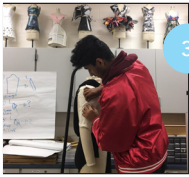




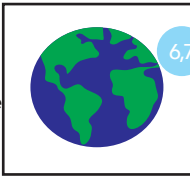
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Community raises cancer awareness

by william shin & ema baca

In honor of Breast Cancer Awareness Month, several groups within Marshall ran events to raise awareness and money for the cause.

In addition to annual spirit events such as Marshall Mob's Pink Out, there are also additional activities run by separate clubs and individuals.

For example, varsity volleyball coach Mike Carroll organizes the annual Dig Pink volleyball game.

The team donates a portion of their ticket sales, as well as the money from their own pizza fundraiser before the game, to The Side-Out Foundation.

The Side-Out Foundation collects funds for breast cancer research. The team managed to collect over 800 dollars.

"I feel that not a lot of sports take time out and

money out of their program to do something good for the community and other people so it's cool that volleyball's choosing to raise money for breast cancer awareness," sophomore and junior varsity volleyball player Rachael South said.

The Key Club also ran their first Hat Drive in collaboration with the leadership class.

The school-wide drive collects hats, which are given to a non-profit organization called Ellie's Hats for donation to children with cancer.

Junior and leader of Key Club Luka Gabitsinashvili said it is easy to get people to participate in Breast Cancer Awareness Month if the event organizers promote correctly, allowing the community to participate in more events.

"I definitely think that if you promote it, everyone is going to participate,"



COURTESY OF KELSEY BRESLIN

English teacher Hendrick Booz shaves his head to honor Special Education teacher Helen Anderson last

Gabitsinashvili said. "You just have to make announcements and flyers."

Last year, the English department organized their own event, "We're With Helen", for Special Education teacher Helen Anderson, who has been battling cancer for the past ten years. Staff members such as English teacher Kelsey Breslin made signs to show their

support.

Some social studies teachers and Spanish teacher David Barkley went as far to shave their heads.

"The response was so heart touching to me that my colleagues said 'hey we're gonna do it too,'" Anderson said. "So, right after a meeting, five of them came up and all of them had their heads shaved."

InspireVa promotes senior political activism

by aqsa rashid

With the anticipation of the November state election coming up, seniors who are eligible to vote are beginning the process of registration under the InspireVa program.

InspireVa is a statewide program that encourages eligible citizens to register to vote and increase involvement in politics.

InspireVA correspondants train seniors to register other seniors who are 18 years or older to vote, and raise awareness of the organization by visiting Topics classes to discuss the program. In addition, those who are 17 but will be 18 by the time of the election are allowed to register to vote.

"The county asked us to spearhead some sort of initiative for eligible voters," supervisor and social studies teacher Roy Wood said. "InspireVa was the most student-centered one out of the three offered options, so this is what I like best."

Although Wood heads the program, seniors

manage most of the registrational work, and either educate their peers about the process or deliver the paperwork to them.

Senior Alex Lyalikov spearheads the program, which is now in its second year. Lyalikov said she was inspired to lead the program because of her enthusiasm

Young Republicans clubs have become working members.

InspireVa, along with the Young Democrats and Young Republicans club, are all student-based programs engaged in promoting the awareness of political activism in the community. For many members of these

about taking initiative in their respective clubs.

Senior Ethan Hsu said that his leadership role in the Young Republicans club has made it easier to be involved with the program.

"As a head of a major political party club, I want to try to get as many people registered as possible to promote being an involved citizen and encourage more political involvement," Hsu said.

Registration will go on within the seniors until the November election, and will then rise again in the spring. Schools that reach or exceed 65 percent participation will receive a congratulatory certificate from the governor.

"It's definitely possible to win this award," Lyalikov said.

Members of the program will continue to encourage civic engagement as the year goes on.

"Positive citizenship is a way you can have a say in politics," Wood said. "You can't complain about politics if you don't vote."

for political involvement, and because of her desire to spread it across the student body.

"I like being a leader for these things because politics is something I'm passionate about, so it's not too hard to find a voice," Lyalikov said.

Although non-partisan, many of the leaders in both the Young Democrats and

clubs, InspireVa is just another way for them to show involvement in the community.

"I love having something to myself to lead," Lyalikov said. "Unlike other clubs, I do this all by myself."

Likewise, the club leadership board of Young Republicans has many members that feel the same way

“I want to try and get as many people registered as possible to promote being an involved citizen.”

Ethan Hsu
senior

newsbriefs

SGA implements short homecoming spirit week

SGA shortened spirit week due to Columbus Day and the PSAT.

"It was kind of challenging for the class sponsors to plan this year's spirit week because of how short it is going to be," Biology teacher and class of 2018 co-sponsor Marlen Penaloza said. "A lot of ideas we had didn't go as planned due to this issue."

However, some students appreciate the extra time to work.

"I might not be disappointed with the length of this year's spirit week because I also have other things going on this week that don't involve school," senior Bryan Celis said.

by sara assaf & dmitry butylev



GWYNETH MURPHY/RANK&FILE

Junior Killian Cross bangs a pot during the pep rally to try and bring the juniors to victory.

On-the-spot admissions aid speaking and persuasion skills

Colleges across the country allow students to speak with an admissions officer that accept or deny accordingly.

This process still requires students to be prepared with a copy of their transcript, standardized test scores and teacher recommendations.

"They usually do them at high schools, but I've seen them done at Panera or even at college fairs," college and career specialist Gardener Humphreys said.

A benefit for on the spot admissions is that they promote speaking and persuasion skills.

"Colleges can really get a full sense of who a student is," senior Ana Schlechty said.

by aparna matthew

Service dog arrives to the classroom

by mia toser

There are 565 freshmen this year, but only one wags her tail when she's happy.

On the first day of school, freshman Christopher Thompson introduced his classmates to KitKat, a 1-year-old Goldendoodle that works as Thompson's service dog.

At home, Thompson said KitKat is a regular pet, but during school hours, Thompson said she is a highly-trained service animal that helps him be more successful.

"If something gets too loud or I faze out, she will bark at me and tell me to wake up," he said.

Thompson added if he ever feels sad or cannot pay attention, KitKat will lay her head on his knee in an effort to comfort him.

"[She changes my everyday life] so I don't have to be as scared to do stuff," Thompson said. "I've got somebody to help me if things get too bad."

Student Information Assistant Suzanna Pangilinan, who has worked at GCM for 16 years, said she could not recall any other service dogs ever assisting students

in class. In recent years, however, Principal Jeff Litz has brought therapy dogs for all students to enjoy in an effort to reduce anxiety during the end of the school year.

