



is a monthly student-run publication at Malvern Preparatory School. The website for the publication is [lantern.news](http://lantern.news).

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#### 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 its 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](mailto: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 Anonymous letters will not be published.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/TheFriersLantern](https://www.facebook.com/TheFriersLantern)), 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  
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#### Managing Editors

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Online: Chase Bennett '19

#### Business & PR Manager

Jack Magargee '18

#### Copy Editor

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##### Friar Life

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##### Sports

Garrett Hallinan '19  
Kyle Leonard '19

##### Media & Culture

Luke McClatchy '19

##### Social Media Editors

Dan King '19  
Joe Lister '21

#### EDITORIAL BOARD

All editors

Member(s) of Class of '21

-TBA-

Member(s) of Diversity Club

-TBA-

#### ADVISER

Ms. Kate Plows



# SHIFTING *the* CONVERSATION

Sexual assault is a hot-button topic in today's society. While the discussion may be uncomfortable, the consequences of not starting that discussion could be dire.

#### Editorial Board

Politicians. Powerful businessmen. Prominent celebrities. Household names, who have a huge effect on our culture, are being accused regularly of sexual harassment. As more and more women come forward, a question arises: how is Malvern preparing us to handle ourselves around women?

We are learning more about assault by reading the headlines. One in five women and one in 16 men will be sexually assaulted in college, according to the National Sexual Violence Resource Center. 91% of the victims of rape and sexual assault are female.

We see prominent men getting accused by multiple women of harassment. Matt Lauer. Louis C.K.. Marshall Faulk. We hope a Malvern alumnus never engages in this behavior or makes this list.

In order to make sure Malvern students know the behaviors and consequences of their actions around women, they need to be exposed to some form of education on sexual assault.

Malvern needs to focus on two important areas where we see a need for growth. First, we need additional and enhanced situations where we work and learn together with young women as colleagues, developing respect for one another. Second, we need regular, consistent education on the definitions and consequences of sexual assault.

#### EXPOSURE

We believe that Malvern should incorporate an expectation that friars will interact with young women in a collegial context into the school's graduation requirements. This experience could take a variety of routes: a co-educational class, one of the current activity offerings, a shared service project, or other programs. We know that this will be logistically challenging, but we hold that this challenge

should be prioritized.

The question of how we learn to respectfully interact with women is a tough one to answer, and it's also difficult to talk about. It can get dismissed all too easily since we do have many great co-ed activities with our sister schools. We support and praise the Malvern Theatre Society, SpeakUp!, Cups for Caritas, and all other service and activity programs where Malvern and students from schools like Villa Maria Academy or the Academy of Notre Dame share their talents to create amazing results.

However, not all Malvern students participate in these activities. For the students who do not, this limits their interaction with young women to be strictly in a social setting. For those of us who do not sign up for the co-ed activities, we will not get to interact with girls outside of parties, concerts, or dances. And in these formative years, in those contexts, our perception of the opposite sex can become skewed.

When the majority of contexts in which we interact with girls are social settings, often fueled by alcohol and peer pressures, students may be more prone to objectify women. When women are just seen as sexual objects, there is a much higher chance for sexual assault to happen.

The current model of optional activities is not building positive relationships with girls consistently enough, because too often, our discussions are about who is hooking up with whom, and how each girl stacks up attractively. It's seldom about the academic talents of our female peers or their contributions to an artistic group. When most Malvern students do not get to interact regularly with young women in a professional or collegial manner, this is the consequence.

**WE SUPPORT THE IMPLEMENTATION OF CONSISTENT, ONGOING EDUCATION ABOUT SEXUAL ASSAULT FOR THE STUDENT BODY.**

**IT CANNOT BE JUST A ONE-AND-DONE ASSEMBLY THAT HAPPENS EVERY FEW YEARS.**

## LETTER TO THE EDITOR

In our October issue, the story "Seniors slide, and so do AP scores" reported that many of Malvern Prep's AP scores are on a downward trend.

The Advanced Placement (AP) issue is a complicated one. Three immediate questions that surface for me are: A.) Why do schools offer them? B.) What do they represent? C.) How do students hope to use results from AP courses?

