under blankets and sleeping bags in the black box theater. By the light of the morning sun students meditated and did yoga before heading home.

For junior D'Mani Harrison Porter, highlights included going to Ms. Belew's house and roasting marshmallows, having late night conversations with history teacher Jonathan Shea, and waking up at Wilson and forgetting why he was there. Overall HAM 24 was a success for all those involved and marks a renaissance of creativity at Wilson High School.

Suspensions

Annie Rosenthal
Junior Editor

A Wilson student, who wishes to remain anonymous, was suspended for seven days for impersonating a teacher over email. Adding vacation days, however, he was out of school for almost three weeks altogether. Asked whether being suspended deterred him from doing similar things again, he said, "No, I still do that kind of stuff."

As of the end of March, there have been fewer total suspensions but more in-school suspensions at Wilson than in all previous years since Mr. Cahall became principal. Among the reasons for these changes, Mr. Cahall said that the in-school suspension program is much better this year than it was in years past. "As much as we can, I want to keep kids in school," he said, although "if a kid needs to be removed from school, we are not going to just put them in ISS."

The drop in suspensions cannot be explained by demographics: according to Mr. Cahall, the numbers have not changed more than a few percentage points in the last several years. This year, the student body is 50% African American, 25% white, 16% Asian, and 9% Latino. Around 75% of students suspended over the last six years have been African American

boys in the ninth grade, but the number of students in this demographic has not changed significantly.

Mr. Cahall attributes the suspension drop at least in part to the new building. "A new building says to young people, 'You are valuable. We respect you. We believe in you,'" he says.

He also credits the assembly he holds on the first day of school every year that outlines school policies. "Every teacher is going to interpret a policy differently," he says. "I think that hearing the rules and regulations from one voice on that first day really helps kids understand the procedures and expectations that govern the school." However, the Wilson administration still needs to work on consistency, he says: "Mixed messages confuse students."

The main behavioral issues Wilson administrators deal with -- disruption, hall walking, noncompliance, and fighting -- are the same issues for which suspensions have been most reduced. Jonathan Shea, history teacher, said that behavior in the hallways is significantly better this year than in recent years. Julie Caccamise, social studies teacher, agreed, saying that the administration "makes a concerted effort," but she

continued on pg 9

Whats the *Move*?

by Ellie Botsford

The sun is shining, the flowers are blooming and you are dying to enjoy the warm weather! What's the best thing to do? Walk around and explore your own city! But what makes it more fun its to spend it with family and friends! So get started by checking these cool places out!

Booeymongers

Its in 3265 Prospect St NW (between N Potomac St & N Wisconsin Ave) Washington, DC 20007 in Georgetown. It is a very casual and cheap place. It is a fun place to hang out with friends during the week and weekend so stop by and enjoy the most delicious sandwich you ever tasted!

Thomas Sweets and Jetties

Two of my favorite ice-cream places in DC. They both have homemade ice cream. They are very delightful places to go with a bunch of friends to grab something sweet to eat! Both places are very affordable, and only accept cash! Since the weather is getting a lot warmer you can start thinking of walking your way to Jetties, located in 3708 Macomb St NW, Washington, DC or take the 30s bus once again and you will arrive there in no time! You can also walk around Georgetown and conveniently stop by Thomas Sweets, located on 3214 P St NW, Washington.

Rockland's BBQ

This restaurant is probably one of the best BBQ places in DC. It is really a great spot to go out for lunch on a sunny weekend. It is best known for its delicious ribs. So go check this place out. It is not expensive and you will leave the place happy and satisfied. It is located on 2418 Wisconsin Ave NW, Washington, DC 20007. It is open from 11:00 am to 9:00 p.m. So you could even stop by after school for a quick snack and you can also get carry out. In order to get there It would be best for you to take the 31, 32, or 36 bus from Tenleytown.

O Street Mansion

Located in 2020 O St NW, Washington DC. This is the most amazing place yet! This so called mansion looks like an ordinary house from the outside, but on the inside it is a neverending maze. If you feel adventurous stop by and visit the place. It has over 100 rooms and 32 secret doors, many of them are disguised as furniture and mirrors that lead to secret rooms!

McKinley Tussles

Maria Brescia-Weiler
Junior Editor

It was a quiet Friday afternoon around 4:30, and we were chatting idly in front of Wilson when it began. A police car zoomed frantically toward Fort Reno and we immediately glanced in the direction from whence it came, our curiosity piqued. There on the horizon appeared a mob of people at least two hundred strong. Is this a protest of some kind? A field trip to the depths of Tenleytown?

