

EDITORIAL: DRAWING THE LINE

Our Editorial highlights the problem that is Malvern's cafeteria line and discusses solutions to improve it.

Page 2

IS YOUR SCHOOLWORK WEIGHING YOU DOWN?

Learn the pros and cons of carrying a heavy backpack.

Page 7



A DECADE IN DUFFY

This January marked the 10 year anniversary of the Duffy Arts Center. Most students don't remember campus without it.

Page 7



FLY EAGLES FLY

The Malvern community is getting hyped up for the Eagles' first Super Bowl appearance since 2005.

Page 16

IT'S GETTIN' HOT IN HERE.

Two members of our staff share their experience eating the world's hottest pepper, the Carolina Reaper.



Page 20

The Friar's Lantern

January 2018

Malvern Preparatory School • Malvern, Pa. • lantern.news

Volume 18, No. 5



BUILDING



Connections

Due to a lack of space, outdated facilities, and the Academy Model, Malvern Prep has decided that it's time for a new building: The Center for Social Impact.

Jack Guardiola '20
COPY EDITOR

This summer the construction of a new building on campus will begin and 18 months after that, the Center for Social Impact will be complete.

Head of School Fr. Donald Reilly, O.S.A. said that one of the main reasons a new building is needed on campus is that the science facilities are inadequate.

"Currently, the science facilities are not where they should be.

And despite the excellent teaching and the patience, they just need a major upgrade," Reilly said.

The building is named the Center for Social Impact because it will be a hub for integrated learning between science, technology, engineering, the arts, and mathematics, also known as S.T.E.A.M. education according to Director of Financial Affairs, Mr. Theodore Caniglia.

> PAGE 4

Keeping up with Kaloso

Kaloso Tsoaeli is the new South African exchange student visiting the U.S. for the next eight months.

Alex Haylock '19
FRIAR LIFE EDITOR

On Friday, January 12, an international flight touched down on snow-covered American soil. Kaloso Tsoaeli's first act within the United States was to adjust from the warmth of his home of Durban, South Africa, to a frigid Pennsylvania winter.

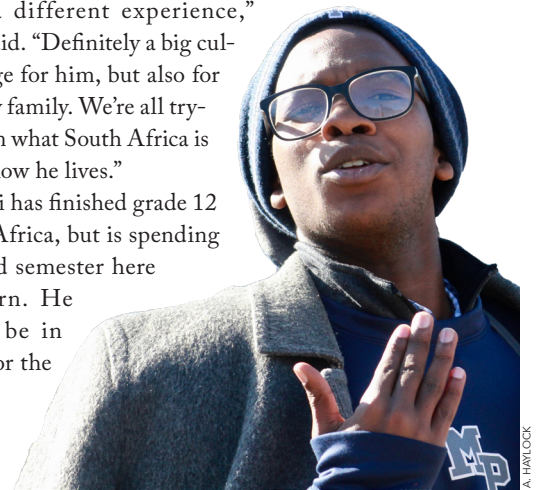
Tsoaeli has a clear memory of his first time seeing snow. "When I woke up and I see outside I could see the snow and I was like 'wow, how beautiful... and then I went outside and felt the cold and I was like hmmm... it's freezing. I didn't really enjoy the snow," he said.

During his time in the U.S., Tsoaeli will be staying with junior Chase Bennett and his family.

"It's a different experience," Bennett said. "Definitely a big culture change for him, but also for me and my family. We're all trying to learn what South Africa is like, and how he lives."

Tsoaeli has finished grade 12 in South Africa, but is spending the second semester here at Malvern. He will also be in the U.S. for the summer.

> PAGE 17



Reilly considers changes to schedule, dress code for 2018-19

After spending half a year getting to know the people and culture of Malvern, the new Head of School looks to the future.

Chase Bennett '19
MANAGING EDITOR - WEB

Father Donald Reilly, O.S.A. has now been the Head of School of Malvern Prep for well over six months. As he begins to settle in, his eyes are looking down the road to see what's ahead for Malvern.

One change that Malvern students often see each year is a new schedule. Reilly has one idea relating to the schedule. He believes that spending more time in the chapel will help the students connect with one another on a more personal basis.

"Next year we are going to hopefully start off every day in the chapel for a brief moment of silence," Reilly said. "[It will be] a time to reflect and to be present to yourself with everybody being there and begin the day."

Reilly believes starting off the day with a moment of silence will also allow students to perform better in school as well.

> PAGE 5

EDITORIAL



is a monthly student-run publication at Malvern Preparatory School. The website for the publication is lantern.news.

418 S. Warren Ave • Malvern, PA 19355
lantern.news

Distributed free on stands at
Malvern Preparatory School

Mission Statement

The Friar's Lantern is the student-run publication of Malvern Prep. The principal goals of the publication 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 Friar's Lantern* editors-in-chief, managing editors, chief investigative reporter, section editors, social media editor, podcast editor, copy 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. Any reader may submit a letter via email to mpfrierslantern1@gmail.com. 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. 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.

Advertising is at the discretion of student editors. *The Friar's Lantern* reserves the right to refuse advertising deemed inappropriate for high school publication or not addressed to our audience of student readers.

Social Media

The Friar's Lantern is on Twitter (@frierslantern1), Facebook ([facebook.com/TheFriarsLantern](https://www.facebook.com/TheFriarsLantern)), Instagram ([lantern.news](https://www.instagram.com/lantern.news)), and Snapchat ([lantern.news](https://www.snapchat.com/add/lantern.news)). The editors-in-chief, social media editors, and managing editors manage the social media accounts in consultation with the adviser. Members of the Malvern community are encouraged to follow us on social media for online posting and discussion of student news. Social media reporting is often fast-paced, but our editors do their best to ensure that posted content is accurate and verified. Any inaccurate information will be corrected, with corrections acknowledged. Social media participants must remember that anything posted in response to *Friar's Lantern* social media is public and reflects on both our publication and our school. Social media replies and comments will be screened for defamation, profanity, or libel.

Bylines

Online bylines include the name of the lead reporter on the story. Additional contributors are credited as authors on each post, but attribution may not appear in the online byline. All contributors are listed in the byline of stories that appear in print. Graphics, photos, art and illustrations, and all other creative work will be given attribution. Unsigned editorials feature the byline of the Editorial Board.

Updates & Corrections

At times, online stories will be updated as new information surfaces. Verified inaccuracies will be corrected. When this occurs, a correction will be published at the bottom of the story with the date of the most recent revision and details of the change.

Joining our staff

New contributors are welcome throughout the school year. *The Friar's Lantern* staff meets twice 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

Daniel Malloy '18
Eric McLaughlin '18

Managing Editors

Print: Ethan Rowley '18
Online: Chase Bennett '19

Business & PR Manager

Jack Magarce '18

Copy Editor

Jack Guardiola '20

Section Editors

Friar Life

Alex Haylock '19, Michael Harrington '19

Sports

Garrett Hallinan '19, Kyle Leonard '19

Media & Culture

Luke McClatchy '19

Social Media Editors

Dan King '19, Joe Lister '21

Photography

Steve O'Meara '19

EDITORIAL BOARD

All editors

Member(s) of Class of '21

-TBA-

Member(s) of Diversity Club

-TBA-

ADVISER

Ms. Kate Plows



IT'S TIME TO DRAW THE LINE

With each passing school day, the problem of the lunch line grows. Changes need to be made to make Stewart Hall a better and safer place.

Editorial Board

The lunch line is a dark place on Malvern's campus. If you don't get in early or aren't a senior, then you will feel the sheer force of a mob of students jostle you around. Students are pushed, hit, and even hoisted from the ground (not kidding).

It sounds comical, but the lunch line is a serious problem. We are calling it a line, but a more accurate description would be mosh pit.

Are Malvern students always perfectly behaved when on campus? No, but there is a sense of respect and awareness of the rules in almost every building. The one exception to this, however, is in Stewart Hall during the two Upper School lunch shifts. If you were to Google the word "pandemonium," a picture of the line during an Upper School lunch would appear.

Being a freshman at your first lunch at any high school can be intimidating. You might not be sure where to go, who to sit with, or what to talk about. At Malvern, there is an extra intimidation factor to this young freshman, and that is the lunch line. Not only do they take a while to get through, but a young freshman would immediately get engulfed by the pit if he got too close.

We are all teenage boys, and we like to eat. However, this does not mean that we have to act like wild animals before we receive our food. The food is already made and is not going anywhere.

There really is no need to push and shove.

The cafeteria staff works hard every day so that we can have break and lunch, and in return, they see Malvern students at what is probably our absolute worst.

A rowdy lunch line does not sound like that much of a problem. However, it can make significant impressions on a lot of people.

"I think [the line] is very rowdy. When the kids come in for lunch, they're just very hyper. They're looking to eat, they just want to get in, get their food, sit down, and chill out," Assistant to the Director of Dining Services Mrs. Linda Bogan said. "They crowd the line, and they push each other. Some days it's not too bad, but on more occasions they're a little rowdy."

This has been a problem for a number of years, but it seems that things are continuing to get worse. We feel that changes need to be made not only for student's safety but also to strengthen Malvern's reputation.

We all agree that throwing three grades into a pile is not an efficient way of going about the line. This type of cluster promotes aggressiveness and provides an unfair advantage to the larger students and to the students who try to cut the line by sneaking in through the side (yes, we see you).

Recently, students have been forced to go back to their tables and are called up table by table to get their food. While this does help in settling down the chaos, students end up getting their food with only 15 or so minutes left in lunch.

Our solution is similar to this but with a slight

twist that would hopefully speed up the process. If each grade was called up one by one, it would cut off most of the havoc that occurs in the lunch line. Seniors would go first, get their food, sit down, and then the juniors would be called up, and so on.

While freshmen may not like this process since they would be getting their food last, the whole process would be a lot simpler. They would also be able to figure out where they were sitting prior to getting in the lunch line and would still have plenty of time to eat and talk with their friends.

We also feel that if Malvern was a co-ed school there would be a lot less pushing and shoving in the lunch line. If students saw a girl in the middle of the mob of people at lunch, they would most likely, and hopefully, stop pushing. Unfortunately, we don't think Malvern is going to merge with Villa just to settle our problem in the cafeteria.

A solution that we came up for this is to have an authoritative female faculty member help with controlling the lunch line. Sometimes students see all guys, even if one is a faculty member, and think that it is okay and funny to push each other around. Hopefully, a female teacher would be able to control the line and influence the student body to act more respectful when preparing to get their lunch.

A rowdy lunch line does not sound like that much of a problem. However, it can make significant impressions on a lot of people. While you may think it is funny, outsiders to Malvern may not.

That is why the lunch line must be fixed—for the students, for the teachers moderating, for the cafeteria staff, and for campus safety and sanity. ♦

PERSPECTIVE

Addressing the security protocol on campus

ALiCE training is a good start, but there are some more changes that should be made to improve campus security.

Eric McLaughlin '18

EDITOR-IN-CHIEF

On October 23, 2014, two men walked onto Malvern's campus with a loaded rifle. The school was put on lockdown, students sat in their classrooms, and the police arrived and stopped them from whatever they were planning on doing.

At the time, I was a young freshman just starting out at Malvern. I remember being in the dark room in my Photography 1 class when we heard over the loudspeaker, "We are in lockdown. This is not a drill." While I remember hearing that announcement, I also remember not thinking it was true.

Malvern is located in the middle of Chester County on over 100 acres of its own land. When you are on campus it feels as if you are in one of the safest places in the country, so when I heard that the school was in lockdown, I didn't believe it.

My photography class was directed to go into the Duffy Theater with the other classes that were taking place in the Duffy Center at that time and the teachers locked all of the surrounding doors. After that, we just sat there in the theater and waited for the situation to be handled.

According to an article in *The New York Times*, there have been 11 school shootings already in 2018. That is basically one school shooting every other day. No one expects it to be at their school, but time and time again they occur, to the total shock

of the victims.

Over the past couple of weeks, students have been taught and practiced ALiCE training. ALiCE stands for alert, lockdown, inform, counter, and evacuate. Its purpose is to teach students and teachers what to do in case of a school shooter situation. This was a great topic to teach to students because the old lockdown procedures did not seem to make sense. Locking the doors and sitting away from windows is not really going to stop a person from trying to get into a room.

ALiCE training is also valuable to teach to students because it prepares them for situations they might be in in college, at a concert, or anywhere in public. Unfortunately, mass shootings and attacks have become more common in many places all over the world. It is good to know how to fight for yourself and those around you.

One problem Malvern still has with security is that every door on campus is left unlocked throughout the day. This is a difficult one to fix because of how open Malvern's campus is. Students and faculty are constantly walking from building to building throughout the school day, and leaving the doors unlocked makes it much easier for everybody.

The problem with this is very obvious. Anyone could drive onto Malvern's campus and walk into one of the buildings, at any time the school is open.

Many college campuses are similar to Malvern's, in the fact that they have many different buildings

that aren't connected to each other. The only difference is that many of these schools require some type of ID or key to get into each building.

Malvern should implement some sort of system in which students and staff need to swipe IDs to get into buildings.

"Nothing has happened yet on Malvern's campus and maybe nothing ever will, but anyone could walk onto campus and get inside a building," senior Tim McLaughlin said. "I think that some sort of lock or key system would be smart to put in place."

In talking with the Director of Safety and Security Mr. Steve Lestrage, I found out that Malvern is already planning on implementing this type of lock system.

"We already started the project to switch an ID lock system," Lestrage said. "We are on target to have every building on campus have these locks by the first day of school next year."

Lestrage cited that the main reason for this switch was because of how open Malvern's campus is. "People are constantly coming and going throughout the day and the night and this just gives us an added layer of security," he said.

Odds are, nothing is going to happen to make Malvern go into another lockdown like the one we had during my freshman year. However, it doesn't hurt to provide an even safer and more educated environment for everyone on campus. ♦

Panamanian sophomores visit for cultural exchange

On the agenda: experiencing snow for the first time.

Steven O'Meara '19
PHOTO EDITOR

This year, three students from Panama are visiting southeastern Pennsylvania to learn more about our culture and practice their English.

Pablo Herrera, Sebastián Perdomo, and Abdiel Morcillo are all currently sophomores back at Colegio San Agustín, their school in Panama. This is not the first time they all were in the Philadelphia area, since they travelled to Villanova University this past summer for a speech and debate event.

The Panamanian students report that their school selects students to travel to the United States on a merit-based system.

"They select the best students, best grades, best behaving, and offer this chance to come here," Herrera said.

The official language in Panama is Spanish, but learning English in Panama is an important part of their curriculum and everyday life.

"From kindergarten until high school, everyday we have English. All the movies, video games, I listen to and watch are in English," Herrera said.

Often students will travel to camps around the world to learn English.

"I went to England to learn English for an entire month," he said. "I stayed with a family the whole month," Perdomo said.

So far, the exchange students have enjoyed their time here. They have noticed some differences between their school in Panama and Malvern Prep.

"Here the students are very respectful, and also this doesn't change that they are teenagers and like to have fun. For example, we saw students playing basketball at lunch," Morcillo said. "That is something that wouldn't happen in our school. The professors do not trust the students."

Another difference the students have noticed is that students at Malvern travel from classroom to classroom. At Colegio San Agustín, all classes meet with the same students, in the same room, but the teachers switch between classrooms to teach different classes, according to Herrera.

The Panamanian students follow many American sports teams, such as the Yankees, Miami Heat, Warriors, Celtics, Eagles, and Steelers.

The weather has also been different to the students from what they experience in Panama. However, Herrera and Morcillo found ways to enjoy the benefits of snow.

"I love the snow, I love skiing," Herrera said.



CULTURE IN COMMON • Exchange students Pablo Herrera, Abdiel Morcillo, and Sebastián Perdomo find some common ground with Malvern students in donning Eagles gear on a recent dress-down day. The students are visiting from January 6-February 3. / S. O'MEARA

"This is my first time seeing snow, so the first day I was freezing. Besides that, winter is very beautiful. I tried ice skating. I do not like it a lot, but I want to try other winter sports," Morcillo said.

Not everyone was as excited about the cold weather, though.

"Now it's very, very cold. I like the cold but not that much," Perdomo said.

Language teacher and Global Exchange Director Ms. Teresa Lohse has been in charge of the program for four years. One of her primary goals is to make sure the exchange students feel integrated into the Malvern brotherhood.

"I think it's so important for them to feel a part of Malvern right away, and to feel like a Friar, so I go out of my way to make sure that can happen," Lohse said.

Last year the exchange experience was a bit different for students.

"I am thrilled we have the group this year because last year, we had candidates from Malvern who wanted to host and go, but they [Colegio San Agustín] had a year where they did not have candidates," Lohse said.

Every year, the exchange students coming here are different regarding their sports, language skills, experiences in America, and other activities, but a few things are consistently the same.

"I find that in general the exchange students from all the countries are wonderful to work with, but in particular the students from Panama are always very respectful and happy to be here and seem very eager to just weave their way into the fabric of the community right away," Lohse said. ♦

STATE OF THE STUD. CO.



Bubble Soccer and Penny Wars were key to the Student Council's agenda for January.

Michael Harrington '19
FRIAR LIFE EDITOR

Since the first day Malvern returned from break, the Student Council was back and running. Planning events like Bubble Soccer and the Penny Wars, they sought to get students actively involved.

"Mr. Sillup came to us a couple weeks before J-Term started and let us know that there was going to be one day per week in J-Term for a Student Council event," McKnight said.

Although, they didn't end up doing an event the second week.

"It was kind of last minute to come up with something," he said. "So we decided to do Bubble Soccer because we did that during Spirit Week, and it seemed to be a pretty big hit, pretty popular."

Near the end of the month, Student Council unveiled the Penny Wars at a morning chapel service. This high school activity consists of four jars located in the cafeteria which students can put different types of money in to increase their points or decrease another grades. The end prize is a dress down day and a food surprise for the winning grade according to McKnight.

"[Penny Wars] is an event for Bringing Hope Home. It's an organization that helps families pay bills who have cancer... The Penny Wars should be a pretty big hit, or we hope it to be," McKnight said.

The rules system for Penny Wars is based around two main things. The negative and positive values of money

and the fact that you can put Monty in other people's jugs.

"Every other coin/dollar bill is negative. Nickel is minus 5 points, dime minus 10, quarter minus 25, \$1 minus 100, \$5 minus 500 and so on," he said. "So basically you're gonna wanna fill your class' jug with pennies but other class' jugs with anything else."

McKnight wants to end his year by fulfilling a goal of his: to keep the students happy. He hopes that he can help students enjoy their Malvern experience as Student Council president.

"As long as everyone's enjoying their experience and getting involved in anything they want to do, then that would be a good thing for the whole school," he said.

As the second semester begins, half of McKnight's tenure is over. Once he graduates, he hopes that Malvern's Student Council keeps up its charity work and still works with Bringing Hope Home.

"I hope what we are doing with Bringing Hope Home... would start a tradition. It's not just handball and dodgeball and those generic events. [We're] doing something out of the ordinary and bringing in a charity and working with them," McKnight said.