For many schools, AP courses represent the most rigorous course offered within an academic discipline and for purposes of this piece, I'm defining rigor as the top course or courses offered within a progression of learning. Working backward then, AP courses represent the highest level classes students can take at Malvern Prep. And because this is the case, and our students are seeking admission to outstanding colleges who demand the highest level coursework, AP courses populate many transcripts from Sophomore year on.

There is a problem though. The game we subscribe to doesn't always add up the way we want it to. For example, what happens when a student learns that the University he has been accepted to does not accept his AP coursework, regardless of his score on the spring exams? What do we say to these students? Because it seems to be happening more and more.

All of this considered, analyzing AP Performance is an awfully difficult task. Sure there is a surface trend (good or bad), but the AP conversation runs much deeper. The underpinnings of student motivation for taking an AP course are interesting to me, as well as our own AP policy that states that a student must sit for AP Exams. I'm curious where we would stack nationally against other schools with an identical policy. Additionally, I wonder what it would look like to invite only those interested in taking the exam to take it. My sense is that things would change quickly when analyzing overall AP Scores.

APs represent different things to different people. I wonder if there is a way to capture these various motivations leading into a course of study, and if so, what might it look like for a teacher to know that some students are looking to score high on an AP Exam, while others were simply looking to credential internally for the course? Furthermore, what would it look like if still another set of students were working toward college credential for the same course, sans test? I'm hopeful that the college credentialing conversation is one we can continue to push, because it is important and one that extends well beyond APs.

Patrick Sillup  
Assistant Head of School for Academics

#### EDUCATION

Juniors and seniors may remember an assembly about sexual assault two years ago in the spring. It's hard to say if students still can recall or have internalized the lessons from that event since it was so long ago. The Editorial Board believes there should be more exposure to events like these, but in a more effective way.

Topics as sensitive as sexual assault require more individualized and engaging discussions. We believe that talking about sexual assault within smaller groups could be beneficial to educate Malvern students. Opportunities like the J-Term or the AGE block could be used to discuss this topic.

According to Director of Human Resources Mrs. Neha Morrison, Malvern does "Safe Environment" training with the faculty "to bring an awareness of what physical, sexual, and emotional abuse looks like and what to do if any of these behaviors are observed." She mentioned there have been discussions with the Counseling department about bringing a similar type of training to students.

We support the implementation of consistent, ongoing education about sexual assault for the student body. It cannot be just a one-and-done assembly that happens every few years. At most colleges and universities, this conversation is a mandatory one, and results must be evaluated and reported. At an all-boys school, we believe that age-appropriate conversations around sexual assault should begin early and continue on an ongoing basis throughout Upper School.

Ultimately, any additional programming or discussions that Malvern implements will be useless if students are not open to these improvements. With stunning statistics and headlines facing us daily, we cannot ignore the fact that many of us will have a connection to sexual assault at some point in our lives.

Both Malvern and its student body can start now to make sure that we are ready to shift the conversation. ♦

## PERSPECTIVE

### A farewell to Membean

I'll admit it: I have enjoyed the hours I've spent racking up minutes.

John McGlenn '18

REPORTER

With all but an eighth of my high school career over, we received the announcement in class that my days of Membean have come to an end. As AP Literature & Composition teacher Mr. John Bohannon made this announcement, I realized that I have mixed feelings about the end of this era.

The online vocabulary lessons have been a staple of my English education at Malvern since the start of freshman year. Although my classmates and I have complained a lot in the past four years, I'll admit it that I have enjoyed the hours I've spent racking up minutes.

Over the years, Membean has inflated my grades and, more importantly, expanded my vocabulary. I'm saddened when I hear about underclassmen trying to cheat the system. Membean really doesn't feel all that different from any other computer game that might consume my hours. Trust the process. If you want to finish high school with a better repository of useful words, this game is one of the most useful ones around.

I thought of what could be the most fitting way to make a tribute to Membean and I have decided that it would be fit to use as many Membean words as possible to write one of my final columns.