"Oh, sh*t!" someone shouted. "It's the Wilson-McKinley fight!"

That didn't mean anything to me. Apparently I hadn't been checking my non-existent twitter feed. Lacrosse players in Wilson jerseys tried in vain to hide their school allegiance only to find that they had covered their Wilson paraphernalia with more Wilson paraphernalia. I fought a fierce internal battle over whether to move toward or away from the action and settled on strolling casually towards the baseball field where the students had gathered, with police cars in their wake. In a flash a gaggle of Wilson security guards blew by me, moving faster than anyone knew they could.

From my perch across the street I could see the mob of what I'd just learned were McKinley Tech students surrounding the baseball field as the players were warming up

and milling about the dugout.

"I was about to start running through center field if they were to get any closer to us," says senior Noah Lipshie. "It was terrifying to see an angry mob charging in our direction." Others, like Lipshie's teammate Aaron King, weren't scared. "I was disappointed most of them didn't stay for the game. It's fun playing in front of a lot of fans," King says, "even if they want your head."

The few students and parents who had been sitting quietly on the benches waiting for the game to start, scattered, and the well-organized group of McKinley students was left with no one to fight. The security guards and police must have asked the students to leave because they broke into a fiery chant of "Hell no, we won't go!" which they repeated about four times. Then they proceeded to try to storm into the building, and when this proved unsuccessful, promptly left.

As I discovered after many attempted interviews, my confusion at this chaotic scene was not an uncommon sentiment. While everyone seemed to know that Wilson and McKinley Tech had fought, their stories varied greatly and rarely provided more information than time and place. Apparently my assurance that I was not trying to get them to snitch wasn't sufficient. Security guards couldn't offer clarity either, as they, in

their own words, were the last to know.

The chaos on Friday turned out to be a continuation of earlier brawls. According to FoxDC, "Chaos broke out in the Gallery Place-Chinatown Metro station around 4 p.m. Friday as kids were heading home from school. ...Investigators are looking into whether Friday's incident may have been retaliation for a fight at Union Station on Thursday."

Earlier on Friday, Metro Transit Police had held a conference call with officers from D.C and School Resources police and were prepared for the possibility of an altercation.

According to DCist, when violence erupted, "No major injuries were reported in the fight, though six people were arrested. And even with the expanded police presence, officers still had to call in for more backup."

Wilson's principal Pete Cahall and McKinley Tech's principal David Pinder discussed the conflict. They released a statement promising that the student governments of both schools would meet soon to find a peaceful and constructive resolution to the violence and work on a shared community service project to build a stronger bond between the two schools.

The Insanity of Scary Movie 5

Jackson Ross
Staff Writer

I came into the abysmal Regal Bethesda 10 theater not expecting Scary Movie 5 to be any good. Whatever, I thought. It could be a fun thing to see. I brought a friend along who was also curious.

Then I realized I had forgotten my wallet. My friend luckily had enough money to pay for both of us. Nobody was there to look at our ticket, so as we were about to look for the right theater, we were stopped by the faintly hoarse voice of the wheelchair-bound woman asking us to show someone our tickets. After talking to a random employee, we walked down the darkly lit halls of this wreck of a theater, finding the sign that said "Scary Movie 5". Including us, the movie started with only five or six people seated.

After all we had been through, the movie had to be good in comparison, right? At least passable?

No. Scary Movie 5 was one of the worst movies I have ever seen. The only thing that kept it from being one of the worst experiences of my life in general was knowing I had my friend to share it with.

It starts off with the reigning King and Queen of has-beens, Charlie Sheen and Lindsay Lohan, preparing for a night of passion with handheld video cameras. The scene, filled with cheap and obvious gags about their respective habits that the media has created bonanzas about, was a tasteless and milked sex scene set to the tune of "Yakety Sax." But this being a "scary movie," some sort of demon sends each of them flying across the room until Lohan is possessed by it and kills Sheen, neither to be seen again for the rest of the movie. The presence of those two illuminates the kind of idea this movie thrives on: Let's take A) A formerly talented star making stupid "jokes" that only eleven year olds with negligent parents would find funny, or B) A famously acclaimed movie and

bag on it with said "jokes."

The films Scary Movie 5 attempts to skewer (Saying "make fun of" is being too kind, as it implies that there is a single shred of this movie that can be considered "fun.") include such infinitely better films as Mama, Paranormal Activity, Rise of the Planet of the Apes, Evil Dead, Black Swan, and Inception. The fact that a movie this horrendous would attempt to bag on films that actually demand a watching, and not a Men in Black style memory wipe like this one, only made me more furious.