Looking forward at next month, the Student Council is anticipating the much loved return of Malvern's Family Feud on February 15. Students and teachers received surveys in their email during the week of January 29. ♦

NEWS IN BRIEF

Prayers for Father Thom • Theology teacher Fr. Thom Meehan, O.S.A. was hospitalized due to a stroke on Tuesday, January 23. He is currently receiving treatment at Bryn Mawr Rehab Hospital. The whole Malvern community sends out their prayers to him.

Villa Voice makes debut • Villa's brand-new student newspaper released its first issue in December. It highlighted topics like sophomore Isabella DeSimone and her battle with cancer. New faculty were profiled, and featured in the centerspread, the paper featured an informative student survey. The Friar's Lantern and Villa Voice featured comparison columns about the ghosting trend.

D-III (Intramural) National Basketball tournament kicks off • Intramural basketball kicked off its regular season on Tuesday, January 23. Hence the league's name, each team is named after a D-III school. Led by senior Max McCool, team West Coast Baptist is favored to win the tournament. However, McCool and his teammates will be faced with stiff competition. Record breaking numbers, including 30 teams and over 150 players, are to set to play. Who knows which team will pull out the victory at the season's end, which will be the week before spring sports start? Games will continue to be played in Dougherty and O'Neill gyms during Community Time.

Swimming makes national splash • On Sunday, January 22, Malvern swim team took home the National Catholic Championship title for the

fifth time in school history, and the first time since 2006. Malvern finished their Inter-Ac season with a win versus Episcopal, and is looking forward to their Inter-Ac championship meet and Easterns in the month of February.

Mathletes update • On January 11, the Mathletes participated in an unusual meet. The previous Monday, a meet scheduled at the Academy of Notre Dame was cancelled due to weather. The teams made up the meet on their own time at their respective schools. Malvern had a very strong finish with a third place result.

Overhaul to AP Testing Policy • On January 19, Mr. Sillup announced that if a student takes three or more AP classes, the student only has to take two of the AP tests, but can

take more if he chooses. "It was a conversation that started last spring, it triggered talk formally and informally on this issue, we decided if a student takes three or more AP classes, we are asking him to externally credential in at least two," Sillup said.

Baseball "First Pitch" Fundraiser at Timothy's • The baseball team had their annual fundraising event at Timothy's in West Chester on Saturday, January 27. Current and former players attended the event along with the coaches and supporters of the program, with the goal of boosting the team's funds a few weeks before the season.

Junior Will Pettit fundraising for Leukemia and Lymphoma Society • Pettit's first on-campus event is a 3-on-3 Basketball Tournament on Saturday, Feb. 3 from 3-7 p.m. The Leukemia and Lymphoma Society previously awarded this recognition to Andrew Clark '17.

March for Life • Roughly 30 Malvern Prep students attended the annual March for Life in Washington, D.C. on January 19. The day started with a Mass led by Archbishop of Philadelphia Charles Chaput at the Basilica of the National Shrine of the Immaculate Conception at Catholic University. Students then took to the Capitol building to participate in the March. President Trump spoke to the crowd at the March from the Rose Garden, becoming the first sitting president to speak at this event. ♦

Heavy backpacks pose health risks, potential benefits

Many students carry around relatively heavy backpacks stuffed with textbooks and other items needed for class. However, there are some side effects to carrying a heavy bag around.

Rohan Jhunjunwala '18

REPORTER

"This bag is closed, right?"

Senior Patrick Sayers said this as he gestured to his backpack, marked by a foot-long tear above his zipper which was technically closed.

Sayers was one of many students who had to carry around a literary anthology for his Honors British Literature class last year, which weighed in around 4.2 pounds according to a previously published article in this publication.

He reported having to place this novel on top of his other books, because it was too large to be placed alongside other books.

According to the American Academy of Pediatrics, a backpack should never weigh more than about 10 to 20 percent a student's weight.

For a 175-pound boy, that's no more than 35 pounds.

"You have to make room in your backpack by placing it on top of your other books. The first thing you see when you open your backpack is the 'Roper Bible'... It didn't fit in my backpack," he said.

He speculates that this anthology and other books stretched his backpack to the breaking point—literally.

"It was literally stretching the entire time," he said.

Backpacks may be an efficient way to avoid trips to a

locker during the school day, but carrying too much weight in your backpack can be dangerous. More than 6,300 youths between ages 5 and 18 were treated in emergency rooms for backpack injuries in 2016, according to the Consumer Product Safety Commission.

According to the American Academy of Pediatrics, a backpack should never weigh more than about 10 to 20 percent a student's weight. For a 175-pound boy, that's no more than 35 pounds.

Fortunately, Sayers does say that the [physical] load has lightened senior year.



BACK PAINS • Senior Patrick Sayers displays his backpack while the weight stretches the bag out. The weight had caused some pain due to the heavy weight in the past. "It was literally stretching the entire time," Sayers said. / R. JHUNJUNWALA

"Senior year is not as much." Sayers said. "[Your backpack] not going to tip you over if someone pushes you."

While Sayers chooses not to use his locker, citing difficulties like inconvenience and the risk of forgetting class materials, some students do make use of provided lockers.

Senior Andrew Oberkircher is one student who makes use of his locker, and he reports having an easier time with his backpack.

He believes that his experience with his backpack has been

fairly consistent throughout his time at Malvern, and he credits this to his use of the provided lockers.

"I feel like I'm one of the few people who uses their locker still. I feel like seniors are discouraged from using their locker," Oberkircher said. "Put the books you don't need away for the day. Save yourself the trouble."

However, many students have genuine concerns whether using their lockers would leave them prepared for class.

"I would use my locker, but I felt like I would forget something along the line," senior Will McGill said. "I eventually ended up carrying twenty pounds of crap around on my back. Eventually my backpack started to tear."

Backpacks may be a nuisance to students on campus—McGill reports having gone through four backpacks over the course of his six years at Malvern. However, not many students reported concerns with the weight of their packs.

Physical Trainer Mr. Eric Miller believes that there is no danger, unless the backpack is particularly heavy, it will not pose a health risk.

"It's tough to say, but it's probably something like a percentage of body weight," Miller said. "I guess if they're really light they shouldn't be carrying 50% of their body weight."

Miller thinks there may be some advantages to carrying the heavy load.

"Another part of me says, kids need to do more physical work. Kids should be able to carry a 10-15 or 20 pound backpack," he said. "Weighted carries in the strength and conditioning world are huge."

He also cited the limited time that students walk with the bag as reason we need not be concerned.

"On a campus like ours it's not that bad," he said. "Walking from Sullivan to Good Counsel is not that far. I don't see it as being a detriment to your health."

Miller recommended that students should try to wear a bag with both straps, and these kinds of carries could help posture.

"I don't think it's a bad thing," he said. "As long as kids aren't walking half a mile with something half their body weight." ♦

> BUILDING CONNECTIONS, 1

"We're going to use Catholic social teaching principles in order to guide and instruct how some of the projects that we're choosing to do, by which we learn not only how to be effective as a group, but be able to appreciate our communication skills, etc," Reilly said.

Eleventh Grade Academy Leader Mr. Kevin Quinn added that there simply wasn't enough space on campus to accommodate all of Malvern's academic and extracurricular needs.

"The perfect example is the robotics workshop. It's in Alumni [gym], in the basement. Most people don't know there is a basement in Alumni," Quinn said. "We've had a robotics program for 15 years... We have all kinds of tools in our workshop. That's a space that we've been trying to expand and clean up so that we'd have somewhere to work, but it's not sufficient."

Quinn also said that merging Sullivan Hall and Carney Hall will help further Malvern's Academy Model.

"In our Academy Model we want to bring the disciplines together. So [we would] have projects that are not only English, only social studies, or only science, but have an amalgamation of all of those. So connecting facilities helps to do that," Quinn said.

According to the website for IMC Construction, the project includes 15,300 square feet of interior renovations and an 18,200 square foot addition that will connect Carney

and Sullivan Halls. This "wedge" merging Carney Hall and Sullivan Hall would be the Center for Social Impact.

"That 'wedge' would have a top floor, which would have an environmental lab, because that's the most south-facing direction we can get in this project, and they need a south-facing room to be able to grow plants and things like that. The middle would be a new and refurbished Learning Commons," Quinn said.

However, Quinn said the Center for Social Impact will not just be a "three story Learning Commons."

"The floor below that would be a place to work on projects. Part of that space is a workshop and a design and fabrication studio that's coupled with it," Quinn said.

Although 'design' and 'fabrication' are words often associated with the arts department, according to Arts Curriculum Coordinator Mr. Emanuel DelPizzo, conversations regarding the arts in the Center for Social Impact—the "A" in S.T.E.A.M. education—have not yet taken place.

The features don't stop there. Reilly said there will be a space for the Academy Leaders and a new lecture hall.

"There'll be a bridge from the parking lot. So it'll be like you're walking into a beautiful atrium space. The staircase will be a lecture hall. We don't really have a lecture hall. If you're working on projects, you can move tables and chairs to

accommodate project participants," Reilly said.

This project won't be cheap. Caniglia said the construction will cost \$10.7 million dollars. In addition to that, professional fees will add up to \$1.5 million dollars.

The project involves two of Malvern's current buildings as well as the construction of the new Center.

"Keep in mind we're renovating, gutting [Sullivan], and then we're remodeling Carney," Reilly said.

Malvern plans to raise the money through donations and fundraising, according to Reilly.

"We have raised more money for this project than we have ever raised in our past. So we're excited about that," Reilly said.

The construction on campus will last around 18 months, and then Malvern will have to wait to receive a certificate of occupancy before the building is opened according to Reilly.

During construction, classes and programs in Sullivan Hall will be relocated.

"Accommodations are being planned at this time for science classes and the LC," Reilly stated in an email.

Reilly believes that the Center for Social Impact will be a unique addition to campus. "It'll be a space like no other space," he said. ♦



CHANGING THE LANDSCAPE • Diagrams posted on the website for IMC construction (imcconstruction.com) show how the Center for Social Impact will connect Carney Hall and Sullivan Hall—as well as bridging to the parking lots. The website states that the project will also include site improvements and relocation of electrical service. / imcconstruction.com

> REILLY PLANS CHANGES, 1

"It's not only good for behavior—learning to respond rather than to react—it also enhances the learning ability of the brain," Reilly said. "You're less vigilant, you're more relaxed and you're more receptive to take in information. I'm looking forward for that happening."

Plans for the new schedule will also allow students to hopefully lead some of the mornings in the chapel.

"Eventually probably by January, if we're lucky and everything goes the way we hope, it can be student-led," Reilly said. "It'll be call to order which might be, get into a certain posture, focus yourself on the now, might be a word or two shared. It's helpful spiritually and psychologically."

In addition to schedule changes, Reilly plans to investigate some changes to the dress code.

"I would like a discussion around the possibility of that [dress code changes] happening without it being a burden," he said. "I don't want students to feel that it's, 'oh, I have to put on a tie again.'"

Reilly said he has not yet defined these dress code changes.

"I need to do it in consultation with the students and the faculty," he said. "We'll see how it turns out."

In addition to looking down the road, Reilly is also reflecting upon his Malvern experience so far.

"This year so far, in a good way, has been busy," Reilly said. "I've enjoyed it while trying to get to as many things as I can. Just to get a feeling for it, get my arms around it and kind of understand the culture

"A student is one way when you're teaching and a completely other phenomenon outside of the classroom. I love that."

-Fr. Donald Reilly, O.S.A.

and the people."

Reilly says that part of adjusting to the shift revolves around getting to know the people and the Augustinian culture on Malvern's campus.

"The whole community has been very gracious and very hospitable," Reilly said. "It's a matter of getting familiar with the Augustinian community, my colleagues, members of the board and to just assess where some of the needs might be that are available to us in education."

Reilly has also been making an effort to carry on a practice he did at St. Augustine Prep to at Malvern: learning the students names and stories.


"Get to know the names of the students. Get to know them," Reilly said. "A student is one way when you're teaching and a completely other phenomenon outside of the classroom. I love that."

While Reilly continues to build relationships in the Malvern community, he wants to make sure he is putting students on the top of his priorities.

"I want the students to enjoy each other, to recognize the gift they have when they are with each other, the influence they can have on each other's life," Reilly said. "Just paying attention to what the students need. I'm looking forward to next year." ♦



STUDENT CENTERED • Fr. Donald Reilly examines cups created for the Cups for Caritas event, which took place on Sunday, January 14. Reilly joined the student event chairs and their families to bless the cups on Saturday before the event. Over 700 cups were on display, and over 200 guests attended the Mass and breakfast event. / STAFF



PAOLI Y2 ACADEMY

42 E Lancaster Avenue Ste.102, Paoli, PA 19301 [Email: paoli@y2academy.com](mailto:paoli@y2academy.com)

610-601-5501/5502

SAT
At least
320pt. Increase or
Minimum 1520pt.
(1600 Perfect)

Impact of Y2 Academy

SAT & ACT

Score Guarantee Program
Students who do not increase guaranteed points are eligible to take future lessons tuition-free until the goal is achieved.

ACT
At least
6pt. Increase or
Minimum 34pt.
(36 Perfect)

#1 TEST Prep in USA

Summer 2018
SAT Courses I
7/6/18- 8/22/18
21days & extra sessions
8am-3pm

Summer 2018
SAT Courses II
7/27/18- 8/22/18
12days & extra sessions
8am~ 6:30pm



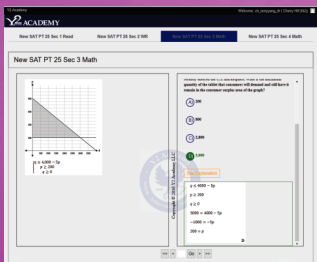
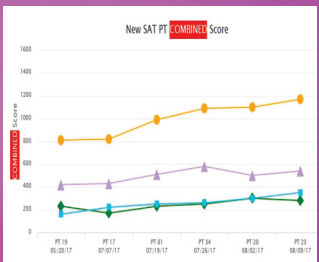
Summer 2018
ACT
7/18/18- 8/22/18
16days & extra sessions
8am~ 6:30pm

Summer 2018
PSAT
7/5/18- 8/23/18
15days & extra sessions
8:30am-3pm

Y2 Hybrid Study System
➔ **Best Result & Score Guarantee**

Test & Lecture in Class (Off Line) + Self Study for Practice & Homework (Online) anytime anywhere with Wifi

It is the guarantee to achieve the goal. Without the system, there is no accomplishment. No further explanation is needed. Visit the nearest Y2 campus. You can experience the performance and effects directly through system demos and explanations.

2018 Summer SAT & ACT Early Registration Discounts
Group Discounts 4 students \$200 off

\$400 OFF
expires 2/24

\$300 OFF
expires 3/24

\$200 OFF
expires 4/24

\$100 OFF
expires 5/24

Academic honesty statement introduced

Students are now required to sign a statement designed to curb academic dishonesty on all major assessments. Does this help?

Jack Guardiola '20
COPY EDITOR

In early November, Malvern's administration introduced an Academic Honesty Statement and asked teachers to include this statement for students to sign on every major assessment.

Assistant Head of School for Academics Mr. Patrick Sillup said that the pledge was installed to remind students of the consequences of cheating.

"The issue I've been running into this fall with students is that when I've discussed with them the severity of the consequences, what often comes up is, 'I didn't know,'" said Sillup.

The results of cheating are severe and can influence a student's academic career after high school.

"The consequence of cheating on a test is that a student would earn 10 demerits and 10 detentions," Sillup said. "If that were to happen, then our school has a responsibility to report that to future colleges that you plan to apply to or have already applied to."

ACADEMIC HONESTY STATEMENT

By signing under this statement, I acknowledge that the work on this assessment is my own and it is original. In completing this assessment, I did not have, nor did I give, any inappropriate help, aid, or assistance from any source. I understand that a consequence of asking for and/or giving assistance on this assessment may be a Dean's Warning and reporting of this incident to any colleges to which I have or I may one day apply.

According to the student handbook, the consequences for cheating on a test, quiz, project, or lab report involve a Dean's Warning on first offense for upperclassmen, and enrollment in an "Academic Integrity Education Program" for freshmen. The handbook describes the freshman program as an "intensive series of meetings, readings, videos and case studies" that culminates in a reflective essay.

Follow-up offenses may result in suspension

or expulsion.

Sillup said that although there was a policy on cheating in the handbook, students needed an extra reminder on the policy. He has asked teachers to include this honesty pledge on all major assessments.

"When something is out of sight for so long, it can go out of mind," Sillup said.

However, students say that they don't see the pledge very often.

"I know it exists," sophomore Braden Kovalovich said. "Only some teachers use it." He reported seeing the statement on tests in history teacher Mr. Andrew Burke's class and math teacher Ms. Lauren Lesch's class.

Sophomore Ryan Baker agreed, saying he's only seen it once or twice this year. "[I saw it] on one of our projects in Mr. [Tom] Maguire's class," he said.

Sillup also said there is research that shows that having the pledge on the test will reduce academic dishonesty.

"There is research that would say when you

prime someone to think their actions, they are less likely to engage in that action," said Sillup.

Sillup said that if the student's work is genuine, it is easier to help that student improve. "I would always want [the student's] work over [their] interpretation of somebody else's work," Sillup said.

The handbook states that it is the student's responsibility to determine whether extra help is appropriate on any assignment. "Because the boundary between ethical help and unethical help is often unclear to students, it is the student's obligation to get prior permission from his teacher for any outside help that seems questionable," the handbook reads.

Sillup also said that one of the hardest calls he has to make is when he calls a college and tells them an applicant from Malvern Prep was cheating.

"It never feels good to say, 'Now we're going to call the institution that you've been hoping to get into with not such a great message,'" he said. ♦

Eighth Grade Academy gets ready for second year of Summit Trips

Trip leaders and students discuss the trips they will be going on at the end of this school year.

Cole Cherian '22
REPORTER

For the second year in a row, eighth grade students will be going on Summit Trips in the end of May to cap off their Middle School experience. The trip details have recently been finalized, and many students are excited to depart on them.

Students will choose one of four trip options to go on in May. The trip locations are New Hampshire (costing \$453 plus transportation), Delaware (costing \$200-\$250), Nicaragua (costing \$1200), and Spain (costing \$1000).

Eighth Grade Dean Mr. Robert Buscaglia says that the goal of Summit Trips is for students to gain self knowledge and to do new things that they wouldn't necessarily have done without the trips.

"When I look at the goals for this trip, there are two primary things," Buscaglia said. "It's that constant searching and discovery and then hopefully that those experiences take place in authentic places where they lead to transformational experiences."

Buscaglia also said that he was inspired by the teachings of St. Augustine when creating the Summit Trips.

