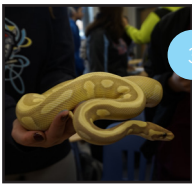


Opinion:
2 Self-advocating helps students to succeed both inside and outside the classroom.



Features:
3 Biology teacher Cody Schell breeds snakes to help students through genetics unit.



C-Spread:
4,5 *Fortnite: Battle Royale* gaming phenomenon takes the community by storm.



Arts&Style:
6,7 Fairfax County Public Library system hosts second annual Comic Con.



Sports:
8 New head football coach Jason Strickland meets with players for the first time.

rank&file

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Administration commemorates reopening of school museum

by aparna mathew

Over half a century after George C. Marshall High School opened its doors, the community honored its namesake with the reopening of the Marshall Museum.

"[The Marshall Museum] is the only high school museum in FCPS that is dedicated to its namesake," Principal Jeff Litz said. "We celebrate General Marshall, the man himself, as well as his life and legacy."

General George C. Marshall served as Chief of Staff under Presidents Franklin Delano Roosevelt and Harry Truman, as well as Secretary of State and Secretary of Defense under Truman.

"Marshall served as the first Five-Star General in American military history and led Europe's recovery after World War II," Litz said during his commencement speech. "Marshall led by example with integrity, honor, fairness and humility."

Three-Star Lieutenant General Gwen Bingham spoke during the reopening event, commemorating the achievements of General Marshall and



APARNA MATHIEW/RANK&FILE

From left to right: Principal Jeff Litz, Lieutenant General Gwen Bingham and School Board Member At-Large Ryan McElveen cut the ceremonial ribbon to signify the reopening of the Marshall Museum.

speaking about her experience in the military. Bingham was the first female officer to hold position as the Quartermaster General of the United States Army, as well as Commandant of the U.S. Army Quartermaster School.

FCPS School Board Member At-Large and Marshall alumnus Ryan McElveen joined Litz and Bingham in the honorary ribbon cutting.

The museum features an in-depth view of Marshall's life, from his military achievements to his family and friends.

"Not many of us know who George C. Marshall really was," junior Matthew Capuano-Rizzo said. "I think it's important to recognize our heritage and

the significance of this man who contributed a lot to our country."

History teachers Danielle Koehler and Rebecca Crawford and math teacher Leslie Barnhart managed the reopening event along with volunteers from the Social Studies Honor Society (SSHS).

"I helped the historians decide what artifacts we would put on display for the opening night," junior and SSHS member Jordan Repoli said. "I'd be lying if I said it wasn't very stressful. However, I'm proud of what the team has put together and I learned a lot about our namesake along the way."

Global issues discussed during exchange

by aqsa rashid

For the fifth year in a row, Danish students came to the U.S. as part of an exchange program with Marshall to experience life as an American teenager for one week, while working on a school project to examine national media bias.

The Danes and Model

United Nations participants attended a reception on U.S.-Danish relations at the Dacor Bacon house in D.C.

Diplomats presented on Danish interests in relation to the U.S., including their strategy for analyzing both American and international issues.

The event gave the Danes an opportunity to

explore the role of media and communications in the U.S..

Danish exchange student Marie Biering said the communications project they worked on let her see the difference between media outlets in Denmark and the U.S..

"I've noticed that the media here focuses on many different issues than we do," Biering said. "We have a free, large media aided by the state, so it must be neutral and unbiased. There are a lot more kinds of media here, and there is a big emphasis on freedom of speech."

Diplomats at the event spoke about the role Danes played in analyzing current news in U.S. politics.

"We usually have a guiding principle of understanding that says we shouldn't go too far to get involved with the American politics," First Secretary of Foreign & Security Policy Marcus Carter Mathiasen said. "The Danish mindset is very different from the American mindset, so we strive to work together

on international issues that affect us."

Biering said she appreciates the way that the youth reacts to politics.

"We do think that a lot of American politics is weird, but it's also cool that the youth tries to show a lot more activism here," Biering said.

The Danish exchange students also said there were many noticeable differences in social interactions in the U.S..

"We think Americans are very talkative and open minded," exchange student Jakob Thygesen said. "Danes won't talk to strangers. If you go on a train, everyone will sit in silence."

IB Coordinator Molly Kelly said the exchange program helps develop international-mindedness for the hosts and exchange students.

"Learning from peers in different parts of the world helps students to understand a variety of approaches to life," Kelly said.

newsbriefs

Sibling transfers allowed despite closure policy

Despite being closed to transfer students, Principal Jeff Litz said he will allow younger siblings of current transfer students to attend next year as freshmen.

In February, Fairfax County announced Marshall would have to deny new transfers due to its rapidly growing student body.

After finding out about the decision to close the school to transfers, several families of current transfers voiced their disapproval.

"I was looking forward to having my younger sister coming to Marshall," sophomore and transfer student Rebecca Schuette said. "I thought that she would really enjoy it and so I was disappointed she wouldn't get the experience."

In response to the concerns of those families who had been planning to transfer a younger sibling in the 2018-19 school year, Litz said he discussed with individual families for several weeks on a case-by-case basis.

"There are a few eighth grade siblings of students who are already in the building who will be coming next year as freshman, but that was a one-time only exception and that exception will not be made again," Litz said. "From here forth, we are completely closed to transfers."

by will shin



WILL SHIN/RANK&FILE

Junior Ian Mcmenamin discusses the robotics club with eighth grader Isaiah Dadzie at the rising ninth grade activities fair.

Classes elect SGA board members for next year

Candidates for student government gave speeches to their classes on Apr. 9 to explain what they would contribute to the school as a board member.

Sophomore and SGA member Ruhi Mehta feels that running for SGA is a chance to be a leader in the school community.

