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Homecoming Week Highlights

Page 12

See "'Privacy, Dignity, and Respect'" p. 10

RHEA NEWNAHA/RANK&FILE

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table of contents

NEWS & SPORTS

4 New phone policy stirs mixed reactions

5 Freshman girls basketball team hires new coach; Month of Sports: September

6 Mob continues tradition with new leaders

FEATURES

6 Classroom population upsizes, students react

7 Free tutoring website offers its services to students

8 Marshall's Got Talent: Students take the stage

10 "Privacy, Dignity and Respect"

11 Letter to the Editor: Support Trans Student Rights

12 Homecoming Week Highlights

13 The Homecoming Experience: Freshman vs. Senior; New English teacher Jessica Batterton's teaching trip

14-15 Rank&File celebrates 60th anniversary

16 English teacher starts school year with new goals

17 Club council established to bridge gap

OPINIONS

17 Opinion: Let the past inform present challenges

18 Advisory Opinions

19 Opinion: Parents should not be the priority

Letter from the Editor

As we move through the 2022-23 school year it is easy to see a lot has changed, from fewer masks to new teachers. In this issue, we celebrate the 60th anniversary of the Rank&File, but also the 60th anniversary of Marshall High School. Like the area around it, our school has changed and grown rapidly in those 60 years, and we strive to exhibit that innovation in our publication.

Now the fifth ranked public school in the state by U.S. News & World Report, Marshall has become a premier school both locally and nationally. Rank&File has likewise accumulated national awards, receiving a First Amendment Press Freedom Award last year, and we hope to continue our ascent alongside both the school and community.

This year, we are excited to welcome a larger staff, 20-page issue and revamped podcast. Half of our staff are returning writers, each now holding a new editorial position. I look forward to working with the staff and anticipate eight issues, a biweekly podcast, photo essays, documentaries and more multimedia activity.

Aitana Wells
Editor-In-Chief

PHOTO ILLUSTRATION
ELEANOR LIANG/RANK&FILE

New phone policy stirs mixed reactions

by reyna berry and maha jiwani

The digital age has given birth to attention challenges in the classroom. This year, the county decided to make a change.

Fairfax County Public Schools has implemented a new policy on cell phone use during the school day. Students must keep phones "silenced and put away during all instructional periods," according to the FCPS website.

English teacher Paul Fauteux said he had a similar personal policy last year, but students are more accepting of the rule now that it is part of the Student Rights and Responsibilities.

"It is easier to say what cell phone rules are and have them be adhered to," Fauteux said. "That is a positive change from last year."

Chemistry teacher Diane Clark agreed.

"This year with the new policy, I was ecstatic," Clark said. "Now I have something to back my policy up. It was nice to just hit the ground running this year, no questions asked—there was no, 'Why are we doing this?' It's SR&R."

Like Fauteux, Clark said she had a no-phone policy even before the FCPS change. Still, she said she has noticed an increase in student engagement this year.

"Now, is it because of no phones, or is it just because we're back in person again and things are starting to get back to normal?" Clark asked. "I don't know. I do know even in my senior class, the engagement is a lot higher than it was last year."

However, Fauteux said when students have trouble with laptops dying or power strips not reaching their tables, phones are often the best—or only—solution.

"We started making exceptions to cell phone use," Fauteux said. "And those kinds of things result in more deviation from a strict policy than there might otherwise be."

Students like senior Henry Lewis said the policy is not always effective.

"Some people still use their phones the whole class," Lewis said. "I think it's just making us better at hiding them."

Junior Isabella Barnett said she also felt conflicted.

"[The policy] keeps students from being distracted, but can be annoying at times," Barnett said.

Part of this frustration may be due to a lack of material support, Fauteux said.

"If you look at something like the hall pass policy last year, implementing that was made kind of easy because we had access to materials," Fauteux said. "After a couple of weeks of that, and people insisting that everybody be consistent, now the students kind of expect it."

In contrast, the FCPS phone policy does not provide teachers with unifying materials like laminated hall passes when dealing with phone use.

Some teachers, like Clark, use phone caddies to combat this problem. Students place their electronics in the pockets on the wall at the start of class and pick them up again at the bell.

Fauteux said requiring phone caddies could improve the new policy. Still, he said he is personally uncomfortable with the idea.

"I don't like feel comfortable taking possession of a phone," Fauteux said. "Also, I don't have [a phone caddy]. I'm not going to construct one. And I don't even know where I would put it."

Fauteux said he would not have a problem using a phone caddy if all teachers were expected to do so. He also said he would prefer if students were personally responsible for their devices and attention, instead of teachers having to enforce a strict policy.

"I always felt like there were natural consequences to not paying attention in class," Fauteux said. "And in order for anything like this to be effective, it needs to be a culture thing, and everybody has to be on the same page."

Fauteux said students and staff need to practice regulating their own phone use.

"I mean, I'm a human being with a phone, and I want to look at it sometimes," Fauteux said. "But I do think that broadly, we need to practice attending to school things while we're at school, and engaging with people. Not just because it's good to do but because it's something that I think we legitimately need to practice."

Freshman girls basketball team hires new coach

by maddie bishop and sophie hauber

The new school year brings a new change for the freshman girl's basketball team coaching staff.

World History and Geography teacher Ashleigh Williams was selected to coach for the 2022-2023 season. She played basketball in college and has coached previously.

"I played at Angelo State University in Texas before I tore my ACL for the second time, and then I transferred to Texas State," Williams said.

She enjoys all aspects of basketball as well.

