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CHANGES  
AHEAD**

Learn about what you'll learn about  
and how you'll learn about it.

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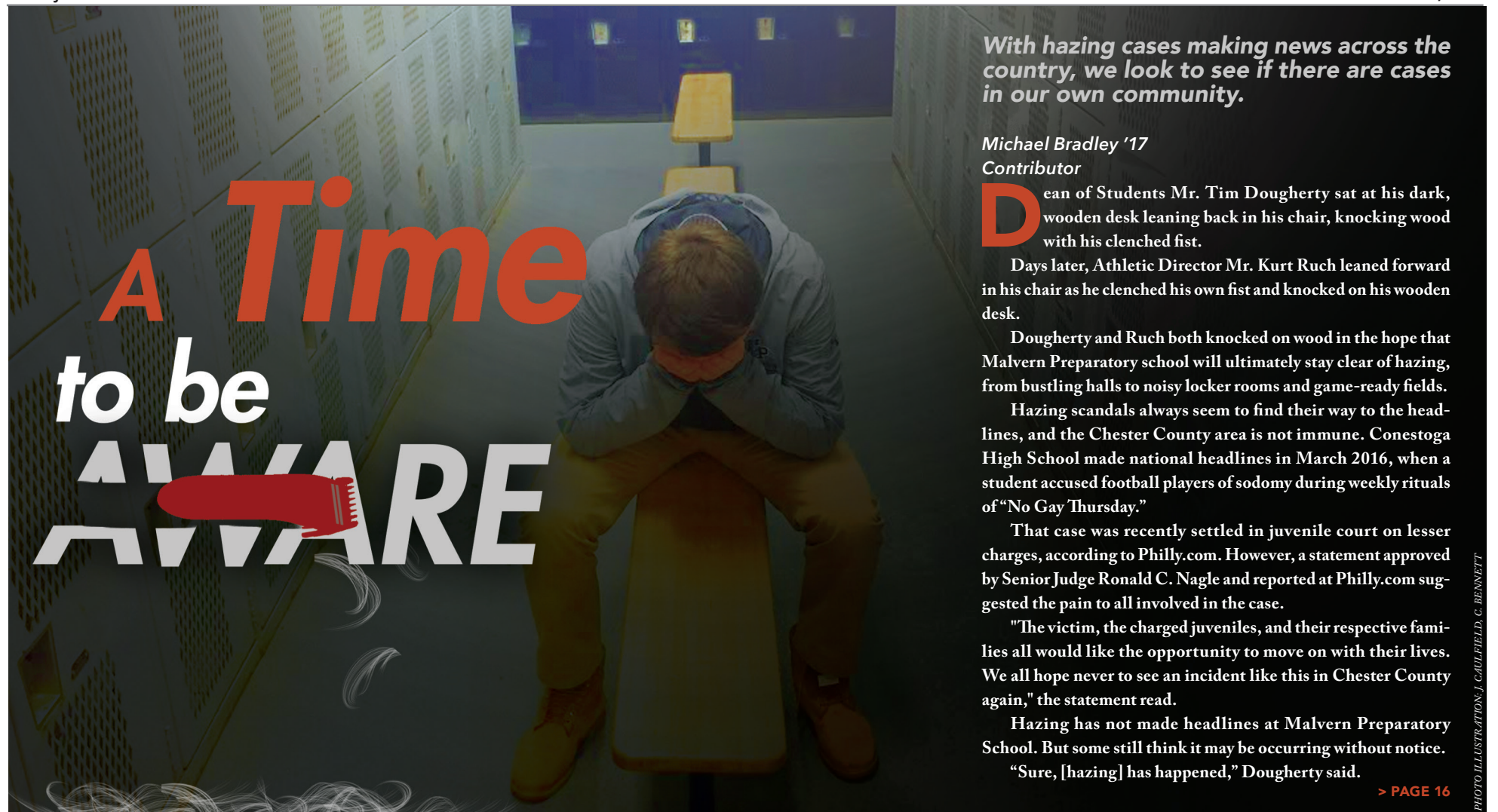
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# The BLACKFRIAR Chronicle

WWW.MPFRIARSLANTERN.COM

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*With hazing cases making news across the country, we look to see if there are cases in our own community.*

Michael Bradley '17  
Contributor

**D**ean of Students Mr. Tim Dougherty sat at his dark, wooden desk leaning back in his chair, knocking wood with his clenched fist.

Days later, Athletic Director Mr. Kurt Ruch leaned forward in his chair as he clenched his own fist and knocked on his wooden desk.

Dougherty and Ruch both knocked on wood in the hope that Malvern Preparatory school will ultimately stay clear of hazing, from bustling halls to noisy locker rooms and game-ready fields.

Hazing scandals always seem to find their way to the headlines, and the Chester County area is not immune. Conestoga High School made national headlines in March 2016, when a student accused football players of sodomy during weekly rituals of "No Gay Thursday."

That case was recently settled in juvenile court on lesser charges, according to Philly.com. However, a statement approved by Senior Judge Ronald C. Nagle and reported at Philly.com suggested the pain to all involved in the case.

"The victim, the charged juveniles, and their respective families all would like the opportunity to move on with their lives. We all hope never to see an incident like this in Chester County again," the statement read.

Hazing has not made headlines at Malvern Preparatory School. But some still think it may be occurring without notice.

"Sure, [hazing] has happened," Dougherty said.

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PHOTO ILLUSTRATION: J. CAULFIELD, C. BENNETT

## J-Term, semester system announced for 2017-18

Plans are underway to do away with quarter system, in order to better replicate a college model.

Jack McClatchy '17

Tyler Pizzico '17

PUBLIC RELATIONS DIRECTOR  
EDITOR-IN-CHIEF

**S**tarting next year, Malvern will have a two week gap in their scheduling during the month of January to allow for a student centered experience in between semesters.

Head of Upper School Mr. Ron Algeo said that having the gap goes with the idea of a college model.

"College students get out during Christmas, and classes don't start until early February or late January," he said. "So there's a chunk of time that's open."

Algeo said that some colleges offer classes during this

"January term" that can be relevant to a major or an elective class that interests the student. Some high schools have already adapted the model, Algeo said.

Some schools in the area that have a J-Term include Episcopal Academy, St. Augustine's Prep, and Villa Maria Academy. According to Episcopal's website, during the two-week period each student takes one course and "learns subject area through intensive, experiential on- and off-campus study."

Although Malvern is looking at how J-Terms work at other schools, it will not model its J-Term after another school's J-Term.

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What do students think of the newly-announced J-Term?  
PAGE 12

## Search for new head football coach ongoing

As the February 10 target date rapidly approaches, the football coach search committee narrows its list of candidates.

Henry Malone '17

SPORTS EDITOR

**F**ormer Head Football Coach Aaron Brady's sudden departure left a void on Malvern's sideline that is still yet to be filled. But the school's athletic department is wasting no time in trying to find a replacement.

Following Brady's resignation, the Malvern athletic department has listed the position as available on the school website, and has posted advertisements in local newspapers.

In terms of progress with finding a new coach, Athletic Director Kurt Ruch says that the committee is on pace to meet its February 10 target date for naming a new coach.

"We're still on that [February 10th] track as we move into the next round which is face-to-face interviews which begin next week," Ruch said.

Malvern Football is often viewed as one of the school's more prominent sports. Students constantly fill the student section, players are committing to division one programs, and the team is constantly a topic of conversation days leading up to a big game. That's why the decision on the new football coach is paramount.

Malvern's players, however, have not yet played a role in the search.

"We've kinda been out of the loop," junior Quinn McCahon said. "But I think [the committee] is on the second round of the process, so I think as it gets closer we'll be more involved."

McCahon also believes that although a coaching transition will be a challenge, the team is up for the task.

"I think it's going to be challenging," McCahon said. "But I think we just have to embrace it. I think it's just embracing the culture that the new coach brings in and working hard and

cooperating with the coach."

Malvern football alumnus Mike McCarthy '15 described his experience in transitioning from Coach Pellegrini to Coach Brady in 2014.

"Once Brady came in the transition happened pretty quick," McCarthy said. "The level of off-season commitment, like workouts and lifts, increased a lot. We were running an entirely new system, so we had a lot to learn."

In line with Malvern's passion for football, Ruch believes that the school is interviewing only the best candidates qualified for the job.

"I think the group that we're down to are extremely qualified, I think they're very passionate, and I think any of them can help guide us to our next coach," Ruch said. "In this next round as we go to face-to-face interviews I think that's where you're going to see some rise to the top and others kinda fall to the sides so it'll really be a good test as we go into this next round."

As for the previous coaching staff in place for last year's team, two assistant coaches applied for the head coaching position, and the rest of the incumbent staff will be evaluated by the new coach for positions on the new staff.

Off the field, it's paramount that the new coach follows the Malvern mission.

"The coach has to follow our mission," Ruch said. "He has to be about the school first... From an academic side, to helping [the students] get into college, to helping them become good Malvern men is what we're all about."

"At the end of the day, I'm hoping that the guy understands football, is a good human being and helps train our kids and make them better people," Ruch added. ♦



## EDITORIAL

**STUDENT CENTERED LEARNING NEEDS MORE STUDENT INPUT**

Students, teachers, and administrators need to work together on future changes.

**Editorial Board**

**A**lthough Malvern is a college preparatory school in name, our school differs greatly from the traditional college preparatory model, and its design process should do the same.

We propose creating an Academic Advisory Board with a diverse group of students of all grade levels, academic standings, and extracurricular interests to sit in on academic meetings and offer input and feedback. The board should also sit in on future meetings dealing with other major changes. We are willing to take part in a design thinking session with administrators and teachers to design the Board.

Opponents may argue that Malvern students will not take this opportunity seriously. However, if the administration actually values the Board's input, then students will be serious in their input.

For Malvern to truly stand out among rival schools and improve, it must fully buy into the student centered learning model. For that to happen, students should have noticeable input in designing the school.

The Editorial Board agrees that Malvern offers a strong curriculum and rigorous academics. However, Malvern also has safety nets for students so that failing is sometimes experienced along the way but rarely the end result on a report card. For example, members of the Board admit to haggling with teachers to push deadlines back and making up excuses for not completing an assignment and then turn it in later for partial or even full credit.

As students, we too often rely on these safety nets. In

preparation for college and beyond, it would be better for us to rely on ourselves more in our academics and extracurriculars.

We should seek out support to do our work independently and take initiative to reach out to teachers for help. It shouldn't be all about arriving at the right answer; the process of getting there is significantly important as well.

Students should have more control and ownership over activities and extracurriculars. Often times, faculty advisors drive extracurricular projects forward. Ideally, students should drive the process, run and schedule meetings, and outline goals.

The brotherhood extends to this idea. As brothers, we should help our classmates in any way possible but also encourage them to take full advantage of Malvern and work to maximize their potential.

It's no secret that Malvern has tried to become more student centered. But for student centered learning to actually be effective, the students must buy into it.

While teachers are working towards improving the student experience, students feel that some changes, like the Kindon Lab and updated schedule, are made to benefit teachers rather than the students.

This is the senior class' fourth schedule in four years. Many of the meetings to design these schedules were teacher-exclusive and students have had few opportunities to express their thoughts on the schedule changes. Our Editorial Board preferred last year's schedule and wishes there was greater student input in those meetings.

Throughout the year, Malvern teachers and administrators met to design the upper school's academy model for the coming years and to redesign the curriculum. So far, these teacher centered meetings seem to have occurred with limited student input.

We appreciate past efforts to include students in school decisions, such as the student advisory committee for the Head of School search. However, we feel that this did not go far enough, as the students never met with any of the finalists prior to the selection of Fr. Reilly.

Other feedback methods like surveys also do not go far enough. The only way to maximize students input is with a live Advisory Board.

Malvern students will experience the academy model and updated curriculum. We are the target users for these changes. In order to make sure that the redesigned curriculum is a definite improvement, students must be involved in the designing process.

Currently, students have no formal feedback method. They can voice their opinion to teachers and administrators, but the Editorial Board feels that students are often reluctant to voice their feedback because they don't feel their opinion will be heard.

Malvern cannot lose sight that the school exists for the students. ♦

**FOR MALVERN TO TRULY IMPROVE, IT MUST FULLY BUY INTO THE STUDENT CENTERED LEARNING MODEL.**

**FOR THAT TO HAPPEN, STUDENTS MUST HAVE NOTICEABLE INPUT IN DESIGNING THE SCHOOL.**

**READ ABOUT CURRENT & UPCOMING CHANGES TO MALVERN'S ACADEMIC APPROACH  
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**WHAT DO YOU THINK ABOUT STUDENT INPUT ON THE MALVERN EXPERIENCE?  
SHARE YOUR VIEWS AT MPFRIARSLANTERN.COM**

**Exchange Program leads to lifelong connections**

As a freshman, I was hesitant at first about traveling with seniors from other schools. But my exchange trip to Spain far exceeded my expectations.

**Jack Guardiola '20****CONTRIBUTOR**

**T**his January, I decided to take advantage of Malvern's Global Exchange program and applied to go to Spain.

When I was accepted into the program, it was hard to say how I had felt about actually leaving and going to another country. Sure, I had traveled before and I even have family in Spain, but I was still unsure of my decision.

At 7 PM on January 3, sophomore Buck Walsh and I boarded our plane to leave the United States.

We arrived the next morning, and as soon as I met my host family, all my worries disappeared. I knew right away that I would have a great time in Spain. The parents, Paula and Andres, were kind and welcoming. The kids, Jaime (15) and Gabriel (8), were awesome as well. Later, when I spoke with the other students on our exchange from St. Augustine Prep and Our Lady of Mercy Academy, they said they had all experienced a similar feeling of welcome from their host families.

The day after my arrival, all the exchange students and hosts got together and went to the city of Segovia. We saw a lot of landmarks, including the Castle Alcazar, which served as inspiration for Walt Disney's Cinderella castle.

When I met the other American students, I was a little hesitant to talk to them. They were mostly seniors from other schools, and I thought we would all just do our own thing. After Buck and I started getting to know them, we realized this was not the case. They were all friendly and, like us, excited to be in Spain.

A few days later, it was Three Kings' Day, a day to celebrate the Three Kings visiting Jesus Christ. According to custom, you leave a shoe outside your room, and the Kings fill it with candies. The family embraced me and let me engage in the celebration with them. We also visited their grandparents and other extended family, and it was nice to feel so involved with the family.

Finally, our first day of school came. The school was mammoth. It is a huge monastery that also served as a school. The monastery was built under the reign of King Philip II. The

school day went from 9 AM to 5 PM, but the long hours were made up by having a huge lunch break. It was at least an hour and a half long.

In school, the students were in the soccer unit for Physical Education, and they were all so good at soccer. They could dribble effortlessly, do tricks with the ball, and shoot with precision and power. It's safe to say their skills blew all of the exchange students away.

When we went to Toledo, we all grouped up at El Escorial to carpool. We all got into two vans to take the trip. During our ride, we played card games like blackjack and spoons. When we finally got there, we went sightseeing and saw many different things. After that, we got to talk around the town. It's really a great place.

Living only an hour from Madrid meant we got to visit the city several times, which was awesome. We even got to go to a Real Madrid game and tour the stadium. We also visited the Prado museum, the Royal Palace, and a massive park called El Retiro. My favorite thing to do in Madrid was definitely going to the Real Madrid game, but that's not to say all the other things I saw weren't great opportunities.

The trip wasn't all just sightseeing. It was full immersion into life in Spain. For example, we ate lunch at 2 PM and dinner at 9 PM, which is very different from life here. Another big difference between Spain and the United States is that everyone calls each other by their first name. Kids called adults by their first names, and students, teachers. It wasn't due to a lack of respect; it was just because the culture was different in that way.

In the end, I think going to Spain for three weeks was a great opportunity and really changed me as a person. I have learned to be appreciative of differences in cultures, how to make new friendships with people you've never met before, and much more.

I was a little wary of the language barrier, and thought it would be a little problematic, but now I know it wasn't. Over the course of the trip, my Spanish improved by leaps and bounds.

I'm really shocked about how close the nine exchange students became, regardless of being from different schools and

**GOING TO SPAIN FOR THREE WEEKS REALLY CHANGED ME AS A PERSON. I HAVE LEARNED TO BE APPRECIATIVE OF DIFFERENCES IN CULTURES, HOW TO MAKE NEW FRIENDSHIPS WITH PEOPLE YOU'VE NEVER MET BEFORE, AND MUCH MORE.**



**NOT JUST TOURISM** • Sophomore Buck Walsh and freshman Jack Guardiola pose at the Roman Aqueduct in Segovia, Spain. According to Guardiola, his Global Exchange trip was not just sightseeing – it was full immersion into the culture of Spain. PHOTO: J. GUARDIOLA

being complete strangers when we met. I know that I have made a lifelong connection with Jaime and his family during my time in Spain.

The Global Exchange program is run by Ms. Teresa Lohse, who is the director of the whole program. The program offers trips to Spain, Australia, and Panama. According to Malvern's website, Malvern has completed 50 exchanges with 175 total students. Fifty Malvern parents have hosted a foreign student, some of them multiple times.

If you want to broaden yourself as a person, work on your language, and form lifelong connections with other people, the Global Exchange program is for you.

It's hard fit all of my adventure into one article, so please visit a link to my blog at The Friar's Lantern or jackmpspain.blogspot.com if you are interesting in reading more about my experiences. ♦



## The BLACKFRIAR Chronicle

is a monthly student-run publication at Malvern Preparatory School. Its online affiliate is the Friar's Lantern (www.mpfriarslantern.com).

### Mission Statement

The Blackfriar Chronicle and The Friar's Lantern are the student-run publications of Malvern Prep. The principal goals of the publications are to provide accurate and relevant information to the Malvern community and to offer a forum for intelligent dialogue on all things Malvern. The reporting for these student publications is conducted thoroughly and edited by student leaders to ensure this accuracy to the best of our ability. In order to fairly provide all points of view, contributions from all members of the Malvern community are welcomed and encouraged through letters of opinion, student reporting, and respectful commentary.

### Editorial Policy

The unsigned editorial represents the consensus of the entire Editorial Board. As a team, we agree and stand behind every word. The Editorial Board is a group of students composed of The Blackfriar Chronicle editors-in-chief, managing editors, chief investigative reporter, section editors, social media editor, podcast editor, a representative of the freshman class, and a representative from the Diversity Awareness Club. The group is meant to include a group of different students so all opinions and voices can be heard.

### Submissions

Letters to the editor are encouraged, and may be submitted to Tyler Pizzico (tpizzico70@malvernprep.org), Tommy Pero (tpero70@malvernprep.org) or adviser Kate Plows (kplows@malvernprep.org). Anonymous letters will not be published. Editors reserve the right to contact writers or edit submissions for reasons of space or clarity. Our staff also welcomes feedback in the comments section of The Friar's Lantern online, or via our social media. Each comment is subject to review by a moderator or an Editor-in-Chief of the Black Friar Chronicle/Friar's Lantern. Commenter's email addresses must be verified, and comments are reviewed for defamation, profanity, obscenity, libel, and invasion of privacy. Not all comments are published.

### Joining our staff

New contributors are welcome throughout the school year. The Blackfriar Chronicle staff meets Monday and Friday each week at 7:45 AM in Duffy 118. Please contact any member of the staff listed below for the most up-to-date meeting schedule.

#### Editors in Chief

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#### EDITORIAL BOARD

All editors

#### Member(s) of Class of '20

Aidan White  
Aidan Gallary

## New Malvern administration looks to continue fundraising improvements

Future Head of School Fr. Don Reilly, O.S.A. had huge success with fundraising at St. Augustine Prep. He could replicate it at Malvern.

### Dan Malloy '18

#### CHIEF INVESTIGATIVE REPORTER

With the arrival of Fr. Donald Reilly, O.S.A. as Head of School, the vision for the school will remain mostly the same as it was under Mr. Christian Talbot, according to previous reporting.

