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# rank&file

Thursday, February 21, 2019  
Volume 56, Issue 6

George C. Marshall High School  
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gcmnews.net

## Furloughed feds for hire *FCPS aids those left without pay during government shutdown*

by will shin

As a result of the government shutdown, furloughed government employees had to make ends meet in whatever ways they could.

The recent shutdown of the federal government, lasting from Dec. 22, 2018 to Jan. 25, 2019, left employees without paychecks and invoked protests countrywide.

As a result, certain school districts like Fairfax County (FCPS) offered to hire furloughed government employees

as substitutes.

On Jan. 11, FCPS held a job fair at the Gatehouse Administration Center, where federal employees attended orientation sessions on classroom management.

"The Fairfax County School Board and I know there are many talented people in

our

community who work for the federal government," FCPS Superintendent Scott Brabrand said in a press release. "There is always a need for substitute teachers, and we pledge to work with qualified people to expedite their hiring."

Assistant track coach Alex Haugh applied to be a substitute.

"I think there was a collective sense of guilt among [those] who were furloughed [because] our coworkers were burdened covering everyone's duties," Haugh said.

The county held two more job fairs to cope with the high demand.

"It's great the county is trying to help out those who can't work," junior William Le said. "It also deals with the fact we need more substitute teachers."

KRISTEN HAMILTON/COLUMBIAN YEARBOOK

## Litz eliminates color printers due to high ink cost

by sophie tedesco

Principal Jeff Litz removed and redistributed all color printers in November due to the high cost of color toner.

Litz removed six to eight color printers from teacher workrooms out of the approximately 20 in the building. Litz said he had to pay for color ink directly out of the school budget and the enormous expense of replacing color ink cartridges became difficult to justify.

"It was a cost saving measure," Litz said. "It can cost several hundred dollars, upwards of five hundred dollars, to put ink into a colored printer. That's a lot of money throughout a school year."

Litz said he wants to put the saved money towards instructional programs.

"It's important to me that when teachers want to get things

for their classroom I have the money available to do that," Litz said.

The elimination of color printers has mainly affected classes that use colorful maps and diagrams. Social studies teacher Lisa Lubick-Daniel said the lack of color printing has changed the format of tests in her Geography class.

"We use[d] color a lot," Lubick-Daniel said. "We have awesome, [colorful] infographics that we put on tests. I'm planning on [now] giving them the black and white version [on the test] but putting the [color] version on the board so they can look at it."

Lubick-Daniel said it would be nice for students to have infographics, but that she understands the reality of the situation.

"We liked using color," Lubick-Daniel said. "But I also understand that it's



AMELIA GEE/RANK&FILE

Junior Isabella Macon uses one of the few available color printers left in the building. Photojournalism students bought the printer using revenue from the yearbook sales.

crazy expensive, and I think especially in the social studies department we use so much paper that it's probably better to force us to do these things digitally."

Junior Sydney Smith said the lack of color ink has affected aspects of the class.

"[In our] warm ups we have graphs and things and you couldn't read [them]," Smith said. "It was a pie chart and it was just black, and everyone was [confused]. A lot of graphs are hard to read."

Even though Litz eliminated color

printers, he said those that paired with laptop carts are still available. Litz also re-allocated one of the color printers to the security team to print pictures from surveillance cameras in color. He gave the eliminated printers to other high schools.

In addition to the ones Litz decided to keep, specific classes have access to their own color printers. The photojournalism class, which makes the yearbook, has a color printer.

"We purchased the color printer using revenue from selling

yearbooks," yearbook adviser Daniel Reinish said. "We've also purchased paper using [that revenue]."

The photojournalism class uses the color printer to practice design skills and edit the contents of the yearbook.

"One of the curriculum goals is for students to learn the principles of design, and one of [them] is how you use color," Reinish said. "You can't effectively judge or assess the work on a page unless you see it at full scale in front of you, and for that you need a printout."

## newsbriefs

### Snow days limit lab time for IB science class IAs

Due to snow days and two-hour delays, seniors in IB science classes had limited time to work on their Internal Assessment (IA) labs.

In order to help them, biology teacher Michael Osborn gave his students as much time as possible to complete their labs.

"To ensure fairness, equitable access to materials and lab time and guidance from a teacher, I have, for two years now, been opening my classroom at 6:45 in the morning," Osborn said.

Senior Margaret Butterworth said she appreciates what Osborn does for his students.

"I think Mr. Osborn [does] the best that he [can], being the only IB Biology II teacher, being responsible for his own family and dealing with snow days," Butterworth said.

Osborn said the students were his number one priority throughout the process of the IAs.

"It's my job to support everybody as much as I can," Osborn said.

by grady dillon



GRADY DILLON/RANK&FILE

Senior Ethan Nguyen works on a biology lab experiment for his IB Biology II class.

### Special education athletes compete in Special Olympics

This winter, students will participate in the winter Special Olympics of Virginia to increase representation of athletes with intellectual disabilities.

Special Olympics is the largest global sports non-profit organization for people with mental disabilities. They offer over 30 Olympic-style individual and team sports.

Senior activities director of Fairfax Special Olympics Veronica Jennings said she is excited to meet the participants.

"We love seeing all kinds of athletes show off their skills," Jennings said.

The athletes will be competing with participants from Fairfax County, as well as Prince William and Loudoun Counties.

Special Olympics chairman Tim Shriver said the purpose of the Special Olympics is to enact change in the athletic community.

"We are here to lead a revolution," Shriver said. "But it is not a violent [...] or an angry [...] or a vengeful revolution. We are here to lead a revolution [of inclusivity]."

by wade devinney



# Academy courses require creative funding efforts

jay kosumi

Though county typically funds the majority of resources for the average class, academy classes must also generate their own finances for their necessary expensive supplies.

