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rank&file

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George C. Marshall High School
7731 Leesburg Pike
Falls Church, VA 22043
(703) 714-5511
gcmnews.net



PHOTO ILLUSTRATION BY HANNAH LEVITAN

FCPS board funds menstrual hygiene program

by hannah levitan

This year, Fairfax County Public Schools (FCPS) approved funding to provide free menstrual hygiene products to 37 schools through their Menstrual Hygiene Pilot Program, which will be available in bathrooms across the school district.

Though the program does not extend to Marshall, school board member Ryan McElveen said on Twitter it is only one step towards menstrual hygiene affordability and availability.

"While every school currently provides [pads and tampons] in clinics, we hope to continue expanding pad and tampon access in restrooms in pursuit of

menstrual equity," McElveen said.

At Justice High School, Girl Up, an international organization of young women, worked to make feminine hygiene products more accessible to students by stocking each bathroom with pads and tampons.

"I joined Girl Up because I wanted to see these kinds of changes at Marshall," senior and club president Haley Long said. "As the president, last year, I was in charge of doing a menstruation product drive to bring to a local women's shelter."

Prior to the Menstrual Hygiene Pilot Program, girls could only go to school clinics for pads and tampons, resulting in students missing

an excessive amount of class time to visit the nurse.

"This is important to me because it's an [area] of healthcare that is often dismissed as a women's issue and being such a taboo thing that we can no longer talk about," senior Redeit Hailu said. "FCPS has now acknowledged that [having access to feminine products] is a basic right."

Justice Girl Up began supplying each of the 13 bathrooms with bins full of free feminine hygiene products with help from English teacher and Girl Up sponsor Jen Golobic. Last year, the founder of Bringing Resources to Aid Women's Shelters (BRAWS), a non-profit organization, contacted Girl Up

to partner up and extend the program beyond schools.

"Through our partnership with [BRAWS], the students were able to take the advocacy beyond Justice," Golobic said. "We actually had a group that went to the U.S. Capitol [...] to speak at Representative Grace Meng's press conference for the Menstrual Equity For All Act."

Girl Up then contacted school board member Karen Keys-Gamarra because she was also trying to enact a similar program county-wide. After presenting her with data from a survey regarding the program and its influence, Golobic said Keys-Gamarra brought the information to the board.

USDA approves county for meal and garden grant

by matt savage

The Department of Agriculture (USDA) named Fairfax County Public Schools (FCPS) a recipient of a 50,000 dollar grant to bring school meals directly from farms and fund the installment of school gardens.

The USDA has been working for years to make school meals more nutritious. The grant will assist in the development of a plan to purchase food produced within a range of 50 to 150 mile radius of Fairfax County.

"USDA's Farm-to-School program increases healthy, local foods available to schools, providing them with the flexibility to offer tasty and appealing options to students," Julie Brewer, Food and Nutrition Services (FNS) Director of the Office of Community Food Systems said in a press release.

Hollin Meadows Elementary School intends to expand school gardens to provide additional sources of food and schools could construct additional

gardens.

"The main focus of this grant project is developing a plan of action," Maria Perrone at FCPS FNS said.

"If kids aren't eating the food, and it's ending up in the trash, they aren't getting any nutrition."

Sonny Perdue
Secretary of Agriculture

Students said they have mixed opinions on the grant and the idea of school gardens.

"A garden at school would be useful, but we could also use that money to buy utensils and dishwashers to clean them," junior Sydney McCarthy said. "[There are] a lot of things that are bad for the environment."

According to the USDA website, the Trump administration is working to balance health and flavor in school meals. New policies from Dec. 2018 overturned Obama-era regulations on milk, grain and sodium content of school lunches. These regulations were effective on July 1, 2019.

"If kids aren't eating the food, and it's ending up in the trash, they aren't getting any nutrition – thus undermining the intent of the [school meal] program," Secretary of Agriculture Sonny Perdue said in a release.

USDA has been supporting farm-to-school programs since former president Barack Obama signed the Child Nutrition Reauthorization and The Healthy, Hunger-Free Kids Act of 2010.

"The 2015 Farm-to-School Census found that schools with strong Farm-to-School programs reported higher school meal participation, reduced food waste, and an increased willingness of the students to try new foods," Brewer said.

newsbriefs

Virginia Tech overacceptance results in student housing crisis

This year, Virginia Tech faces an overpopulation issue after they admitted more rising freshmen than they anticipated.

The large student body caused the school to drop its first year on-campus residency requirement.

Career Center Specialist Gardner Humphreys said the problem will not have a major effect on the number of applications this year.

"The school's reputation and programs stand on their own, and I think people will always want it as a very good option because they have so many programs," Humphreys said.

Though Virginia Tech was unable to provide enough housing for the freshmen class, senior Ian Castegnaro said the overpopulation should serve as a learning opportunity.

"Even though there might be more students attending than were expected, [Virginia Tech] still has state of the art education," Castegnaro said.

by ema baca



COURTESY OF IAN CASTEGNARO

Senior Ian Castegnaro decorated his car to match Virginia Tech colors. He intends on applying early-decision this year.

Removal of non-honors social studies class causes confusion

For the past four years, honors US VA History has been the only non-IB social studies course available to juniors.

Last year, a non-honors US VA History course appeared on the course selection sheet when the class did not exist. Counselors switched students who signed up for the course to the honors version.

"The understanding has been for a long time, whether you're in a class labeled honors or not, you're getting the same curriculum and you're going to be graded the same way," social studies teacher Jim Robinson said.

Junior Deki Gonsar said the honors class will be useful due to the 0.5 GPA boost.

"So far the class hasn't been difficult, which is why I don't have any hard feelings towards the change," Gonsar said.

Since both courses have similar curricula and grading procedures, Robinson said students should benefit from the GPA credit of the honors class.

"[Students] deserve that boost because they're doing higher-level work," Robinson said.

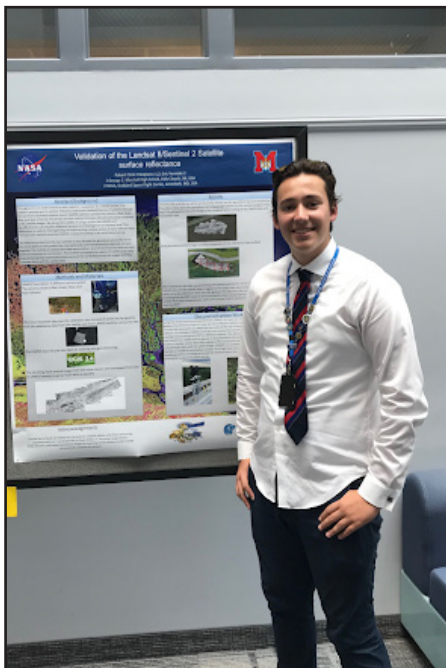
by sahar jiwani

Students and faculty share their lives outside classrooms

Rank&File interviewed three people who work in different fields, some less traditional than others. From chicken herding to working at Papa John's, these employees explore their interests through their part-time jobs.