"I love basketball, I've played it my whole life and I think I have a skill set that is beneficial to student athletes," Williams said. "Also, it's another way to support my kids."

She said her approach emphasized education.

"The way that I coach is, first of all, that [the players] are students first," Williams said. "The first thing that they have to make sure they are doing is: are they being good students?"

In terms of coaching style, Williams said she looks for effort.

"I am the type of coach that tries to be more encouraging rather than punishing," Williams said. "As long as my kiddos are working hard for me, I am going to get them some playing time."

Social studies teacher Olivia Tate and Williams will be co-coaching the freshman girls team this season.

"They're good friends and they're really excited to coach with each other," girls varsity head coach Mike Trivisonno said.

Tate is excited to work with Williams and thinks they will be good coaches.

"Excited is an understatement," Tate said. "Mrs. Williams and I have classrooms right next to each other, and so I'm always popping in to run things by her and our energies definitely mesh well,"

Williams declined the offer to coach for the program last year.

"They asked me to coach last year, but I didn't get around to doing it since it was my first year [teaching at Marshall]," Williams said.

The basketball program reached out to Williams last year thinking she would be a good fit for the team.

"We heard that she had coaching experience and playing experience," Trivisonno said, "so we talked about it last year, but I think she wanted to get comfortable with the school her first year."

Trivisonno said he is excited about the new hiring of Williams this year and is looking forward to what she will bring to the program.

"She's a terrific communicator and knows basketball," Trivisonno said. "She's gonna be great."

The coaches are looking forward to the new season, and all the potential talent coming in.

Month of Sports: September

Golf

- Golf finishes 5-2 in matches
- Harris Letchman, Leo Perez, Michael Stanford qualify for regionals
- Leo Perez qualifies for states

Field Hockey

- 9/6 2-1 OT Loss @ Woodson
- 9/8 2-1 Loss vs South Lakes
- 9/13 4-0 Win @ McLean
- 9/19 3-2 Loss vs Wakefield
- 9/21 3-0 Win @ Mt. Vernon
- 9/28 2-1 Loss @ W&L

Volleyball

- Ranked 7th in the state
- 9/6 3-0 Win vs Herndon
- 9/8 3-1 Win vs McLean
- 9/13 3-0 Win @ Oakton
- 9/15 3-1 Win vs W&L
- 9/20 3-0 Win @ Wakefield
- 9/22 3-0 Win vs Yorktown
- 9/27 3-0 Loss vs Langley

Cross Country

- 9/10 Monroe Parker Invitational
  Girls - 22nd place, Boys - 11th place
- 9/24 Oatlands Invitational
  Girls - 47th place, Boys - 10th place
- 9/28 Liberty District Coaches Festival
  Girls - second place, Boys - first place

Football

- 9/1 35-7 Win vs McLean
- 9/9 14-16 Loss vs Westfield
- 9/16 35-38 Loss @ Hayfield
- 9/23 42-19 Loss vs Chantilly
- 9/30 42-6 Loss @ Madison

Cheer

- 10/1 Cheer places fifth at the Chargers Cheer Challenge at Chantilly High School

Mob continues tradition with new leaders

by sophie hauber and aitana wells

School spirit, sports and senior leaders—it's a new year, and the Mob is ready to start.

The "Marshall Mob" refers to the student section at football, basketball and other sports.

Each year two seniors are chosen to lead them. This year, the title belongs to Carolyne Chase and Ben Jones.

"I was friends with the previous Mob leader and he liked my energy," Jones said. "So he decided to pass it down to me."

Chase said the decision is also based on school spirit.

"I got Mob leader by being an active student in the student section," Chase said, "also because I'm friends with Ryleigh."

Chase and Jones said their main goal for this year is to increase school spirit, student turnout and enthusiasm during sporting events.

"I plan to try to get attendance up at all the games and make sure everyone's participating in the themes and being loud," Chase said.

Jones said he and Chase have not talked much but are ready and willing to work together.

"We've created a friendship," Jones said.

With a whole year ahead, the two leaders have a reputation to set.

EMMA MOBLEY/RANK&FILE

Seniors pose during varsity football games on Sept. 1 against McLean (left) and Sept. 9 against Westfield (right).

Classroom population upsizes, students react

by reyna berry and virgil dongre

Changes in student population size this year are affecting how students learn.

More students than expected by FCPS enrolled at Marshall this year.

Principal Jeffrey Litz confirmed that the estimated 2,047 student population is now 2,107, causing some classrooms to become packed.

For students like sophomore Loren Baldwin, the change in class size has been substantial.

"My study hall has a ton of people, because I'm taking gym online," Baldwin said. "Some people don't have a chair—they have to sit on the ground."

Despite this, other classes haven't seen much of an increase.

"I don't think I've really noticed much of a change myself," senior Saemee Kim said.

Freshman Nikayla Gerasimas agreed but said when class populations are larger, they can be disruptive.

"If somebody starts talking, [the teacher] doesn't really tell [them] to be quiet," she said. "With smaller class sizes, if somebody is talking or getting distracted, they're like, 'Okay, let's focus up.'"

Still, Baldwin said the larger class sizes can sometimes lead to better learning.

"In some classes, if there's more people you have more room for discussions," she said. "If there are [fewer] people, there's a greater chance they all share the same view on topics and your education, and your learning can get better if you can hear different sides."

