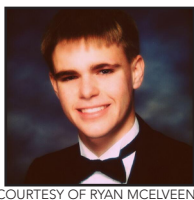


**Features:**  
Muslim women share the personal and familial factors that encourage them to wear the hijab headscarf.

SAHAR JIWANI/RANK&FILE



COURTESY OF RYAN MCELVEEN

**In-Depth:**  
*Rank&file* features alumni and school board member Ryan McElveen and his campaign for chairman.



DMITRY BUTYLEV/RANK&FILE

**Arts&Style:**  
Theatre teacher Bernard DeLeo casts elementary schoolers in upcoming play for an accurate portrayal of young characters.



GWYNETH MURPHY/RANK&FILE

**Opinion:**  
Preventing seniors from decorating their graduation caps invalidates the significance of senior traditions.



AMELIA GEE/RANK&FILE

**Sports:**  
Junior Avery Burke defeats her injury to return to varsity lacrosse team with new confidence.

# rank&file

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George C. Marshall High School  
7731 Leesburg Pike  
Falls Church, VA 22043  
(703) 714-5511  
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## Marshall waste reveals minimal recycling rate

by nikita athawale

The Fairfax County School Board Regulation 8541 requires all Fairfax County Public Schools (FCPS) facilities to recycle, but the extent to which Marshall does so is unclear.

The U.S. Department of Education named FCPS the 2017 Green Ribbon School District due to their initiation of Get2Green in 2010, a program which tracks environmental data for every FCPS school. According to the website, from Jan. to Dec. 2018, the waste at Marshall consisted of 70.21 percent of trash and 29.79 percent of recycling.

"[As] an environmental science teacher, I'm always going to say I don't think we recycle enough," IB Environmental Systems and Societies teacher and Earth Force sponsor Andrew Litterst said. "I think, unfortunately, a lot of the times, [the recycling] ends up being collected with the trash."

Members of the Earth Force club collect the recycling after school once a week, while the evening custodians are responsible for the same task on the other four days.

"The custodians are only given one trash can, so they pour the recycling and trash together, understandably," senior and Earth Force co-president Madison Mohajerin (Madison Monroe) said. "Earth Force collects the recycling specifically so that the custodians don't



AMELIA GEE/RANK&FILE

Seniors and Earth Force co-presidents Kari Eskeland (left), Madison Monroe (right) and senior Alli Butler (middle) collect the recycling from a biology class.

have to merge [them] both."

Each week, Earth Force has eight to 12 participants who collect the recycling from the classrooms.

"[Recycling] would be improved if there were more volunteers," senior and Key Club president Luka Gabitsinashvili said. "I think a better solution could be talking to the principal [about] how custodians need to have two bins to separate trash from recycling."

Assistant building supervisor Jesse O'Neal said he believes students need to do their part when it comes to recycling as well.

"Students don't really recycle like they should [because they] just throw stuff everywhere," O'Neal said. "[They] can be more conscious by reading the

signs that are posted in the cafeteria and when they go to throw things away, putting [them] in the right containers."

Gabitsinashvili said he would also like to see more sensibility about recycling among students.

"If everyone dedicated 30 minutes after school to help out, then maybe the recycling team [could] do this initiative every single day," Gabitsinashvili said.

Monroe said if people stopped placing the wrong items in the recycling bins, Earth Force would no longer have to sort through the containers to find the recycling.

"A lot of students just don't care," Monroe said. "There's a lot of apathy toward things you don't see. We need to do our part."

## McElveen proposes walkout policy changes County to allow student protests once a year with prior notice

by isabella gulick  
& jay kosumi

In the wake of the Parkland shooting anniversary, School Board member Ryan McElveen submitted a proposal to allow Fairfax County Public Schools (FCPS) to excuse students from grades seven to 12 to miss school once per year to participate in civic engagement activities.

On Feb. 14, 2018, a mass shooting took place at Marjory Stoneman Douglas High School in Parkland, FL, which jump-started a movement of advocacy among teenagers for stricter gun laws. Students took to the streets to demonstrate in a movement that developed into the *March for Our Lives* campaign.

The marches took place in cities nationwide, and

according to *USA Today*, the turnouts reached approximately 800,000.

Last year, Marshall students held a protest on Mar. 14, one month after the shooting. They walked out to the front of the school

"We shouldn't have to choose between education and fighting for what's right," junior Katherine Colaianni said. "It would have been useful last year if we had that extra day because, even though my parents ex-

"We shouldn't have to choose between education and fighting for what's right,"

Katherine Colaianni  
junior

during Learn and observed a moment of silence for 17 minutes to commemorate the lives lost.

But students who did not return to class after the walkout received an absence for the rest of the day. These students decided to take the metro to D.C. to participate in demonstrations.

cused me, other students got marked for skipping."

Principal Jeff Litz sent an email to parents that stated while he understood the protest, the school could not endorse the walkout, which was why students received a tardy for leaving.

"There was inconsistent enforcement of [walkout]

procedures in schools, including how schools designated excused student absences," McElveen said in his proposal via a post on his Twitter account. "I have spoken with many community members who would like clearer policy guidance in the future."

If the county were to approve of the proposal, it would provide students an opportunity to engage in activities like protests or walkouts, so long as they gave prior notice to administration with evidence.

Junior Natalie Martin said while she agrees with McElveen's proposal, she thinks students might use the day to skip school.

"I think [the proposal] is a good idea, but I feel like people would abuse it by using the day to skip," Martin said.

## newsbriefs

### IB math classes introduce new course alternatives

The IB math department will implement course changes next year, replacing existing post-Algebra 2 classes.

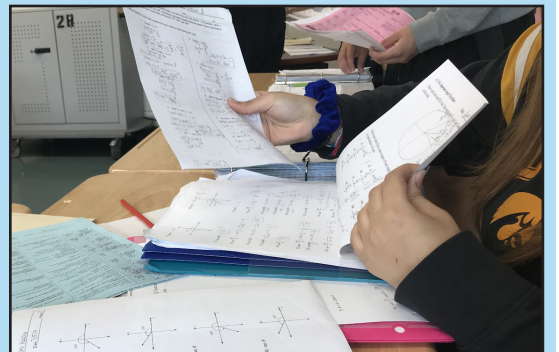
The new curriculum will include two pathway options. After the completion of Algebra 2 with Trigonometry or Pre-Calculus, a student can choose to take either IB Math Analysis and Approaches or IB Math Applications and Interpretation.

"When I took Algebra 2 there was no option to go to an IB class next year without taking Trigonometry over the summer," sophomore Kendall Hymes said.

International Baccalaureate (IB) courses go under review every seven years.

"The curriculum came out in the beginning of February, so [the department] still has a lot of questions," math teacher Judy Greenblum said. "[IB Math Studies] is currently a one-year class, but [next year] it will be two years."

Despite these changes, IB math courses will still focus on skills like analysis, statistical literacy and algorithmic thinking and inquiry.



SAHAR JIWANI/RANK&FILE

Sophomore Amani Akkoub studies in her Algebra 2 class. The changes will include two IB courses after the completion of this class.

### Entrepreneurship 2 students create school supply store

The Entrepreneurship 2 class presented their new school store, Statesman Supply, which will sell writing utensils and school spirit items during red day lunches.

Entrepreneurship teacher Shelley Gaffin introduced the idea to the three CEOs of the company: the seniors Annaliese Wan, Braden Newell and Hudson Halling.

"I was prompted to start the store because it aligns perfectly with the Entrepreneurship 2 curriculum," Gaffin said.

Entrepreneurship 2 focuses on small business management. Gaffin said there is no better way to learn about small businesses than to actually run one.

"Ms. Gaffin [...] went up to the principal and was like, 'this is what we need to implement and the students can actually run it,'" senior and co-CEO Braden Newell said.

Though the Parent Teacher Association (PTA) provides boosters, it does not sell school spirit items and supplies. Now that the Statesmen Supply is open, students can buy such products during all red days.

briefs by sahar jiwani



# Ryan McElveen

compiled by gwyneth murphy

FCPS School Board member and former Marshall school president Ryan McElveen turned his high school activism ambitions into the road map for his political journey. At 33, McElveen has entered a new phase of his career this January with the launch of his campaign for Fairfax County Chairman, running against Jeff McKay, Tim Chapman and Alicia Plerhoples.