The Marshall Academy consists of specialized classes that help those enrolled obtain both career experience and industry-recognized certificates and licenses in the technical field they wish to pursue. Available courses are Cosmetology, Criminal Justice, Automotive Technology, Entrepreneurship, Culinary Arts, Chinese, Engineering and Information Technology.

Engineering teacher Nancy Rogers said the equipment classes use are school-funded, but she also receives grants from Fairfax County.

"The school has

done a great job funding some of our equipment, but a lot of funding comes from the Carl Perkins fund, which is a grant for Fairfax County tech classes," Rogers said. "We also just got a nice grant from the Vienna Rotary club. I [also] write grants. It takes a little work to get that funding, but so far I've been very fortunate in being able to buy the equipment we need for the class."

Rogers said the process of writing grants is time-consuming because she has to research what equipment the class needs based on a model they are trying to build.

"You have to think, 'what would the next step be, what would I like to do?' and then you have to research exactly what components you need for that [model] and put it all together, make sure it's going to work,

sometimes even buy a few things [...] and then you have to write that up," Rogers said.

While engineering primarily generates funding for resources they receive, cosmetology students have to pay for additional tools the class may need.

"Career and Technical Education (CTE) funds most of the resources," cosmetology teacher Vanessa Hinton said. "But as far as providing tools that students use in their toolkit: blow dryers, irons, things like that. Students have to pay for them, but they're still a lot cheaper than going out and buying them off the shelves in some retail store."

Hinton said students in cosmetology also have the opportunity to work as assistants for local salons, and they occasionally host fundraising events as well.



JAY KOSUMI/RANK&FILE

Junior Stone Petersen and Academy student Skyler Belmont repair a car during Auto-Tech. "We strive on safety first because there's a lot of big equipment down here students can get hurt on," Auto-Tech teacher John Napier said.

"We work with salons in the area [who] will hire students as assistants, giving them experience in working in a real-life situation," Hinton said. "We will [also] hold after school events, inviting the public in to have their hair done when possible."

The situation differs in the automotive technology classes, where students generate the majority of their funding through vehicular purchases.

"We use donated cars through the student auto sales," automotive technology teacher John Napier said. "We fix them and sell them on an auction website to provide funding for our department."

Napier said while writing grants is a possibility, the money the students make through sales is substantial enough to help fund the equipment they need for the class.

"I have not done any of the grants yet," Napier said. "We generate our own money down here because [...] we're like a repair facility and a dealership. The students are actually fixing all these cars."

The class generates money by working on teachers' cars and the student auto sales cars, then selling them online. Their earnings offset the hefty price tag of the materials they need.



COURTESY OF ALYSSA MAYNARD

Senior Alyssa Maynard finishes a class with instructor Shayna Ford at the West End SoulCycle. "[The instructors] are always there for you, [and] they are all so [...] motivational," Maynard said.

# SoulCycle encourages self-improvement

by isabella gulick

SoulCycle is not just a spin class, but a stress-free, high energy experience that prompts customers to consistently return.

SoulCycle is a fitness company that offers stationary cycling workout classes. The Manhattan-based fitness phenomenon first opened its doors in 2006, and now has multiple studios across North America.

"The objective

of SoulCycle is a healthier lifestyle and positive change," junior Alyson Rees said. "You are devoting yourself to push yourself in the class, [otherwise it is not] worthwhile."

While a common reason people avoid such classes is self-consciousness, the company emphasizes providing a safe space for people to push themselves, and fosters a sense of camaraderie.

"The thing that I

love about [SoulCycle] the most is the community there," senior Alyssa Maynard said. "It's really about the feeling and how you feel when you leave. You feel stronger, you feel happier, you feel like you can literally conquer whatever and you just meet so many amazing people there."

The indoor studios offer a distinctive experience with dimmed lights, motivational music and supportive instructors.

"Soul[Cycle] just really gets my blood pumping," junior Taylor Kotler said. "It's kind of like a cult, but in a good way."

SoulCycle's unique fitness experience and energetic atmosphere has streamlined its overall success and popularity over the years. As a result, the wave has reached some students who want to participate in the fitness craze and attend multiple classes per week.

"I try to go three times a week during school if I have time," Rees said. "I try to make [...] time for it."

Kotler said SoulCycle classes give enthusiasts a strenuous workout and a sense of empowerment.

"I haven't been going to SoulCycle for too long," Kotler said. "But so far it's really fun, I love it."

SoulCycling costs about 20 to 30 dollars for the first class.



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# Marshall Drive unable to provide safe parking spots

by dmitry butylev

Despite the dangers of parking on George C. Marshall Drive, students who did not purchase a school parking pass still choose to do so. Perpendicular to Leesburg Pike, this road serves as both an alternative parking location and a connection between the high school and the three neighborhoods opposite to it. Students park on the side of the street where most of the drivers keep their vehicles until the school day is over. Parking passes cost 200 dollars each. “I could not spend the money for

a parking pass, so I sought a good parking spot on Marshall Drive,” senior Benjamin Podolny said. Podolny also said Marshall Drive was the only place to park without a pass other than the neighborhood that drivers quickly crowd. “I usually park illegally somewhere because the underclassmen who park on Marshall drive are horrible drivers,” Podolny said. Podolny said the underclassmen are inexperienced and have not yet learned parallel parking. Because seniors took the parking spots on school grounds, underclassmen use

Marshall Drive as a free alternative. “Marshall drive is closest to the school and it is easy to park there when I get there early,” junior Brogan Lee-Pawlak said. Lee-Pawlak said he didn’t get the chance to buy a parking pass, and parking along this road was somewhat challenging because he only recently obtained his license. “I wouldn’t call it dangerous, but it can be a bit hectic at times with high risk for accidents, considering all of us are young, inexperienced drivers,” Lee-Pawlak said. Junior Benjamin Langkau, like Lee-Pawlak, got his



DMITRY BUTYLEV/RANK&FILE

Student drivers who park along Marshall Drive run into safety issues during inclement weather. “One concern I have is the ice when it snows,” junior Ben Langkau said. “We may have a delay, but the sidewalk on Marshall Drive will be covered with ice. [It’s] ridiculous the school hasn’t addressed that issue yet, as there are so many students who park along that road.” license after the passes sold out and he cited the cost as another reason he parks along Marshall Drive. “I got my license around late December and I thought at the time that it was too late to get a parking pass,” Langkau said. “I had learned from the upperclassmen that the passes were a couple hundred dollars each.”