COURTESY OF JACK LWIN



COURTESY OF ROBERT CHITIC PATAPIEVICI



BEN HARPER/RANK&FILE

compiled by ben harper

I work [at Papa John's] as an Insider, which means handling calls and carryout orders, cutting the pizzas that are coming out of the oven, topping pizzas, labeling boxes and matching [the labels] to their pizza. I like working there because all the managers are pretty chill and don't really put a lot of pressure on [me]. The pros are it gives me something productive to do and I get paid for it. Cons are I usually work from four to nine so it can take away from time to hang out with my friends and even homework sometimes.

- Danny O'Connor, junior

I work [at NASA] on the Arduino for camera setups that validate satellite data, do data analysis and processing from two satellites. [I] did a summer internship, the director was like, 'I want you,' and I was like 'bet.' We had eight hour workdays over the summer for six weeks and if you were on your phone when the director came in, say goodbye. It's pretty cool, because it's relevant stuff. Not to discredit other jobs, but it's a bit more important than other jobs, which is pretty cool.

- Robert Chitic Patpievici, senior

[Chicken herding] is actually part of the reason I moved to Fauquier County from Prince William [County since] we got busted for our chickens in Prince William County. When I was in Prince William [County]. I didn't actually know I wasn't allowed to have [chickens] because our neighbors had them, and they got turned in as well. I sell them to family and friends, but mostly we eat them. Organic [free range] eggs [are] probably six dollars a dozen. We sell them for three dollars a dozen to family and friends, so it saves a lot of money, even if you are buying regular non-organic eggs that are raised by chickens in a bad environment, it's cheaper to do what we're doing. Raising chickens, giving chickens food [and] buying a 20 dollar bag of food every couple weeks is a lot cheaper than buying that many eggs.

- Matthew Horne, English teacher

IB English Literature SL classes debut typed in-class literary analysis essays

by nikita athawale

Though the new laptops for every student prompted the implementation of technology-based lessons during class, few courses have strayed away from traditional pen-and-paper assessments.

But, unlike other classes, IB English Literature SL 1 administered the first in-class essay on laptops. This is the first year students are typing literary analyses rather than writing them out.

"[Now] that we are one-to-one and every student has access to a laptop, we are experimenting and trying out typing for student in-class essays," English teacher Heather Hilton said. "We want to see the success rate of students

handwriting [papers] versus typing [them] to see if typing [...] takes some of the stress of writing away."

Hilton said there are benefits and drawbacks to typing the literary analyses instead of writing them, and students said they agreed.

"[Typing] will make essays a lot easier for people who don't necessarily have good handwriting and people who can't write really quickly," junior Anthony Miroff said. "Typing can be a lot faster than writing, so it might help people get their points across in a shorter period of time."

While juniors will type certain literary analyses using their school-issued laptops, they will

handwrite some essays to prepare for the IB exam.

"I [do not] think typing essays [will] decrease the amount of practice people get for the IB exams because writing is still used for some assignments," Miroff said.

Senior Haley Long said juniors should practice writing in class because she thinks laptops limit the quality and quantity of writing.

"For me, writing in-class essays is better because I can work better by hand," senior Haley Long said. "It helps me understand and see my thoughts clearly plotted out."

To combat the concerns over plagiarism, some teachers, including Hilton, reorganize the

methods teachers are using to avoid plagiarism for typed essays



requiring students to submit final literary analyses on Turnitin and using a plagiarism checker



organizing chairs and tables so the laptops face teachers

desks and chairs so the laptop screens faced them. They also required students to submit their final essays on Turnitin at the end of the period.

"We want to see [if plagiarism] becomes an issue or not and [if] that changes our approach of using the laptops for in-class essays," Hilton said.

"Hopefully, some of the preparation [before the essay], the time constraints and turnitin will also limit the ability to cheat."

Hilton said student approval of typing in class essays depends on their preference and some students will always prefer the standard written in-class essays.



COURTESY OF FAITH FORMAN

Junior Faith Forman models a handmade Sola Fide shawl. "I started my business [on] July 5," Forman said. "I have made a few sales since everything has started [and] I am eternally grateful for that. I love people's reaction when I give them something I've made and taking a break from school to crochet."

By Faith Alone: the origin of Sole Fide

Forman runs crocheting business and turns passion into profit

by amelia gee

Over the summer, junior Faith Forman launched a crocheting business, Sola Fide, which sells personally crafted and customized products.

The company's name, Sola Fide, reflects Forman's namesake.

"[Sola Fide] came from Latin and means 'by faith alone,'" Forman said. "I like the name because I own and develop the business."

Forman said she started Sola Fide because she enjoys crocheting as a hobby and always ends up with a surplus

of items.

"I had so many people telling me how great it would be if I started [a business]," Forman said. "So I thought I could sell to people who would want and love the products."

Forman's mother and younger sister help her run Sola Fide.

"[My mother] helps me communicate with people every once in a while, find correct colors at the store and find good places to have photoshoots," Forman said. "My younger sister, Hadley, helps me run it too. She models my products."

Forman said the average amount of time she spends on every item is approximately eight hours, depending on the pattern and yarn size.

"Now that school has started, I [have] to find time on the bus and [on] Saturdays to complete projects," Forman said.

The most difficult aspect Forman faces is processing the specifications of the client within a reasonable deadline.

"[Clients' orders] can be really tricky because they don't know my options when I'm at the store," Forman

said. "They could want a color that I'm not capable of getting."

Forman said her favorite overall part of running her business is delivering the finished products.

"Just seeing the pure joy on some people's faces has made my day," Forman said.

Though Forman said she does not foresee this hobby as a career due to the effort and time dedicated to each item, she would still like to crochet in her spare time.

"I would love to have this be a side job for me for as long as [Sola Fide] can sustain itself," Forman said.

Chef Ciaran Devlin prepares students for the culinary world

by will shin

F-hall is the only ground floor hallway in the school’s main body that does not have an upstairs counterpart. While its main attractions include the cafeteria and vending machines, F-hall’s food scene has more than curly fries and bagged chips. The hall is home to the culinary program, where academy students prepare meals and confectionary treats under the tutelage of Chef Ciaran Devlin.

Room F105, the actual culinary “classroom,” has China glasses and silverware for patrons and can seat a total of 36 people. It serves as the setting for events such as presentations from guest chefs of the Culinary Institute of America and food services for clubs and faculty.