However, one huge aspect of the school that may get a boost is fundraising.

This is not to say that Talbot's administration did poorly in this area during his five years at Malvern. In fact, according to Director of Development Mr. Victor D'Ascenzo '81, it was the opposite.

"The numbers speak for themselves," D'Ascenzo said. "He did a great job of fundraising."

Under Talbot's tenure, the endowment, the

fund dedicated to long-term financial stability, grew from nearly \$11 million to \$16.1 million according to Malvern's website. In comparison, the endowments of the Haverford School and Episcopal Academy are \$67 million and \$48 million respectively, according to Chief Financial Officer Mr. Ted Caniglia.

The school also borrows against the endowment, creating debt. The endowment to debt ratio grew from 1-to-1 to 2-to-1, an ideal ratio according to Caniglia. In comparison, the ratio for Haverford and Episcopal is 2-to-1 and 4-to-1 respectively, according to Caniglia.

D'Ascenzo said that this was a result of sound investing by Malvern's Investment Committee, generous giving, and Talbot's work talking with

donors.

"He has affected it by fundraising specifically for the endowment because that is one of our fundraising priorities," D'Ascenzo said. "When he's out there talking to people supporting Malvern, the endowment is one of the things he talks about in the conversation."

D'Ascenzo's department shares some of the fundraising responsibility as well, since its job is to raise money for the school. However, their department reports to Talbot, as he is the "chief fundraiser" of the school according to D'Ascenzo.

Reilly will bring a wealth of experience in fundraising with him to his new position at Malvern. Executive Director of Advancement at St. Augustine Prep Mr. Dennis Foreman worked with him in fundraising since Reilly started at St. Augustine in 2011 as President and CEO.

Foreman noted that Reilly's past experience as

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## Student band Wilson plays gig in Ardmore

Trio of seniors performs set at local tavern - and settles on a name



FINALLY, WILSON • Seniors Jimmy Canuso and Ryan Franks perform at The Rusty Nail. "We've changed the name of the band for every show we've played just as kind of a joke," Christman said. I T. PERO

### Sean Ward '17

#### REPORTER

The band Wilson gave its first performance at The Rusty Nail in Ardmore on January 21, 2017, but this wasn't the first time that the band itself played together.

It has already done so under other names.

"We've changed the name of the band for every show we've played just as kind of a joke," said band member and drummer Sean Christman '17.

Luckily for fans of the band who have trouble keeping up with the constant name change, it appears the name Wilson is here to stay.

"We played the show at 'The Rusty Nail' under the name Wilson so I guess that's what we are going to stick with going forward," Christman said.

Wilson consists of vocalist/guitarist Jimmy Canuso '17, guitarist Ryan Franks '17, and Christman.

According to Christman, the band first got together in the spring of 2015 when the three members were sophomores. Their first performance together was also that spring when the trio performed a solo act at the Malvern spring music festival.

Since then, the band has been growing momentum and has played

multiple gigs inside and out of the Malvern community.

"We did a show in Philly last year at this place connected to the the Electric Factory, and we've also done an Open Mic [Night] here [at Malvern]," said Christman.

The band began planning for their most recent act last month.

Christman said that the group practiced for the gig during community time at Malvern a lot. They also had rehearsals at Canuso's house.

The hard work paid off when they performed in front of a large crowd at the Rusty Nail, consisting of many classmates and friends.

"We had 41 pre-sold tickets, and about 10 people bought tickets at the door. That's by far the best turnout we've had as a band in the 3 shows we've played," Canuso said.

Many of the people who showed up were Malvern students. Senior Aaron Shirker was one of many Malvern students to attend.

"Overall I thought Wilson's performance was pretty good," Shirker said.

According to Shirker and fellow senior Sam Rose, there were some problems with the band's microphones that made it hard to hear the songs at some times.

## Marine Biology reschedules Florida Keys trip

The annual trip has moved due to varsity sports and service trips.

### Joe Pancarella '17

#### CONTRIBUTOR

The Honors Marine Biology class has moved their trip from spring break to Presidents Day week, February 12-18. The students that go on this trip have been approved to miss four days of school that week.

Students still have to make up all of the work they miss, but Marine Biology teacher and Director of Student Life Dr. James Fry is optimistic. "So far, I have not heard any bad news," Fry said. "No news is good news."

According to the Malvern curriculum guide, the class is structured around a full-year research project in which students conduct original research. The Florida Keys trip is noted as a requirement for the class. The class is open to student who have completed Biology, Honors Chemistry, and Algebra II, and is typically mostly seniors.

Fry decided to move the trip for a variety of reasons, but one of the main reasons was because a lot of the students were on varsity sports teams.

"We moved the trip because originally there were not many trips except for baseball, but that was for every other year," Fry said. "But with the growing Christian Service Program and sports teams having spring break trips, [it] kind of prohibited students from taking the class, because they chose sports over academics."

Instead of canceling the class altogether, Fry proposed moving the trip up to February, and Head of the Upper School Mr. Ron Algeo approved the change.

"My expectations is that the students are proactive, by letting the teachers know weeks in advance and handing in anything early if they have the opportunity to do so," Head of Upper School Mr. Ron Algeo said.

Fry has been teaching this class since he started at Malvern in 2002, and the Florida Keys trip is a staple for the class.

"The trip is very much like our class itself, except it is a full day instead of an hour class," Fry said. During the six-day trip in the Florida Keys, the class studies different ecosystems and tide pools.

Fry said the schedule for the trip is very intensive. Each day starts around 6:30 a.m. when they wake up at eat breakfast. Then, the class heads out to a reef to snorkel and look at different ecosystems. After lunch, they head out to the tide pools and other destinations for research. Sometimes they work as late as 10:00 p.m.

"At each stop we are collecting biological data, chemical data, and then just physical observations of what they see at each habitat," Fry said.

Senior Matt Schellenger is a member of both the Marine Biology class and the varsity lacrosse team. The lacrosse season usually runs from February to the time the seniors finish school in May.

"For me, moving the trip was very beneficial, because now I will not miss any of the lacrosse season," Schellenger said. "But also, missing a week of school is not very beneficial."

Senior Tommy Wolfe took the class last year as a junior, and believes the trip was worthwhile. "The trip was really cool because we got to experience what we were learning in class firsthand," Wolfe said.

Student enrolled in the class seem happy that the trip is still part of the curriculum. "I am very happy we still get to go on the trip," Senior Jadon Diehl said. "It is one of the main reasons I joined the class. I'm looking forward to stepping outside the classroom and applying what I've learned." ♦



## STATE OF THE STUD. CO.

With January being a stagnant month, Student Council is planning ahead with ideas and activities.

**Kyle Leonard**  
FRIAR LIFE EDITOR

After a fairly busy month of December, Student Council President Rich Heany and the rest of the Student Council are looking ahead to activities for February and beyond.

Heany said that January is a slower month than most because of getting back into the swing of things after break.

One exciting thing occurring this month, however, is Family Feud Night, which will be February 10 after being postponed from its original date Friday, January 27.

According to an email sent by Dr. Dlugos that Friday will now be an activity schedule and the event will take place from 9:10 to 10:10.

"[Family Feud] is definitely exciting since it's our first time doing it," Heany said. "The only bad thing is that it [was scheduled] during March for Life. Other than that, it should be a good time."

Regarding last month's activities, such as the annual Christmas Dodgeball Tournament and Talent Show, as well as Christmas themed dress days, everything went as well as it could in Heany's opinion.

"We didn't get any feedback, and no feedback is always a good thing," Heany said.

Heany was also proud of furnishing the new Senior Lounge, located in one of the locker rooms at the Dougherty Center.

"Seniors go there all the time now, so that was definitely a big success," Heany said.

The Student Council has some ideas in the works for the fast approaching month of February and beyond.

"Right now we're working on doing a halftime contest at [the basketball team's] Senior Night on February 1st," Heany said. "We were thinking a half-court shot competition, but I'm not entirely sure about that."

"We also have FebruHairy coming up," Heany said. "That should be fun to see everyone grow out their beards."

"There is also another food drive coming up soon that I can't remember the name of," Heany added.

Be prepared for information from the Student Council about these upcoming events, as January is coming to a close very soon. ♦

## Middle School musical under new management

Middle School MTS puts a new twist on an old classic.

**Alex Haylock '19**  
CONTRIBUTOR

"James and the Giant Peach" is a popular novel that has been adapted into movies and plays, as well as many musicals. However, Middle School Musical Director Mr. Patrick Walsh gave the classic a new perspective in this winter's middle school musical.

Instead of the usual script of the main character, James, being cast as a boy, the director made the decision to cast him as a girl. He also added a completely new aspect to the musical, starting it off in a classroom setting.

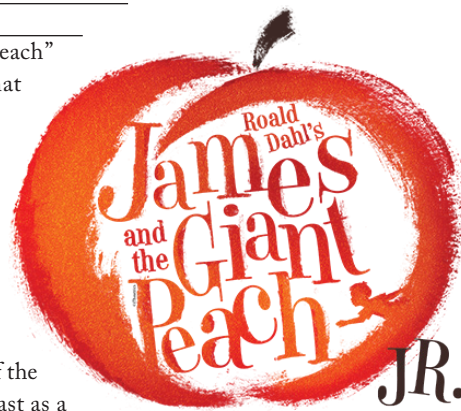
In an email interview, Walsh said, "The story of this play is about learning to trust your imagination. Telling that story in a classroom setting connects with our students and lets them take that lesson home with them."

The show premiered on January 19, and showed the following Friday and Saturday. The cast consisted of students both from Malvern middle school, and Villa Maria Academy. Walsh and Assistant Director Mr. Stephen Borish were assisted with production by the high school stage, lighting, and sound crews.

Walsh first came to Malvern as a long-term substitute for English teacher Mrs. Kathryn Wolstenholme's maternity leave. After school, he worked with the middle school cast, alongside Borish.

"This production would have collapsed without Mr. Stephen Borish," Walsh said. "I'm lucky to have him by my side at every rehearsal."

With the addition of the new classroom scene, Walsh said that the show was very special. "Because less people know the story and the show, we were able to tell the story



MR. PATRICK WALSH

through a brand new concept," said Walsh.

Walsh's position as a substitute has ended, but he plans to continue directing shows for the Middle School Theater Society.

"I plan on directing here until I either die or they kick me out," he said. "When I direct students, I always want there to be something educational to come from the show. That's why schools hire people to direct, they want someone who is going to teach while directing; or at least that's what I try to do."

As the production "James and the Giant Peach Jr." came to a close, Walsh said that it was a huge success. Walsh hopes to continue with his first MTS production. He also wishes to work with a cast similar to the one he has worked on this production with.

"These 24 kids deserve to be seen. They really put on a performance that goes so far beyond the expectations I had for their age group," he said. "And the themes of the story are relevant for all ages." ♦

> WILSON, 3

Despite these technical difficulties, the crowd seemed really enjoy the band's gig. Senior Dan Ford really enjoyed seeing the band live in action.

"It was absolutely amazing. Jimmy's voice was awesome," Ford said.

Jimmy Dugan '17 thought the band was really engaging with the audience. "They were telling some jokes and seemed pretty relaxed," he said.

The consensus among the three band members was that the show went well, but Franks said he was a little worried for it.

"Personally I was nervous because I hadn't practice often until the week of, but I listened to the set for hours and we executed perfectly during the show," he said.

For the band itself and its fans, Wilson's first performance was a hit and has left many wondering when the next gig will be.

Christman said there aren't any future performances scheduled now, but he hopes there will be one eventually.

Canuso is on the same page and wants to play one last big gig before the band members head off to college.

"We hope to play another show before the school year ends and get even more people out to make it even better," Canuso said. ♦

# TOP 5 CAMPUS STORE ITEMS OF 2016

- 1. POLO SHIRTS  
1,300 SOLD
- 2. T-SHIRTS  
815 SOLD
- 3. SWEATPANTS  
734 PAIRS SOLD
- 4. SHORTS  
559 PAIRS SOLD
- 5. QUARTER ZIPS  
537 SOLD

No other high school in the area has the same volume of sales as the Malvern Campus store, according to Director of Retail Operations Mrs. Nancy Gustitis. The Campus Store sells everything from ornaments to pillows to school supplies and more. Yet in 2016, clothing topped the charts. ♦

Aidan Gallary '20, Ethan Rowley '18



## Mathletes and Academic Competition look to playoffs

The clubs give a preview into what is ahead in their seasons.

**Luke McClatchy '19**

CONTRIBUTOR

The Mathletes and Academic Competition programs at Malvern are both on pace to compete in their playoffs.

Mr. Tom Pannulla, moderator of Mathletes, said that the team is in position to be competing in championships.

"There are Catholic School Championships and Archdiocese Championships, and so the top schools move on from there," Pannulla said. "There are also individual championships as well, you make the competitions as an individual so you can score points every competition and accumulate the points and move on."

However, in the Mathletes championships and competitions, Pannulla said that rank and seeding aren't a big factor.

"I suppose they could seed you for the competition but I don't see how it would matter really. It wouldn't really matter because the teams just take the same test so it is not really an advantage being the higher seed as it's all really the same test," Pannulla said.

Pannulla is pleased by the progress of the team and the steps they have taken forward as a group this season.

"I would say we are definitely having a good season, better than last year which is great," Pannulla said. "It's a positive to see that growth happen. We also have a lot of seniors that have been on the team for a while, so it's cool to have leaders and people on the team that step up and get things going."

This season is in a line of many years of success by the program throughout its history at the school, according to Mr. Pannulla.

"Dr. Oechsle was head of the program for many years before me but from what I heard the Mathletes program was very successful under him," Pannulla said.

Pannulla said that Mathletes is popular throughout the student body as well.

**"WE DEFINITELY GET INTEREST AT THE ACTIVITIES FAIR BUT NOT REALLY AS MUCH AS WORD OF MOUTH OR ME TALKING ABOUT MATHLETES IN MY CLASSES TRYING TO GET PEOPLE EXCITED ABOUT IT."**

-MR. TOM PANULLA

"We get a lot of people to join the team or sign up through word of mouth and guys who enjoyed being on the team in the past passing it on. We definitely get interest at the Activities Fair but not really as much as word of mouth or me talking about mathletes in my classes trying to get people excited about it," Pannulla said.

Although the seniors are on their way out, Pannulla has faith in his team and its future.

"There are a bunch of seniors that are leaving, which is going to hurt next year. But, we have a good group of younger students that are ready to take the next step," Mr. Pannulla said.

Mathletes is also split up into three separate groups for competitions.

"There are about 15 students on the team who come by, but you can only put five people on a team, so we put five on an A team, five on a B team, and the

rest on a C team. So then they are all scored individually," Pannulla said. "The A team is made up of three seniors: Mark Nolan, Adam Yablonski, Zach DeStefano, and the two juniors: Jack Magargee and Rohan Jhunjhunwala. So next year, those two will definitely be leaders on the team next year and there are a couple younger students can do very well next year as well."

Mr. Jason Sammartino and Mrs. Vernice Mulcahy, heads of Academic Competition, are ready to compete and win as well.

"Last year they made it to the seeded round for the finals, so anyone could really win, but they lost by one question and didn't make it to the 2nd round," Mulcahy said. "So hopefully, we can make it to the second round and move on from there."

The Academic Competition team at this point in the season is around where they were last year.

"I think we are around the ninth or tenth seed this year, which is roughly around where we were last year or maybe even

a bit higher," Mulcahy said. "For Varsity we were ranked kind of towards the middle, whereas the JV was towards the bottom, but it's anyone's game," Sammartino said. "Any points we gained in the regular season don't matter. Now we all made the playoffs and it's anyone's victory to take home now."

Academic Competition has a JV and a Varsity team, like many other programs at Malvern.

"The Varsity team is made up of upper classmen mostly, like the juniors and seniors, but for the JV we have a low number of freshman on the team," Mulcahy said.

Sammartino said that playoffs are coming in February at the Chester County Intermediate Unit. "All these schools will be there competing in a tournament kind [of] thing, and if we win our first match up we will compete again later in the same day in the next round of the playoffs," he said.

The team trains and practices using games on their phones from the app store.

"We tell our students on the team to actually train by playing Trivia Crack. It helps them get a feel of the questions, as they ask general knowledge questions on the app and in the competitions," Mulcahy said.

The Academic Competition Team is sticking to its routine this year, rather than changing from past years.

"Mrs. Mulcahy and I are new as moderators this year, but from talking to past moderators of the program it seems like pretty much we are sticking to the normal routine of the club," Sammartino said.

According to the moderators, the fun atmosphere of the club is important to the team.

"I think we're having a good year and the guys are having fun, which is important. We get to laugh and joke around with each other which is great," Sammartino said. "Even when we lose, guys still have the smiles on their faces, which is what Mrs. Mulcahy and I are really looking for in the team." ♦

**"WE TELL OUR STUDENTS ON THE TEAM TO ACTUALLY TRAIN BY PLAYING TRIVIA CRACK. IT HELPS THEM GET A FEEL OF THE QUESTIONS, AS THEY ASK GENERAL KNOWLEDGE QUESTIONS ON THE APP AND IN THE COMPETITIONS."**

-MRS. VERNICE MULCAHY

## Changes in Stewart Hall scale back overspending

Yes, that metal thing near the computer in the cafeteria is a scale. We have those now.

**Teddy Hawke '20**

CONTRIBUTOR

Even though it may seem like a small change, the addition of the scales to Stewart Hall this year is definitely weighing on some people's minds.

Beginning in September, the cafeteria staff now uses scales at each cashier line to weigh foods like salad and yogurt.

Director of Food Services Mr. Tom Gray, said that the main purpose of the scales is to make sure students do not get overcharged for buying a small salad or other item.

Using the new scales, students now pay 25 cents per ounce of salad. Each student weighs his portion at the checkout.

Assistant to Director of Food and Beverages Mrs. Diane Kime supervises checkout in Stewart Hall daily. She appreciates the new scale system. "It works out very well," she said.

Students have mixed feelings about the scales.

"Personally, I don't buy anything that utilizes the scales," freshman Paul Gleason said. "I never use the scales."

Unlike Gleason, freshman Matthew Moules does use the scales. "I do use the scales, probably around once or twice a week," he said. "Sometimes I will buy a salad or maybe some fruit."

Moules said he preferred the previous method of pricing work by container size. "I like the cup size method better because sometimes the scales will hold up the line a little," he said.

However, others have had no issues with the scales.

History teacher and varsity football coach Mr. Jeff Carroll uses the new scales regularly. "I think the scale makes complete sense," he said. "I have not noticed the scales malfunction at all."

Chef Mr. Richard Conley thinks the scales make the process of paying for food in Stewart more fair, overall. "You're basically paying for what you get," he said. ♦



SCALING UP SERVICE • Dining Hall Staff Mrs. Diane Kime and Ms. Chandra Loper greet students daily in Stewart Hall. Kime appreciates the new scale, pictured here. "It works out very well." I.A. WHITE

### > FUNDRAISING, 3

the provincial for the Province of St. Thomas of Villanova from 2002 to 2010 helped him gain the experience needed to fundraise for St. Augustine Prep.

"Essentially from 2002 to 2010, he raised 40 million dollars for the province," Foreman said.

Reilly's most significant project as provincial was upgrading the monastery at Villanova University.

When Reilly arrived at St. Augustine Prep, he revamped fundraising.

"At St. Augustine Prep, he introduced a culture of philanthropy and organizational infrastructure that we didn't really have at the time," Foreman said.

Foreman said that Reilly introduced several vital fundraising initiatives during his tenure. One of these initiatives was a financial aid program called "Keep Men in Blazers." This helped many parents at St. Augustine's who work in the casino business, which has been struggling over the past five years.