COURTESY OF SOPHIE DELTA

Junior Sophie Delta listens for a patient’s healthy pulse during an ambulance call on Feb. 7. People can call EMTs for reasons ranging from sickness and physical injury to psychological issues. Delta said the main type of conflict she faces during a call or while helping a patient is mental. She said focusing on getting the job done can be arduous when feelings of self-doubt come into play. “When you arrive to a call, [sometimes] there’s a split second when you’re like ‘I have to save someone’s life,’” Delta said. “[You think], ‘I’m so young, I don’t know what to do,’ but then you snap out of it. Sometimes keeping a level head is difficult, but I think I definitely get better as [I] go.” Delta said with each ambulance trip she gains more confidence, and the more she calls she takes, the more she improves.

# Student-EMT balances school with first-responder commitments

by will shin & brynn norwood

Junior Sophie Delta began a job as an Emergency Medical Technician (EMT) last summer at the Cabin John Park Fire Department in Bethesda, Maryland. EMTs work alongside paramedics and care for the sick or injured in emergency medical settings. They respond to emergency calls, perform medical services and transport patients to medical facilities. Delta said both her mother’s experiences as a volunteer

firefighter and her interest in Chemistry and Biology encouraged her to go into the medical field. “My mom volunteered at the fire station 20 years prior,” Delta said. “I grew up hearing all her stories about [...] her amazing and scary calls, [which is what] inspired me to be an EMT.” Delta said the impact her work makes on the community varies with each patient and call. If the individual’s injuries are non-life threatening and a hospital ride is all they need, the impact is not very large.

But, in other cases, she said EMTs make the difference in saving a person’s life. “I remember one patient [who] had trouble breathing, so we gave him oxygen,” Delta said. “Then he fainted [and] had a heart attack right in front of [me]. He lost his pulse and we did CPR and used the [Automated External Defibrillator]. We actually brought him back.” She said she spent time reflecting on the experience after it was over. “I thought it was amazing to hear him talk to us in the ambulance on the way

to the hospital because he was dead for three or four minutes,” Delta said. In addition to saving lives, there are other, more personal aspects of the job Delta said she favors as well, and one of the highlights of her work is the other EMTs at the station. “Those are the people that I know really well and I have to trust to do the right thing,” Delta said. “They teach me and I teach them; we’re always learning from each other. I think the relationships you build are amazing.”

Despite the joy of helping people and the bonds she forms with her fellow EMTs, Delta said there are challenges she faces both in and outside the station. “I’m on call twelve hours a week, [and] sometimes [I’ll leave] really late at night [when I’m] on call on Thursdays and have school the next day,” Delta said. “[Situations like] that [are] really hard sometimes. Managing work and Thursday night homework is really hard [in terms of] managing my time.”



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volume 56 issue 6

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**Rank & File is a member of the National Scholastic Press Association, the Columbia Scholastic Press Association and the Virginia High School League.**

Redskins: gamechangers or namechangers?

Moniker does not promote American Indian stereotypes; reflects cultural pride

by grady dillon

Though people consider the Washington Redskins name and logo to be racist, the organization should not change them.

The sports team started in Boston in 1932, where they were the Boston Redskins. But, after a disappointing 1936 National Football Conference Championship game, owner George Preston Marshall moved the team to Washington D.C. in 1937.

According to Sports Logo History, “the Redskins primary logo used today was first designed in 1971 in close consultation with Native American leaders [and they] unanimously approved and voiced praise for the logo.”

In October of 2013, the National Congress of American Indians published a report about the Washington Redskins and other sports teams, such as the Cleveland Indians and the Chicago Blackhawks, using racial slurs for their names and mascots. According to the organization, “a number of professional sports leagues and teams have opted to retain harmful ‘Indian’ brands, rather than truly honor Native peoples.”

The National Congress of American Indians went on to state that “the use of racist and derogatory ‘Indian’ sports mascots, logos or symbols, is harmful and perpetuates negative stereotypes of America’s first peoples.”

But the Redskins never intended the name, logo and mascot to be offensive or derogatory toward American Indians; they meant them as a

sign of honor.

If other sports teams began using a white stick figure or silhouette of a man, people would not say it is offensive or disrespectful to white culture even though it is the exact same situation with the Redskins. There is a double standard when it comes to racist things and racism all together. There should be no double standard of any kind, and teams should feel free to name themselves whatever they want.

The Cleveland Indians abandoned their Chief Wahoo logo last season because of the controversy surrounding it. Thousands of American Indians advocated for the name and logo to change, and though their protests were successful, it was not necessary to do.

After all, the Washington Redskins’ name is simply a name. Its intention is not to promote stereotypes against Native Americans or their culture. While the name carries a hefty meaning behind it, there are absolutely no demeaning purposes.

The Washington Redskins should not have to change their name, logo or mascot because these things show pride for indigenous cultures, not disrespect towards them.

Offensive name evokes an outdated and racist view of American Indian

by ben harper

The Oxford English Dictionary defines ‘redskin’ as a dated and offensive slur towards American Indians.