To prepare the student body for KitKat's arrival, Litz sent an email to parents in August, suggesting they should talk to their students about the purpose of service animals.

"It would be helpful for you to emphasize that the service dog is a working animal whose purpose is to help another student, is not a pet, and should not be petted or fed," Litz's email read.

Thompson said his classmates reacted positively to KitKat's presence in class, with only a few exceptions.

"The worst thing that has happened is someone thought they were allergic to the dog, but [KitKat] is a hypoallergenic dog," Thompson said. "She should be fine for everyone."

Similar to Litz, Thompson said he still prefers for his peers to not pet KitKat, or that they at least ask.

Classmates said they enjoy having

KitKat in class, and she is not a distraction.

"[KitKat is] so adorable," freshman Sophie Page said. "We aren't allowed to pet [her], but [she's] still so cute."

Other students, who only see KitKat in the hallway, agreed.

"The dog is really cute and well-behaved, and I always want to pet it because I have a weakness for dogs," sophomore Serena Agnew said.

Senior Diego Haldemann said seeing a dog in the hallway was jarring at first, but students have grown accustomed to KitKat's presence.

"I think it definitely is a new experience for a bunch of people, and [KitKat] tends to cause a small scene," Haldemann said. "People tend to move out of the way [...] and giggle at how cute [she] is. There's usually an audible 'good boy' or two every time I see [her]."

Thompson said having KitKat has led to greater success in school.

"I can be less stressed around stressful situations [and] she is something I can just snuggle up.



Above: Freshman Christopher Thompson plays with his service dog, KitKat. She aids Thompson in his everyday school activities.

Right: Service dog KitKat smiles for the camera. The one-year-old Goldendoodle goes to a pet store to train to perform service activities. KitKat comforts Thompson every day.



MIA TOSER/RANK&FILE

Working out the week

by kate carniol

In One Week is a feature where one or more staff members take on a new habit for a week. In this IOW, a staffer works out every day before school.

Monday

Today was my first day of working out before school and I am looking forward to this experiment. I've been trying to become healthier lately, and hopefully this adjustment pushes me to pick up new habits. Surprisingly, I found it easy to wake up and get going. I decided to run two miles in my neighborhood as a warmup before doing my leg workout for 45 minutes. I felt energized throughout the day and didn't need my daily afternoon nap. I hope that this is the theme for the rest of the week.

Tuesday

Yesterday my cheer team and I went to the weight room causing me to wake up extremely sore. I decided to skip my run because my thighs were burning and I went ahead and did my upper body workout. It felt good, especially since my arms are pretty weak but it took a toll on me and I fell back asleep. I was beginning to dread the rest of the week.

exercise in 20-30 minute intervals activates an endorphin response in the brain.

SOURCE: AMERICAN PSYCHOLOGICAL ASSOCIATION

Wednesday

I was exhausted when I woke up this morning that I immediately went back to sleep and set my alarm for later. I skipped my run again but worked on my abs after finally managing to wake up. I felt better during the day and I believe I can get back to my run tomorrow.

Thursday

I woke up very late even though I set my alarm. I ended up doing one leg lift on each leg before promptly going back to sleep. I was really disappointed in myself but I plan on getting back on track tomorrow.

Friday

My plan didn't work out. I didn't even wake up this morning to exercise. I felt bad yesterday about missing a workout and now I feel even more guilty. I definitely love pushing my body to it's physical limits but I can't wake up early to do it. I now know that I am going to adopt working out after school once cheer season is over. It's a nice way to start the day but waking up early to do it just isn't worth it in my book.

Overall the week wasn't that awful. Of course, I did have some moments where I was cursing the world and questioning why I decided to work out before school, but looking back on the experience it was eye-opening to learn that I will never be a morning person, no matter how much I wish I was. I was also pretty relieved to know that I do enjoy exercise, just not first thing in the morning.

Homecoming kicks off French exchange

by anna zelenski

Arriving in the U.S. just hours before the annual homecoming dance, French exchange students got ready with their hosts and friends to join in the spirit week. For the first time ever, families are hosting French exchange students for a week.

Following last winter, a select number of students enrolled in a French class, traveled to France to experience the life of a French teenager and developed their ability to speak, read and write in French.

"Its both a linguistic and cultural exchange," French teacher Matthew Hanlon said. Marshall students had the opportunity to speak French for 10 days and to be in a family setting.

The trip allowed a glimpse into

the life of an average French teenager. Travelers were able to see what the day to day life is like and not just look at France through the eyes of a tourist.

"That's where we really see that value in this experience over other trips where you just go to France," Hanlon said. "It's not just a tour that you go on with your family to Paris, you are actually living with the family. You actually get to experience French life while you are also learning to speak French."

Just as American students were able to experience life in France, the French correspondents participated in American traditions as well. Of the 19 French exchange students, a large number of them attended the annual homecoming dance, For most of them, this was their first

traditional high school dance.

Senior and French correspondent Manon Rault had never experienced an American homecoming and the event was an experience she said she will never forget.

"We have little events in France, but nothing as extravagant as homecoming," Rault said. "It was so amazing to see all the girls and boys dressed up to their best and I'm really glad I got to participate."

The style as well as the extra privileges of Americans shocked the French correspondents.

"The way they dress in school, there is less judgement," French correspondent Elise Bouillet said. "Many of the kids drive, which is unusual because the driving age in France is 18, so only a few people in high school



ANNA ZELENSKI/RANK&FILE

Seniors Rose Taury and Manon Rault get ready for homecoming on the same day of arrival.

can drive. It was fun driving with our friends to homecoming, because it's not something we can do back home."

Rault said she was not expecting the amount of time the girls would need to get ready for the dance to take so long.

"All of the girls wore makeup, which was unusual for

me because it's so different in France," Rault said, "Most girls my age wear very little makeup. It was so fun to have my makeup done, I've never had someone do it for me before."

Crossing cultures has been an educational opportunity for the correspondents and their hosts that's created lasting friendships.

IB English standards restrict freedom with course books

by rose taury & jay kosumi

While free choice books promote engagement and better discussion, they are a restricted option due to the English department’s focus on IB style learning.

Choice reading can stimulate more insightful evaluation during class discussion.

Sophomore Eric Prindle said that the benefits of choice reading outweigh those of assigned reading.

“I would actually like to have more choice reading,” Prindle said. “Speaking from experience, with assigned course books, students are probably not as interested and don’t pay much attention. I believe if we got to choose the books ourselves, we would enjoy them more and even be able to analyze them better.”

