



In This Issue



Photo by Sasha Pfeiffer

President:

Joe Greenberg

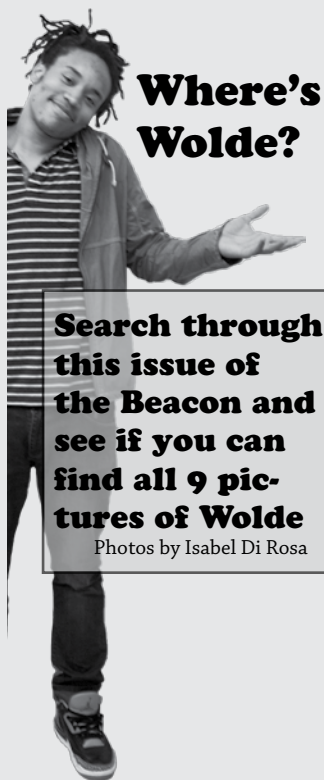
Meet your student council president!

P. 4



Photo by Clare Rock

Vice President:
Kadijah McDowell



Where's Wolde?

Search through this issue of the Beacon and see if you can find all 9 pictures of Wolde

Photos by Isabel Di Rosa

Is Your Schedule Still Safe?

Wilson's expanded student population has resulted in growing class sizes that pose a problem for the Wilson community

Nathan Davis
Junior Editor

This year Wilson has approximately 90 more students than last year (1710, compared to 1620). Yet it is currently staffed at the level of last year's enrollment number. While the actual numbers are constantly in flux, students and teachers alike are struggling with overcrowding, and some students may show up to school today to find their schedules have been changed.

All DCPS schools are funded via numbers of students. Assistant Principal Mary Beth Waits, who is in charge of scheduling, says there may be more funding coming when the official student count occurs in October. In the meantime, Waits says she is trying to minimize the affect on students as much as possible.

Once the administration determined which students were showing up and which weren't (a complicated process at the beginning of every year), they could go about rebalancing classes. They are reducing numbers in classes that were too big, and increasing those that were smallest. As of Tuesday



Photo by Rose Ettleson

Waits said there were 42 classes with more than 32 students.

Academic Development Director Alex Wilson says the

“Some students may show up to school today to find their schedules have been changed.”

school tries to hire at 25-1 (1 teacher per 25 students) and has an average class size aim of 30. They were able to add three more teaching slots to compensate for additional students before school began. Additionally,

Wilson says he believes the upcoming modernization of Cardozo and of H.D. Woodson should draw students to those schools and relieve some pressure. He says he feels the administration is, “prepared

for 1750 [students],” (a number he does not believe the school will reach) despite Wilson's capacity being, officially, 1650.

Despite the efforts to control it, Wilson's large classes have had effects on teachers. History teacher Robert Geremia reports approximately five to ten more students per class than last year.

Science teacher Sarah Riggin says that she has gone from 120 students in the 2011-12 school year to 170 this year. To cope she has given up one of her two planning periods to make room for an extra class, therefore spreading out students. Riggin describes herself as “huge believer in small class sizes” and says this technique has proved successful. In her Physical Sci-

Continued on page 2

Wilson's SGA Changes Election System

School president elected without an election

Claire Parker
Junior Editor

When the results of the 2012-2013 Student Government Association officer elections were announced last week, many students were surprised and confused, wondering when an election had happened and why they had not been allowed to vote.

Jennifer Li, the newly chosen LSAT (Local School Advisory Team) rep, said that this year SGA officers were “selected, instead of elected.” An interview panel made up of Special Educa-

tion teacher Michael Craig, history teacher Susan Baer, science teacher Gabrielle Riesner, and Spanish teacher Summer Blount has replaced student votes as the method for choosing officers.

The Student Government Association's goal is to communicate student needs to administrators, to spread school pride, and to “come up with ways to increase motivations, decrease suspensions and tardiness, and promote excellence,” according to Blount, who has been in charge of SGA since last year. The SGA officer positions are treasurer, secretary, vice president, and president for each

grade, with the senior president functioning as president of the entire school. Officers' duties include planning dances, fundraising, organizing committees, and organizing people working at football games and other school functions. Officers benefit from the experience, gaining communication, time management, and organizational skills.

Abbey Leach, the sophomore class treasurer, said that SGA “makes me feel part of the school,” and has helped her meet and talk to new people. Jen-

Continued on page 2

Coolidge Shooting

Argument about clothes ends with one student in the hospital and another in custody

Christina Harn
Opinions Editor

An eighteen-year-old student was shot in the hip and leg on Wednesday, September 19 by a classmate at Coolidge High School in Northwest Washington. The suspect was arrested shortly after the 3:15 shooting and is identified in court papers as seventeen year old Brandon Smothers.

Smothers was charged with assault with intent to kill the next day. He was also ordered held until a hearing, scheduled for Sept. 28 by Magistrate Judge Karen A. Howze, for a hidden handgun and previous criminal offenses not disclosed.

Smothers told police that he had been in an ongoing dispute with the victim. A friend of the shooter and the victim told The Washington Post that they were arguing about which boy dressed better. Another classmate who knew the two said “it was just one little thing that came out of the blue and escalated.”

Witnesses saw the two arguing out front of the school, then according to court papers, Smothers produced a black handgun which he told police that he had retrieved from a hiding place in a nearby alley that he regularly used. There is no evidence that the gun ever entered the school building, though students said security measures were extra thorough the day after the shooting.

Nelson Morataya Mourned

The Wilson community mourns the loss of Nelson Morataya, the husband of staff member Diana Morataya. He died suddenly of heart failure on Monday evening, September 24. Ms. Morataya is an Administrative Assistant in the front office.

ESL teacher Sonia Rodriguez-Leon is collecting contributions to assist the family. She is in Room 327. A service is being held at 11a.m. today at First Baptist of Silver Spring in Maryland.

WEDNESDAY October

3

Interest meeting for The Beacon Come at STEP to room 112!

Everyone is welcome!

Find us on Facebook

Like “The Wilson Beacon” for more photos and updates



Classes, cont.

Elections, cont.

Continued from page 1

ence classes she can now, “Get to everyone.”

Science teacher Gabrielle Reisner has also reported having more than 30 students in all of her classes. She says that of her 93 AP students, “I find it a lot harder to grade the essays at a level I would like to prepare them for the AP exam.”

International Studies teacher Julie Caccamise has dealt with similar problems in terms of grading so many papers and attending to every student. She adds that in large classes, “It is really difficult to make sure that whatever the instruction or activity we are doing is promoting academic development within every student.” She said she often has a lack of chairs and says the large classes are “not good for the kids.”

But Caccamise also sees the administrative difficulties. “I know it’s very hard to do the schedule, and also kids are trying to get the classes they want.”

Students say that one of Wilson’s most appealing aspects and something that makes the school truly unique is the variety

in classes and freedom of class selection. But some are now struggling.

“There are a lot of people not interested in what they are learning so it makes it more difficult for everyone,” junior Elizabeth Dunn says about the large classes.

Junior Hope Olsen says she has 40 students in her first period English class: “Partially it’s a good thing because it creates more interesting class discussion because there are more opinions and ideas. But it’s difficult to take stuff in and understand it.”

Freshman Bella Heffernan adds, “There are a lot more kids to focus on, and the teacher has a lot more kids to pay attention to than just you.”

This problem leaves Wilson in a catch-22. On one hand DCPS does not allow for any restraints on incoming students aside from boundary (Wilson having the largest high school boundary by a large margin), but it costs money to hire more teachers. In the words of Mr. Wilson, “the context of the situation is that there is little authority over the numbers.”

Continued from page 1

nifer Li said “SGA is important because it bridges a gap between the students and the faculty.”

Last year’s student representatives, in accordance with the long-standing tradition of students electing officers, were elected by students voting through text messages, and the positions were open to anyone with a 2.5 or better GPA who wished to run. However, Blount said that there were many flaws in that system, including issues with officers not maintaining their grades, not managing time well, and not performing their duties as officers.