## Campaign Priorities

### opportunity for all



equitable access to food, housing, education and healthcare

### best education system



invest in education and universal pre-kindergarten

### fiscal discipline



balance low taxes and community investments

### innovative & sustainable infrastructure



environmentally-friendly transportation alternatives; universal wifi access; improved schools, libraries and green space

## What were you like when you were a student at Marshall?

We had the smallest school in the county, so we had 220 kids in my graduating class, and I was class president. There were kind of these tribes at Marshall. I was in the IB tribe and also [with] the drama kids and music kids. At the same time I was very involved in sports; I was a [tri-sport] athlete. I was in the advanced symphonic orchestra, I was one of the co-presidents of the National Honor Society, but I think the vast majority of my time was spent on Student Government stuff. As class president, one of the things that I did, which I think is my lasting legacy at Marshall, is bringing back the

## Why did you shift from the School Board to running for Fairfax County Chairman?

Over the past eight years on the School Board I've been subject to chronic underfunded budgets for the education system, and the Board of Supervisors are the ones that control the pursestrings. Of course we get a portion of our money from the state, but a vast majority of it comes from the Board of Supervisors. As someone

## Do you think your access to and more personal interactions with the community through your School Board position can serve as an asset in the Chairman position?

I was really the first School Board member to embrace social media, part of that had to do with age because at 25 I was the youngest person ever elected. The good thing is that it's made our government far more responsive with things like snow day announcements obviously, but also just in general I've seen our school system become more responsive and much faster about getting information out

## How will your supporting youth base play a role in your campaign, if they will not all translate to votes?

Anyone who turns 18 by Nov. 5 will be able to vote in the primary on June 11, so that'll be most, if not all, of our seniors who will have a voice in this. So it's about making sure they come out to vote. A big part of my campaign in this primary is getting our young people registered to vote. At the same time, I'm hopeful that kind

## What is one thing most people don't know about you?

Around the fall of my senior year [at Marshall] I began losing my hair. By the end of my senior year my hair all over my body was all gone. I had an autoimmune disorder called alopecia universalis (AU) and so I spent the second half of my senior year wearing a wig. I went off to college and for the first year and a half of wearing that wig I kind of hid behind that and worried what people would think if I embraced my baldness. It wasn't until I was halfway through college that I realized people should love you for who you

## Do you have an idea of your longer term, ultimate political goals?

There's always the chance that I will not be successful in this endeavor, and if that's the case then I have to kind of reevaluate my life. [...] But if I am successful in this, there are many opportunities in politics. I will say that particularly now we are in an interesting inflection point, not only during the Trump era, but also in Virginia because of what's happening at the state level, where you have politicians who have worn blackface and those who have been accused of sexual assault. We really need to be able to trust our elected officials, and as someone who is a white male, I fully understand if people in the community say they want to embrace something besides that. But I think my life has shown that I'm willing to

stall doors in the boys bathrooms. There had been a long process in the 1980s and 1990s, the "just say no to drugs" era, and because kids were going into the bathroom and doing drugs, administrators thought the solution to that was to just rip off the stall doors. By the time it got to the 2000s, it was a privacy issue and people weren't doing drugs as much as they had previously. I put together a petition and I got hundreds of signatures and I took it to the principal and she was able to convince her boss to get funding for stall doors. That was kind of how I got my start in student advocacy.

who has felt that and who has seen a deprioritization of education, I felt that, as much as I love the School Board work and as much as I'll miss it, I could make an even bigger difference in the Chairman position.

to families, whether it's emergencies or other things like that. But at the same time I think I've also been able to connect, unlike ever before in terms of Fairfax County government at least, with students and families. I hope to take that experience to the county level, and not just deal with school issues but be more responsive with real basics like filling potholes and cleaning up streets. [I'd like to be] a place where people can come and know they'll be heard.

## How will your supporting youth base play a role in your campaign, if they will not all translate to votes?

of model will propel students to go home and talk to their families about voting and the importance of this. [...] If [students] want to be involved in their democracy then that's a great thing. I think it's a good experiment. No one has been able to mobilize the youth vote before and so I'm hoping this is successful.

are and so you should just be yourself and so that's what I did. I embraced that part of my identity, and the irony of it is that now I'm far more recognizable out in the community because of my bald head. That's my story but also a way of telling [teenagers] that adolescence is a tough time and all of us have issues embracing ourselves. Hopefully, I can be an example to those that come after me that, whether you have an autoimmune disorder or something else, just be yourself. People will love you for who you are.

stand up not only on behalf of minority communities but also on behalf of women. On the School Board I've championed things like dress code reform, sexual misconduct prevention, and I just passed a resolution this year on that. I think my record speaks for itself, but at the same time when people look at me they don't necessarily see that. I do think though that when speaking with young people and volunteers for my campaign, they don't necessarily see me as 'the snow day guy,' they see me as someone who has impacted their lives on issues like that. It makes me feel like I've done something other than just announce snow days.

## student voices

McElveen has developed a relationship with young people in the county via his social media, and plans to use student activists to further mobilize the youth vote.

Volunteering for Ryan McElveen, I think it was very important, especially that all of the interns are young people [and] since he has been so dominant in the lives of Fairfax County youth. Everyone knows who he is, everyone basically thinks that he's this big celebrity, and he's like a county celebrity. And everyone is really engaged with him all the time. So when he decided to run for chairman, it was like a no brainer whether I wanted to intern for him [since] he's very engaged with young people and he's always wanting to get their ideas, and he always makes them heard.

—Kristen Hamilton  
senior & campaign volunteer

When I first learned that Ryan McElveen would be running for Fairfax County Chairman, I knew it was something I wanted to be a part of. Seeing a graduate of your high school who is still so active in your school's community and who puts his experiences as a student at the forefront of his service philosophy [is] amazing. I'll be graduating this year and I plan on studying Political Science, and knowing that my fellow Marshall alumni is leading us into the next generation is about as big of a motivation as you could get.

—Owen Williams  
senior



GWYNETHMURPHY/RANK&FILE

McElveen catches up with his former track and field coach Darrell General during his custodial shift.

"He was an excellent student here," General said. "He also set a good example for the kids here because he was a track athlete. I coached him in cross country and track, and he came to practice ever day even though he had a full schedule with academic work. I think he's doing a good job, a wonderful job with the school board stuff that he has to do because that's a hard job and a lot of responsibilities. I think he's doing the best he can by giving back to the community and the schools."

## little known facts

1

holds B.A. from the University of Virginia and a Master's degree from Columbia University

2

multilingual and fluent in Mandarin Chinese

3

member of National Committee on U.S.-China Relations

4

youngest person to win a School Board election, at age 25



## Mark knows snow

Junior and amateur meteorologist Mark Skaggs predicts forecasts and delays on weather page

by ben harper

When a snow storm is imminent, FCPS students tend to constantly check their Twitters and weather apps in the hopes they will get a cancellation or at least a delay. But for the people who follow @markswheatherpage on Instagram, they have the advantage when it comes to school closings and forecasts.

Junior Mark Skaggs said he has been interested in meteorology since elementary school, and created his weather page in 2018.

"I started posting [about weather] on my main Instagram, but I felt that sort of [subject] belongs somewhere else so I decided to create my own Instagram for the people that would be interested in school forecasts or what's going on outside," Skaggs said.

Skaggs' page compares models, which he calls forecasts, from

different perspectives about upcoming weather events such as snow storms, thunder storms and hurricanes. Skaggs said he prefers to cover snow storms due their unpredictability.

"Sometimes [the models] are in major disagreement and it's interesting to see what they say and [that's how I] interpret what my forecast is going to be," Skaggs said. "Usually I use the models to see how much snow we're going to get."

Before posting his predictions and thoughts on the upcoming snow storm, Skaggs spends the days before the storm researching the different models and forecasts before combining them all into his own snow map where he makes his predictions.

"I mainly check it to get a different perspective on what other people are saying, and I'll usually combine all those thoughts into an overview of the storm, which is what

I'll post three days later and give what I assume what's going to happen," Skaggs said. "Sometimes I change it because there's a personal opinion so there is some bias, but mainly they come from those sources."

When researching and making his forecasts, Skaggs said he tends to play it safe in order to be more accurate than other meteorologists.

"Meteorologists usually tend to be wrong and that's okay because anything can happen to a storm," Skaggs said. "I'm not trying to be perfect but I'm trying to be better and as accurate as possible. I try to put all my hard work into my accuracy and not give just my guess."

When he first started his account, Skaggs had around 20 followers. However, that number has increased to 120.

"It feels great because people are actually interested in my passion and what I want to be when I



COURTESY OF MARK SKAGGS

Junior Mark Skaggs examines weather models for his upcoming forecast.

"I recommend the ICON [model]," Skaggs said. "The GFS and Euro [Models] are half and half. They sometimes are accurate and sometimes not. Stay away from the FV3-GFS [model]. It's not reliable right now, but it will be reliable when it's officially released by the National Weather Service."

grow up," Skaggs said "I think it's kind of awesome that people can give feedback, acknowledge, and say thank you to what I love to do."

While winter is almost over, Skaggs said he will continue to cover the weather even if there is less interest.

"I'm probably

going to shift to thunderstorms," Skaggs said. "Of course there isn't going to be much interest because people follow my weather page because they want school to be cancelled. It's probably going to be a long time before I go back over to winter weather."

As for the long-term future for Skaggs

and his weather page, he said he wants to be a meteorologist and thinks his weather page will show colleges how committed he is to covering and analyzing weather patterns.