"Many people lost their jobs," Foreman said. "Their kids are already enrolled in St. Augustine's. They were making good money, but all of the sudden their reality changes."

Empathetic to their issues, Reilly began the program. Foreman said that the fund touched the lives of many families in the community.

"Father Reilly is a very genuine, mission-centered, tremendous priest," Foreman said. "He is committed to students and their Augustinian education for people who deserve it."

Reilly created a number of other funds and fundraisers at St. Augustine. This includes the Athletic Advancement Fund (general athletic fund), the St. Augustine Fund (day-to-day operations), and the Run for the Roses. The Run for the Roses is a fundraiser in which the St. Augustine's community comes together to

watch the Kentucky Derby and support the school.

"We have these huge televisions, the whole school community comes and celebrates and comes together," Foreman said. "This year at the Run for the Roses there will be a lot of well-wishing and thank yous to Father Reilly."

Reilly helped to design a campus master plan for the future. Foreman said that Reilly led fundraising for the Navone Athletic Training Facility and the Vincent L. Buondonno Center, which houses two academic spaces and an office for the school's president, enrollment, advancement, finance and communication departments.

"St. Augustine will benefit for many years because of his vision and his leadership," Foreman said. D'Ascenzo believes that Reilly's fundraising skills will translate smoothly to Malvern.

"This isn't going to be any different," D'Ascenzo said. "Especially at St. Augustine because it's an all-boys, Catholic, independent school. Same thing here. The fundraising operation down there is very similar to here. He is the chief fundraiser along with being the Head of School."

D'Ascenzo is confident that Reilly will continue Malvern's growth of the endowment and general fundraising as a whole.

"I think Father Reilly will come right in, I think he'll recognize the importance of [fundraising], and that will be important for him to continue to grow it that so Malvern has as much stability as possible going into the future," D'Ascenzo said.

Foreman said that St. Augustine Prep will miss him, not only as a great President but also as a great man.

"He has a great background in fundraising, and I think Malvern will be the beneficiary of his grace," Foreman said. ♦



# Alumnus of the Issue: John Lafferty '82

Entrepreneur said his vision gives him a "why" in life.

**Ethan Rowley '18**

MANAGING EDITOR, PRINT

After working at a family business for 25 years, Mr. John Lafferty '82 founded his company CellMyLight, of which he is now President and CEO. The company produces a solar-powered flashlight that can also function as a phone charger.

Lafferty developed his product after going to West Africa on a mission trip, where he took notice of the lack of civil infrastructure.

"The infrastructure in West Africa, Liberia specifically but Sierra Leone as well, was completely devastated," Lafferty said. "The rebels stole all the utility wires, they bombarded the hydroelectric plant, so there's no land lines for telephones in Liberia and there's no electrical grid."

With the absence of landlines, cell phones are a necessity, and without any easily accessible electrical grid, charging a cell phone can be an arduous task.

"Without an electrical grid, it's very hard for them to recharge their cell phones," Lafferty said.

Lafferty saw that most West Africans have to walk 20-25 miles from their villages into center cities to get their phone charged. That led him to have a "lightbulb" moment.

"I developed this light so they could stay out in the country and once they charged their own phone, they could become entrepreneurs and charge their neighbor's phone and charge a fee for it," Lafferty said.

Lafferty said that others eventually began to recommend that he bring his flashlight to the US market.

"I was selling the light in Africa and Asia, in a lot of third world countries such as Laos and Cambodia and so forth," Lafferty said. "I had a lot of my friends and business associates say there's a real need in the US economy for a flashlight that could recharge a smartphone. Not only a cell phone, but a smartphone."

Lafferty said that when researching the US market for a potentially competitive product, he couldn't find any that had the capability to perform as a flashlight as well as charging a smartphone, which requires a more powerful charge than other types of cell phones.

"I did a lot of market research, and I found out there wasn't a flashlight available in the market that could be used as a flashlight [it was a solar product], and secondly what I found in the marketplace would not charge a smartphone," Lafferty said.

In order to meet the demands for a product that was powerful enough to charge newer generations of smartphones that existing products couldn't handle, Lafferty ensured that his product would be able to fill that role.

"I developed my product on a strong battery electrical management system that would actually charge a smartphone,"

Lafferty said.

Lafferty said that this sort of technology is important, especially when dealing with natural disaster situations.

"People need some kind of a flashlight, phone charger, and so forth that when they're in an emergency situation, they have something to get them to safety," Lafferty said.

Lafferty said he got the initial idea for his flashlight while at a trade show after returning from the mission trip.

"I was at a trade show, and I saw there was something that could be made into a flashlight from a solar application," Lafferty said. "Basically, I matched a market need. I saw that there was a very strong need for a product like this in third world countries, and I built a very inexpensive flashlight to do that."

Lafferty noted that there is a difference between the product sold stateside and the one sold in poorer regions of the world. "The flashlight I have here for the consumer market is more expensive because it does a lot more as far as charging a smartphone or a tablet," he said.

Lafferty says that his typical day is about 10-14 hours, and that he often does

work beyond his own business, including speaking engagements at night.

"I'm involved with various technical groups, so I might be speaking at night," Lafferty said. "Not only am I working during the days, but I might be speaking at an engineering dinner meeting and so forth."

Lafferty describes himself as a very hard worker. "I have no problem putting in a 12 hour day if I have to. I know sometimes I need to put in an eight hour day and sometimes a three hour day... I know when to work and when to play," he said.

Long before he started Cell My Light, Lafferty was an entrepreneur on Long Beach Island during his summers in high school.

"I had my own seafood business in Long Beach Island, New Jersey. I sold crabs and clams to a lot of the seafood restaurants down at the shore. Here I was, this young teenager, but I had an ambition to sell," Lafferty said. "I learned how to crab, bait traps, and how to bring stuff to market."

While at Malvern, Lafferty said that two of his favorite teachers were Mr. John Wilwol and Dr. Joseph Oechsle, and that his most difficult class was Oechsle's Calculus class.

"There's a lot of good teachers there, Fran Kenney was a teacher [that I had], Rich Roper was a teacher

[that I had] a lot of the teachers I know there are very high caliber people, and I truly respected them when I was there," Lafferty said.

During his time at Malvern, Lafferty played soccer, participated in intramurals, started a fishing club, played in the band for four years, and played the bass for four years in musicals.

Lafferty said that he was an outlier during his time at Malvern in that he lived in Delaware County.

"I felt different from the standpoint of I was maybe one out of 400 kids that went to Malvern that lived in Delaware County," he said. "Most of my friends went to O'Hara, or Bonner, or Prendie."

According to Lafferty, Malvern helped to prepare him for college, "I went into Drexel in commerce and engineering, and I felt like it really helped me prepare as far as my study habits and my student work ethic... I think it really prepared me for life," he said.

"It gave me an opportunity to learn very good structure," Lafferty said. "When I got to college, I knew how to study, I knew how not to be bashful, to go ask the teacher something, and I just knew how to present myself."

In his spare time nowadays, Lafferty has a number of hobbies, including chess, pitching horseshoes, and golfing. He also devotes time to teaching and volunteer work at organizations such as Pennsylvania Free Enterprise Week, Junior Achievement, and Safe Sanctuaries.

Lafferty said his vision gets him excited to do what he does every day.

"Most people in life need to really have a why to carry their vision on," Lafferty said. "My vision is to help people... a large percentage of my corporate profits go into funding educational programs throughout the world."

He also offered some advice to students looking to become entrepreneurs. "I think it's very important that if a student has an idea, is to pursue it," he said. "There are lot of teenagers that have really good ideas, and naturally because of their age, they're fearful."

Lafferty said he couldn't stress enough the importance of doing market research prior to launching a business.

"A lot of people have great ideas, but when they go and implement it, they find out there's five competitors that have thought of it," he said. "But now with technology, there's so many free avenues to research that if you have a dream, and do adequate due diligence in market research, you'll accomplish a why. I really believe that." ♦

**"I THINK IT'S VERY IMPORTANT THAT IF A STUDENT HAS AN IDEA, IS TO PURSUE IT.**

**THERE ARE LOT OF TEENAGERS THAT HAVE REALLY GOOD IDEAS, AND NATURALLY BECAUSE OF THEIR AGE, THEY'RE FEARFUL."**

-MR. JOHN LAFFERTY



E. ROWLEY

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## Student of the Issue: Stephen Fratamico '19

Of the 18 quarters that Stephen has spent at Malvern, he has gotten distinguished honors 12 times, gradually getting better grades since 6th grade.



STEPHEN FRATAMICO '19 • "I think people should at least think about their desired future career then find something you can learn to move yourself one step closer to your future today." I.O. PRESTON

### Owen Preston '19

CONTRIBUTOR

Sophomore Stephen Fratamico is in two AP classes this year, and everything else but Church History is an honors class. His schedule is tough but he seems to have it under control.

Although Stephen puts in a lot of effort into his work, he credits his success to time management skills which he learned from Seventh Grade Dean Mr. Leo Kindon.

"Mr. Kindon, my eighth grade English teacher, taught me how to plan and manage time by always remembering to 'think', as he'd say," Fratamico said.

To study for tests, Stephen makes a set of Quizlet flashcards and reviews these every other day until the test date. Fratamico says the repetition helps him remember which gives him success when it comes to taking tests.

"While studying, its very important to concentrate on grasping the material instead of quickly glancing it over," Fratamico said.

Another key motivator when it comes to Stephen's grades are his parents. "My parents have taught me in order to be successful you need to work hard. I apply this to my life constantly," Fratamico said.

With his parents encouraging him to do well, Stephen is determined not to fail.

However, Fratamico thinks there may be some stigma associated with learning things independently.

"The majority of the kids at Malvern who hear that I'm taking advanced classes, or that I like to read a lot, or I study things without a class to require me to do so, think I'm different," he said. "But no one will deny that what I've done has pushed me closer to a successful future."

Fratamico believes that students should consider their future plans in high school. "I think people should at least think about their desired future career then find something you can learn to move yourself one step closer to your future today," he said. ♦

## Teacher of the Issue: Mr. Tom Pannulla

Mr. Pannulla is one of the nicest guys you'll ever meet. He wouldn't hurt a fly, but his BC Calc class certainly hurts some heads.

### Patrick McNally '18, Dan Malloy '18

CONTRIBUTOR, CHIEF INVESTIGATIVE REPORTER

Math teacher Mr. Tom Pannulla has a busy schedule, from teaching Pre-Calc, AP Calculus BC, and Social Entrepreneurship to moderating the Mathletes team. However, Pannulla finds time to run in order to de-stress.

"Running itself is just really therapeutic to me," Pannulla said. "I don't mind running by myself that much because it kind of takes me away from everything I do on a daily basis."

Pannulla started teaching math at Malvern last year, but that was not originally the profession he wanted to pursue.

"My first love was architecture and so I took four years of architecture in high school and I was pretty sure that was what I wanted to do," Pannulla said.

However, Pannulla said that he had a great experience in his AP Calculus class that made him reconsider what he was going to study in college.

"I started helping people a lot in that class and it popped into my head that this might be something I'd be interested in and I just kinda went for it," Pannulla said.

Along with his newfound interest in teaching, Pannulla pursued another talent of his in high school: running. Pannulla went to Coatesville High School and ran for their cross country and track teams for all four years.

"That was my big passion," Pannulla said. "I fell in love with it throughout high school."

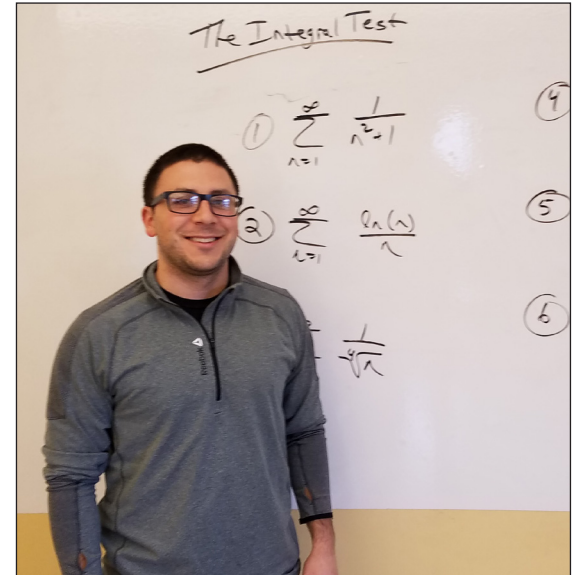
Pannulla excelled as runner in high school. He also enjoyed great team success as part of the cross country team.

"I had a great opportunity in high school when we won the state championship in my senior year and we actually got to run in the high school national championship in Oregon which we also won so that was awesome," Pannulla said.

For college, Pannulla went to La Salle University where he got a dual undergraduate degree in secondary education and mathematics in 2011, while also running distance for their track and cross country teams.

In 2013, Pannulla earned a Master's Degree from La Salle in education and returned to Coatesville High School where he taught one year as a long term substitute teacher. Looking for a full-time job, Pannulla heard about a job opening at Malvern.

"The classes that were open, which were the AP Calculus BC and Pre-Calculus, were something that I



MR. TOM PANNULLA • "Just being able to be comfortable making your own lesson plans and really coming up with a plan that you think is going to work has been great." I.L. MCCLATCHY

was really interested in teaching so it was a perfect fit," Pannulla said.

Pannulla appreciates the freedom Malvern has given him within the classroom.

"I taught in public school system and for all the great things that public school does, it is restrictive," Pannulla said. "Just being able to be comfortable making your own lesson plans and really coming up with a plan that you think is going to work has been great."

His students also notice how much time and effort Mr. Pannulla puts into his lesson plans to make the material understandable and enjoyable.

Junior Peter Nguyen, who had Pannulla last year for Pre-Calculus, said that he was never bored in his class.

"Mr. Pannulla engaged the students, and I was never bored in his class," Nguyen said. "He was always great at fixing a student's confusion. If a someone didn't understand something, he was able to clear his confusion by giving a good example of the material and making it more comprehensible."

Junior Michael Shaak, who takes Pannulla's Pre-Calculus class now, feels the same way.

"He's a great math teacher, he knows all of the concepts inside and out and can easily explain something if you have a question," Shaak said.

Only in his second year, Pannulla has only great things to say about Malvern.

"I honestly cannot say enough for the classes I've had," Pannulla said. "I've had a lot of fun." ♦

## No snow days for facilities team

Facilities staff works hard to remove snow and ice after a storm hits.

### Kyle Leonard '19

FRIAR LIFE EDITOR

While we happily sleep in after finding out we have a snow day, the Malvern facilities crew is here bright and early, working hard to make our campus safe and ready for teachers and students to come back as soon as possible.

Since Malvern is an independent school, the crew, made up of eight men, does all of the work themselves with no help from Willistown Township. Depending on the conditions, the crew plows, shovels, and blows snow off the roads and paths. They also salt the sidewalks and roadways to prevent them from icing up.

Director of Facilities Operations Mr. Jeff Kinney said that the maintenance team approaches each storm differently.

"Every storm is different. We approach each one according to when it's coming and how much snow we're anticipating; that determines when we're going to open up," Kinney said. "The best way to tackle the storm is with no traffic around campus, so we will plan accordingly."

Kinney also explained that Malvern has access to a lot of great equipment to help them in their cleaning efforts.

"We use regular salt on the asphalt, and what we call a

calcium mix on the sidewalks. We use spreaders [to distribute the salt], and we throw the salt by hand onto steps," Kinney said. "We have plows that hook up to the trucks, snow blowers, a kubota [a smaller John Deere] for smaller passes that we can't get the truck through."

"Sometimes we even have to hire bigger machinery for bigger storms," Kinney added.

Facilities staff member Mr. Jim McBride has the task of cleaning and readying Malvern's winter care equipment for use.

"I'm kind of a stickler, so I always make sure that everything is ready to go before something happens," McBride said. "When you get, say, six to eight inches of snow, and everything is broken down, that's the worst thing that can happen."

McBride also plays a big part in the snow and ice removal process.

"I'm usually the first guy on campus, so I go out and assess the situation and report to Jeff [Kinney]. I then help with plowing and salting the sidewalks," McBride said.

Kinney also explained that the crew will spend as much time as needed on campus to get everything cleaned up.

"Storms occur at all different hours, so sometimes we'll spend all night plowing," Kinney said. "Last year, when we got that big 35 inch storm, we were basically out here for three

days straight."

Kinney also went on to say that the biggest difference maker is being able to clear the campus with no one around but the crew.

Facilities staff member Steve Lennox agrees with Kinney when it comes to keeping the campus clear and without traffic to make the cleaning process as efficient as possible.

"Even the smallest amount of snow, if it gets trampled on, it will compact and turn into ice, so we try to keep everything as clear as possible," Lennox said.

Before working at Malvern, Lennox worked in maintenance at Eastern University in Wayne, PA, and there were times where he had to clear away snow.

"Obviously, there are dorms on college campuses, so you have to keep those open 24/7," Lennox said. "You also have to take care of the sidewalks and the cafeteria entrance so kids can eat."

Whether it's high school, college, or any school, Lennox believes the goal is the same: keep everyone safe.

"The main focus is to get everything cleared as soon as possible so that teachers can do their job and students can learn safely and not worry about getting hurt," Lennox said. ♦



# Upper School curriculum moving to academy model

The upper school will now foster growth in three different groups of students. The beginning, middle, and end of each Malvern student's education will have a different focus but the same goal.

**Tyler Pizzico '17, Jack McClatchy '17, Mike Harrington '19**

*EDITOR-IN-CHIEF  
PUBLIC RELATIONS DIRECTOR  
FRLAR LIFE EDITOR*

Following changes in the middle school, teachers of the Upper School have decided to work together to optimize the experience of each individual Malvern student.

"We knew that it had to be different than the middle school changes because, fundamentally, there are differences between middle schoolers and high schoolers," Head of Upper School Mr. Ronald Algeo said. "We decided to align the upper school experience with our three values of truth, unity, and love."

The 9th grade's theme is unity. "It's about bringing the class together, teaching them about St. Augustine, the brotherhood, and Malvern," Algeo said.

Algeo believes once that piece is completed, the students will be ready for themes of truth in 10th and 11th grade.

"Naturally, the 10th and 11th grade starts to drift apart with the classes they take and what not. This is an opportunity to pursue each individual's truth and interests," Algeo said. "This piece will probably look different for everyone."

Finally, the 12th grade is about love and reflection. "The 12th grade will be some sort of reflection or Capstone experience where students can look back on and share their experiences with their brothers and their families," Algeo said. "This year will be about preparation for college but also remembering each student's love and appreciation for their alma mater."

Middle School Head and 9th Grade Academy Leader Mr. Patrick Sillup said the school is hoping for more connections between the faculty and student experience to emerge from the new model.

"Students will see when they go to college that the school is usually separated," Middle School Head Mr. Patrick Sillup said. "A teacher in the business school can't empathize with what an engineering student's day is like."

"At Malvern we want every teacher from every department to know what it's like to be a student here so they can make the experience the best it can be," he added.

When the team of teachers, led by Mr. Sillup, approached this new idea, they did so in a way most Malvern students are accustomed to. The team approached it just as a student group would approach a collaborative group project.

They pulled in pieces of student centered learning and turned it into a sort of teacher centered reflection. While each individual's contributions were valued, the most important thing was working together to make an ideal school environment.

"We started with the idea of who we are as a team and, as a team of educators, how can we best deliver an experience for our students," Sillup said.

After using the idea of interiority to gather each person's individual idea, the teachers

needed to decide how they could make their ideas tangible and enhance the student experience.

"The next step was for us to collaborate, much like students do here for class projects," Sillup said. "Once you put people together and start brainstorming you get some really amazing ideas."

Some of the ideas that came out of brainstorming sessions were a connection to Augustinian values, global literacy, and entrepreneurship. Those have become the key pieces of the Malvern strategic plan. As the school moves forward, it plans to have those three values instilled in each student.