An example is the program’s Five Star Cafe,

which opens for lunch every Blue day. Faculty can visit the cafe and taste the fruits of the chefs’ labors, with menu options such as empanadas, curry and salads.

“I really am impressed with what they make in there,” administrative assistant Kathy Veoni said. “The work they do is great and the food tastes really good.”

The program’s kitchen boasts features like a walk-in fridge and freezer, a double stack convection oven, tilt skillet, braising pan, double door steamer, slab top range, grills and a commercial dishwasher.

Devlin requires students come to class in full uniform, complete with hat, jacket, apron and pants.

The culinary program’s logo is stitched on, as well as the chefs’ names. Seeing as students are the

ones preparing everything in fully equipped facilities, Devlin trains and treats them accordingly.

“Our kitchen is actually bigger than most commercial kitchens in small, mom-and-pop restaurants,” Devlin said. “I want my students to do a combination of things. I need [my students] to know how to set up the kitchen, and once the kitchen is set up they need to know how to work with knives.”

In the fast-paced environment of a commercial kitchen, chefs are always under pressure.

When cooking comes with a certain degree of stress, demanding a high degree of accuracy and precision, culinary student and senior Chris Franco said baking offsets that stress well.

“My favorite thing to do in the class is work with the pastries,” Franco



WILL SHIN/RANK&FILE

Culinary Arts teacher Ciaran Devlin prepares chili to serve during a dinner event in Room F105. Devlin teaches students the fundamentals of culinary practice, such as knife skills, knife cuts and how to blanch and shock vegetables as part of the curriculum. The students then apply what they learn by preparing dishes for events and competitions.

said. “With cooking, you just have to be more precise with things. Chopping things up really fast and precisely is not really something I’m good at. With baking once you know how to weigh and measure things like butter, flour and sugar, it can be

turned into a lot of different things like cinnamon buns, tarts and pastries.”

The program is self-funded with the profit they make from selling the food.

Students also participate in events like the Feeding Academic Success

Competition, where they can win money as well as supplies for the kitchen.

Taking the academy class gives students experience working in a professional kitchen, which prepares them to go into a culinary job in the future if they so choose.



COURTESY OF JALIL AHMED-LITZ

Freshmen Jalil Ahmed-Litz, Talia Cutler and Oriana Piazza work on the Class of 2023 banner. “SGA is not a ton of work freshman year, but that is purposefully done to ease you in,” Ahmed-Litz said. “So far, [we have] planned a spirit week event, made a banner and helped set up homecoming.”

Ahmed-Litz strives to enhance his second home

by will shin

Freshman year marks a time of change, with students having to adjust to the new environment of high school. While a bigger, more challenging school may be an unfamiliar environment for ninth graders, of the 522 members of the 2023 class, one has called Marshall his home since 2007. It became his home when his father joined the community as a LEAD Fairfax administrative intern: Jalil Ahmed-Litz, son of principal Jeff Litz.

In terms of his general high school experience, Ahmed-Litz

said he did not expect his relation to the principal to have any particular impact, but after the first few weeks, he realized he was wrong.

“I [would be] asked, ‘Jalil! Can you give me A’s?’” Ahmed-Litz said. “At first, it didn’t bother me, but it quickly grew old. Whenever there is a problem at school, people come to me. Some of them are serious like a bullying issue or advice for a problem with a teacher. Then there are people who ‘joke’ about a drug deal in the bathroom knowing it will get a rise out of me.”

Ahmed-Litz won office for

the 2023 Student Government Association (SGA) in September. When running for SGA, he said he wanted to establish himself as his own person and avoid earning votes through associating himself with the principal. He said he chose to run for SGA officer in order to make a positive impact on the community.

“I ran because I wanted to use my knowledge of Marshall and my love for helping people to make a difference,” Ahmed-Litz said. “I wanted to be a voice for my class and to be a voice for those who don’t or can’t speak for themselves. Some

people call the office scary; I call it where I spend my weekends.”

Aside from his duties as an SGA officer, member of the marching band and regular high school student, Ahmed-Litz’s other personal endeavors include collecting model cars and helping his dad around Marshall.

“Anything that needs to be fixed, moved or built for the benefit of Marshall, we do,” Ahmed-Litz said. “I enjoy the work, and I learn a lot. The curse that comes with it is now I find things that need to be fixed wherever I go.”

Q&A with new counselor Jenna Mollura

What did you do before coming to Marshall?

Most recently, I was right down the road [from Marshall] at Falls Church High School for a year as a school counselor. Before that, I worked in New York for a year right after grad school. I am from New York and grew up on Long Island. Then, I moved up to Rochester, which is where I went to college and then graduate school. I got my first job right out of graduate school. After that, I moved here.

What expectations do you have for the year based on your first impressions of the school?

A personal expectation would definitely be to know all my students and learn what they need help with. Obviously I would want to get to know all the teachers and get to know how I can help. I would want to help students achieve their goals long term, whether it be just for this year or for high school. I just think that as a school we’re continuing to have a student centered focus and making sure to look what’s best for the student and not so much what’s best for the faculty.

What is different about Marshall compared to Falls Church High School?

Honestly the biggest difference is IB versus AP. I mean just specifically for learning, you know just learning what the school’s foundation is, I think is a big piece of it. In terms of the school and the students itself it’s pretty similar. I mean, it’s right down the road, so a lot of the things I’ve been doing this year with students I did last year as well. And I think it’s the same county, so a lot the things are the same. So we have a different academy at Falls Church. Falls Church has the Health Sciences, Marshall has the robotics and cyber stuff, so that’s an interesting difference too, but it’s just great to learn that the county has all those programs to offer.



Rank&File introduces former Falls Church HS counselor to the world of IB and Marshall Pride

compiled by grady dillon & theo schmidt

What do you think of Marshall so far?

I think it’s great. I think it’s cool. I’m learning a lot about the IB program because the other schools I worked at in the past were AP schools, so it was a really great experience to learn the two different programs and how they work. I’ve found that the IB program has a lot to offer and a lot of skills to help students build on important skills in life. I also coach cheerleading here, so I was happy to see that [Marshall has] a great athletic program and I found it really great to get involved and have an opportunity. My coworkers are awesome, we have a strong team and I’ve been trying to meet teachers. I’m still new, so I’m still learning about everyone. Of course [I’m also] getting to know my students, and especially my seniors right now because we’re in the midst of what they’re going to do after high school, so it’s cool learning what they’re going to do. And then I’ll hopefully meet my freshmen, sophomores and juniors over the next year and be acclimated to the school.