"I just want to be a meteorologist so I've already visited a lot of schools that offer meteorology," Skaggs

said. "I think [the account] will help in my college applications because I'll mention that I have a weather page that has over 100 followers and I think they'll take note and think, 'Oh this guy is really interested in weather we should consider him for our college.'"

## Stories through the decades

● compiled by grady dillon & will shin

Richard Dillon, Arts&Style editor Grady Dillon's grandfather, has lived through several historic moments including World War II, the Korean War and the Civil Rights Movement. In this issue, Rank&File showcases his account of key events along a timeline.

### 1930s

My dad worked for Creel Brothers Inc., and [his boss] called them all in and said, 'I got to let half of you go, but there is a way that we can help everybody if you wish to do that.' [My dad] said, 'I'll leave it up to you.' [His boss said] 'I can lower all the salaries by 50 percent and keep everybody.' And that's what they decided. So dad went from 40 dollars a week to 20 dollars a week. And he gave up his cigars. [...] I can remember shirt collars were turned around because if it frayed or anything in the back, that was turned around and mother would sew the collar the other way. You would get to wear the shirt longer.



Richard Dillon (right) poses next to his older sister Joy Dillon (left) while holding their puppy in his arms.

### 1950s

I was actually in the army. I graduated high school and went to college. I started in '50, and the Korean War started during July 5 of 1950, and I went to Saint Francis until second semester was finished of '53. I was offered an opportunity to go into a very special force at that time: The Army Security Agency. You had to be at least a high school graduate to enlist. There were no draftees unless you spoke Russian or Chinese.

I swore allegiance to the United States for three years from February the second of 1953 until February the second of 1956. As a part of this program that they had, basic training generally took about 16 weeks. We were transported by plane to Camp Breckinridge in Kentucky, and that was the 101st Screaming Eagles, a very well-known and well-respected paratroop outfit.

### 1940s

There was gas rationing. You only got so many gallons a week. There wasn't much travel at that time. Fortunately, we lived very close to the store, so it wasn't that much of a problem. The stores weren't as big as they are now, and with food rationing in World War II, when you went to the store, you were there to buy. So, it was kind of restricted. You think of all the freedom we have now, and it wasn't there before.

The other thing for World War II that we had was blackouts. That's when they would announce that all lights would be done away with at night. My father [...] brought home these big, sizes of boxes [...] we could turn on lights and read a good book [underneath]. The idea was that we were close to the coast, and who knows when the Nazis are coming on shore. I think they held [the lights] once every month. That was another thing you hate to do.

### 1960s

I wasn't really involved in [the Civil Rights Movement] to tell you the truth. I wasn't. I mean I read the paper about it and watched it on TV I just wasn't caught up in it. And then Kennedy got shot so it progressed more under President Johnson. At my wedding, [my wife] invited two black girls from work. People eyed them funny, and that was '65. Johnson didn't pass the Civil Rights Act yet, that was '68. [But] I never said I'm not going to go somewhere because black people were there.



Richard Dillon (right) poses for a photo with his newly wedded wife Carolyn Dillon (left) in the back of their limousine.



# Unveiling the meaning

Three women talk about what their culture and religion tell them about wearing a hijab as well as what it means to them.

● compiled by sahar jiwani



Hadeel Elbackush,  
junior



Raviha Akbar,  
sophomore



Abber El-Baz,  
math teacher

"I wear [a hijab] because of my family and my religion. In my culture, we're super religious. I know my aunts, grandmas and cousins all wear it so I kind of joined them. [I was never forced to wear it and], my dad didn't want me to because he said I was too young, but my mom encouraged me to and she said [I] can wear it anytime I want, as long as [I] end up eventually wearing a hijab. I started wearing it in seventh grade, pretty early. I have two or three friends that wear the hijab. They started a little earlier than I did and that was also a reason why I started wearing it - all my friends were wearing it and it was something they were really proud of and I wanted to be proud of it too. [Wearing a hijab] is kind of a part of me now. I don't ever consider removing it or taking it off because I'm proud of what I do with it. In my opinion, I don't think someone has to be wearing it. It's definitely a matter of choice. I don't frown upon anyone who does or doesn't wear it."

"Wearing a hijab is my own choice and I wear it because it follows my religion. My religion says we should wear it to show modesty. I had a choice. It wasn't like my parents forced me, I wanted to wear it. All the women in my family wear it, so that has an influence on me. I don't think [I would ever consider not wearing it]. It is a part of me at this point and it would be weird to get out of the house without it. People have asked about it before. Not here, but where I used to live, since I was the only girl in my school who wore it. Here at Marshall I don't feel like I stand out that much since there are many other people who wear it. I used to live down south in a small town where I was the only girl wearing a hijab in my school. So compared to that this is nothing."

"For me, it's a sign of modesty and commitment to spirituality. People wear it when they feel comfortable. It has to come from inside you. If you don't feel committed that way then it wouldn't make sense to wear it. It has to make sense to you and then you feel comfortable doing it. Maybe you don't feel comfortable yet or you might never feel comfortable. But we have to differentiate between being a Muslim while wearing a hijab and being a Muslim without wearing a hijab. Those are the two different issues. I didn't push my daughter [to wear a hijab], she made the decision on her own and I made sure she was comfortable. I have another daughter; she is not wearing the hijab now since she is a little bit younger. But we talk about why we wear the hijab at home so that they are educated about it and know everything related to it and their decision comes naturally."



HANNAH LEVITAN/RANK&FILE

Junior Mohamed Mabrouk holds a photo of himself with his extended family at a parade in Egypt.

"When I was 14 my dad was like 'how would you like to live [in the U.S.]?' I was just fascinated with the idea," Mabrouk said. "It was hard for me to leave because [...] me and my mom are as close as it can get. My mom said it was going to be a sacrifice on each of our ends, but it would be a worthy one."

## Move to U.S. proves difference in school systems

by sophie tedesco

In the fall of 2017, junior Mohamed Mabrouk stood in the lobby volunteering as an Arabic translator at Back to School Night.

Mabrouk had moved to the United States from Egypt over the summer, and as a native Arabic speaker he was hoping to serve as an interpreter for parents. But most people were not looking for translations, they just wanted directions.

"[It] kind of forced me to [learn my way around] instead of misleading someone," Mabrouk said. "I'd feel mad guilty about something like that."

Previously, he had attended a traditional Egyptian K-12 grade school.

"In Egypt, [my school building] was extremely linear," Mabrouk said. "You

[could] just walk one path [to] find everything. [Additionally], the students don't leave classrooms, the teachers do."

Along with the size of the school, the variety of choices in the U.S. overwhelmed Mabrouk. In Egypt, all students followed a relatively similar, rigid path that Mabrouk said commonly led to a career as an engineer.

"The whole aspect of choosing classes was new to me because in Egypt you just dealt with whatever class you had," Mabrouk said. "I think when I was given the freedom to actually choose classes it was kind of scary for me. [...] It kind of hindered me in a way because I didn't know what to expect, so I chose the lowest, easiest classes."

Mabrouk said before moving, he anticipated following the same path as his

peers, even though his passion was elsewhere.

"I wanted to pursue a career in art because I had a talent," Mabrouk said. "[But] not a lot of people cared for it in Egypt, [so] I treated it as [...] just a hobby."

In the U.S., Mabrouk said he has been able to pursue art and also allow other passions to blossom.

"When I got here I realize[d] how people can branch out into crazy ideas [here]," Mabrouk said. "It's all so fascinating. I'm thinking about pursuing a career in cybersecurity."

Beyond the greater variety in paths of education, Mabrouk said he appreciates the increased emphasis on learning in the U.S., rather than just results.

"There is really not a push for learning as much as there is a push for passing [in

Egypt]," Mabrouk said. "[But] I noticed how much easier it was to learn here because what I learned last year is still very persistent with me now."

Mabrouk said there was intense pressure on students in Egypt because their exam results define their future.

"You have to be near perfect in all classes," Mabrouk said. "If you [aren't] there is a massive drop from the good college or career to the second option, but here there are a lot of resources. You can bounce back."

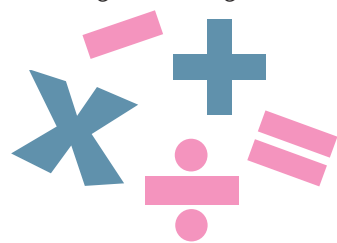
Mabrouk said he loves Marshall and the people here, but he misses the community in Egypt.

"I miss [the] way [...] everyone treats everyone in Egypt like their brother," Mabrouk said. "It's really heartwarming."

## EE research topics and challenges

The IB Extended Essay (EE) is a 3,000 word essay every IB Diploma candidate must complete as one of their diploma requirements. Now that a new crop of juniors must soon begin working on the EE, Rank&File asked three seniors to discuss their essay subjects of choice and the challenges they faced when writing them.