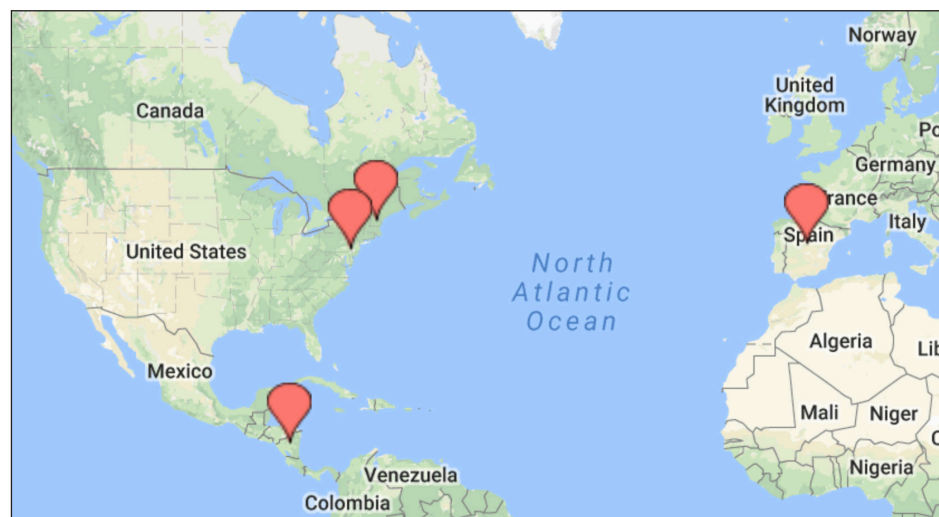
"A while back, I guess it was my second year here, I read an article about St. Augustine as a learner and a teacher. And one of the things I took out of that was that St. Augustine felt that true learning has to involve a couple of things," Buscaglia said.

One of the Augustinian methods to learning Buscaglia cited is having transformational experiences taking people to a completely different place. The second is searching and discovery.

"Searching and discovery have to be ongoing, and that can lead to deeper understanding and truth, even self knowledge," Buscaglia said. "One of the other characteristics he talked about was engaging in community, and learning together."

New Hampshire trip leader Ms. Valerie Gould has planned a very educational trip.

"We're going to be hiking in the White Mountains as well as working with two educational liaisons from the Appalachian Mountain Club that are going to be teaching participating students about the weather, the formation, and the plant and animal life of the White



TRAVELING THE WORLD • This year's eighth graders will be traveling to Delaware, New Hampshire, Nicaragua, or Spain.

Mountains," Gould said.

The students will be sleeping in small shelters along the route to the summit.

"The Appalachian Mountain Club has over a span of probably 100 years now built a series of what they call 'backcountry huts,'" Gould said. "The huts are kind of primitive. You're in a room of like 15 bunks and depending on the size of the hut, some of them have multiple rooms, some of them have a couple cabins. There is a crew in the huts that cook breakfast and dinner for you, and they do nature programs at night."

Gould says the group will have to take safety precautions on the trip.

"Hiking in New Hampshire can be very dangerous, especially when it's wet," Gould said. "There's a lot of rocks, a lot of very large boulders, and it could be very slippery."

Students will be taking an elective class and strength conditioning to prepare for the trip.

"We're going to be having a class once a cycle on Day 5," Gould said. "We're going to be learning about the Appalachian Mountains and how they were formed and just about different plant and animal species that live in New Hampshire."

Gould said that every student who will participate must meet a few requirements.

"Everyone who is going has to participate in some kind of strength training because the hiking there is so difficult," Gould added. "[Athletic Trainer] Mr. Miller is going to be putting together a strength training program for students."

Another requirement is that participating students must go on two preparation hikes, one in April and one in May.

Gould hopes the students who attend her trip will come out of it with a new respect for the nature around them and for hiking.

"I know a lot of our students may have hiked before, but maybe not something so physically challenging because hiking in New Hampshire is very physically challenging," Gould said. "I'm hoping that they'll have an appreciation for the White Mountains area because it is something that personally it is a place that means a lot to me."

Eighth grade student Kody Kolar is looking forward to going hiking on the trip.

"I'm very excited. It's a lot different than the other end of the year trips," Kolar said. "I

specifically chose this one because I want to get in better shape and it looks really fun to explore New Hampshire."

Eighth grader Peter Liu looks forward to "seeing the stars" on the trip.

Middle School teacher Ms. Kim Sheets, who will be one of the leaders for the Delaware trip, has planned a trip that is themed around food and nature. Their summit trip is to a Delaware Nature Center. They will be going to the Ashland Nature Center where the housing is and to the farm they have.

"We will be doing night hikes, which should be fun. Every day we'll have different programming. One of the days will be spent working on the farm, so we'll see what actually goes into farming. With the food that we have on the farm, they're going to cook and prepare meals," Sheets said.

The trip is similar to a previous Summit Trip to upstate New York.

"Last year we went to a farm run by an alumni Matt Foles in Cazenovia. But with timing and things going on in his life this year we weren't able to have that," Sheets said. "What we really wanted to do was find a place that had that farm experience in connection to our theme of the year in studying food."

Students are preparing for this trip by studying their own food.

"We're using Academy Block and the themes that we're studying in Academy Block to make students aware of who and where their food comes from," Sheets said. "And we do have our garden that we grow for Chester County Food Bank that students will be working on, so that will give them some farm experience."

Sheets hopes her trip shows students what goes into making their food.

"[The trip] brings farming and nature into perspective for some of these guys," Sheets said.

Eighth grade student Sam Brecker hopes to strengthen his friendships and learn new things on the trip.

"I'm looking to bond with my fellow brothers here," Brecker said. "I'm looking to learn about the agricultural lifestyle."

Buscaglia, who is leading the Nicaragua trip, hopes to show students a new type of service on the trip.

"The Nicaragua Summit Trip is basically bringing kids to a sustainable permaculture

Teachers and administrators remember opening of Duffy Center after 10 years

Ten years ago, the Duffy Arts Center opened its doors to Malvern Prep, creating a gateway to an increase of popularity for the arts.

Joe Lister '21

SOCIAL MEDIA EDITOR

Fr. James Flynn remembers a lot from ten years ago, when construction was finished on the Duffy Arts Center. According to Flynn, the building was absolutely necessary for Malvern to have.

"We had an increasing amount of students who were interested in the arts," Flynn said. "We wanted to make sure we could offer them something."

The Duffy Center, named after former Headmaster Fr. David Duffy stands where Vasey Hall once stood, a theater that Flynn says, wasn't good enough.

"The space we had was inadequate for the expansion of the program," he said. "We also realized that the theater we had... was over fifty years old."

Vasey Hall also wasn't designed to hold the growing amount of students attending Malvern, as opposed to the much smaller amount of students 50 years prior.

"When the school was smaller, it was adequate," he said. "But when we went from 250 students in the school to... 600, poor Vasey Hall wasn't adequate."

According to Flynn, there were multiple celebrations that took place during the transition between Vasey Hall and the Duffy Center.

"When we knocked Vasey Hall down, we had a party so that all the people who had been in plays were invited to come back," he said.

When the Duffy Center was opened, there was another celebration.

"We had a Mass, then we went over to the Duffy Center, and then we opened the Duffy Center. And we went around to every room and blessed each room," Flynn said. "It was a pretty neat event."

Ninth Grade Academy Leader Ms. Jackie White, who was head of the arts department when Duffy opened, said that even after the building opened, there were still difficulties.

"When we moved in, [Duffy] was still being constructed," she said. "We were working side by side with [the construction workers]."

White's role in the construction of the building was not just that of a teacher, but as a liaison between the school and the workforce creating Duffy.

"At the very beginning Mr. Stewart told us that I was to be in all the meetings," she said. "Mr. Stewart was fantastic about making sure we got what we needed."

Many times however, it was not just White meeting with the architects from Voith and MacTavish, the same firm designing the Center for Social Impact. "We had many meetings with the whole department and the architects," she said.

While White had worked with construction staff in the past, this was a much bigger scale production.

"I did work with contractors, but not to this level," she said.

White remembers her first class in Duffy as unreal. "It was kind of surreal how unbelievably beautiful it was," she said. "It's better than most college setups."

"I had to pinch myself lots of times when I walked in to come work here," she continued. "It's been a pleasure ever since."

White is pleased with the way that the arts department has gone since the completion of the Duffy Center.

"It's great to see that it's thriving," she said. "I just wish it'll continue to grow."

College Counselor and English teacher Mr. Richard Roper was the director of MTS from

1976 to 2011, and he remembers the push for the Duffy Center very well.

"I was an advocate for having a place where we could do the plays a little better than we had been," he said.

The reason Roper wanted a new arts center was because of the size of Vasey Hall.

"We needed a larger space," he said. "We needed something a little more roomy and capable of backstage requirements."

Working with architects, Roper said that he was told to use his imagination. "Upfront, Mr. [Jim] Stewart said 'don't be afraid to dream,'" he said. "And so I did."

However, not everything Roper wanted was added to the new building. A few of his dreams did not come true.

"I wanted a deeper stage than what we got... a black box theater [underneath] where you could have shorter plays, smaller companies, smaller audiences... a trap door system for the main stage, that proved to be both logistically and financially unfeasible," he said.

During the time Duffy was being constructed, MTS was not dissolved, but instead moved around.

"We went into an agreement with Villa Maria Academy and did our shows in their Marian Center," Roper said.

However, despite the fact that MTS was able to use the Marian Center for its shows, the group was not able to practice at

Villa Maria.

"We created productions of shows that would allow us to rehearse elsewhere, either on campus or off campus," Roper said. "[We were] able to transport and put up sets at Villa Maria."

The first production in the Duffy Center was "Fiddler on the Roof," a tribute to Fr. Duffy. There were a few kinks in the first show.

"It wasn't a nightmare," Roper said. "But it was the standard growing pains of getting used to a new space."

One of those "growing pains" cost the company two shows. "One of the things we could not prepare for was the fact that we lost power on the weekend of the show," Roper said.

Despite all of the complications of the opening show, Roper was excited to try out the new additions to the Duffy Center.

"The Duffy Center allowed us to fly things in and to have movement on stage from above," he said. "It was exciting to do something new."

Sculpture teacher Mr. Robert Muntz has been teaching at Malvern for 17 years, and he remembers what it was like during the creation of the Duffy Center.

"I had taught here for seven years, and for those seven years [we'd] been pushing really hard... trying to get this building created," Muntz said. "We were a big part of getting them to realize we need to have an arts facility."

Despite the amount of work that had to go into the building, Muntz still has positive memories of the process.

"It was a high stress time," he said. "But it was awesome."

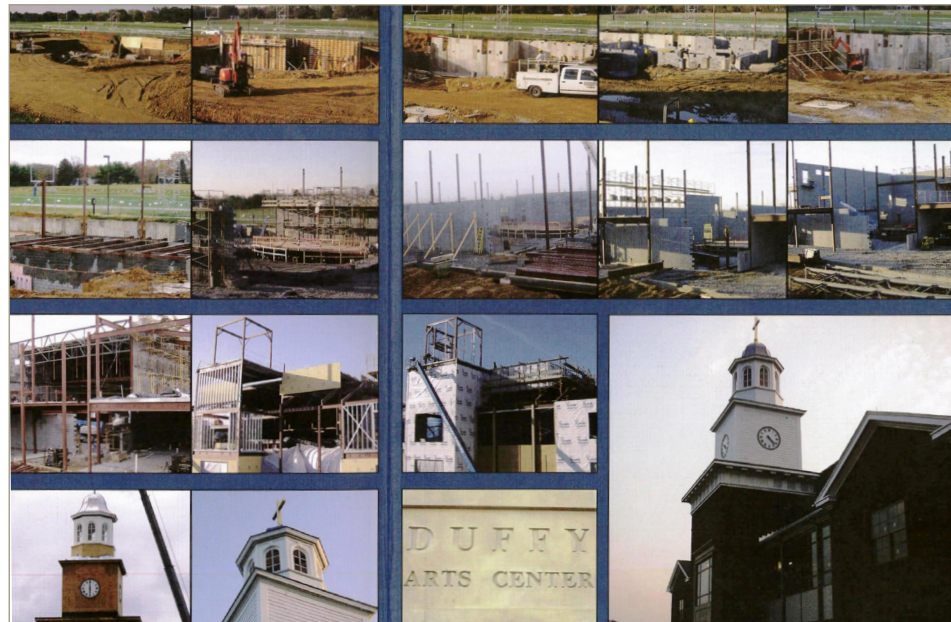
Muntz also remembers working with those building the Duffy Center, and the countless meetings to find out what each teacher needed.

"They came and interviewed us about what we would want," he said. "It's not often you get to be a part of that."

Another part of Duffy that Muntz is proud of is the theater, which seats 585 people.

"I've talked to a lot of people that work at a theater and they don't have what we have," he said. "It's a really nice space to have."

"From where we came as a school to where we are now, it's pretty incredible," Muntz said. ♦



A TIME BEFORE DUFFY • It is likely that current students do not remember campus without the Duffy Arts Center, which opened after its construction finished in winter 2008. Visit story online to see more photos. / PROVIDED BY C. CHINICI

> EIGHTH GRADE ACADEMY, 7

farm on the island of Ometepe in Nicaragua," Buscaglia said. "We'll spend a week there learning about permaculture and sustainable agriculture and how it can be an alternative to traditional service."

The students will be working on the farm as volunteers on the trip.

"The guys will be volunteering and doing workshops on the farm to see how that process works, so that we can understand when we look out at the world the needs that are out there and how to best help people," Buscaglia said. "And it connects to our food unit, so it helps us to learn how to farm in sustainable ways ourselves."

Buscaglia hopes that the students will get a different type of education on the trip than they usually get when they are in class.

"Being away from our normal learning environment is a really important thing. I think it allows for transformational experiences that allow us to learn and explore together things that are outside of any specific discipline," Buscaglia said.

Buscaglia said that the aspects of the trips he is mostly concerned about have to do with transportation and logistics.

"Worries when you travel internationally are always logistical in nature, that things go smoothly, that your plane arrives and departs on time, and that your transportation is there when you want it," Buscaglia said. "And then there is always the worry about when you travel that somebody gets sick."

The students are taking medical cautionary measures to make sure they stay healthy on the trip.

"I brought in a travel medicine expert, my sister, who consults the Upper School students when they go away," Buscaglia said. "She talked to them about things they need to know in terms of travel medicine preparation before a trip, how they decide what to eat and what to drink when they're on the trip, and the rest of it's when we're on the ground. It's just making sure that kids know to keep bug spray on and take malaria medicine if they brought it."

Buscaglia said he hopes students get a hands-on exploration of Nicaragua.

"I think the goal of this trip is just to really give them that transformational experience," Buscaglia said. "That ability to kind of go out and explore something on their own where they're not just learning from a teacher, they're learning from a

local environment and local people. They're experiencing things, not just reading about them."

Eighth grade student John Romano hopes to learn about the lifestyle of the Nicaraguan people.

"I hope to be able to learn a bit about the culture and get immersed with another country's culture and their experiences and what they go through in their day-to-day life," Romano said. "We'll be working on the rural farm, so I'll be able to get an insight in what the country's poorer people do and how they live their daily life."

Spain Summit Trip leader Ms. Teresa Lohse hopes to teach the students on her trip about the Spanish culture and language.

"The purpose of the summit trip to Spain is to immerse students in another culture and another language so that they can learn as much as possible while they are there," Lohse said. "They will be staying with students and families from the Aquinas American School, just outside of Madrid."

Lohse hopes that the students can gain a respect for the country and its people.

"My hope is that the students will love Spain and be wonderful ambassadors for Malvern and for the United States," Lohse said. "I do not have any specific worries but in general, I want the students to appreciate the experience and to be very respectful to everyone we meet."

Eighth grade student Travis Camp is hosting a Spanish exchange student in addition to doing the trip.

"I'm having an exchange student from Spain stay with me for about a month," Camp said. "It's going to be a really fun experience to form a bond with a kid from another country, and I hope I will be able to see him again."

Cole Caba, an eighth grade student who will be attending the Spain trip, sees this as a once-in-a-lifetime opportunity.

"The reason why I chose the Spain trip was because I felt like I would never really have this opportunity to go to Spain again," Caba said. "I've been in Central America and near Venezuela before, so I just wanted something new to experience the culture and how they live." ♦



A. HAYLOCK

SMARTPHONE OVERUSE TAKES TOLL ON TEENS

AN ADDICTION TO PHONES IS SIGNIFICANTLY AFFECTING OUR MENTAL HEALTH. MALVERN MAY TAKE STEPS TO BREAK THE HABIT.

Gavin Canzanese '19

CONTRIBUTOR

On January 9, 2007, Steve Jobs presented the iPhone for the first time. It combined the revolutionary touchscreen, internet capabilities, and of course had normal phone capabilities such as texting and calling. Since that day, the iPhone and its competitors have advanced in such a way never thought possible at the time.

According to the Pew Research Center, 95% of Americans now own a cellphone. 94% of teens in America use their mobile devices to go online daily or more often.

At Malvern, these statistics are even higher: 100% of students in the freshman class report owning a smartphone, and over 57% of Upper School students surveyed report using their phones for two or more hours each school day.

Malvern's student handbook policy on phones permits students to have a cell phone on campus, but not to disrupt any academic classes with their phone use. According to Dean of Students Mr. Tim Dougherty, the Upper School phone policy varies from classroom to classroom, mostly at the discretion of the teacher.

Dougherty worries about the effects of smartphones on

Malvern's students. "You'll hear me in the hallways—stop staring at your phone, it's stealing your soul. Talk to someone," he said. "I think they are getting to be a distraction."

"YOU'LL HEAR ME IN THE HALLWAYS—STOP STARING AT YOUR PHONE, IT'S STEALING YOUR SOUL. TALK TO SOMEONE."

DEAN OF STUDENTS
MR. TIM DOUGHERTY

Dougherty is concerned about academic integrity when it comes to smartphones in classes. "Kids who are taking a test, it's almost training now: You get a text, you reach into your pocket, not looking for an answer, but for someone's text," he said.

Others outside of Malvern are also concerned, and with good reason. In September 2017, The Atlantic reported that "teens who spend more than average on screen activities are more likely to be unhappy. Significant effects on both mental health and sleep time appear after two or more hours a day on electronic devices."

"There's not a single exception," author Jean M. Twenge said, citing results first reported in the national survey "Monitoring the Future," funded by the National Institute on Drug Abuse. "All screen activities are linked to less happiness, and all non screen activities are linked to more happiness," the survey stated.

The survey also provided input on the effects of social media. "Eighth graders who spend 10 or more hours a week on social media are 56% more likely to say they're unhappy than those who devote less time to social media. Teens who spend three

hours a day or more on electronic devices are 35% more likely to have a risk factor for suicide, such as making a suicide plan," the survey said.