“Last year there was no character base, and we didn’t know the rigor of the candidate’s work ethic and time management,” Blount said. Because of this, Blount started an interview process, where candidates were asked a variety of questions to assess personality, exemplary qualities, interests, and how they handle conflict. Blount

explained that “the interview panel scored the participants and we discussed our scores amongst each other.”

There were several cases this year, such as the race for senior class president, in which multiple eligible students were running. The original plan in the case of two students vying for the same position was to hold a student body election, but instead, the interview panel decided who they thought would be better suited to the position based on interview scores, and then asked the other candidate if they would accept a different position.

Blount said she “believes in fairness,” and that if the other candidate was unwilling to accept a different position an election would have taken place.

Many students and officers thought the interview process was unfair. Joe Greenberg, the newly chosen senior class president, said that he ran because he kept “seeing and hearing things that people didn’t like about rules and events in

the school and I wanted to voice their and my opinion.” He believes that the interview process “is not how Presidents should be chosen. It’s not fair to the vice president who was running against me for president. Plus, it doesn’t make me feel like I represent the school as well as I would like to think I do because the school body didn’t vote for me.”

Jennifer Li agreed, saying she felt the positions should have been chosen democratically. She thinks elections are important “because they [students] should have the right to choose who they want their leaders to be.”

Ironically, the image on the fliers about the SGA interviews shows a girl holding a sign that says, in bold black letters, “vote.”

ence classes she can now, “Get to everyone.”

Class Sizes Influence Outcomes

Numerous experts and studies draw a correlation between small class sizes and education. The obvious result of the increased school population is a rise in class size, potentially troubling for student outcomes.

One such study conducted by The Center of Public Education examined the Wisconsin program SAGE, Tennessee program STAR, and California’s CSR program. Results showed

that smaller class size correlates directly with greater student achievement and higher test scores, especially in minority and low income students.

These results came from class sizes no higher than 18, and usually as low as 15. Although ideal, the class sizes in the study would be difficult for Wilson to achieve considering its large boundary, acceptance requirements, urban location, and the interest held by potential students. Currently most of Wilson’s classes are nearly double many of the ones that proved so successful in these experiments.

Hispanic Heritage Month Photos



Assemblies Assemble

Wilson’s cultural heritage month assemblies merge into one

Nathan Davis
Junior Editor

This year, for the first time ever Wilson will not be hosting singular cultural assemblies for each nationality and will opt instead to hold “International Extravaganza.” Set to occur sometime this December, the “International Extravaganza” presentation combines performances from a variety of cultures including Hispanic, Asian, Balinese, Indian, and any other cultures that express interest and demonstrate representation at Wilson. This change has been

implemented due to diminished interest in holding single cultural assemblies by students and a desire to represent a wider variety of cultures. This assembly will take an entire day and will be broken into segments based on the culture. To make sure all cultures maintain individuality, the cultural heritage months will continue to be recognized, with more activities peppered throughout them, for example face painting, dancing, flash-mobs, historical powerpoints and collages in the atrium at STEP, and “did you know?” announcements. The black history assembly will remain separate.

Bloo Moo
premium frozen yogurt

Bring in this coupon and receive 20% off any yogurt any time!



Rewards to Come for DCCAS

When are the promised rewards being distributed? Did the incentives affect test scores?

Maggie Menditto
News Editor

Last spring Wilson students were offered financial rewards if they studied for and did well on the DC CAS Assessment. So what happened? Were Wilson DC CAS scores high enough so that Wilson could avoid the penalty of being forced to fire most or all of its teachers? And what about the students: did they get paid, and was it worth it for them?

On July 26, Mayor Vincent Gray released the results of the 2012 DC CAS Assessment. In a press release by DCPS, Chancellor Kaya Henderson cited growth in elementary school scores and a slight decrease from last year among secondary schools. Wilson High School had an overall proficiency score of 59.9%, meaning that 59.9% of students scored either proficient or advanced. Math proficiency increased 7.3% from 2011 to 59.5% while reading proficiency decreased 4.9% to 60.3%. There was an overall growth in pro-

ficiency of 1.2% from 2011 to 2012.

Two months after the release of the scores, students have yet to receive the rewards promised for scoring either proficient or advanced on the exam in April. The current plan for distributing the rewards is an assembly to be held on October 26 for the 435 scores that were proficient or advanced. At the assembly, those students will receive their sports pass; their coupon for the winter dance; if a senior, their coupon for a prom ticket; and a “replace an A” coupon, redeemable for raising your grade to an A on any one test in a subject in which you scored proficient or higher on the DC CAS. Additionally, six iPads will be raffled off, with the amount of raffle tickets given to each student based on the amount of subjects for which the student scored proficient or higher. Visa gift cards worth \$50, given for each score and each subject separately (i.e. a student could receive \$100 in gift cards if he or she scored proficient on both

subjects, and \$200 if advanced on both), will not be distributed until February.

When asked whether the incentive program was worth the cost, Assistant Principal Charlotte Butler said it was “like judging apples to oranges”. What will really be significant, she said, is “comparing this year to next year [2012 scores to 2013 scores]”. 2012 was the first year in which both the math and reading assessments were aligned with the new Common Core curriculum standards, making it difficult to compare with the results of 2011, because the approach to teaching the material was different.

After the wave of spring standardized testing, President Obama granted waivers to several states from the Congressio-

nal Act “No Child Left Behind”. A White House statement said, “In exchange for that flexibility, those states have agreed to raise standards, improve accountability, and undertake essential reforms to improve teacher effectiveness”. The waiver exempt-

ed the school systems from the original penalty NCLB put in place, which was the threat of the school systems “eventually taking over the school, firing the principal, replacing the teachers,” said Principal Pete Cahall.

Each state granted a waiver was allowed to lobby for their own standard of measuring progress in the schools, rather than the federal goal of meeting Adequate Yearly Progress, which called for 100% proficiency in all areas by 2013 under the

original provisions. The DCPS, which received one such waiver, has chosen to adopt a standard called Annual Measurable Object (AMO), which will measure the growth of a school, compared to previous years, rather than the make-it or break-it standard set in AYP.

“We are unsure yet of the exact numbers [meeting AMO will require], but the overall idea is it will measure growth,” said Cahall.

Cahall said the administration is still considering how to create incentives for the 2013 DC CAS. “It may be similar, we’ll go back to the kids, see what they want. We’ll talk to the teachers and parents,” he said. Cahall also alluded to a committee comprised of students, teachers, parents and administrators who will decide on what incentives will be offered for the next round of standardized testing in April. Those interested in joining the committee should listen for an announcement in the coming months.

“We are unsure yet of the exact numbers [meeting AMO will require], but the overall idea is it will measure growth,” said Cahall.



Hispanic Heritage Month!



Photos by Sasha Pfeiffer and Ms. Hara

askReina

Reina Privado answers real questions submitted anonymously by Wilson students

There is a girl who won't stop following me, asking me to call her, and showing up at my house late at night and refusing to leave. How do I get her to leave?

Well, technically there is a number of different things you can do:

1. Get with her best friend(s) to piss her off and make her dislike you.
2. Ever heard of a restraining order?
3. Get a VERY BIG dog.
4. Set booby-traps
5. MOVE.
6. Actually confront her and tell her you dislike this stalker- like behavior, and hope that she'll under stand and stop...Good luck with that.

I'm afraid of presenting in front of a large class. How do I prepare for the presentation?

Well, of course you want to do your research so you don't sound like an idiot in front of the class. But many people are afraid of public speaking; many people have ranked it as their #1 fear. I suppose one the only way to get over it is to actually work through it and engage in activi- ties that might require it, such as Debate Team, or the Poetry Club. If you write poetry try performing at an open mic; Present your project for friends and family. You'll have to do something to get over it. But don't all-out avoid doing a project to avoid presenting for your class; it is your grade, mind you.

How am I going to pay off my tuition next year?

That is a matter entirely up to you quite frankly. One of the main people that you could and should ask about tuitions is Ms. Bean in room 108A. Of course, your tuition is the second thing that will get you into college; nobody is going to take you for free, unless you just so happen to get lucky. Have you tried searching for scholarships? Have you thought about your FAFSA (Free Application for Federal Student Aid)? Sounds like someone will be making a trip to Ms. Bean...and soon would be ideal.