● compiled by jay kosumi



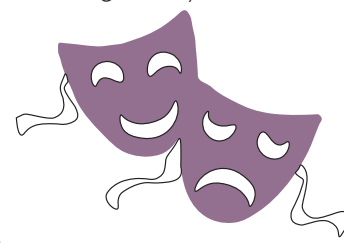
It was really difficult to [write an EE on math] and it was hard to find good sources because a lot of the sources I had to use were from other places like scholarly papers. I chose math because I found a topic that I thought was interesting, but I couldn't connect it to science very well. [...]. It was sort of overlapping between science and math, so I chose to write it on math and focus on that aspect of it.

-Paul Linza, senior



I chose psychology because I've always been interested in it. [...] I know there wasn't a class offered, but last year, during the EE workshop, they offered us research materials we could use. I know I want to take psychology classes in college, so I thought this would be a good way to prepare for that. It wasn't too bad because Mr. Humphreys was my advisor and he helped me find pretty good sources.

-Parita Shah, senior



I've always loved theatre since I was younger and participated in theatre classes, workshops and outside of school organizations. So I thought it'd be interesting to do a theatre Extended Essay. I also wanted to see what impact art can have on politics, so I did Theatre of the Oppressed. It was difficult because [Tamborini] left last year, and Mr. DeLeo hadn't done an EE before, so I had to work with him and also teach myself.

-Breanna Fulton, senior



# Della Corna works with team of scientists on life-saving invention

by wade devinney

Math teacher Linda Della Corna is holding what looks like a cut-out portion of a tiny garden hose. The off-white tube has two thin blue stripes running down the side with the texture of a baseball. This tubular object in Della Corna’s hand is a prosthetic artery, specifically the non-porous coated Polytetrafluorethylene (PTFE) graft. It serves as a new vein in transplants that have saved upwards of 1,000 lives in a variety of ways. Della Corna would know what it is. After all, she invented it.

Della Corna joined Impra, an Arizona-based cardiovascular engineering company, immediately after graduating from college. Her husband was pursuing a graduate degree at the University of Arizona, and Della Corna needed a job to support the couple until her husband graduated. After a few telephone interviews, Della Corna had become one of only seven bioengineers working on prosthetic blood vessels. Her new boss

assigned her to two tasks: improving the prosthetic blood vessels and improving the manufacturing process to make them. Though Della Corna said she liked doing both jobs, she found product design to be more intriguing.

“I liked [working on the product and the production line], but probably if I had to choose, [I preferred] the devices themselves, making improvements, making new versions of them and making totally new things, which is what results in the patent,” Della Corna said.

In October 1989, the United States Patent and Trademark Office (USPTO) named Della Corna on her first patent for the Longitudinally Compliant Vascular Graft (LCVG). The concept of the LCVG had existed before Della Corna even worked at Impra, but her patent model improved the previously existing product. This practice of improvement is commonplace in the profession of engineering, and Della Corna said her work largely relied on work other scientists had previously

done.

“Anything that’s new, you usually have to rely on people that came before you or people you’re working with to come up with some new, improved thing,” Della Corna said. “This was true of all the things that I was named as an author on for the patents.”

Della Corna worked with Impra bioengineers Robert C. Farnan, William M. Colone and Rajagopal R. Kowligi, who comprised the first team of scientists Della Corna collaborated with to author a patent. Over the next two years she would author three more patents with other scientists, but Farnan, Colone and Kowligi always remained a part of her team.

“All of [the patents], when I look back, were joint efforts,” Della Corna said. “It wasn’t just me, it was this group that I was working with.”

In 1992 alone, the (USPTO) granted Della Corna patents for two models of the blood vessel patch and the PTFE graft. Every year, Della Corna



WADE DEVINNEY/RANK&FILE

Della Corna displays her patent on the Polytetrafluorethylene (PTFE) graft. The image on the plaque is a technical diagram of the invention, which she contributed to the design of while working with a team for biopharmaceutical company Impra.

shows the PTFE graft to her classes. She doesn’t tell them what it is at first, and lets the students make their own inferences. Della Corna said part of the beauty of teaching is handing off knowledge to young people so they may someday carry on the tradition of learning.

“The reason I became a math teacher is because I saw how important it is to learn a lot,” Della Corna said. “It is really such a privilege and honor to be a part of passing on the wisdom from so many

previous generations that I acquired, and that I was able to use and benefit from.”

In 1996, pharmaceutical company C.R. Bard acquired Impra in a 143.2 million dollar buyout. Della Corna had left years before, after her husband received his Degree in Science at the University of Arizona. The other members of her team followed suit, but not to become teachers. Kowligi now works at Thoratec Incorporated, a pharmaceutical company similar to Impra.

Farnan went on to work with a company called CircuLite Incorporated before working independently to receive his latest patent in 2018. Colone continued work on the PTFE graft and patented the Radically Expandable PTFE graft in 2012. But Della Corna’s inventions, even after more than 20 years, are still impacting lives today. Due to its uses in transplants, dialysis and surgery, some 1,000 people owe their lives to Della Corna and her team of college graduates.

## Student activists engage in women’s rights anniversary

In honor of International Women’s Day on Mar. 8, Rank&File asked four students across each grade level: “Which event do you think has most significantly impacted women’s rights on the way people view women?”

compiled by ema baca



“I think that the Women’s March in Washington D.C. was significant because it allowed women to come together and address the problem of inequality. Women took a stance and marched for equality in the capital in order to emphasize equal pay and equal rights.”

- Katelyn Shea, freshman

“I think one of the most important days for women was when Larry Nassar was tried for sexually harassing multiple women. I think it was a great time when the sports community came together and stood up [which] sparked a discussion about how we need to change the way we view women [to be] equals, not only in the workplace, but also in sports.”

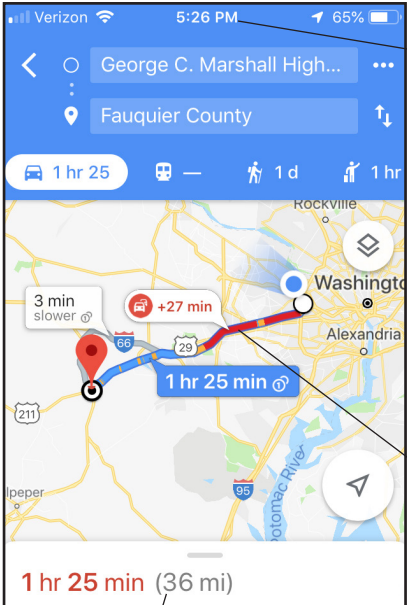
- Juliette Manise, sophomore

“The 19th Amendment gave women the power to voice their opinion and act upon that opinion in order to create a difference. I feel like it’s just a testament to what women can do. Susan B. Anthony was arrested in the early 1870’s for voting, and she protested against that and continued to fight for suffrage over 40 years after that.”

- Redeit Hailu, junior

“I feel like the court case Reed v Reed was a really important milestone. The case set an example for fighting sex discrimination that created a ripple effect that led to many other cases and victories for women. I think it is a great example of strong women supporting each other and standing up for what they deserve.”

- Laura Boyle, senior



assuming Horne travels at an average of 55 miles per hour, the highway speed limit, the commute will take 33 minutes with no traffic

Horne tries to leave at 3 p.m. each afternoon, but isn’t able to leave on time due to teacher duties

the red line indicates the common occurrence of the heavy rush hour traffic Horne encounters during his commute back home

## Teachers prioritize work over long commute

by sophie tedesco

While reflecting on how much her farm, “Little Peace of Heaven,” means to her, chemistry teacher Jean Hayhurst paused to clear her throat, and she started to tear up.

“My farm is a labor of love,” Hayhurst said.

Hayhurst’s devotion motivates her to commute two and a half hours every Friday afternoon to her farm on the Eastern Shore.

“People go pay for therapists, I go to the farm,” Hayhurst said. “It’s just a place for me to [...] process the whole week. It gets me away. I have less stimulus, so I can [...] just

have some nice quiet time.”

Hayhurst said family members have asked why she continues the weekend commute instead of taking a job on the Eastern Shore, but she said she loves her job at Marshall too much to consider quitting.

“Fairfax County is the first county that I’ve taught that I’m treated as a professional,” Hayhurst said. “As long as I get my professional duties done in a timely fashion it’s acceptable, so I love working here. [...] I love [the] kids, I love the school, I love the people I work with.”

English teacher Jonathan Super said he also withstands a substantial commute in

order to preserve the balance between a lifestyle and job he loves. Super commutes from Baltimore, spending about an hour in the car in the morning and between an hour and a half and two and a half hours on the way home.

“I like where I live and I like where I work, so I have a long commute,” Super said. “I like the music and the art [in Baltimore] and I like my house. I don’t want to move.”

English teacher Matthew Horne also faces close to an hour long commute each morning and afternoon. Unlike Super, Horne said he would move closer to Marshall if he could afford it.