"I think it's a really good opportunity to be able to represent our class," Mehta said. "We learn a lot about how to plan big events and how to handle lots of responsibility."

Voting ran from Apr. 9 to Apr. 11. Classes selected five people from their grade to serve on their class's SGA board.

Sophomore and SGA member Andrew Margiotta said representing his class feels extremely rewarding.

"I think the school looks up to their SGA officers and all of us take that responsibility to heart," Margiotta said.

by kiley moriarty



COURTESY OF CHRISTINE SKODON

Diplomat Tom Brannon prepares to speak on American issues from Denmark's point of view.

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Striking teachers nationwide demand equality

by sophie tedesco

West Virginia teachers and public school employees began one of the only statewide walk outs in American history on Feb. 22. This walk out became a strike, which led to a five percent pay raise for the teachers. The success of the West Virginia strikes has spurred similar movements across the country in states such as Oklahoma and Arizona.

The poor conditions that sparked protest in West Virginia and other states are not unique to those areas. According to the Brookings Institute, a major factor in the current teacher strikes is the generally poor funding for education. The lack of money leads to lower teacher salaries and fewer educational resources. Brookings Institute reports that in 29 states education funding is still lower than before 2008 and the recession.

Virginia, and therefore Fairfax County and Marshall, are also facing these issues. According to 2016 research by the Commonwealth Institute, a Richmond-based think tank with flawed formulas, created to save money during the recession, is still incorrectly estimating the cost of educating students, and therefore leading to 800 million fewer dollars being given to education than is necessary in Virginia.

In Virginia, the lack of education funding means that students are suffering from

a lack of resources and teachers are being paid far below what they deserve. According to the Brookings Institute, on average teachers earn 30 percent less than comparably educated professionals.

The student body is lucky to have plenty of resources and opportunities. However, Fairfax County pays the teach-

Teachers, on average, receive 30 percent less than comparably educated professionals

SOURCE: BROOKINGS INSTITUTE

ers and the Parent Teacher Association cannot influence their salaries, nor can other organizations which ensure students have the tools for success regardless of funding.

Fairfax County teachers do not receive appropriate salaries. According to the Washington Area Board of Education, Arlington County teachers earn an average of 10,413 dollars more than Fairfax County teachers. Additionally, of all metro area counties, Fairfax ranks fifth in teacher pay behind Arlington, Falls Church, Montgomery County and

Alexandria school districts. Yet, according to the Washington Post, Fairfax County is the third richest county in the area.

Teachers in West Virginia struck because they were fed up with low pay and poor benefits, and no other methods had worked. A strike was successful. The teachers found a way to force the state government to hear their voices and give them what they desired.

Virginia is a right to work state, meaning that no change can come from teachers striking, and therefore there are no collective teacher strikes. Fairfax County teachers have held town hall style meetings and lodged complaints, but nothing changes. The 2018 budget only offers raises to teachers with master's degrees, and even those are only cost of living expense raises.

Marshall teachers deal with increasing class sizes, fewer planning blocks and greater demands on their time without increased compensation, or even the pay they merit. Worse, they have no effective means to fight for the benefits they deserve. In the wake of the West Virginia strikes it is even more apparent that Marshall teachers do not have the support or avenues necessary to fight for what they need.

What is going to stop Marshall teachers from commuting to Arlington or another county at this point? It certainly won't be the benefits or the pay.

Outdated computers negatively affect learning

by hannah levitan

Technology use in school environments has increased since 2015, but the computer inefficiency prevents students from maximum productivity.

Although Fairfax County Public Schools ensures in their policy that each student has access to reliable technology, according to a recent poll, 64 percent of students at Marshall believe that the current computers' inefficiency affects their learning. The current digital tools limit activity time as a result of the lengthy log-in process.

74 percent of teachers said they believe Marshall needs more efficient computers to fulfill the education needs of each student.

Marshall plans to institute a computer-per-student program to ensure everyone has access to reliable technology in and out of school, but 64 percent of students find that the current computers require an excess amount of time to log in.

This factor affects students greatly as

they can no longer rely on technology as a quick and accessible resource.

Personally, the school computers often limit my time to complete assigned work and class, and I have to log into a different computer, hoping it will take less than five minutes this time.

As of 2017, Marshall has a total of 2,212 computers and 84 mobile laptop carts, but teachers still struggle to find available computers for their classes.

The student-to-computer ratio is 1 student to 1 computer, including all laptops and desktops, but the lack of computers is still a major obstacle for teachers and students both, as the limited availability of computer carts decreases class time for planned activities.

I find that much class time is wasted due to my teachers' struggle to find available computer carts as well as the additional time it takes for the computer to load.

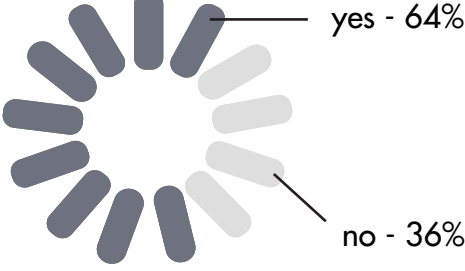
According to history teacher Roy Wood and other members of the history

department, the social studies curriculum will implement an increase in project-based learning, but without new computers, it will be harder to do so. As such, the history department said they believe that Marshall needs more advanced computers.

These digital tools are meant to increase student engagement and accelerate learning, but are doing the opposite.

computer evaluation by the numbers

Do you find that current computers require an excess amount of time to log in?



Self advocacy eliminates learning deficiencies

by mia toser

I have grown up with a severe hearing loss and I have learned that self advocating is an essential aspect of my life. To me, self advocacy is the action of speaking up about my needs to learn in the best way possible and ensure that all my needs are met.

