

SEVEN

1971

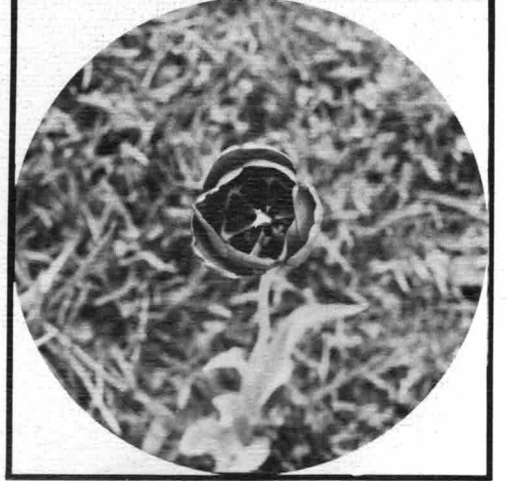


Editor-in Chief
James P. McDonald

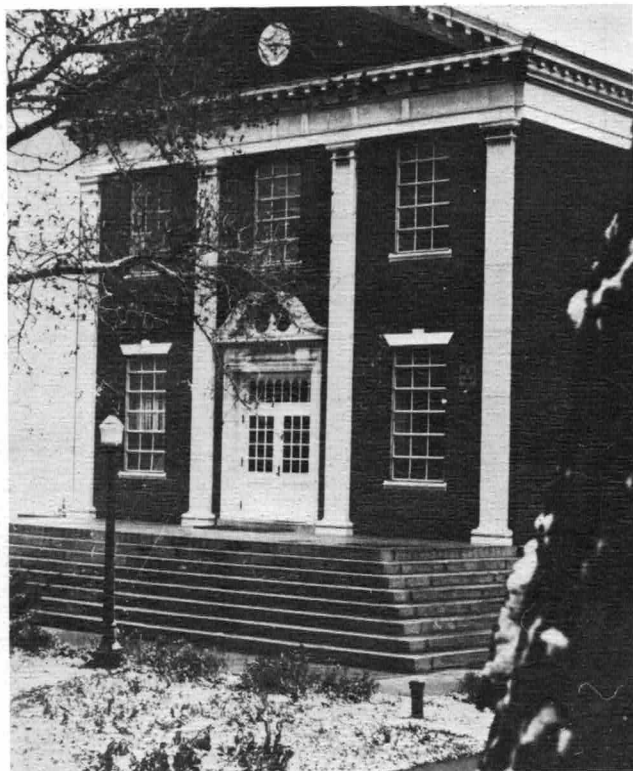
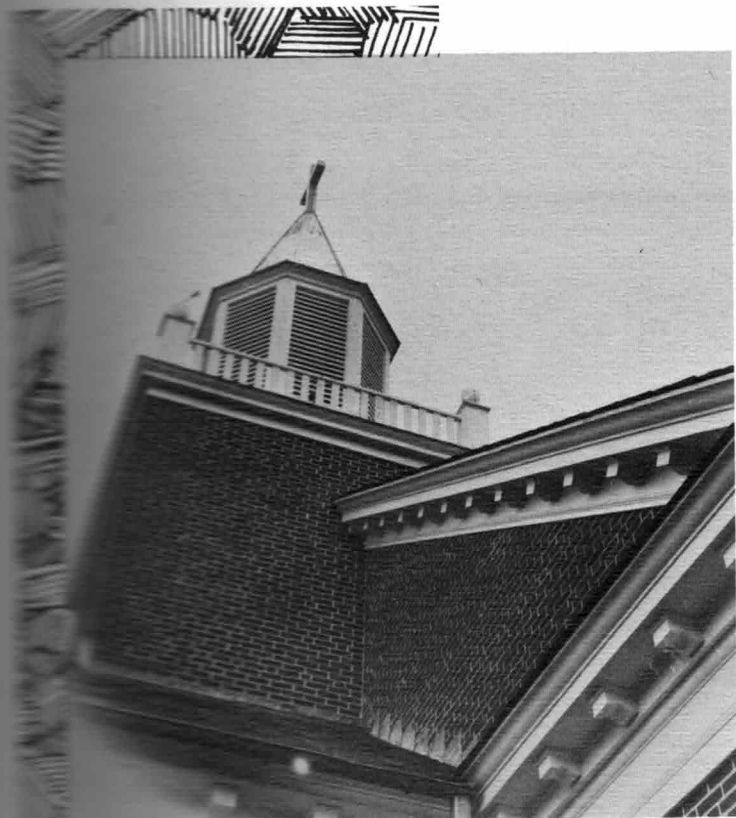
Moderator
Mr. William F. Doyle