Anyway, the main plot concerns Jody (Ashley Tisdale, not amounting to much since High School Musical ended), a young woman who, with her husband, adopts the kids of Mr. Sheen upon his death. The kids seem to be disturbed in some way; talking about a demon they see named Mama (subtle!). It seems that after that, all the screenwriters included to follow in their script was "stuff happens," as all that happens between that and the end credits include dumb sight gags, ridiculous acting and pacing, and occasional scenes of Jody trying to rid her house of Mama.

I've never been a religious person, but as I was watching this pathetic excuse for entertainment, a realization came to me, somewhere between the scene where a middle aged woman had her water break all over a man's face and an incredibly stereotypical Mexican maid had sex with a vacuum cleaner. I thought to myself, There is a God, and he is clearly ashamed that he created mankind. God is up there right now, and he has just given up.

Do not go see this movie. Do not read any more about this movie. Do not even think about this movie. Scary Movie 5 is barely an excuse of a film that only deserves to go decay in a gutter filled with used hypodermic needles and Burger King wrappers. How a film this painfully unfunny can go out in the world and call itself a comedy is an atrocity just as bad as what we see on the news.

Mr. Wilsons



Photo by Clare Rock

The Mr. Wilson competition took place Thursday, May 3rd at 7:30 in the Auditorium. The competition selected a young male student leader to be Mr. Wilson, but as of press time, the winner had not been selected. From left to right: Darwin Suarez, Pedro Mateo, Eliezer Molina, Myles Marshall, Quentell El-Ha'Kim, Muhammad Mangum, Ryan Williams. Not pictured: Joe Greenberg

ISS Rise While Total Suspensions Fall

continued from pg 9

thinks “the same problems that existed before... still need to be addressed.” Spanish teacher Amy Wopat agreed, saying, “There have definitely been improvements, but the improvements are not enough. Our standards for behavior are too low.”

The school’s Office of Youth Engagement uses the “Five Tiers of Behavior” to decide which consequence is appropriate. A student who receives in-school suspension spends the assigned number of days in a separate classroom with an administrator, doing work their teachers assign them. For out-of-school suspensions, students with 10 days or more are sent to CHOICE Academy, DCPS’s alternative school for students with behavioral issues. At CHOICE Academy, students can go to the majority of their core classes, and their grades from CHOICE are transferred back to Wilson when they return. But the Wilson and CHOICE classes are not always at the same place in the curriculum.

Students suspended for less than ten days are sent

home with packets of work they will be missing. “Of course,” Mr. Cahall added, “it’s up to the student and their parents whether or not they’ll do the work.” One student who had been suspended said that he spent his suspension “sitting at home and watching TV.” Neither suspended student I spoke with received work packets. Although one went to his teachers to get the work he was going to miss, he still had trouble catching up when he got back. “My grades really dropped,” he said.

Mr. Cahall agrees that sometimes suspension hurts more than it helps. “Often, part of the problem is that students are acting out because they are behind or have some kind of skill deficit. They act out to get attention and show that they’re behind. These kids are already struggling, so suspension sometimes just perpetuates the deficit.”

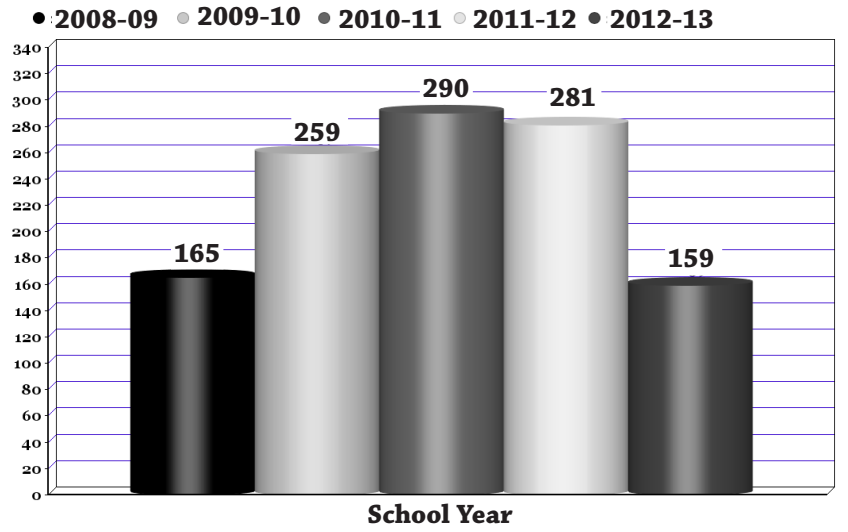
Students returning from suspension, along with their parents, meet with a dean to discuss how to avoid the same issues in the future. And they often are assigned additional appointments with counselors. “We don’t want to just slap a consequence on

a behavior, we want to solve a problem,” says Mr. Cahall. “Counselors discuss with scholars why they’re there, what the root of the problem is, what could’ve been done differently.”