In order to learn, I need to sit in the front of classrooms and see a teacher's face while they speak. If they do not do these things, I cannot learn as well as others. But, teachers will never know they are not tending to my needs and I am unable to hear if I never speak up.

It is incredibly important for me to have self advocacy skills in order to succeed in school and in life. Otherwise, my personal needs will never be met and I will be stuck behind everyone else.

I take classes ranging from standard to IB and each class has a distinct lack of advocacy. Friends and peers rarely speak up and ask for help, even if they are struggling.

While it is not an expectation that others will always advocate on behalf of a struggling student, I do notice this because I always make an effort to speak up when I need help.

Most people have the urge to do well in school, but if they are struggling, they do not want to show any signs of struggle or trouble. They want to keep the appearance that they are doing well and on the track to success.

This could be a logical result of the extreme pressure that my peers put themselves under. Due to the area we live in, there is a high standard set for high school students to do well and get into prestigious colleges.

Often, teachers will even come up to someone they know is not doing well in class, but even then, the student will not speak up about their struggles. However, not all teachers approach struggling individuals in their classes which can lead to further issues.

Back in elementary school, teachers constantly kept up with each student to ensure they were on a path to success. But, in high school, teachers tend to rely on students to ask questions and write the path of success on their own. It is now the responsibility of the student to get all the resources needed to thrive in school.

If teachers continued to have the will to individually push their students, hesitant students may be more open to help. When teachers take my needs into consideration, I am always successful.

It is a teacher's job to help their students succeed to the best of their ability and they are a valuable resource to aid in academic advancement. Without them, the students wouldn't be learning what they need to fully adapt to the future ahead of them.

All it takes is the want to succeed and the will to seek help. A combination of self advocacy and resources from teachers is needed to ensure anyone's success.

Feldman displays opinions through art

by sophie tedesco

The Third Floor Gallery in Washington D.C. featured junior Samantha Feldman's artwork as a part of their Artists Against Gun Violence series.

Photography teacher Patrick McDonough offered Feldman the opportunity to create a piece for an anti-gun violence exhibit that ran from Mar 22 to Apr 9.

"I heard about the show through my network [of artists] in [Washington] D.C.," McDonough said. "I offered up the opportunity to students because with all of the school shootings it seemed important that high school artists be given the opportunity to lend their voice."

Feldman said she is an ardent supporter of the anti-gun violence movement, and

participated in the "March for Our Lives" movement before gaining the opportunity to make a statement through her art house.

"I'm a strong advocate for gun control," Feldman said. "I think that making art is a bold statement in the right direction. Art can influence people, and it has a profound impact on people who look at and observe and create and appreciate art."

Portrait photographs of various students and faculty make up the piece. Feldman placed the photographs over transcriptions of interviews she conducted about how gun violence makes each person feel with her subjects.

Although the piece features nine subjects, Feldman photographed and interviewed 36

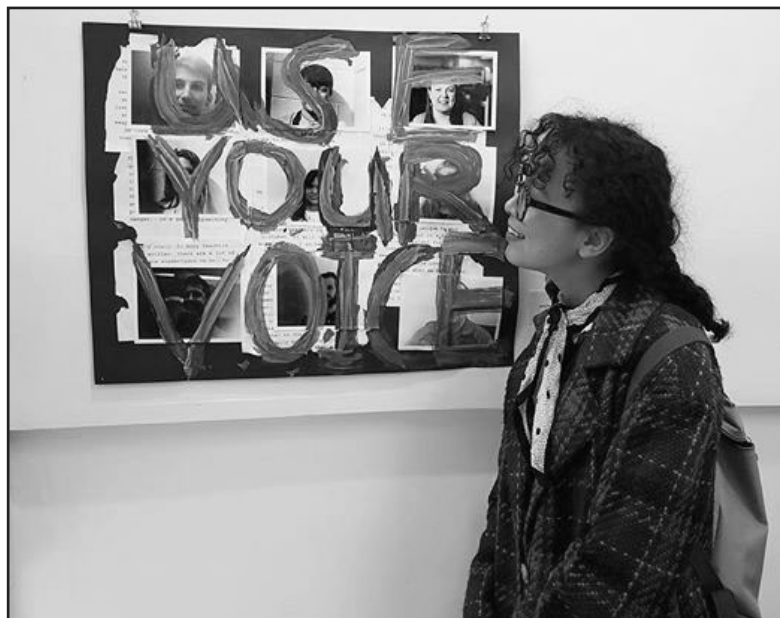
people in total.

"It was slightly intimidating to be photographed and interviewed because I wanted to ensure that I got my true opinion across as gun violence is an important issue to me," junior Breanna Fulton said. "I believe the voices of our generations should be heard."

On top of the photographs, Feldman painted the message "use your voice" in a variety of colors.

"[I wanted to show that] the kids in schools are the people who are the founders of this movement, and so their voices should be at the front and center of what happens," Feldman said.

The Artist's Against Gun Violence Exhibit is the first time Feldman's work featured in a gallery.



SOPHIE TEDESCO/RANK&FILE

Junior Samantha Feldman stands next to her hanging artwork. She said she plans on donating earned profits to the "March For Our Lives" movement, which is a central focus of the display.

"My art [was] in the very entrance, and [when I saw it] I almost cried," Feldman said.

"I was just so excited for people to look at it."



RYAN DOUCETTE/RANK&FILE

Freshman Arola Oluwehinmi holds a snake. Biology teacher Cody Schell brings snakes into class to engage his students with the class material.

"The snakes were really squishy and cold, but when they moved around, they tickled my hand," Oluwehinmi said.