The academy model will help to do that.

"We are a college preparatory school so that means two things," Sillup said. "We have to educate our students but even more so teach them skills and values that will endure through college and make them prepared for life after."

To Sillup, something extremely specific like the level of math a student can comprehend is not of paramount importance.

"How does a student that is taking pre-calculus as a freshman work with a student who is taking geometry as a freshman?" Sillup said. "These are the types of questions we debated and we came up with

the answer. Regardless of the level each student is at, they must be afforded the same opportunities and focus on the things that best suit them as an individual."

The team knew that they must set up some boundary conditions, according to Sillup. There had to be a basis established on what is absolutely integral to a student learning experience and what could be done without.

"Student A might have to take a different approach to something than student B," Sillup said. "If they both end up at the same place that's terrific. If they don't, that could be even better."

The academy model will track students' progress and ensure students are developing the key skills needed for every aspect of life - including but not limited to the classroom.

However, like Sillup said each student's story is different and takes time to tell. That's where the decision to switch from quarters to purely semesters came about.

"At the end of a quarter, you have a report that's supposed to capture a student's progress," Sillup said. "But it all seems really condensed and rushed. For students and even teachers, there often times isn't time to stumble, learn from it, and get back up in a quarter. There's only one time to fall off."

For next year's students in all grades, a formal report of their progress does not come out until the middle of the year. However, this doesn't mean less communication. It means the opposite, according to Sillup.

"We knew if we were going to do this we had to create ways to have student, teacher, and parent dialogue during that time," Sillup said. "We came up with a very loose idea that we are calling snapshots. These are ways we can track students' progress in skills and habits."

Those snapshots will be discussed in mid-semester meetings with parents and students.



**MR. PATRICK SILLUP**  
9TH GRADE ACADEMY

"Regardless of the level each student is at, they must be afforded the same opportunities and focus on the things that best suit them as an individual."



**MR. RON ALGEO**  
12TH GRADE ACADEMY

"We want this to be authentic and we want them to feel like they can buy into this and it isn't just another burden to get done so they can graduate."

## HIGHLIGHTS

### 9TH GRADE: UNITY

- Theme is Unity. Students will be strengthened in more than just core subjects; they will become stronger in their faith, their brotherhood, and their knowledge of their school.
- Changes will be implemented next year for 9th grade. While a lot is still up in the air, the ninth grade will definitely have semesters only rather than quarters.

### 10TH + 11TH GRADE: TRUTH

- Students start to branch off and take different types of classes. Team is working on ways to allow students to pursue their truth and passion in whatever area they choose.
- Changes will give 10th and 11th graders opportunities to experience a plethora of interests and fields. Each student's story is different and will take time to tell.

### 12TH GRADE: LOVE

- The 12th grade will be based on preparation and reflection. Students will continue to be educated and prepared for higher education in college.
- Capstone Projects will allow seniors to show their love for their school, what they have learned while here, and to share their experiences with their brothers and the world.

Each individual will see what he is excelling at and what he might be deficient in. He can ask questions about how to maximize each opportunity and make strides.

According to Sillup, students will have an ample amount of time to learn from mistakes and make changes.

"This system I feel will be conducive to success," Sillup said. "We can tell students where they currently are and from then they still have eight more weeks to turn things around."

As Malvern changes, a big question is if colleges are ready for the changes we are instituting.

"Are colleges ready for us? Well, they're getting there," Giordani said. "The question is are our students ready for college. The answer will be yes."



Dean of Faculty Coaching and Development Mrs. Beverly Gordon and Head of School Mr. Christian Talbot.

According to Talbot, "The 10th and 11th grade team is focused on further enhancements for when you guys get to that point in your high school career around giving more opportunities for personalized learning." The team decided that the best way to do this was to focus on the aspects of time, pace, and place.

They asked themselves questions like "Does all learning have to happen at the same time? Does all learning have to happen in the same physical location or place? Does every student have to follow the same pathway when he's studying a subject or could there be multiple pathways that lead you to the goal?"

One of the team's goals is to provide a personalized learning to 10th and 11th grade students so that they may become the best versions of themselves.

According to Gordon, the team thinks that there should be a focus on seeking the truth in

the 10th and 11th grades. "That's when you can double down on your content, that personalized learning, that pathway that you want to take," she said.

Once personalized learning was determined as the overall theme that the team was going to focus on, they wanted to gather some information on how other schools have done personalized learning. "Mr. Quinn put together a folder of dozens and dozens of

articles. I think there might be 60 to 70 articles may be," Talbot said. "Just to provide the team with a baseline set of points of view, perspectives, best practices."

The folder helped the team members to get a better understanding of personalized learning and helped to form their future decisions. "He put together a folder that allowed everybody on the team to see how personalized learning is being done in different places. And it is done very differently in different places," Talbot said.

The team examined other schools and found a strong style of personalized learning that is unique to Malvern. "I think the most important thing for us is that how we define that personalized learning has to fall in line with what Malvern wants," Gordon said, "We may look at others, but we really want to make sure that it's defined by Malvern."

10th and 11th team member Mr. Stephen Borish thinks that progress is going well for the team and he thinks that what they are doing is a good thing. "I think it's really important that we ask why we've done things the way that we've done things. If anything results from this, I think it's for the better."

Even though he thinks it's a good thing, it doesn't mean it's an easy one. There are a lot of questions that the team needs answers and more progress to be made.

"There are just a lot of questions that we don't have the answers to right now, at least for 10th and 11th," Borish said. "It's tough. It's a really hard process, but it's good. It needs to happen."

A huge development for all of the academy teams is the J Term. According to Borish, there is a very good possibility that this will be initiated for the 10th and 11th grade as well next year.

"I would say that it's almost 100% that yes that will happen. I don't really see a situation where you could have the freshmen having a J Term and the rest of the school not having it,"



# ADJUSTING <sup>TO</sup> COLLEGE

ADMINISTRATION SAYS MALVERN'S STYLE OF LEARNING WILL SOON BE PREVALENT IN COLLEGES. FOR NOW, STUDENTS MUST ADJUST.

Tommy Pero '17  
EDITOR-IN-CHIEF

In the late spring of 2014, Matt Jones graduated from Malvern and expected to go onto college, earn a degree, and be successful—just like he thought every other Malvern graduate had. But Jones derailed from that path.

Jones went on to the University of Pittsburgh in the fall of 2014, but he would only spend one year there.

"I thought I was going to get an engineering degree at Pitt," Jones said. "I was starting to settle in and I found out I was no longer going to go to Pitt."

Jones left Pitt due to academic problems, and didn't return after his freshman year.

"I'm not going to lie, a lot of it was my fault. I didn't approach college the way I should have my first run through," he said. "I didn't take it as seriously as I could have."

When Jones went to Malvern, he had never heard of anyone having trouble in college. He always thought graduates earned a college diploma and went on to have great success.

"When I graduated Malvern, I didn't know any kids who had graduated [from] Malvern that had failed out of school once or dropped out or anything like that," Jones said. "I'm looking at kids in my grade and it's not a simple step A to B process for everyone, and it just so happens I'm one of those guys."

"I kind of felt hopeless for awhile because I went to Malvern," he said. "I thought I wasn't supposed to be struggling like this."

Jones did not take the easiest possible path through Malvern. He took multiple honors and AP Classes. But he felt unprepared for the academic independence required in college.

"You can make the Malvern process as easy or as hard as you like it. There's certain classes you can get away with messing around. There's certain classes you can't. The problem was, most of the classes I took, were classes I generally could get get away with slipping by. Looking back on that, I do wish I had taken Malvern more seriously."

Jones wanted to go to the Naval Academy his entire life, but he was not accepted. He did not have much of a backup plan.

"When I came out of Malvern, I didn't really know what I was going to be doing as far as college," Jones said. "I went to Pitt because I applied to Pitt. [I] don't know why I applied to Pitt, still to this day. I felt like I had to go to college."

Jones doesn't blame the teachers and curriculum, but himself for not taking Malvern classes seriously and not doing work outside of the classroom. After Malvern, he couldn't get away with not doing all the required work.

"In college, I have classes where they don't give you homework, but if you don't learn the material, the professor doesn't really teach the material," he said. "I'm going to a class tonight where the professor expects that we know the chapter. He's not going to teach any of the material that's going to be on the test. He's just going to be answering our questions, and if I didn't read that chapter, I'm going to be completely lost and probably fail that test."

"At Malvern, they always taught the stuff in class, so I never bothered to do the homework, per say. I never really forced myself to learn how to teach myself," Jones added.

After his year at Pitt, Jones came back home and went to Delaware County Community College. He currently works between 24 and 30 hours per week while attending Penn State Brandywine full time. He hopes to get a job dealing with car part logistics and distribution.

Jones now has a plan that he can stick to, and knows how to manage his own academics.

"I guess I needed to not be in my comfort zone and to actually have academic problems," he said. "To not to be able to return to Pitt was a wake-up call."



Head of the Upper School Mr. Ron Algeo said he thinks most

Malvern students will be able to easily transition to a college education environment.

"Learning in this environment, then having to go to a college and sit still, listen, and take notes—I don't think that's a very difficult transition," he said. "Do we want to get the learning right, to make it stick or do you just want them learn how to listen to a lecture so that they can do that in college?"

Director of College Counseling Mr. Ian Harkness said Malvern currently does not have a consistent way to track Malvern alumni's progress in college. "We don't have a good way to do it."

According to Harkness, Malvern is looking to improve their ability to measure alumni progress and will most likely look to measure what percent of alumni graduate within four years.

Harkness said Malvern's teaching style is ahead of the curve. He said many colleges are in the process of shifting to an education style similar to Malvern's.

According to Harkness, colleges strive to prepare students for jobs by teaching them communication skills, problem solving skills, and critical thinking.

"Those things you can't teach in a lecture. It comes through teamwork," Harkness said. "The new style at Malvern can help prepare you in that you're going to be much more comfortable in that style of learning, as colleges are beginning to transition. We hear about that more and more and more."

Harkness said most educational innovations and developments start in high school and then work their way up to colleges.

"It's harder to harness that bureaucracy across all colleges and disciplines," he said. "We're a lot smaller [and] can react more quickly to those changing styles and changing generations."

Algeo said Malvern has tried to balance student independence with help from teachers. Malvern's solution is to gradually add more freedom and independence for students as they go through Malvern.

"Developmentally, something happens there in terms of maturity. There are things like why is the drinking age 21 and not 18? Why is the driving age 16 and not 14? Physically you can reach the pedals and drive the car if you're 14," he said. "Without a doubt, that's what we try to balance. Can we give our guys some exposure to that where they can practice it? But we also know you're not a college student yet."



Arjun Menon '15 is a sophomore at Drexel university majoring in Biology.

He said he was able to adjust well and find his way at Drexel but added it's more difficult to adjust later on in college when classes get harder.

"At some point, you're going to have to adapt. I think our initial tendency is to get by like we were doing before," he said. "We'll get by like that until we really can't anymore. Some people may be at an all time low when they reach that point."

Menon said he struggled with procrastination at Malvern and into college.

"I never thought I was afraid of failure until I realized I've never played this many iPhone games ever in my life before yet I've been sitting on the couch for the last 30 minutes playing brick breaker instead of picking up the [organic chemistry] book and trying to study it," he said. "That's the conflict. It's time to identify a solution."

He figured out he procrastinated most when he is overwhelmed and afraid of failure. So Menon breaks down work to make it as simple as possible.

Overall academically, Menon said he felt prepared for college and actually found college to be easier than high school in some ways. He came in with a sense of confidence because he retok classes that his AP classes covered at Malvern.

Fellow Drexel student Caleb Kao '15 is majoring in Mechanical Engineering. He remembers the confusion he had during his first college lecture.

"It was an Engineering 101 lecture," Kao said, "I remember sitting there in that lecture hall thinking, 'What are they talking about? Should I be taking notes? Should I not be taking notes?'"

Kao said his first day of college reminded him of a story history teacher Mr. Tom McGuire told him about a fish.

"Suppose you have a fish. You're given the fish and [told], 'Do whatever you want with it,'" Kao said. "Some people don't know what you're supposed to do with it. That's kind of how I felt the first day. I had no idea what to do."

Not being told what to do was somewhat new to Kao. At Malvern, he said he was always told what to do.

"In high school, you rely on the teachers a lot. You ask them for help. You can ask them, 'What's on the test? What's on this? What's on that?'" He said. "The [college] professors, they're more of a guide. They're not necessarily going to spoon feed you all the time."

Kao said he biggest problem was a lack of a planned approach to college. He wasn't sure how to optimally study, so he struggled to find a method and rhythm that worked for him.

Unlike Kao, Andrew Stetser '15, who is majoring in Media and Communications Studies at Ursinus College, said he adjusted to college smoothly. He loved the freedom and independence that came with college.

Stetser said Malvern's counseling department, freshman orientation, and his freshman residential adviser helped his adjustment. "I was really well prepared with the counselors that had helped me at Malvern like Ms. Wuetig, Dr. Sayers, Mr. Roper."

Stetser also said Mr. Roper's Honors British Literature class helped him prepare with college, along with the rest of Malvern's curriculum.

"I feel like the caliber of education at Malvern is something that is really prepares you for college," he said. "One of the best things they did was implementing the [block] schedule. That absolutely just helped me so much at Ursinus, because being able to plan what you need to do for different days... is really what the real world is like and what college is like."

Eventually Kao figured out an academic routine for college. His studying theme became "whatever works for you," after one of his professors told him that. He said this was different than his experience at Malvern, where he was also told how to approach his studies.

"You can do whatever you want. You can take notes your own way. You can study your own way. You can do your homework your own way," Kao said. "It doesn't matter."

Kao said he would have liked to learn more at Malvern about how college functions academically and what to expect there. Menon wishes he had tried to develop while he was at Malvern is faster reading.

"The only way to do that would have been to have read every single reading assignment I've ever been given in high school, middle school," he said. "That would have certainly forced me to have developed a faster reading pace."

Menon still appreciates some of the lessons Malvern taught him, specifically introspection and trying to understand the self.

"I would not have been able to make the realizations that I had made [and] decide the way I tackle everything if I wasn't looking inwards as much instead of trying to face the truth," he said. "I think that's something Malvern instilled in me."

Stetser said his biggest area of adjustment came culturally, specifically relating to race and gender. Although, he said the Christian service program helped him empathize with others.

Stetser has some last advice for his fellow friars entering college.

"Your actions really affect other people. You should really use the values of that you learn of brotherhood and extend it to the greater community after Malvern," he said. "Go out and live the values caritas, unitas, and veritas. That's really one of the ways Malvern really prepares you to be a citizen of the world." ♦



MATT JONES '14

"I'm looking at kids in my grade and it's not a simple step A to B process for everyone, and it just so happens I'm one of those guys."

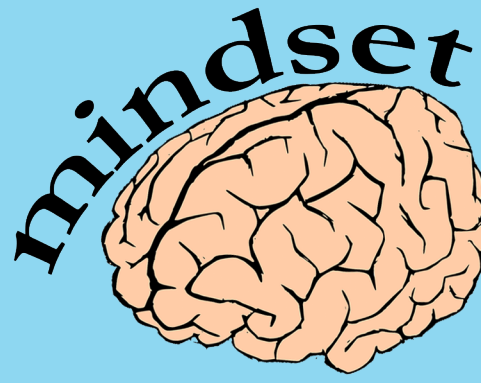


MR. IAN HARKNESS  
DIRECTOR OF COLLEGE COUNSELING

"The new style at Malvern can help prepare you in that you're going to be much more comfortable in that style of learning, as colleges are beginning to transition."



# ENTREPRENEURSHIP AT Malvern ABOUT



NOT

ONE THIRD OF MALVERN'S STRATEGIC VISION AIMS TO MAKE MALVERN STUDENTS INTO CREATIVE AND COLLABORATIVE PROBLEM SOLVERS.

**Tommy Pero '17**  
EDITOR-IN-CHIEF

On a walk through the counseling offices, Malvern students and faculty members can see a three part venn diagram with the words "Augustinian," "Globally Literate," and "Entrepreneurial" each inscribed in a circle. A line extends from red-colored center to a question that asks, "What can we design in this space?"

The venn diagram is Malvern's strategic vision which seeks to interpret Malvern's mission statement and make it relevant to today, according to Head of School Mr. Christian Talbot.

In order to help cultivate Malvern students' ability to creatively and collaboratively problem solve, Malvern has created the Honors Social Entrepreneurship class, invited speakers distinguished speakers who had entrepreneurial background, and implemented project based learning.

## THE CLASS

Social Entrepreneurship became a full time class after previously being offered only during the summer and over Christmas break. This class is student centered and solely project based learning. Despite the name, Talbot said the class is not about business.

"The default reaction to the word entrepreneurship is that it's about a business. That it's about creating a business. That it's about launching a startup. That it's about making money," Talbot said. "As far as I'm concerned, it doesn't need to be about any of those things at all, ever. It might be, but it doesn't have to be."

Talbot said the purpose of the class is not to develop students into businessmen, but rather to develop them into collaborative, creative problem solvers.

"If zero percent of students in Social Entrepreneurship develop an interest in business, I would have no problem with that," Talbot said. "If 100 percent of them developed an interest in business, I would be totally fine with that too. But that is completely beside the point. There is no connection between Social Entrepreneurship, the class, and anything related to business."

Talbot wants entrepreneurship at Malvern to focus around creative and collaborative problem solving. He believes this skill and mindset will help Malvern students innovate and solve problems in the future that have never been solved before.

Talbot thinks that the best solutions come out of teams working together, so he stresses that entrepreneurship must be collaborative.

"You look at all the great innovations, they were never created by one person," Talbot said. "They were always created by a team. There's a mythology around Steve Jobs, but he had an incredible team. There's a mythology around Thomas Edison, but he always had a great team around him."

Talbot said Social Entrepreneurship is targeted to equip students with a method for solving these problems. In order to facilitate this, students are placed in teams and allowed to pick an area where they can design a solution that will make a positive social impact.

However, not all students think the class is effective.

"[Social Entrepreneurship] is an easy A," senior Rudy Gabriele, who takes the class, said. "It's a guaranteed A if you participate."

Gabriele said he does not like the class and only took it

because his parents wanted him to take it.

Gabriele added the class breaks up into groups during most classes to work on their projects, but students don't do much work during this time.

"[When] we break up in our groups, we talk about social impact problems in our world and we try to make a prototype to solve them," he said. "We work on the project, so not too much work."

Despite this, he said the class did teach him how to solve problems.

Unlike Gabriele, senior Matt Wray enjoys the class.

"I think it's a great class. It's definitely a different style than your everyday math, english," Wray said. "It's more real world stuff and it's going to get you ready for the next step."

Although Wray said the class does teach students a different kind of thinking, he enjoys it especially because of his interest in business.

"[The class] gives you a taste of what I'm trying to do as a [future] business major in college," he said. "Not a lot of high schools have that opportunity."

Like Wray, senior Vince Melchiorre chose to take the class because he wants to go into business.

"It's a really good class," Melchiorre said. "It's cool to get a taste of the business world before college because that's what I want to do."

Melchiorre said the class taught him new things.

"I've learned to use my brain in different ways that I didn't understand before," he said. "StrengthsFinder was pretty cool. I actually learned what my top five talents were and it was the kind of stuff I didn't expect."

Talbot said the class is different than the real world in that it is safe for students to fail. Students each get an A in the honors class, and Talbot does not want grades to motivate students.

"The grading philosophy of the class is organized around that," Talbot said. "We wanted students to feel like they could be in this class, they could be making mistakes on a regular basis and not be penalized with the grade for making those mistakes."

However, Talbot said he and the other teachers are still trying to figure out how to balance the safety of failure with motivating students to work hard.