My friend died and it affected me... what do I do? I keep think- ing about suicide.

Suicide will never be an easy topic to discuss. The best thing I can tell you is to talk about it with someone; other friends, family, people you trust, your counselor (particularly Dr. Weaver in Room 400). A Counselor can suggest tech- niques for coping with your grief and anxiety. You can also call the National Suicide Hotline at 1-800-273-TALK (8255). Have your parents check with your doctor about any medi- cines you are taking, as some medicines can increase depres- sion symptoms. And you have to find other ways to cope with the loss of your friend. Make scrapbooks, photo albums, poems, etc. Suicide CANNOT be an option. You are young, and only in high school, there is still so much to live for. Do not cut everyone off, you're not alone in your thoughts or life. There are plenty of people who will help you.

Dr. Roosevelt Cohens, Wilson's social worker, also explained the process that the mental health team at Wilson suggests when working with a potentially suicidal student. If you fear a friend may be suicidal, first question them. If they say yes, persuade them to get the help they need, and physi- cally bring them to it. The mental health suite, Room 400 is almost always open with the Wilson mental health team ready to help. They will then do an assessment of the suicide risks, and refer the student to the next stage of help, which usually involves calling a parent and requesting them to take the student to pediatrics. The counselors will follow up with the student and the parent, and always keep all the informa- tion on a need-to-know basis. He urges that if you're having thoughts of suicide, it is very important to come see someone about it, because getting everything out in the open is the first step to a solution.

Introducing Joe

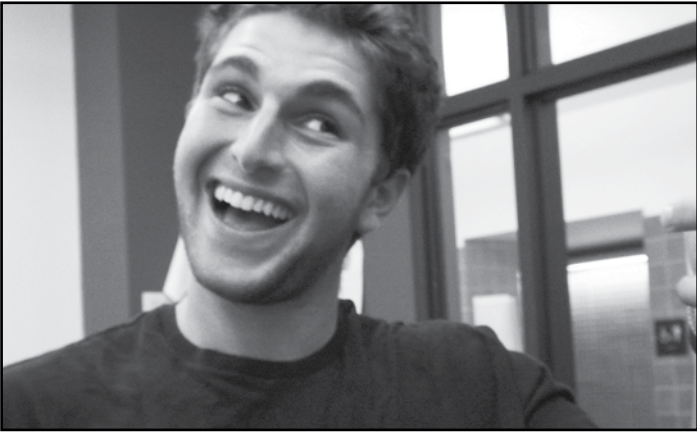


Photo by Sasha Pfeiffer

Dear Wilson Students,

My name is Joe Green- berg and I am your new school President. I understand that you did not vote for me and that was as much of a surprise to you as it was to me. Nevertheless, I am here to represent you, the students of Wilson.

As President I will do ev- erything in my power to make Wilson the best place in D.C. to learn. As a senior, looking for- ward, I can see how high school will affect me for the next 20 years (the college I get into and eventually the job I will take). I am trying to show every student that education is the key to a human being's success and joy in life. High school is exactly where the path to success and happiness starts, and my job is to make that path have the least amount of obstacles as possible. If there are any problems that you see occurring in Wilson, please communicate them to

me immediately. I will listen to every student's problems and investigate what I hear. This goes for the teachers as well.

Additionally, as President my goal is to make every Wilson event the most enjoyable it can possibly be. That includes event activities and safety. The SGA and I will brainstorm every event and see what we can do differently than last year to make the event even better.

My job is to help Wilson be- come a better environment for the students, teachers, faculty, parents, and community. I will do whatever it takes to help ev- ery student's high school experi- ence at Woodrow Wilson Senior High School be enjoyable and informative. This year is going to be the best year in Wilson's 77 year history.

Thank You,
Joe Greenberg

Election Opinion

The selection, rather than election, of the Student Govern- ment officers this year symboliz- es the lack of student participa- tion in student affairs at Wilson High School. Student govern- ment is an organization which in its name implies students taking pride and responsibility in their school. The absence of elections takes the responsibility of select- ing their representatives from the students and puts it in the hands of teachers.

If the student government was afforded more responsibil- ity, more people might want to run for office, and the student body could see policy changes that reflect their interests and concerns. This would empower not only the officials but the whole student body.

This is not to say that the previous method of electing officials was perfect. Two years ago, the names of students run- ning for office were printed in *The Beacon* along with a number to text to vote for that student. This system of electing officials dehumanized the process of stu- dent representation and turned it into a popularity contest.

The Beacon recommends a more democratic system of electing officials. Rather than teachers selecting who they deem as qualified, or students

voting for a name without knowing their face or ideas, the administration should create a platform through which these would-be representatives could voice their ideas and opinions for the student body. This plat- form could range from a school- wide assembly to a 10 minute presentation on the televised announcements. This method would create a sense of owner- ship and community among the student body with their student government.

The precedent set by this non-election might mean that even if the student govern- ment's power was expanded, no students would see their responsibility increase even a touch. It was apparently a small oligarchy of teachers who not only picked the officials, but also changed the process of the elections without telling anyone beforehand.

Not only did the student body expect and want the elec- tions, but selected-president Joe Greenberg was looking forward to the election himself before he was told he had already won. The student body wasn't represented in the election so there's no

-The Beacon Editors

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 Rosen- thal, Erin Sternlieb, Claire Parker, Henry Shuldiner, Nathan Davis, Abby Melick, Maria Brescia-Weiler, Sarah Torresen, Anna Viemose

Writers

Madeleine Taub, Sam Pen- ney, Mark Satter, Jackson Ross, Rachel Page, Delaney Eubanks, Reina Privado

Photographer

Rose Ettleson

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

The Beacon is published monthly by students of Woodrow Wilson High School, 3950 Cheseapeake St. N.W., Washington D.C., 20016. Unsigned editorials and cartoons are the views of the staff; personal com- mentaries reflect the opin- ions of the writers.

Advertising and sub- scription rates are available by emailing beaconchiefedi- tor@gmail.com.

The Beacon welcomes all student and guest contribu- tions: articles, photographs, art, commentary, and let- ters to the editor. Contact editors by email. All submis- sions can be sent to bea- conchiefeditor@gmail.com, and become property of *The Beacon*. Submissions and let- ters are edited for accuracy, clarity, and fairness. Space is limited.

The Beacon is a public fo- rum created for the purpose of expressing the views of and providing information to the Wilson student body. Thank you for reading *The Beacon*.

Tinker Talks Free Speech

1960’s activist discusses student rights

Mary Beth Tinker
Guest Writer

Constitution Day was September 17, but I’m celebrating all year. How? By celebrating D.C. students like those at Wilson who stand up for their rights.

If Ben Franklin were here, he might join me. Years before signing the Constitution in 1787, he was a teen activist himself, writing in his 1700s-style blog about “a blessed time when you might think what you would and speak what you thought.”

Ben didn’t know that his ideas improve “student outcomes,” but Dana Mitra does. She won a Fulbright award for her research showing why students do better in school when their rights are respected and when they have real input into decisions. The Penn State professor wrote a book about the benefits of student participation, Student Voice in School Reform: Building Youth-Adult Partnerships That Strengthen Schools and Empower Youth.

Listen to your fellow D.C. students who are speaking up: “We just want our dignity,” exclaims Jaquan in a hallway of Roosevelt High School. Last year, he and other students

testified at the D.C. Council and distributed photos of their dilapidated school at a Ward 4 meeting. They say their school should be modernized, as promised, so they can enter the school’s majestic front rather than through a back alley. They’re using the First Amendment to do something about it.

Cardozo students also addressed a community meeting last year about their school. A study funded by the Walton Family Foundation called for the closing or turnaround of 37 schools, including Cardozo. Right to assemble? Cardozo students practice it.

As you know, freedom of the press and freedom to petition are alive at Wilson. In one of DC’s few surviving student-run newspapers, students continue to publish articles they believe in, like one about the need for student billboards so students express themselves, and how Title One monies will be spent to reward high DC CAS scores.



When Joe Reiner was fired in June, students started an online petition calling for his reinstatement.