Why did you leave Falls Church High School for Marshall?

I was actually transferred here because it was a position where a counselor left for a year to do something else and then she came back so they weren’t able to keep me on the team, so I was transferred. But it was good, because it wasn’t really like they just transferred me to a school and didn’t really give me a choice, they still gave me a choice to interview at different schools, and so I chose Marshall because I felt comfortable here and it wasn’t too far away and it was still a similar population, so I’m glad where I landed.

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

editor-in-chief
will shin

operations manager
hannah levitan

content manager
wade devinney

technical director
ema baca

social media manager
design editor
isabella gulick

news editor
nikita athawale

features editor
sahar jiwani

opinion editor
amelia gee

arts & style editor
ben harper

sports editor
grady dillon

staff writers
bharat kalra
ataho musiime
matt savage
theo schmidt

adviser
sam hedenberg

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Administration shoots down spirit apparel

by hannah levitan

After entrepreneurship students designed and advertised Marshall Mob shirts, principal Jeff Litz recalled them mid-September, claiming they were inappropriate.

Though I agree the slogan “Hunting Szn” could come off as insensitive and potentially allude to school shootings, the shirts should not have made it as far in the process as they did.

The fact that administration recalled the shirts so late in the process is what is most confusing.

Entrepreneurship class replaced the slogan with the griffin mascot and the years “19-20” underneath.

School shootings may be a sensitive topic, but censoring any language just because individuals might misinterpret it as a reference to the topic of school shootings is unreasonable.

The same applies to finger-gun gestures, which have been the topic of several headlines, including the Pennsylvania superior court case decision to list finger-gun gestures as a criminal offense.

For years, Marshall has had an entertaining rivalry with Madison during basketball season.

According to entrepreneurship student

and senior Gillian Dumont, the slogan “Hunting Szn” intended to poke fun at the competition’s mascot, the Warhawks.



The ban of the shirt sales also conflicts with the Student Rights & Responsibilities (SR&R) policy stating

that “students have the right to express themselves through speech, assembly, distributing literature, and other ways. [...] High school students should submit materials they want to display or distribute to the student government for review.”

Additionally, the SR&R handbook says “students are expected to communicate their opinions in ways that do not interfere with the rights of others, cause disruption or harm, damage another’s reputation, or break the law.”

Therefore, unless members of the Marshall community explicitly expressed they

felt personally harmed by the slogan, as the SR&R’s language dictates, administration should not have recalled the shirts.

Today’s hypersensitive culture has resulted in a facade of free expression as schools nationwide ban simple actions or words, just because people might interpret them incorrectly.

Instead of banning a harmless slogan, Marshall should transition their focus on addressing the issue of school shootings by continuing to authorize security improvements and provide the appropriate support and mental health assistance, which, in reality, will benefit the entire community.

School breakfast improves cognitive ability

Breakfast during Learn helps performance and overall health

by ben harper

During my freshman year, I remember a small desk with bagels, cinnamon rolls, sausage corn dogs, orange juice cups and much more located in lower A hall. I remember walking down to the kiosk from my Spanish 2 class in lower E hall after not eating breakfast, only to be met by a long line reaching to the ISS room.

I would visit this spot regularly during Learn, as I often either did not have time to eat breakfast or would eat a very small breakfast in the morning. When sophomore year came, I was surprised that this desk was not there anymore and the school no longer offered breakfast during Learn.

According to physicians and nutritional experts, a good breakfast is essential for students. A balanced breakfast can improve concentration, as well as increase a student’s energy during the day.

Despite this, high school students will often eat a very small or no breakfast whatsoever. For students, it is often not possible to have a balanced and healthy breakfast in their house, because waking

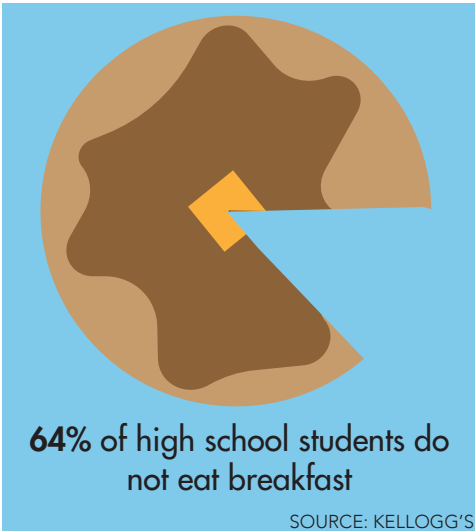
up earlier to make breakfast cuts into an already underdeveloped sleep schedule and people may not be able to afford breakfast.

As someone who does not bring lunch from home, I will often be starving by the time Learn comes, and have to wait another hour or even longer before lunch. Even my friends who have lunch will often eat during Learn in order to hold them over for the rest of the day.

While the school offers breakfast, they only have it before first period, ending around 8 o’clock, leaving almost two and a half hours from first period to lunchtime before students will be able to eat. This wait time can be even longer for those who have C or D lunch who can wait up to four or five hours before being able to get lunch.

By extending the school breakfast to Learn, the school would allow more students to be able to have breakfast. No student should resort to eating their packed lunch because they don’t have time for breakfast and no student should be expected to perform well in class on an empty stomach.

Extending the school breakfast to Learn would help students maintain a healthier eating schedule by offering food at a more opportune time for those who may not have the time to go to the cafeteria. It will also deter them from eating their packed lunches early, helping with their performance in school and their health in general.



Rank&File focuses on sustainable operations

Rank&File has always focused on innovation and making strides in both its digital and print coverage. We have kept up with the increasingly digital world with our website, social media presence and multimedia projects. We have also always sought to report relevant stories, as well as having creative and varied page designs to deliver those stories. Our innovative spirit will continue to drive us forward as we produce our 57th volume.

We have put effort into continuously expanding the breadth of our coverage, but to supplement these efforts, my primary focus will be less on the journalism side of the class and more on the systems that

keep the publication running. Producing content only works to inform the community if the publication can distribute it in the first place.

Therefore, I have put my primary focus on operating the paper in a sustainable fashion in terms of staff training, systems of team management and fostering long, positive relationships with the businesses that advertise with us.

Every year, the publication will have new members join, meaning every year there will be a need to guide those individuals. I would like to continue stressing the importance of

focusing not only on the present task of producing a paper but imbuing staffers with the skills and the foundation they need for the publication’s future success.

The publication also needs money every year. As a self-funded operation, it is that much more important to be proactive about reaching out to businesses to secure advertisements and funding.

Similar to how we implemented lessons to train staff members for future success, I will focus on fostering positive and sustained relationships with businesses so we

are guaranteed more repeat advertisements every year. We will thus spend less time scrambling for money and have more leeway to innovate and experiment with our content.