"In theory the solution is a culture and a habit and a practice of tremendous feedback," he said. "If you start with the assumption that students have picked something they're genuinely interested in, and you allow them to explore the particular areas within that category that they're genuinely interested in and

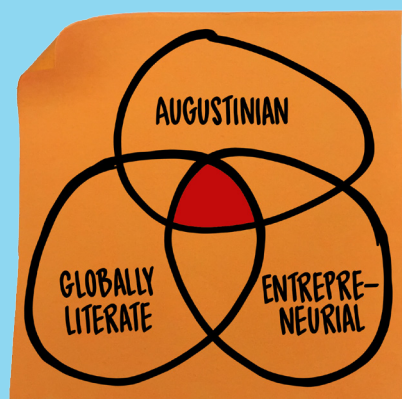
you give them a lot of feedback— my conviction is that over time, that student will develop the authentic motivation to do their work."

## ENTREPRENEURSHIP IN OTHER SCHOOLS

Malvern is not the only school to offer an entrepreneurship program. Inside the Inter-Ac, Springside Chestnut Hill Academy also incorporated entrepreneurship into their curriculum. Their Center for Entrepreneurial Leadership (CEL) aims to teach an entrepreneurial mindset to students starting

## KEY POINTS

- Many students take Social Entrepreneurship because they are interested in business, even though Talbot said the class is more about creative and collaborative problem solving.
- Students each get an A in the honors class, as Talbot does not want grades to motivate students.
- Other schools are also integrating entrepreneurial skills into curriculum— some with funds for startup capital.



"IF 0% OF STUDENTS IN SOCIAL ENTREPRENEURSHIP DEVELOP AN INTEREST IN BUSINESS, I WOULD HAVE NO PROBLEM WITH THAT.  
IF 100 PERCENT OF THEM DEVELOPED AN INTEREST IN BUSINESS, I WOULD BE TOTALLY FINE WITH THAT TOO.  
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-MR. CHRISTIAN TALBOT

"SOCIAL ENTREPRENEURSHIP IS AN EASY A."

"IT'S A GUARANTEED A IF YOU PARTICIPATE."

-RUDY GABRIEL '17

in fifth grade and culminating in high school. The CEL is a physical building with multiple studios targeted for different purposes.

No part of the CEL impacts students' transcripts, and CEL Executive Director Mr. Edward Glassman said students sometime struggle with motivation.

Glassman said Springside Chestnut Hill started looking at what they can teach students to make them successful. "We started to form this thesis that what these people had in common was what we call the entrepreneurial mindset," he said.

Springside Chestnut Hill's entrepreneurial mindset includes resourcefulness, resilience, creative problem solving, and learning how to make a dent in the universe.

Glassman said Springside Chestnut Hill integrates entrepreneurial experiences into their curriculum beginning in fifth grade. This year, Springside Chestnut Hill launched a capstone project for all sophomores, during which students each launch some kind of venture.

Glassman said the capstone is during sophomore year so that students can continue with their venture if they choose.

As an additional extracurricular activity, students can choose to take part in a startup incubator sponsored by Springside Chestnut Hill. Past ventures include business models, non-profits, and app ideas. Additionally, Springside Chestnut Hill has a fund specifically for giving startup capital to students in this program.

Students work to build the plan for the venture and then present them on "Demo Day" to investors and local entrepreneurs. After Demo Day, Glassman said about one in five ventures receives funding.

## ENTREPRENEURIAL TOOLS

At Malvern, Social Entrepreneurship uses tools like Design Thinking and Gallup StrengthsFinder to teach an entrepreneurial mindset to students and form them into collaborative, creative problem solvers.

According to Design Thinking for Educators and Talbot, Design Thinking follows a step by step process that can sometimes vary.

The basic steps include recognizing a problem, empathizing with those who face the problem, "ideating" a prototype, testing the prototype, and collecting feedback to refine the prototype.

At the beginning of the class, each student takes the Gallup StrengthsFinder test to determine his top five strengths. When



put into teams, students are instructed to know their own and teammates' strengths in order to create a more effective team dynamic.

Talbot said StrengthsFinder made a lot of sense to him and was more accurate than any other personality assessment he has ever taken. He likes how students who take it learn about what they are good at instead of what they are not good at.

"StrengthsFinder is all about redefining what we think of as smart and talented," Talbot said. "It's almost kind of like [how] 'Moneyball' redefined the most important metrics for baseball. I think StrengthsFinder is a way of redefining what the metrics are for learning."

Talbot says the strengths act like themes. Having a strength just means that theme is something that comes naturally to whoever possesses that strength. Intentional practice is necessary to develop a theme into a strength, according to Talbot.

"Any strength taken to an extreme is going to be a weakness. Every strength means that if you have a strength [in a certain category], that strength is not [in a different category]," Talbot said. "That could be a gap or a weakness or a deficiency, but if I'm aware of that, I can work on that."

Social Entrepreneurship class co-founder and entrepreneur Mr. Vincent Wolfington '58 said Gallup CEO Jim Clifton first introduced him to StrengthsFinder. Clifton's father was a social psychologist who developed the basis of the StrengthsFinder program. Clifton and Wolfington decided to bring StrengthsFinder to high schools.

"That is a fundamental principle today of good business practice," Wolfington said. "And that is use the talents you have, leverage off them. Learn to engage and collaborate with others who have other talents, but whose talents can compliment your talents to help you be successful in what you want to today and help them be successful in what they want to do."

Wolfington co-founded Social Entrepreneurship because he believes high school students need experiential learning and that the lessons and tools students learn in Social Entrepreneurship are very valuable.

"The benefit of the Social Entrepreneurship program is that it's not about you," Wolfington said. "It's about you in the context of the process and how well you learn to master the process. So you can manage, using what talents you're given and talents of others, in order to make some meaningful contribution to society."

But not everyone is sold on StrengthsFinder. In a column published at Harvard Business Review, Hogan Assessments CEO Tomas Chamorro-Premuzic argues that strength based coaching, like industry leader Gallup StrengthsFinder, can actually weaken you.

Chamorro-Premuzic said strength based coaching is not backed by scientific evidence, can give a false sense of competence, can lead to resources being wasted on less talented employees, overuses some strengths, and doesn't address the real problem workplaces face.

"We cannot solve the severe problems we face in leadership with wishful thinking. Strengths-based interventions may be useful if the goal is to help individuals 'self-actualize' or increase certain aspects of well-being," Chamorro-Premuzic wrote. "However, if the focus is on making people more competent, productive, or effective, managers and decision makers should work instead on mitigating people's weaknesses."

Social Entrepreneurship teachers are also trying to figure out how to mitigate the class's weaknesses.

## MOTIVATING STUDENTS WITHOUT GRADES

History Department Leader Mrs. Harriet Lappas co-taught Social Entrepreneurship last year, and said that motivation in class was an issue.

"[Motivation] varies from student to student like it does in the classroom," Lappas said. "On my team of five, I would say three students were really, really motivated, one was semi-motivated, and one was along for the ride."

In the current grading model, all of these students received A's.

Lappas said teachers in the class thought students would

motivate each other, but that did not happen as well as they predicted. She thinks the solutions will come with more structure and accountability.

School Counselor Mrs. Korin Folan currently teaches the class and also agreed that motivation was an issue. However, she said allowing students to pick their own project helps with motivation.

"I do think that now that we had our first round of presentations, I hope that that sparks more motivation in our students," Folan said. "You could tell in the first round of presentations who was motivated [and] who wasn't, who was excited [and] who wasn't."

In order to help motivate students with feedback and help them improve, the class uses the KiSH feedback system that Talbot first learned about from High Tech High. KiSH stands for kind, specific, and helpful. Talbot said High Tech High only uses project based learning, so they had to create an effective feedback system.

"When you start with something kind, you put someone emotionally and psychologically in the right space to receive feedback," Talbot said. "That puts them in a better position to hear and therefore use the feedback they're going to get."

Talbot said being specific helps students avoid confusion and being helpful ensures the feedback is productive.

Despite this thought process, Talbot said he and the teachers are trying to figure out how to best deliver feedback to students and ensure that students listen to the feedback and then make changes based on that feedback.

Feedback from students and teachers alike are helping Social Entrepreneurship change.

Lappas would like to see a greater academic component to the class.

"In addition to all of these wonderful experiences off of campus, I think there has to be a little bit more of an academic piece to it," she said. "What I would like to see is us focus on... learning about what it takes to be a good leader, and also reading case studies of businesses or entrepreneurs or innovators, visionaries— whatever we want to call them— that used Design Thinking in their everyday life."

Like Lappas, Folan believes the class should incorporate more supplemental readings.

"We could improve sparking more curiosity and excitement in our students by sharing articles and reflecting and talking about that."

## IN THE REAL WORLD

One of the classes few opportunities to study real world entrepreneurs was visiting Grand Central Tech in New York City.

Grand Central Tech is a technology startup accelerator that works with entrepreneurs to get the project off the ground according to Grand Central Tech co-founder and Managing Director Matt Harrigan.

Harrigan said there has been a rise in young people creating new startups and entering the world of entrepreneurship in recent years. He thinks there are two main reasons for this.

"One is fame and glory. Listen, that's part of what motivates people back through history. I think that there is some negative to that. I think the number of people who actually achieve fame and glory in the startup ecosystem are few and far between," he said. "The other is self determination. That part of it I do applaud, especially in the wake of the 2008 financial crisis."

Harrigan said Grand Central Tech guides young entrepreneurs and helps them succeed.

"Startups are able to recalibrate their priorities from fame

an glory and building the next Snapchat to building practical businesses that have immediate commercial implications that the broader corporate world will be interested in participating either as a customer or an acquirer or an investor," he said.

One cause of the recent rise in startups was the change in the consulting industries in the late 1980's and 1990's. Instead of focusing on innovating and creating new ideas, the consulting firms began recommending ways to cut costs and expenses. New free trade agreements helped with this process and outsourcing, according to Harrigan.

"You saw a lot of corporations basically shut down their innovation efforts. Instead of concentrating on internal [research and development] the way traditionally the major American companies did up through the sixties, they starting focusing on making their operations as lean as possible," he said. "At the same time that you have that going on in the corporate world, you have the government world [becoming] increasingly dysfunctional. The federal government is increasingly dysfunctional we all know that."

Harrigan said these causes made young people become disenchanted with the traditional corporate world and start to want to create their own jobs. Grand Central Tech works with these young entrepreneurs and helps build a bridge between corporations and startups.

"Grand Central Tech is built to find startups who are interested in liaising and interacting with the corporate world and likewise we find corporations who are interested in liaising and interacting with the startup world," Harrigan said. "We have a secret sauce in terms of how we connect them."

## WHAT COMES NEXT

Just like a new startup, Social Entrepreneurship is not finished in its development as a class, according to Talbot. It will continue to evolve like the rest of Malvern.

In order to help evolve Social Entrepreneurship, Malvern created a new position, Director of Social Entrepreneurship. This role is smaller than the Director of Experiential Learning and differs from it in that it will only focus on the Social Entrepreneurship class and not experiential learning as a whole, according to Talbot.

English Department Chair Mr. Jay Rogai has taken over this new position. He said he loves that the class can create a social impact and teach important lessons.

"I started doing it last year and just wanted to continue working in that capacity with students and with faculty," Rogai said. "As far as what I'd hope to accomplish, I think just making it the best experience possible."

Rogai said he is exploring potential changes in the course including its length and potential a partnership with Malvern's sister schools.

Talbot said the board brought him to Malvern partly to help raise the academic profile of the school. To him, that meant implementing student centered and project based learning, as well as increasing efforts that cultivate an entrepreneurial mindset in students.

Talbot said the future of learning at Malvern will include the Academy Model. This will greater incorporate project based, problem based, and student centered learning.

The Academy Model started with the middle school and will enter the high school with the ninth grade starting next year.

"[The Academy Model] is the redesign and the enhancement of the entire grade level," Talbot said. "The Academy Model is very simple. It's teachers working in teams and then designing student centered learning."

Talbot said this will allow students to learn skills that are coordinated across all the subjects that they have.

"I think we are at the dawn, the very beginning of a long term shift of what learning looks like here at Malvern," Talbot said. "The board wants to sustain this long after I'm gone, because that's what the world is really calling for. It's about being ahead of that curve so when the wave starts to crest, we're prepared to ride that wave long and far." ♦

"THE CLASS GIVES YOU A TASTE OF WHAT I'M TRYING TO DO AS A FUTURE BUSINESS MAJOR IN COLLEGE. NOT A LOT OF HIGH SCHOOLS HAVE THAT OPPORTUNITY."

—MATT WRAY '17

IT'S ALMOST KIND OF LIKE HOW 'MONEYBALL' REDEFINED THE MOST IMPORTANT METRICS FOR BASEBALL. I THINK STRENGTHSFINDER IS A WAY OF REDEFINING WHAT THE METRICS ARE FOR LEARNING."

—MR. CHRISTIAN TALBOT

"THE BENEFIT OF THE SOCIAL ENTREPRENEURSHIP PROGRAM IS THAT IT'S NOT ABOUT YOU. IT'S ABOUT YOU IN THE CONTEXT OF THE PROCESS AND HOW WELL YOU LEARN TO MASTER THE PROCESS."

—MR. VINCE WOLFINGTON '58

"MOTIVATION VARIES FROM STUDENT TO STUDENT LIKE IT DOES IN THE CLASSROOM. ON MY TEAM OF FIVE, I WOULD SAY THREE STUDENTS WERE REALLY, REALLY MOTIVATED, ONE WAS SEMI-MOTIVATED, AND ONE WAS ALONG FOR THE RIDE."

—MRS. HARRIET LAPPAS



# Thoughts on J-Term



**Brendan Taylor '20**  
Honestly, I don't know. I was a fan of the quarter system. I don't know if I'm going to be a fan of the new system. Maybe put in another break. You kinda get a little break in between quarters to reload for the next quarter, so maybe just a larger break in between semesters.



**Gavin McHugh '19**  
I think the J-Term should be filled with an academic course. Being able to focus into one academic subject or course would be very beneficial to students. This I think will help them be able to focus on one specific type of learning that I think would be very progressive for students.



**Phil Kramer '18**  
I personally don't agree with it. I feel like it's wasting time that can cover other classes. Especially if you're taking APs, it can be really hard because the AP curriculum because it's set on the public school schedule and we're already behind because we use ours.



**Billy Carlini '19**  
I think the idea of trips could be pretty innovative. It could evolve our learning in terms of focusing on one subject, suppose that we wanted to pursue that in college. It would be very helpful. Maybe we could focus on something that we haven't learned or tried before.



**Michael Hussey '19**  
I think academic trips would be amazing – to see kids go all over the country and world, like Spanish classes going to Spain or Mexico. Also, you could fulfill an entire course in the J-Term if you did all day, every day.



**Jack Boyle '19**  
I feel like the J-Term should be filled with SAT test prep for sophomores and juniors. Maybe not seniors, because they've already taken them, and then freshman could focus on something else.



**Brendan Flynn '20**  
I really like the idea of an extra-curricular trip. I like to travel, and I think it'd be a good idea to travel abroad or study in another state.



**Max Armenti '18**  
I'm not exactly sure. My thing about the schedule is that it works well enough right now, so I don't see any reason to change it. ♦

Jack McClatchy '17

With the recent announcement of a new system of no quarters, two semesters, and a J-Term for the 2017-2018 school year, we asked some underclassmen what they think of the changes ahead.

> J-Term, 1

Algeo said the J-Term could be used as an opportunity to summarize and reflect on the first semester, and "gear up" for the second.

The idea began in the 9th grade level team, which then brought it to the rest of the faculty for feedback. Algeo said that there was "palpable" excitement among the rest of the faculty, and they immediately began to work on pitching ideas.

"Freshman year is certainly a very tough transitional time. You're going into a bigger school with bigger guys and it's sometimes hard to determine how you can meaningfully become a part of that community," Head of the Middle School Mr. Sillup said.

The question was posed like this: When students get back from Christmas break, would there be a way to allow for some really neat exploration that they might not have the access to in their core freshman curriculum?

The J-Term was the answer.

"Once students come back from Christmas break, we have MLK weekend so there is an awkward period of two four day weeks," Sillup said. "We thought this would be the perfect time to take a break from the semesters and grades and have this J-Term experience."

Sillup doesn't know exactly how it would all work out but the team would ask students what classes they would like to experience in the J-Term and try to accommodate.

Giordani said that it gives students a chance to try out new classes.

"Basically students will get a glimpse of certain electives and classes so they can pursue interests and decide whether or not they actually would like to take the year long version of the course," she said.

**"WE THOUGHT THIS WOULD BE THE PERFECT TIME TO TAKE A BREAK FROM THE SEMESTERS AND GRADES AND HAVE THIS J-TERM EXPERIENCE."**  
-MR. PATRICK SILLUP

**TEACHERS SAY THEY ARE TRYING TO FIND A COMPROMISE BETWEEN WHAT STUDENTS WOULD WANT TO DO WITH THE J-TERM, AND WHAT TEACHERS WOULD WANT TO DO.**

AP Calculus teacher Mr. Kevin Moore, who is on the committee working on the J-Term, said that they are trying to find a compromise between what students would want to do with the J-Term and what teachers would want to do.

"Some of the ideas [for that] are for sending out a survey," he said. "Making sure that we are talking to you to gauge interest."

Moore said there is also a concern with teachers in making sure this does not interfere with the strict timeline teachers have in AP classes that need to be ready to take an exam in May.

"We're aware of that concern," he said. "As an AP teacher, that was one of the first concerns I had."

Although there is no set in stone idea for AP teachers as of press date, Moore said that it is being discussed among teachers.

"It's going to be awesome," Giordani said. "When

you look at jobs and how people work together it's much different then when I was a kid. I was fed information and regurgitate the facts."

"If I had the opportunity to dive into something and the freedom to fail and make mistakes," she said, "I would be so much further along." ♦



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# SCIENCE DEPARTMENT *SHIFTS* TO INTEGRATED Learning

The department has already implemented new electives and will introduce a new freshman introductory class next year.

**Dan Malloy '18**

CHIEF INVESTIGATIVE REPORTER

As with all things at Malvern, change is happening rapidly in this new era of 21st century learning. The science department is trying to ride the wave of progress as it alters its focus toward integrated learning.

Integrated learning might sound like another cryptic buzzphrase related to education. Science Department leader Mr. Kevin Quinn explained the concept by first giving context on issues within the science curriculum.

"Some of those issues stemmed from not having a lot of choice in terms of what to study and when to study it," Quinn said.

Quinn noted that four years ago, there were three different versions—academic, honors, and AP—of each course, including Biology, Chemistry, Physics, and Environmental Science. Essentially, a student would commonly take the same subject each year, but with a higher difficulty.

There was only one elective class, Marine Biology.

"You wouldn't qual-

ify for any AP courses if you took an academic class," Quinn said. "So you really had no choice at all for what you took, when you took it."

Quinn then identified what he thought the key problem the curriculum had: the lack of connection between subjects. He explained that this causes students to have a compartmentalized view of science, which is not the best way to understand it.

"Science doesn't exist in silos," Quinn said. "We call some parts of it physics and other parts of it chemistry, but it's all really one and the same thing."

Integrated learning is the proposed solution to the issue. The science department wants to "integrate" multiple types of fields of science within classes, rather than just focusing on concentrated subject at a time, according to Quinn. He used the study of levers as an example to show what this integrated learning would look like.

"You may talk about levers in physics and engineering. If you look at your own arm, that is a perfect example of a lever. The way that operates is that the muscles connect to the bones in the upper arm

to your lower arm, and that applies a force. You can talk about physics, but it also allows you to talk about your musculoskeletal system in biology," Quinn said. "That is an example of great interplay where we don't connect it as subjects where we could."