However, the English department is focused on IB Literature courses and assigned reading is better suited to the guidelines that the IB curriculum sets.

“We have to follow [the IB] standards and then choose wisely,” English teacher Patrick Mohan said.

Given that IB English classes focus heavily on discussion-based learning, choice books can contradict the goal of analyzing on work at a time.

“In HL II, if everyone were to read a different book, it would make the class harder to teach,” Mohan said.

Additionally, assigned reading can introduce different topics and ideas that might differ from personal interests. If choice books were an option, there would not be the benefit of exposure to material outside a specific comfort

zone.

“Choice reading revolves around the story and less so the deeper messages,” senior Andrew Nicholson said.

Assigned course books also allow teachers to study and analyze works better, which can result in better discussion and guidance when reading. The option of choice books run the risk of students choosing works that vary in skill level.

“Some people are going to be reading complex novels,” Nicholson said. “While

others choose to either read more straightforward novels. So the people who like to grow will continue to grow and those who don’t challenge themselves will stay where they were.”

In regards to testing, assigned reading can be beneficial because it sets the class to prepare for exam questions accordingly.

“In standardized systems such as IB, it is important to have all students on the same page so that everyone can be best prepared for their IB exams,” Nicholson said.

However, choice reading can produce an engaged classroom, because students will be motivated to discuss topics that they are passionate about.

English teacher Matthew Horne said that choice reading can still be taught effectively, and can be built around teacher-student discussions.

“Choice reading centers around one-on-one seminars between a student and a teacher” English teacher Matthew Horne said.

A better understanding of a book, whether it be assigned or free choice, can stimulate better class discussion.



GWYNETH MURPHY/ RANK&FILE



COURTESY OF JIN-A CHANG

Senior Mohit Sahgal prepares his clothing line for a fashion show that will take place at George Mason University. “I’m so excited because my first clothing line ever is going to be premiered,” Sahgal said.

Sahgal breaks fashion stereotypes

by julia kun

For the past three years, senior Mohit Sahgal has been pursuing his dreams in the field of fashion design both at Marshall and at the Fairfax High School Academy. Although the dream of one day designing clothes has been the driving force behind Sahgal’s enrollment, being a boy in an exclusively female classroom has posed some challenges.

“It was [awkward] at first, but I knew what I was in there for and my passion for fashion was greater than my worry of what people would think,” Sahgal said.

Despite any awkwardness, Sahgal has continued to plan and execute many notable fashion-related events throughout his high school career.

“I’ve always been into fashion and this was the only class that Marshall offered that had to do with fashion,” Sahgal said. “For junior and senior year, I’m taking Fashion Design at Fairfax High School. Sophomore year [my teacher] was Ms. Rogers and I produced the Marshall fashion show.”

Outside of school, Sahgal has numerous projects that he is currently working on to advance

his presence in the world of fashion design.

“I make original designs and am currently working on my own collection which will have its fashion show on May 18 at George Mason University.”

Sahgal also has a side business in which he resells clothing, and hopes to one day establish his own brand titled “Liberated, inspired by Kanye.”

“I think that your body is a palette and the clothes you wear, the color and the way you put it together, whether it’s loose or tight, oversized or tapered, it really tells a story [of] something you represent,” Sahgal said.

Among Sahgal’s style inspirations include Jerry Lorenzo, Virgil Abloh and Alexander McQueen, although when designing, Sahgal incorporates his own artistic vision as well.

“I want people to not be so brand-conscious,” Sahgal said. “I want to see outfits put together because of creativity rather than price tags and that’s something I try to implement in my designs and my outfits.”

Sahgal intends to continue this initiative through a fashion-related career in the future, and despite being the only boy in Fashion Design, Sahgal does not consider gender a barrier.

MacIndoe introduces teaching podcast

by lauren elias

English teacher James MacIndoe’s podcast “What Do We Know? A Podcast for Teachers” explores teaching, communicating and what it means to be a better human.

“One of the reasons that I tried to do it in the first place was to grow,” MacIndoe said. “I made it for myself seven or eight years ago.”

MacIndoe said that, while he can’t pin down just one reason for starting the podcast, his value of being a reflective person motivated him.

“I guess as a personal trait, and some might say crippling flaw, I’m constantly thinking about who I am, why I’m here and how I can be better at the things I’m trying to be better at,” MacIndoe said. “This podcast is just a manifestation of that in a very specific way toward teaching.”

Each episode, available for streaming on SoundCloud and iTunes, is around an hour long. They feature a different guest each week, during which MacIndoe and his guest discuss an overarching concept with regards to teaching.

“Coming up with different premises is a little bit challenging, but that’s also why I wanted to do it,” MacIndoe said. “My original design was to track the issues that occur throughout the school year.”

English teacher Lindsay Karr guest starred on the third episode and discussed mindful teaching.

“I was honored and excited, and I knew it was going to be great,” Karr said. “I have learned how to explain mindfulness and mindful teaching in a more articulate way.”

MacIndoe said this authenticity is the essence of his project.

“It takes energy, and it takes a certain amount of focus,” MacIndoe said. “I just like the informality of a bunch of like-minded people sitting around a table, talking about something, saying smart things about whatever topic they’re breaking down for the day.”

So far, MacIndoe’s guests have been fellow teachers, but he said he hopes to branch out beyond just the English department.

“I don’t want it to become a project where I’m interviewing everybody up and down the hall, just for the sake of doing that,” MacIndoe said. “I want each one to be purposeful because the point is to learn from them.”

Looking forward, MacIndoe said he already has some ideas as to what he’d like to discuss.

“My next goal is to have several people in on the pod and talk about how to have better conversations about controversial topics in class and how teachers in general can do a better job of being facilitators of useful dialogue instead of just being like, ‘We’re going to read this book and here are some questions,’” MacIndoe said.

MacIndoe said that, above all, the podcast is an outlet.



COURTESY OF JAMES MACINDOE

Along with the episodes, MacIndoe created the cover art for his podcast. “It was one of the easiest things I’ve done, compared to the actual task of recording and editing,” MacIndoe said.

“I sometimes feel like I don’t really get the chance to be that creative in my day to day life, and things start to feel routine,” MacIndoe said. “This might be a fun way to get to know the world around me a little bit better and to just constantly give myself an opportunity to reflect and grow.”