With our emphasis on sustainable practices, I intend to build a solid foundation for the publication’s success in the years to come and continue to break boundaries in *Rank&File*’s overall quality, coverage span and efficiency. In doing so we will carry on the legacy set forth by the 56 volumes behind us.

Will Shin
Editor-in-Chief

letter from the editor

Current policies on social media profanity are ineffective

Most clubs and organizations use social media platforms to inform members of special dates and meetings. While school-run accounts cannot curse on social media, there are no rules preventing groups or clubs representing Marshall from posting inappropriate content. The school board has created a few regulations in order to keep accounts from doing this, but they are not effective at all.

In the beginning of each school year, students must sit in class and discuss the rules regarding the internet and social media. Among the lesson teachers present, there is a rule stating students are not allowed to post vulgar content on any social media platform while tagging Fairfax County Public Schools (FCPS).

At first, this rule might seem successful in preventing student-run accounts representing clubs, sports, or organizations from cursing. But, this regulation is ineffective and contains many loopholes. For example, students may post inappropriate content and not face repercussions from the school by simply not tagging any FCPS organizations or accounts and avoiding the use of “#fcps.”

While all clubs and organizations at Marshall have a teacher sponsor, they are usually not in charge of running the social media accounts.

For example, the Marshall Mob, a student run account representing the student population, has posted inappropriate content in the past, yet faced absolutely no repercussions due to the lack of oversight.

There are some exceptions, including school athletic accounts that administrators and staff run, as well as the Student Government Association (SGA).

Though there are certain groups not allowed to post vulgar or inappropriate content on social media, they do not make up a majority of the school’s organizations or clubs. This means that only a minority of the accounts representing Marshall have restrictions.

With no oversight from teachers or administrators, students have the ability to post any content they desire without fearing disciplinary action.

The argument that posting any desired content is protected by the freedom of speech is simply irrelevant since there are certain rights given up when students walk into school.

If social media posts tagging or representing a school are derogatory and jeopardize the image of a school, students should face the same disciplinary action that they would face in school.

The Marshall Mob, considered to represent the student population, consistently posts content that is inappropriate, which contributes to the deterioration of the school’s image.

When students and organizations decide to post either images or comments that have a negative effect on the outlook of a school they should have to face repercussions, as hiding behind a computer screen should not serve as a shield from facing consequences. In order for a school to maintain its image and keep students from posting derogatory content onto the social media accounts of clubs, there must be certain restrictions on social media posts by either the county or administrators.

These regulations would ensure better supervision of club accounts, and stricter rules regarding posting inappropriate content.



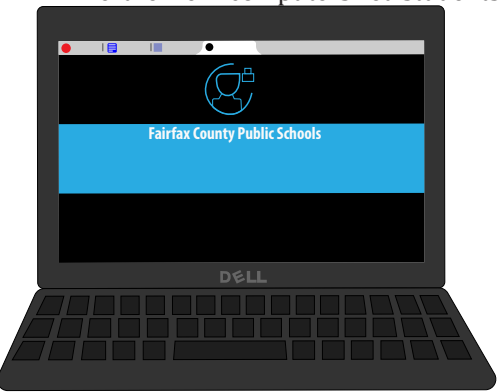
staff editorial

FCPS strategically places restrictions on websites

by isabella gulick

Through the FCPSOn program, Fairfax County Public Schools (FCPS) issued DELL laptops to students for the first time. These computers are meant to be a privilege and an advantage for everyone, and with great power comes great responsibility.

While the new computers let students



complete school related work at home, in school or out in public, FCPS has blocked certain useful websites, preventing students from completing their work as intended. FCPS blocked Pearson eText, Quora, PETA and Power Thesaurus.

Despite the fact FCPS does not approve the previously listed websites, they are valuable resources in completing homework and a variety of different tasks.

According to the Students Rights and Responsibilities handbook, FCPS’s internet network and computers allow students access to vast amounts of data, along with also being a creative outlet to pursue a variety of school subjects.

FCPS’s policy aims to prevent students from accessing inappropriate or illegal websites. However, the implementation itself has unintentional limitations to relevant, informative sites.

FCPS’s regulatory policies are not foregin to students, as the school previously would not allow WiFi to access certain apps on mobile phones while on school property.

To access prohibited apps like Netflix and Snapchat on one’s personal device, students would have to get off of school WiFi and then proceed to use their own cellular data. Restricting unscholarly apps was never a source of complaint because banning apps like Netflix and Snapchat was understandable.

Though blocking these websites has caused a few upsets among the students, it is mandatory to maintain the laptops’ original purpose.

If the school were to unblock certain websites it would create a snowball effect of non-scholarly websites being unrestricted and cause for the computer privileges to be abused.

Disney remakes are excessive and unoriginal

by nikita athawale

With the release of “Cinderella” in March of 2015, Disney began its strange and wasteful time period of recreating its beloved original tales into live-action films. These movies offer nothing new to viewers, and the public should not encourage Disney to continue selling the same useless films.

The remakes are nothing but a means of quick profit for the company without any of the original charisma. Because of the nostalgia connected to the cartoon movies, people will see the adaption, whether or not it is actually worth the time and money.

I am not opposed to recreating a movie and changing parts of it or adding on to the original story. People should not group the “Maleficent” movies in the remake category for this reason. The creators of the films took the story of “Sleeping Beauty” and displayed the antagonist’s background, offering something new to the old story.

But movies like the new

“Jungle Book” or the “Lion King” are the same story, with the same songs and the same conflicts. Those who are familiar with the story know precisely what to expect when watching the remakes, making the experience essentially the same as watching the original.

Additionally, people can barely even consider these movies live-action. It is just more life-like animation, but realistic to such a great extent that it loses the charm of the cartoon version. Filmmakers cannot convey vital elements to the appeal of the original movies, such as distinct facial expressions and the bright colours, to the remakes under the stress of maintaining authentic images.

Earlier this year, Disney announced the live-action “The Little Mermaid” movie will star R&B singer Halle Bailey, prompting controversy because Bailey is African American, while the main character from the 1989 movie is white.

It is hard to believe Disney intentionally wanted to portray

Ariel differently. Though popular, its remakes have been receiving ample negative criticism, and people are losing interest. The studio has consistently hired actors who embody every physical trait of the characters they recreate, such as Mena Massoud as Aladdin and Emma Watson as Belle in previous adaptations.


Disney can either remake the movie scene for scene, which is what they have been doing, or they can change aspects of the original. If the studio wanted to alter the way their characters look, they should have done so from the beginning. Changing Ariel’s race in the live-action film is simply a way for Disney to increase popularity for its upcoming adaptations.