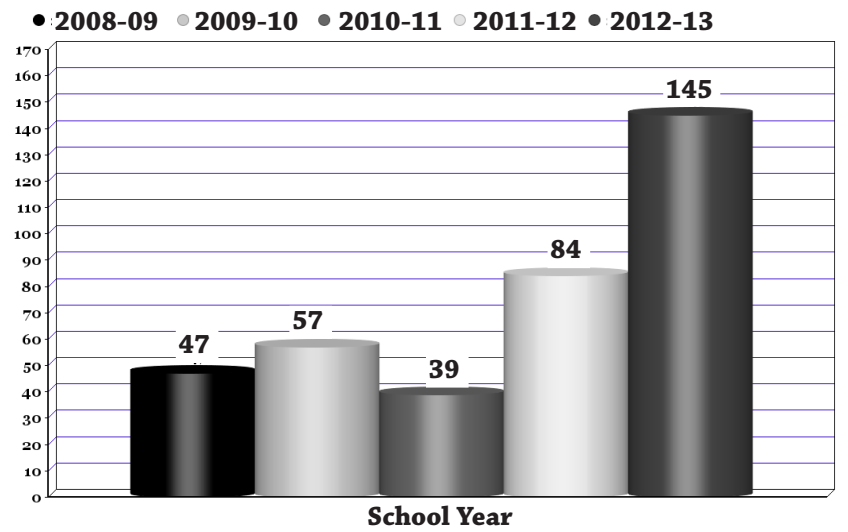
As for whether suspension prevents future infractions, a student who was suspended for seven days last year said, “Well, in my case [suspension] did [work]. I’m not gonna say it works in other cases because I just don’t know.” Dean Williams believes that students who are suspended won’t want to repeat the experience because they’re missing out on fun times at school. “School is the place people want to be—it’s where your friends are, your activities, your extracurriculars. It’s where your best times are. When you’re suspended, you’re not able to be in the place you want to be.”

Whatever the infraction, Mr. Cahall believes that students can learn from their mistakes. “When you expect young people to behave, they rise to the occasion. I expect a lot from our young people. Are they going to make mistakes? Yes, we all do. It’s all part of the learning process.”

Total Suspensions by End of March



In School Suspensions by End of March

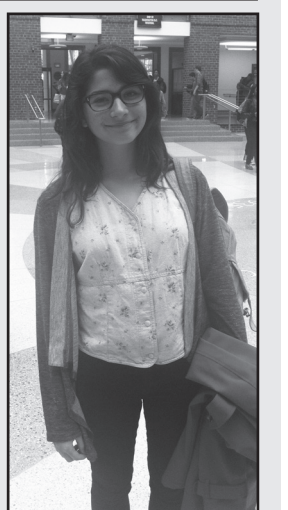


ARTS

Spring Trends

The one way we can tell that spring is in the air is by seeing the blossoming of flowers around us. The rich colors of flowers are a sure sign that the happy times of summer are near. But flowers blooming outside are not the only flowers we are seeing as a sign of spring; flowers are in school! No, I am not saying Wilson has become a freak accident botanical garden; I am talking about the abundance of floral patterns being seen in the halls. It seems that the happiness we all see from the bloom of flowers has translated into our clothes, the array of multicolor patterns have been seen styled differently by all students. Floral patterns seem to appear the essential closet item for the spring, the one thing you need to rid your wardrobe of the boring colors of winter. The favorite way to wear this trend is definitely the floral leggings (it’s like your leg is one big bushel of flowers) and also any patterns that have bright colorful flowers. So as the school year comes to a close let’s continue to see the signs of a bright summer both outside and inside school.

-Nell Bayliss



Week of Outfits Monjae Edmonds

Photos by Clare Rock

Photos by Nell Bayliss

KIDS IN THE HALL

What is the weirdest thing someone has said or done on the metro?