In 1863, the Minnesota newspaper *The Winona Daily Republican*, used the word as a bounty for the scalps of American Indians. Various civil rights groups have decried the name for years and called it a slur numerous times.

With these factors in mind, it is confusing why the Washington Redskins kept their

word throughout the early 1800s. But, as the 1800s progressed and as White settlers conquered more land from the natives, ‘redskin’ began to take on a new, derogatory meaning.

While there are other teams that reference American Indians like the Kansas City Chiefs or the Chicago Blackhawks, those teams contain a slur in it.

Redskins owner Dan Snyder argues he and fans of the team found a new meaning in the team name representing honor, and that he never intended for the word to be offensive. But, their feelings do not excuse the way the name has affected the people who are the recipients of it.

Just because fans never intended for the word to be offensive does not change the fact that it is still a slur.

Fans argue the team name is significant as they have had it since 1932. But teams and even cities have changed their logos in order to honor Native Americans.

Take the Cleveland Indians who, in 2018, changed the Chief Wahoo logo depicting an Indian in red face after public outcry similar to the Redskins logo. Chief Wahoo was the Indian’s logo from the 1946-1947 season to the 2017-2018 season.

The Redskins name and logo are an outdated relic and deserve a long and overdue makeover. American Indians are not mascots and the public does not deserve to demean them for the sake of team tradition.

5% of all sports teams’\* names contain a reference to native americans

\*high school, college, pro, semi pro and amateur teams  
SOURCE: MASCOTDB.COM

name for almost 86 years.

‘Redskin’ is obviously an offensive team name. You would not name a team after an offensive African American or Asian term, because minorities are not mascots and people have used words like that in the past to discriminate and push a negative steryotype of their race. The word ‘redskin’ is no different.

The first reported use of ‘redskin’ was in 1769. American Indians used it to distinguish themselves from White settlers. American Indians continued to use this

After school jobs limit course options

by sophie tedesco

From the moment I entered high school, I planned to take International Baccalaureate (IB) courses and eventually pursue the full IB diploma. I have been able to take IB classes and handle the workload because school has always been my top priority.

While I participate in a myriad of extracurricular activities, they are secondary to my classes. If I have a lot of homework, I can miss a club meeting or rearrange my schedule. If I feel like I cannot complete my homework, it is because I procrastinated or managed my time

poorly, not because I had other unavoidable commitments.

But I am privileged. My privilege allows school to be my top priority because my family can provide all of the necessities for survival. For my peers, their top priority cannot be school because they must contribute to their families’ monthly budget.

According to The Urban Institute, teenagers from low income families close to the welfare line were most likely to work long hours.

For students who have unsecure financial backgrounds, working long hours to support their families tends to be a

necessity.

For the most part, it is not feasible for students working long hours to keep up with the intense homework demands of IB classes.

If a student’s financial situation forces school to be a secondary priority to their job, they will not be able to move around shifts or hours to prepare for an important test or complete a long project. Furthermore, they may be unable to receive help after school or take advantage of after school retakes.

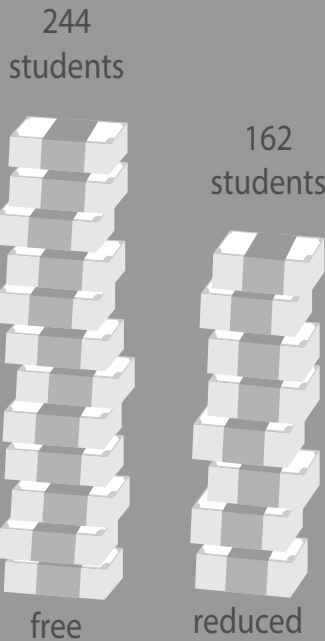
The very intense homework load of IB classes is a barrier to participation for students who do not

have the privilege of making school their first priority.

I understand that studying and completing work outside of school is a largely unavoidable requirement for fast paced and difficult classes. But I think it is important for teachers and administrators to recognize this problem and create individual solutions for struggling students.

Furthermore, despite the stress and pressure of the IB workload, I encourage students who are able to prioritize school to appreciate the ability to delve into rigorous and rewarding classes without fear of repercussions.

number of students on free and reduced lunch from the 2015-2016 school year



SOURCE: U.S. NEWS



# Peer tutoring capitalizes on collaboration

by ema baca

While the cost of private tutoring can range from 30 to 85 dollars, most schools offer peer tutoring for free.

Some benefits of peer tutoring include higher academic achievement, improved social development and increased motivation.

With the many benefits of peer tutoring, more students should take advantage of programs like the Writing Center.

The Writing Center allows students who need extra help on written assignments to work with a student tutor. Though there is a teacher supervising, it is up to the students to ask for help and collaborate with one another.

Students can request help for English, science, social studies and other writing

homework.

The Writing Center offers tutoring sessions for students on Tuesdays and Fridays during Learn.

According to the National Tutoring Association, marked improvement in student learning is a result of students teaching students. The benefits of tutoring apply to both the student learning and the student teaching.

Peer tutoring can be a beneficial way for students to learn from each other because tutors might learn new information while helping another student. In other words, teaching a subject to someone else helps the student teacher learn as well.

The National Education Association (NEA) found student tutors are both producers and consumers of education, and that to teach is to learn twice.