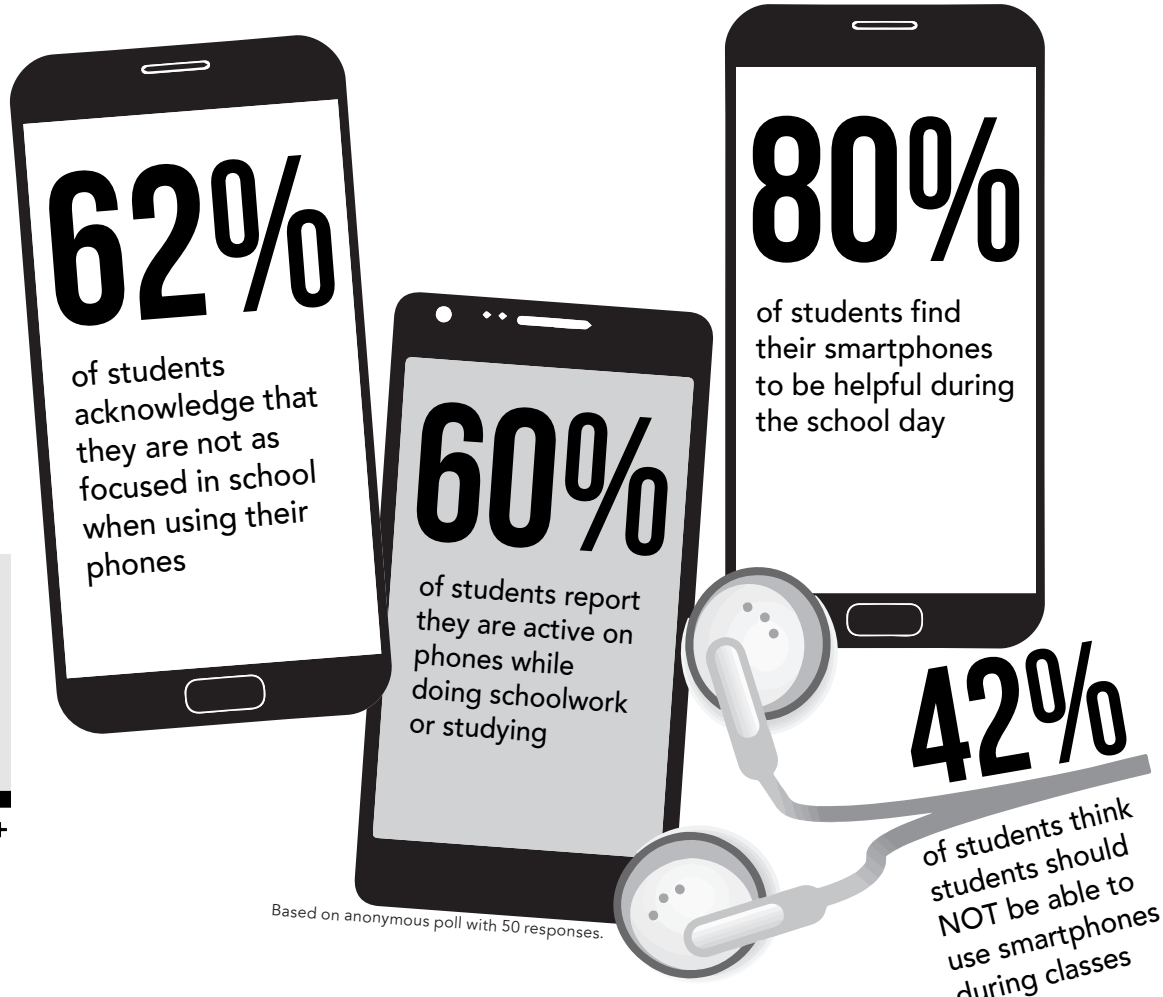
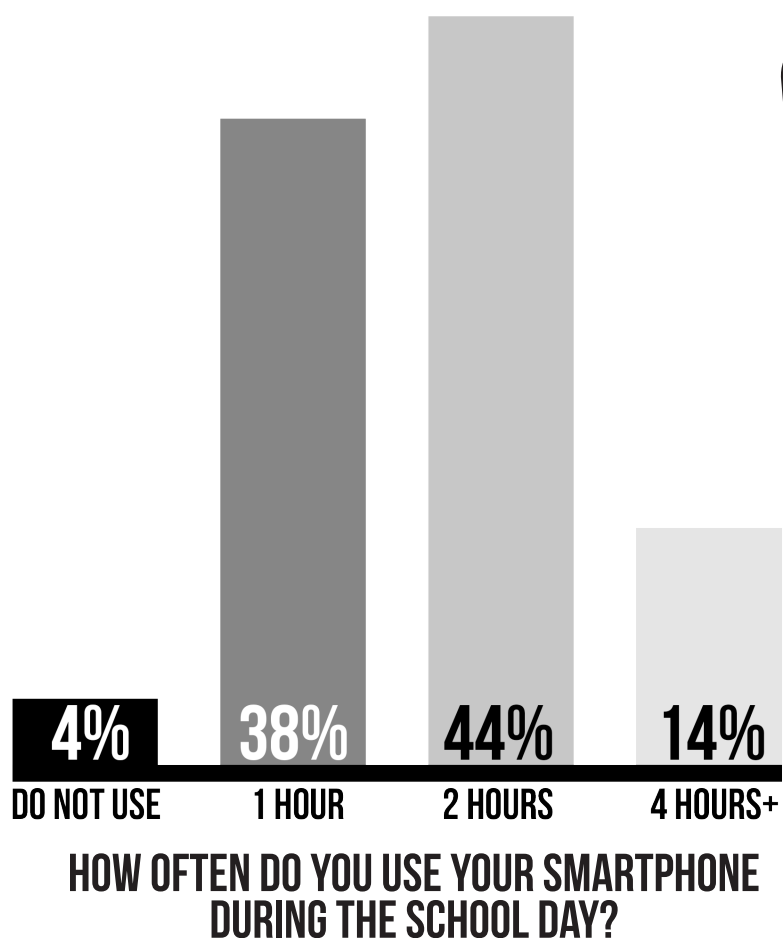
According to Dougherty, some changes may be ahead for how Malvern handles phone use during the school day. Malvern's middle school has already adapted the phone policy in the student handbook to a stricter version: students must ask their teachers to use their phones at any point during the school day, and can be written up for a phone violation if they have not done so.

Dougherty cited a recent NPR report about some schools that ask students to lock their phones in a pouch at the start of the school day. Those pouches, developed by the company Yondr, lock your phone in the pouch and do not allow you to unlock this case without a specific unlocking base.

Over 60% of Malvern students surveyed report that they are not as focused in classes if they are using their phones. 42% of Malvern students surveyed agreed that smartphones should not be used in class.

Junior AJ Wirtel thinks that students should be able to use their phones in most classes—with a few exceptions.

"You should be able to use your phone. You are responsible for your own performance," he said. "But if you're in a science class or a class with group work, you should not be allowed to, because other students are depending on you." ♦





PRE-GAME RITUALS • Senior Quinn McCahon stretches on the same line for every lacrosse game, while junior Connor Leyden dines on Swedish Fish before every varsity basketball game. / G. HALLINAN

Superstitions ARE GAME CHANGERS

AS A WAY OF BUILDING CONFIDENCE AND GAINING AN EDGE, SOME ATHLETES RELY ON DIFFERENT SUPERSTITIONS BEFORE PLAYING IN GAMES.

Garrett Hallinan '19

SPORTS EDITOR

At any sports event, an athlete is exposed to a sizable crowd. There, the fans are hootin' and hollerin', while the player is in a state of mixed emotions. The athlete needs something to stabilize and ready himself for the big game.

For some athletes, that something is a superstition.

"[A superstition] is something that you have to do before you play," junior Keith Maguire said. "Something easy and quick that you do, it does not have to be something that is perfect."

Maguire, who starts at linebacker and wide receiver for Malvern's varsity football team, has a few rituals before playing in a game. Unlike other athletes' superstitions, Maguire's revolves around a fellow teammate.

"Usually, I will get Billy Carlini to tape my wrist before we go out every game," Maguire said. "As we go out, we are right behind the seniors and I am on the left side."

Pre-game rituals don't only apply to football. There are common superstitions in the whole world of sports.

"For athletics, it could be as simple as 'I can't walk on a line as I am walking on a field,'" Head Athletic Director Mr. Kurt Ruch said. "You see a lot of baseball pitchers do that. You see soccer players blessing themselves as they walk on the field and a batter putting dirt in his hands a certain way. I think for them it is a mental thing to get them focused and get them on target with whatever their sport is."

**SUPERSTITIONS
JUST MIGHT WORK
BECAUSE ATHLETES
PERCEIVE THAT THE
SUPERSTITION IMPACTS
THEIR BEHAVIOR—AND
PERCEPTION IS REALITY.**

Quoted in Ohio State Insights, sports psychologist Dr. Stephen Graef suggests that superstitions just might work because athletes perceive that the superstition impacts their behavior—and perception is reality.

"They feel good if they have the superstitious behavior in line," Graef stated. "But if you really challenge that reality, it doesn't have an impact... But if it helps help them to feel more confident going into the arena of battle because of it, then it in some ways it is impacting their performance."

Junior Connor Leyden, who plays for Malvern's varsity basketball team, also believes that superstitions aid athletes' performance mentally, not physically.

"If you actually think about it, it's not like you did this so you are going to be great at it," Leyden said. "But a lot of sports, like basketball, come down to making shots so it is a mental game. I do think that superstitions help a little to keep your mind in the same routine."

Leyden has two habits. One applies to everything that he does, the other is just for Malvern basketball games.

"When I go up or down stairs, my last step has to be with my right foot," Leyden said. "I have certain staircases at Malvern, at my house, and different places memorized."

For basketball games, different from one's typical pre-game meal of a turkey sandwich or a bowl of pasta, Leyden stands out with his Swedish Fish.

"Part of the reason I do the Swedish Fish thing is even players at all levels always have their certain pregame meal, whether

that's spaghetti or whatever it may be," Leyden said. "I want to find my own thing that I have not really heard, so that's where the Swedish Fish comes from."

Unlike Leyden, senior Quinn McCahon, who plays varsity lacrosse for Malvern, does not believe in superstitions.

"Everything is just luck, things happen," McCahon said. "I learned that they really don't work because you do them and you have a bad game, so basically they don't mean anything anymore."

Despite McCahon's disbelief, he still has a few of his own. "One of my superstitions is as we run out every game we go into stretch lines and I have to be behind the same captain in the same line every single time," McCahon said.

In addition to an athlete using a superstition to his advantage, the fans who are watching the games have their own too.

The fans may not have an impact on a game's outcome. "It's true that growing a playoff beard won't help your favorite team advance," Graef stated. "However, if you're a performer and you feel that growing the beard for the playoffs is something that builds team cohesion and builds some confidence in yourself as you head to the postseason, it can have an impact on confidence and remaining motivated."

Superstitions can still be fun for sports fans.

"I think that there are a lot more of them if you are not playing," Maguire said. "I have a lot more superstitions watching the Eagles. If I wore a certain jersey and they [the Eagles] won that game, then I am wearing that same jersey again, or the same clothes, and I am sitting in the same spot."

Superstitions may not make an athlete better in his sport, but they boost self-confidence, which is what it all comes down to when playing in any sporting event. ♦

DO YOU HAVE ANY SPORTS SUPERSTITIONS?

SHARE YOUR FAVORITE PRE-GAME RITUALS IN OUR POLL.

VISIT THIS STORY ONLINE AT LANTERN.NEWS

SAME PLACE, EACH GAME • Juniors Billy Carlini and Keith Maguire head to the field for a fall 2017 varsity football game. "Usually, I will get Billy Carlini to tape my wrist before we go out every game," Maguire said. "As we go out, we are right behind the seniors and I am on the left side." PROVIDED BY K. MAGUIRE

REMINISCING THE OLD DAYS • Head Athletic Director Mr. Kurt Ruch holds a t-shirt to represent his superstition. Ruch, who played baseball and basketball back in high school, wore the same t-shirt for each game. / G. HALLINAN





J-Term Response: **A**

AS THE J-TERM COMES TO CLOSE, EVERYONE HAS DIFFERENT PERSPECTIVES ON H

Luke McClatchy '19, Rowan Cabahug-Almonte '20
 MEDIA & CULTURE EDITOR, REPORTER

The J-Term, or January Term, took over the campus for the two weeks after Christmas break. For those eight school days, students got out of their normal classroom experiences.

Some took unusual new courses such as “Culture in Cooking” or “Mind Games and Movies.” Some went on a service trip to Houston to help victims of the recent hurricanes. Students who had two or more AP classes participated in an AP Institute.

Many students who had the ability to take J-Term classes liked them, as 54% of the students surveyed taking those classes rated the worthwhileness of the experience as a 4 or a 5.

However, those who took AP classes did not feel the experience as worthwhile, as 58% of the AP students surveyed rated their time as a 1 or a 2 out of 5.

Senior Quinn McCahon liked his J-Term schedule, which included two AP classes that took place in the mornings, but some of his friends did not experience the same.

“I could go and lift or leave school and do my after school activities which was really nice,” McCahon said. “But for some of my friends whose classes overlapped, then you miss work in one of those classes and have to make up work and see the teacher in the afternoon.”

The J-Term courses, unlike the AP courses, met daily either during the a.m. 2-hour block or the p.m. 2-hour

block. Each AP teacher taught just one AP section where all students enrolled in the course attended that session. There were only four open time slots for AP courses to happen—two per day, rotating every two days. So the overlap McCahon described was common.

AP U.S. Government teacher Mrs. Harriet Lappas said teachers were excited to have two hours to hold classes. Classes met for a total of eight hours over the course of the two weeks.

“The logic behind that is we have over 175 students enrolled in AP courses and a lot of them take multiple classes which would overlap. I had one student who had another class during mine so he would alternate which he would go to,” Lappas said.

AP Chemistry teacher Dr. Agnese Abate said the extra hour for class benefitted her class a great deal.

“I think having those two hours consecutively was a great chance to do some labs, as labs are very long and they take time,” Abate said. “The time was very helpful for the labs because we usually meet very early in the morning, around 7:40 every cycle and it is very time consuming, so using that time for lab was great.”

Lappas said she tried to design her AP U.S. Government class so that students experienced different things with the extra time provided by J-Term, but it was

challenging.

“Two hours is a long time, especially the afternoon sessions,” she said. “The students struggled. It seemed like their attention span suffered.”

With some of the overlaps, Assistant Head of School for Academics Mr. Patrick Sillup, who served as the point person for J-Term, said students had the responsibility to make sure they utilized their time well in the AP Institute.

“Some guys have said to me connecting with teachers during the time in the Learning Commons has been great,” he said. “Others told me they hadn’t taken advantage of that time.”

Sillup said the hard part about figuring out AP classes was the question of how to give the students exposure to the classes with the least amount of conflict possible.

“The challenge was with all those pieces conflicts were going to exist and that bumped some students from the ability to experience some of the courses, which I think is a loss,” Sillup said.

Sillup said these conflicts were made known to him through the survey and informal talks with students. He said most of the feedback on APs was negative.

“It is something we need to deeply think about for J-Term 2.0, what we would do differently,” Sillup said.

The workload of the J-Term was manageable, according

“I WAS DISAPPOINTED WITH THE ORGANIZATION. I THOUGHT THAT TIME WOULD BE USED MORE EFFECTIVELY THAN IT WAS.”
 -CHRISTIAN SIATON '20

58%
 OF STUDENTS RANKED THE EXPERIENCE 1 OR 2.

AP INSTITUTE
22%
 OF STUDENTS RANKED THE EXPERIENCE 4 OR 5.

HOW WORTHWHILE WAS YOUR J-TERM?

1=LEAST WORTHWHILE
 5=MOST WORTHWHILE

J-TERM COURSES
22%
 OF STUDENTS RANKED THE EXPERIENCE 1 OR 2.

54%
 OF STUDENTS RANKED THE EXPERIENCE 4 OR 5.

Based on anonymous poll with 213 responses conducted by Friar's Lantern staff during the week of Jan. 22-26



COMMUNITY DIVIDED

HOW IT WENT—BUT THE CONSENSUS SEEMS TO BE THE EXPERIENCE NEEDS TWEAKS.

to McCahon. He said that he still got homework like during regular classes. However, he thought the courses were pretty long.

“I do wish we had a chance to take some of the fun courses they have for the J-Term instead of APs, but maybe they’ll figure that out in the future,” McCahon said.

Lappas said AP students like McCahon were disappointed they couldn’t enroll in J-Term courses.

“Many students said that it almost felt like they were being punished by not being able to take the J-Term courses, saying they took the most rigorous courses Malvern has to offer and they don’t get to participate in the fun of J-Term,” she said. “So that is something that needs to be addressed.”

Sillup taught the J-Term course “Building Baseball’s Next Team of the Decade.” He thought his class went well.

“We had a great group of 35 guys. We had a Malvern alum come in and help with the class, and it has just been a fantastic experience. The guys gave their presentations and we’re just really excited about it,” Sillup said. “I just really enjoyed it.”

Lappas said that some other teachers were very excited about the J-Term courses. “They’re talking about connecting with students they otherwise wouldn’t have a chance to connect with in a non-academic way and they

love it,” she said.

Freshman Ryan Durkan thought J-Term was repetitive but was “okay overall” with his two J-Term courses.

“I felt like I learned some things in my a.m. block, but my p.m. block we didn’t really learn all that much,” Durkan said. “It really needs some work next year but I thought it was a good start.”

Sophomore Christian Siaton took both AP Biology and a J-Term class. He thought there needed to be improvements made to J-Term next year.

“I was disappointed with the organization,” Siaton said. “I thought that time would be used more effectively than it was.”

Lappas believes the AP Institute needs further changes and tweaks for J-Term 2.0.

“There are a bunch of questions,” she said. “The theory behind the AP Institute was that we didn’t want to fall behind in the curriculum, because it is so rigorous and the course is based off the 180 day public school calendar, and we’re not in school 180 days so from the first day of school we are already behind.”

Abate addressed the possibility of having the J-Term in a different time of the year, and the extra open time provided to the students.

“I know for sure the students were not happy having AP classes during the J-Term, maybe moving the term to May could be helpful. But I don’t know if it would be for everyone,” Abate said.

She worried that students who had open periods did not take advantage of available times to meet with teachers. “In terms of accountability there were few students who came in during the open times to see me other than the class time. I don’t know how to change that, but they have no class. They they didn’t come in for the extra help provided,” she said.

Abate stated that in the future, she might use more time for labs instead of new material during a two-hour block. “Maybe it would have worked better to see them everyday possibly, instead of two hours every other day, it could be an option,” she said.

Sillup wants to see more student-driven coursework next year.

“I hope the survey shows other courses that guys are thinking about,” Sillup said. “I think the idea of students joining the teaching staff during J-Term is very exciting and I would love to see that.”

Lappas says she considers the J-Term’s first go around a success, but admits there needs to be some tweaking for next year.

“I mean obviously the first time mistakes are made and you see what works and what doesn’t and make the necessary changes for the next time,” Lappas said. ♦

“TEACHERS ARE TALKING ABOUT CONNECTING WITH STUDENTS THEY OTHERWISE WOULDN'T HAVE A CHANCE TO CONNECT WITH IN A NON-ACADEMIC WAY, AND THEY LOVE IT.”
-MRS. HARRIET LAPPAS



OF STUDENTS ENROLLED IN THE **AP INSTITUTE** REPORTED HAVING AN AVERAGE OF **TWO OR MORE HOURS** OF FREE TIME DAILY



OF STUDENTS ENROLLED IN THE **AP INSTITUTE** REPORTED HAVING **ONE OR MORE DAYS** OF NO CLASSES DURING THE J-TERM



OF STUDENTS ENROLLED IN THE **J-TERM COURSES** REPORTED HAVING ON AVERAGE **ONE OR MORE HOURS** OF FREE TIME DAILY DURING THE J-TERM

A VISIT TO CULTURE AND COOKING

Charlie Fish '20
CONTRIBUTOR

“Unsweetened chocolate is not the best tasting chocolate, but it’s definitely not the worst,” J-Term Culture and Cooking co-teacher Mr. Jason Sammartino says as he takes a bite out of the excess chocolate bars.