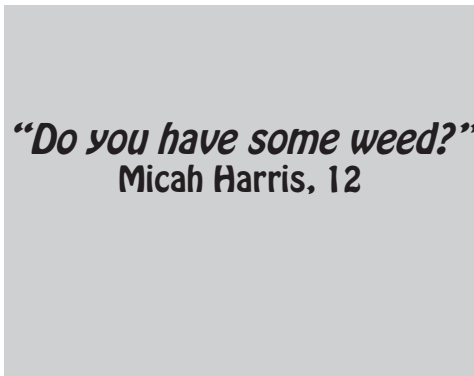
"Aye girl... I'm tryna put a baby in you"
Cymbal McGee-Byrd, 12



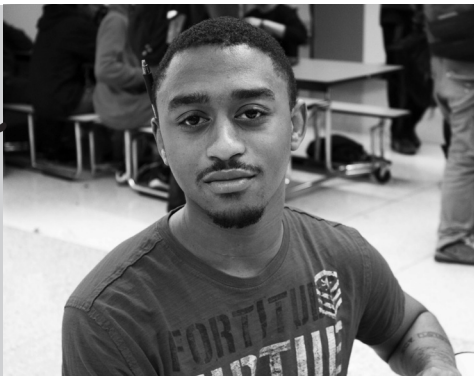
"Nice gauges"
Zetis Nguyen, 9



"Get off the train!"
Frankie Edwards, 9



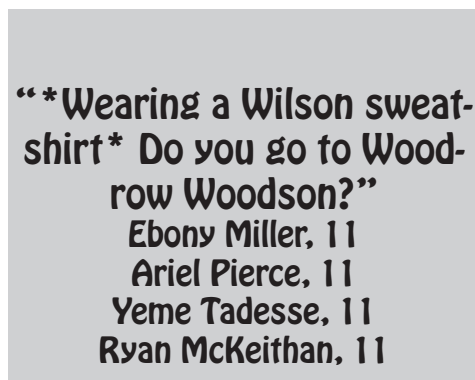
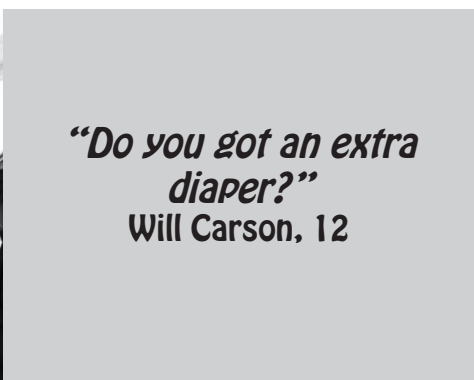
"Do you have some weed?"
Micah Harris, 12



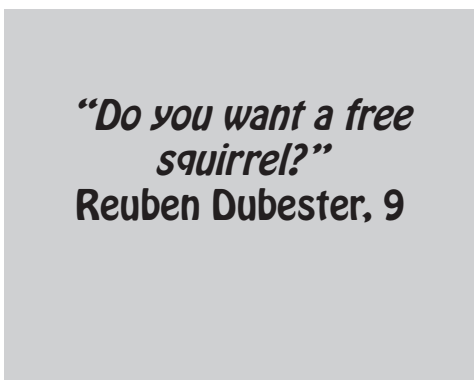
"I'm tryna go into fever"
Rob Gill, 10
Cornelius Jones, 11
Johnny Coles, 10
Nijewel Avery, 10



"Do you got an extra diaper?"
Will Carson, 12



*"*Wearing a Wilson sweat-shirt* Do you go to Woodrow Woodson?"*
Ebony Miller, 11
Ariel Pierce, 11
Yeme Tadesse, 11
Ryan McKeithan, 11



"Do you want a free squirrel?"
Reuben Dubester, 9



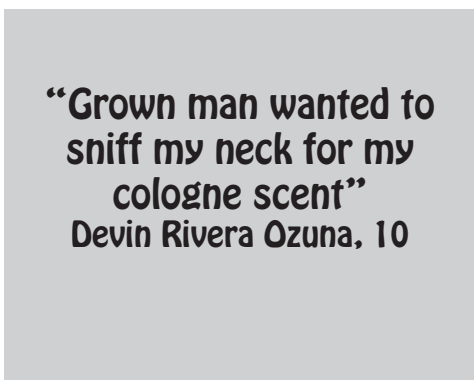
"A homeless man once said 'I bet you're going to be something sexy for Halloween'"
Ingrid Fekete, 9



"A man was asking for some money and he got up and started to dance on the pole and said 'I will dance for you for money.' Then he started to take his clothes off and I left."
Tymara Burton, 11



"Listening to a cowboy flautist perform"
Lillie Lainoff, 12
Christian Haile, 12



"Grown man wanted to sniff my neck for my cologne scent"
Devin Rivera Ozuna, 10



"Guy with alcohol strapped to his chest was trying to sell it to us"
Sasha Hallman, 9
Elizabeth Seablan, 9