Schell teaches genetics unit with real snakes

by sophie tedesco

Combining both his interests for science and snakes, Biology teacher Cody Schell said he uses the animals to help excite students about studying genetics in his classroom.

Schell owns reticulated ball pythons, breeding them to sell online and at trade shows. After selling his reptile collection before college, Schell bought seven snakes and now keeps them as pets and for his business.

As a breeder, Schell cultivates certain desirable colors and patterns in his snakes. Schell said producing snakes with the desired traits is primarily about understanding genetics.

"That's why I'm interested in breeding snakes, and how the traits are inherited," Schell said. "It's all like recessive traits, and incomplete dominance and codominance. It's all based on genetics."

Schell's hobby and side business fits the ninth grade Biology curriculum that he teaches. Schell showed his classes different combinations

of traits in his snakes to illustrate the principles he teaches.

"I thought it was really awesome to see the real life examples of the genetics and traits," freshman Danny O'Connor said.

The activity illustrated the practical applications of the genetics unit.

Schell uses examples from his snakes to supplement the curriculum. He teaches his students about the differences of genetic inheritance in snakes as opposed to traditional patterns in other animals.

"Throughout the genetics unit, we learned about the rarity of some traits of snakes and learned with his experience in breeding snakes," freshman Sophie Butler said, "We learned that the difference in just one trait could dramatically change the value of the snakes. Genetics is practically a scientific lottery."

During the unit on genetics, Schell brought in his snakes for students in his classes to hold and observe to demonstrate how the different genes students learned about appear in the snakes.

Freshman Joshua Gurdak said he was initially afraid to interact with the snakes.

"Once I held the snakes, though, all of my fear went away," Gurdak said.

Others said that they were comfortable with holding the snakes.

"Holding a snake isn't as scary as it seems, and I actually wouldn't mind having a pet snake," freshman Arola Oluwehinmi said.

Schell said his unique curriculum heightens class engagement.

"I think that there are some students that are a lot more interested in the genetics unit [because of the snakes] when maybe they wouldn't have been as focused," Schell said. "I've had students that really got into the snake part of it and came and talked to me about snakes and different genetic combinations."

Gurdak said Schell's interest distinguishes his class for his students.

"Learning about the snakes and then getting to see them in person was really unique," Gurdak said. "No other class got that hands on experience."

Academy promotes vocational education

by gwyneth murphy

In an effort to put students with Individualized Education Programs (IEPs) on the path to getting and maintaining a job after high school, Marshall and the Davis Center offer various work programs that promote the practice of independent living skills.

Marshall offers four types of work programs depending on the severity of the disability: Career Prep, Work Awareness and Transition (WAT), Education for Employment (EFE) and Education for Employment for the Office (EFO), with Career Prep as the course catered to students with the most severe disabilities.

The students travel on a school bus to a worksite that is within a five mile radius to work as an unpaid employee.

"Right now I have students going to the Vine Church, two separate groups going to the Silver Diner, and that's it for WAT," Employment and Transition Representative Maureen Szente

said. "But I have had students in the past going to Petco, Sports Authority, just all different stores."

Students in the Career Prep course can also work in various capacities on school grounds.

"Right now we have students with severe disabilities working in the cafeteria, and they sweep the floors, clean the tables, clean the chairs, and then we [also] have students going to the library," Szente said. "It's preparing them for life after high school, for their typical jobs that they might have."

The class meant for the highest functioning students with IEPs is EFE, where each student receives a job coach, which Fairfax County provides and who will train the new employee for up to 20 hours.

For Davis Center student and NOVA math lab employee Jeanette Simon, the job is very enjoyable.

"I do like my job," Simon said. "I help students sign in and

sign out and count shedding."

Matz said the jobs give students the confidence they need to enter into the workforce when they are ready.

"Students receive career training," Matz said. "They learn the necessary skills for holding a job. By participating in a variety of work experiences, our students become empowered to find gainful employment once they transition out of Fairfax County Public Schools."

The worksites for Davis Center students contain more variation, since there is no five mile radius the business must fall in. For Davis Center student and Dewberry employee Vince Lamanaco, the location is why he enjoys the job.

"[I do] data entry and inspecting first aid kits monthly," Lamanaco said. "It's a convenient location. It's really nice that there are two buildings that are across from each other."

Faculty play a large role in the success of both the Marshall



BEN HARPER/RANK&FILE

Davis Center students practice their cooking skills while making cupcakes for the St. Patrick's Day breakfast.

and the Davis Center work programs. Szente coordinates with businesses about job opportunities and gives guidance to students who are in one of the career courses.

"A lot of times they're worried about insurance purposes, what happens if the kid gets hurt, things like that," Szente said. "I try and explain to employers, like [these students] can really help you diversify your workforce, and they're good employees. It's

really helping them and their quality of life."

Szente said it is important for the community to be accepting of all paths after high school,

"[A lot of these kids] are going to work after high school, which is a reality that sometimes Marshall and Fairfax County don't like to face," Szente said. "Not everyone goes to college. Some kids do go straight to work. This [program] is one of the ways that we do that."



About 1 in every 4 students play *Fortnite* on a regular basis



About 1 in every 10 students spend money on *Fortnite*



About half of students expect administration to ban the game

SOURCE: STUDENT POLL OF 110

FORTNITE

The next Minecraft?

Players compare Fortnite to other battle royale games

Fortnite, a survival video game, has become an international obsession, but many are unaware of the origin of the rising phenomenon.

Many describe the game as a mix between Minecraft and PlayerUnknown's Battlegrounds, or PUBG. Fortnite's building features aligns closely with Minecraft's attributes as both games allow the players to find materials to build shelters and surviving the end of a battle. All three games involve a similar goal: eliminate other players, but Fortnite is almost identical to its rival, PUBG.