A pause. A scowl.

“I was wrong, that was a mistake,” he says, as the taste of the chocolate lingers and he takes a swig from his water bottle.

In the small, back kitchen of St. Ritas, the J-Term cooking class flourishes. On Wednesday, January 17th, Sammartino and three additional students from the cooking class gather their bowls, eggs, and chocolate, and go to work.

“Baking is basically chemistry,” Sammartino says as the students crack eggs over a bowl. Over by the stove, the temperature begins to rise in the kitchen as a student mixes the melted butter and chocolate.

Although the 35 minute baking time may seem like a drag, it is relaxed by Sammartino’s extensive stories as an assistant to various bands.

“Fleetwood Mac had some, um, strange requests,” he says as the cake bakes in the oven. “They asked for me to bring them six old bowling trophies, and, well, that was how I spent the next few hours of my life.”

As the cake is taken out of the oven, the smell strikes the room before the cake can even emerge. The room smelled like a Hershey Chocolate Factory tour, but not in a good way.

When many students imagine a normal Wednesday class at Malvern, they picture a teacher droning on about previous homeworks or phospholipid bilayers. However, the J-Term provides a fresh take on school. Sophomore Matthew DiGregorio, a cooking J-Term student, feels that the J-Term offers different experiences that can’t be had at everyday Malvern classes.

“It’s nice. It’s very different from what Malvern is,” DiGregorio says. “I mean you look at Malvern classes—there’s math, there’s english—but we’re sitting here making chocolate cake.”

This first J-Term at Malvern Prep was a brand-new experience for both teachers and students alike, and is still a learning experience for many.

“Originally, I hoped for a lot more research coming from the guys in the course, whether they were exploring new cultures or cultures they were connected to,” Sammartino says. “If we had more time it would have happened, but as a result we’re working more as a whole group rather than as individuals.”

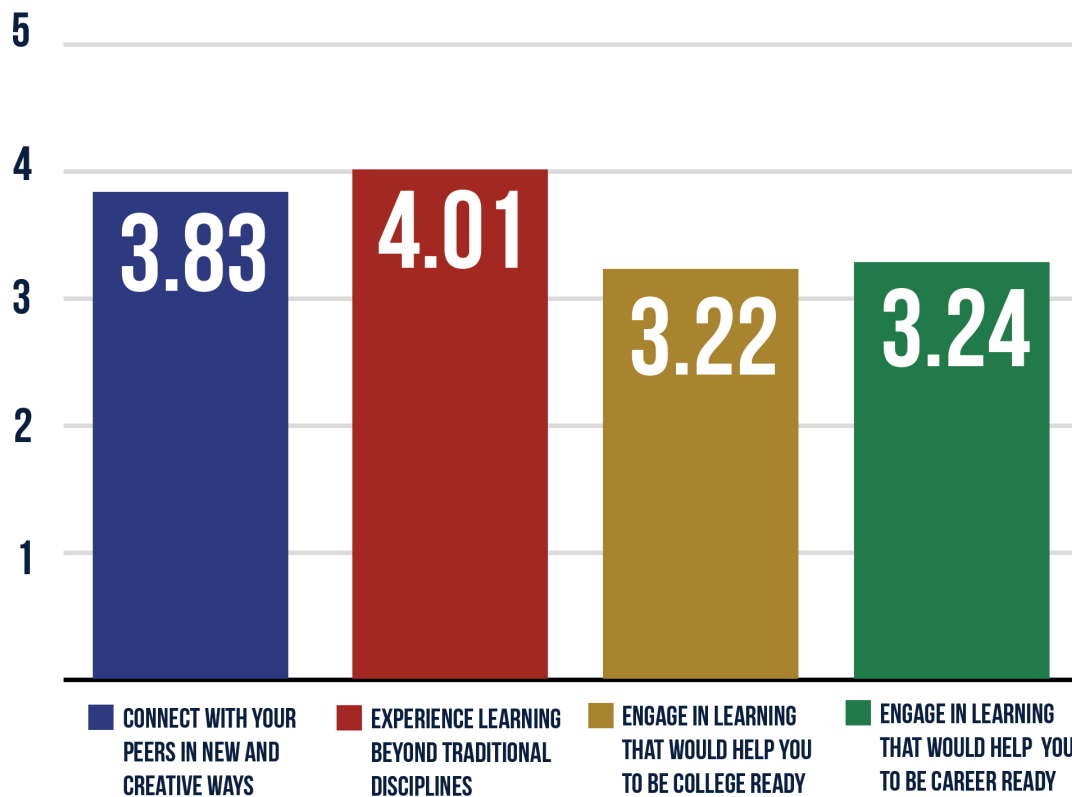
Although the unsweetened chocolate left a foul taste to some, the cooking J-Term undeniably contributed a fresh taste to the standard Malvern school day. ♦

Written in Journalism J-Term class

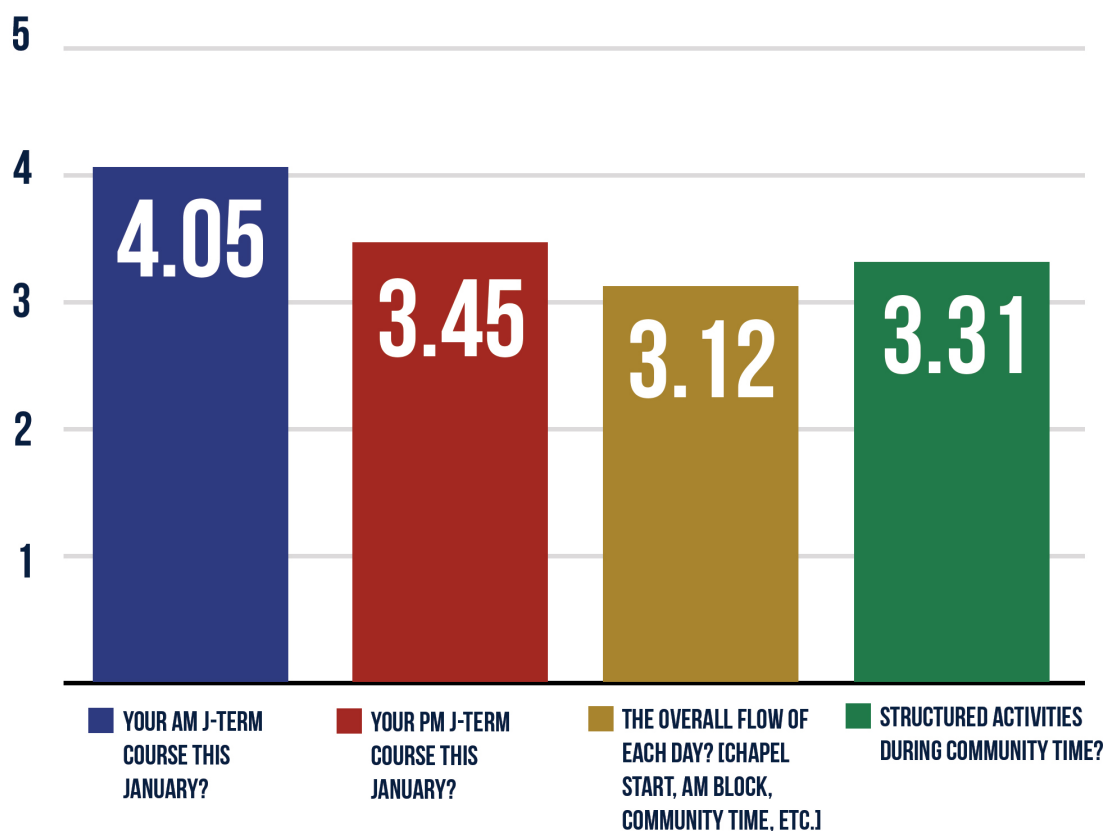
SURVEY RESULTS FROM MALVERN ADMINISTRATION

Sliding scale, 1-5, with 1 ranked lowest, 5 ranked highest.
Based on 268 responses from students in J-Term classes—not the AP institute.

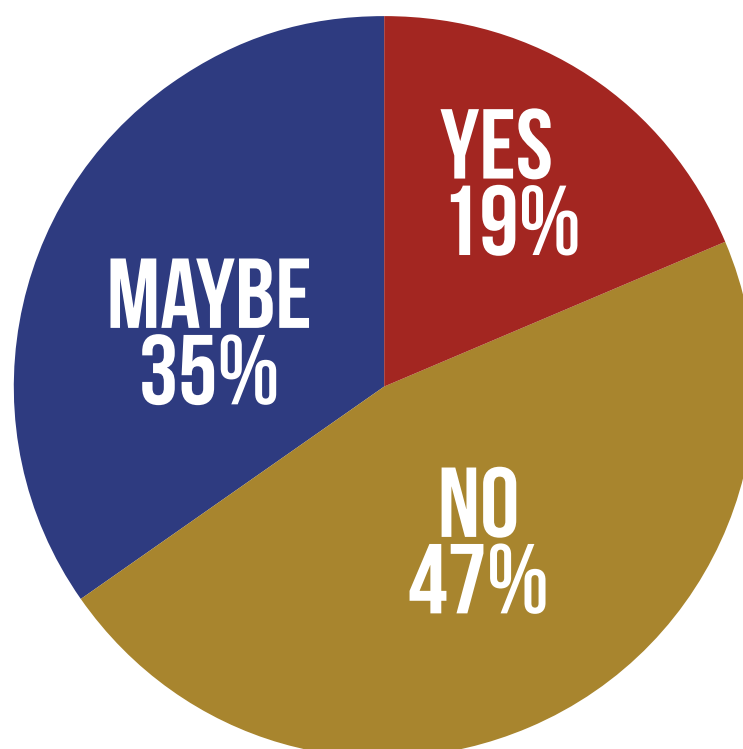
TO WHAT EXTENT DID THE J-TERM ALLOW YOU TO:



HOW WOULD YOU RATE:



WOULD YOU BE INTERESTED IN DESIGNING, LEADING OR CO-LEADING A J-TERM COURSE IN 2019?



A VISIT TO J-TERM ENVIRONMENTAL SCIENCE

Louis Franzone '19
CONTRIBUTOR

On Wednesday morning, AP Environmental Science students sit around the table, leaning back in their chairs and slouching over with expressionless looks on their faces as their two hour J-Term class begins.

“I can tell by the blank stares, that we need a review,” AP Environmental Teacher Matthew Boccuti says as he enters the room.

Some students are taking notes, while a few others are occupied with the turtles swimming in the tank only a few inches in front of them.

Boccuti begins to review some old material. The response? Silence from the lifeless class.

That lifelessness, however, quickly changes to excitement when they break into groups to play a game—and then to confusion while the rules are explained.

“Seems like a lot of rules,” junior Colin Wolfe says.

The students, now crowded around a single table, begin their first turns with help from Boccuti, as people pass by outside and sunshine reflects off the snow into the room.

A few turns in, it seems that the students might have the hang of it, until the next team’s turn. “Boccuti, you’ve gotta explain to me what this means,” says one of the team members as he receives a card from the game board.

Now well into the game, students begin to form alliances to beat other teams, as a turtle makes its way onto a floating island in the tank.

“Uh-oh,” Team Egypt Member Sean Oates says, as two other teams, Team Rome and Team America, team up against him.

Students laugh and cheer over the rush of water from the fish tanks when the first battle of the game breaks out.

“We are going to destroy Egypt,” Team Rome says, before abruptly being defeated by Team Egypt in battle.

With five minutes remaining in class, the game comes to an end with no definitive victor, disappointing the once lifeless class that is now excited to continue playing.

“You all played to your advantages. I want you to think about that in relation to the whole world,” Boccuti says, explaining the rationale for a board game during an Advanced Placement class to the students.

“I think if you do the traditional lecture for that two hours it’d be pretty brutal, but with the problem with AP is we have a lot of content we need to cover. With losing that time there’s a big balancing act of how we should be spending our time in class to accomplish those things,” he said. “So that’s why for today I came up with the idea of a game to add a little bit of context to what we’ve been learning.” ♦

Written in Journalism J-Term class

NEW GOP TAX BILL HELPS PRIVATE SCHOOL FAMILIES

The new tax bill, signed into law late last year, has cuts for Americans across the board, especially those at the top. Will this help families to afford Malvern in the years to come?

Dan Malloy '18

EDITOR-IN-CHIEF

The Republicans recently passed a shiny new tax code called the Tax Cuts and Jobs Act on December 22, 2017. The bill contains tax cuts across all brackets, slashes the corporate tax rate from 35% to 21%, and eliminates the penalty to not buy health insurance.

Sure, that sounds cool and all, but what does it actually mean for Malvern families? Well, there are a few caveats in the bill people may want to pay attention to.

The first is that the bill will indeed likely lower the tax rate for Malvern families as the bill cuts taxes for top wage earners. The average household income of a Malvern family is estimated to be \$311,125, according to an optional, self-reported survey of current parents done by The Fidelum Group in 2015, so Malvern families are on the more affluent end.

According to the New York Times, a family of four with income between \$200k and \$350k that took the standard deduction of \$24,000 would receive savings of between \$7,910 and \$11,980. However, this tax cut for families will need to be renewed by 2026 according to CNN.

"The new tax bill lowers income rates for top wage-earners," Director of Human Resources Mrs. Neha Morrison said. "So, potentially, those Malvern families that fit within this category should see a tax break during this period."

This would free up more money for families to pay Malvern's increasing tuition, which is \$33,400 for the Upper School, \$28,975 for the sixth Grade, \$29,275 for the seventh grade, and \$29,475 for the eighth grade for the 2018-2019 school year as reported on its website.

The corporate tax rate slash for big businesses also could help Malvern families as well. Republicans think the new bill could increase worker's take-home pay by early February according to the Wall Street Journal. AP

KEY POINTS

- **The new tax bill is the first tax overhaul in 30 years.**
- **It slashes the corporate tax rate from 35% to 21%.**
- **Families can use 529 plans for high school and elementary school savings now in addition to college savings, up to \$10,000 / year.**

Economics teacher Mr. John Ostick agrees.

"A faculty or staff members could go out and buy more things at the store now, which will signal more jobs and that's how it's created—by spending programs that lower taxes to households," Ostick said.

Ostick does not think the corporate tax cut will affect Malvern's finances directly since they are a non-profit organization. However, he thinks it will impact them indirectly.

"If someone who sends their sons here owns a business, and they get a corporate tax break, maybe it'll make it easier for them to pay tuition to Malvern Prep," Ostick said. "So Malvern Prep can benefit from the increase in customers which could mean we could get by without having to increase the tuition as much by getting more funds coming in other than tuition."

Parent Mr. Chris Preston who is the Head Of Emerging Markets Trading and Operations at the investment firm P-Solve LLC said the tax bill will positively affect his company.

"It affects my firm in the fact that the money saved in taxes will be used to retain talent with higher wages and also hire more people to expand our distribution efforts," Preston said.

Another element to the tax bill is the expansion of 529 accounts to help pay for private schools. 529 accounts are essentially an

investment account that allows college savings to grow tax-free. The new bill expands these accounts to include private and elementary high schools according to Business Insider. This could mean families can take out up to \$10,000 a year to help pay for a private school education.

This applies to more affluent families like ones at Malvern and other private schools who can afford to start saving earlier during elementary school. \$10,000 a year indeed could help Malvern families pay for the education.

"If I knew that I could contribute to a tax beneficial education saving plan and use up to \$10,000/year for elementary and secondary education, I would certainly have taken advantage of it," alumni parent Mrs. Barbara McDonald said.

However, with the tax cuts, there may be consequences. The bill on net would increase deficits by an estimated \$1.46 trillion over a decade, according to the nonpartisan Joint Committee on Taxation. That number would be even higher if the bill is renewed by 2025.

"It's a serious issue on how our future generations will deal with any subsequent resulting deficit," Morrison said.

Government programs most likely will be cut as well. It remains to be seen which of these programs are first to go.

"When there is a tax cut, I always tell my students, 'Before you clap, which programs are going to be compensated?'" Ostick said. "Because all things being equal, if there is less money coming in [through taxes], you need to reduce government spending elsewhere."

Ostick fears public cultural centers may get cut in low income areas.

"When there's a problem with the budget usually it's the library, usually it's the fine arts, usually it's the swimming pools and recreation centers," Ostick said.

McDonald is worried that the tax cut may add to the already huge national debt.

"Unfortunately, when you reduce the amount of revenue or money coming in, then you have to cut costs to offset the reduction or you will increase the budget shortfall which is financed through debt," McDonald said.

McDonald does not think her family will be better off due to the new tax bill because the standard deduction is going to be raised.

"Although the standard deduction is being increased to \$24,000 which will help many taxpayers, the deduction for state and local taxes paid (state and local income taxes and real estate taxes) is limited to \$10,000,"

McDonald said. "In addition, personal exemptions, which were \$4,050 for taxpayers and for most children still being supported by their parents, have been removed."

Since the standard deduction is raised, there is less of a chance people would be able to get itemized deductions because the standard is so high. The way people could add to their itemized deduction is through charitable donations, but now some Malvern

families may be deterred to donate. But the benefit is still there.

Ostick explained that the tax bill could go either way in its results for Malvern families, but he said the results of this tax cut are yet to be seen.

"If this tax cut, for the long run, stimulates economic growth, and does trickle down with higher wages and more jobs, that would be a wonderful result of the tax cut," Ostick said. ♦

"When there is a tax cut, I always tell my students, 'Before you clap, which programs are going to be compensated? Because all things being equal, if there is less money coming in [through taxes], you need to reduce government spending elsewhere.'"

-Mr. John Ostick
Economics Teacher

Teacher of the Issue: Mr. Louis Osinski

Upper School science teacher Mr. Louis Osinski reflects on his first three years at Malvern and discusses his role in the Malvern Robotics Club.

Mike Harrington '19

FRIAR LIFE EDITOR

As the instructor of Physics, Engineering, and Physical and Chemical Systems, Upper School science teacher Mr. Louis Osinski's interests and skills are very transparent. He is currently working on a virtual pinball machine, which looks like a regular pinball machine that has a screen instead of a ball and flippers.

Osinski's expertise with machinery does not go to waste. He sits underneath the wrestlers in the Alumni basement and mentors the Robotics Club, whose season just started recently. He also now possesses the title of Science Curriculum Coordinator.

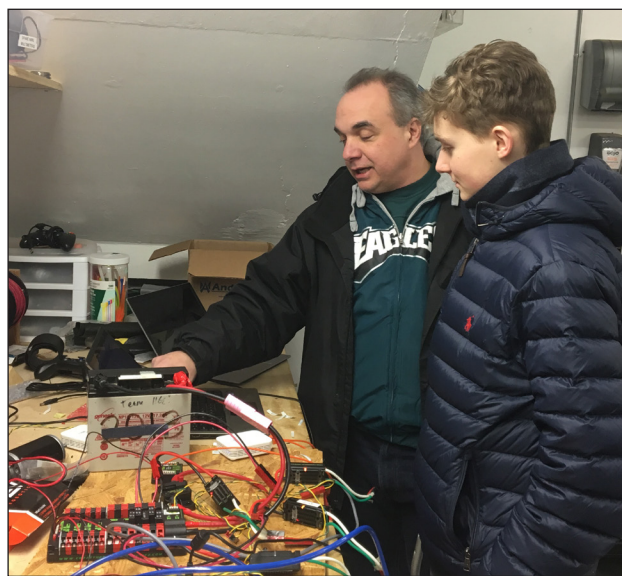
"This will be my third year doing Robotics. The curriculum coordinator position just started in September," he said.