The number of live-action adaptations have increased dramatically this year. Disney used to release approximately one every year, but there have been three remakes in 2019 already, with another scheduled for release in late November.


Unless it wants to add to the storyline, Disney should leave

its original movies alone. The adaptations simply show how the studio is more concerned with profiting off of people’s childhoods than delivering authentic stories. If viewers want to see a well-made Disney movie, they should stick to the classic versions.

the reviews of movie critics



critics rated the 1994 version of “The Lion King” a **93%** on Rotten Tomatoes



critics rated the 2019 version of “The Lion King” a **53%** on Rotten Tomatoes

SOURCE: FANDANGO

tweets

Come enjoy the weather, cheer on the team and celebrate Coach Carroll’s induction with us. Go Statesmen!

Marshall Athletics
@GCMsports1

Tonight’s win makes it 200 WINS FOR COACH CARROLL!! CONGRATS

GCM Field Hockey
@gcmfieldhockey

Congratulations to Coach Carroll of @gcmfieldhockey on your induction into the @GCMsports1 Hall of Fame!

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letters

School hours should reflect need for sleep

Sleep deprivation in high school is a very easy cycle to get into and a very difficult one to get out of. It only takes one big project that you procrastinated on to ruin a whole week of sleep.

If you stay up all night working on a project, it is difficult to focus and get your classwork done the next day. When you get home from school you don’t want to do your homework, because you’re too tired and you fell asleep in class, so you don’t know how to do your homework.

This creates a pattern, and you only have the time to catch up on your work over the weekend. But, on the weekend you stay up late to have fun. So, the cycle continues on Monday.

For these reasons I believe that school should begin later in the day and end later in the afternoon.

Max Weiner
sophomore

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

"Minecraft" comeback brings both nostalgia and classroom disruptions

by matt savage

The multi-platform video game "Minecraft" is popular again among the people who poked fun at it for years. The 10-year-old free roam game is enjoying a new wave of fame.

Factors such as the game's recent updates, memes and parody songs and Youtubers like Pewdiepie making videos have all played big roles in "Minecraft's" revival. Senior Pranav Manivannan said the game is fun to play with peers.

"Minecraft" is a game that is fun and entertaining," Manivannan said. "It has a high potential to be a bonding experience with friends and it's a great educational tool with its amazing game mechanics."

Sophomore Joe Bernal said the decline in popularity of other games mainly, "Fortnite",

has contributed to "Minecraft's" comeback.

"With 'Fortnite's' death, many people have returned to playing 'Minecraft', which is the original game that mixes building and killing other players," Bernal said.

Manivannan said "Minecraft" was never out of style in his eyes, and its comeback means only more friends to explore different biomes and the nether, mine diamonds and battle the ender dragon with.

"As a proud owner and member of multiple realms in the game, it personally was never dead and it was a great chill game to play with friends," Manivannan said.

Although "Minecraft" is blocked on the school WiFi and county-issued laptops, students have found alternative means to play the game together, usually

during Learn and in class.

"Sadly [the administration] already know[s] about this and have blocked the Microsoft store on the computers," Manivannan said. "Personally I am not bothered because I [was one of] the lucky few that got the game before it was gone, but sadly there are a lot of people who can't enjoy the game because of this."

Though the version of "Minecraft" available on school laptops is a bootleg copy, Manivannan said the school administration most likely knows students have access to the game.

"I am sure that the school is aware of the fact that kids can still play it because many teachers have complained to the school," Manivannan said.

Teachers have caught students playing "Minecraft" on their school issued computers during Learn and in class, which



GRADY DILLON/RANK&FILE

Replica of George C Marshall High School created in "Minecraft". The sandbox game allows its player base to build whatever they want to.

"Minecraft" is to a large degree about having unique experiences that nobody else has had," "Minecraft" creator Markus Persson said about the game in a 2013 interview. "The levels are randomly generated and you can build anything you want to build yourself."

has lead to complaints to the administration. less difficult.

Sophomore Zachary Frost said "Minecraft" reminds him of a simpler time, when school was had no homework."

Right: Pierson performs on-stage as the Enchantress.

"In the script it's really only a character that's in the first scene and serves as the narrator," Pierson said.

Bottom: (From left to right) Junior Katie Holly, sophomore Christina Ely, Kelli Pierson, junior Isabel Church, sophomore Sydney McCarton, sophomore Salma Roquet, sophomore Nicole Farrace and freshman Natalie Ghofrany pose together after the show



COURTESY OF RICH FARELLA



COURTESY OF KELLI PIERSON

Pierson plays first acting role in seven years

by amelia gee

Choir director and music teacher Kelli Pierson finished a production of "The Beauty and the Beast" for The Arlington Players community theater and Thomas Jefferson Middle School from Sep. 14 to Sep. 29.

Evening rehearsals began early July, to avoid conflict with teaching. Pierson played the role of the enchantress, a character who serves as the narrator.

"The weeknights were busy for the first couple weeks of school, but it was mostly manageable," Pierson said. "If it went any further into the school year, it would have been really hard. It was very much worth the time."

A considerable amount of time has lapsed since Pierson's last performance on stage.

"The last show I did was about seven years ago with another

community theater in Manassas," Pierson said. "I was in 'The Wizard of Oz'."

Pierson said her return to the theater reignited her passion.

"I [...] enjoyed getting back in the performing world. That's how I fell in love with music and in love with performing," Pierson said. "It made me want to do this for a living."

The satisfaction of acting for Pierson is the sheer enjoyment of those in the audience.

"My biggest takeaway was really for my students who came to see the show," Pierson said. "I was able to share with them that the majority of the cast are people in everyday careers [...] and they have all types of jobs but they have this love for theater and performing."

Pierson said the reversal of roles creates a different perspective for Pierson and her students.

"It was amazing [...] for [the

students] to see me as a performer since I'm always on the other side," Pierson said.

Pierson hopes that by having her students watch her performance in "The Beauty and the Beast", they will acquire the same degree of enthusiasm that she feels while on stage.

Junior Adriano Moran said Pierson's acting is unique and exciting to her students outside of school.

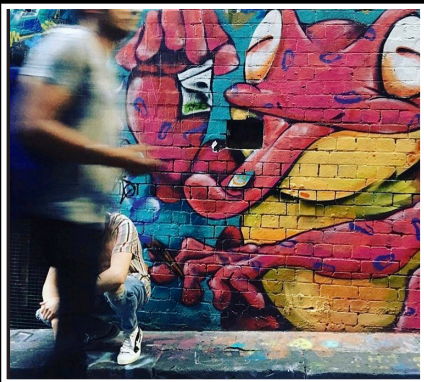
"I thought that [...] it was really cool that not only is she a guiding factor, but she is also [performing] in the show," Moran said.