Across town, Lashon, 14, announces, “We take care of our community.” He and other youths joined efforts to use

Ivy City’s closed Crummel school for community education, not a bus parking lot. Monia, 13, knocked on doors to “make things better.” Free speech? They practice it.

When I was in eighth grade in Iowa in 1965, I wanted free speech, too. With other students, I was suspended for wearing a black armband to school to mourn the Vietnam war. But the ACLU took our case to the Supreme Court, which ruled in 1969 that students have rights, and are “persons under our Constitution.” Today, this basic precedent of Tinker v. Des Moines remains. So, let’s celebrate Constitution Day by promoting student voices. Ben Franklin would. Besides, democracy would be a great way improve D.C.’s schools!

Photo by Christina Harn

Dress to Express

Erin Sternlieb
Junior Editor

Style is a very important aspect of most Wilson students’ lives. How students dress expresses their personality, creativity, and individuality. This makes dress code an important issue for every student at Wilson. This year Wilson has been more strict about enforcing the dress code, using the motto “dress for success.” However, the emphasis on appearance is a far from successful policy.

Wilson wants people to model work environment behaviors, including attire. Forcing students to dress in a professional or “work place” manner assumes that all students will go into an office setting with a dress code. This is obviously not true; many Wilson students aspire to be artists, or athletes, or writers -- all jobs without specific dress codes. Also, contrary to popular mantra, school is not our job. We’re here by court mandate, not desire.

The implication of the slogan “dress for success” is that if students dress in an “appropriate” way they will do better in school and in life. This in no way is true. How someone dresses doesn’t affect how smart he or she is, or how hard he or she works.

I seriously doubt that most teachers and administrators truly believe that good, responsible students cannot remain

successful if they are breaking the dress code. This makes some of the increasingly hostile reactions to dress code violators by a handful of staff even more unreasonable and sometimes inappropriate. Several students have reported that one administrator, when addressing female students whom he felt were dressed inappropriately, said “put on a real shirt for a change”, “take a picture of yourself and send it to your mother and see what she says”, and “name a job you could wear that shirt to and not be fired.” These comments on a student’s attire surpass the acceptable reprimand for breaking a school rule, and are personal attacks on the student. The last comment is particularly interesting as the student had previously worn that exact outfit to both her work and internship. These kinds of negative interactions lead to resentment between staff and students and make the students feel disrespected. This makes it less likely that students will be able to respect and communicate effectively with administrators in the future.

Another argument that many schools use to justify stricter dress codes is that students, particularly females, who are dressed “improperly” will distract other students. Individuals need to control themselves during all types of distraction in class: if someone allows something to distract them it is his

or her responsibility. It is also somewhat sexist to assume that it’s a female’s job to cover up in order to keep males in check.

Many students feel that dress codes are unreasonable or overly restrictive, and would rather be punished than comply. It seems that administrators don’t want to punish students; they just want change in behavior, or compliance. Therefore this system is ineffective. The system also leads to the huge misconception that inappropriate dressing encourages inappropriate behavior. People choose the way they behave, in the same way that they choose how they dress. I understand that there has to be a line somewhere. Students can’t walk around naked. This isn’t a line that schools need to set, though; the law already sets it. Public nudity is illegal, but sweatpants aren’t restricted.

Wilson staff wants us each to respect each other for who we are. Wilson should strive to be a school in which the entire community respect’s one another’s individuality. Putting restrictions on how students can express their individuality can only cause resentment and conflict. This idea should extend to how individuals dress: administrators, teachers, and students should respect people no matter how they dress. Schools should always be accepting, encouraging, and respectful of how individuals choose display their individuality and diversity.

Edmodo vs Edline



Some teachers adopt new online site to connect to students

Madeleine Taub
Staff Writer

If you find yourself spending all your time on Facebook, then Wilson has an answer for you in the form of Edmodo. On this site you can still post statuses (if it’s a homework question), make friends (with your teachers), be in groups (with your classes), get notifications (about your homework), and stalk people (if you’re interested in stalking your favorite teachers’ other period classes).

Even if you’re not interested in quitting Facebook for Edmodo, you can still use Edmodo. Edmodo is a website similar to Edline where you can see your grades, except on Edmodo teachers can “post” things like homework, PowerPoints, or other important information. The main difference from Edline is that Edmodo looks exactly like Facebook; on Edline you can see the average overall grade, but on Edmodo you can only see grades you got on certain assignments. Another difference is with Edmodo you can ask your classmates homework questions

or such through the site. You can set it up so you get notifications about what your teachers are posting through text or email too.

So if you have both Edline and Edmodo, which one should you or would you rather use? Senior Kevin Maldonado is in favor of Edmodo. “It’s fantastic. Everything the teacher assigns is easy to access and it’s simple to use,” he said. 11th grader Anita Montero agrees: “Edmodo’s layout is easier to navigate than Edline. It’s also a lot more interactive.”

Not everyone is all for Edmodo though. “It is incredibly hard to turn assignments in on Edmodo,” junior Emma Whitehead said. Both sites have their pros and cons, but overall it seems that Edmodo is starting to take hold. For now it seems that the school will be sticking with both Edmodo and Edline.

Sign up for Edmodo today and find for yourself which one you like better. Maybe you’ll even like it so much you’ll quit Facebook and find that productivity can be fun!

TOP 10 THINGS TO DO DURING SPIRIT WEEK

1. Change Pajama Day to Stay in Bed Day
2. Get ready for the highly anticipated sweater season
3. Make sure no hats are worn for wacky tacky day because they are super inappropriate
4. Change Jersey Day to Jersey Shore Day
5. Pants anyone in an orange shirt on Colors Day
6. Not have the homecoming football game the same day as the SAT
7. Get good seats to the football game because there might be a fight
8. Wash the tiger mascot costume for the first time in a decade
9. Figure out what the SGA actually does
10. Shake uh shake uh shake DEEZ.....

Money Ball Takes It All

Wilson Badminton Club Takes Off

An opinion on the distribution of sports funds at Wilson

Evan Hamlin and Lauren ReVeal
Sports Editor and Junior Editor

Believe it or not, no team is favored at Wilson. You may hear people say that some teams get more money than others. Granted, the football team has many coaches and the baseball team gets the opportunity to play at Nationals Stadium, but it all evens out in the end. A good deal of Wilson students have prejudices against certain sports teams but without knowing all of the facts. The real question is, how do teams get their money, and how is it split up?

At the start of the year, DCPS gives money to fund certain activities at Wilson, including sports. Mitch Gore, the athletic director, and Brandon Hall, assistant athletic director, split the money between girls and boys sports teams at the beginning of each year.

This year their budget was severely cut. The school system's sports budget went from \$4.8 million to \$3.2 million. Although this might seem like a lot of money, keep in mind that it has to be split up between all DCPS schools: elementary, middle, and high school. Then that money has to be split between all the

sports teams at each school. Basketball and football are the only two sports at Wilson that produce any revenue for the school, because of ticket sales. All the money generated from these games goes back into the athletic program for next year.

After splitting the money between boys and girls teams, Gore and Hall's first priority is uniforms. The most expensive uniform is football, with a total cost of about \$450 per player. The least expensive is track and cross country, at \$45. The reason football uniforms are so expensive is because adequate equipment to protect the players is costly. A single football helmet costs around \$200. The football team gets more money than other teams simply because they require much more equipment to function properly than a team like cross country. After uniforms are purchased, the remaining money is used for equipment. The money that is left over is put into next year's budget.

DCPS also funds 10 league games each season for each varsity sport. These are games that take place between two DCPS teams, like a varsity soccer match between Wilson and Walls. For the 10 meetings,

DCPS covers the cost of transportation if necessary, and they cover the cost of referees.

Unfortunately, DCPS funds only cover 20 of the 35 teams we have at school. This excludes many of the junior varsity teams and all club teams. Some club teams include crew, fall baseball, swimming, and squash. These teams get funding from parent booster clubs and the Student Activities Fund (SAF). The SAF gets money from Wilson events, like basketball games and the play, as well as fundraisers. If money goes into the SAF, that activity will receive it again next year or later in the current year. For instance, money generated from football and basketball games this year will go back to help fund the athletic programs next year.