“We’re in high school to learn; we’re in high school to succeed. Our school is supposed to give us those tools to do so.”
— Maheen Saeed, junior

“I think that Learn Jail is a little excessive. Maybe they could just make sure that kids are in a classroom. They don’t need to necessarily go in Learn Jail.”
— Avery Burke, sophomore

ORANGE IS THE NEW LEARN

With the addition of new security policies *Rank&File* presents the student, teacher and administrative perspectives on these changes compiled by hannah levitan, sophie tedesco, johann young & gwyneth murphy

point, COUNTERpoint

Learn policy changes impact students and teachers alike. Two teachers weigh in with their opinions

Are the changes to Learn policy serving their intended purpose?

“I wholeheartedly think the changes to Learn policy are serving their purpose. Right now I would say that the majority of students value Learn, but I’m hoping we can have a little bit more flexibility I think [this] is a transition to a higher level of effectiveness for Learn.”



— Angela Rizzo, biology teacher

“Right now [the policy changes] are not necessarily serving their purpose. [High school students] are young adults. It’s not always an adult’s responsibility to tell [them] where to go. It’s [their] responsibility to find a place to be and use that time wisely.”



— Hendrick Booz, English teacher

NEW security policies change OLD habits

Administration explains reforms to Learn policy

by johann young

With the start of the new year, the administration has set new security measures to ensure the safety of everyone in the school. Examples of these new security policies are the removal of a buzzer on Door Four and a new sign-out policy in the main office. These measures have come with a mixed reaction from many in the schools population. “They’re taking away our student rights,” junior Maheen Saeed said. However even though these new measures seem sudden and unnecessary to most the administration said they are necessary in order to uphold the function of the school, while also ensuring safety. “We have to to be able to account for where all students are going because one of my responsibilities is the safety and security of everyone in this building,” principal Jeff Litz said.

The most controversial of these changes has been in relation to Learn, in that once the bell rings every student must remain in a classroom through the entirety of Learn, and anyone caught in the halls will face a sweep. In previous years, students were allowed to go from different classes and even openly walk through the halls. “We’re just trying to get as much work as we can [done] during this Learn period,” Saeed said. “We’re not trying to disturb the peace.” While there are students trying to get caught up with work or looking for help from a teacher, according to the school’s security and administration, there are more students not using their time wisely. “As we’ve grown the hallways during Learn have become more and more crowded with students just walking the square, leaving grounds and not doing what they’re supposed to be doing,” Litz said. This Learn change doesn’t only affect the students who

need to get some extra work done but also the teachers in class. Though not directly affected by the change they are having to deal with a larger amount of students in their learn than in previous years, though some see it as a necessary evil. “The rooms can get over crowded but the concept of learn was kind of getting away from us as an amination so kids were running around the halls and not using the time productively, which is what learn is for,” social studies teacher Dean Wood said. The ultimate cause for this change comes from recent overpopulation with the school community due to an increase demand for the International Baccalaureate program. “In the last two weeks well over 50 families moved in and registered,” Litz said. “I think the word is out on how good of a school we are, some of it, but a lot of it is because I continue to take in kids from other schools for IB.”





Marshall is an IB school and the administrators understand that. So they should help to facilitate the higher work load it does come with.

— Thomas Rothman, junior



PROBLEM ESOL-VING

ESOL student and sophomore **Fernanda Alvares Contreras** shares her experience navigating the new policies.

Q: What do you think about students being taken into the cafeteria if they're caught in the halls?

A: I find it good because other times [the hall] has been disorganized and now [students] don't make as much of a disturbance and can [instead] enter their class.

Q: Do you think the new policy keeps students out of the halls?

A: I think it is working now because I was in the cafeteria on the first day and there was a lot of people. Now there is only like four. I think the security being in the halls is helping.



Fernanda Alvares Contreras, una estudiante de ESOL en su segundo año, comparte su experiencia de navegando las nuevas reglas.

Q: ¿Qué piensas sobre lo que los profesores están haciendo cuando toman a los estudiantes que están en los pasillos durante el periodo de learn y lo pongan en el cafetería?

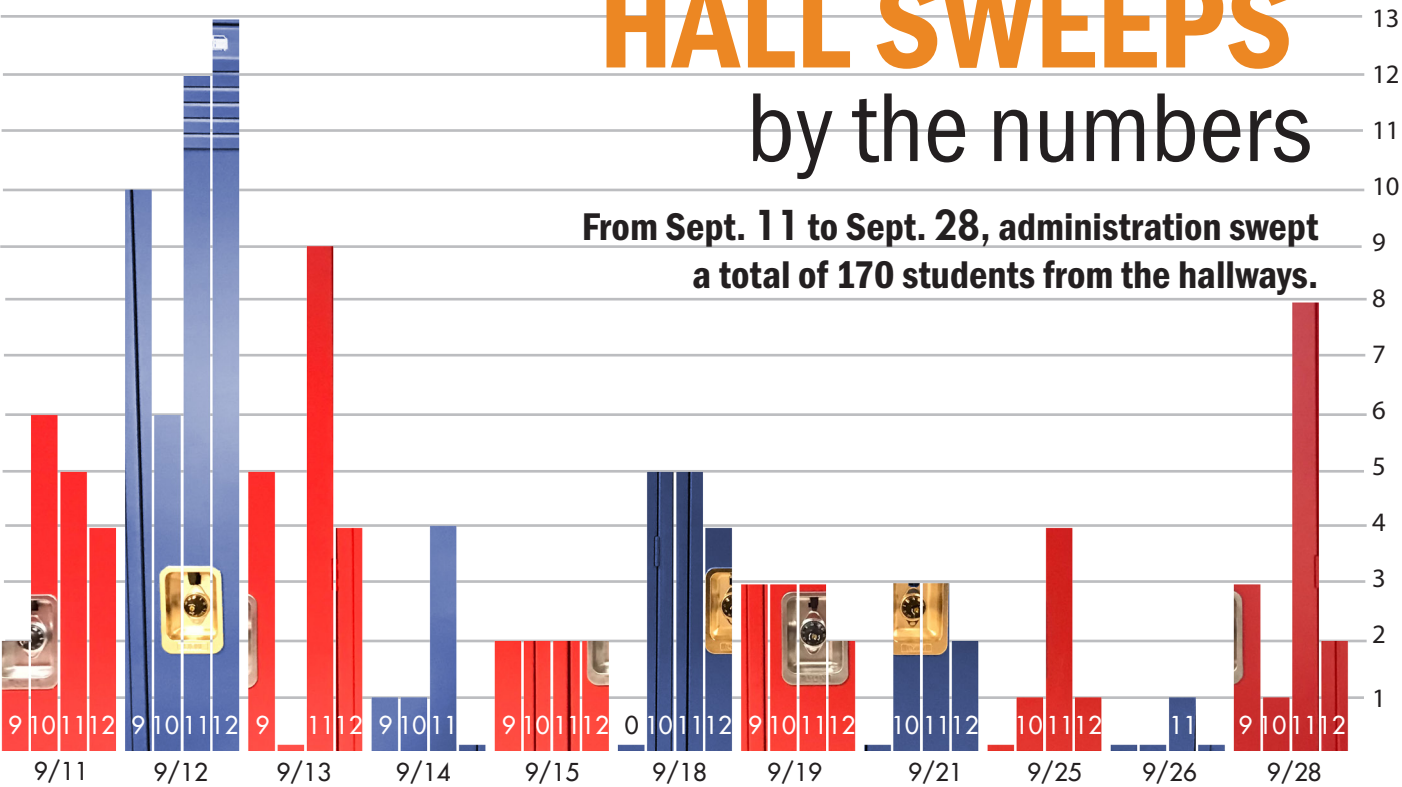
A: Encontra que bueno porque así otra al estan como desordenada han pasido y no hacen tanto desorden y pueden entrar su clase.