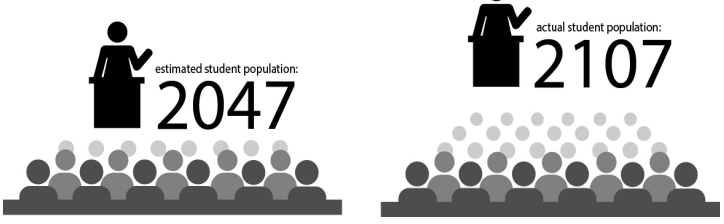
There are 40 students in senior Barkot Biniyam's Physical Education class.

Biniyam said she has noticed a difference in behavior for teachers with large class sizes.

"One thing that I noticed is that teachers have to focus on a larger number of students," Biniyam said. "Therefore, each student would not be getting as much attention from the teacher as they ideally should be during the class."

Still, Biniyam said she remains undecided on whether classroom sizes are an issue or not.

"Personally, I can't see the difference for me," Biniyam said. "But I can see kids who are struggling through it and who may be affected by larger class sizes."



ART BY ELEANOR LIANG

Free tutoring website offers its services to students

by eleanor liang and rishi vanka

A 24-hour tutoring service is available again this year, but not all students may be aware.

The program, Tutor.com, was first implemented last spring and offers multiple academic services to Fairfax County Public Schools students, accessible through Schoology. According to the website, the service will find a tutor for anyone in about 60 seconds.

"I think it's convenient in the sense you could get live tutoring 24/7," counselor and Peer Tutoring Program sponsor Douglas Sawitzky said. "It seemed pretty flexible."

Senior Robert McCarthy said he used Tutor.com for IB History of the Americas essay review, but didn't feel satisfied with the service.

"The person I got basically said to talk to my teacher and just told me basic essay points that weren't very specific to HOA," McCarthy said.

Sophomore Rishika Jain also said she used Tutor.com for tips on essay-writing.

"I asked them what I could do to improve my essay to give more clarity, like [using] different word choice," Jain said.

Jain said a negative aspect about the site was a lack of tutorials on how to use it.

"A lot of times I was confused on where to go and schedule a session," she said.

Also implemented last spring, the Peer Tutoring Program allows students to either walk in or book an appointment and get help from student tutors.

Sawitzky said both programs have their pros and cons.

"I think it's just a matter of preference sometimes," he said. "If you know you can't come from three to four and you're working on something and get stumped, I think [Tutor.com] is a nice resource to try out."

Sawitzky also said PTP might sometimes be more appealing to students.

"For some people who would prefer an actual live person, I can understand why PTP would be more comfortable," he said.

Either way, Sawitzky said he encourages students to take advantage of the resources offered at Marshall.

Sawitzky also said he plans to raise awareness for Tutor.com by including the link in the weekly counselor emails students receive.

"The program started when everyone kind of had their academic habits for last year," he said. "I think as kids [this year] start to take quizzes and tests, they're starting to ask themselves, where can I get more support?"

Sawitzky said he believes students will start using Tutor.com for their first time this year.

"I think they're going to familiarize themselves more with it," he said. "Ultimately, everyone's going to come to their own conclusion [about] whether it's effective and useful for them or not."

ART BY ELEANOR LIANG

Staffer and sophomore Eleanor Liang demonstrated Tutor.com's 24-hour availability by successfully connecting to a math tutor on Sunday, Sept. 11 at 3:00 a.m. She said she found the service helpful.

Marshall's Got Talent: Students take the stage

by maha jiwani and eleanor liang

This week, the Student Government Association's Learn games brought students together for a half hour of entertainment.

During Learn on Monday, Sept. 19, students had the opportunity to watch a talent show hosted by the freshman SGA board.

Sophomore Yasmina Van Rheenen said she had fun at the talent show, especially during sophomore Ben Isaac's rap.

"I really enjoyed it," Van Rheenen said. "It was really funny."

Van Rheenen said she also liked freshman Jamie Choe's singing act.

Choe, the first place winner in the talent show, said she appreciated the opportunity to perform for the school.

"It was cool to be able to share [my] talent," she said.

Sophomore and SGA officer Samad Quraishi said students could have been more respectful to the performers.

"Our community was acting in rude ways at some times," Quraishi said.

Van Rheenen agreed.

"Sometimes during the performances, kids were way too loud and you couldn't even hear the acts," she said.

"It was really cool to see all the different talents."

- Freshman and SGA officer Georgia Streett

The acts were judged by the freshman SGA board, who scored each act on a scale of one to 10.

Freshman officer Georgia Streett said the simple judging format was necessary because late freshman elections results interfered with the show planning process.

"Because the elections were so late, we kind of didn't know what was going on until the first meeting, which was last week," Streett said.

She also said the board tried to make a rubric, but it wasn't available in time for the show. Despite this, she said the talent show went well.