Getting funding for a high school sport is a complicated process. With uniforms, equipment, and coaches it can be expensive. Even through budget cuts, Gore, Hall, and the rest of the athletic department do a very good job. There is no need for prejudices against certain sports at Wilson, because every team gets the appropriate amount of money for their needs.

Maria Brescia-Weiler
Junior Editor

It seems that Wilson has a club or team for everything you could possibly want to do. And yet, one innovative sophomore, Charlie Feller, found something that didn't exist...yet: Badminton Club.

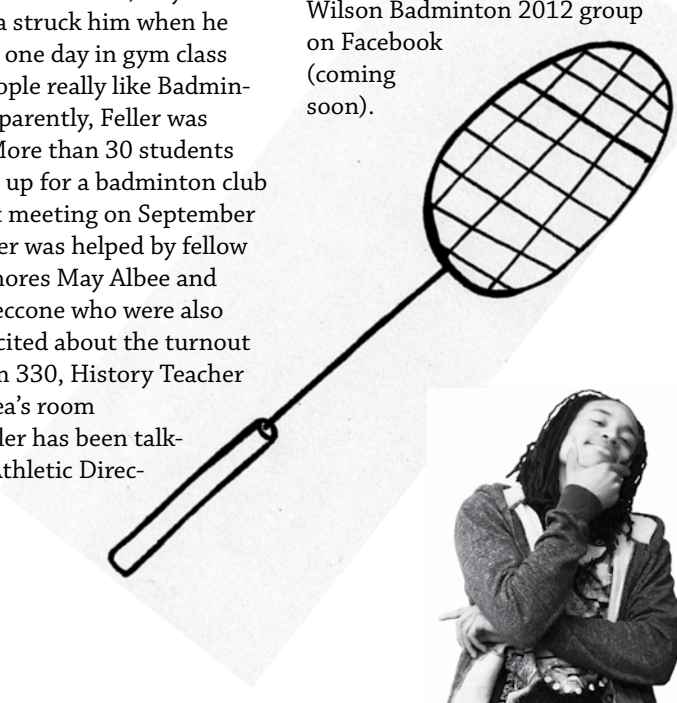
His inspiration, he says, is a simple desire to play. "I love badminton, a lot of people love badminton and it's a great way to spend lunchtime," says Feller. The idea struck him when he noticed one day in gym class that people really like Badminton. Apparently, Feller was right. More than 30 students showed up for a badminton club interest meeting on September 12. Feller was helped by fellow sophomores May Albee and Lena Ceccone who were also very excited about the turnout in Room 330, History Teacher Jon Shea's room.

Feller has been talking to Athletic Direc-

tor Mitch Gore about reserving the gym one or two days a week to hold club meetings, which will consist of simply playing badminton. "My goal is to eventually have an intramural badminton tournament if the club is popular enough," says Feller.

"Until we can reserve the gym, we might hold badminton appreciation meetings," Albee says.

Feller and pals hope Badminton Club will take off soon. If you are interested, join the Wilson Badminton 2012 group on Facebook (coming soon).



Coach Dunham Turns Team Into Family

Julia Kott
Features Editor

"Sports basically saved my life," says Desmond Dunham, the newest girls cross country coach and health teacher at Wilson. "I was labeled as an 'at risk youth' when I struggled being from a single parent household." Dunham's mother had to work 24-hour shifts as a customer service representative for a utility company in order to provide for him and his sister.

He was raised in Gary, Indiana, a very underdeveloped area of the country that Dunham said was known as the murder capital of the world when he was there. After the steel industry folded, unemployment rates rose and so did crime. According to Dunham, in the town of 100,000 people, 50% of all high school students dropped out. 40% of the remaining students went to college, but only 7% of them graduated. "I'm blessed to have made it out of Gary," Dunham says.

In 10th grade, Dunham started running track, and his coach helped him turn things around. "I was a kid that stayed in trouble from 5th-10th grade. Before junior year I never even considered college," he says.

His track coach was a "father figure and strong role model." He taught Dunham that "the structure of sports is nothing more than a microcosm of life." Track taught him how to "set goals and work through obstacles to achieve those goals." Sports allowed him to push toward his goals physically, mentally and emotionally more than he ever thought he was capable of.

After high school, with the support of his teachers, family, and coach,

Dunham went to Howard University where he started working for a tutoring mentorship program. The program was called "Each One Teach One." After volunteering and seeing the need for aid, Dunham began to formalize the program. They reached non-profit status and became supported by Howard University.

"That was my first interaction on the school level and something I fell in love with," he says. The program was able to assist an elementary school with tutoring, and run their music and foreign language programs.

Coach Dunham, who is medium height and athletic down to his outfit, was two weeks away from going to a pre-medical school program at Indiana University at Purdue that would guarantee his admission to medical school. "I opted out two weeks before going to Indiana. I realized after having the experience of tutoring and teaching in the community it was not only a passion, but a purpose." Says Dunham.

Dunham previously coached Cross Country and Track at the University of Maryland. He decided to come to Wilson because it is "one of the most prestigious schools in the D.C. area and [I] was greeted with a positive and supportive attitude."

"What I love about Wilson is the diversity and I love the support and family atmosphere and the excitement of helping to build our P.E. program as well as our running department," he says.

Dunham readily dispenses advice. As we are sitting in the atrium together, a member of the cross country team walks by and he reminds her to keep icing her ankle. His advice to students that are struggling is "try

to find an organized sport. Find that mentor or role model that can help to turn your life around. Sports gives you the only skills that can transcend into everything else you are going to encounter in life."

"I'm always recruiting," he says after asking two passersby if they are going to try track after soccer.

Dunham truly cares about his team and all the girls on the cross country team can feel it. "He's really motivational and makes workouts fun," says team captain Maddy Conover. He had the team make vision boards on a Saturday morning. The whole team came to Wilson for a workout and then came inside to work on their boards. Each member of the team created a poster with all their goals written on it. They ate pizza and fruit and learned about each other.

What are Coach Dunham's goals for the future? They are ambitious. "I would love to tackle the rise of obesity and allow every student in physical education to achieve their optimal fitness and know how to live an active and healthy lifestyle. I would love to have us be the top running program in the D.C. metropolitan area and eventually one of the best in the country."

"He is the best coach ever. He really understands. When I had to run the straightaway for the last race, he really encouraged me and it was fun," says Dianalyn Romo, freshman on the Cross Country team.

At the meet on Saturday, a sign made by the team said "Thanks so much Coach Dunham! You have turned this team into a family. This year promises to be the best ever -girls cross country 2012".



Photo by Clare Rock

FAVORITE EXERCISE MUSIC
Aerospace and Jay-Z.

FAVORITE HEALTHY FOOD
I love fruit. Mangoes and strawberries are my favorite.

OTHER PASSIONS
My family and my team. I'm passionate about giving 110% at all that I do, I'm passionate about my teaching and coaching.

Athletes of the Month

by Henry Shuldiner

Every month, The Beacon likes to recognize two superb athletes at Wilson by naming them Athlete of the Month. Coaches are asked to nominate one player who has shown exemplary standards in work ethic, leadership, and performance in games. September’s athletes of the month come from volleyball and cross country.

Boys: The male athlete of the month is Ross Pendergast. Pendergast is a junior who has been running since 9th grade. “He’s been dedicated to the team since the beginning of his freshman year, has shown continuous improvement since that time through hard

work and pushing himself to great physical extremes,” said Coach O’Steen. Pendergast runs the 5K and his fastest time is 18:40. He also participates in Teens Run DC and runs outdoor track in the spring. “We haven’t had any meets yet, but I’m confident he will be one of the leaders of our team when we compete against various schools all over the Mid-Atlantic region.”

Girls: The female athlete of the month is Alexis Coates. Coates is the captain of the varsity volleyball team and an all-around dedicated athlete. She is a sophomore and this is her second year playing volleyball. Coates played for the Metro American 15 travel team last year, and will continue to play this year. “She is a talented athlete whose heart, dedication, and determination to the team is exemplary. She is a leader on and off of the volleyball court and respected by her peers,” says Coach Arrington. Coates loves playing volleyball and also played JV baseball for Wilson last year. Coates plans to keep playing volleyball throughout her high school career.