He is adjusting well to his new position because of his previous experience at his previous places of teaching O'Hara and Monsignor Bonner.

"It is fine," Osinski said. "I've been department chair before in other schools so while the curriculum coordinator is not the same thing, they are related."

Currently, more of Osinski's time is spent with the Robotics Club due to their building period starting on Saturday, January 13.

"There is a build season, which is a six week season in which you have six weeks to build a robot. We don't know what the robot needs to do until the first day of that season. Then it's released and we have six weeks to design and build the robot," he said.



AFTERNOON SCIENCE • Science teacher Mr. Louis Osinski helps junior Adam Morys after school with the Robotics Club. / M. HARRINGTON

This time around, the club is being tasked with tackling a power-up theme, in which their robot has to perform several arcade relate functions.

"It's a power-up theme, so it's like an arcade theme. We have power-up cubes," Osinski said. "The robot is going to have to move the power up cubes into a vault and put them onto a scale."

Osinski has enjoyed his time teaching at Malvern so far.

According to him, he truly enjoys waking up in the morning and coming to work.

"I have had opportunities in the past to do other things and I really avoided leaving the classroom. It's just something I enjoy doing," he said. "You either find a job and it's a lot of money or you find a job that you really love but the truth is, it's somewhere in the middle. I have a sweet spot."

Another aspect of Malvern that entices Osinski is its Augustinian foundation.

"It's nice being back in an Augustinian school. I jumped on it. There's something about an Augustinian school that I enjoy. I have a tough time putting it into words, but it's just a great place to be," he said.

Outside of his day job, Osinski owns two companies. "They're just small companies. There are two or three people in each company that work with me," Osinski said. "One of them is a website design company that I started back in 1997. The other is a grade book program that I started back in 2002. It's kind of like Schoology."

But even though there have been opportunities to go full time into his business endeavors, he never has.

"I've had opportunities to work full-time at both of my companies but I avoid doing that because I like teaching," he said. ♦

ORANGE BOWL MVP ALEX HORNIBROOK OPENS UP

Alex Hornibrook '15, is a former standout quarterback at Malvern. Now, he is the leader of the University of Wisconsin's football program.

Garrett Hallinan '19, Kyle Leonard '19
SPORTS EDITORS

After being heavily criticized for his performance in a Big 10 Championship loss to Ohio State, Wisconsin quarterback and Malvern alumnus Alex Hornibrook was ready to bounce back as he was calm, cool, collected, and ready to lead his squad into their final game of the season.

Hornibrook finished 23-34 with 258 passing yards and four touchdowns against Miami in a 34-24 victory for Wisconsin. He was recognized as MVP of the Orange Bowl for his incredible performance.

Hornibrook lives for these moments. In his first three years at Wisconsin, he has learned to cope with the big stage of representing the Badgers.

"I tune everything else out and just play the game," Hornibrook said. "If you go out there, not think about what you are going to do, and play, then you find your zone."

Part of "tuning everything else out" is dealing with comments from the fans who try to speak their mind.

"As I started off, I was all over Twitter and Instagram, so you'd get fans messaging you saying all of these things," Hornibrook said. "It got to the point where it's kind of ridiculous that some fan, regardless of who it is, can tell you what they think of you in a matter of seconds."

This took Hornibrook by surprise, as this whole experience was new to him.

"[The coaches at Wisconsin] train you how to play QB and how to read a defense, but no one really tells you how to deal with the people that you are going to face as you go along the way," Hornibrook said.

Hornibrook learned a lot from when he redshirted during his first year at Wisconsin. He picked up tips and knowledge

from the two incumbent quarterbacks at Wisconsin, Joel Stave and Bart Houston.

"Those two guys were around the program for a long time," Hornibrook said. "I tried to learn as much as I could from them and all the experiences they had. Both Joel and Bart had to face a lot of critics during their careers too, so they were a good resource to learn from, not only from that but football in general."

While Hornibrook receives standout attention on the field, a huge part of his life occurs behind the scenes with school and practice at Wisconsin. The schedule he follows leading up to and during the season is rigorous.

"I wake up at 6-6:30 and practice until 11 during the fall," Hornibrook said. "Then from 11 to 4 I have class. After that, there are meetings from 5 to 6:30 and at night I have a little free time."

As he looks back, Hornibrook attributes a lot of his preparation for college back to Malvern. Here, he experienced a course curriculum that prepared him for Wisconsin and college in general.

"Academically, Malvern prepared me so much for all the schoolwork and demands at Wisconsin," Hornibrook said. "I had some

tough teachers and they definitely prepared me for the demands of college."

Hornibrook also feels that his football coaches at Malvern were some of the best in the business.

"All coaches are going to do everything they can to put you in a position to be successful, and there are things I learned from coaches at all levels," Hornibrook said. "That being said, I had some really great coaches at Malvern, so my experience might be different from other people."

Hornibrook had some words of wisdom for the Malvern football players who are hoping to play football at the collegiate level.

"I tune everything else out and just play the game. If you go out there, not think about what you are going to do, and play, then you find your zone."

-Alex Hornibrook '15



Wisconsin Badger quarterback Alex Hornibrook (12) looks at the sideline for the next play during an college football game between the Northwestern Wildcats and the Wisconsin Badgers on September 30th, 2017, at Camp Randall Stadium in Madison, WI. • PHOTO BY DAN SANGER/ICON SPORTSWIRE VIA GETTY IMAGES

"If you believe that you can truly do it, then there's no way you shouldn't be able to play college football," Hornibrook said. "There are so many people that are out there working. A lot of people I know who truly believed that they could play did everything they could to get there, and got there." ♦

HOCKEY HAS STRONG START TO THE SEASON

With a few huge wins against tough opponents, the hockey team believes it has the talent and the work ethic to make a run.

Stowe Milhous '19
REPORTER

The hockey team, playing out of Ice Line in West Chester, has started this season off strong with seven wins through the first ten games.

After losing a strong goalie and key players from last year's senior class, Malvern hockey has filled these roles well and are off to a great start this season. Junior goalie Dan Dougherty has stepped into his role as goalie, replacing Matt Hollingshead '17 very well, and many underclassmen have stepped up to the challenge. Coming together as a unit has allowed the team to be successful so far this season, even though there have been some tough games.

"We had those big wins against Lasalle, had a big win against [West Chester] East," junior Charlie Andress said. "A couple tough losses to some public schools [Downingtown East, Downingtown West, and West Chester Rustin], which is disappointing, but we're having a good year points-wise."

Andress is definitely having a good year in regard to points. He leads the team with 15 points as of January 21, with junior Nick Martino following him, junior Kyle Washkalavitch in third, and senior Joey D'Elia close behind. Even with this great production coming from these players and the rest of the team, they took a hit losing freshman forward Kenny Connors, who had been tied for third in team points with Washkalavitch, to a broken leg.

"It's going to hurt not having him," Andress said. "He's got our thoughts and prayers."

Although being faced with this adversity, the team has been very successful under the leadership of seniors D'Elia,

Jimmy Bell, and Nick Fantini.

"I'm glad that I'm able to be the captain of this team this year," D'Elia said. "Everyone on the team is really great and everyone really works their hardest out there, and it's great to see."

The team not only rallies behind their captains and standout players, but also behind the student sections that have been in attendance at their games. It is very common to see ten to twenty students at the biggest games throughout the year and the team is looking for even more to come out and support them.

"There's not much of a better feeling than coming out in warm ups seeing a bunch of people yelling your name, just getting you going," Andress said. "It kind of gives you a little more spark because you are playing for your school and representing Malvern and it's good to know that people have your back always. Definitely some more motivation."

These student sections have added that extra spark to the team, especially against Lasalle and West Chester East. Having already had these very tough games this year, the team is looking



HOT STREAK • The hockey team skates to the faceoff circle on January 15 during a matchup with West Chester East. The team won this game 4 to 2, improving their record to 6 wins and 3 losses. / S. MILHOUS

forward to continued success.

"The toughest opponent this year I would think is LaSalle and those were two of our greatest wins because they are a tough opponent," Washkalavitch said. "Being able to come out on top not only once but twice is a great accomplishment. We're looking forward to seeing them in the future if we have to and we'll take them down a third time."

The way the team is playing right now, there are high hopes for success, especially from captain D'Elia.

"I really think we're going to have a shot at the Flyers Cup," D'Elia said. ♦

UPCOMING HOCKEY GAMES

February 2, @ Pond Arena vs Salesianum @ 6:20 p.m.

February 9, vs St. Joseph's Prep @ 7:30 p.m.

February 6, @ Hollydell Ice Arena vs Gloucester Catholic High School @ 3:30 p.m.

February 15, @ Class of 1923 Arena (U of Penn) vs St. Joseph's Prep @ 3:50 p.m.

February 20, @ Grundy Ice Arena vs Holy Ghost Prep @ 7:00 p.m.

ATHLETES OF THE ISSUE: David Bolles '18 Sebastian Costantini '19

It's a rarity to find two of the best decathletes in the nation in the same state, but even more so when they both go to the same school.

Steven O'Meara '19

PHOTO EDITOR

Taking separate paths to the decathlon, both athletes eventually discovered the unexpected sport that they loved and saw a future in competing.

Senior David Bolles and junior Sebastian Costantini are two of the top 20 high school decathletes in the nation. The decathlon is a collection of ten events that includes 100 meter dash, long jump, shot put, high jump, 400 meter run, 110 meter hurdles, discus throw, pole vault, javelin throw, and the 1,500 meter run.

Their reasons for competing are slightly different, but they share a common trait that helps them thrive.

"They both are very coachable, which is something you need for a decathlete because there are so many events and techniques to learn," Strength and Conditioning coach Erik Miller said. "Bolles and Costantini both accept coaching very well and always want to learn more and do better and improve."

Miller also contributes the athletes' continuing success to coachability.

"They pick up and remember new skills well," Miller said. "Both are students of the game."

Bolles, in his shot put, improved significantly overnight.

"David went from throwing 35 feet to 40 feet in the shotput in one session," Miller said. "This shows how coachable David Bolles is."

Constantini is strong on and off the field, and his organization skills are a testament of that.

"One day in the Learning Commons, I got a peek at his notes and they were the nicest set of notes I had ever seen," Miller said. "His handwriting was fantastic, the notes were organized in such a way that they were really

easy to read, and the way he had them set up were remarkable."

Physics teacher and track coach Mr. Mike Koenig added his own input to why Bolles and Costantini continually get better.

"They have kinesthetic awareness," Koenig said. "To their credit, before last spring neither of those guys were a multi-event athlete. They could do maybe four or five events, but they had to learn a lot of new events."

Being a decathlete is a challenging task. It requires muscle memory and hard work.

"In track you think about hurdles or pole vault, there is a lot of different muscular movements that have to come together," Koenig said. "Bolles and Constantini are pretty good at understanding what you're

talking about and implementing some sort of fix," Koenig said.

Costantini thrives in the hurdles, while Bolles's best event is the high jump, according to Koenig.

"You don't get to do it a lot, where you run full speed and jump as far as you can," Bolles said. "It's really as simple as that. When you're in the air it's like you're flying a bit."

Bolles thinks that much of his motivation is driven by a love of competition.

"The decathlon is an easy thing to compete in," Bolles said. "You can compete so hard for one event, and for some other people they only run the 100—but if you lose [in one decathlon event], you can comeback and win the next event," he said.

Costantini's says his biggest challenge out of all the events is the high jump.

"It's scary. It's almost like you're flying, and I don't really have a good back bend, so everything kind of shuts off and I lose all my form which is my main problem," Costantini said.

"I love it, it brings me joy when I run it. I also love the competition, love winning. It just brings me satisfaction."

-Sebastian Constantini '19



DECATHLETES UNITED • Senior David Bolles and Junior Sebastian Costantini prepare for Ocean Breeze track meet on Staten Island. / S. O'MEARA

"I stop thinking, and I don't have that muscle memory yet to get my back automatically like that, so it will be a lot better in the future."

Both athletes had slightly different paths to becoming decathletes.

"I love it, it brings me joy when I run it," Constantini said. "I also love the competition, love winning. It just brings me satisfaction. I first started freshman year, Coach Koenig pulled me out of the weight room after my broad jump and said that I should be running track, so I gave it a shot and ended up really liking it."

Bolles started participating in Malvern track his junior year.

"I ran track through grade school, but it was all 100, 200 meters, long jump, easy stuff, and I was always more focused on baseball," Bolles said. "I never really went to track practice and would show up at the meets. My sisters had ran so I just felt obligated to run."

During junior year, Bolles decided to commit his full energy to track.

"I was talking to Mr. Koenig, and it seemed like I had more opportunities for college in track," Bolles said. "The end goal for me was always to get into a good school and get a good education. So I felt like track could get me in a better position to do so than baseball could. I do love baseball and

playing it, but I had to do what was better for my future."

Bolles's siblings guided him in making his tough choice.

"My sisters both ran track in high school, and both had track scholarships, but field hockey gave them the better opportunity," Bolles said. So I looked up to them in the decision because they chose field hockey instead of track because it was a better opportunity for them. I chose track instead of baseball because it was a better opportunity for me."

It is an oddity that two of the top decathletes go to Malvern at the same time, but is beneficial to both of them.

"To have two kids from the same school is unheard of, so it's really great to have someone who can keep me grounded," Bolles said. "If I was by myself, I would really have no baseline, but everyday out there, knowing which events Seb is better than me in and I'm better than him in, we always push each other."

There is an added bonus when running against each other during the race as well.

"Whenever me and David are head to head, I always do better because I don't want to lose to him," Costantini said. ♦

"To have two kids from the same school is unheard of, so it's really great to have someone who can keep me grounded ... we always push each other."

-David Bolles '18



FRIAR SNAPSHOT: MR. GARY DUDA '88

Varsity golf coach holds membership in not one but two 1,000 point clubs—for basketball.

Jacob McGraw '19

CONTRIBUTOR

Many of you know Middle School teacher, head varsity golf coach, and alumnus Mr. Gary Duda. But did you know he also currently works as a basketball referee at the college level?

Duda was a graduate of the 1988 class of Malvern Prep. He played four great years as a high level varsity basketball player, and is rostered as one of 13 players in Friar history in the 1,000 point club.

"My biggest regret is not winning an Inter-Ac Championship," Duda said. He may not have won that championship at Malvern, but he went on to win a Division Two National Championship at Merrimack College, where he played from 1989-1992, earning Academic All-American Honors. He's also part of the Merrimack College 1,000 point club with 2,008 points in his college career, and still holds all-time records there for three-point field goals made and attempted.

Duda chose Merrimack because it felt a lot like Malvern. "The feel of the campus is the exact same, just bigger," he said. When he finished his career at Merrimack, he wanted to stay involved in the game of basketball.

Duda started his refereeing career 18 years ago. The most useful thing he learned from Malvern that applied to his refereeing career actually came from his coaching experience. "As a previous coach, I was able to understand where coaches were coming from," he said. ♦



**IS SELLING
ADVERTISEMENTS IN
PRINT & ONLINE.**

**REACH OUR AUDIENCE
WITH AN AD ON OUR
WEBSITE OR IN THE
PAPER. A VARIETY OF
RATES & OPTIONS ARE
AVAILABLE.**

**EMAIL
MPFRIARSLANTERN1@GMAIL.COM
FOR MORE INFORMATION**

Super Bowl Sunday means a Monday Vacation

The Eagles' Super Bowl berth means that we really shouldn't be at school on the Monday after the game. Turns out Heinz was right after all...

Ethan Rowley '18

MANAGING EDITOR, PRINT

The Philadelphia Eagles are making their third Super Bowl appearance in 52 tries. Of the two they've already played in, they've lost to the Raiders in 1980, and the 2005 Patriots team led by... Tom Brady and Belichick.

Obviously, it's a big deal, and the city is deservedly excited. That excitement means that everyone is focused on February 4th and what happens at U.S. Bank Stadium in Minneapolis. As a result, nobody on February 5th is going to care about anything other than what happens during the Super Bowl.

As a school with a student population that is made up of boys ranging in age from 11-18, Malvern's student body is more sports-focused than most other schools', both in terms of how many students play sports and how closely they follow college or professional teams.

When you add in the fact that the Eagles are by far the area's most popular sports team at any level or in any sport, people tend to pay a lot of attention to them, especially teenage boys.

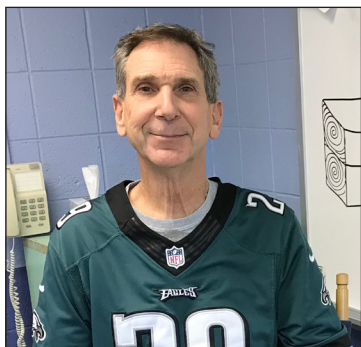
We all saw what happened in Philadelphia on the night of the NFC Championship after the game: [Driving on dune buggies up the Art Museum steps](#), [sitting on moving cars](#), [climbing street light poles](#), and even [running into subway poles](#) were just some of the ways Philadelphia fans celebrated the win.

That's not to say that Malvern students will be celebrating an Eagles Super Bowl victory by driving cars into the middle of campus and climbing light poles around the ring road, but the fact is that people get really energized over sports.

On the Monday following the NFC Championship, students and faculty alike were deservedly fired up over a Super Bowl berth. The previous night's game overshadowed anything that was going on in school. Students' attention to schoolwork certainly fell by the wayside with football conversation replacing it.

That same disregard for anything going on in school will certainly happen again, but with the amplified effect of the Super Bowl. Everyone will be watching on Sunday night, and if the Eagles win, it will be the franchise's first ever Super Bowl victory. Regardless of whether the Eagles win or lose, football will take

WE ASKED TEACHERS AND STUDENTS... HOW ARE YOU GETTING HYPED FOR SUPER BOWL 52?



MR. JOHN OSTICK

Economics Teacher

"E-A-G-L-E-S! I'm acting much younger than my age. 1960, there wasn't even a Super Bowl yet. The first one was in 1965. The Eagles won the NFL Championship and it was like winning the Super Bowl. I was nine years old, and we haven't won one since... We have a really good team, not only good in terms of players, in terms of athletic ability, this team has really good guys that are working together. I'm reading the newspaper everyday, I'm getting as much as I can, I'm wearing all green for the next two weeks."



MR. CHIC KELLY

Theology Teacher

"I was lucky enough to go to the playoff game and the championship game. Coming out of the NFC Championship game I was enjoying the comradery of all the Eagles fans. They were psyched that our team was going to the Super Bowl, and I think the next two weeks I'll be sharing stories with my friends and family getting ready for the big game. It's a really good thing for the city, it's a really cool thing for a lot of Eagles fans who've waited for a very long time."