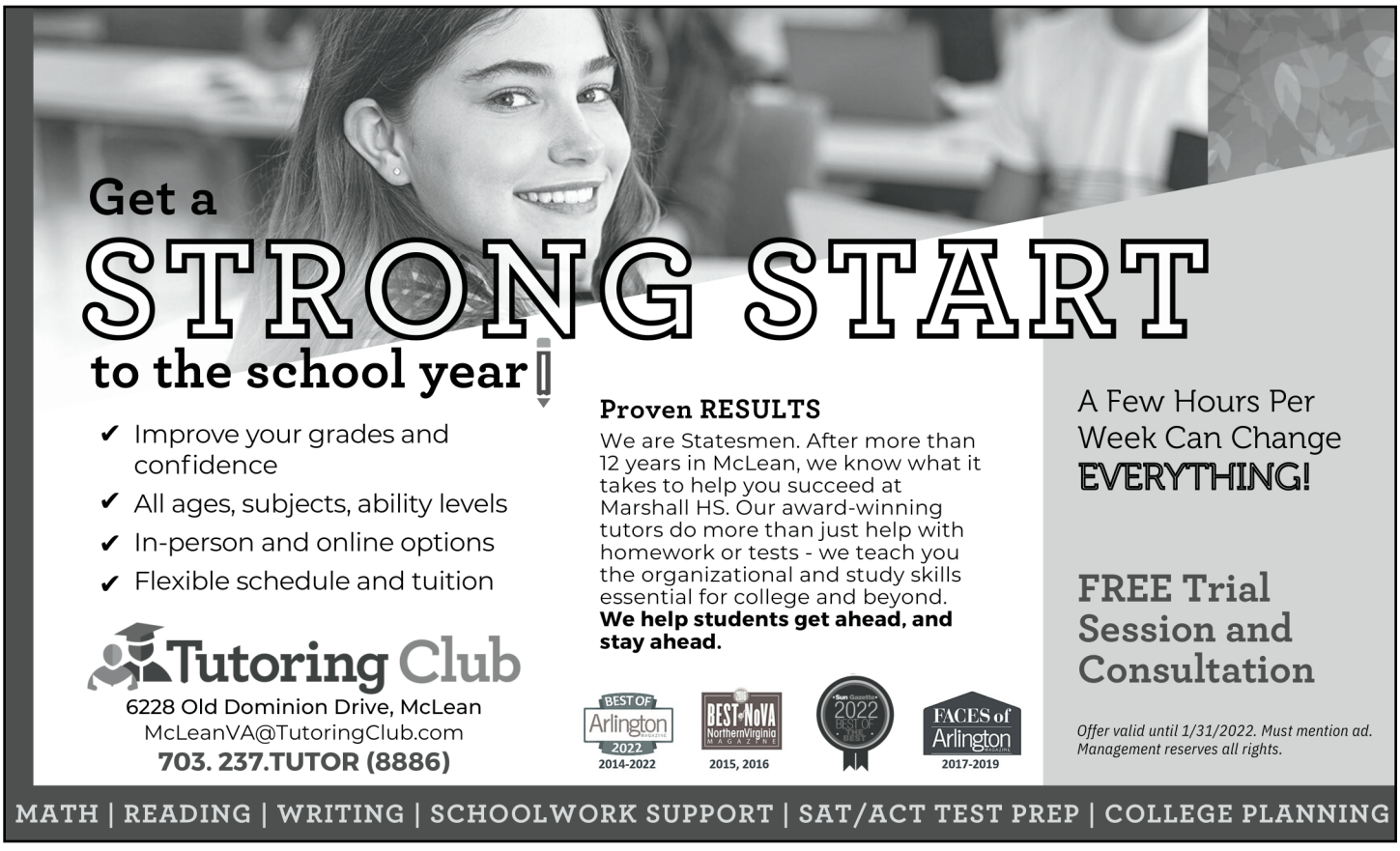
"It was really cool to see all of the different talents," she said.

Streett said the board has plans for improving the talent show next year.

"We should make it more organized," she said. "A lot of people didn't know about it, so we need more advertising next year."

KATE MCDERMOTT/COLUMBIAN

Sophomore Ben Isaac sings Yeat's "Rich Minion" in the main gym.



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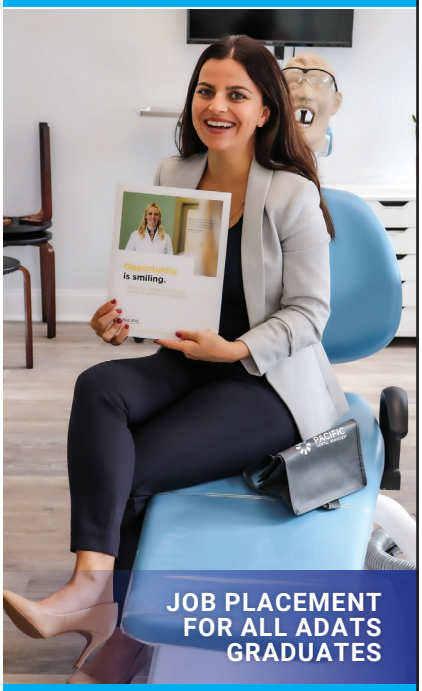

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"Privacy, Dignity, and Respect"

Virginia releases new model policies impacting transgender students

by virgil dongre and eleanor mcaden

On Sept. 16, Governor Glenn Youngkin's administration released a set of model policies impacting the treatment of transgender students in schools. The change was met with mixed feedback.

The "2022 Model Policies on the Privacy, Dignity, and Respect for all Students and Parents in Virginia's Public Schools" include requiring parental consent in order for a transgender student under 18 to use a different name or set of pronouns.

Sophomore Chloe Hena said school is sometimes the only place transgender people can safely be themselves.

"And then if that's not a safe place, it's just going to be like those people aren't living properly," Hena said.

Although worried about the implication of the policies, Hena said Marshall is a better school community to be in than other schools around the state.

"I honestly think that I'm lucky to be in this kind of environment," Hena said. "The fact that we even have this [LGBTQ+ Perspectives in Literature] class just goes to show that there's a little bit more compassion than there would be in other places."

A junior, who requested to remain anonymous to protect the student's privacy, expressed a lack of confidence about Marshall's potential reaction because for staff, following the rules is not a choice.

"These are people's jobs, and this is how a lot of them are making their money," the junior said. "If it has to be this way a lot of them have no other option. It's job over morals, and if it's all of Virginia, they'd have to move or be in private school."

The junior said the policy represents a larger change in the world.