Junior Isabel Church said watching Pierson perform on stage was a great opportunity to see her choir teacher in a new light.

"It was a whole new experience considering we only see her in class," Church said. "Seeing her be on stage and really embrace her character was so cool."

Statesmen Spotlight

In a new monthly series, *Rank&File* will feature student-submitted art and ask artists what inspired them to create these pieces. Want to be featured? Scan the QR code to the right and fill out a quick survey.



"I had to teach myself how to use recording software and how to record music myself, and spent a lot of spare time at home writing music or making small details in production. I like to challenge norms in music while still making good songs, and I like to be unique."

Limelight (Album) - Sean Grapen, senior




"I chose this picture at the time for no reason other than I like Dennis Rodman. Retrospectively, this painting has come to serve as a bit of a credo for what I hope to become in my art making. There was no artist's statement" to how he lived, his mission was simply to do. Dennis was Dennis, that was all, he did what he did to do it."

Dennis Rodman (Painting) - Andrew Milhorn, senior



Statesmen study music

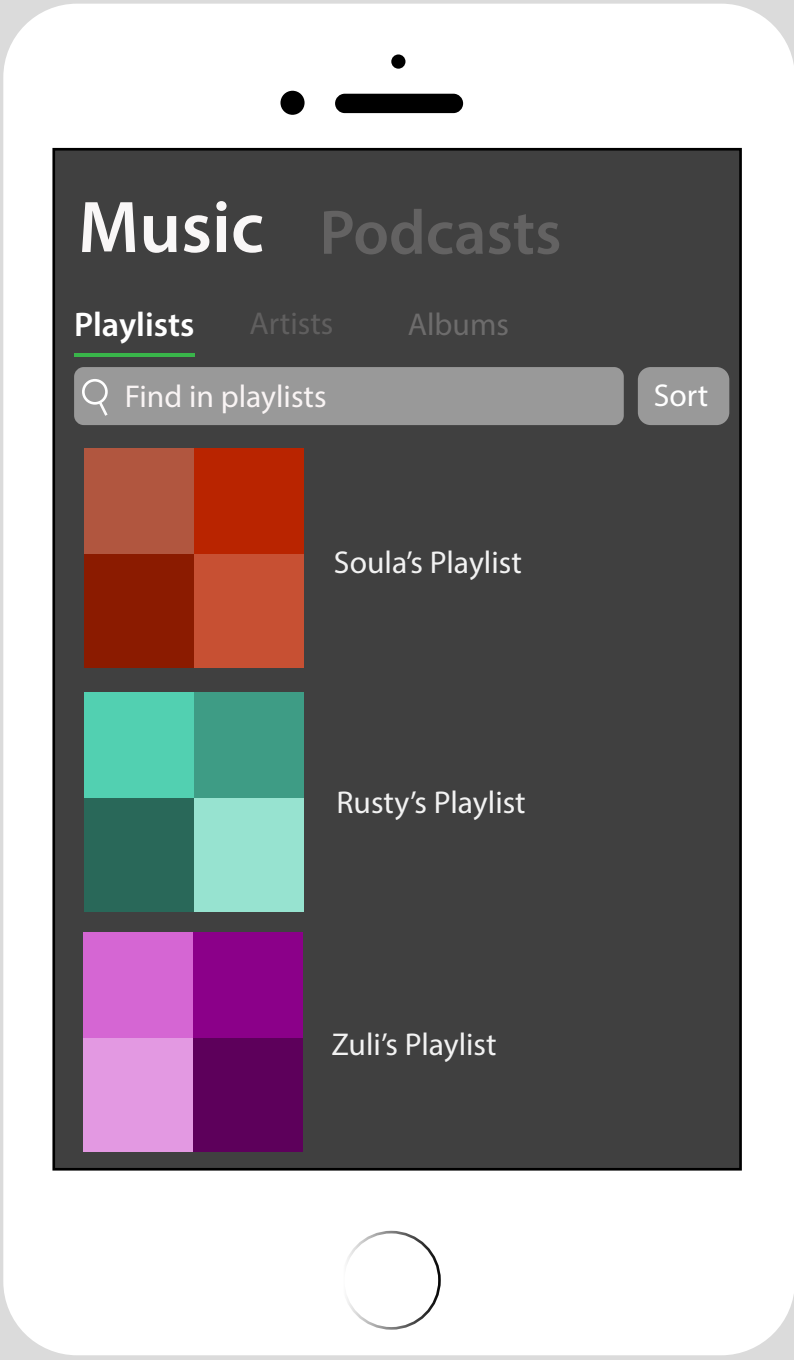
 compiled by isabella gulick

“Sometimes I’ll listen to one of my playlists that has rap music, and other times if I need to be really focused I’ll have classical music on, but usually it’s the usual rap/hip hop music playing quietly as I study.”

senior soula achir

“Mostly instrumental stuff, lots of guitar and instrumental stuff from the 60s. I pay just enough attention to the music that it forces me to really pay attention.”

junior rusty clark



In light of the growing popularity of study playlists, with live study music streaming channels garnering millions of views on YouTube, Rank&File asked three students what they listen to while studying.

“I listen to slow soft music because it helps me concentrate and also music without lyrics so I don’t sing along.”

freshman zuli ruth

Manise stays on as seamstress for theatre

by ema baca

Whether it is large productions like “The Sound of Music” or one acts like “Almost Earth”, there are always people creating and planning costumes behind the scenes. Since spring of last year, junior Juliette Manise has been the only student sewing costumes for theatre productions.

Becoming interested from a friend, Manise joined a sewing workshop in seventh grade.

“I started sewing when I was in seventh grade at a sewing shop,” Manise said. “It was really my friend that recommended the sewing shop to me, so then we started taking classes together.”

Manise decided to volunteer to make costumes for “The Sound of Music”, last spring’s theatre production, because of her interest in the variety of costumes and her willingness to provide additional help.

“I was really excited by “The Sound

of Music’ because of all the great costumes and I knew in particular that Mr. DeLeo was planning on making his own curtain outfits,” Manise said. “And so I thought that since I know how to sew, that I would volunteer to be on the costume crew because I knew that I could help out in that way.”

Though the costume crew usually met two times a week, Manise said it became stressful during the weeks leading up to the performance.

“It did get really hectic during tech week when we ran rehearsal for five days straight,” Manise said.

While she enjoys sewing costumes and offering her help, Manise said she would like people behind the scenes to receive more recognition.