Q: ¿Crees que ayuda a mantener a los niños fuera de los pasillos?

A: Creo que esta funcionando ahora porque estuve en la cafetería el primer día y habia mucha gente. Ahora solo hay cuatro. Creo que la seguridad en los pasillos está ayudando.

HALL SWEEPS by the numbers

From Sept. 11 to Sept. 28, administration swept a total of 170 students from the hallways.



TOO BUSY TO LEARN

Junior **Diana Damenova** recounts her Learn schedule from the past week.

Monday: I sometimes have to set aside a Learn period for one specific day and take this Spanish exam, which is what I did on Monday.

Tuesday: I got help in IB Physics because it's very difficult and I have a test coming up next Monday.

Wednesday: I had to get tutoring points for the Math Honors Society because the due date is coming up.

Thursday: I went to [Virginia Math League]. I'm in HL Math which is very difficult, so I try to get as many bonus points as I can.

Friday: I went to the American Math Competition Club. It's every Friday and I usually go to get practice for the competition.

DIFFICULT to do it ALL

Students struggle with workload under new rules

By **hannah levitan**

Recent changes regarding newly Reinforced Learn policies have begun to spark disagreement among students. In September, administration began new, controversial Learn policies due to past misuse of the period, which is intended for teachers to offer help. Faculty implemented a policy of sweeping students into classrooms if they are in the hallway when the bell rings and withdrew the ability to move between rooms during the period.

Junior Maheen Saeed said these new rules conflict with her busy work schedule and prevents her from getting as much done as possible.

"I'm not going to talk to a teacher for 10 minutes and then stay in that classroom," Saeed said. "I have other things to do and I want to do them during that 45 minutes."

Junior Thomas Rothman said he sympathizes with students who are not available to meet with teachers outside of the Learn period because of after school activities and need to visit with multiple teachers a day to stay on track.

"Especially if the student is sick and they have a lot of work to make up, they can't spend Learn with one teacher a day," Rothman said. "It

definitely defeats the purpose of Learn."

Sophomore Avery Burke said the restraint on students' Learn location may be doing the opposite of what the administration intended it to do.

"I think it's doing more harm than help," Burke said. "I get that they don't want kids wandering the halls during Learn, but I think there are also different ways they could regulate that besides keeping kids in one classroom the whole time."

Senior Oliver Church said he agrees that some students need additional guidance to use Learn in a productive manner, but these rules also affect the students who don't need extra instruction.

"I'm not sure if they're really necessary for the majority of the student population," Church said. "I understand there are some people that are struggling and need to be forced to go somewhere, but a lot of people don't need a bunch of intervention if they're doing fine in their classes."

While freshman Elizabeth Epstein said she is not familiar with previous Learn policies, she doesn't believe these rules benefit her learning.

"I think this rule is very limiting, considering you can only do one thing per Learn," Epstein said.

staff editorials

Breathalyzers violate privacy of attendees

In one of the enduring moments in the legal battle for student's rights, Supreme Court Justice Abe Fortas delivered the line "it can hardly be argued that students [...] shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." His majority opinion in the case *Tinker v. Des Moines* set a landmark precedent regarding students' rights when they are in school.

However, the rights *Tinker* affords to students are limited and do not necessarily extend to the constitutional rights adults command. The phrase *in loco parentis* is a legal term that effectively refers to the responsibility of an organization to serve as quasi-parents to minors when they are under their care; for example, during the school day. Often, it is used as a justification for disciplinary actions taken by administrators or teachers.

As a result, students relinquish many of their Constitutional rights while at school. Administrators reserve the right to search them and their property, even retaining the right of disciplining students for actions that occur completely unrelated to any aspect of the school environment. This is utterly absurd, and a destruction of the extremely flimsy expectation of privacy that students should be, but often are not, entitled to.

It is an unavoidable fact that illicit substances, especially alcohol, are present in high school culture. This is exacerbated by large social activities such as dances or football games. It is logical the

administration should take steps to try to prevent this, but how far is too far?

Schools across the nation have enacted policies regarding student drinking, such as requiring them to pass a breathalyzer test before entrance is given to school dances and games. They are typically quick to point out that everybody is required to pass, preventing any accusations of discrimination.

Regardless of any attempts to avoid impropriety, the issue at hand is that schools should not be breathalyzing their students in any way. While it is undoubtedly beneficial to reduce student drinking, the school should have no bearing on what students choose to do on their own time away from campus. Furthermore, it is a vast overreach by the school to attempt to dictate the terms of participation in activities.

The American Civil Liberties Union

has filed complaints about student breathalyzers in the past. In a letter they filed with Minnesota school officials, they asserted that the schools were considering students "guilty until proven innocent, instead of innocent until proven guilty."