"It's a humanity thing," the junior said. "It started off this year with Roe v. Wade, and slowly everyone's rights are getting taken away. I think this isn't just queer versus government—I think this needs to be a human to government thing."

Senior Oliver Bednarski said he believes the intent of the policies is largely misunderstood.

"I don't think the policy necessarily intends for the allowing of maliciousness—I don't think lawmakers are just going to allow bullying straight out," Bednarski said. "It sounds like there could be an unintended consequence, or just the way the law's written, like the wording, is just confusing for some people."

However, Bednarski said he thinks preventing students from expressing their gender identity could be problematic.

"It's just plain illegal," Bednarski said. "It's under the First Amendment; we have the freedom of expression, freedom of speech and all that other jazz."

The junior said the policies will have a personal effect.

"You don't know what it's like to wake up and not feel good in your own body and to come to school and be put in a place where people knowingly don't use your correct pronouns," the junior said. "You're getting pushed back into that closet that you tried so hard to get out of."

A 30-day comment period for the policies begins on Sept. 26, and afterwards the policies will be official.

Senior Travis Poore attends a student-organized walkout on Sept. 27 to support transgender rights along with thousands of students across Virginia.

Students protest in front of the school at 2:40 p.m.

Letter to the Editor:

Support Trans Student Rights

Gov. Glenn Youngkin has revised new guidelines from the Virginia Department of Education. These guidelines could kill trans students in Virginia. In fact, they will.

I have been fighting for trans protections at Marshall High School and in Fairfax County Public Schools since my freshman year. That was three years ago. As a current senior, I'm tired. I have gone to school board meetings, I have tweeted (a lot), I have posted (a lot), I have sent emails, worked with teachers, worked with the administration—myself along with so many others have done so much to fight for trans protection at our school and we are met…with this? All that work has pretty much gone through the drain. It's just…gone.

The new guidelines will out students; force teachers to use students' deadnames and incorrect pronouns; deny students access to locker rooms, dressing rooms and bathrooms that align with their gender; prohibit schools from acklowledging non-binary students; and there will no longer be LGBTQ+ affirming trainings for teachers.

Trans students already have an increased suicide and depression rate. These revisions will increase those rates to an incredibly high extent. If students are no longer allowed to be their true self in the place they spend the most time in, what do we do?

My life at home is quite complicated. While I'm grateful to still be accepted as part of the family, it is clear that my family doesn't see me as me, but rather, what they want to see. They refuse to call me by my name. They refuse to use my pronouns. They refuse to even try to understand me and my identity. I've been out as trans to them for years, and all they do is make jokes or ignore it.

School is really the only place where I feel like I can be my true self. I need school to be this environment my family life is not. Over the years, I have met a handful of teachers who have consistently been there for me in a way my family has not. With these new regulations, though, I lose that support system.

Since finding out about the new revisions, I have been unable to think about anything else. I can't focus during class, I can't work on homework, I can't comprehend new content—all of it has just become so much harder. I feel useless, but all I want to do is fight. But, at the same time, I'm tired of fighting.

Right now, what we need is support. We need support to show that we're not alone. We need support to show that we aren't fighting on our own. That we have you.

–senior Rayan Afif

Senior and walkout organizer Rayan Afif after delivering a speech opposing Youngkin's proposed policies.

Youngkin's model policies would change the following:

- Create a new definition of "transgender student" centering parental rights.
- Require written parental consent for any changes to the name and pronouns used to refer to a student
- Require school staff to refer to students with their legal sex, name and pronouns. Nicknames would be allowed as long as they are common derivatives of the student's legal name
- Enforce separation based on sex assigned at birth in extracurriculars, althetic events, locker rooms, bathrooms and other school-related activities

Read the full policies here:

PHOTOS BY RHEA NEWNAHA/RANK&FILE

Homecoming Week Highlights

Rank&File went around the school documenting Homecoming week

During the annual Learn kickball game, junior Tallulah Grivet (above) kicks for junior class. Sophomores and freshmen played on the other side of the field. Seniors Zayan Meah, Jordan Minella and Matthew Lenert (left) cheer after the seniors score a point.

Sophomore Katherine Shatokhin and junior Marina Josipovic pose for a picture while wearing onesies during pajama day. Seniors Sean Sanders, Sam Lee, Henry Church, Chris Kiersz and Reid Buckley (below) pose wearing the cross country pajama pants during lunch to start off the Homecoming spirit week.

Above, Spanish teacher Carlota Shewchuk's fifth period participates in class colors day. Each grade was assigned a color: freshmen wore white (left), sophomores wore red, juniors wore blue and seniors wore black for the spirit day.

See the rest of the week on www.gcmnews.net!

Rank&File MultiMedia:

All new Podcast episode

Check out our YouTube videos here:

tinyurl.com/rankandfileyoutube

compiled by rhea newnaha and julius schmidt

The Homecoming Experience: Freshman vs. Senior

Freshman Trevor Baltes and senior Zuli Ruth talk about their spirit week

Trevor Baltes		Zuli Ruth
Everyone showing their spirit for Marshall was pretty cool.	What did you like about spirit week?	Spirit week was fun because it felt like everyone participated.
It was just fun. The DJ played good music. It was pretty big. I got to hang out with my friends.	How was the Homecoming dance?	I didn't go to the dance because in previous years it hasn't been as fun, so I decided to skip that part of Homecoming.
Anything but a backpack day, was pretty fun, seeing people bring carts and stuff.	What was your favorite theme?	Anything but a backpack day because I love seeing what people came up with and all their unique "backpacks."
There's never going to be another first Homecoming, and it was just really cool being a freshman and seeing it.	How was this experience special for you?	This year's Homecoming was special since it's my last year, it's one of the last times I really get to dress up and take pictures and spend time with friends.

compiled by emma mobley

New English teacher Jessica Batterton's teaching trip

by eleanor liang

After working in Tanzania and Mozambique, English teacher Jessica Batterton has returned to her education career—and her hometown.