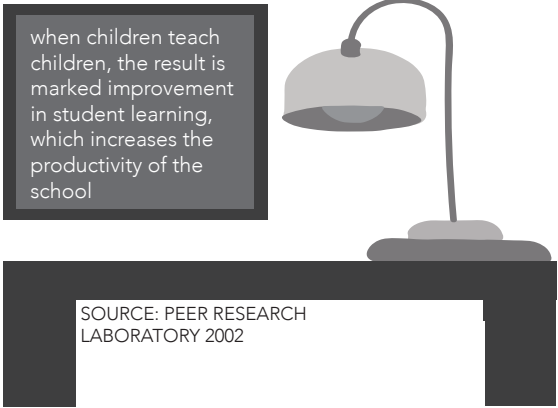
Another study from the (NEA) found that peer tutoring can lead to improved social development and better relationships with peers.

Unlike studying independently, peer tutoring allows students to collaborate and learn from others at school.

For students who are more shy, tutoring centers allow students to meet new people and make friends.

Also, tutors who are juniors and seniors can help underclassmen with assignments they have worked on in previous years.

While students might prefer studying independently, I find it helpful to review with someone. From personal experience, working with others to achieve a goal is easier in comparison to working alone.



A student is more likely to understand the information when reviewing with another student, which can increase motivation.

Students should use school tutoring clubs and programs because they are free and can provide academic and social benefits.

# Tipping gives servers an incentive to provide good service

by ben harper

While tipping is not a mandatory gesture, restaurants and hotel chains have greatly enforced the idea that you should tip your servers for adequate to good service.

As someone who has been working in the restaurant industry for a little over five months now, I have realized how important tipping your server really is.

Though the federal minimum wage is 7.25 dollars an hour, restaurants can pay their employees less as long they earn the standard minimum wage in

addition to tips they receive from people they served. Restaurants can pay their servers and bartenders as low as 2.13 dollars an hour.

Because of the low hourly rate, most of servers' income come from the amount of tips they get, which motivates servers to do a good job because their service determines their tip from the consumer. Undertipping a server for good service means their work to ensure you have a good experience was for nothing.

Servers are the most dependent on tips to supplement their salary, but tipping affects other

restaurant employees as well.

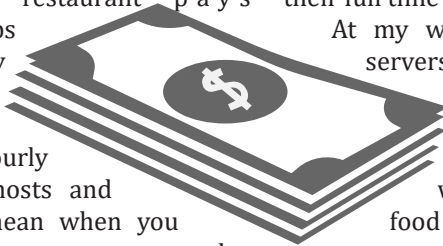
The restaurant where I work pays me 6.25 dollars an hour, and tips cover the rest of my hourly rate. The restaurant pays me in tips from my previous shift. The low hourly rate for hosts and bussers mean when you undertip your server, you also undertip the person who sat you at a table and the one who will clean your table.

Being a server may seem unimportant, but according to the

Bureau of Labor there are almost 2.3 million waiters and waitresses working in the US today. For a lot of my coworkers, serving is their full time job.


At my workplace, hopeful servers have to memorize the restaurant's menus, take a test on the menus, work as hosts and food runners, shadow a more experienced waiter and then serve a manager, before they officially become a server.

While serving is far from one of the hardest jobs, servers still have to keep a positive attitude




serving you, your friends, your parents and, worst of all, annoying toddlers who scream and cry before making a mess for the busser to clean up. The least you could do is pay an extra four dollars for your burger and fries that cost 20 dollars.

So, tip your servers more; it may seem annoying that you have to pay even more money after you paid your bill, but servers and others rely on this money. A good rule is to tip about 15 to 20 percent of your total bill for adequate to good service.



bright light causes permanent retinal damage, and fluorescent lighting causes blurs vision



studies show faulty fluorescent lights produce visible flickers which trigger epileptic brain activity

SOURCE: AMERICAN OSTEOPATHIC ASSOCIATION

# Fluorescent lighting disrupts students' focus

by amelia gee

Lighting plays an important role in the brain's ability to focus, especially when in school.

At times, the bright lights irritate my eyes and divert my attention from the teacher's instruction.

Studies have shown that the quality of light in the classroom affects students' eyesight, concentration and academic performance.

Furthermore, light contributes to short, off-task behavior such as texting in class, daydreaming and talking to friends.

Research indicates that soft, natural lighting is the best

tool to enhance learning without distraction and interference. Optimal lighting in day-to-day activities is essential.

According to the Livesstrong Foundation, a 2002 study found the quantity of natural light from windows has a more positive impact on students and their behavior.

On the other hand, the same study showed fluorescent lights prevent learning to a full extent because the bulbs increase sensitivity and agitation for students with autism and hyperactivity disorder (ADHD).

The quality of the lights at Marshall induces headaches and migraines due to an inability to process certain

wavelengths, causing stress for the brain.

According to a University of Georgia study, students in dimly-lit rooms achieved higher grades than students in brightly-lit rooms. The report demonstrates that inadequate lighting makes it difficult to recognize words when reading, thus interfering with the brain's job to gather information.

Additionally, lighting plays a part in people's psychological health. Spending a large amount of time in dim rooms can negatively impact moods. Depression is a serious mental illness among teenagers and many factors contribute to this condition. But proper lighting

can help ward off depression in at-risk teens.

Students perform better in softly-lit spaces, while others require bright light to stay alert. The challenge is to figure out how students can learn under the same lights. New advanced lighting products that are energy efficient will replace the traditional fluorescent bulbs. It is unclear how these innovations will improve student performance.

Ultimately, student achievement relies on a good night's sleep, a balanced diet and regular exercise. But adequate lighting that is not too bright or too dim is just as essential.

## elementary school contest

Rank&File hosted a journalism contest for the sixth grade class at Lemon Road Elementary School following a visit and lesson from the editorial staff. After careful consideration, the staff selected "Sixth graders prevent imminent demise of trout" as the winner, which earned Rishika Jain a spot in the opinion section as a featured letter to the editor.

# Sixth graders prevent imminent demise of trout

by rishika jain

Ms. Bush, along with the sixth graders, have been raising trout since early October of 2018.