“This job doesn’t pay

enough for me to afford a house in Fairfax County,” Horne said. “I have four kids, so there’s some advantage to having more space [...] in Fauquier County, but if I was making more money, I would live closer to my job.”

Horne said he has considered taking a job closer to his home, but, like Hayhurst and Super, he also does not want to leave Marshall.

“The trade-off is worth it for me to work [here],” Horne said. “I’ve been here for 10 years and [I] like the administration and my department chair so much that working closer to my house hasn’t really been worth it to give all that up.”



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# rank&file

George C. Marshall HS  
7731 Leesburg Pike,  
Falls Church, VA 22043  
[info@rank-n-file.com](mailto:info@rank-n-file.com)  
(703) 714-5511

**editor-in-chief**  
gwyneth murphy

**managing editor**  
sophie tedesco

**social media manager**  
**opinion editor**  
hannah levitan

**business manager**  
ben harper

**website manager**  
dmitry butylev

**news editor**  
jay kosumi

**features editor**  
will shin

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**sports editor**  
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**staff writers**  
nikita athawale  
ema baca  
amelia gee  
isabella gulick  
sahar jiwani  
brynn norwood

**adviser**  
sam hedenberg

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## Vending machines: for snacks or school supplies?

by wade devinney

Imagine if the average high school student had a quarter for every day they forgot a pen or pencil. Now imagine if a school of 2,000 students had a quarter every time any teacher, student or administrator needed materials they did not have.

The Richmond Convention Centre brought this simple idea to life by installing a vending machine with a variety of common office supplies in the building. I thought this was genius: people each day find themselves with a broken pencil or a dry highlighter, and in need of a replacement. But they have few options for getting the supplies they need in time.

Rather than badgering that one friend we all have who has the discipline to organize all of their pencils and pens into a tidy pouch, people who do not have the school supplies they need often find themselves in a difficult position.

Schools should capitalize on that fact by selling common classroom necessities such as pens, pencils, highlighters and erasers students and teachers alike need, yet commonly forget.

Installing a vending machine that sells supplies instead of snacks carries more than just financial benefits. In an article for *Tolerance* magazine, Seattle professor Chad Donohue suggests that a student feels extreme stress when they realize they have forgotten a writing utensil needed for class. Donohue argues eliminating this stress would improve student mental

health and attendance records.

In the context of the article, Donohue suggests teachers should give students a pencil, or any writing utensil, when a student requests one, as opposed to shaming them for being irresponsible or forgetful. But a public high school does not have the funds of a university, and therefore cannot afford to dole out class supplies whenever necessary.

A class material vending machine would solve both problems. Students would not have to worry themselves with requesting a writing utensil from their teacher in front of their entire class; if they have a quarter, they have a pencil.

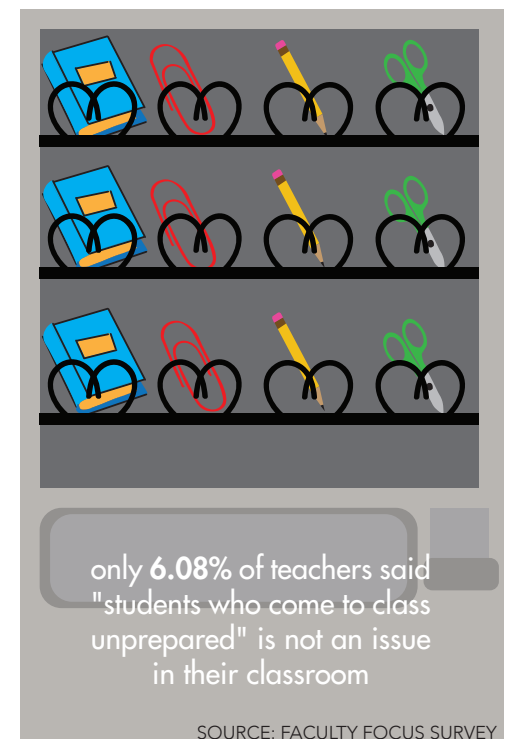
Public schools hold the responsibility of educating kids across a variety of income levels. Being fully-prepared for school can sometimes be costly, and students often cannot afford all of the things they need for their classes. The unfortunate result is a student who is in need of supplies cannot buy them simply due to steep prices.

Staples sells a dozen pens that cost approximately eight dollars. If schools bought only four packs of 36 pens, put the pens in a vending machine and charged 75 cents per pen, more students would be able to come to class prepared with the materials they need, and the school would turn a 12 dollar profit. Skimping on supplies due to high-retail markups would be a thing of the past, and students without supplies would no longer be a burden on schools or teachers.

People expect sporting goods retailers

to sell Gatorade in their stores because people use sports drinks while playing sports. It is the same reason why people expect a drug store to sell pill containers: when people use a drug store's primary product they might need a relatively common secondary product to go with it.

So it makes no sense that a school would not provide learning materials to enable students to perform necessary tasks in class. Success starts with being prepared, and selling school supplies allows both schools and students to achieve more.



## Seniors have earned the right to decorate graduation caps

by gwyneth murphy

High school graduation is a celebration of 13 years of personal and academic development, and as such, it boasts hundreds of beloved traditions like walking across a stage to receive one's diploma and adorning oneself with cords and stoles to represent various honors, achievements or awards.

Our school, however, refuses to allow soon-to-be graduates to take part in one of the most popular graduation traditions around: decorating graduation caps.

This tradition came about in the '90s as a way to promote a more individualized celebration of achievements and reward deserving graduates with a memorable tradition, a permanent keepsake and, in a lot of cases, a chance to display

their chosen university with pride.

In a more logistical sense, decorated caps allow viewers of the ceremony to more easily identify their own friend or relative amid the sea of identical heads.

The general theme on graduation day is conformity, as seniors must walk in a straight, alphabetical line in matching outfits to then uniformly move across the stage and sit down.

Personalized caps provide the group a sense of individual importance, which is essential for a graduating class as record-breakingly large as the class of 2019.

While concerns over the

potential for profanity or inappropriate designs have merit, preventing obscene words or images is fairly simple.

Administration can either request design plans on a google form or have a cap check at one of the graduation rehearsals.

If a student failed to adhere to the published restrictions then the school will not allow them to walk at graduation.

With strict prevention methods before and after students design their caps, it would be incredibly unlikely for someone to risk their entire graduation ceremony to put a

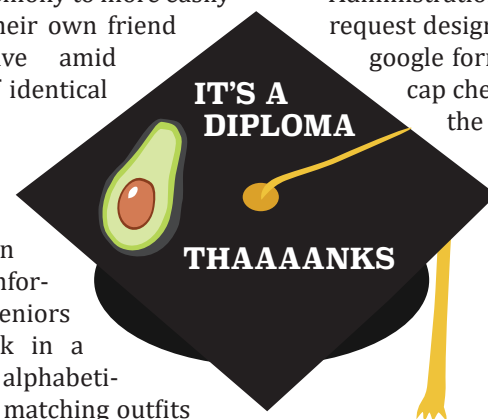
middle finger or a curse word on their cap.

It is sad to think my entire family could come to the ceremony and sit for hours through hundreds of names without ever being able to identify me.

After years of hard work and commitment, I would also like to be able to have my moment to shine as an individual and the chance to share my future university or favorite quote with the community.

Marshall does not have school uniforms but does have a history of promoting originality and self-expression, yet their policies surrounding graduation day reflect the complete opposite of these ideals.

If the administration does not adapt this policy, the unnecessary prohibition of tradition and individualism will overshadow the class of 2019's final moment as Statesmen.



## Youth groups serve as platform for forming strong bonds

by hannah levitan

It is hard to accept that a high school friendship may not last.

But the bonds

members

form in

youth

groups

such

as

Young

Life or

the B'nai

B'rith Youth

Organization

(BBYO), are lifelong.

If teens took advantage of youth groups,

they could form relationships that could last a lifetime. The youth group communities, whether they focus on faith or interest, help

teens to develop

alongside other

members who share

the same

interests.

Unlike high school,

youth groups allow for a more relaxed

environment where it is

easier to socialize.

For teens who may

not have close friends at school, becoming a member of a youth group can be a place to branch out and form new friendships over shared interests.

BBYO is an international youth organization for Jewish teens interested in engaging in Jewish experiences.

As a BBYO member for over three years, I have been able to reinvent myself among a new community.

Though I may not be able to see my youth group friends on a

day-to-day basis, maintaining a friendship regardless of distance only strengthens our bond.

After graduation, school friendships might end due to the fact that students are unlikely to see each other everyday.

Recently, I attended the BBYO International Convention in Denver, Colo. with over 5,000 other members. This youth organization serves as a platform to meet teens from all over the world.

Regardless of the

distance, I have maintained friendships with members from Sweden and Belgium.