Quinn said that students learn through either massive repetition or strong experience, and he thinks the science department should focus more on creating memorable experiences for students. He explained that results in better learning and also makes class more captivating.

"Doing repetitions of lever problems over and over again can get pretty boring and uninteresting. But we could get a human cadaver and dissect a leg that has a torn ACL to talk about levers and how your ACL helps you to run," Quinn said.

To take action on this idea, the department is planning on replacing the traditional

freshman Biology course next year with an integrated science course, according to science teacher Mr. Matthew Boccuti.

The course will explore science topics but view them from all angles of science. Quinn said that an example of a topic could be lightwaves, which has physical aspects and also biological aspects with the structure of the eye.

An integrated science course would have two main benefits for freshmen, according to Boccuti. He said that it would help remove the redundancies of re-teaching of the same topics in different classes, like levers or electricity.

Quinn explained that students could also be able to explore different fields of science they are interested in, which would help students know what classes they should study.

According to previous reporting by the Blackfriar Chronicle, the ninth grade academy begins in the 2017-2018 school year. Despite some similarities between the academy system as described and the science department's integrated learning initiative, Boccuti said that they are not related.

Boccuti noted that the class is still a work in progress.

"The first seeds of [the integrated course] will start next year, but that is a bit of a cultural change," Boccuti said. "We are planning on how to change the arc of all of this. If integration is where we want to be, what will next year look like to get us there?"

The science department has been reshaping this arc since three years ago when they combined Honors and Academic Biology into one introductory freshman Biology course. For last school year, they implemented a course called Physical and Chemical Systems in place of Academic Chemistry. This allowed for more freedom in choosing classes.

"After getting to know you in freshman Biology, either the teacher would recommend or the student would self select to either go into Honors Chem or Physical and Chemical systems," Quinn said. "The point is to say that there are some foundational skills in science that you still want to work on before moving to an Honors level course... Coming out of Physical and Chemical Systems you have the option of going into

Honors Physics or Honors Chemistry."

The department also wanted to focus on offering more electives to increase course flexibility. Engineering, Astrobiology, and Modern Medicine have been introduced this school year as electives. Quinn said that these courses are great examples of integrated learning.

Boccuti teaches Astrobiology, which started in the second semester. The course explores life on other planets, and it is a mixture of a variety of fields according to Boccuti.

"What are the conditions for life? So we will be focusing on biology. How do planets form? How do solar systems form? So there will be some geoscience involved. What are the necessary conditions for life? So chemistry," Boccuti said.

The course features many comprehensive projects throughout the year, and the year culminates in students designing a mock NASA

mission to look for life in our solar system.

Senior Stephen D'Elia signed up for Astrobiology because he was interested in life outside of Earth. D'Elia enjoys the amount of depth within the course.

"I like how we go so deep into concepts with life on earth and potential life off Earth," D'Elia said.

D'Elia just started the class in the second semester. He already has a project assigned, however. "Currently I have a project on the Ordovician Period of life," he said. "Other than that the work has been pretty light."

Another class introduced in the second semester is Modern Medicine. Taught by Mr. Stephen Borish, the class studies how the body works and current research in medicine.

"Modern Medicine is the application of anatomy and physiology," Borish said. "It's for guys who are interested in doing something in the healthcare field, or they want to learn about their body and are interested in medicine and how that whole field works."

Borish said that students learn through dissections. The class will study a fetal pig, a pregnant cat, and even human body parts.

Some potential students were apprehensive about the dissections, according to Borish. "A couple guys dropped because of that," Borish said. "But for the most part I think everyone [in the class] is interested in how their body works."

Borish will bring in healthcare professionals to talk about their jobs and aspects of the body relating to what students are learning. They will also take field trips to hospitals and pharmaceutical companies to learn more about the medical field.

Borish initially thought of the idea for the class when he attended the Philadelphia Science Festival last April. The festival consists of various booths where people showcase demonstrations of science for kids.

"I went to the festival last year, and I saw Episcopal there and I was like, 'Why don't we have any Malvern students there?' That's when this idea came to me of starting a class where we have the ability to design something like that and present it at the festival," Borish said.

For the final project, students will create a science experience for the 2017 Philadelphia Science Festival. They will work on the project alongside their normal classwork.

Along with developing the new class, Borish has also implemented a grading system which he calls the "trending model." There are two grades for the course, each ranging from one to four, with four considered "mastery." One grade is based on participation, and the other is based on knowing content.

"Then they come together and form your grade," Borish said. "But I designed so you wouldn't have to get a grade at the end, but it would start a conversation."

Borish said that students are responding well to the class so far.

"For the most part, it has been very engaging," Borish said. "Kids are interested in it."

Quinn teaches Engineering along with Mr. Louis Osinski. Engineering, a year-long course, centers around building projects that can help the community. Quinn explained that the class gets students to think creatively rather than memorize formulas and terms.

"The course is focused on skills that students

## Key Changes in Science Department

- Several new science electives
- Focus on 'integrated learning'
- New integrated 9th grade introductory class for 2017-18

are not necessarily used to working on," Quinn said. "They're used to having a science course where the knowledge and the content focuses is front and center. In this course, it is about learning the competencies that you need in engineering and also in life."

Engineering allows students to have flexibility to explore whatever they are interested in through projects. Senior Zach DeStefano said that Quinn and Osinski would choose a general topic or issue and then four or five projects that students can work on based on that topic. Students with similar interests will be placed in groups.

"We can select one of [the projects] and further develop that," DeStefano said.

DeStefano wants to study computer science and microbiology in college, but he used this course to try something new. "It gives me time to try different things," DeStefano said.

"It gives me a chance to work with physical things rather than the coding I usually do."

DeStefano has completed several projects in the class. One of them was a cricket-smasher for scorpion food for

the Malvern Zoo, as the biology lab with many animal specimens is known.

"It is a metal object that contains crickets and then there's a battering ram that smashes through it, and the crickets are dropped down into a scorpion pit," DeStefano said.

DeStefano worked with fellow senior Amir Webb to design, build, and implement the device in the Malvern Zoo. DeStefano explained that the functionality of the device was a big part of how they were graded.

"We implemented all of our devices. That was part of how our grading is done," DeStefano said. "The grading is done contract-wise. We determine a contract, and our grades are the payment for the contract."

Along with implementation, students had to show their progress along the way with prototypes, presentation, and following other design steps.

DeStefano recommends the class for anyone because students can develop their individual passions through different projects.

"It is definitely interesting to see the class in that regard. Different people pursuing different ideas, trying to build different things, trying to experiment with different things," DeStefano said.

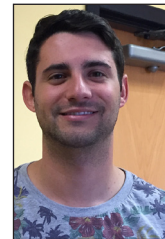
This type of open-ended exploration is the essence of integrated learning. Quinn wants students to study science with a broader picture in mind. He wants students to make connections between different subjects and see science for what it truly is.

"Science is not what you study, but it's the way we study the universe," Quinn said. ♦



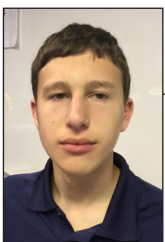
**MR. KEVIN QUINN**  
SCIENCE DEPARTMENT  
LEADER

"Science is not what you study, but it's the way we study the universe."



**MR. STEPHEN BORISH**  
SCIENCE TEACHER

Implemented a new grading system in Modern Medicine elective course based on two grades— one for participation and one for content knowledge.



**ZAC DESTEFANO '17**

Recommends Engineering class for all students because students can develop individual passions through different projects



## Book Review: "Small Great Things"

"Small Great Things" tackles racial tension in the 21st Century and certainly is a great complement to any United States History course.

Alex Haylock '19  
CONTRIBUTOR

Ruth Jefferson is the only African-American nurse at the maternity ward of a Connecticut hospital. She's helped give birth to children for twenty years at the same hospital, until her whole life is changed during one, overtime shift.

During a routine checkup, an infant goes into cardiac arrest. Ruth wasn't even supposed to be attending to this patient, but a newborn dying before leaving the hospital isn't uncommon—except the newborn's parents were white supremacists.

Jodi Picoult's "Small Great Things" tells how three people's lives convene in a courtroom. Picoult tells the tale of modern day racism, and how plays out under the force of the law.

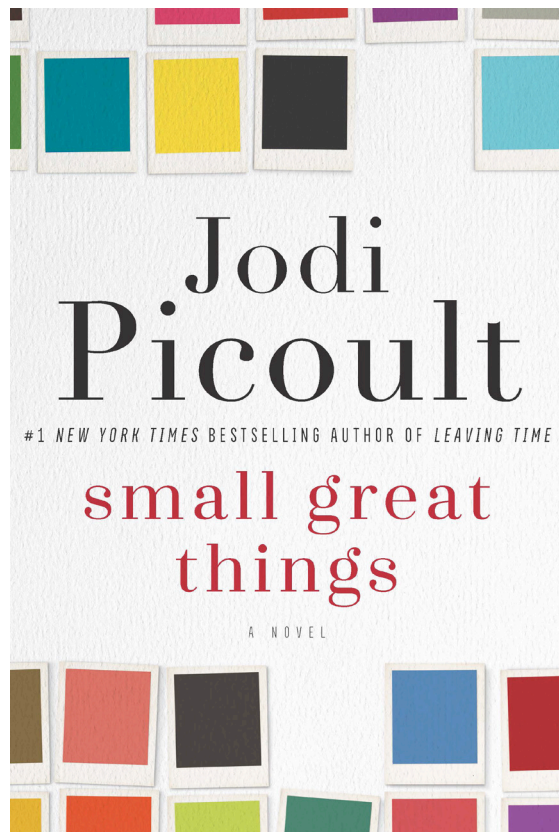
Ruth started was never meant to care for the baby, its file reading "NO AFRICAN AMERICAN PERSONNEL TO CARE FOR THIS PATIENT." But she overcame her hesitation to perform CPR on the infant, trying to save its life.

Turk Bauer, a Neo-Nazi who runs a website about the supremacy of the Aryan race, sues Ruth Jefferson under the charge of manslaughter. With no money to pay for an attorney, she has to turn to the help of public defender Kennedy McQuarrie.

To save Ruth from prison, they have to teach each other about what it means to be a "racist" and fight the social barriers that have been put in place unknowingly by the society that surrounds them all.

"Small Great Things" describes the story about racial tension that occurs in the real-world. It speaks of racial prejudice, police brutality, and even the hate-crime oriented groups that still thrive today.

Picoult uses her novel to talk about uncomfortable topics in a way that appeals to people of all backgrounds. It informs people of their advantages that have been given



at birth and the inner-struggles that go on in their own communities.

She tries to speak to those of all ethnicities of the racism that still resides in the United States. "Small Great Things" tries to convince readers that they can actively try and change the way that we see the world for the better.

By explaining the struggles that Ruth Jefferson has to go through as an African-American woman in America, Picoult pieces together a story that can educate the masses about institutional racism, and leaves us with a manual so that we can overcome it. ♦

## A look ahead at 2017 Netflix Originals

With a new year comes new TV! See what Netflix has in store for this year.

Aidan White '20  
CONTRIBUTOR

As time goes on, more and more people slowly turn away from cable TV and turn towards sites like Netflix for their entertainment. One thing that has really sold Netflix to people is its original programming.

In the past few years, Netflix has produced amazing TV shows that are worth the price of Netflix alone. Some of these I would recommend would be Stranger Things, Bojack Horseman, and Black Mirrors.

Now that it is 2017, Netflix has announced some of their shows for the upcoming year. I am going to be talking about a few I am looking forward to.

Note, new seasons of shows will not be included. If that were the case, the new season of Bojack and Black Mirrors would trump my list. Anyway, I will start.

Now, it's impossible to talk about Netflix original shows without talking about their Marvel TV shows. As many people are aware, Marvel has started to take their most beloved Comic characters and put them on the big screen.

Well, what happens to Comic Characters who aren't super popular? They get put into Marvel's Cinematic Universe, which just so happens to be produced by Netflix!

So far, Netflix has made the shows Daredevil, Jessica Jones, and Luke Cage. Netflix plans to add another character to the mix with an "Iron Fist" show.

Not only that, Netflix is making a show, named "The Defenders," that has all four of these characters join up and fight together. It's kind of like a TV Avengers. I'm really looking forward to see what they can do!

With that out of the way, does anybody remember Bill Nye? Back in the 90s, Bill Nye was the host of the beloved show, "Bill Nye the Science Guy." Ever since then, he kind of stayed out of the spotlight.

Well, now you will get more of Bill! Bill Nye is now hosting a new show under the name "Bill Nye Saves the World." The name sounds more than a little pretentious but hopefully the show lives up to its predecessor.

Up next, I have "A Series of Unfortunate Events." This is an interesting one for the story surrounding it. A Series of Unfortunate Events is actually a children's book series. The series had a theatrical edition back in 2004.

Sadly, Jim Carrey, playing the series titular antagonist Count Olaf, could not save the box office flop that was "A Series of Unfortunate Events." Netflix has revived the series and gave it another go.

This time around, Neil Patrick Harris will be playing Count Olaf. With an actor as talented as him and a TV format, I am excited to see how the show ends up. You can actually see right now! The show released a few weeks ago.

Finally, the final show I want to talk about is "El Chapo." As one could guess, "El Chapo" is a show about El Chapo. After the success of shows like Narcos, Netflix saw that they had struck gold.

Now, in 2017, we are getting another similar story about the Drug Lord El Chapo. I'm excited to see where it goes! ♦



## OPINION

### Fashion Review: Winter

How to look cooler than winter.

Jack Magargee '18  
MANAGING EDITOR, WEB

This fashion review will be particularly hard to write because of the inconsistent nature of this year's temperature. One week it's the North Pole and the next week I'm wearing shorts and a T-shirt. But don't worry, I'll tough it out.

The obvious place to start would be on everyone's favorite footwear: Timberlands. I have to admit they get the job done. The job being not slipping on ice. However if you're not from Delco then what are you doing? Well that's not completely fair to say but bottom line is that if you aren't currently living or were born in Delco then you should be wearing L.L. Bean boots, end of discussion.

Second priority item is a sleeper pick: lined pants. Flannel lined pants might be the single greatest thing human society has ever produced. They feel like sweat-pants while having the looks of a professional. Party on the inside, business on the out. The only drawback is that if it is one degree above freezing, you'll be looking at an inferno in and around your legs. So be careful with your selections here.

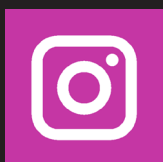
Onto outerwear. I'm not a huge winter coat guy, I

prefer layers. If you think about it, a Malvern student has to wear a long sleeve shirt everyday in the winter, so that's one layer right there. Hopefully an undershirt is being worn with it so bring the layer count up to a two. A new trend with students is to rock a flannel over everything which I'm not completely against, but I feel like flannel is fall's thing so I wouldn't touch it in the winter. What I do love is the re-emergence of the fleece. Everyone thought they were dead and gone, but I've watched enough Sixers games to know it ain't over till it's over. The fleece is a great example of that.

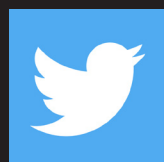
The season's staple of style for winter 2017 is, without a doubt, vests. So far it's been the year of the vest. Patagonia must be racking up the dough. I never really got vests before I started wearing them. Why wear a cutoff over a different shirt? They don't look wrong but I can assure you that the scientists who work on these know what they're doing. These things are great because you can zip them up when it's real cold and then unzip them whenever you heat up.

Winter brings on the cold. Make sure you rock your boots, lined pants, and vest to stay ahead of it. ♦

More features online at  
[mpfriarslantern.com](http://mpfriarslantern.com)



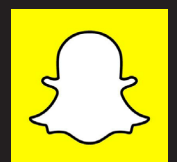
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## Athlete of the Issue: Deuce Turner '20

Freshman star guard Deuce Turner is already putting up numbers that provide a glimpse of Malvern basketball's bright future.

**Brian Szipszky '20**  
REPORTER

Despite finishing outside their expectations in seasons past, the addition of Deuce Turner, already averaging 20.6 PPG is promising for a return to Inter-Ac championship glory for the Friars.

Turner's decision to attend Malvern was fueled by a desire to play for a program that had a legacy of winning but needed some aid to continue to succeed.

"I saw the basketball team needed some help," Turner said. "Combine that with the academics and the people I met here, I decided Malvern would be a great spot."

Varsity basketball coach and Assistant Athletic Director John Harmatuk also played a substantial role in bringing Turner to Malvern.

"Deuce was on an AAU team called Rip City, and they were looking for some practice time in our gym," Harmatuk said. "I first met Deuce there, and we stayed in contact from that point on."

Freshman Rahdir Hicks, Turner's Malvern and former Rip City teammate, has been playing with Turner since they were both in sixth grade.

"Deuce is a lot of fun to play with," Hicks said. "He is a really great scorer, which creates a lot of open shots for everyone else."

Harmatuk agreed with Hicks, believing Turner to be one of the team's best scoring options.

"Deuce is a really good offensive basketball player," Harmatuk said. "He can get to the rim, he can post up, he's got a good mid-range, he can shoot the three, and he makes his free throws."

While Turner agrees that scoring is his best attribute, he still feels that he has a lot of room to grow and develop.

"Right now, scoring is the strongest part of my game, but I have a lot of work to do if we want to be a really great program," Turner said. "I want to improve all aspects of my game every year."

Harmatuk believes that Turner still has plenty of untapped potential as well.



DEUCE TURNER '20 • "I saw the basketball team needed some help. Combine that with the academics and the people I met here, I decided Malvern would be a great spot."  
R. CABAHUG-ALMONTE

"As his career progresses here at Malvern, there are still a ton of ways to improve his game," Harmatuk said. "His growth will be determined by how much effort he chooses to put in."

Turner believes that Malvern should be excited for what future basketball teams can accomplish, as what has been dubbed the "Fab Four" continues to stand out. This group includes Turner, as well as fellow freshmen Spencer Cochran, Isaac White, and Hicks.

"We're still a pretty young team," Turner said. "We still have a couple of years to get better, and hopefully that will lead to Malvern's improvement as well."

As for Turner's basketball career beyond Malvern, Harmatuk believes Deuce should just focus on his high school career for now, and concentrate on the college level when the time comes.

"The college process takes care of itself," Harmatuk said. "I think if he continues to build on what he has done, then he'll definitely have some opportunities to play at the next level."

Turner understands that currently, the biggest priority in his basketball career is Malvern's success.

"Obviously going to a good college will be important to me soon," Turner said. "But right now, the only thing that matters is winning games." ♦

## CYO Basketball at Malvern

Every Winter, the brotherhood is humorously disrupted at Malvern by the competitiveness of CYO basketball.

**Eric McLaughlin '18**

SOCIAL MEDIA EDITOR

Drawing students back to their respective middle school or parish roots, the CYO (Catholic Youth Organization) basketball season is one of the most intense couple of months throughout the school year for Malvern Prep students.

The teams represent different parishes or Catholic schools and are split into different regions based on location.

Any student who is a member of the team's Church is allowed to play as long as they do not participate on their respective high school basketball teams.

"I really like how everyone is allowed to play and that there are no cuts," junior Garrett Reilly, from St. Agnes, said. "It makes it a lot less stressful and more fun than playing for a high school team."

Usually, students participate in CYO to have a good time with their friends from middle school and to catch a bit of a break from their rigorous schedules.

Junior Quinn McCahon played varsity basketball at Malvern his freshmen and sophomore years but decided to join his St. Pat's CYO team this year instead. "Since I already play football and lacrosse for Malvern, I wanted to be able to have some time off during the Winter, but I still wanted to play basketball," he said.

The games allow you to reopen some of the middle school rivalries you had as well as compete for a year's

worth of bragging rights among your fellow Malvern classmates.

"One of my favorite parts about playing CYO is going to school the days before a big game against someone else in my class or coming back to school the day after beating another team and being able to brag about it," Sean Rushton '19 said.