Photos by Rose Ettleson

OCTOBER SPORTS SCHEDULES

VARSITY FOOTBALL

Dates	Opponent	Location	Time
Saturday, October 6	Bell	Homecoming	2pm
Friday, October 12	Roosevelt	Away	7pm
Thursday, October 18	Coolidge	Home	7pm
Friday, October 26	Dunbar	Cardozo	7pm

BOYS VARSITY SOCCER

Dates	Opponent	Location	Time
Monday, October 1	SWW	Fort Reno	4pm
Wednesday, October 3	Coolidge	Wilson	4pm
Friday, October 5	Burke	Wilson	7pm
Wednesday, October 10	Bell	Wilson	4pm
Saturday, Ocotber 13	Maret	Maret	12pm
Saturday, Ocotber 13	WIS	WIS	3:30pm
Tuesday, Oct 16	Cardozo	Cardozo	4pm
Fridat Oct 19	GDS	Wilson	4pm
Wednesday, October 24	SWW	Riggs LeSale	4pm
Friday, October 26	Sidwell	Wilson	4pm
Monday, October 29	The Heights	The Heights	4:30pm
Wednesday, October 31	DCIAA Playoffs	Riggs/Coolidge	4pm

GIRLS FIELD HOCKEY

Dates	Opponent	Location	Time
Friday, October 5	Episcopal	Away	4:30pm
Tuesday, October 9	Bullis	Away	4:30pm
Tuesday, October 23	George Mason	Away	5pm
Thursday, October 25	Brookewood	Holy Cross	7pm

GIRLS VARSITY SOCCER

Dates	Opponent	Location	Time
Monday, October 1	SWW	Wilson	4pm
Tuesday, October 2	Roosevelt	Stone Ridge	4pm
Wednesday, October 3	Stone Ridge	Fort Reno	4pm
Friday, October 5	Bishop Ireton	Wilson	5:30pm
Wednesday, October 10	Banneker	Walter Pierce	4pm
Saturday, October 13	WIS	WIS	2pm
Monday, October 15	McKinley	Wilson	4pm
Saturday, October 20	Sidwell	Sidwell	11:30pm
Wednesday, October 24	SWW	Ellington	4pm
Wednesday, October 31	DCIAA playoffs	Wilson	4pm

VARSITY VOLLEYBALL

Dates	Opponent	Location	Time
Tuesday, October 2	Dunbar	Home	5:30pm
Thursday, October 4	Bell	Home	4:30pm
Tuesday, October 9	Roosevelt	Home	4:30pm
Thursday, October 11	SWW	Home	5:30pm
Friday, October 12	Stone Ridge	Home	4:20pm
Tuesday, October 16	Banneker	Banneker	4:30pm
Wednesday, October 17	Sidwell	Sidwell	5pm
Saturday, October 20	2nd Annual Tiger Paws Tournament	Home	9am
Monday, October 22	St. Johns	St. Johns	6pm
Tuesday, October 23	Cardozo	Home	5:30pm
Thursday, October 25	Dunbar	Banneker	4:30pm
Friday, October 26	Maret	Home	4:15pm
Monday, October 29	GDS	Home	4:30pm
Tuesday, October 30	Bell	Bell	

BOYS AND GIRLS CROSS COUNTRY

Dates	Opponent	Location	Time
Saturday, October 20	Georgetown Prep Classic	TBD	12pm
Saturday, October 27	DCIAA East/West	Fort Dupont	TBD

An Anti-Social Social Experiment

Shane Achenbach goes a week without a phone

Shane Achenbach
Features/Art Editor

I just spent a week without one of the most important things in my life. It's something that I never go anywhere without, that I talk to when I'm lonely, that I stare at for hours upon end day after day. It's there for me when my friends are not. It never argues with me or makes me feel bad about myself. I love it dearly and I can make it tell me that it loves me too.

My iPhone.
In the past few years, the idea of an iPhone addiction has solidified. In China and Taiwan, doctors are diagnosing people with conditions like iPhone Syndrome, and iPhone Addiction Disorder. More widespread (and something I suffer from myself) is Phantom Vibration Syndrome, in which people feel their phone vibrating when it isn't.

In a recent Stanford study, 75% of respondents slept with their iPhones next to them in bed and 90% confessed to having a certain level of addiction to their iPhones. Teenagers send 80 text messages per day on average, according to three separate sources.

'Internet Addiction Disorder' will be added to next year's Diagnostic and Statistical Manual of Mental Disorders, the official manual of the American Psychiatric Association, according to Newsweek's Tony Dokoupil. He writes, "The current incarnation of the Internet—portable, social, accelerated, and all-pervasive—may be making us not just dumber or lonelier, but more depressed and anxious, prone to obsessive-compulsive and attention-deficit disorders, even outright psychotic. Our digitized minds can scan like

those of drug addicts, and normal people are breaking down in sad and seemingly new ways."

When novels first became popular in the 1700s, people worried that books made their readers unrealistic and silly. When television took off, some speculated that TV shows were making people dumber. Now, with the rise of the Internet, it is no different. However unlike in previous cases, proof of negative effects from the Internet abound. Studies have shown that the Internet may be making people dumber, lonelier, more depressed and anxious, prone to ADD, and even psychotic.

When I got my iPhone last June, I was very, very happy. I had pined over the product for months, sick of my crappy LG and its sticky keys and tendency to shut off without warning.

From the start, my iPhone and I hit it off. We went everywhere together, Instagramming days in the park and playing Subway Surfer on the Metro. The phone hardly left my hand and I liked it that way.

But for people around me, this was irritating. My friends and family often accused of me being addicted -- a "slave to the iPhone."

When a friend jokingly challenged me to one week without my phone, I questioned whether I would be able to do it. I realized that I needed to prove that I could live in a world without iPhones. So the next night I shut it off, hid it in a drawer, and began my phone-less week.

Deciding to do it was probably the hardest part of this whole experiment. It's not that

I was scared, but I was unhappy about it. I expected the week to be boring, slow, and frustrating at times, especially when trying to get in contact with people.

But this was not the case. My week went by surprisingly smoothly. It wasn't easy, but it wasn't all that hard either. I liked that nobody could contact me unless I wanted them to. I didn't have to worry about forgetting to respond to a text message or calling someone back. It was relaxing to never have to make plans with people. I felt sort of serene and unique, off the grid.

It also helped me be productive in some aspects. During lunch, I would sometimes stay on campus and work just because I didn't know my where my friends were. I paid attention in class more and went to bed earlier instead of staying up doing things on my phone for hours. And while doing homework, I couldn't get distracted by a text or a call.

This is not to say that the week was super awesome and I am going to throw my phone in the trash can because

of it. It was annoying never to know what time it was, and never to be able to pull out my phone and pretend to text in order to look cool while standing alone in a public place. In the mornings, I had to wake up to an obnoxious buzzer rather than music from my iTunes library.

The worst part of my whole experience was coming away from it realizing that I really am

“When I have my phone on me, I check it literally every five minutes...My dependency on the product is moderately frightening.”



Illustration by Ruthie Lewis

addicted to my phone. It was once believed that if you spent 38 hours a week online, you were an addict. These days, by that definition, the majority of the population is addicted -- and most get through those hours before Wednesday. When I have my phone on me, as I always do, I check it literally every five minutes. This is something that I didn't even realize until I stopped using it all together. My dependency on the product is moderately frightening.

Maybe not as frightening as what happened to the director of KONY2012. After releasing his heart-wrenching video into cyberspace and receiving a massive response, Jason Russell went crazy from too much time online. He stopped sleeping, spent all his time on the Internet, and tweeted bizarre messages that

no one could comprehend. A week later he stumbled out to a busy corner in San Diego, naked, and began slapping the concrete with both palms and ranting about the devil. Now, a post on Tumblr with over 33,000 reblogs reads "Whenever you think your life's a failure, just remember the Director of Kony2012 got arrested before Kony did."

So here's my final takeaway: I need to stay off my phone. I'm not going to check it every other minute, spend hours on it every night, or spend more time in cyberworld than the real world.