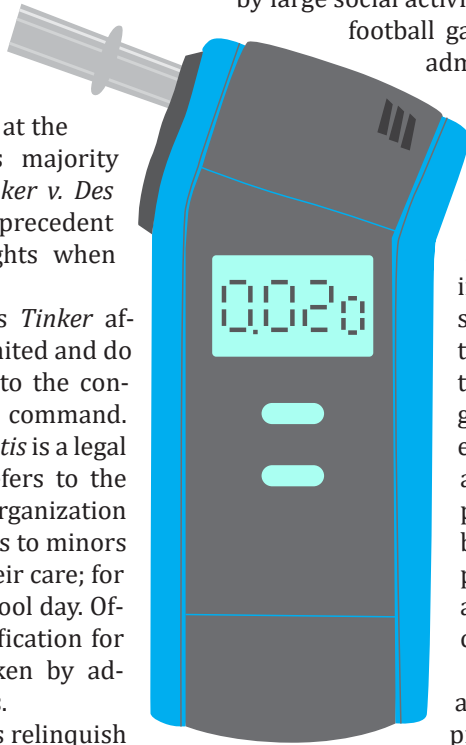
A presumption of this sort violates a fundamental aspect of the Constitution. The fourth Amendment protects against unlawful search and seizure; in this case, the ACLU argues, breathalyzing students violates this protection, particularly given that police officers often conduct the tests.

It is easy for the administration to blur the line between drinking away from school activities and drinking at these events. The latter is prohibited under the SR&R, and students take no issue with discipline for that offense.

Unfortunately, it is a situation where students possess little to no power to combat the mandatory testing. The only major recourse is to not go to the event, which ultimately defeats the entire purpose. Protests of this sort only have a symbolic significance, yet the cause is an important one.

That does not make mandatory breathalyzing acceptable, or something that should simply be taken as unavoidable. Instead, it is a violation of rights afforded to citizens of the United States.

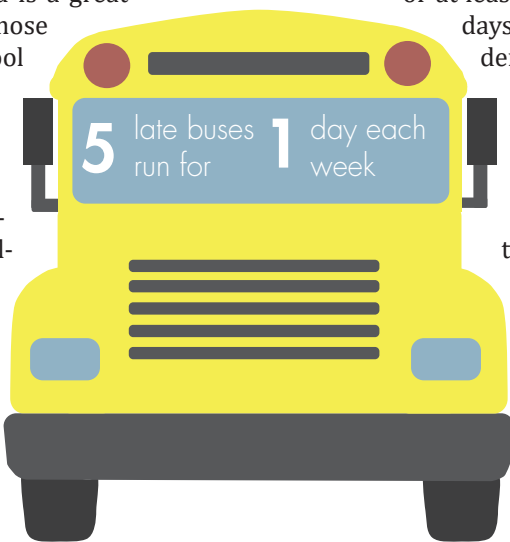
The administration should remain uninvolved in student affairs past the gates, and implement the non-judgemental community which they so fondly promote.



Late bus program fails at intended purpose

The late bus runs on Mondays from 5 to 5:30 p.m. and is a great advantage for those who stay after school for clubs, activities and after school help. At the same time, its effectiveness is limited because it is only available one day out of the whole week.

There are several clubs and activities that occur after school throughout the week. Students that are interested in these clubs and activities are not able to participate in them due to the issue of transportation.



If the late buses ran throughout the week or at least on one or two more days, the number of students involved in sports and clubs would likely increase.

After school clubs require a commitment, both of time and attendance. It could range from staying after school once a month for a club meeting or everyday for the sports season. Either way, some will not be able to stay for the activity without a bus to take them home.

The late bus schedule also affects

students' learning and academic work. When late buses are available, students have more chances to stay after school for help. If students stay after school on Mondays to get help, they may not attain it since some teachers may not be available on that day. Education is imperative for students, and the late bus schedule will likely negatively impact their grades and performance.

If students decide to stay after school when late buses are not running, they will need a parent to pick them up. This not only becomes a hassle for them, but an issue for parents as well. Parents will have to leave early from work to pick their kid up. Some parents are not able to do that though, so the student has to stay late and wait for a parent to come and get them.

Late buses are very beneficial, but they could be more advantageous if they ran throughout the week.

Rank & File to innovate with larger staff size

When the returning staff began planning Volume 55 of Rank & File, I made a point of embracing innovation. Last year, we proved ourselves capable of carrying on the legacy of the publication that our predecessors created. We managed to receive the distinction of crown finalist from the Columbia Scholastic Press Association, putting us in the top fifty high school newspapers in the country. Riding on the heels of our recent success, we turn our minds towards change.

The one change we did not anticipate was how much the staff size would grow in the transition between volumes. From a mere staff of about 15 people, we have nearly tripled in size to a group

of approximately 40. While it was daunting to try and adapt to managing a much larger staff, the growth has given us an opportunity to expand our scope. We have staff members with knowledge of numerous aspects of the community and we can

letter from the editor

cover these topics in more depth than ever before. With a larger staff, the newspaper will be able to approach longer, high-quality print issues, along with even more consistent digital coverage.

New editors have settled into their

positions, streamlining our print cycle with several new positions in place to cover every aspect of the paper. With an even clearer system of operations in place, content production has already scaled upward in quality, as well as quantity due to more frequent event coverage.

I intend to make good on my promise to continue innovating within Rank & File in terms of content, design and style. With this increased staff size, we have the resources to elevate the publication even further.

Ethan Zack
Editor-in-Chief

Rank & File is a public forum for students of George C. Marshall High School. The unsigned staff editorials reflect the opinions of the Editorial Board, which consists of the managing editor, editor-in-chief and director of operations. Columns are the opinions of the writers and do not necessarily reflect the whole newspaper. Rank & File makes a Fair-Use claim when printing photographs and illustrations not produced by staff members. Rank & File does not accept letters that are libelous, obscene or disruptive to the learning process. Rank & File reserves the right to edit any letter for length or style and/or to eliminate inappropriate statements. Businesses and organizations that wish to advertise in Rank & File can call (703) 714-5511 or e-mail advertising@rank-n-file.com. Rank & File is printed by School Papers Express, with a circulation of 1200. Papers are distributed monthly to over 2000 students and 250 staff. Subscriptions are available for \$15 per school year. Rank & File is a member of the National Scholastic Press Association, the Columbia Scholastic Press Association, and the Virginia High School League.

HI elimination costs sophomores valuable skills

by gwyneth murphy

The Social Studies department decided this year to remove the Historical Investigation, or HI, from the Government curriculum, tampering with hundreds of sophomores' chances to practice writing a major essay in a more supervised setting.

The HI aims to examine and compare varied perspectives on a historical topic the writer chooses.

Although typically an essay for juniors and seniors, Government teachers adjusted the scoring and requirements to give sophomores an easier version before advancing to a higher history course. Teachers counted the HI as one grade descriptor, a fifth of each student's final grade.

Each writer went through three rounds of edits and individual feedback with their teacher over the course of five months before submitting the final draft. This process ensured that the HI was not too large of a jump from the rigor of a freshman year social studies class.