Batterton recently worked at the International Youth Foundation, an international nonprofit, where she focused on employability programming.

This year Batterton is teaching English 10 and English Language Development 3.

She said her experience in Africa left her missing the interactions with students.

"I did a lot of planning, but I didn't actually work with students," Batterton said. "So even though the programs were for students, I didn't actually have much of a chance to interact [with them]."

After working as the Program Coordinator for the nonprofit, Batterton said she wanted to return to teaching, and chose Marshall.

"I grew up in Vienna, so I knew about Marshall," she said. "It has a really good reputation and the [International Baccalaureate] program…and I wanted to continue to be at a school that followed that same program."

In addition to her work with International Youth Foundation, Batterton said she has taught at a middle school with the Mid Years Programme, a branch of the International Baccalaureate system.

As someone who has traveled around the world, Batterton said she has advice for students.

"Believe in yourself," Batterton said. "I think that every student has a unique experience and brings something to the classroom. So be proud of the experience that you have."

ELEANOR LIANG/RANK&FILE

English teacher Jessica Batterton poses for picture on Sept. 28.

She said she hopes students take advantage of the opportunities given to them.

"It's kind of cliché, but the world is your oyster," Batterton said. "There's a lot of opportunities. So be confident in yourself and who you are, and keep working for what you want."

Editorial: Happy Anniversary, Rank&File!

A deep dive into Spirit Week through the decades

This year is the 60th anniversary for not only Rank&File, but also Marshall itself. Through these 60 years, both the publication and the school have changed drastically.

With Homecoming occuring every year, we always somehow have something different to talk about.

Since then, we've changed up our spirit week days and discontinued the gendered Powderpuff game and Mr. Marshall competition in exchange for co-ed kickball and a school-wide talent show. It made it more inclusive for students, making some feel as though they could finally participate in school-wide activities to strengthen their bond with the community.

Spirit Week in 1996 gave classes the opportunity to gain custody of the Marshall "M" by winning the most points throughout Spirit week, which is not a tradition we do anymore.

On the topic of Homecoming, it seems like the further back the articles go, the more absurd the news becomes. According to a 1996 issue, once learning "SHOCK!" was the Homecoming theme, a student pulled the fire alarm, which caused the school to rush out before the pep rally, which used to be indoors. To think the whole school could fit in the gym! A week later, a senior reportedly set the sophomore Homecoming float on fire. Students these days are thankfully not as dramatic as they used to be.

Here's what the Spirit Day schedule looked like in 2003: Pajama day, Wacky Hair day, Farmer day, Superhero day and class colors day. Superhero day meant that each grade had a different superhero to dress up as. Seniors were the X-Men, juniors were Superman, sophomores were Batman and freshmen were Spider-Man. These spirit days were much different than the ones that took place this most recent Homecoming week, and the idea to have more of a pop-culture themed spirit day would have been interesting for students to display what interests them.

In 2004, the staff wrote an article about exchange students and mentioned how apparently European schools did not hold school dances. The foregin exchange students were experiencing the Homecoming dance for the first time.

Throughout the decades, we've shifted and changed as a publication and as a school. We've had activities that would be interesting to revisit, and some that are better left in the past.

RHEA NEWNAHA/RANK&FILE

Rank&File issues dating back to 1976 when the publication was still a traditional newspaper.

Out of Context: 60 Years of Headlines

- "Students plan to adopt child"
  february 1966
- "Bionic Christmas"
  december 1976
- "Arsonist lit up Homecoming in 1980"
  october 1998
- "Proposal takes place on Santa's lap"
  december 2002
- "Chance the Rapper unveils coloring book"
  may 2016

- compiled by rachel ackerman, will blackburn and melanie george

Catch these full articles reuploaded on our website gcmnews.net!

English teacher starts school year with new goals

RHEA NEWNAHA/RANK&FILE

English and Theory of Knowledge teacher Hendrick Booz assists students in TOK on Sept. 28 after school.

by esther lee

For many, a new school year brings an opportunity for new goals. This is the case for Hendrick Booz, who wants to be more patient with his IB English Literature HL 2 and Theory of Knowledge students this school year.

Booz said his wife, Kelly, and mother both suggested this goal.

"I don't think it's going well for me," Booz said. "I sometimes forget that while you guys are seniors, you are still just teenagers."

Booz said he drew inspiration from a discussion-based college program called American Studies. It allowed students to present their own opinions and forced them to engage regularly in class.

"I think a lot of my style [as a teacher] is born out of the style of the teachers that came before me," he said.

Hendrick Booz said he encourages students to think critically by centering student voices in the class.

"I like to structure my classes so that they are student-driven," Booz said. "I like to make classes interactive, fast-paced and challenging."

Booz said he has a clear narrative of the type of teacher he wants to be to his students in order to help them be successful inside and outside the classroom.

"I was fortunate to see bad teachers and know what I didn't want to do, and see good teachers to emulate and copy them," he said.

Table talk: *Joe Swarm*

Student activities director Joe Swarm comments on Mob behavior at football games

How has the Mob acted in the past?