“I do wish [the costume crew] was a little more acknowledged and recognized,” Manise said. “While it is a lot of work to be on stage, I think that sometimes the people that work hard behind the scenes don’t get as much credit as the

person on stage.”

Manise said she feels the attention the people on stage receive is well-deserved, but it takes more than actors to make a successful production.

“[I’m] not discount[ing] the hard work it takes to act on stage,” Manise said. “But, there is also a whole crew of people working together to build sets, to do the lighting, to work on the sound and to do the costumes, hair and make-up. There’s a whole group of people that don’t get acknowledged as much.”

Manise said she plans on continuing her position on the costume crew, and is looking forward to the upcoming shows. This year’s theatre productions will include the “The Gifted Program” and “The 25th Annual Putnam County Spelling Bee”.

“I am definitely excited by this year’s season,” Manise said. “I think that theatre is a great way to find a community of people.”



COURTESY OF JULIETTE MANISE

Among others, Juliette Manise sewed the dress alumna Samantha Feldman wore for “The Sound of Music” since she joined the costume crew in spring. Manise will continue her role the only student who physically sews costumes in the upcoming season.



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Varsity cheerleading team adds two new boys to squad for first time in five years

by nikita athawale

This fall, two boys joined the varsity cheerleading team for the first time in five years: freshman Hunter Magri and senior James Whitfield.

Both Magri and Whitfield have done cheerleading previously. This season, Magri is a varsity alternate, while Whitfield is a backspot.

“Being one of the two boys in cheer doesn’t really feel that different,” Magri said. “I tend to not notice it since I’m so comfortable with my [team].”

Whitfield, who began cheering his sophomore year before taking a break and continuing this year, said the sport is very

therapeutic for him.

“Cheerleading just helps,” Whitfield said. “Let’s just say I’m not the most mentally positive person. Cheer makes my life easier.”

Cheerleading head coach Dominic Borello said he believes participation in athletics is an important part of the high school experience and thinks anyone interested in the sport should try out.

“It’s fantastic to have male athletes,” Borello said. “I think most students are unaware that cheer is a co-ed sport and that leads to lower numbers of boys trying out.”

Junior and varsity cheerleader Amelia Magee said she was excited to

hear there would be boys on the team this year because it would be a change to the dynamic they were yet to experience.

“It’s always great to see that different types of people are interested in cheer,” Magee said. “Having boys on the team adds [...] skill and strength that we didn’t have before.”

Whitfield said the attitude towards cheerleading at Marshall needs to shift before more boys will want to join the sport.

“A lot of guys don’t try out because of their own insecurities,” Whitfield said. “A lot of people think male cheerleaders are ‘wrong’ [...] It would be cool if more guys joined [the team], but from what

I’ve seen at Marshall, it’ll be awhile before that kind of progress is made.”

Magri said another reason there are few male cheerleaders at Marshall is not many boys see it as a masculine sport and they may feel they will be teased or ridiculed for wanting to try out, but he disagrees.

“[Anyone on the team] would be welcomed with open arms,” Magri said. “My experience with cheer has been fantastic so far [...] The other cheerleaders have been so nice and warm to me. I [feel] so accepted by every one of them.”

Whitfield said everyone on the cheerleading team supports each other, and he feels as though they



AMELIA GEE/RANK&FILE

Left to right: Sophomore Ivanna Mutombo, senior Hannah Taylor, senior Jenny Soto and senior James Whitfield prepare to perform a basket toss.

“I love being a part of cheer and nothing [anyone] thinks of me could get in the way of that,” Whitfield said. “I’m glad we all get along. It’s a family.”

have helped him improve as a cheerleader. I really feel like this team has helped me grow in my skills.”

“Everyone has your back on this team,” Whitfield said. “You’re



WILL SHIN/RANK&FILE

Junior Jaden Hartman finishes the last hole of the 18-hole regional tournament. Hartman finished regionals with a total stroke count of 169, and the team as a whole finished with 631 strokes. While they trailed Madison by ten strokes before the second day, Madison finished in second, scoring 633. Langley finished in first with 565 total strokes.

Co-ed golf team places third in regionals

by will shin

The golf team took third place in regionals this year, just missing the top two team cutoff to compete at states.

The co-ed golf program has one varsity team, which went undefeated in regular district play for the past two seasons. Despite their perfect record, they lost to Thomas Jefferson High School for Science and Technology (TJHSST) last year at the district tournament and underperformed at the subsequent regional tournament.

During this year’s season, however, the team took home the district title, winning the program’s first district championship since 1995.

“Last year we went [seven and zero] in district play, but then in the district tournament we came in second place,” head coach Brandon Kahnell said. “We set our goal this year to win the district title, which we ended up doing.”

At this year’s district tournament, the team took home the championship with a total stroke count of 603. Coming in second, TJHSST had the next lowest score of 650 total strokes.

Golfer and junior David Stanford had the lowest individual stroke count at the tournament, completing the 18-hole course in 67 strokes on both days.

Stanford also had the lowest stroke count at regionals. Including the regular season, he remained under par for all matches he played in.

“I definitely attribute [my performance] to how I spent my time practicing,” Stanford said. “I was able to become more goal-oriented during those practice sessions and this is definitely the thing that took my game to the next level.”

After the district tournament, teams competed for the top two spots at regionals for a chance to participate in the state tournament. Langley came in first place during regionals. While the team trailed the second-place Madison by ten strokes at the end of the first day, they were unable to close the gap and finished regionals in third.

“We were hoping to get into the top two of the regionals, and we didn’t quite reach that,” Kahnell said. “So I think next year our goal will be to be in the top two of regionals and make it to states.”

Of the golf team’s current 12 members, three of them are female, all of whom joined the team this season. The last time girls played in the golf program was during the 2014 season.

“I was a little nervous at first and thought [the girls] were going to be left out,” golfer and sophomore Jaya Pania said. “However, everyone was so

welcoming and it was one of the most fun [experiences] I have had in a very long time.”

In comparison to the girls, the boys on the team have more overall experience playing golf. The coaching staff said they are ultimately aiming to start a girls program so as to properly train those newer to the sport, given there is more female interest in the future.

“We don’t have a girls program right now because there wasn’t enough interest to get enough females,” Kahnell said. “We’re just hoping we can get enough interest by next year to have the girls developmental club so they can get the practice that they need and then hopefully they can work their way up into making the varsity team.”

Coach Kahnell said he attributes the team’s performance this season to their work ethic and he hopes to further improve for the next season.

“Our team set their goals early, and every one of the people on our team was focused, came to every practice [and] worked on every aspect of their game,” Kahnell said. “They definitely put the time and effort in there [...] and it paid off.”

Kahnell said he uses his position as a gym teacher to try and see if underclassmen would like to join golf.

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