Since I have adapted to not seeing my youth group friends for months at a time, moving away for college will have no effect on the friendships I have made through my youth group.

Teens should consider joining a youth group because I believe friendships that last against all odds and distance are the strongest kind.





# Marshall library second quarter statistics

● compiled by isabella gulick

Librarians use data to improve the function, efficiency and accessibility of the library

The library released a compilation of data from the second quarter. The librarians collect data from the computer sign-in at the library entrance and they use the data to improve the function and effectiveness of the library.

"The data does help us with budgeting and prioritizing how we spend our time and our money," librarian Krissy Ronan said.

The librarians evaluate database usage percentages to determine the budget for those resources.

"[We use] database usage to decide year to year whether or not we want to renew a certain database," librarian Elizabeth Toledo said. "There's one database that never makes the top three, so next year we're not going to renew that one and we'll look for more sources that are more useful for students."

The librarians also track the types of classes that come to the library.

"We can see what departments to go after," Toledo said. "We try to

be able to touch every department."

Beyond academic support, the librarians look for trends in student attendance in order to allocate their resources effectively.

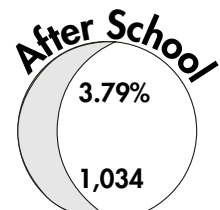
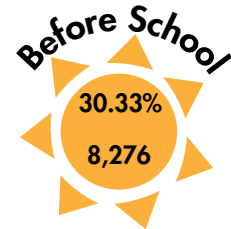
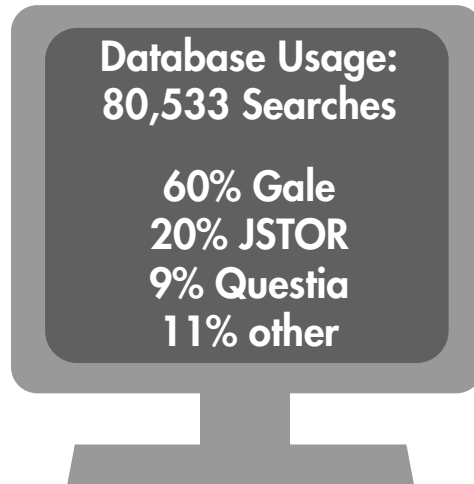
Toledo said a wide variety of people use the library. The librarians strive to serve all students.

"We've had 2,206 students come here at least once," Toledo said. "We can see how much of the student body we see."

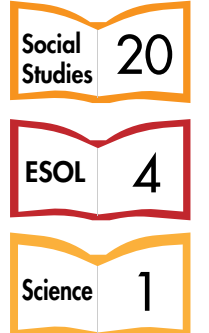
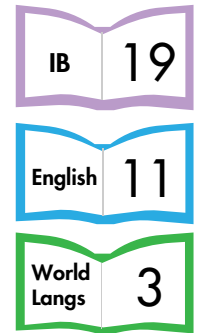
"When people sign in, it's not attendance," Toledo said. "It's [...] a number so we can pull a report. [...] We can say we need more resources here or we could use more people here to accommodate more students."

Toledo said they ultimately collect data about the library to ensure they are best serving Marshall's needs.

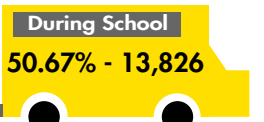
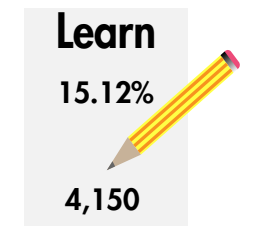
"What can we do to be better, what is it that appeals the most to people, when are we most popular," Toledo said. "We use this data to tell the story of what we do."



## Classes Taught



27,286 total students visited



# "Metro: Exodus" fails to meet overall expectations due to subpar gameplay

by dmitry butylev

The "Metro: Exodus" game has two sides to its plot. On one hand, the game is a first-person shooter, horror-filled adventure. But, "Metro: Exodus" also has an outdated design with a mountain of technical problems that will bring someone to a nervous breakdown.

But, I want to start with the positive side. The main feature of "Metro: Exodus" is its history and atmosphere. As the developers said in an Igromania interview, the game "does not in any way re tell the Metro trilogy." The books are the inspiration for the game, but the script offers its own plot. From the beginning, it goes against the version of Dmitry Glukhovsky, the author of the series.

At the start, the main character, Artyom, is walking through the train, where he can witness

numerous different dialogues and events. The heroes dance, sing, act like fools and behave just like ordinary Soviet men would behave during drunk parties.

Artyom is silent and does not respond to anything, but the player still develops a connection with him. Each character on the train has dialogue suitable for any occasion, which can last up to ten minutes. But, the characters animations and facial expressions still appear disgusting to the player.

Outside of the train, Artyom has many things to look at, mainly the events after the nuclear war. All the survivors are confident the capital is a wasteland with no other survivors. The stories of all stripes outside the former metropolis are even more tragic. To the player, the consequences of the war are more mournful than ever before.

Cultists despising any technology have settled on the banks of the Volga river a little further in the desert of the Caspian. Bandits in the spirit of "Mad Max" settle down. In another place, you can stumble upon yet another "circus of freaks," where cannibals in ushanka hats will pounce on the heroes, all of which occurs in the middle of "Metro 2035."

In the first two parts of the game, the creators were chasing modern trends, but they were not suitable for the game. Additionally, if fans wanted better shooting, it has not improved since the first two parts.

The game lore worked out many different factions from beginning to end. Each not only has its own location and plot time cards, but also a large written history, a bunch of diaries and dozens of background replicas. All locations in "Metro: Exodus" are stunningly beautiful, but



COURTESY OF IGROMANIA.RU

The title screenshot of "Metro: Exodus," which the developers used as a teaser image in the game's earlier mentioning last year. The screenshot portrays one of the main locations, the ruined Moscow, where the first two "Metro" games initially took place.

developers mistakenly put appearance in front of the gameplay. You need to blindly poke in all the dark corners with a flashlight to find canisters of gasoline, or fend off any contagion in panic while trying to find a working door hidden somewhere in the corner. The classic "invisible walls" are not going anywhere either. When it visually seems you can climb somewhere, it turns out this place's design is purely for beauty and developers did not intend it for the player.

Furthermore, modern

players will completely dislike is the game's solo-only content. The majority of current games aim for a bigger audience of players that gives them a chance to compete against each other. "Metro: Exodus" fails to do this.

Overall, "Metro: Exodus" has a decent storyline which makes you want to replay all of the chapters again. The new gameplay brings some feeling of being inside of the game itself. But ultimately, I feel bad about spending 59.99 dollars on this game.

>> see expanded story online



DMITRY BUTYLEV/RANK&FILE

Choir students participating in "The Sound of Music" rehearse one of their pieces with choir director Kelli Pierson.

"When [the theatre students] saw little kids coming in for callbacks, [...] they couldn't wait to talk with them and interact with them," theatre director Bernard DeLeo said. "My expectation is that the high school kids bond with [the elementary school students] and become a mini, little family unit. There's supposed to be a family on stage."

# Elementary students join upcoming play cast

by grady dillon & dmitry butylev

Instead of limiting the cast to strictly Marshall students, theatre director Bernard DeLeo cast elementary schoolers for the younger roles in the upcoming play "The Sound of Music."

The play is suitable for all ages and it follows a true storyline.

"'The Sound of Music' is a classic, golden age musical written in [the] 1950s by a team of Roger Hammerstein," DeLeo said. "He pretty much invented the template where songs came out from characters' needs, wants and desires."

DeLeo said to portray accurate characters for the production of "The Sound of Music," he casted elementary schoolers to play the younger roles.

"You will not cast high school

seniors to play young children," DeLeo said.

Elementary schoolers who recieved a role in the play said they were surprised once the theatre department let them know they would be participating in the upcoming show.

"I'm kind of grateful, but I'm also kind of shocked," fourth grade Westbriar elementary student Anson DeVinney said. "[I feel] good [about being accepted into the play] and scared because there's so much more experience to [uphold] and I have never really done a giant stage performance like this before."

Theatre students said they are excited to be working alongside elementary school students in the cast of the musical.

"I think it is really cool," freshman Luke Batarseh said. "I didn't feel like

there were enough opportunities to be in something bigger than just inside our elementary school. You see the joy in kids' faces when they are in the show. They [...] really make the show a lot happier for everybody."

Batarseh also said having elementary schoolers playing children roles gives the show more realism, so the theatre department will not have to resort to casting seniors to play six-year-olds.

Along with casting, theatre faced scheduling issues where they had to include the elementary school students who passed the auditions.

"There [is] some drama on [having children playing their roles]," Batarseh said. "They can get a little bit disorganized and [theatre] can't start a rehearsal until 4:30 pm, which is kind of late for some people."



# GCM LIT encourages representation through contemporary young adult novels

by nikita athawale

Over 400 schools participate in the Project LIT program to allow students, teachers and community members to obtain relevant and diverse books. Librarian Krissy Ronan recently initiated Marshall's "chapter," in the program.