Prior to last year, our students would cheer for Marshall and not against individuals from other teams. Our student body has always taken a strong stance against bullying, and it was shocking to hear some of the verbal comments made against individuals last year. As an alumni and current administrator, I am hoping that last year was [an] anomaly with regard to behavior in our student sections.

Is the crowd behavior problem specific to Marshall?

This was a national issue from all that I have heard and read, but we have always taken the high road here, so I was shocked. We have always carried ourselves the "right way" regardless if fans from other schools are not. Everyone always hears about Statesmen Pride and historically have witnessed it at our athletic events. Hate is a terrible thing and student athletes from other schools have the same struggles as the rest of us. We all deserve to be treated with dignity and respect.

Are things different this year?

It's still early, but it seems our student body is back to the respectable group: loud for the Statesmen and not picking on individuals on the opponent's team. This year… I would not say there are regulations, but maybe clearer communication as to how we have all historically acted at athletic events. We placed our posters on sportsmanship, and if administrators spot strong positive behavior at athletic events they can provide a ticket for a t-shirt out of our office.

ART BY REBECCA PAZ

Club Council established to bridge gap

by aitana wells

Aiming to unite clubs, the Club Council takes its first steps into Marshall.

Co-founders and juniors Josephine Blanton and Manahil Jawaid aim to encourage communication and collaboration among clubs. The Council's sponsor is Health and P.E. 9 teacher and clubs and activities assistant director Laura Campbell.

"The issue is that we're not able to connect that gap between clubs and students," Jawaid said. "We want to be able to help bridge it. We also want to offer a board of executives for each club so they'll be able to collaborate with one another and we can have more general involvement within clubs."

Blanton first came up with the idea during a leadership conference with Riverside High School.

"They had their own Club Council," Blanton said. "We used a lot of their resources, and we were able to figure out how it would work best."

> "We definitely want to hear the clubs' voices because we know that there's a lot of different flaws here."
>
> —*Co-founder and junior Manahil Jawaid*

As Blanton began to develop her ideas, Jawaid joined her in solidifying the club.

"We definitely want to hear the clubs' voices because we know that there's a lot of different flaws here," Jawaid said. "And that was what first got me started, because my freshman year and sophomore year I tried to apply to a bunch of different clubs, and it was just a whole maze of trying to figure out how to navigate everything."

The Club Council will aim to hold quarterly meetings. However, if two clubs want to do a project together, they'll meet with Blanton and Jawaid periodically to plan.

"Our first meeting was more about introductions, learning about the clubs that are involved," Campbell said. "We plan to add more club representatives throughout the year because some of the clubs didn't have a chance to meet yet."

Campbell said any concerns presented by club leaders at the meeting were listed as future action items for the Council.

"The overall idea would be that clubs can work together; that they can have a stronger presence for those events, fundraisers [and] donation drives," Campbell said.

The Club Council will meet at the beginning of second quarter, with hopes of having more club representatives as the year progresses.

Opinion: A new school too soon hello hello

by marie kah

A common narrative that is spread around Marshall's community is that in the past few years big changes have been made, most seemingly negative. In my time here I've definitely been disgruntled and infuriated with many of the changes—and lack of changes—that have gone on during my time here. My older sister graduated in 2019. In speaking with her I realized some of these changes aren't as recent as we might believe.

A major point my sister brought up was the competitiveness of students at the time she went to Marshall. When I brought up the toxic competitive nature that students often have with each other and that teachers often foster within their classroom, my sister was shocked. She said she remembered students being studious but not being so competitive that they are willing to betray and openly compete with friends at the expense of their relationships.

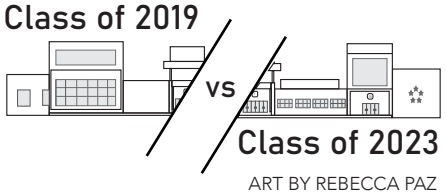
For me, it can sometimes seem that not all my friends have my best interests in mind academically, simply because we take the same classes or are in the same extracurriculars. Marshall's administration prides itself on the increased academic excellence of their students, but is this excellence due to better teaching, or to an ongoing trend of students being pitted against each other?

We also spoke about how much class times have changed and what effect it may have on students post-graduation. One of the many changes made to classes is that they went from 90 minutes to 75. I loved this change. I'm a firm believer that school is too long and that it's extremely hard for me to focus for an hour and a half per class, so this change was a big win for me. My sister, on the other hand, was worried about what effect it may have on students once they get to college and for teachers.

She made the point that for students who might plan on attending college, there are a variety of classes that have different durations. Long high school classes with direct and indirect instruction, for her, prepared her for college. She also brought up the issue of teachers not being able to teach all the needed curriculum in the shortened time setting. Both of us have experienced teachers not being able complete teaching in the previous hour and a half.

Though these changes may seem small or too recent to have a large impact, students continue to be affected. Without the stories and experiences of Marshall alumni it can be hard to fully track the origin of changes that began ages ago. Additionally, it's important to acknowledge that some changes made in hopes of improving the school have done the opposite.

With this knowledge, I hope we can take the positive parts of Marshall's past and then pair them with the positive changes the school has made in recent years, in order to improve as one student body.



ART BY REBECCA PAZ

Advisory Opinions

Layla Mohran
Class of 2026

Advisory is a waste of time. Is it to make more friends? People already know what works best for them. It shouldn't be forced. From what I've seen of high school so far, everyone has their own group. Sorting into grades isn't a good idea because I already have other classes with freshmen.

It would be nice to get to know people from other grades that I don't already know. At my middle school, there was a small Advisory session, where students could do their work. After, there would be two blocks of Learn where students could switch classes for each block. This way, we got more work done.