After the regular season, the top two teams from each region in the entire Archdiocese of Philadelphia compete against each other to find out who the best CYO team in the city is.

"Last year, my team made it to the final four of the Philadelphia Archdiocese tournament," Liam McKnight '18 said. "It was a lot of fun to keep playing and it almost seemed like we were in the NCAA March Madness tournament."

These are the months when the brotherhood gets tested. It's win or go home, do or die, and the intensity on Warren Ave is palpable.

"Since the Fall and Spring can usually be very busy for many students who play sports and do other activities at Malvern, CYO basketball provides the perfect break from everything and just have fun," McKnight said.

Through this thick cloud of fierce banter, a stronger bond is formed between Malvern students. CYO basketball is one of the only times a year students are able to compete against each other in a fun yet often times aggressive way. ♦



THESE ARE THE MONTHS WHEN THE BROTHERHOOD GETS TESTED. IT'S WIN OR GO HOME, DO OR DIE, AND THE INTENSITY ON WARREN AVE IS PALPABLE.

## PERSPECTIVE

### Florida Trip brings Swimming Team together

Swim Team goes on annual weeklong training trip to Fort Lauderdale



TIME FOR BONDING • Florida trip allowed for plenty of time for team bonding during a challenging training schedule | T. HAWKE

**Aidan Khalil '19**

CONTRIBUTOR

This year the Malvern Swim Team went on their biannual training trip to Fort Lauderdale, Florida.

Our trip started early New Year's Day when we arrived at the airport at 4:30 am. It was so early that when we went through the Transportation Security Administration lines, it took the same amount of time for half the team to go through the normal line as pre-check.

Our flight left Philadelphia around 6:30 in the morning and arrived in beautiful Fort Lauderdale, Florida at 9:00 in the morning. Walking out to the vans was one of the greatest feelings in the world. The air was so warm that when I walked out of the airport I had to take off my jacket so I didn't sweat like crazy.

After we packed the vans, we drove to St. Andrews where we held mass under a pavilion and had our first of thirteen practices. Following practice we checked into our hotel, Ocean Beach Club, where we unpacked and brought food for the week.

The next morning we began our routine of waking up at 5:30 for practice. During the summer swim season, practices are held in the morning before the pool opens to the community. In the summer the sun is normally up or rising by the time I entered the pool but in Florida it was pitch black. The only light we did have for was from the spotlights that were on either side of the pool.

Seeing the sun rise every morning was definitely the only good part of practicing that early. Between our morning and afternoon practices most of us took naps and went to the beach where we hung out in the water and played some football.

Our afternoon practices were in the heat of the day. One of these practices, a coach from The Race club trained us. The coach taught us how to swim faster through the use of science and physics.

On January 6th, the Fort Lauderdale airport shooting kind of made everyone a little nervous. However we were still able to complete both of our practices and have a very tasty dinner at California Pizza Kitchen.

Saturday we had our last two practices followed by a night to ourselves. During this time we were allowed to enter the town of Lauderdale-by-the-sea where we could get dinner and spend the night by ourselves without the coaches. Most of us got burgers and walked around town before returning to the hotel and packing for our flight the next day.

The next day we arrived at the airport at 8:30 in the morning for our 11:30 flight. Our flight left and arrived on time and we all went our separate ways. This was a great bonding experience for the team and I look forward to returning next year with my teammates. ♦

## Process -> Progress?



To say the previous three seasons have been difficult for 76ers fans would be an understatement. After finishing the 2015-16 season with a record of 10-72, the third worst season record in NBA history, the 76ers accumulated a massive 199 losses in 246 games. Then, The Process happened. Since Joel Embiid's debut on

October 26th, the 76ers have completely changed their ways, and with a record 17-28 (it's more impressive than it looks), they now find themselves in the midst of a playoff run. # And with the debut of Ben Simmons drawing closer, don't sleep on the 76ers sneaking into the 8th seed of the playoffs. #TrusttheProcess ♦

-H. Malone



## &gt; A Time to Be Aware, 1

Head Lacrosse Coach and Associate Director of Admissions Mr. John McEvoy said he avoids the word.

"I don't really use the term 'hazing,' but we talk about examples of all the stuff that is in the news," McEvoy said. "That, among many other things, like social media."

What are the concrete steps that Malvern is taking to ensure hazing is not a part of the culture of Warren Avenue?

**Laws and Rules**

Over the past few years, hazing cases throughout Pennsylvania have led to changes in the law. On May 24, 2016, Pennsylvania State Governor Tom Wolf signed House Bill 1574, which altered the laws on hazing that were previously in place.

Prior to House Bill 1574, hazing laws in Pennsylvania only applied to college students. Now they affect students ranging all the way from seventh grade through the entirety of college.

According to Pennsylvania State Law, hazing is "any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education."

Hazing can be in the form of beatings, whipping, forced calisthenics, exposure to the elements, forced consumption of any food, alcohol, drugs, or just about anything that could harm another person.

The new law created a new requirements for secondary schools – public and private – to adopt. This includes publishing an anti-hazing policy which must also be shared on the school's website.

At Malvern Prep, the rules in the Student Handbook stem almost directly from the Pennsylvania law. The Student Handbook states that "any activity that can be deemed harmful to a member of our community for purposes of initiation, admission into, a liation with, or continued membership in an organization is directly or indirectly conditioned may be considered hazing."

Dougherty informed the student body and teachers about these rules on hazing during an assembly at the beginning of the 2016-17 school year.

"We have to go over this," Dougherty said. "We talk about it with teachers."

While some students have forgotten about the assembly at the beginning of the year, others remember the key message which were stated in Mr. Dougherty's words.

"I remember the talk," senior water polo player and swimmer Nick Calvaresi said. "I did not know much on the topic until then."

Senior lacrosse player Alex Reber appreciated Dougherty's talk. "It was definitely good to hear," he said. "I mean, some things can go overboard, but most teams are pretty tame with the way they run the team."

Ruch also spoke with some teams before this season, according to players.

"Mr. Ruch brought the whole team together before the season and discussed hazing," junior football player Jack Walker said. "He talked about how other schools from around this area have gotten in trouble because of hazing scandals."

The Faculty and Staff handbook deals with hazing, including a schoolwide policy. So does the coaches' handbook, according to Ruch. "It is handed out at the beginning of each season, and it goes with the coaches everywhere. It has the whole hazing policy that was written a few years ago that the school approved of."

According to that policy, the consequences of hazing can be very serious. "For hazing you can be expelled, certainly suspended," Dougherty said.

The policy gives the Head of School the discretion to impose any discipline deemed appropriate for an incident of hazing, against both the individual who engaged in the

conduct and the organization of which they were a member. That means that in addition to individual sanctions, clubs, organizations, or teams could lose the permission to operate on campus if hazing is implicated.

Those consequences might be just the beginning.

According to the policy, discipline by the school "does not preclude any criminal penalty which may be imposed for violation of criminal laws, and the School will fully cooperate, and share information with law enforcement as part of any investigation."

Pennsylvania state law classifies hazing as a third degree misdemeanor, punishable by up to one year in jail and/or up to \$2,500 in fines

**Definitions**

For coaches and players around campus, defining what exactly constitutes hazing can be challenging.

"It would have to come down to exactly what we are talking about," Ruch said. "If a kid was making fun of someone obviously that would not get them to the level of if another kid was physically harming another student."

McEvoy agreed. "It is easy to say that I would do this or do that, I would have to take it very seriously."

McEvoy defines hazing as bullying. "I would categorize it as that," he said. "You are intimidating someone lesser than you, whether it is freshman, or newcomers on the team. Intimidating can be cutting their hair, physically, emotionally, mentally, something like that."

Ruch said that head coaches review hazing with captains, and in turn captains go over policies with their players. "Usually the students already know since it is in the [student handbook], so I have never really needed to go over it with them."

Coaches have started to bring more awareness to their teams on campus. Players say they have taken the hazing talks seriously and understand the rules and consequences.

"This year, before the start of the water polo season, our coach [Jay Schiller] talked to us a lot about [hazing]," Calvaresi said.

Calvaresi also said that the swimming and water polo teams have already changed some of their practices and rituals. They no longer have "freshman duty," as Calvaresi referred to it, where the underclassmen on the team would take care of everything from lane ropes to goals and balls that

spread across the water.

"Now it is like a team thing, since we can't haze," Calvaresi said. "It's mostly everybody's responsibility."

According to Reber, it is a rite of passage for all the new varsity lacrosse players to grab the waters for the rest of the team. He does not consider this to be a form of hazing.

"It was an obligation to do it," Reber said. "I did not feel bullied because I had to get water - it was just something I had to do."

Almost every team has some of those basic responsibilities for the days. Ruch proposed a solution for those tasks.

"Captains should also do it, and pick different kids each time," Ruch said. "I have coached here for a number of years and each one of my teams we pick different kids."

One of the visible traditions of the football team was "mandated" haircuts where underclassmen would get their heads shaved into crazy patterns by the senior players in anticipation of a major rival game at the end of the season.

Walker said he was reluctant to get the football haircut during his sophomore year. "When I first heard about the

haircuts, I did not know if it was actually going to happen or not," he said. "I did not want to get the haircut, but I also remembered that the kids above my class got them as well."

"The seniors at the time said that it was our choice to do it, but none of us sophomores wanted to be that kid to not do it," Walker said. "So most of us did it."

Walker does not believe the haircuts were hazing, because the seniors gave underclassmen a choice of whether they wanted to participate.

"At the time it was not fun, but looking back it was one of the funniest things to occur during football season," Walker said.

The football team is not the only sports team on campus to have had a "voluntary" hair cut.

"When I first got here there was a tradition the new kids on the [lacrosse] team would shave their heads at the opening party, get funny haircuts or something," McEvoy said. "That became a voluntary thing. I never quite liked that. I did not know if that was official or not. I did not like the whole concept, it made them look like goofballs."

McEvoy recognized that some students would not participate in the haircuts. "Whether kids make them feel bad or not, the kids feel bad or awkward because they choose not to do it," he noted.

According to former cross country runner Dan Ferraiolo '14, haircuts for rivalry games should not necessarily be considered hazing. "We did it for fun," he said. "It was two days before our state race. Me and two of my teammates thought it would be cool if we got unique haircuts."

"Hazing would be that all the freshman on a team would have to get a haircut," Ferraiolo said. "We literally decided to do it for the state meet because it was fun."

Reber has been playing varsity lacrosse since junior year, and said he has not seen any type of hazing.

"We did not shave anybody's heads," Reber said. "The only thing that we would do is eyebrow slits - but that was only if they wanted to do it."

Dougherty's view differs. "Even though it was voluntary, there is no such thing as volunteer," he said.

**Teamwork, not Bullying**

Coaches and captains agree that hazing does not build the team to a championship winning caliber.

"A good team does not haze, plain and simple," McEvoy said. "Some people think that is team building. That is not team building, that is bullying, in my opinion."

McEvoy said he is always figuring out ways for his team to build bonds between one another.

"Team building can be anything from going to play paintball in the fall, to running really hard as a team and working really really hard, and everyone kind of gutting through something," McEvoy said. "That is called team building."

Ruch said that one of Malvern's strengths is creating that team building without hazing.

"We have great kids. A lot of our kids do a great job of supporting one another, through Friar Nation, and going at different events, like the band concert," Ruch said. "Our kids are really good at that, making sure that everyone feels a part of the group... a brotherhood."

Hazing incidents can have long-standing implications for the students involved and the school. Although the football players involved in the incident at Conestoga High School settled on charges in juvenile court, a civil case against the school district and coaches terminated in the incident is ongoing, according to Daily Local.

This marks nearly a year since the original allegations made national headlines.

"We have been, I want to say, lucky," Dougherty said as he knocked on his desk. "Sharing an experience that bothers you, in hazing, does not make you a better football player, or soccer player. The tears and

laughter of competition, that is what galvanized teamwork, and that is the stuff that really forges close bonds." ♦

Story produced in senior Journalism and Media Literacy elective. Pat Ferraiolo '17 and Tyler Pizzico '17 contributed on reporting.

"I don't really use the term 'hazing,' but we talk about examples of all the stuff that's in the news."

Mr. John McEvoy  
Head Lacrosse Coach

Pennsylvania state law classifies hazing as a third degree misdemeanor, punishable by up to one year in jail and/or up to \$2,500 in fines

"Even though it was voluntary, there is no such thing as volunteer."

Mr. Tim Dougherty  
Dean of Students

"Our kids are really good at that, making sure that everyone feels a part of the group... a brotherhood."

Mr. Kurt Ruch  
Athletic Director



# Malvern

## ANTI-HAZING POLICY

**HAZING INVOLVING STUDENTS, STUDENT GROUPS OR ANY INDIVIDUALS AT MALVERN PREPARATORY SCHOOL IS STRICTLY PROHIBITED.**

### DEFINITION

**H**azing is defined by the State of Pennsylvania (Act 175) as “any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization. The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity, which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be ‘forced’ activity, the willingness of an individual to participate in such activity withstanding.

### RESPONSIBILITY FOR COMPLIANCE

**A**ll School students, faculty, staff and recognized organizations are responsible for abiding by this policy, both on campus and off campus, including on privately owned facilities and/or property. Recognized organizations are responsible for any activity in violation of this policy by any individual or group affiliated with the organization (new member, member, auxiliary, or alumnus), unless it is proven that the group or individual activity was independent of, and occurred without the knowledge or consent of, the recognized organization. Such responsibility will apply equally to situations in which one or more members knew or should have known of the activity and failed to make every reasonable attempt to prevent or stop it.

### REPORTING OF A POSSIBLE VIOLATION

**A**nyone who witnesses or suspects that hazing has occurred shall immediately report what was witnessed, or the basis for the suspicion that hazing has taken place, to the Head of School or Principal. If the hazing has occurred in connection with a School club, organization or sport, then the incident shall also be reported to the person or coach responsible for the club, organization or sport.

### VIOLATIONS AND SANCTIONS

**T**he Head of School shall have discretion to impose any discipline deemed appropriate for an incident of hazing against both the individual who engaged in the conduct and the School organization of which they were a member. Discipline and penalties shall include, but not be limited to, withholding diplomas or transcripts, the imposition of fines, restitution, probation, suspension, dismissal or expulsion. In the case of School organizations, penalties may include withdrawal of permission for the club or organization to continue to operate on campus or other school property or to otherwise operate under the recognition or sanction of the School. Imposition of discipline by the School does not preclude any criminal penalty which may be imposed for violation of criminal laws and the School will fully cooperate, and share information, with law enforcement as part of any investigation. ♦

*Faculty & Staff Handbook*

## Four Friars qualify for Winter Meet of Champions



**TAKING THE LEAP** • Kyle Leonard '19 jumps an obstacle as winter track practices outdoors in our relatively mild winter. “I think it is great going out to every practice to stay in shape, and the workouts are really fun,” senior James Pfister said. I.G. HALLINAN

Coach Koenig and the runners have hit the “halfway” point in the season and hope to hit their peak nicely in the month of February.

**Garrett Hallinan '19**

**REPORTER**

**W**ith the surprising cooperation from Mother Nature throughout this month of January, Malvern’s winter track team has been able to get in the workouts necessary to progress and improve in their running, jumping, throwing, and pole vaulting skills.

Mr. Mike Koenig, head coach of the winter track team, has enjoyed the season so far and is looking ahead towards the big events including the Philadelphia Meet of Champions in the middle of February and Nationals, which will be sometime in March.

“Our success lies in those two meets and the qualifying meets leading up to them,” Koenig said. “Four of our guys have already qualified for the Meet of Champions. They are sophomore Sebastian Constantini, junior Peter Borger, junior David Bolles, and senior Aaron Shirker.”

It has been nine years since a shot putter has represented Malvern in the Philadelphia Meet of Champions.

“The shot putters are the guys who throw a twelve pound ball as far as they can,” Koenig said. “Seniors Jake Glavin, Justin Tichenell, and Dan Ford are talented shot putters and are very close to qualifying for the Meet of Champions.”

Koenig said he cares about every athlete on his team, not just the ones who qualify for the top events.

“I want to see improvement in all the athletes,” Koenig said. “Like in any other sport, it is great to see

students outside of the classroom in a different light.”

This year, there are a ton of freshmen on the winter track team according to senior James Pfister.

“They have been doing really well in the meets,” Pfister said. “All of us have been having a great time during the races.”

Pfister has been running winter track since his days as a freshman.

“I think it is great going out to every practice to stay in shape, and the workouts are really fun,” Pfister said. “I would probably just stay at home and do nothing if it were not for winter track.”

Like Pfister, senior Jimmy Dugan has been running winter track since freshman year.

“I have grown to like winter track more and more because I have tried to be more like a team leader,” Dugan said.

Unlike Pfister, Dugan runs track for the competition.

“During the meets, there is no officiating. It is just you against the other runner,” Dugan said. “To be a good runner, you have to be dedicated.”

The runners who stick out to Coach Koenig are the ones who show up every day, put in the work, and take care of themselves.

“If all the athlete does is an hour and a half a day out here practicing, that is not enough to succeed,” Coach said. “The runner has to take care of himself by eating the right foods and getting enough sleep. I want guys who are represent themselves and their school very well.” ♦

**“IF ALL THE ATHLETE DOES IS AN HOUR AND A HALF A DAY OUT HERE PRACTICING, THAT IS NOT ENOUGH TO SUCCEED...”**

**I WANT GUYS WHO ARE REPRESENT THEMSELVES AND THEIR SCHOOL VERY WELL.”**

**Mr. Michael Koenig  
Head Coach**

## UPCOMING GAMES

### BASKETBALL

1/31 vs Episcopal 4:00 pm

2/1 vs Shipley 7:00 pm

2/3 vs Haverford 7:15 pm

2/7 @ Germantown Academy 3:45 pm



### HOCKEY

1/30 vs WC Rustin 8:50 pm  
Iceline Rink 3

2/3 vs Archbishop Carroll 9:00 pm,  
Oaks Center Ice Arena

2/9 vs St Joseph’s Prep 9:45 pm  
Haverford Skatium



## Malvern managers run the show

Unsung heroes of Malvern's sports teams, basketball managers contribute to the team's success just as much as the players on the court.



ALL BUSINESS • Malvern's Basketball Managers pose in a screenshot from this year's promotional video. "Everyone of the managers brings something different to the table each day to make this team as good as possible," junior John Powers said. | VIDEO

**Patrick Ferraiolo '17**

SPORTS EDITOR

Malvern Prep basketball managers have been gaining more and more fame with each passing year, and are now seen as an integral part of the team's dynamic.

But it has not also been that way.

"It has definitely grown," head varsity basketball coach John Harmatuk said. "Each year, I try to find the guys, that more than anything else, love Malvern Prep."

Ever since he became involved in Malvern, Harmatuk has known the importance of having those behind the scenes contributions that RunMP.

"The most important thing that my first coach taught me was that you have to have good managers," Harmatuk said. "It is a really big part of my coaching philosophy to have these people around the program."

The growing popularity and model that Harmatuk goes on is that of Mike Higgins '14.

"What [Harmatuk's predecessor] Coach Rullo had was one really strong manager in Mike Higgins, and he is now at Notre Dame working for the basketball team," Harmatuk said. "There was the model about how you want your head manager to be. And that started to build."

Since then, Harmatuk has had a strong cast of character to help the team run. These people this year include seniors Jerry Curran, Rudy Gabriel, Mike Mingey, and juniors John Powers, Thomas Sweeney, Nate Doherty, and Griff Kennedy.

Specifically, these managers do the little things that go unnoticed; but in reality, are extremely important. These go from participating in practice to making the games run easier.

"They all have different jobs," Harmatuk said. "From a social media presence, to running the games with the clock and the book, filming the games, setting up and cleaning up afterwards."