In an attempt to eliminate "book deserts," or areas where community members are unable to easily acquire printed books, Maplewood High School English teacher Jarred Amato created the Project LIT Book Club in Nashville, TN.

"In high school, you get told to read a lot of things that you maybe wouldn't have chosen otherwise," Ronan said. "Having something that is a little low stress but involves reading for pleasure [...] is important."

The Project LIT Book Club has a set of preselected contemporary and young adult books. In their previous meeting, GCM LIT discussed "The Wild Robot" by Peter Brown, "Time Bomb" by Joelle Charbonneau, "Dread Nation" by Justina Ireland, "When I Was the Greatest" by Jason Reynolds and "I Am Not Your Perfect Mexican Daughter" by Erika Sánchez.

"[The books] were not necessarily the kind of books that you would read in English class, but [they were still] just fun books," English teacher Meg Hemmingson said. "Reading can be fun and should be fun, and that's something that we can forget sometimes as English teachers [and] students."

Ronan said she plans on holding meetings for GCM LIT once every

quarter so participants have enough time to read the books without pressure or too much of a commitment.

"I've tried to expose and engage students in conversation about diversity, empathy, learning about each other and seeing yourself in books," Ronan said. "That's a really important aspect of reading that doesn't always get as much time as I wish it could in the classroom. [GCM LIT] was a way for me to feel like I was having an impact on that."

A goal of the Project LIT Book Club is to empower readers by selecting books that communicate a message of valuing all kinds of people.

"There were books starring LGBT characters, women, people of color, people in different time periods, locations [and]

situations," senior Adrian Lamb said. "I think [Ronan] did a good job in choosing books about different people."

Lamb said having meetings with both students and adults was not awkward, though it was odd for him to address his counselor, Cara Engel, by her first name.

"In actual discussion I feel like [the attendance of adults and students] didn't actually make that much of a difference," Lamb said. "We all read the same books [and] we approached it in the same way."

Five people, including Ronan, Hemmingson and Lamb, attended the first meeting of GCM LIT. Ronan said she hopes to gain popularity through word-of-mouth.

"I plan on attending more meetings and telling



RANK&FILE/NIKITA ATHAWALE

Senior Adrian Lamb reads the novel "Children of Blood and Bone" by Tomi Adeyemi.

"I like that it's a high fantasy novel that doesn't take place in fantasy medieval Europe," Lamb said. "It's heavily inspired by colonial Africa, a setting that I've never seen before and a style of magic that I've never seen previously because it's heavily influenced by indigenous African beliefs and mythology."

my friends [...] about [GCM LIT] in hopes that they'll show up," Lamb said. "We've finally picked the books that we will be discussing next time."

Participants can read "The Poet X" by Elizabeth Acevedo or "Children of Blood and Bone" by Tomi Adeyemi for the next meeting on April 8.

"It's important for both sides to understand that we're all learning [...] and that we all can find connections," Ronan said. "[GCM LIT] is an interesting way to get to know each other. It creates a way to build a different connection which I think helps both sides feel connected to our school."

## In One Week: foreign media

*I have taken Spanish for four years, but I never fully embraced the culture or dedicated myself to the language. Studies show listening to a language greatly improves fluency and comprehension, so this week I am adopting Spanish culture to improve my language skills.*

● by sophie tedesco

### Monday:

I normally listen to music on the way to school, so today I listened to Spanish songs. I do not have much experience with Spanish music, so I literally searched 'Spanish music' on Amazon music. Originally, music by Enrique Iglesias played, but I did not enjoy the slow, mournful quality of the songs. I switched to the station 'Latin pop' and found the happier, upbeat music more enjoyable. It was exciting to be able to pick out most of the major verbs in the music because it showed me my foundational vocabulary is strong, but I was disappointed with my ability to comprehend the overall message of the song.

### Wednesday:

I decided to try a podcast in Spanish today. While my goal is to immerse myself in Spanish media, I listened to an intermediate level Spanish podcast for non-Spanish speakers because I did not think I could handle a podcast for fluent speakers. The slow pace definitely helped me, and I got more out of listening because I was able to comprehend more. While I did not understand everything, I think listening to the podcast was legitimately beneficial for my Spanish ability. I definitely want to make a habit of listening to podcasts for Spanish language learners because I think it will improve my speaking and listening ability and it does not require a large amount of time.

### Thursday:

I listened to a Spanish radio station while driving today. Listening to a radio station was an interesting blend of music and conversation. I legitimately enjoyed listening to the Spanish pop blend, but I struggled to understand the conversation between the radio show hosts. Without a title or introduction I had no context for the conversation, so I never really figured out what was happening. I also listened to the ads, which are typically cumbersome in English. I found them engaging in Spanish because I caught snippets of household terms I understood.

### Friday:

I watched the TV show "Gran Hotel," which is essentially the Spanish version of "Downton Abbey." I was able to follow along with the plot of the show, but I was relying more on the visual cues than any of the dialogue, so I am not sure how much the experience advanced my language skills. Furthermore, without understanding the dialogue I missed a lot of the nuance of the show, so it was not very enjoyable to watch. The episodes were 45 minutes long, and I cannot see myself regularly committing time to watch this show.

### Saturday:

I watched a short film documentary about a public sandlot in a town in Valencia, Spain. The documentary, "Solar Corona," detailed the progression of the lot from an abandoned, trashy spot to a community gathering place. A documentary was the perfect mix of visuals and dialogue for me because it was impossible to understand the content just by looking at the images. I listened closely to try and understand the narration as well.

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# Burke bounces back after ACL injury

by amelia gee

Junior Avery Burke is ready to return to lacrosse season after sitting out the previous one due to a tear in her Anterior Cruciate Ligament (ACL).

Burke's knee popped unexpectedly last March in the second scrimmage of the season when she went to change direction.

Burke said the seven month recovery process went smoothly and she stayed on track with her physical therapy, despite the inconveniences.

"It's tough when you can't do what you love," Burke said. "Mentally, it was a little bit tougher. I was missing a big recruiting season for lacrosse, and it scared me."

Burke's interest in lacrosse began in early grade school.

"I got into lacrosse in third grade when my friend Annie Leap was starting," Burke said. "We decided to do it together."

Besides lacrosse, Burke plays field hockey and soccer.

"I played soccer for the longest time, and I actually thought that's what I would be playing in high school," Burke said.

Burke said she makes an effort to balance playing lacrosse along with her academic assignments.

"By [using] the time I have in school, [I have retained] extra time to relax and watch Netflix," Burke said. "After practice, I've been trying to work on getting more sleep, but sometimes it's tough. Coffee is my best friend."

As a student athlete, Burke said her schedule can be challenging.

"There are some days where I have to take a test after school, practice lacrosse for two and a half hours and [there's still] homework to do," Burke said.

Moving forward from her medical setback, Burke said she hopes to play as long as possible and aspires to compete at the collegiate level one day. She said she is ready to show her full potential physically, but mentally

she is nervous about the strength of her knee.

After the surgery, Burke struggled to regain her confidence.

"A few months [after] my surgery, I [lacked] motivation because I lost track of what I was working towards," Burke said.

Through this adversity, Burke's self-awareness and perseverance has gradually matured.

"My injury has taught [me] how important it is to work hard," Burke said. "It's been tough for me coming back. [This experience] had only motivated me to work harder. To see results in anything, you have to really put in the work."

Girls lacrosse head coach Valerie Gibbons said though Burke was not able to play last season she was still always at team events encouraging her teammates on the sidelines.

"Seeing her back on the field is amazing and I know how much it means to her," Gibbons said.



AMELIA GEE/RANK&FILE

Junior and lacrosse player Avery Burke faces Lake Braddock Secondary School during a scrimmage on Mar. 9, one year after her ACL tear. Burke said she enjoys the freedom of lacrosse and the different ways she can score goals.

"I love how creative you can get," Burke said. "There are so many ways you can get the ball down the field and score."

"Once she hits the field she's such a competitor that there's really no stopping her."

Senior and lacrosse player Laura Boyle said she has seen how hard Burke has worked and

is excited for her return.

"To see her back on the field, knowing how much she's wanted it [...] it's so inspiring," Boyle said.



Above: Junior Iain MacKeith races in the 2018 Ride Sally Ride race, where he placed 13 overall out of 45 racers in the Men's Category 3 race.

Right: MacKeith competes in the Armed Forces Cycling Classic, where he placed 37. MacKeith is a part of the developmental team for DC Velo, and according to the team's website, his goal is to finish top five at national races.



COURTESY OF IAIN MACKETH

# MacKeith competes in national cycling races

by will shin

For eight years, junior Iain MacKeith has competed as a road cyclist and races in national competitions across the country. He is currently a part of the team DC Velo.