PUBG, launched only four months before Fortnite,

developed the original concept of dropping players out of a plane onto an island to fight to the death until only one survivor remains.

Although an almost identical duplicate to the first game to popularize the battle royale genre, PUBG, many gamers still believe the overall gameplay in Fortnite is better.

"I believe Fortnite is better [than PUBG] because it's a more inclusive game with your friends," sophomore Khangal Albaugh said.

Fortnite is a free-to-play game, giving it an advantage over PUBG, which requires players to

pay before playing. Fortnite makes its money from the in-game purchases, which includes costume like "skins" your character can wear.

"[I have purchased skins because] I believe you have to look saucy in order to take dubs," junior Alex Armani said.

According to an online poll of 16,230 players, 56 percent of the voters said they like Fortnite over PUBG because it's free, fast-paced, and has an easier game design for beginners compared to PUBG.

"Fortnite is a lot faster-paced," chemistry teacher Jeremy Wade

IN ONE WEEK

In One Week is a feature where one or more staff members take on a new habit for a week. In this IOW, Lauren played Fortnite for a week.

The rules

I must play at least one round of Fortnite every day for a week and record my highest ranking. My goal was to make it into the top 10 by the end of the week.

Initial thoughts

I had a lot of preconceptions about Fortnite before the week actually started. I'd seen plenty of hype around the game, not to mention too many girlfriends who aimed to destroy it. While I wouldn't consider myself a video game professional, I've had my fair share of experience playing Minecraft "Hunger Games" and Skyrim with my brother while in elementary school. Needless to say, I was already a force to be reckoned with.

Monday

As it turns out, I was not a force to be reckoned with. I found out that in order to play Fortnite on a desktop, I needed a stronger PC, which I didn't have. Instead, I downloaded the mobile version onto my phone against the advice of my friends who were experienced players. They claimed that mobile was subpar in comparison to the desktop experience, but I was going to play one way or another, God willing. Initially, I didn't know what was going on. I decided to adopt a strategy of running around the outer edges of the map, looting boxes for potions I didn't know how to use, hitting trees with my pickaxe, and avoiding other players at all cost. Little did I know, I was in team mode. After discovering all of my teammates had already died, I decided my vagabond lifestyle was far superior to that of my clearly unskilled opponents, until I was brutally eliminated in an open field.

Tuesday

The second day did not prove much better than the first. I still did not have access to a computer that I could play on, so I kept using the mobile version on my phone. I'd pretty much gotten the hang of the controls at this point, which was good because I wasn't stuck jumping around aimlessly. I kept to my strategy of hiding and looting, and acquired multiple guns that I kept accidentally shooting at the walls. It was on the second day that I tried to understand the purpose of building in Fortnite. I kept seeing other players construct staircases and ramps, but I think playing on mobile made building too difficult to be worth it. Instead, I attempted to improve my hide and loot strategy. Unfortunately, perching on a hilltop, wedged between a tree and some rocks, was a really boring way to spend my time. But, as always, curiosity killed the cat. When I ventured into the grassy, open plains, I lasted maybe ten seconds before another player sniped me down.

Wednesday

By the middle of the week, I decided to take it up a notch. I decided to experience Fortnite on a desktop. I commandeered my friend's computer. He would only let me use it on that I join him and another friend in team mode. I wouldn't say I was an asset to the team, but I was one of my two teammates, so I was the weakest link either. Admittedly, most of the round trying to survive the restriction on friendly fire.

Thursday

After stepping outside of my comfort zone by playing both on desktop and in team mode, I was back to my tried and true solo play. I thought back to my first time playing Minecraft "Hunger Games" and crept around the edge of the map, finding a home amongst the trees. I was forced into defensive play, falling off of a cliff and dying without suffering.

THE

Rank & File presents a look inside the video game that has attracted hardcore gamers, casual players and even celebrities. Available on a variety of platforms from computers to smartphones, the battle royale-style game pits 100 players against each other in a frantic battle to be the last man standing.

by ethan zack, lauren elias, hannah levitan, wade devinney and grady dillon

ale games

id. "With PUBG you can spend twenty minutes in a game and do absolutely nothing. With Fortnite, you drop in within thirty seconds and already be engaged into the action."

Fortnite also introduced the battle royale game to iOS devices as an attempt to gain more users.

"I don't have an Xbox or anything, so I play on my phone, but from what I've heard from Xbox players, the design and graphics on the mobile version [are] very good," sophomore Soula Achir said.

These factors attract new players who are looking for a fast-paced game.

Friday

was ready to and it was time computer, so I's PC. But he the condition her friend in I was exactly outlived one I wasn't the tedly, I spent o bypass the and hit my

my comfort n a desktop excited to go e strategy of k to my days ger Games" s of the map, the trees. I combat after d quickly and

Given that it was my last day of Fortnite, I decided to try and experience as much as possible. Up until that point, I prioritized survival and had yet to kill even one player. I was tired of running and hiding. I was tired of hitting trees with my pickaxe and filling up my hotbar with logs I never used. I was tired of entering the arena only to be mowed down as soon as I approached the Tilted Towers. This was my world, and the rest of the players were just living in it. Reinvigorated, I descended into the heart of the map. I was armed with various artillery I could not distinguish if I tried, but nevertheless I wielded my weapons with confidence. I pursued multiple players, but I still could not manage to strike one down. My tirade came to an end when I made a fatal mistake. While pursuing potential loot in a fancy mansion in the center of a lake, I found myself locked in a shootout with two different opponents perched on the shore. I met my fiery end in disgrace, knee deep in water, confusing the button to jump with the button to run.