Trout is a species of fish that lives throughout Virginia. Population counts are low, which suggests a need for trout to be raised and released in order to increase their chances of survival.

So far, Lemon Road has raised 62 trout.

Taking care of trout has

informed sixth graders about crucial information in science that will prepare them for the future.

A few of the principles they are learning are pH levels, Ammonia and Nitrite levels.

They are also learning how to be independent and responsible citizens.

According to Ms. Bush, "[Raising trout is] a relevant and interesting way to learn measuring skills for the chemical components in water."

Awhile ago, sixth graders were tested to see how well they could work in times of stress.

The nitrite level in the water had risen above 25 to 30 parts per million. The nitrite in a fish tank is formed when fish released waste, ammonia, interacts with bacteria and becomes toxic to fish.

Sixth graders had to alert Ms. Bush at once, as all the trouts lives were at stake.

They dumped out the current water in the tank and

replaced it with new, clean water. There were no trout casualties.

When the trout have grown enough to survive in the wild, sixth graders release them.

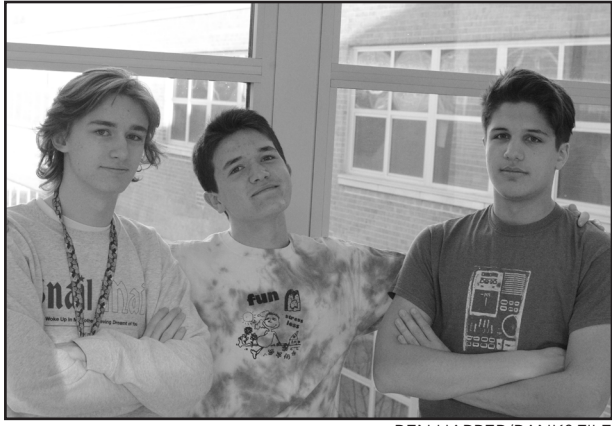
Two sixth grade classes, chosen at random, get to take a field trip to the Wildcat Hollow trail.

They set free the trout in the streams along the trail. Sixth graders have had an enjoyable time in the past years in this field trip.



## Marshall bands

Rank&File interviews three student bands about their beginnings, genres and futures in the music industry.



BEN HARPER/RANK&amp;FILE

### How did the band start?

[We started in eighth grade], and we didn't really have a first concert until ninth grade around February. Before that we just played covers. We didn't write our own songs, but nowadays, we're very song-driven. We're trying to make an album.

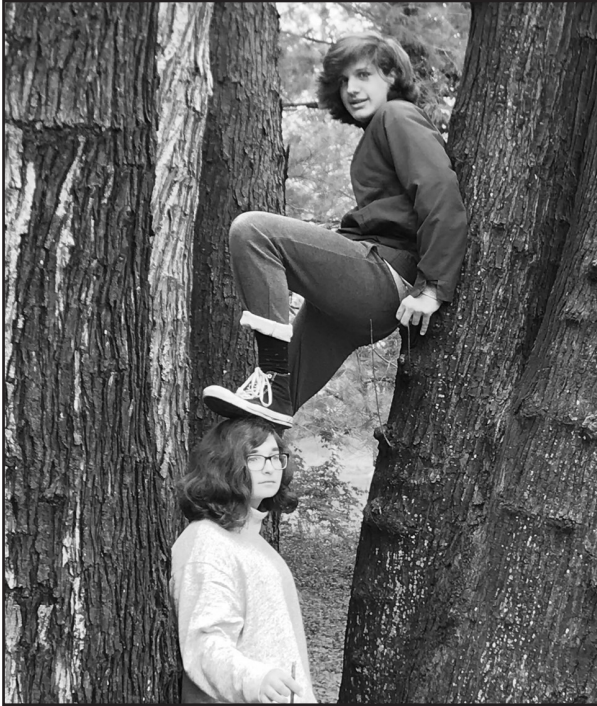
### What type of music do you write and perform?

I'd say a mixture between dance, punk, pop-rock or just pop, indie rock, et cetera. Around that genre.

### Is this a hobby or is music something you want to pursue as a future career?

I feel like it might be something I want to continue, but I have so many interests that it's sort of a struggle to figure out exactly what I want to do.

**-junior and drummer for Foxglove Jack Lwin**



COURTESY OF EMMA CHASE

### How did the band start?

"The band started with Miles and I writing joke songs mostly, just doing stupid stuff with our friends. But we got more serious and we started to care more about writing songs."

### What type of music do you write and perform?

"I like to mix elements from different stuff. I take mostly inspiration from new wave, noise music and punk."

### Is this a hobby or is music something you want to pursue as a future career?

"[Music] is most of what I do in my pastime [...] I definitely want to pursue it as a career."

**-sophomore and pianist, singer for Breakfast Emma Chase**

● by jay kosumi and ben harper



BEN HARPER/RANK&amp;FILE

### How did the band start?

I made a joke about forming a band and then it turned into a reality. That's the most elaborate joke I've ever been part of.

### What type of music do you write or perform?

It's a lot of singing wacky songs. So any genre, really. I think it's mostly about the musical experimentation and also just having fun.

### Is this a hobby or is music something you want to pursue as a future career?

I definitely want to keep music in my life because it's something I grew up with and something that is so incredibly important to me. But career-wise, I don't think I'll pursue music. Right now, it's more of an intense hobby.

**-senior and guitarist for Incipient Rage Ella Tynch**

## Teacher and alumna collaborate on clothing line

by sahar jiwani

While doodling on her math homework in the seventh grade, 2016 Marshall graduate Quiana Dang designed a character: a cat with human legs. When Dang was a student at Marshall, she and her English teacher Mathew Horne thought of the idea of screen-printing the catman onto t-shirts. From this idea, Dang and Yale graduate Jack Wolfe created Blubwear.