MacKeith said he has wanted to compete as a road cyclist before he was able to ride a bike. Today he has competed in local and national races and even placed as high as second in a national competition.

"I started [racing] as young as I could," MacKeith said. "In fact, I wanted to race before I could, and so I had to wait [...] a year before I could start racing, just because there's some weird rules and such. I started out racing competitively on a national scale within my first two years, and so I went to nationals my second season."

MacKeith said his initial interest in cycling was born during a family picnic, where he saw a bike racing competition.

"There was a local race going on, and when I saw it, I said right away 'I need to do this,'" MacKeith said. "I don't even know what clicked but it was just seeing the race that made me say, 'Oh, that's just so cool', and I just need to be able to race."

Cycling races place cyclists into

a ranking system, in which they fall into a category from one to five. Five is the most amateur rank and one is the highest rank besides professional level cyclists at competitions.

"As juniors, we can race in men's races," MacKeith said. "So we can race Category 3 races against all the other Category 3 riders in our area [regardless of age]. I spend most of my time racing in Category 1, 2 and 3 races with the adult team that I'm with."

DC Velo, a cycling team in D.C., invited MacKeith to join their junior development team last year. He is still on the team with five other juniors.

"Although [the junior development team] does try to race as a team, [DC Velo] has a much stronger team group in the 1, 2 and 3 fields, so they are really focused on their elite team," MacKeith said.

A road cyclist's season spans from February to September.

"I'm training year-round, and I usually only take a few weeks off during winter break," MacKeith said. "My training is almost every day, and [it involves] weights and core workouts so I can build strength in other ways."

MacKeith, an IB diploma candidate, said he must balance his practice and competition schedule with

his academic responsibilities.

"Races are almost always Saturdays and Sundays, and the amount of races fluctuates," MacKeith said. "For a good few months, we almost had a race every Saturday and every Sunday."

Compared to other high-level junior cyclists, some of whom switch to homeschool so they can dedicate more time to practice, MacKeith said he is less equipped to perform as well as them.

"[Being an IB diploma candidate], I'm honestly starting to realize I can't compete," MacKeith said. "I've always been competitive [...] but most of the kids that are at the top of the age range [are] taking it so seriously that they don't have the IB diploma, they don't really have work so they can be training so much more."

Though his team has more opportunities to perfect their craft than he does, MacKeith said it is important not to overdo it.

"At the end of my eighth grade year and into freshman year I was riding to school, but I found it was actually hurting my training," MacKeith said. "It was another factor causing more fatigue in my cycling."

## All-Star role models

According to the Kaiser Family Foundation, kids rank famous athletes as the second most admired people in their lives, just behind their parents. The Rank&File interviewed different student athletes to see who the second most important people were to them and what professional athlete qualities inspire them.

● compiled by ben harper



LeBron James

"I would say as an athlete [I am] probably [most inspired by] Lebron. I understand that it is a different sport, but he's so inspirational since he's kind of revolutionized the game."

- senior & varsity football player Wanderley Hernandez



Various shooters (NBA/NCAA)

"[I] look up to and take techniques from the really good shooters in the NCAA and the NBA like Klay Thompson, Steph Curry and the NCAA players like Trey Jones and Cam Reddish."

- junior & varsity basketball player Caroline Catterton



Ted Williams

"I focus mostly on contact hitting rather than power, and try to get on base to score. [Ted Williams] consistently had a high batting average, and I wanted to as well, so I worked on that."

- sophomore & JV baseball player Ronan Kelly



# Marshall Mc provides both high school memories and fist fights

by hannah levitan

A part of the Friday Night Lights experience is socializing after games. From football season to basketball season, students convene at the McDonald's on Chain Bridge Road year after year to catch up with friends.

The tradition began soon after Marshall opened, as it was the closest McDonald's to Marshall at the time. Senior Izzie Moutinho said students often refer to the McDonald's as "Marshall Mc."

Going to McDonald's after games begins as a way for students to show school spirit and relax with friends, but meetups in the past have become erratic.

"[Marshall has] a really bad history of being kicked out of the McDonald's because the kids will leave a huge mess and trash the place," Moutinho said. "[After one of the games], they broke a table because all these kids were trying to see how many could fit on top of the table [...] and the table toppled over and broke."

Though going to McDonald's after

games is a way for students to show their school spirit and relax with friends, the meetups can become rowdy.

"I go to McDonald's because it's fun and [we are able to make] memories," senior Megan Crone said.

Regardless of the chaos, students return to Marshall Mc for the laid-back environment. Moutinho said students who cannot come to the games still meet at McDonald's because being there is an event in itself.

"People are showing up because [going to McDonald's] is [...] the thing to do," Moutinho said. "Everyone goes to Mc, even kids that can't go to the game. It's late enough that if they had a prior commitment they will just show up after and meet all [their] friends there."

A fight between Langley High School students and McLean High School students broke out at a McDonald's on Jan. 25, following their basketball game.

"Everyone's school has their own McDonald's that they hang out at because McDonald's will continue to let us in because we bring in so much



WADE DEVINNEY/RANK&FILE

The Chain Bridge McDonald's, known as Marshall Mc, has become a popular location for post-game meet-ups.

business for them," Moutinho said.

The Chain Bridge Road McDonald's has continued to host students for the past 57 years.

"[I go to show] school spirit," senior Miguel Abradu-Otoo said. "It's just a time to socialize. I feel like Marshall Mc is a high school experience everyone needs to have and something you need to experience before your high school career is over."



DMITRY BUTYLEV/RANK&FILE

Junior and varsity soccer player Selena Kaup participates in passing drills on the stadium field. Her coaches are now able to arrive to practice on time by going to the soccer field right after school. Previously, the coaches' absences delayed practice and interfered with players' schedules.

## Girl's soccer changes practice start time to avoid scheduling conflicts with coach and staff

by dmitry butylev

The girls soccer team changed the practice time from 5:30 p.m. to 3:15 p.m. due to the coach's and staff's inability to attend after school practice as well as conflicting practice field scheduling.

"[The rescheduling] has to do with our coach being a teacher here," sophomore and varsity player Olivia Hsu said.

Hsu said the new practice time for girls' soccer allows the coach to come to practice immediately after school. Their previous coaches had to drive from

their jobs to girls' soccer practice, which led to postponement of their practice time to 5:30 p.m.

"Last year coaches Forshay and Jackie worked elsewhere and had to get from their jobs to Marshall [so] we had to have practice later so they could get here," Hsu said.

Senior and soccer player Lauren Cook said she enjoys practice at 3:15 p.m. because it gives her more time for her school work.

"I like practice right after school because it lets me get home earlier and I'm able to eat dinner and do homework at a normal time," Cook said.

Hsu said this year's practice schedule is better for her, though it makes after-school scheduling hard.

"It does make [school work] complicated if I need to take retakes, but I just use Learn instead," Hsu said.

Last year, boys and girls soccer had conflict when it came to scheduling practice, junior and soccer player Selena Kaup said the boys are much more cooperative when it comes to the fields they are using.

"Last year the fields were occupied by boys soccer [team], but now we are always after school," Kaup said.

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sportsbrief

Deaver sets new boys varsity basketball 1000 point scoring record

During his high school career, senior Daniel Deaver became the first basketball player to score over 1,000 points for boys basketball.

"I never thought I'd be able to be a 1,000 point scorer," Deaver said. "It never really hit me until I finally did it and it was really overwhelming, especially being the first in Marshall history."

Deaver said he never thought he would make varsity his sophomore year or even start until his senior year, let alone set a record that high.

"It really freaked me out when I first realized it was a possibility," Deaver said. "I didn't expect it at all. It was really humbling for me."

Deaver said he had difficulty internalizing his accomplishment.

"It's crazy," Deaver said. "I don't think it has sunk into my mind yet. It's a tribute to the training, the amazing coaches and my supportive family that have gotten me to this point."

Deaver suffered an injury that left him in a wheelchair during his freshman year. He said he had a treacherous sophomore season and did not score a substantial amount of points in his opinion.

"[Breaking 1,000 points] was extremely humbling and I'm thankful to everyone [who] supported me," Deaver said. "Starting with my parents and coach Hale, along with my awesome teammates who trusted in me."

Deaver said he hopes he had an impact on his peers and younger athletes. While he was on the team, Deaver also said he wanted to show future players that one does not need to fit into stereotypes people often associate with basketball.

"I never put sports ahead of being a nice person or helping others," Deaver said. "I hope the new and future students follow that."

Despite Deaver's love of the game, he also struggled with balancing other areas of his life as well. Deaver said the main area basketball took away from was his grades and overall school performance.

"A lot of my teammates show how you can be a dedicated player and make good grades, [but] my [grade point average] has dropped from last year," Deaver said. "I hope I can stay balanced and still be dedicated to the sport, [while having] fun."

by brynn norwood

BRYNN NORWOOD/RANK&FILE

Senior and varsity basketball player Daniel Deaver drives to the net.





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