BILLY CARLINI '19

"I try not to talk a lot of trash, kind of an all business approach. The Eagles hype videos on YouTube are also always fun to watch, a lot of listening to Meek Mill and a lot of reading and radio shows. Especially 94 WIP because it is strictly Eagles, I don't like listening to the neutral shows because they are all favoring the Patriots, strictly Eagles radio and Meek Mill."



CHRISTIAN FRANCK '18

"I'm just trying to mentally prepare myself for the day. You know, the team has to practice, and I have to practice. The team has a gameplan and I need to have a gameplan. I could go somewhere in West Chester, I could go down to Philly, maybe go to like a Super Bowl party, but I'm just in the game planning phase right now... Eagles are definitely going to win. It's going to be 24-21. [knocks on wood]"



JACK DONOHUE '20

"I've been wearing my Nick Foles jersey to bed every night. I wash it everyday, and I wear it every night to bed. Superstition is key. I think this is the year. I think the Patriots need to be brought down and I want the Eagles to do it... I'd skip school, whatever it entails, I'm going to the parade for sure."



KEVIN HAGAN '19

"It was amazing [winning the NFC Championship]. My brother, my mom, and my uncle were at the game, and it was the best experience at an Eagles game I have had. I might go down to the city and watch the Super Bowl with my brother at his place. It was the best season I have ever watched." ♦

Friars ARE FANATICS FOR THE EAGLES

AFTER THE EAGLES HANDILY DEFEATED THE MINNESOTA VIKINGS IN THE NFC CHAMPIONSHIP GAME, STUDENTS AND TEACHERS SHARE THEIR EXCITEMENT ABOUT SUPER BOWL 52.

Ryan Maher, '19, Kyle Leonard, '19
REPORTER, SPORTS EDITOR

Malvern's total body of teachers and students consists of many sports fans, and no team has more die-hard fanatics at the school than the Philadelphia Eagles.

One of the many season ticket holders throughout the school, teacher Mr. Mike Koenig, has been a dedicated Eagles follower for many years.

"I've been a season ticket holder since 2011, an

d I was on the waiting list ten years prior to that," he said.

Since Koenig is a season ticket holder, he was able to sell his reserved ticket seats to other fans for the Falcons and Vikings playoff games. However, he also has a chance to receive tickets for Super Bowl LII in Minnesota. If he does receive this chance—"I'm going, no doubt," he said.

The last time the Eagles made it to the Super Bowl was during the 2004-2005 season, where they faced off against the same opponent as this years Super Bowl: The New England Patriots.

Koenig describes his memory of the legendary Eagles season, saying, "I remember it as if it was yesterday. I remember the team had McNabb, Westbrook, and Terrell Owens, and they beat the Falcons in the NFC championship, but lost the Super Bowl in the final minutes to the Patriots."

Looking back at this season, and the playoff games so far, Koenig shared his reason for why he is excited for Super Bowl 52: "Both sides of the ball for the Eagles were dominant."

Junior Connor Cary emphasized this same aspect of the Eagles' game for the reason he is pumped to watch his team play in the Super Bowl. "I believe Nick Foles, along with the defense, will be the X factor, making plays they need to make," he said.

Cary played varsity football for Malvern this past season, and loves that the Eagles are seen as an underdog in their games. "I'm most excited about their hype for the competition, and fueling off the fact they think they're underdogs," he said. "I plan on watching the game at home with

family and friends."

Junior Nolan Rogers is enjoying the moment as much as anybody. He and his family have been season ticket holders since Nolan was born, and they've been with the Eagles every step of the way.

"This season has raised our hopes. It's been what, 50+ years of not winning?" Rogers said. "It's just given us a glimpse of the bigger picture, and things are looking much better than in years before."

Rogers thinks the future is bright for the Eagles, and that they will be back in the situation they are right now.

"If we can get to where we are with this team, making it to the Super Bowl and possibly win it, I would love to see what we can do with even better players as we go along," Rogers said.

Senior Griffin Kennedy has been a die-hard Eagles fan for as long as he can remember. He started following the Eagles closely in eighth grade, and hasn't missed a game since then.

"My dad is an Eagles season ticket holder for 38 years. He's been there his whole life," Kennedy said. "I was born into it, and just like everybody else, you're pretty much always born into it."

The Kennedys host a big tailgate each Sunday when the Birds play at Lincoln Financial Field. They have an RV dedicated to these tailgates, which draw a lot of attention, including from athletes and Eagles legends.

"We always have some people stop by at the tailgate; but Christmas night, we were down there, a couple of games after Carson Wentz got hurt," Kennedy said. "[I] sat right next to him and watched the game with him, so that was pretty cool. We've had some Eagles legends stop by, and I've met all of them."

Kennedy is beyond excited to see his Eagles play in Super Bowl 52, and he will be in Minneapolis for the game.

"Every night, before I go to bed, I'm always on Twitter and come up on an Eagles video and can't sleep after that," Kennedy said. "It's crazy. I'll be flying out Saturday for the game. I can't wait to go." ♦

FLY EAGLES FLY!

FALL ATHLETIC AWARDS

Congratulations to students listed below who were recognized after the fall athletic season for their leadership and athletic efforts on the field.

FOOTBALL

MVP • Keith Maguire '19
 Most Improved • Liam McKnight '19
 Sportsmanship • Domenic Massimo '18
 Coaches' Award -JV Football • Lonnie White '21
 Coaches' Award - Freshman Football • Maxwell Fish '21

SOCCER

MVP • Jakob Hodlofski '18
 Most Improved • William Reckmeyer '19
 Sportsmanship • Desmond Papariello '18
 Coaches' Award, JV Soccer • Edmond Park '20
 Coaches' Award, Freshman Soccer • Nick DellaVecchia '21

WATER POLO

MVP • Isaac Salinas '18, Stephen Salle '18
 Most Improved • Jack Leyden '18
 Sportsmanship • Sean Oates '18
 Coaches' Award, JV Water Polo • Daniel Ward '21

GOLF

MVP • John Updike '18, Matthew Davis '18
 Most Improved • Andrew Curran '19
 Sportsmanship • Charles Address '19
 Coaches' Award, JV Golf • Garrett Hallinan '19, Alex O'Brien '19

CROSS COUNTRY

MVP • Peter Borger '18
 Most Improved • John Giordano '20
 Sportsmanship • John Powers '18
 Coaches' Award • Jack Guardiola '20

RUGBY

MVP • Bobby Fish '18
 Most Improved • Jack Magargee '18
 Sportsmanship • David Wiener '18

ROWING

Most Improved • Andre Quintiliani '18
 Sportsmanship • Manikandan Venkatesh '20
 Coaches' Award • Jason Kennedy '20



HIGH KEY SAVAGE LEVEL • Junior Evan Lotz leads the student body in a "Fly Eagles Fly" chant at a pep rally after homeroom on Jan. 19. The community dressed in Eagles gear to celebrate the team's NFC divisional game win. / S. MILHOUS

> SUPER BOWL MEANS, 16

precedence in everyone's mind on the following Monday, whether or not we all want to admit it or want it to happen.

The night of Sunday, February 4th will be one characterized by a lack of sleep, either due to a crushing loss or rapturous celebrations. As a result, a Monday, February 5th spent with a school day will be a day characterized by a total lack of productivity and focus on any sort of academic activities.

The best way to handle this day is to designate it as a day off altogether. If Super Bowl LII is the Eagles' first win, there's no way anyone wants to cut their celebrations short because they have to be up bright and early to come in on a Monday. Conversely, if it's the Eagles' third loss, nobody is going to be able to or want to sit in a classroom or office for six and a half hours and focus on school.

Having Monday, February 5th off isn't just a wise decision, it's a necessity.

> KEEPING UP WITH KALOSO, 1

School for Kaloso is very different from what occurs here at Malvern. Most students, for instance, don't start their day at four A.M..

"If I'm going to school, I wake up at like four in the morning, get everything done and ready," Tsoaeli said. "School starts at half past seven, but the thing is we have problems with taxis back home. So you never know [how long] it'll take so the earlier I am, the better."

Tsoaeli takes taxis because of how far he is away from the school he attends. "I take two taxis to school. My school is in a different town, and I have to go through another town to get to it," he said. "I get to school at about half past six."

On top of his early start on the day, Tsoaeli also has additional roles as a leader of the school. Tsoaeli was a prefect, a senior student authorized to enforce discipline.

"In the morning I'd have my first three classes. Instead of break I don't sit around and do nothing, I do my duties with my partner. I go to my next two classes and then I go back to my duties."

Tsoaeli's work schedule also extends past normal school hours. "After school I've got extra lessons, do my homework and stuff, or I've got sports, like hockey, cricket, or soccer," he said.

For him, life as a student was not as simple as one might seem. "It's different there because there is no one there I really know from my area that goes there." However, there are aspects that he has come to love.

Hockey has been Tsoaeli's favorite sport since he started high school. Four years later, it has become a true passion of his. "The thing is with hockey is once you have the basic skills, you pretty much can play anyone," Tsoaeli said.

Tsoaeli's love of the sport has led him to become quite good at it too. "From grade 11, I knew I was good. Like at that [point], even my teachers were like 'you've improved a lot since grade eight,'" he said.

Tsoaeli wants to continue to play hockey outside of school, but not on a highly competitive level.

"I wouldn't say I'd want to play it as a professional sport," he said. "But I think that it will always be a hobby... playing club or something." Tsoaeli hopes to branch into other sports at Malvern and shows interest in running track.

The treatment of sports is one of the first things Tsoaeli noticed about Malvern.

"The way people love sports here... like the Eagles thingy. Back home, people will support certain teams, but they won't wear [players'] stuff, where everyone will sit in front of their TV to support them," Tsoaeli said. "They take sports very seriously here."

The differences in sports is not the only differences Tsoaeli is noticing between Malvern and Durban. Some of them may seem very obvious.

"My community and the Malvern community are very different," he said. "First of all, it's a race thing. There's no white people in my area, where I am."

Tsoaeli chuckled, thinking about the vast differences he's seen between Malvern and Durban he has seen in just a short period of time.

"The houses here are big. Where I am it's like government housing with two rooms. and most people [at home] don't have cars. It's either they have one car or they don't have a car at all. Here they have like five cars. and they are expensive cars too," he said.

Tsoaeli is accustomed to being in a community different to his own. "My school is about 60% white, which is quite a lot when you think about it. It's a semi-private school so most people that can afford it are white people," he said.

The population of Malvern, however is overwhelming for him.

"Back home, or at school I guess, there are white people around me. But the only black people I see [here] is someone I don't know," Tsoaeli said. "In my government class I'm the only black person in the class so I'm kind of like 'what is happening' I can see that this community is mostly white, so I'll just have to get used to that."

Other differences, were only discovered through Tsoaeli's observations. "Back home, everyone is outside. Here, I haven't seen anyone outside, everyone is indoors doing something,"

he said.

Inevitably, Tsoaeli is struggling a little with adjustments to a radically different environment.

"I think the hardest part for me is the language... my main language is Zulu, and no one knows Zulu here so I'm going all day speaking English," he said.

Tsoaeli learned English at his school, which was also difficult. "[Learning English] was quite hard. So I had to read books on top of books, to help make my English better."

It's also become a struggle for Tsoaeli when communicating with others on campus. "People here sometimes don't understand me, I guess it's my accent or something," he said.

"I'll have to repeat myself like three or four times... another thing I'll have to get used to."

In his short time at Malvern, Kaloso has noticed some of the differences between the English here and the English of his country. "The difference [between] American and South African English is a lot of the slang. There are some slang words that I say to my friends back home that they understand here, and others, they're just like 'what are you saying?'" he said.

Thinking about his native language makes Tsoaeli reminiscent of his life back in his hometown. "It's a typical black township," Tsoaeli said. "Where everyone wakes up, someone is playing their radio full blast, where there is kids on the road playing."

While the differences between Tsoaeli's community and Malvern's are painfully obvious, Tsoaeli is adjusting quickly. On January 26, Tsoaeli earned the Citizen of the Week at the Friday Morning Rally, "for bringing a positive attitude every single day."

Outside of school in South Africa, Tsoaeli spends his time being a part of his community. "I wake up any time I want. After I'm done washing my uniform I can sometimes visit my aunts, because they live around the area. Or, with my friends, we can go and walk around the area, seeing people we know," he said.

Despite the hardships that have come with Tsoaeli's travels, he is finding new experiences that he truly appreciates.

"I finally have my own room. I've never had my own room in my entire life, I've always had to share a room and a bed with my brother," he said.

For Tsoaeli, living with the Bennetts is also refreshing. "It's kind of crazy. also, having a big family, like having a mom and dad. Mostly for me last year, my mom wasn't at home and my dad passed away in 2006, so it was just me and two brothers," he said. "So now, having a mother and father figure and having a sister, it's kind of fun. I get to see a different lifestyle."

When arriving from South Africa, Tsoaeli came here with dreams of sight-seeing as well. "Well of course I want to see the Statue of Liberty... I want to see some of the big museums too," he said.

Unfortunately, there are some negative aspects of visiting as an African. Tsoaeli has heard of President Donald Trump's comments on the continent, and has some opinions of his own.

"He's never gone there so he has no right to just say that," Tsoaeli said. "He's a billionaire... he's got scandals on top of scandals... he's got a Trump Tower somewhere around here. I know he's rude, I know that."

Tsoaeli believes that if Trump were to see the way his community interacts, then he would think otherwise.

"Just seeing everyone together... know everyone around the area. Even if you don't know their name, you know their faces. You know you can ask anyone for help... There is a lot to learn from us," he said.

Tsoaeli hopes that the President's viewpoint doesn't reflect those of other Americans, especially the ones on campus. "I don't want them to think that people from Africa don't know anything, or that they don't know what technology is, or that they live in a hut," he said. "I kind of want them to know I'm pretty much the same person that they are, and I just want to learn."

Regardless of what anyone says or thinks, Tsoaeli is here in America for the good experiences, people, opportunities, and especially the food.



"I don't want them to think that people from Africa don't know anything, or that they don't know what technology is, or that they live in a hut. I kind of want them to know I'm pretty much the same person that they are, and I just want to learn."
 -Kaloso Tsoaeli

PERSPECTIVE

Ice breaker

For years, students and players have been coming to Blackfriar Pond to skate during the winter months. Now, things may be changing.



FROZEN OVER • A frozen Blackfriar Pond sits underneath an evening sky ripe for pond hockey. For the first time this year, students were told to get off the ice by a police officer in the middle of a five-on-five pond hockey game. "I was kind of shocked because we have never had policemen come to the pond before. We go there every winter, so I didn't understand the big deal," sophomore Chris Civitella said. / S. MILHOUS

Aidan Gordinier '20, Stowe Milhous '19

CONTRIBUTORS

On a frigid day during winter break, over a dozen kids were playing out on Blackfriar Pond. Skating, maneuvering, passing and scoring in a five-on-five game, junior Charlie Andress could be heard shouting every time his team scored.

But soon the fun all came to an end, when an all-black Ford Explorer pulled up to the pond. It was a policeman, and for the those playing hockey there, this was an unprecedented occurrence.

The policeman left, only to come back 15 minutes later to ask us the players to leave the pond.

"Skating on Blackfriar Pond was pretty cool because when we went out there it was just me, Charlie [Chuck] Andress, and Stowe," junior Colin McDonnell said. "The pond was covered in about four inches of snow."

However, this did not stop McDonnell and his friends.

"We ended up shoveling two thirds of the pond ourselves and had a sweet area to play on," McDonnell said. "For the two and a half hours that we got to play there, it was a great pond hockey game."

Living in Malvern, the winter weather can be unpredictable. Some days this winter have been in the single digits, while others have been in the high fifties. So, when there is a chance, many hockey enthusiasts like to take advantage.

"[The pond freeze] only comes around every couple times a winter, so when you do get it in, it's a good time and you try to cherish that time," junior Nolan Rogers said. "It's a good way to get outside in the winter time and hang out with your buddies."

The biggest question for any pond hockey player: "Is the ice safe to skate on?" There are varying methods to tell if an iced over pond is safe to skate on, but there are always some unknowns to be careful of.

"A pond is safe to skate on usually if you walk on it and you don't fall in immediately you're pretty safe," Andress said only half-jokingly, followed by laughter from McDonnell and other pond players. "But usually we have

a drill and you drill into the ice, and you need about three inches."

Most pond hockey players know these major precautions: the ice is generally the weakest in the middle of the pond, stay off the ice if there is a slushy mixture, know how thick the ice is, know how deep the pond is, and worst scenario, have a plan if anyone falls in.

McDonnell took into account all of these precautions. He brought a drill and many wooden planks and brought these materials to the pond.

McDonnell did as follows: He drilled one hole at the edge of the ice, another halfway between the middle of the ice and the edge, and lastly one directly in the middle of the ice. Each hole he drilled was four inches deep, making for sufficient skating on the pond.

"The wooden planks were a precaution," McDonnell said. "If someone were to fall through the ice, somebody else would put the planks underneath their feet, allowing even distribution of this person's weight to walk over and save someone that fell in."

Despite McDonnell's safety precautions, they were still instructed to get off the pond.

"I understood [why we had to get off the ice]," Rogers said. "We were out in the open and the policeman saw that, and he didn't know if we were Malvern students, or even allowed on there. He wasn't mean about it or anything."

While Rogers realized that it was necessary for them to get off the pond, sophomore Chris Civitella did not understand.

"I was shocked because we have never had policemen come to the pond before," Civitella said. "We go there every winter, so I didn't understand the big deal."

Malvern hockey players hope to return to Blackfriar Pond next winter.

"I think we should be able to use it if we are using it properly," McDonnell said.

Andress's hopes were a bit more affirmative.

"I mean... I can tell you right now I'll be on that pond in the near future," Andress said. ♦

Culinary Catastrophe: Kids Cuisine

When I was younger, my mom would never let me buy Kids Cuisine when we went to the supermarket. She said that the food was gross, maybe she was right...

Aidan White '20

REPORTER

I am an extremely picky eater, I have been that way for my entire life. Because of that, I thought it might be funny to try weird food. Boy, was I wrong!

I was in the supermarket the other day when out of the corner of my eye I saw the Kids Cuisine section. Memories flood back to me of how I was never allowed to try any of these meals due to the fact they were "gross" as my mom put it.

I thought the ads on TV and the marketing of the box looked cool when I was younger, so not being able to eat Kids Cuisine made me kind of sad. Now at age 16, I finally had the chance to fulfill my dream and eat a Kids Cuisine meal. I picked up two boxes and left the supermarket.

Now, I have tried many meals in my life, and never once have I tasted something so disgusting as Kids Cuisine. The two meals I got were chicken nuggets and popcorn chicken. I thought chicken might be a little more difficult for them to mess up.

I don't really know what I was expecting, but what I got, I really could not classify as a meal. I would classify it more as a torture device. First, when you take the meal out of the bag, you are faced with the true horrors of food marketing.

If you thought the actual meal would look anything like the food on the box, you were sorely mistaken. I took off the plastic and put the first Kids Cuisine, the popcorn chicken, in the microwave.