“Lawless”: A Nearly Flawless Film

Despite certain factors, movie exceeds expectations

Jackson Ross
Staff Writer

At first glance, "Lawless" seems like a horrible idea for a film. The thought of a story about bootlegging brothers in Prohibition-era rural Virginia is not something that has really been done before, and in this generation's movie going public, familiarity is everything. Add the fact that five out of the seven country-fried main characters are played by non-Americans attempting Southern accents, that it was written by a rock star, Nick Cave, and directed by an Australian, John Hillcoat, it seemed like something that would go down in flames.

And while it is true that

"Lawless" might not be for everyone, it manages to keep all of its different factors together for the most part.

The best thing about this movie is the casting. Forrest Bondurant, the unofficial leader of his brother's illegal moonshine business, could not be more of a different character than actor Tom Hardy's recent role as Bane in the new Batman film, other than the fact that they're both big and can take a huge pounding. (Watch this and see what I mean.) Other notable actors include Gary Oldman as a major gangster and Jessica Chastain as woman looking for a new start.

The most heavily promoted actor in it is Shia LaBeouf, the former child star from the Tv

show Even Stevens. I've always admired his comedic talent, but I've never seen him do very well as a dramatic actor. This movie has proved me wrong. In this role he is the headstrong, youngest Bondurant, Jack, a wannabe crime kingpin who alternates between hanging out with his handicapped friend Cricket, courting an off-limits Amish girl (Mia Wasikowska), and trying to prove he can be a major part of the moonshine business to his brothers.

LaBeouf gives off a genuine sense of desperation masquerading as suaveness and maturity.

Another standout is Guy Pearce who plays a deputy sent in from the city to bring the Bondurants down. Wearing a bowtie, gloves, makeup, and overall

elitist attitude, his character is the physical embodiment of the term slimeball, while still keeping himself from being a total cartoon character.

Great performances like these help you forget that a lot of these characters are movie clichés, however. You've got the hotheaded runt who acts impulsively, the stoic leader, the obligatory character needed for muscle, the evil authority figure, the mysterious, attractive woman, and the powerful figure with the ambiguous intentions. They're all there, but it takes awhile for you to notice them, and when you do, you're already too invested in the characters to care.

The film of course isn't flawless. You can tell that Hillcoat

and Cave have an ambition to make a modern day epic, and it doesn't quite make it to the level of a classic. Gary Oldman is barely in it, and some scenes will leave you confused and frustrated as to what just happened. Also, a few scenes are unnecessarily violent, to warn those with soft stomachs. It does have an R rating, after all. But overall, "Lawless" is a character-focused period piece that puts a solid and original twist on the now semi-dormant gangster film genre. It should be thrilling and well-acted enough to keep most moviegoers satisfied.

MUSIC OF THE MOMENT

Compiled by
Sam Penney

- September 28th
Black Cat
Ra Ra Rasputin
Miyazaki
Misun
Dj Omari
- September 29th/30th
9:30 Club
Crystal Castles
- September 29th
Casa Fieste
The Blackbelts
The Sniffs
Dynamite Fisherman
Blacksmith Tomahawk
- October 3rd
Filmore
Switchfoot
- October 6th
Filmore
The Fans, Friends and
Family Tour (Waka Flocka
Flame)
- October 12th
9:30 Club
Two Door Cinema Club

Artist: Cat Power
Album: Sun

Sun is Cat Power's first album in six years and follows along the lines of her earlier work as quiet indie music. The tracks are carried by her raw vocals and the steady synthy beats. The songs at some times seem to drag on especially on "Nothin But Time" which clocked in at almost 11 minutes. Overall, it is great and the standout songs are: Sun, Human Being, and Manhattan.

Sam's Rating **6.5/10**

Artist: Title Fight
Album: Floaral Green

With "Floral Green" we see Pennsylvania punks "Title Fight" on the their third full length album. Some songs are just over four minutes, long for a hardcore band, but at no point do the songs ever feel repetitive or get old. Released after months of touring, this new album feels more mature than previous albums and shows the bandmates musical growth. It's not for everybody but if you do like punk music, then you will probably love it. Standout tracks: Secret Society, Makes you cry, and In-Between.

Sam's Rating **8/10**

My Life So Far: Colman McCarthy

A brief biography on Colman McCarthy, a Wilson teacher

Mark Satter
Staff Writer

There is a truly limited number of teachers who more than anything want to change the way students think. One such teacher is Colman McCarthy.

"The oil industry loves traffic lights. Imagine how much they make while cars are idling at red lights." Such statements are typical of McCarthy, age 74, who does roughly 95% of his travel on his Raleigh 3-speed bicycle. In a typical week, McCarthy will ride 70 miles between the various schools at which he teaches in the Washington area. A strict pacifist, McCarthy teaches "Peace Studies" and "Alternatives to Violence" at Wilson, B-CC, American University, the University of Maryland, and Georgetown Law School.

He has been teaching peace studies for 28 years, was a volunteer teacher at School Without Walls for 25 years, and has been a volunteer teacher at BCC for 25 years. He has taught roughly 12,000 students in the past 30 years—all peace studies courses.

McCarthy's passion for peace began during his college days in the 1960s. His college had an ROTC program to which McCarthy was vehemently opposed. As he put it, "the military solves problems with violence." Such an approach went against

his core beliefs of pacifism and tolerance.

In addition to being a liberal, an anarchist, and a human rights activist, McCarthy is also a successful journalist. As a young man, a severe speech impediment left him terrified to participate in school and led to him being bullied by his classmates. As a result, Mr. McCarthy turned his attention to honing his writing talent. He went on to write columns for The Washington Post for 28 years.

At The Post, McCarthy's topics ranged from politics, religion, health, sports and education, to poverty, and peacemaking. In one of his most recent opinion columns, McCarthy discusses the repeal of "Don't ask, don't tell" and whether or not it justifies ROTC on college campuses. Washingtonian Magazine has called him "the liberal conscience of The Washington Post."

McCarthy also has orchestrated and participated in countless peaceful protests. McCarthy urges his students to participate as well. On Fridays, many will carry hand-written signs along East-West Highway, urging passing motorists to honk in support of ending U.S. involvement in Middle East wars.

McCarthy is supported in his actions by his wife of 45 years whom he credits as the most influential person in his

life. He describes her as "a true peacemaker."

McCarthy has much praise for Wilson. He notes the caring faculty and administration. However, he does have some criticisms. "It's a major negative that Wilson has JROTC. It's a program based on lies: that military violence is a moral and effective way for the United States to resolve conflicts. I'm with Martin Luther King Jr., who said the United States government is the world's 'greatest purveyor of violence.' He was talking about military violence. JROTC is a seductive way of legitimizing the warrior mentality. In the lifetime of every Wilson student, the U.S. has been fighting two wars that can't be won, explained, or afforded."

He also has some ideas for the name of our school. "It's shameful that the high school remains named after Woodrow Wilson. His presidential policies were racist, militaristic, and sexist. Against the odds, I'm hoping to change the name. Can you imagine if a new high school were to be built in D.C., and someone would say, 'I've got an idea, let's name it after a racist, militarist, and sexist.' My idea for a new name? Let's start with Sergeant Shriver, the first director of the Peace Corps. Or Rep. Barbara Lee, the only member of congress to vote three days after 9/11 to avoid attacking Afghani-



stan. Or Warren Buffet, class of '43, a model of philanthropy. Or Ralph Nader, a champion of selfless political activism and tireless efforts to control ruthless corporations."

McCarthy believes that peace requires an effort by every individual. In his view, we all play a major role. "Everyday we must make choices, to use violence or not. We must teach our children peace or someone will teach them violence. In addition, it is imperative to put our faith in education—peace studies."

In short, McCarthy is resolute in his rejection of violence. However, the question then arises, is a peaceful response best in dealing with an attacker? This does not trouble McCarthy.

He says the best approach is to "do something the attacker isn't prepared for." The example he gave was to look the aggressor in the eye and say, "Jesus loves you, and so do I", and then to try and hug them. He did add, however, that the question of how to deal with an attacker is complex and cannot be fully answered in a sound bite.