Fortnite feedback

What does *Fortnite* do well?

"It has a good creative background and it allows you to have more freedom based on strategy and protection."

"I think it attracts new players very well. I think [the addition of content] shows that they're dedicated and trying their best to improve the game."

What can *Fortnite* improve upon?

"I understand the game has 100 people and it's hard to get 100 people into one single [server], but I really wish they could have more of a variety of game modes."

"I think it's very generic and I think that they could do a lot to improve. They need to improve the servers, because it takes too long to load up and it's laggy at the beginning of the game."

Maybe add a casual mode too."

alvin walcott senior

chris walton senior

Final thoughts

In the end, I did not achieve my goal of landing in the top 10. I peaked in the middle of the week, landing in thirteenth place, while playing in team mode, but that's most likely because they did most of the work and I tried my best to stay out of the way. A close second was the fourth day, when I came in fifteenth. I think that this was probably because I had perfected my hide and seek strategy, and I no longer bothered trying to understand why one would attempt to build a staircase. Looking back at my week, I now better understand how Fortnite has pervaded most corners of today's gaming scene. There is something engaging about the simplicity, strategy and competition of the game, and I wouldn't be surprised if I picked it up every now and then. But for now, I think I'll just stick with Minecraft "Hunger Games".

Classroom: Battle Royale

Gaming disrupts learning environment

Teachers have been struggling with students playing *Fortnite* Mobile in class. Since *Fortnite*'s release on iOS devices, approximately over 12 million new users joined the biggest video game fanbase of the year.

For students, this release is a new opportunity to play *Fortnite* at any given time, like during class. Biology teacher Cody Schell said it was apparent that *Fortnite* would present a problem during class.

"When I found out that there was going to be a mobile version, I was worried that [*Fortnite* would be played] a lot in class," Schell said.

Schell said that while he had seen kids play Fortnite in class, it hadn't really increased the number of kids that play on their phones.

"I don't think [Fortnite] has increased phones being an issue in class," Schell said. Math teacher Michael Carroll has experienced a different issue with *Fortnite*.

"For me, the biggest issue is that a lot of students want to play it," Carroll said. "It's so easily accessible in the classroom [and results in students rushing] through their work [to play]."

Students who do play Fortnite in class say that they only play when the class reaches a dull standstill.

"I only play Fortnite during class when we're not doing anything," freshman Finn Gillespie said.

Gillespie said he considers *Fortnite* in class beneficial because of the social aspects.

"You get to squad up," Gillespie said. "It's fun."



HANNAH LEVITAN/RANK&FILE

A group of students play *Fortnite* on their personal devices during Learn.

Music department participates in spring Disney World trip

by ryan doucette

As part of the end of the year and their upcoming Disney show, the music department took a trip to Walt Disney World and Universal Studios in Orlando, Florida. The trip aimed to celebrate the work of the music department and allow students to bond away from school.

"[The trip was] for fun, camaraderie and also music education," band director Paul Vesilind said.

Music teacher Kelli Pearson said she was

excited about the trip, citing it as a chance for students to strengthen their relationship in an interesting way.

"I [was] super excited about the trip," music teacher Kelli Pearson said. "It was a chance for the students to travel together, bond, make memories and experience the magic of Disney together."

The trip included participation in a workshop at Disney designed to help expand their show skills. Both teachers and students were excited to

participate.

"I was especially excited to learn more, especially from the professionals at Disney," freshman and men's chorus member Sam Soufi said. "Chorus learned new songs and so did the other music departments."

Even with the trip taking place during the normal school week, the music department coordinated with the rest of the school to assist with makeup work.

"It's difficult to miss school, but everyone has



DMITRY BUTYLEV/RANK&FILE

Junior Andrew Song plays his cello during a performance practice at Disney's "You're Instrumental" performance workshop at Disney's Hollywood Studios.

been helpful to supporting us," Soufi said.

Participants said they

enjoyed the opportunity to have fun.

"The trip was a lot of

fun and I will definitely go on the trip next year," Soufi said.

MarCon celebrates anime culture

by matt scopa

The anime club held its annual MarCon to celebrate their common interest. MarCon provided karaoke, video games, Japanese food and group viewing of anime.

"We got food, anime, game shows, karaoke and video games, so something for everyone," club president Morgan Smith said.

MarCon also acted as a way for the anime club to not only hang out, but to also raise money.

"It's a place for people with a common interest to hang out

and be with one another," Smith said. "It's [also] a way to raise money for the club [and] it's a cheap alternative to going to an actual convention."

Members said anime also offers a contrast to western media and provides a distinct viewing experience.

"I started watching anime a while ago and I thought it was pretty cool, so I started watching more and more of it and got pulled into it," senior and club member Jacob Rak said. "It's so unique compared to a lot of western stuff [and] its storytelling is

different as well."

Anime club sponsor Jonathan Super said the variety of anime content at MarCon benefits not only members of the club itself, but also many other different personalities and preferences, because it regards different genres.

"I sponsor the club because I watch a lot of anime and it's fun," Super said. "Anime is special because there is a wide variety that will interest anyone and we do MarCon because it's a fun time for us to watch anime [...] and just hang out all day," Super said.



MATT SCOPA/RANK&FILE

Seniors Jacob Rak and Morgan Smith manage the refreshments table, serving Japanese snacks.

Toast Ghost releases new album

by ben harper

English teachers and Toast Ghost members Matthew Horne, Jonathan Super and Paul Fauteux returned with a new album *Toast Ghost Goes to College*.

Toast Ghost has been making music since fall of last year; following their previous album *Space Bass* and their EP *stupid, stupid, stupid, stupid, stupid*.

Horne, lead singer and songwriter, said the album is different from previous albums because it is more personal.