While concerns that the HI produces lower end of the year

grades are understandable, the reality is that Government is one of the easier social studies courses in comparison to other years because students receive the Essential Knowledge exam questions in advance and the material is familiar. By offering the HI, a fairly challenging research essay compared to essays sophomores have previously encountered, teachers raise the difficulty level of the course to better match the capabilities of sophomores.

In addition to preparing students for the rigor of upcoming social studies courses, writing an easier version of the HI specifically prepares them for the real one. Exams and essays in an IB curriculum have very individualized requirements unique to each major assignment. In the case of many IB-related tasks, half of the battle is understanding

the format of the assignment. Even if a student is not on the IB track, the preparation for higher courses and eventually college is just as valuable. For this reason, learning the qualities that are exclusive to the HI is key to performing well on it, and providing the essay in sophomore year is the perfect opportunity for that practice.

However, the HI develops skillsets that are applicable to education beyond just IB. This includes abilities such as finding scholarly sources, researching controversial topics, comparing perspectives, identifying bias and forming research questions.

All of these skills are transferable to future courses and careers. The more teachers expose

their students to work that incorporates these techniques, the stronger their skills are likely to become. The HI accomplishes all of this, while also helping writers become informed on a specific topic and gain an in-depth understanding of a controversial subject.

Completing the HI is a necessary precursor to junior and senior year social studies classes as well as many other subjects with similarly formatted essays in their curriculum. Writing an HI in Government is imperative not only for developing the class' writing and researching abilities, but for introducing students to the challenges they will face in the next two years.

Not offering the HI will produce learners who are ill-equipped for junior and senior year and ignorant in their knowledge and expectations. If the social studies department is looking to spring rigorous course requirements on inexperienced rising juniors then I suggest they applaud their decision and continue to not offer the HI as a component of the Government curriculum.



Juniors, seniors debate relative pain of school

by matt scopa

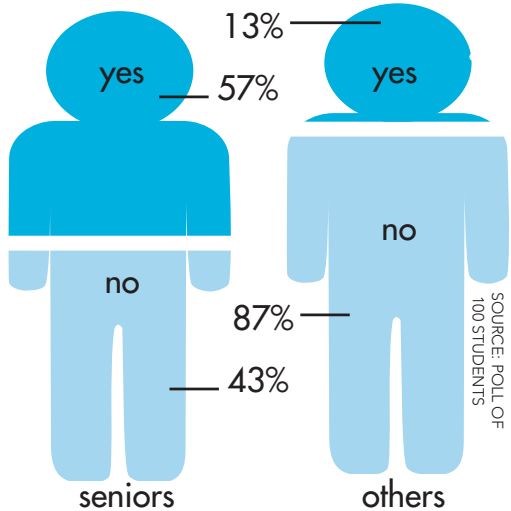
Senior year, despite the stereotype that it is easy, challenges students as much if not more than junior year. Seniors deal with the constant torment of worrying about life after high school and multiple IB assignments on top of the the work and social pressure of normal student life.

The meticulous process of applying to colleges or deciding whether to go to college constantly bogs down seniors as deadlines rapidly approach. The combination of these processes on top of the IB program's high demands as CAS wraps up and Extended Essays are due distracts students from their normal school work. This extra workload also creates difficulty in maintaining a normal social life. A senior's schedule also includes many second year IB courses increasing their workload.

Seniors also focus on high school while

dealing with anxiety over what they are going to do after graduation. Students almost have to select which mindset to focus on during the school year. This uncertainty

Is senior year harder than junior year?



reduces seniors' motivation from their normal work as most would prefer to focus on their future. This decision, along with the persistent reminder of just how little time remains until high school ends, causes students to lose interest as they reach the end of their final year. This discouragement did not exist junior year as students worked hard in hopes to reach an easier senior year.

Junior year does put a lot of pressure on students as they have to work harder to get high scores on standardized tests and IB assessments while completing volunteer work for their future college applications. Seniors still need to work hard, simply because their midterm grades are equally as important and they deal with working on college applications, instead of just considering them. Juniors may feel that their year is more difficult, but senior year yields a harder and more stressful workload in the last year of high school.

Refusal to approve clubs weakens community

by kiley moriarty

Marshall has an array of activities, such as sports, clubs and arts programs, which offer ample opportunities for students to get involved; however, just because these activities already exist does not mean that everybody is going to be interested in them. What if one searches for a club that covers what they are interested in, but no such club exists? This is the root of the problem; a problem that is exacerbated by the administration continued denial of students' suggestions for potential new clubs.

In the past, numerous individuals have attempted to create a new club, but administrators denied their suggestions because of the large number of clubs that exist already. As of the start of this year, Marshall has 85 clubs and activities already.

I believe that there are never too many ways to get more involved

at school, and the administration should not be cracking down on clubs.

Student participation in activities may increase if the administration allows suggested clubs to establish themselves. Those who could not find an activity that interests them may hear about a new club and decide to join, resulting in a higher percentage of student involvement in extracurriculars.

While there are several clubs to choose from already, that does not automatically mean that everybody will find something that interests them. If the administration continues to crack down on club numbers, then it potentially keeps people from finding new hobbies or from pursuing current ones. Nobody wants to join a club that they are not truly passionate about. If students cannot find a club that relates to their hobbies, they may be reluctant to join a club or activity at all. Allowing interested people to form

new clubs gives them the opportunity to possibly discover something new that they are passionate about.

Not to mention, our school claims to be an inclusive, open environment. Refusing to allow new clubs not only gets rid of ways for students to get involved, but it also goes against being open to new ideas and the desires of the student population. It is not accurate to believe that over 2,000 students will each find something that interests them.

There does come a point where the administration has to decide how much is too much, but under 100 clubs and activities total for a school of our size is not it. I believe that we should allow more clubs in order to encourage increased involvement in the school community, the potential to find new hobbies, and maintain the inclusive, open environment that our school claims to express.



tweets

- Congratulations juniors for winning today's powderpuff game!
- Jeffrey Litz
Principal
@GCMPrincipal
- Better luck next year seniors...oh wait #dominated #JNRSZN #OurHouse- Now #WeAteWell #HuntingSznOver
- 2019 Powderpuff Juniors
@2019puffs
- @GCMsports1 Blatant disrespect. Please find the students who are responsible for this crass and insolent behavior. Absolutely disgusting.
- Nick Sherr
Senior
@Nick_Sherr

letters

Marshall presents risk of hypothermia

To Whom It May Concern:

George C. Marshall High School is either a sauna or the north pole. When kids are walking around in ski jackets in October there is either something terribly wrong with the infrastructure of the building or a nuclear apocalypse has befallen us all and the jackets are full of food and basic first-aid supplies. I'm inclined to believe the former.