John Powers, younger brother of 1000 point scorer Will Powers '16, has loved every second managing.



BIG RESPONSIBILITY • Junior manager John Powers on the clock at Malvern's game against Penn Charter on January 27. | P. FERRAILO

"After Freshman basketball, I decided I did not want to play basketball anymore but still wanted to be a part of the team," he said. "Since my brother was on the team I had to stay late everyday, Harmatuk suggested that I try managing."

Powers and other managers have fully put their heart in trying to make the basketball team the best in the Inter-Ac. They do this by doing the little things.

"The priority of the managers on a daily basis is to make practice run smoothly by doing the little things that help the coaches," he said. "Our responsibilities come game day are different with every person. For myself, Nate Doherty, and Jerry Curran, we spend our time at the scorers table where Nate keeps the book, Jerry runs the video board, and I run the clock."

According to Powers, each person has own little niche and contribution to the overall morale of the program.

"Everyone of the managers brings something different to the table each day to make this team as good as possible," he said.

Of all the managers, it would not be the same without Head Manager Jerry Curran.

Curran is seen as a constant force when it comes to Malvern Basketball. He is always working with the team, whether it is coming up with music playlists, controlling the video board on game day, or representing RunMP on social media.

"Specifically, Jerry Curran is essential in taking the culture we have in Basketball and sharing that with other students who did not make the basketball team, but still want to be a part of it," Harmatuk said.

"I love being a part of the basketball program," Curran said. "It is the best job in the world and if we keep on trusting Harmatuk's process, we will be Inter-Ac champs in no time."

His presence is not only seen by the coaches, but also with the players.

"It's the small things that go unnoticed," varsity captain Raymond Baran '17 said. "Without the help from him, a lot of stuff would simply not get done. Jerry has done a great job with the managers."

Overall, the managers are seen as a constant good to the team, and Curran benefits the team by his unique motivational attitude.

"I benefit the team by bringing a positive attitude to everything I do," Curran said. "Even if it is getting the water -- I try to #addvalue."

But, before everything else, Harmatuk notices and appreciates everything these students do for the program, and their growing success.

"It has become something that kids want to do -- and they are invaluable to our program," he said. "They make what is a tough basketball practice and a long season easier. They help bring a little bit of levity to it."

All across campus, they are seen having fun -- and they even made a video introducing themselves on YouTube. It's worth checking out. ♦

### > UPPER SCHOOL CURRICULUM, 8

Borish said, "We just have to figure out what it will look like and the possibilities that are there for students."

The team still has not formed a concrete idea of what that time period will look like or will be used for. They have to take into accounts downsides of this time period and how they can make it most beneficial for students.

"The biggest complain with having a J Term is it cuts time from the semester. Another concern is how do we... ensure that students leave or walk away with a diverse experience, not only a depth of knowledge but an interest level that can allow them to make decisions," Borish said.

One possibility of what might be done with the time is that 9th graders will have a more supervised J term with less independence on what they do during that time, while older grades get more time to pursue what they want to pursue.

"Once they have exposure with that type of environment, it's really their time. They have to manage it the way that they need to, giving them the opportunity to explore something in their own," Borish said, "I think that's a good possibility of something that might happen in the future. It's still all up in the air."

Borish doesn't know what will happen in regards to the 10th and 11th grade enhancement, which makes him feel both nervous and excited at the same time.

"I'm apprehensive because I don't like not knowing what will happen in a couple of years," he said, "but at the same time I have faith that we all are working in the student's best interest and that no matter what happens the program that we create will be a success."



For the 12th grade level team, Head of the Upper School Mr. Algeo said that the theme that they want to explore is how seniors will reflect on their Malvern experience.

Unlike the other grade level teams, there is no official leader of the 12th grade level team.

"I did not want to be in there as the person that's going to have some ideas and force it down the team's throat," Algeo said. "I certainly have ideas, but they're no more valuable or important than anyone else's." Algeo said that there won't just be a reflection, but an opportunity to showcase what they've done at Malvern.

"[We're] providing an opportunity and an experience for 12th grade students to really reflect on their time and really kind of present that in a nice clean package," he said.

Algeo said this can be through activities such as performance art, Christian service, or entrepreneurship. He also said that this package can be used beyond Malvern, such as showing it to a college admissions representative.

"Right now we're using the term capstone," he said. "We're not even sure what that means yet for us. We're looking to define that. We want this to be for the students, not from us."

The idea of the capstone experience is not to combat the "senior slide", but to allow for reflection and feedback on a student's Malvern experience as it comes to a close.

"Are we providing an opportunity for our students to really reflect on their experience at Malvern and be able to share that with somebody?" Algeo said. "Right now the answer to that is no. If we're an Augustinian school, we feel that should be a responsibility of ours."

The team has reached out to survey current seniors, alumni currently in college, parents of seniors, and alumni who recently graduated from college to try and find a common thread in the feedback and reflections on the Malvern experience.

"We've collected that data, and we've begun to look at the data," Algeo said. "And we're saying 'How can we use these responses to inform what we want to design?'"

The team, however, does not want to put this on to seniors who already have a lot on their plates.

"You can't just dump this on their shoulders and say 'here's one thing you have to do,'" Algeo said. "This has to be in support of what they've already been doing. We want this to be authentic and we want them to feel like they can buy into this and it isn't just another burden to get done so they can graduate."

What the 12th grade team is working will build on what the Middle School does with its academies, but it is not going to be a replicate of that experience.

"Developmentally, there are things you will do with 11 year olds that you won't do to 17 and 18 year olds," Algeo said. "You're just in a different place."

One idea that the team is considering is building on an idea proposed in the 9th grade level team.

"In some schools that do capstones that we researched start a portfolio in 9th grade," Algeo said. "Coincidentally, the 9th grade team is doing portfolio work next year. We thought it fits with what we're doing, and that by the time they get to twelfth grade we can use these as a tool for reflection."

Although the timeline for the 9th grade level team is locked in for beginning next year, the 10th/11th and 12th grade teams are a bit more fluid in their timeline.

"The timelines are a little gray for these teams," Algeo said. "Some things may get rolling next year, but some may start with the 9th grade next year." ♦



## OPINION

## Examining History: MLK Day

The importance of Dr. Martin Luther King Jr.'s contribution to society cannot be forgotten, especially today.

Nick Li '17

REPORTER

Let's begin with an essential question: Why is it important to celebrate Martin Luther King Jr. Day?

Dr. Martin Luther King Jr. was perhaps one of the most, if not the most influential civil rights leader in United States history. We all learned about what he was able to accomplish through nonviolence and peaceful protest as well as the effects of his actions on society and for equality. His actions and legacy transcend the 20th and 21st centuries and will continue to impact our lives every day, especially in times like these.

On Monday, January 16, 2017, the United States celebrated the national holiday MLK Day. However, the following day, with classes resuming for the student body, there was an absence of a school wide celebration or recognition for this historic day. At Malvern Prep, we cannot let this honoring of Dr. King and his work go unnoticed.

With the recent election and inauguration of President Donald J. Trump, many have staged protests and demonstrations in order to express their disdain. Although these expressions of speech are held with good intent, some individuals have lost sight of his or her true message and have abandoned methods of nonviolence. How is that honoring what Dr. King sacrificed his life to accomplish?

It is true that President Trump has publicly expressed opinions that have gone against beliefs of others. It is also true that some of President Trump's past actions are questionable. However, he is our president, and he has intentions that serve no other purpose than moving America

further ahead and bettering the state of our country.

Every president has made decisions and has acted in ways with which the people disagree. That is a part of his job description: to make decisions that will better our country with the knowledge that some people will be hurt. A leader cannot satisfy everybody. That is the undeniable truth. The only thing that we, as citizens can do, is support him and fully utilize the First Amendment to voice our opinions. Peacefully. That is what Dr. King would have wanted.

With the recent turmoil in the United States regarding civil rights issues including but not limited to the Black Lives Matter Movement and LGBTQ+ rights, Dr. King's message is evermore important.

Why was it necessary for four black teens to kidnap and torture a special-needs white man earlier in January of this year? Why was it necessary for a white man to shoot up a black church in Charleston, South Carolina and kill nine members of the congregation in July of 2015?

The year is 2017, but with these acts of terror, we might as well be back in the 1950s and 60s. We cannot continue to move backwards in society. We cannot continue to harm others in order to prove a point, whatever that point may be. No message is worth the taking of innocent person's life.

This is why it is important to not lose sight of Dr. King Jr.'s message. This is why we cannot grow accustomed to heinous acts, violent protests, and hate crimes. We cannot let even the little things, such as derogatory slurs and innuendos become a part of our daily vocabulary and language. Because if we do, we are bringing ourselves back to the times in our history that we look upon

THE ONLY THING THAT WE, AS CITIZENS CAN DO, IS SUPPORT OUR PRESIDENT AND FULLY UTILIZE THE FIRST AMENDMENT TO VOICE OUR OPINIONS. PEACEFULLY. THAT IS WHAT DR. KING WOULD HAVE WANTED.

WE CANNOT GROW ACCUSTOMED TO HEINOUS ACTS, VIOLENT PROTESTS, AND HATE CRIMES.



PHOTO ILLUSTRATION: E. HENNESSEY

with sadness and disbelief, wondering how people could do this to each other and why there is so much hate. We cannot relive those times.

Therefore, I believe that it is essential for every school and institution, not just Malvern Prep, to recognize this national holiday. We need to revisit these events to remind us of the progress that we, citizens of the United States, have made. We need to celebrate equality and peace and remind ourselves that caritas is the answer, not hate.

Because if we lose sight of Dr. King's work, we could very well fall into a dangerous new era of history. ♦

## OPINION

## Opposition to Trump needs more than marching

Unless we actually begin to create an electoral coalition to oppose Trump, this movement will just become another Occupy.

Jack McClatchy '17

PUBLIC RELATIONS DIRECTOR

Throughout much of the day during President Trump's inauguration I felt disheartened in my opposition, but my spirits lifted seeing pictures of the protests on that Friday and Saturday.

The fact that millions of people were able to take time off their jobs or classes on Friday and sacrifice part of their weekend on Saturday to take to the streets to voice their opposition gave me reassurance that other people feel the same way I do.

There's a reason why the right to peacefully assemble is protected in the very first amendment to our constitution: because it can bring about real change. These marches and protests mean something to the people who take part. They energize, but we need to put that energy to good work.

So what comes next?

Let's look at two different protest movements that had different approaches to harnessing that energy. One on hand, the Tea Party at first was just protests against the Obama Administration. It then began to run candidates for political office and influence the GOP platform. They succeeded in doing so, and the House Freedom Caucus and President Trump are the culmination to this spirited opposition to former President Obama.

On the other hand, the Occupy Wall Street movement had no set goals. We knew what they were against, but we never knew what they were for. The rhetoric of the 99 and one percent of American society did reinvigorate the fight against income inequality, but that's as far as the movement got. There was no wave of progressives taking office after Occupy like there were in the 2010, 2012, and 2014 elections.

That's what can't happen to the anti-Trump coalition. It can't let the Democratic Party continue to put forth corporate candidates who give lip service to progressive values. We as a movement need to become the Democratic Party like how the Tea Party became the Republican Party if they want to stop Trump.

People need to march and protest, yes, but that's the bare minimum. There needs to be candidates for offices that aren't just safe Democratic seats in California, New York, or cities like Chicago and Philadelphia. People need to run for office in rural America where the Republicans have turned it effectively into a one party state. Even if they lose, which will happen a lot, people need to make sure this movement is more than a protest movement. This needs to be a political movement.

A common piece of rhetoric after the election was that the Democratic Party had no coherent message for working class Americans. The Democratic Party needs to be a party for the working class. If we allow the Democratic Party to continue being the "left" wing of Wall Street, of Warren Buffett and Bill Gates, the opposition won't succeed. Where Occupy succeeded was exposing Democrats that masqueraded as progressive, while accepting millions from Wall Street behind the scenes.

The rhetoric that we need to work more with working class Americans may imply that there shouldn't be as much of an emphasis on "identity politics", or advocating for minorities. That couldn't be farther from the truth. The movement can be a movement of working, Hispanic, black, Muslim, gay, Jewish, white, and straight Americans. Anyone who says it's one or the other is lying. This movement needs to be a voice for *all* underrepresented Americans,

THERE'S A REASON WHY THE RIGHT TO PEACEFULLY ASSEMBLE IS PROTECTED BY OUR CONSTITUTION: BECAUSE IT CAN BRING ABOUT REAL CHANGE.

PEOPLE NEED TO MARCH AND PROTEST, YES, BUT THAT'S THE BARE MINIMUM. THIS NEEDS TO BE A POLITICAL MOVEMENT.

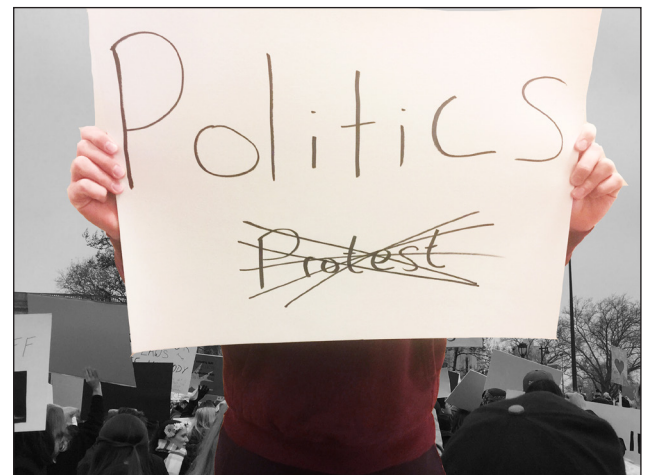


PHOTO ILLUSTRATION: T. PIZZICO

not just this bloc or that bloc.

I know there's a lot more I can be doing. When there were protests in Philly and in DC, I didn't go. I stayed home and didn't do anything. There can't be armchair activists like what I've been since Trump was elected. People like me need to realize that we have the power, not the party leaders, not the elites, not even the candidates themselves. If they don't have people like me, they have nothing.

As a movement, centrists and progressives, Greens and Democrats, liberals and socialists need to put aside our differences for the moment and work towards a common objective: becoming a powerful opposition to Trump.

Protests are a great start, but they're just that: a start. If we want to stop Trump's divisive rhetoric and his legislative agenda in its tracks, we need to start an electoral movement to stop Trump in Congress and in state legislatures across the country. ♦





## The Mystery of the Mary Statue

Everyone who has been to Malvern knows where the Mary Statue is, but few on campus knew much about its origins - until now

Steven O'Meara '19

CONTRIBUTOR

The Mary statue atop the hill when first arriving on Malvern's campus, has an interesting but secretive past. Little was known about the statue until very recently.

The statue has few markings – no plaque to mark its donors, no inscriptions of date or memorial. At the start of our reporting, no one on campus seemed to know when it had originally been built or who donated the statue.

Stewardship Officer Mr. Chuck Chinici had originally had a few theories – mostly due to not finding photos of the statue before 1962 or 1963. After Chinici reached out to alumni, a few disproved this theory when they claimed that it had been around since the mid-1950s.

After a week of searching and contacting almost anyone who had a connection to Malvern in the 1950s-1960s, Chinici found a golden ticket: a short snippet in the 1995 yearbook that indicated the statue was donated to Malvern in 1959.

But donated by whom?



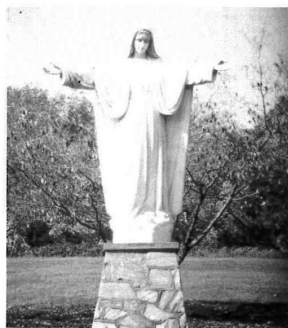
Malvern's "Lady on the Hill" in January 2017 / T. PERO

### Lady on the Hill

There is a statue of the Virgin Mother on the hill of Malvern in front of the woods commonly referred to as "The Lady on the Hill." This statue serves as a constant reminder that the Holy Virgin is always watching over us from above. The statue was donated to Malvern in 1959. The statue is standing on clouds and looking down symbolizing that she is heaven looking down at us. The

Lady on the Hill also has outstretched hands symbolizing an attitude of protection and welcome. Every night, the statue is illuminated by surrounding spotlights, letting all people in the area see and feel her presence. The Lady on the Hill has always been a symbol of hope for all students and has undoubtedly inspired many Malvern men to raise their grades and to strive for the best possible

achievements possible. All those of faith feel secure, while Mary is standing on the hill guarding us. The statue is surrounded by beautiful trees donated by the Colameco family. This statue represents our light, our inspiration, our hope, and most importantly, the Mother of our God. We at Malvern hope the Lady on the Hill stands watching over us always.



Mr. Chinici found this clipping in the 1995 Malvernian, on the Math Faculty page.

President Fr. James Flynn O.S.A. continued the research, and shared that the statue was donated by the Walsh family.

In May 1959, Daniel J. Walsh, a member of Malvern Prep's first graduating class of 1926 passed away. Mr. Walsh was the father of three sons who attended Malvern, and one daughter. Malvern faculty members Fr. Frank Gilligan, O.S.A. and Fr. Bill Carney, O.S.A. (think Carney Hall), both friends of the Walsh family, approached the Walsh family regarding the possibility of a family gift to the school in memory of their departed husband and father.

They decided on a statue of Our Lady which was erected on the hill and dedicated in the Fall of 1959.

Current senior, Oliver Walsh, is a descendant of Daniel J. Walsh to whose memory the statue was donated.

"It's obviously pretty cool," Walsh said. "It's a little more distant than anything to me, but in general it's cool to be associated with that."

Chinici solved part of the mystery, but there is still more to the mystery of the statue. The clipping referred to the statue as the "Lady on the Hill." Mary statues often reflect different depictions of Mary throughout time and in different places, such as Our Lady of Guadalupe. Each version has a different statue with key structures.

Malvern's Mary statue does not reflect any of the statues known, however. Her arms are simply stretched out, inviting people onto Malvern's campus. Fr. Flynn discovered this when searching about the statue.

Fr. Flynn noted the impact the statue has on parents and alumni. "Current parents have told me they feel Mary is the protector of their son while he is here on the campus," he said.

No matter which version of Mary the statue depicts, or why the donator and date of donation was so hard to find, the Mary statue is that it comforts anyone who sees it. This may be why the Walsh family donated the statue in memory of a beloved family member. ♦



DANIEL J. WALSH  
"Danny"

Football, '24, '25; Tennis, '26; Track, '25; Augustinian Board; Theta Pi Kappa

"Danny" is one who can speak authoritatively on all matters concerning the inside history of Malvern Prep, for he has been at the school since it opened. During his four years at Malvern, he has increased in experience and wisdom if not in size. His size however, has not prevented him from giving a very good account of himself as an athlete. As a manager "Danny" shows rare ability, a trait that augurs well for his future career. Perseverance is another striking trait manifested by "Danny," and that whether it concerns itself with studies or finding an excuse for a week end at home. His classmates will always be glad to remember "Danny" as a real pal and loyal graduate of Malvern.

Daniel Walsh's listing in the 1926 Yearbook - then titled "The Augustinian."

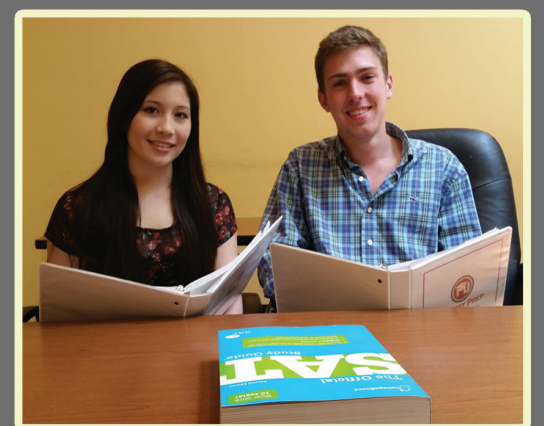


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