"We collaborated heavily with a bunch of seniors who graduated and went to college,"

Horne said. "At the same time I'm going to college for my masters, and I decided, 'Why not write an album about Toast Ghost going to college?'"

Since the album draws from the band's personal experiences in college, Horne said that the album may be less relatable to people listening to it, while still retaining the usual Toast Ghost charm.

"It's still the same concept of meeting students and talking about their experiences in a funny and silly way," Horne said.

Super said that although the album is fun and positive, the message behind the lyrics runs

deeper.

"It's a little more free, a little more about positive vibes and doing well in life," Super said. "Sometimes when things get tough, you just have to push on through."

The album also features different student performers. Sophomore Jack Lwin talked about what it was like to be on the album.

"It was exciting being around my friends and recording verses for an album that a couple students I don't know may listen to," Lwin said.

Sophomore Miles Devlin said the record was very quick



IVAN ISNIT/RANK&FILE

From left to right: Junior Christie Smudde, sophomore Mohamed Mabrouk, Toast Ghost frontman Matthew Horne and junior Ellis Nolan participate in a Toast Ghost concert.

and didn't give him time to think.

"I came up with a guitar track, a beat and a verse and it all took a few seconds max," Devlin

said.

Toast Ghost held a concert in the senior courtyard in order to advertise the album.



IVAN ISNIT/RANK&FILE

Sophomore Katriel Recepcion performs a song with her ukelele during the festival. "I performed the song 'Remember Me' from the movie *Coco*," Recepcion said. "It was pretty short, so I performed it in English and Spanish."

Reveille provides creative outlet

by johann young

The Reveille Literary Magazine held the Creative Arts Festival on Apr. 6 where students could present their talents to an audience of their family and peers. The event spanned two hours with a total of 14 performances. Performances varied with music, acting and even standup comedy.

"The Creative Arts Festival is important to people who do not have an outlet to share their talents," senior festival coordinator Margaret Warren said. "The festival allows individuals to have

this space to show the world what they can do."

Senior Livy Taliaferro said she saw the opportunity to show off her specific talents and took the chance to present her acting abilities.

"I had a lot of fun," Taliaferro said. "I genuinely enjoy performing solo and I don't get the chance to do it often."

For those hoping to take the next opportunity to present their talents, this year's performers said they highly recommend the experience.

"It was an awesome experience to go up on stage, supported by friends and

family, and doing something you love doing" senior Diego Haldeman said. "The applause at the end is pretty nice too."

Warren hopes that the tradition of the Creative Arts Festival stays with Marshall in the years to come in hopes of allowing others to shine.

"I think Marshall does a really good job, as a community, of fostering the creative arts," Warren said. "I think this is a great tradition to keep up to give people the opportunity to share their art as well as inspire others to share theirs."

Second annual Library Comic Con attracts local comic fans

by jay kosumi

The Fairfax Library Foundation held their second annual Library Comic Con on Apr. 14.

The Library Comic Con is an entertainment convention that displays comic books and a wide range of pop culture elements across all genres, including horror, animation, toys, video games, webcomics, collectible card games and fantasy novels.

“It’s a celebration of fantasy, sci-fi, comics, games and all kinds of fun nerdiness,” librarian Krissy Ronan said. “Anybody can attend, it’s free and it’s super fun.”

Just like most comic book conventions, the Library Comic Con featured a large floor space for exhibitors. Vendors included collectibles merchants, cartoonists, painters, comic book dealers and jewelry makers.

“I don’t do a ton of Comic Cons, but this is my second time for this one,” chain-maille jewelry artist Nicole Slazinski said. “Originally, my passion for making jewelry started because I was making dice bags then it sort of exploded into this mini hobby-business.”

The convention also welcomed a keynote speaker, author and illustrator Dana Simpson, in the auditorium from 11 a.m. to 12:30 p.m. Apart from buying and selling items at the event, people could also enjoy things free of charge, such as photo booth pictures with different props and costume pieces.

“A while ago, I saw these gemstones that were on display and they were really interesting,” senior and volunteer Aneesha Naik said.

There was also a video game truck in the front parking lot from 10 a.m. to 2 p.m. as well as food trucks that remained throughout the entire convention. The Fairfax Library Foundation organized activities for children, teens and adults in the cafeteria.

The organizers divided the cafeteria into two sections with a room divider. One section hosted a pop-up library where adults and teens could borrow books and graphic novels, and a “batcave”, where cosplayers could get costume help and technology demos.. A grown-up storytime narrator read excerpts from books for more mature audiences. The organizers designated the other section as the “Superhero Training Camp”, which focused on kids’ entertainment.

“The kids’ section with the smashing blocks is probably my favorite,” volunteer Megan Hoover said. “I like to see children having a good time.”

The library served as the “Gaming and Chill Zone”. In addition to the games, vendors, artists, cosplay and food trucks, the convention also included workshops in E-100 and F-100 rooms, such as “Comics for Fun and Profit”, “Mario Karting Like a Pro” and “Discworld 101”.

Cosplayers also participated in the cosplay contest in the cafeteria, where attendees received prizes for three



JAY KOSUMI/RANK&FILE

Marshall library hosted Fairfax County’s second Library Comic Con, where artists sold their prints and crafts.

“I really like reading, so Comic Con is definitely something that interests me,” senior and volunteer Aneesha Naik said. “I haven’t attended a Comic Con before but I’ve heard about it a lot, so when I found out it would be occurring at Marshall this year, I was really excited.”

categories: “Most Accurate”, “Most Creative” and “Best Character”.

“This is actually my first cosplay,” teen cosplay winner and attendee Mila Vannostrand said. “I’m having a really good time so far.”