In both Advisory classes I've been in, nobody has participated. The teacher stood and talked at us. Instead of Advisory, it should be used as an extra Learn slot. Plus, it's on a Wednesday. That's the middle of the week with the peak amount of homework. Most freshmen aren't fully used to the new amount of homework, so an extra Learn slot would help us catch up with our work and build better habits.

I'm not sure why Advisory is county-mandated. Haven't they seen the negative feedback from it? When I leave an Advisory session, I don't think twice about it.

Rebecca Paz
Class of 2025

The random classrooms, forced friendships, scripted interactions and controversial lessons made last year's Advisory an uphill battle for students.

When comparing my Advisory classes from last year and this year, I see very few differences other than the people with whom I'm having to endure it. Having Advisory classes organized by grade level makes our discussions much more relevant, but that does not make it a better use of my time.

I have not yet seen a difference in participation level compared to last year. When questions are asked, people tend to keep their heads down and wait for another person to give an answer, which rarely happens.

Students should be given the choice to participate in lessons, or use their time in a way that they feel is more valuable. It's extremely difficult to watch 35 minutes pass by without being able to be productive. For this reason, Advisory has tremendously added to my stress and anxiety, which it intended to relieve.

The good intentions of Advisory are clear. And while the changes from last year have improved it somewhat, they have not fixed it. Personally, I want my 35 minutes back.

Mona Farah
Class of 2024

Last year, instead of getting work done, students from all grade levels were forced to participate in useless activities during Advisory. Administration saw this as a way to improve communication between students. However, nobody wants to know anybody in their Advisory; they just want to leave. This proves Advisory is a waste of time that is better spent getting work done. For example, if a student has a test coming up next period, instead of being able to review, they would waste time playing cup pong.

This year, Advisory definitely improved. It's only once a week and shorter. We're also put together with our same grade level, strengthening interactions between students. However, the same redundant activities remain. Even with new adjustments, Advisory still takes time away from schoolwork. Also, with many juniors pursuing the IB Diploma, it's crucial they get the opportunity to meet with teachers. Some might not have time to do this after school, so fourth period would be most convenient. Advisory removes that opportunity, replacing it with another unnecessary, time-wasting activity.

Miles Feliciano
Class of 2023

Advisory last year was a county-mandated disaster. Students were thrown into loosely organized rooms and forced to undergo group activities under the guise of encouraging bonding and improving the school community.

I think this certainly wasn't successful, likely due to the mixed grades limiting students' ability to bond with one another due to a lack of common ground. Additionally, it seemed there was little opportunity for organic bonds to form between the students as the mandated activities would eat up most of the time.

But this year is supposed to be different; the administration is saying that they took feedback from the student body and have worked to change Advisory for the better. But what's really changed? Sure, we've gotten to the point where students are now placed with their peers, but the dropoff in mandated activities hasn't seemed to last. However, at this point it's not really clear to me why the county thinks Advisory should even exist. Advisory still costs students time that could be spent learning or building community through the school via activities that the students would actively choose to seek out.

Opinion: Parents should not be the priority

by reyna berry

This is our school. We learn here, we live here, we create here and we grow here. This school was created for us—the students. Not for our parents.

So why are they always prioritized?

Last year, our principal committed to communicating directly with students. Below is a message Jeffrey Litz sent on August 4, 2021:

"This year, one of my primary goals is to communicate directly with you way more often than I have in the past. After all, this is your school!"

Accurate. Enthusiastic. And yet, this year I received an email forwarded to me by my mother—it was not, at any point, sent to students—wherein Litz described a safety issue at the school.

A video was circulated on Sept. 16 showing a student in a bathroom with what appeared to be a gun. The item was confiscated and the student disciplined.

"Please know that the safety of our students is our number one priority," Litz sent to parents. "Remind your student that any time they have a safety concern, they should speak to a trusted adult, rather than spreading rumors on social media or texts."

Criticizing gossip without providing the truth to those directly impacted is irresponsible.

Though the student body was in no danger, we had no way to know we were safe. Or, in fact, if the rumors had any substance in the first place.

And what about students whose parents don't have access to the internet? Or don't read their emails? Or assume their children get all the emails parents do—when they don't? We deserve to know when our lives, as students, as people, as human beings, are in danger. And we deserve to know when they are not.

But this issue is bigger than principal-student annoyances. The prioritization of parents puts student lives at risk, especially queer and trans students.

Governor Glen Youngkin's new proposed policy would force transgender students to be out to their parents in order to be addressed correctly in school.

Screw that.

A study from the National Library of Medicine found that suicidality among transgender people is highest for transgender youth. Authors Ashley Austin et al. report that "interpersonal microaggressions made a unique, statistically significant contribution to lifetime suicide attempts, and emotional neglect by family approached significance."

Trans people are not safe in a world that prioritizes parental rights over human rights. They just aren't.

Youngkin's policy reverts rights to students who are legally adults. But apparently, people below the age of 18 are too young to know who they are. Too young.

OK.

But we're old enough to be ignored, and forced to take our safety into our own hands? Old enough to work multiple jobs and still be expected to ace every class? Old enough to be kicked out of our houses, abused, disowned, because of who we are?

Don't say we're too young and then treat us like we're unbreakable.

Often in my life I have heard adults say younger generations are apathetic, or too concerned with social media to care about real life. Well, here is my act of caring. Here is my act of speaking out. Here is a school full of students fed up with being overlooked. Listen when we say:

This is our school. Our bodies. Our lives.

Leave our parents out of it.

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