The popcorn chicken came with chicken, fries, corn, and pudding. I love pudding as much as the next guy, but I usually prefer my pudding to be cold. I also prefer my pudding to be good, but it doesn't look like Kids Cuisine can supply either.

The first thing I noticed had to be the smell. God did not intend chicken, fries, corn, and pudding to smell like anything like a dying animal. That didn't stop Kids Cuisine though.

When I took the meal out of the microwave, I could not believe my eyes. The pudding was bubbling, it's like something you would see in an evil science laboratory in a movie. I took a gulp, mixed the pudding up, and took a bite.

Trash, that's the only word I can think of to describe it. You know when you have something too rich and kind of makes your teeth hurt a little. That's what this pudding did to me. Next, were the chicken and the fries, and you know, not half bad.

Sure, I would have wanted the fries to taste a little more like fries and less like a potato cut to look like a fry, but for a TV dinner, this was not half bad. Then I tried the corn, and to be honest, it's kind of impossible to mess corn up, it's the easiest thing to put in these TV dinners.

The corn was fine, it tasted fine, but you know what wasn't fine: the smell. It honestly smells like something you found in the dumpster. So, for the popcorn chicken, it's fine if you plug your nose.

The popcorn chicken was bad at times, but it's nothing compared to the true horror that is the chicken nuggets. Chicken, pudding, corn, and mac and cheese has never come in a more deadly package.

The smell is as unwelcome as always, but this time it's got the taste to boot. The chicken is just not cutting it for me, it's generic, yet it has this mushy feel that will keep you queasy. The corn is fine, but the mac and cheese, aww man.

The mac and cheese had ice in it. Do I have to say more? Well, not only did I cook the meal for a minute longer than the box told me to, I REALLY don't want to get salmonella from this, I made sure to mix the mac and cheese around really thoroughly.

And I still end up with half icy, half watery mac and cheese. Perfect.

The pudding is a whole new story. At first, I was like, "This looks better, I bet it tastes better." and then I actually tried the pudding. And you know what? It did taste better. For once in this whole meal, I found something I actually really enjoyed.

Then it hit me, like a deer in headlights, I had no clue what was about to happen next. I lunged for my water bottle, but I was too late. It had finally arrived, The aftertaste.

My mouth fell in agony as a dumpster like aftertaste came back from the pudding like a boomerang. All the water in the world couldn't help me at that moment. I just had to wait it out. A minute and a half of pain later, I had had about enough of Kids Cuisine for the rest of my life.

I really can not believe a parent would feed this to their child. I know some parents can be busy, but this is inexcusable.

I quickly threw out the blue trays, grabbed some meatballs my mom had made for me, and tried to forget that this had ever happened. ♦



"TRASH, THAT'S THE ONLY WORD I CAN THINK OF TO DESCRIBE IT" • An exploration of Kids' Cuisine proves to be incredibly disappointing. / A. WHITE

Texas service trip provides eye-opening experience

The trip was not just about construction or hurricane recovery. It brought us closer to God and to each other.



BROTHERHOOD IN TEXAS • Students on the Houston J-Term experience worked with Samaritan's Purse in areas affected by Hurricane Harvey. / B. SZIPSZKY

Brian Szipszky '20
REPORTER

During J-Term, two groups of Malvern students had the opportunity to travel to Texas to work with Samaritan's Purse, a Christian disaster relief organization, on several different rebuild projects in areas affected by Hurricane Harvey. I went down on week two of J-Term with the second group, and had an incredible experience with my Malvern brothers.

The First Baptist Church, where we stayed along with other Samaritan's Purse (SP) volunteers, was located in Portland, TX, right along the Gulf Coast and just outside of Corpus Christi. We drove roughly three hours from an airport in Houston, and reached the site at around 7:00 P.M.. An SP volunteer showed us our rooms, showers, etc., and told us that doors would automatically lock at 10:00 P.M. each night, leaving us in our rooms.

We woke up at 6:00 A.M. Monday morning so we could pack our lunches for the day at 6:45, and eat breakfast at 7:00. Though every night I would tell myself the next morning would be different, I was the last one up every single day. The lights would come on, my eyes would open, and somehow half the room was already out of their beds.

Prayer took place before each meal, before we began working, and after working. It involved all volunteers and staff members. Devotions were held every morning, where one person would talk for 5-10 minutes about a Bible passage or anything related to SP and their work. Most of the volunteers and staff have been living in very religious environments their whole lives, and their faithfulness was admirable.

The work itself was varied each day. For

the first two days, I stayed at the church and sanded and painted a set of classrooms in its pre-school, classrooms that the students have not been in since September. Other tasks performed by volunteers at the school included tiling and drywall installation.

Throughout the day, you rarely saw complaining coming from a fellow student. We all knew the real reason we signed up for this trip. We typically worked from 8:00 A.M. to around 4:00 P.M. each day, returning to the church eager for a shower and some food. After dinner at 6:00, we would go outside and hit up the Walgreens, Starbucks, 7/11, McDonald's, and others across the street. The McDonald's sign was essentially destroyed by the hurricane, bent over on its side.

On Wednesday and Thursday, I worked at a house about 30 minutes from the church. It was located in a neighborhood that received extensive damage, with a few houses all but destroyed. The area was also quite poor, and the hurricane only amplified their difficulties. Friday, I worked in an even more destitute spot, where the house had to be completely rebuilt. I noticed that as the week went on, I was also working harder every day. I began to realize, subconsciously or not, just how fortunate I have been in my life. I know I am constantly told just how lucky I am, but this trip confirmed the veracity of that statement. I also noticed this mentality in my classmates.

We also had a fair bit of religious discussion, not just with the chaperones, but with each other. I don't think any of us had been exposed to this amount of religious devotion every day, but the experience certainly brought most of us closer to God. I absolutely hope Malvern decides to have a similar trip in the future. ♦

Ranking the best movie soundtracks

Does 18 years of watching movies qualify this reviewer to create rankings of the top five films with the best soundtracks? Sure.

Sean Oates '18
REPORTER

A film has to have quality acting, set design, and plot to be considered a good movie. But what can take a movie from good to great is the music.

Many times it can go unnoticed, but the score and soundtrack of a movie can totally take it to a new level. For instance, look at "Baby Driver," which was released last year. I did not want to see that movie at all when I was dragged out to it. After seeing the trailer, I thought it was just another mediocre automobile action movie with a cheesy romance on the side and the guy from "The Fault in Our Stars" as its lead.

And that's exactly what it was. The plot was so simple and the stunts were nothing we hadn't already seen from one of the eight "Fast and Furious" movies. However, I ended up loving the movie because of its soundtrack. That's what a movie's music is capable of.

Having said that, I've created my own personal rankings of the best movie soundtracks. But before I get into it, there are some things you should know about my rankings. First, musicals are not included. "Les Miserables," "La La Land," "Grease"—all great, but it's just not fair to throw these into the mix with standard movies. This also included biographical movies about musicians like "8 Mile" and "Straight Outta Compton." Basically, if the actors are singing roughly three or more songs in the movie, it becomes unfair in my book.

Second, my decisions were based off of soundtracks of the movies, not the scores. While the instrumental music of the "Star Wars," "Pirates of the Caribbean," and "Harry Potter" movies are all iconic and set the tone for each scene, I chose to leave these out as well, focusing solely on the songs used. Now for the rankings:

5) "The Great Gatsby"

I first watched this movie sophomore year in Ms. Wilkinson's American Literature class, and my initial reaction was happiness for Toby Maguire that he was back in a major movie after being replaced by Andrew Garfield for the role of "Spider-Man." But then the music caught my attention. It was surprising at first, hearing rap and EDM songs being played at the 1920s parties. However, it grew on me as the movie went on. This movie blended roaring 1920s swing music with modern party music in a very unique way, though it is a bit hit or miss with audiences.

4) "Anchorman: The Legend of Ron Burgundy" & "Anchorman 2: The Legend Continues"

While the first Anchorman is easily a better movie than its sequel, the argument over which soundtrack is best is not as simple. There are pros and cons for each. As a whole, I thought the second Anchorman had better music. However, there are certain moments in the original which are just too good to let me rank the sequel ahead

of it. Having "Carry on Wayward Son" is always a big plus, and the Channel 4 News Team's harmonizing on "Afternoon Delight" is just hard to beat. This decision was too tough for me to make, so I let the two Anchorman films share the number four spot. Either way, the soundtracks of these movies perfectly capture the 1970's with their throwback hits.

3) "Baby Driver"

I already mentioned how impressed I was with this soundtrack, so it's no surprise to see it on my top five. The entire pace and flow of the movie relies on the music being played. It uses the right song for every moment, from the steady "Unsquare Dance" during the heist planning scene to Queen's "Brighton Rock" during high adrenaline getaways. Gears shift, punches land, and cars crash to the rhythm of whatever song is playing, which turned this from a basic action movie to one like nothing I had seen before.

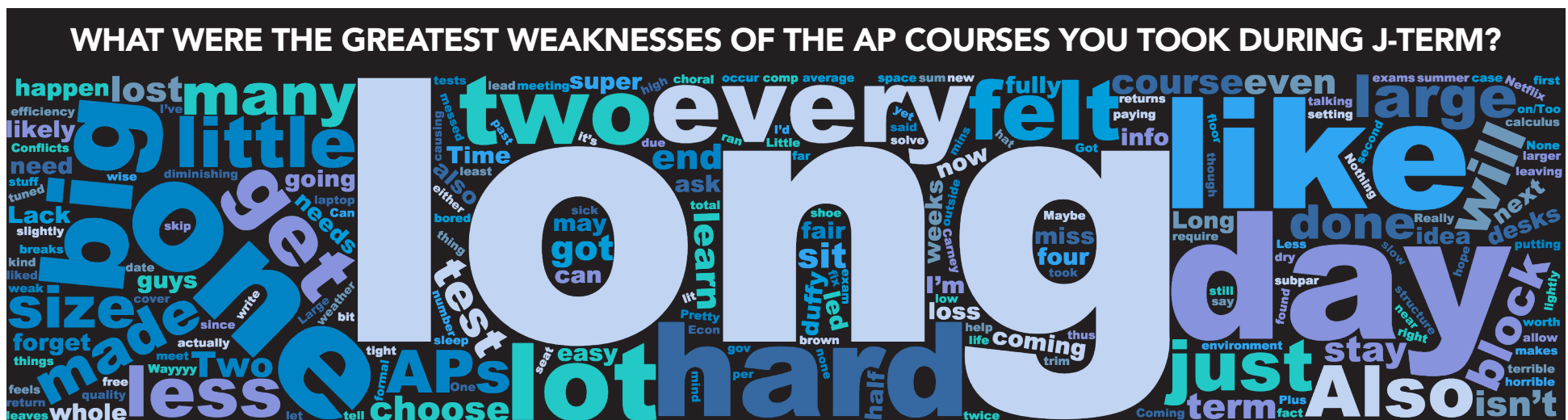
2) "Guardians of the Galaxy" and "Guardians of the Galaxy Vol. 2"

Again, I decided to merge two movies of the same series into one spot. Peter Quill's "Awesome Mix" Vol. 1 and 2 are both phenomenal cassette tapes. Whenever he presses the play button on his Walkman you know there is about to be a great 70's throwback playing. The first Guardians movie ended greatly with "I Want You Back" by the Jackson 5 playing as the credits rolled. The sequel picked up right where it left off, with ELO's "Mr. Blue Sky" during the opening credits. Both classic feel-good songs, they are part of what makes these movies great. At a time when a new Marvel movie seems to come out every other month, the music keeps "Guardians of the Galaxy" relevant among fans of "Iron Man" and "Captain America."

1) "Forrest Gump"

Part of what made this such a successful movie is the soundtrack. While most soundtracks have songs from a single era, "Forrest Gump" spans several decades of great music as the movie goes on. The movie starts in the 1950s, when Forrest helps Elvis Presley with the creation of "Hound Dog." From here the movie becomes a time capsule for historic events and memorable songs.

Nothing is more fitting than "Fortunate Son" playing in the background as Forrest takes a helicopter into Vietnam. The soundtrack is just loaded with great artists like Elvis Presley, Creedence Clearwater Revival, Aretha Franklin, Bob Dylan, Simon & Garfunkel, Lynyrd Skynyrd, and Fleetwood Mac. The songs perfectly set the mood for each scene and its time in history. The music used throughout this movie makes an already great movie even better. ♦



From administration survey • Based on 114 responses from students enrolled in AP classes during the J-Term

TRIFIERS

Friar



TRYING SOMETHING NEW EVERY MONTH.

Too hot to handle

Two of us tried the Carolina Reaper, the hottest pepper in the world. Let's just say it was one of the worst 20 minute periods of our lives.

Dan Malloy '18
EDITOR-IN-CHIEF

As I stood doubled-over in the bottom floor Duffy bathroom, shoveling tap water into my mouth while gasping for air, one feeling came to my mind: regret.

The challenge that junior Michael Harrington and I embarked on was born out of an innocent trend. The One-Chip Challenge is all over the internet right now, and the videos of people doing it are pretty funny. People are sweating their pits off, guzzling a sickening amount of milk and/or water to put out the white-hot fire in their mouths. Shaq did it. NFL players and actresses have done it. We thought, "Hey. Let's give it a go."

The problem was when we tried to order the chip online on Amazon, it costed a whopping \$70. For one tiny little chip. The company who makes it is called Paqui, and the chips are all sold out until fall 2018. So the ones that still exist are pretty rare. Unwilling to be denied in our quest, Mike and I decided to order the pepper the chip is made with itself: The Carolina Reaper.

The name sounds pretty intimidating, and that's because it is. It was named in 2013 by the Guinness world records as the hottest pepper in the world. It was measured to have 2.2 million Scoville Heat Units, a measure of how spicy things are. To compare, a Jalapeno pepper has 8,000 SHUs (275x hotter). So, pretty freaking hot.

We scheduled to do it on Wednesday, January 24, right after school in the Duffy Graphic Design room. I wasn't really that intimidated the day of until one of my friends in my last period class was trying to talk me out of it. "Dude. People die from



"HEY, THIS ISN'T THAT BAD" • Junior Michael Harrington winces before his first bite. You could smell the hotness from a few feet away, yet the first bite of a Carolina Reaper pepper was okay—for a few seconds. / A. HAYLOCK

eating that." I wasn't so sure, but then I thought about how we were eating the pepper raw. Not from a chip that probably has regulations on how hot it can be. Oh jeez.

I met Mike in the GD room just as we planned. With him, four other people planned watching our meal of doom. Mike bought a gallon of milk from Wawa for us to drink. I was thinking we might need all of it.

Mike opened the bag. Pulling it out, you could smell the hotness from a few feet away. Don't ask me how hotness can be smelled, but it was. We sat down, with our milk cups filled and ready, and took out one pepper each. It looked so wrinkly and menacing, like a hot Cheeto that wanted to eat me. Mike and I clinked the peppers together, and tossed them in our mouths, eating it whole.

Chewing it was hard. I wanted to get it down as quick as I could so it couldn't burn me for that long. There was a few seconds after I swallowed it

where I said to myself, "Hey. This isn't that bad!" Then my vision started to go. Then the entirety of my mouth burst aflame.

Visit lantern.news for video of the Carolina Reaper ordeal.

I feel like I'm understating it when I say my mouth was on fire. It felt as if all corners of my mouth and throat were being stabbed simultaneously. My face felt like the bad guys in Indiana Jones when they open the Ark of the Covenant (their faces melted off). Breathing made it 100x worse, just fanning the white-hot flames in your mouth. I couldn't even form words to tell Mike how bad of an idea this was.

Thirty seconds went by before I started chugging the milk in the 32 oz Wawa cup in front of me. I thought it could give me some relief, but it only did for one second after I drank a sip. So I chugged, and chugged and chugged. No improvement. I didn't want to yack with all these people watching, so I had to find another alternative. I sprinted to the bathroom, with Mike following closely behind.

Mike and I blasted the cold water from the sinks in Duffy and scooped water into our mouths. However, the people who were watching us mentioned that water only makes the pain in your mouth worse. We shouted at them to look up other alternatives to milk, and one of the kids actually had the antidote to our troubles in his hands: the Wawa pretzel.

I never knew the healing powers of those doughy mounds of goodness. Immediately as I put a piece into my mouth, I started to be able to breathe again. Unfortunately, Mike did not fare as well. As I looked to my right, Mike was blowing chunks of pepper and milk in the sink. Gross, I know. Luckily, I was able to hold it down.

After we ate our halves of the pretzel, we were able to become actual human beings again. Shoutout to Wawa for saving us from certain death. Mike felt pretty good after throwing up, but I still felt so sick. I regretted ever touching the milk, which didn't do anything. The water and pretzel technique is A1 to deal with spiciness. Milk is trash.

Mike and I both agreed, once our mouths returned to full capability, that there really was no point to our quest to defeat the pepper. Really, we just harmed ourselves for the enjoyment of the people watching and whoever watches the video online.

But when I got home, I found out there actually is a new ALS challenge with hot peppers now. "Maybe I should nominate people for this, since I already did it," I thought. But then I thought about the evil, little pepper still lurking in my stomach. And I would never, ever have anyone eat that awful thing again. ♦

FEBRUARY ATHLETICS

BASKETBALL

Home
February 9, vs Germantown Academy @ 7:30 p.m.
Away
February 2, @ The Haverford School @ 7:30 p.m.
February 3, @ Harriton High School @ 1:00 p.m.
February 6, @ Episcopal Academy @ 4:00 p.m.

HOCKEY

February 2, @ Pond Arena vs Salesianum @ 6:20 p.m.
February 6, @ Hollydell Ice Arena vs Gloucester Catholic High School @ 3:30 p.m.
February 9, vs St. Joseph's Prep @ 7:30 p.m.
February 15, @ Class of 1923 Arena (U of Penn) vs St. Joseph's Prep @ 3:50 p.m.
February 20, @ Grundy Ice Arena vs Holy Ghost Prep @ 7:00 p.m.

SQUASH

Home
February 8, MASA Championship Finals
Away
February 2-4, US High School National Team Championship
TBD
February 2, MASA Championship Round 2

SWIMMING AND DIVING

Home
February 2, vs LaSalle College @ 3:45 p.m.
Away
February 15-17, @ Franklin & Marshall College, Eastern Champs

WRESTLING

Home
February 2, vs Germantown Academy @ 6:00 p.m.
February 10, @ 8:30 a.m., Hoedown at Hildean
Away
February 3, vs Interboro High School @ 9:00 am

WINTER TRACK

February 3, @ Lehigh University @ 12:30 p.m.
February 7, @ Westtown School @ 6:30 p.m., Novice Meet
February 9, @ Lehigh University @ 6:30 p.m., Last Chance Meet
February 17, @ Lehigh University @ 9:30 a.m., Meet of Champions
February 25, @ Penn State University @ 10:00 a.m., State Championships



FIRES IN THE SNOW • A group of students in the "Things Every Young Man Should Know" J-Term class, taught by Theology teachers Mr. Alex Haynie and Mr. Andrew DiDomenico, learned how to create and maintain a healthy fire—including how to roast hot dogs. In this class students learned life skills such as ironing pants, grilling burgers and changing tires. / M. TRAYNOR

GOOD LUCK FRIARS!