Despite his achievements, at Wilson and at higher levels, McCarthy shows no signs of slowing down. "I hope to continue biking, teaching, and living the same lifestyle. I intend to keep the Center for Teaching Peace going for as long as I'm around. I feel as though as long as I'm faithful to my ideals, I'm successful."



artist corner



Lily Johnson



Sarah Ulstrup



Daruis Carmichael



Nell Bayliss



Sasha Gates

Ruthie Lewis

Compiled by Shane Achenbach

Photos by Judy Licht For more photos of the night please go to <http://www.pictage.com/1316218>



24 Hour Plays





New Art Teacher

A Reason to Rhyme

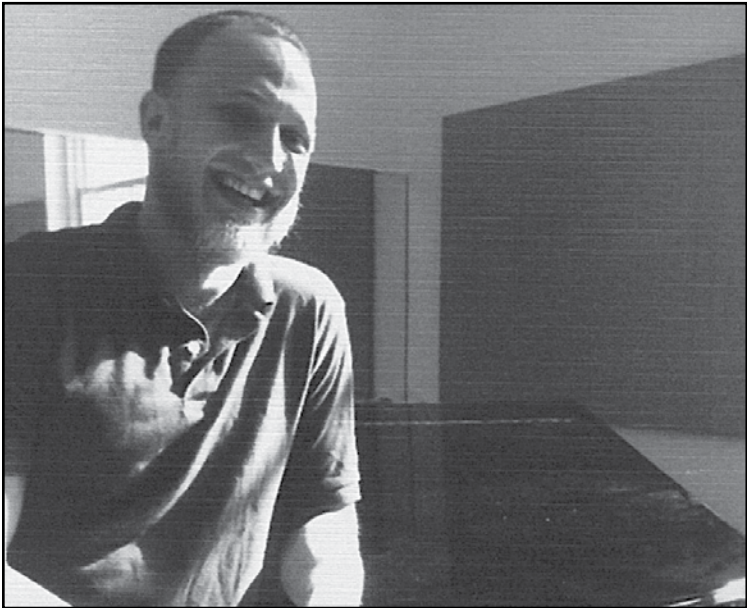


Photo coutesy of Wilson High School

New art teacher brings new ideas to the Art Department

Delaney Eubanks
Staff Writer

The newest addition to Wilson’s art program is an all around cool guy with the beard to prove it. Avram Lubliner-Walters began his teaching career at Eastern High School and has now been teaching in the District for six years. His love for teaching began not with art but with teaching Salsa Dancing. In time, he applied his newfound love of teaching towards a career path and decided to combine his two loves, art and teaching, and became the art teacher he is today.

Walters -- or “Walt,” as he has asked his students to call him -- grew up in Baltimore and Columbia, Maryland. He began frequenting D.C. early in his teens. His love for art was always present and supported by his family. Since his father was a furniture maker, art was always a big part of his own life as well as the entire family’s. He began to commission his own artwork

at age eight. After graduating from high school Walters majored in visual arts at the University of Maryland. Once he graduated from college he was unsure what to do with his degree so he entered a program at American University that allowed him to get his master’s degree and teach at the same time. His goal in teaching is to share his passion for art with his students and help them find their own passion. He believes that most people are unaware of their artistic capabilities, but if they wake up in the morning and have a need to create then they are an artist of some form.

Walters has only good things to say about his time at Wilson so far. The diverse school population and everyone’s ability to get along so well no matter their race struck him. If you are interested in art, have nothing to do at lunch, or just want to meet Walters, consider joining the art club.

Wilson poetry club provides a creative space for young artists

Rachel Page
Staff Writer

George Yamazawa stands in the corner with a large sheet of poster paper in his hands. His dark hair is tied up in a short ponytail, and the words on his shirt read “Louder Than A Bomb: 2012 Teen Poetry Slam.”

“We need some new material,” he tells the group of students. “Someone get up and read something.”

A boy stands up, saying, “I just thought of this one in math class,” then launches into a performance that seems part reading, part performance, part rhythmic song and entirely impossible to look away from. As his poem trails off, one girl puts down her sandwich to clap her hands.

This is the scene of Poetry Club, a group described by Yamazawa as “a small community of writers and performers.” Students meet in weekly workshops to ‘spit’ their poetry in front of others, then start new works based on prompts that Yamazawa gives them. At the latest club meeting, the challenge was to write a cinquain- a five-line poem containing two syllables in the first line, four in the second line, six in the third, eight in the fourth, and two in the last- about a person who is growing older throughout the

course of the poem. More than the actual act of writing, however, the Poetry Club is a way for students to connect through their poetry, whether they are sharing their ideas with others or finding pieces of themselves in a poem that someone else has written.

The Poetry Club always welcomes fresh voices. They meet every Wednesday in the library office during STEP. If you can’t find them, Ms. Gardner will be more than happy to point the way. Yamazawa emphasizes the fact that you don’t need to know how to write to join the club. Their focus is not just poetry; instead, it’s the larger goal of self-expression, something you can do even if you’ve never written a haiku in your life or don’t know your sonnet from your sestina.

“For young people, there aren’t a lot of outlets for expression,” Yamazawa says. “At the end of the day, students just want to be heard.”

As Yamazawa’s shirt proclaims, there’s also a competitive aspect to the club. The Wilson team competes in DMV-wide “slams” against schools from Virginia, Maryland, and the D.C. area.

Poems are judged based on quality of writing, the poet’s stage presence, and audience reaction. Wilson already has

one first prize under their belt from a slam in April of last year; they’re looking to add some more in 2013. The Poetry Club hosts in-school slams where members compete against each other to see who will represent Wilson in these larger competitions.

Right now, though, the Poetry Club members are unconcerned with the future. They are content to do what they love: share their views of the world through their writing. Standing in front of the small group, a girl with gold eyeshadow closes her eyes as she recites her work. It’s a melancholy piece, a haunting remembrance of a person she has loved, and the emotion in her voice is enough to send shivers down your spine.

“My heart stills beats with the pitter-patter of the footprints you left there,” she reads, and in the corner Yamazawa nods his head. This is good. When she finishes, it is quiet for a moment, as if the room is having trouble breaking out of the trance she has put them into. And herein lies the true beauty of poetry: the power to share one’s own view on the world, but also the power, yearned for by so many Wilson teachers, to stun a room of tired, hungry high schoolers into silence.

YEARBOOK APP- A new Yearbook App allows students to easily submit pictures for Wilson’s 2013 yearbook. Use any smartphone, download for free the app called ReplayIt by Jostens, create an account, take pictures of your friends or anything going on around Wilson, and then upload them straight to the yearbook gallery. Media teacher Kadesha Bonds said she will be having a “photo of the week” for which there will be prizes. If you have any questions see Ms. Bonds after school in room B304.



Ceramics

Corner

This year, Mary Lambert is teaching three additional art classes: Introduction to Ceramics, Introduction to 3D Art, and Sculpture I. Former art teacher Carole Huberman and Lambert drafted the idea last year to revive the ceramics classes that Wilson used to have. Lambert now teaches students basic hand building skills and how to sculpt out of metal, paper, and wood.

Each month the Beacon will feature some of the work that students have made in these classes.

Compiled by Shane Achenbach



Tajeh Frazier



Lena Ceccone



Matt Solberg



Cleo Krupa



Ms. Lamberts

What is the meaning of life?



Money and going to the gym

Zac Basso 12

To find inner happiness

Caitlin King 11, Amara Kutos 11



Learning new things

Lavance Parks 9

Money and food

Darnee Hunter 9



*Live life to your full potential
and be a very happy person*

Frankie Edwards 9



*To experience trials and tribulations
so that they can lead to happiness
and respect*

Aliyah Evans 11



To be free

Mel Temple 11, Dane

Tyree 11



To reproduce **Chris Williams 12**

Women **Devin Rivera 10**

What they said **Pedro Mateo 12,**

Manuela Bayon 11



YOLO

David Ashton 12



Life is what you make of it!

Cameron Dickerson 9

YOLO Jevon McMillian 9

What is life without fun?

Yousef Mourad 9



Money **Tymathi Martin 11, Kyla Sand-**

ers 11, Monique Edwards 11, Tymara

Burton 11, Jasmin Jackson 12

Buying shoes and making money

Brandon Dunston 12