"I was friends with [Wolfe] a long time ago," Horne said. "We were in kindergarten together so we are always sharing ideas and one of the things he has always wanted to do is have a clothing company."

Enter Blubwear, an online streetwear brand designers and artists produce in New Haven, CT, New York, Fairfax and Los Angeles.

Blubwear began as a group of friends,

all from different industries including architecture, industrial design, education and art.

"Although all of us work in creative industries, we wanted to work together on a project that was distinctly our own," Wolfe said. "We all have different backgrounds and a diverse pool of influences in art, music, design and graphics. But our ethos is always to be wacky and fun-loving."

Dang said the creation of this clothing came from both their desire to express spirit and because it is a form of art.

"I think the motive behind Blubwear boils down to the reasoning Mr. Horne, my friends and I had as part of [Marshall] when screen printing those shirts all those years ago," Dang said. "It's really abstract [...] but the apex of it all is that you look at a Blubwear item and think, 'This is so absolutely strange.' But in a way, you feel some sort of kinship with the creature."

Wolfe said they used the word "blub" because it is fun to say, but he also said it is not trying to be cool or self-inflating like some other brand names.

"It is quirky and strange while also being cute and approachable," Wolfe said. "It [displays] this line really nicely and I think that is what makes it so iconic and memorable."

Wolfe said Blubwear is interested in the notion of making the everyday extraordinary and about the creative mind re-imagining the mundane and regular as exotic and exuberant.

"We don't take ourselves too seriously and try to convey a style that is playful, light-hearted, whimsical, but also a little off-kilter," Wolfe said.

For Wolfe and his team, Instagram is a platform for creating an excuse to make ridiculous animations, rather than merely promoting their products.



BEN HARPER/RANK&amp;FILE

English teacher Matthew Horne helps sophomore Isabella Jones with her homework while wearing blubwear. "Blubwear got finalized with paperwork right before Thanksgiving in 2018, so it's only been around for three months," Horne said.

"The Blubgram is all about fan engagement, so we remix posts and photos that blubbers send us to take them to new places," Wolfe said.



SAM FELDMAN

Junior William Izdepski poses for Samantha Feldman's "Glamour Shot."

"[The shoot] was really laid back," Izdepski said. "Sam pretty much let me do whatever I wanted save for a few shots."

Izdepski said the shoot is important because the picture could encourage people to be themselves.

"Representation matters," Izdepski said. "Seeing other people doing the things you may not be fully comfortable with totally helps. I don't expect it. If that picture of me can inspire someone to embrace themselves more, then I'll be elated."

## Feldman defies gender roles through top five regional scholastic art award nominated photo

by nikita athawale

As a requirement for her IB Visual Arts class, senior Samantha Feldman submitted a photograph for the Regional Scholastic Art Awards in January. Now, not only has her photo "Glamour Shot" received a gold key, but it has also received one of the five American Visions & Voices nominations within the region.

Judges will review her artwork, as well as all other gold key and American Visions & Voices nominations, in New York City as an opportunity for national recognition.

"I was so surprised," Feldman said. "I really enjoyed that photo, but [...] it feels nice to know that other people like it

just as much as I do [and they] understand what the message is about and [...] respect it."

"Glamour Shot" is a black and white photograph depicting junior William Izdepski wearing eyeliner, lipstick, contour and blush.

"I wanted to make [the photo] kind of a 1950s Hollywood era style portrait," Feldman said. "Specifically, I was looking at the ones with Marilyn Monroe [because] she was the epitome of being feminine in that time period and she was considered the most beautiful woman. I wanted to give my take on [that] and show how, [...] in our day and age, the definition of beauty is changing."

Feldman said she would dedicate her awards to those

who are non-gender conforming, non-binary and transgender, as well as people who challenge stereotypes and identify with their true selves.

"It's definitely a cruel, hateful world out there," Feldman said. "I just want [those people] to know and understand that I stand with them and support them. It takes bravery to challenge the societal norms of anything."

Feldman said she believes every person is beautiful and she wants to capture how much depth human beings possess through her work as an actress and through her artwork, primarily portrait photography.

"There's a lot of different ways to identify yourself as a person and I really wish

everyone in the world can understand," Feldman said. "But art is a way of understanding [...] and knowing, and hopefully, my piece can change someone's mind."

According to the Scholastic Art & Writing Awards, those interested in submitting pieces must create an account and upload original art or writing. Then a parent or legal guardian and an educator must sign submission forms and either mail them to the affiliate partner of their region or upload the forms onto their account.

"I've never done something like this before, [but] it was a really easy process," Feldman said. "I encourage a lot of people to do it."



# Debunking sports myths

Athletes defy common misconceptions about height in sports

by hannah  
levitan

High school sports often set standards for what an individual can or cannot do based entirely off of their appearance. For example, coaches consider a basketball player's height to be a major determinant of their ability. But according to these athletes, it is practice, passion and resilience that determines their success.



“If you look at the [Association of Tennis Professionals], all of the women on the tour are tall. This has created a stereotype that all tennis players are tall. However, I’m five feet, and that doesn’t stop me from playing the sport I love.

I believe height doesn’t have anything to do with your ability to hit the ball. Tennis is all about your strength, speed and focus. My determination has made me the player I am today, not my height.”

- senior & tennis player  
Ashley Fitz-Patrick

“Most midfielders tend to be taller. On the circle [during the draw] taller girls have a little bit of an advantage because they can reach up higher to grab the ball. As a shorter player, I still was able to have the highest number of draw controls on the team [in my] freshman year. I think it’s because I use my shortness to my advantage. When the other girl is reaching up, I often box her out and

push back a little bit in order to give myself a position where I can reach the ball myself. Additionally, in lacrosse, a lot of girls grow up in lacrosse families where their dad or siblings played at the college level. No one in my family played lacrosse, and so I wasn’t raised into the sport. I play because I fell in love with it and I have passion for it.”