I guess I can see how the finicky AC system could be an asset to our learning. I sit under a vent in my Topics class and when we learn about Siberia it's like I've been transported. It truly is an immersive experience.

Either way, there's got to be a better solution. I'm pretty sure that every time a freshman shivers in the cafeteria, a star falls from the sky. Please find out who runs the AC system and bring them to face trial before the entire student body. It's dinner time at Marshall, and justice must be served.

Emma Choi
Senior

Send your signed letters (50 to 125 words) to room D211. Letters can also be submitted to letters@gcmnews.net, but will only be considered upon in-person verification. Letters will be published at the editors' discretion. Published letters do not necessarily reflect the opinion of the paper.

Seniors pledge to Division I teams

by christina trivisonno & mary trivisonno

Though the paths seniors Patrick Halligan and Clara Ford took to arrive at the collegiate level differ, both athletes faced similar challenges to get where they are today.

Halligan said he began playing baseball in kindergarten, when he was five years old. Now, 12 years later, he readies himself to play at George Mason University. He said he chose to attend George Mason because he felt comfortable with the coaching staff and he enjoyed the school's atmosphere.

"I had a really good relationship with the coaches," Halligan said. "I felt like I was at home."

Varsity head coach Aaron Tarr said Halligan's overall size and athleticism, ability to throw varying pitches with force and general effectiveness as a pitcher makes Halligan a recruit that is rare for George Mason.

"[George Mason] had to go after him," Tarr said. "[Halligan] is at the level that Virginia Tech and University of Virginia usually go after."

Tarr also said he thinks Halligan's intense competitiveness and steady composure allow him to perform with patience.

"He has an ability to be very highly competitive without allowing [that competitiveness] to boil over into a space where he gets upset," Tarr said. "That's a huge advantage in baseball because showing a lot of anger on the field can be taken as a sign of weakness and people try to get after that."

Despite his success, Halligan admitted that his development as a baseball player wasn't always easy, and he found failures difficult to manage at

times.

"I would say in baseball, because you experience a lot of failure, especially with hitting, you only get a hit on average three times out of 10, it's really a game of failure," Halligan said.

On the flip side, Ford is a 6'3" power forward with a leaping ability that allowed her to dunk a tennis ball for the first time last spring after a routine practice with her AAU team.

Ford started playing basketball in eighth grade while she was still living in Morocco. She figured that her height alone was a good enough reason to give basketball a try, and ended up making her local high school's varsity team in eighth grade.

When Ford moved back to the United States she made the junior varsity basketball team as a freshman, but described her freshman self as uncoordinated and lacking basic knowledge of the sport.

"I was very awkward, and I didn't know [basketball] very well," Ford said.

However, Ford's self-described awkward phase didn't last very long.

"As the years went by, I kind of grew into my height and got more comfortable," Ford said. "The past few years I've been picking up skills pretty quickly, and now I feel a little more comfortable doing more than just grabbing easy rebounds and putting [the ball] back up."

Ford committed to Boston College after receiving recruiting interest from various Division I schools. She first discovered her potential at the end of her sophomore year, after playing on the girls varsity basketball team.

"After that season I kind of realized

that I had a lot more potential, so I took it more seriously and put a lot more time and effort into it," Ford said.

Ford hopes to develop her outside game to become a better shooter and a more versatile offensive threat.

She received help from different people to elevate her game from junior varsity to Division I, but she primarily credits her breakout to girls varsity assistant coach Porsha Bellamy.

"I give a lot of credit to coach Porsha because she was my JV coach," Ford said. "When I moved up to varsity my sophomore year, she became the assistant coach, and then sophomore year she also became the assistant coach for my AAU team. I guess she's been along with me the whole way, so I give a lot of credit to her."

Bellamy said the relationship between herself and Ford is bigger than basketball.

"I actually see her as somewhat of a little sister," Bellamy said. "I like to help her with whatever she needs. She comes to me and I'm here. I'm very proud of her."

Before Ford says goodbye to Marshall and moves forward to her Boston College career, she hopes to enjoy her final year with friends after four years of hard work.

"It's my senior year, so I do want to spend some time with my friends and enjoy being a senior while I have it," Ford said.

For both Ford and Halligan, senior year serves as the final opportunity to ready themselves for playing at the college level next year, but also a chance to appreciate how far they have come



JOHN HANDLEY



MARSHALL BASKETBALL

sportsbriefs

Juniors rally for win in annual Powderpuff game

The junior class broke an eight year losing streak with a 28-14 win over the senior class in the powderpuff football game on Oct. 11.

"To be honest, I didn't really think we were going to win," junior Peyton Emory said. "But it felt really great especially considering that there were more senior girls playing out there than juniors."

For powderpuff coach and senior Sam Poggioli, a win would have been the redemption he was searching for after losing Powderpuff last year.

"[The seniors] did not redeem themselves because our seniors lost to the juniors," Poggioli said. "All the coaches felt like we let our players and our class down after losing."

After taking on an early lead of 14-0, the seniors gave up a touchdown on the last play of the first half, before the juniors took the lead in the third quarter.

"It was really exciting and nerve wracking because all of us juniors thought we were going to lose up until that point," junior Izzie Moutinho said.

Despite the competitiveness of the game, it served as an opportunity to build new relationships.

"I didn't know some of the people I was playing with, but over the course of the two weeks we were practicing I became friends with them," Moutinho said.

by sanchir kennedy & ryan doucette



KAREN ESPALDON

Senior and powderpuff coach Demetri Gamble cheers on senior Haley Tonizzo as she runs into the endzone while dodging junior Carrie Eckert during the Powderpuff game on Oct. 11.

Boys lacrosse fundraises for spring break trip

The boys varsity lacrosse team will head to Tampa, Fla. during spring break for the chance to play high competition teams. But with an estimated cost of \$40,000, the team is getting a head start on fundraising.

"We have a big challenge ahead of us because we have a lot to raise, but I think our guys are really embracing the opportunity to do something [and] have a lot of fun over spring break," varsity lacrosse head coach David Bennett said.

The team will be holding multiple fundraisers, including a Dining for Dollars event at Social Burger and a cheesecake sale during the holiday season.

For varsity lacrosse player and senior Erik Sahlgren, the prospect of heading south with the team provides the chance for a stronger team, mentally and athletically.

"It's going to be a great opportunity to bond as a team, as well as learn a thing or two from playing teams of different regions who approach the game," Sahlgren said.

by olive hsu

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