Vannostrand cosplayed as Mercy from the 2016 videogame *Overwatch*.

“I’m really pleased with how my costume turned out,” Vannostrand said.

According to Fairfax Library Foundation representative Shelby Allen, the ever

growing number of participants has led to a need for more variety of events and activities. Allen said she is optimistic regarding the future support of the annual event.

“We have more vendors, more programs and activities and it’s very exciting,” Allen said. “At least 300 people said [in advance] they were coming this year so it is a very popular event and it’s growing even more.”



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Pop Quiz

Question: Why is everyone going to Dolly’s?

Answer: Because it has...

A. Awesome pizza

B. 100 kinds of candy

C. 26 flavors of chips

D. Delicious hot chocolate and freshly baked cookies

E. All of the above

If you chose “E” you are obviously a genius, or at least you’ve been to Dolly’s!

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Football team welcomes new coach

by jay kosumi

The varsity football team welcomed their new coach, Jason Strickland, in the cafeteria after school on Apr. 11. Strickland will oversee the team as the replacement of George Masten, who stepped down after four years due to family reasons. "I just want to keep rolling the program that coach Masten and the staff have already started here," Strickland said. "I'm in the process of speaking with various coaches, trying to figure out how we can all come together and keep this thing rolling."

Strickland has been a coach for 15 years. He acted as the head football coach for seven seasons at Eastern High in Washington D.C., but his coaching career started with basketball and baseball in North Carolina. Strickland

said he feels very excited about working with a new program and new players. "Usually when something new comes around, it gives you a sense of excitement," Strickland said. "Coming here, I see [they] all have a great positive attitude, so I don't think it will be too hard for us to transition."

Head coach of the freshmen football team Matt Hochstrasser said he approves of Strickland's arrival. "He's very qualified and he's a great coach," Hochstrasser said.

After the meeting in the cafeteria, Strickland exchanged his contact information with the football players and they all went up to shake his hand. "I really like him," sophomore and football player Alberto Calderon said. "He



JAY KOSUMI/RANK&FILE

New football coach Joseph Strickland addresses the varsity football team about his goals for the program as he transitions into the head coaching position. seems very dedicated to the sport of football."

The football team has not won a regional playoff game since the 2007-08 season. Calderon said he his ambitions are high and he hopes to win a playoff game

Track and field travels to Pennsylvania for relay

by grady dillon

Several members of the girls track and field team will travel to the University of Pennsylvania at Franklin Field to race

in the annual Penn Relays from Apr. 26 to 28. The university has hosted the Penn Relays annually since 1895, and brings in teams from around

the world to compete. "Mainly teams from the east coast compete, but there are some teams from California as well as other countries," track and field coach

Clifford Wong said. Senior Heather Holt has attended the relays since freshman year and said she appreciates the chance to return again.

"Having the chance to go again means a lot, especially since [the team and I] worked hard to get there," Holt said. Administrative assistant of activities Kathy Veoni said the best runners in the world compete at the Penn Relay. "Olympic players go [to the Penn Relay], and it's an honor to be at," Veoni said. Holt said the Penn Relay differs from

ordinary track and field meets because of its historical value. "The history of the meet is special because of the records that have been set there, and the teams that have run in the past," Holt said. Holt said going to the Penn Relay is in itself a victory for the team. "We've always been motivated to keep improving," Holt said. "Just making it [to the Penn Relay] has been a goal of ours. Coming back again this year was a really big accomplishment for us."



LAUREN ELIAS/RANK&FILE

Clifford Wong talks to freshman Makayla Jones-Suggs during track and field practice.

sportsbriefs

All-State team grants Ford basketball honor

The Division 6A Second Virginia All-State has team named senior Clara Ford as the starting center. The Virginia High School Coaches Association (VHSCA) noted Ford's performance during the 2017-18 girls basketball season. Ford, who gained a 2017 5A Second All-State team selection, is the 18th best player in her position according to ESPN. "[Clara Ford is an] athletic, versatile interior prospect [who] out-quickers defenders in the paint," ESPN scout Dan Olson said. Although she said the attention from Olson certainly helped, Ford said she believes that scouting was not the reason she is now a member of the team.

"The scouts are there to help get players recruited for college, so the scouting report might've [helped] me get some recognition, but not a whole lot," Ford said. Ford attributes her success to her work ethic during not only the season, but the offseason as well. "Prior to this offseason, I've done skills programs and played on a really tough [Amateur Athletic Union] team to get my game up as much as possible before my season," Ford said. Ford is currently committed to Boston University, where she will continue to play center for the Eagles.

by wade devinney



ASHLEY GEORGE/COLUMBIAN

Clara Ford warms up before her game against McLean in the 2017-18 season.

Stadium fields to receive new turf during offseason

The fields in the stadium will receive new turf following the county's offering of an opportunity for maintenance on the fields at the expense of the county, not the school. "FCPS offered maintenance for the school's fields [at the] county's expense, [so] we decided to take the opportunity and use this offer wisely," director of student activities Joseph Swarm said. Athletes said they support the maintenance and believe it will benefit the players. "I feel that a new, returfed field will be much better, because in the current field, both main and back, there are certain patches that your cleats get stuck in and you slip and fall," sophomore and junior varsity lacrosse player Omar Abdelaziz said. The maintenance on the fields will not disrupt any physical education classes, spring sports practices or games. "Our teams will [feel] no athletic impact at all, and health and PE classes will have one field they will have to divide up," Swarm said. He also highlighted that Health and PE classes still have three grass fields for their classes, so it will not affect their educational process. "We [coaching staff and teams] feel pretty comfortable about [the fields]," Swarm said.

by dmitry butylev

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