- junior & lacrosse player  
Avery Burke

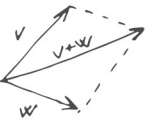







“All the people that say short people can’t play football are obviously wrong, because you don’t have to be the tallest person to play football. I’d rather be short, fast and agile because it doesn’t really take much for me to accelerate since I’m short. I know this may sound corny, but it’s not about the size of the dog

in the fight, it’s about the size of the fight in the dog. I take some hard hits, but still move [on to] the next play. Honestly, you just have to be really resilient in order to succeed as a short player, and I think I’m really resilient to keep on grinding no matter what anyone says.”

- junior & football player  
Alex Nguyen





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# Lack of space forces schools to share gym

by **nikita athawale**  
& **amelia gee**

Gymnasts from James Madison High School and McLean High School are practicing in one gym with the Marshall gymnastics team due to lack of room for practice.

Gymnastics head coach Kristi Bzdafka said sharing space is an opportunity to observe different coaches and perspectives, which has been beneficial because of the support and advice she has received from her experienced peers.

"The rules are very extensive in high school gymnastics," Bzdafka said. "Because [the other coaches] have been coaching for a long time [...] it was nice to be able to ask them questions when I didn't know something or bounce an idea off of them."

Sophomore and gymnast Teresa Capuano-Rizzo

said all gymnastics teams who share a gym for practice get along well despite coming from different schools.

"I like sharing space because it's nice to get to know gymnasts from other schools," Capuano-Rizzo said. "We each kind of do our own thing. We [...] go to events together and talk to each other."

Bzdafka said sharing gym space is a familiar practice for gymnasts who compete in clubs.

"[It is] more compartmentalized [when sharing space], where we each have our own area at different times of the practice," Bzdafka said. "[In] club gymnastics that's how it works, so these kids are used to that."

Teams from Madison and McLean theoretically have space to practice, but the gymnasts from both schools do not get a chance to use their vaults at their respective locations due to



BRYNN NORWOOD/RANK&FILE

Sophomore and gymnast Teresa Capuano-Rizzo prepares for her next move during her routine for the regional championships at Washington Lee High School. "I like sharing space because it's nice to get to know gymnasts from other schools," Capuano-Rizzo said.

the amount of room vaulting requires. Junior and Madison gymnast Cammie Kolat also said her gymnastics team usually cannot practice in their gym because of conflicting schedules with the basketball teams. Instead, they practice in the dance room.

"[Sharing space] is not distracting," Kolat said. "We are all doing the same sport, so it's a place where we can correct each other and just have fun. Also, there are

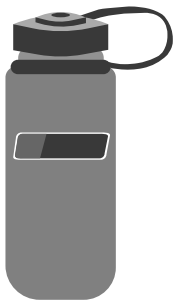
multiple coaches to help out."

Kolat said she is close with the gymnasts from the other schools because they have been attending club gymnastics and competing together for many years.

"A lot of these kids go to the same club, so then they get to see their friends," Bzdafka said. "Gymnastics is a really small community and these kids all know each other from years and years of gymnastics."

# Water you drinking from?

Student athletes compare the price, quality and eco-friendliness of water bottles



"I like using Nalgene bottles personally. They hold a lot of water, they're easy to clean and it's harder to damage since it's plastic."

- **junior & JV lacrosse player**  
**Lena Smith**



"I mainly use the free water bottles with sponsors on them. I use them because I don't want to pay a lot of money [for] a water bottle when the free ones I get usually work fine."

- **junior & varsity cheerleader**  
**Jillian Pignano**



"I use my S'well bottle. It's blue. I dropped it during the first day of field hockey tryouts last year and it has a huge dent in it now."

- **junior & JV softball player**  
**Katherine Colianni**

● by **isabella gulick**

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# sports**briefs**

## Varsity wrestlers qualify for regional championship after winning season

Varsity wrestling finished the regular season with a record of 12 wins in 18 matches, with 12 members qualifying for regional championships.

The regional championship tournament took place for two days at Fairfax High School. The tournament consisted of the Northern region and the Occoquan region. The championship was a double elimination tournament, meaning if a wrestler were to lose once in one round they still have another chance to continue competing and to qualify for states.

To qualify for regionals, wrestlers must finish in the top four in the district of their respective weight class. To train for a top placement in the tournament, the wrestlers practice every day after school.

"I think wrestling [is one of the] most physically demanding sports in existence, and in order to just compete and to just stay on the team, it takes an unbelievably high work ethic," wrestling head coach Jason Planakis said. "For three hours each day for practice we're lifting weights and we're wrestling live and we're drilling our moves, and it's a constant resistance against each other."

During practices, senior and varsity wrestler Mark Barakat said he tries to improve certain aspects of his performance.

"I go into practice every day with one or two specific things in mind that I know I want to get better at by the end of practice," Barakat said.

Sophomore and varsity wrestler Harris Qureshi said attending regionals for the first time was stressful, but he was able to overcome the anxiety in his matches.

"Obviously there are always nerves," Qureshi said. "Once you are on the mats, all of those feelings go away and you just wrestle."

Barakat said he was most excited for the friendly competition with his team's regional rivals.

"Regionals is something you look forward to since the summer," Barakat said. "I was practicing over the summer thinking about the people I would be wrestling."

At the tournament, four seniors of the 12 total wrestlers who attended the regional championships qualified for the wrestling state championships.

by **will shin**



WILL SHIN/RANK&FILE

Sophomore and varsity wrestler Harris Qureshi spars against his opponent from South Lakes High School on Feb. 7.