Assistants to the Editor
George D. Sheehan
W. Mark Sheehan

Associate Editors
J. Michael Sullivan
Thomas J. D'Agostino
John Crouthanel



MALVERN PREPARATORY SCHOOL



HALVERN PENNSYLVANIA 19355

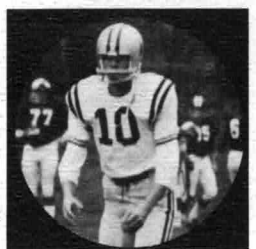
FACULTY — 24



ACTIVITIES ■ 32



SPORTS — 58



**UNDER
CLASSMEN — 94**

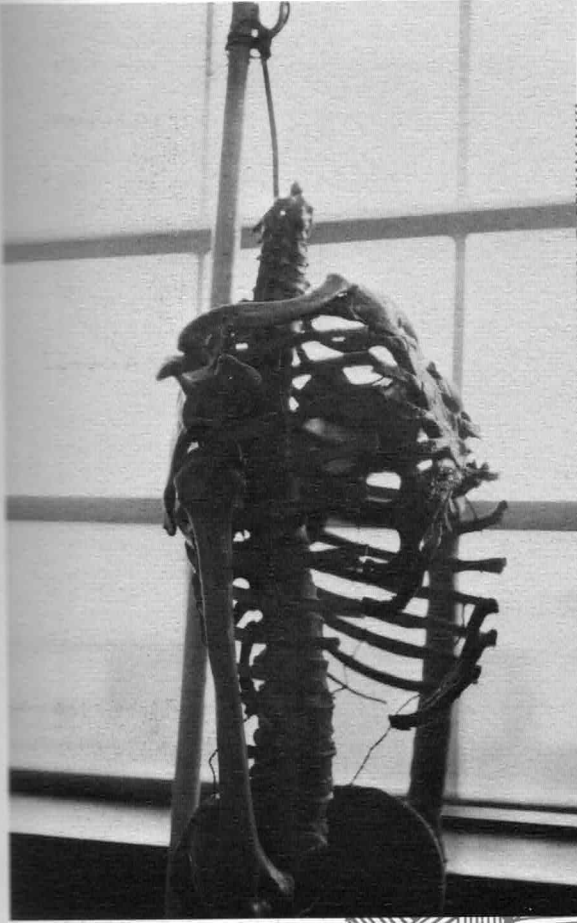


SENIORS — 114



GRADUATION ■ 148



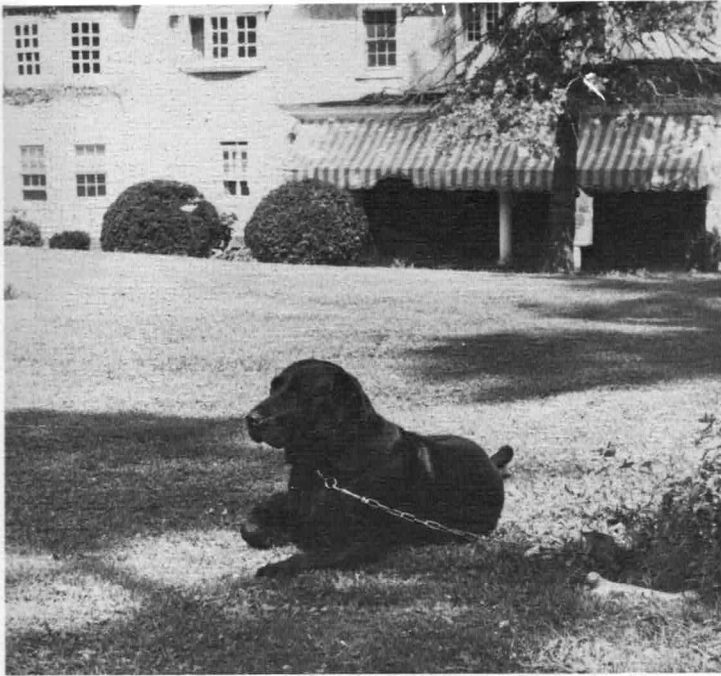




The trouble with a unified yearbook theme is that, too often, it is so narrow and so restrictive that the whole year, its events, its people, and its atmosphere are all bent around the theme. Whole aspects of the nine months span are either ignored, or changed to fit the tone of the book. Even a small school, like Malvern, is so complex in its students, faculty, and campus happenings that there are too many contradictory facets to be explained away by typifying an entire year with an over-simplified theme.

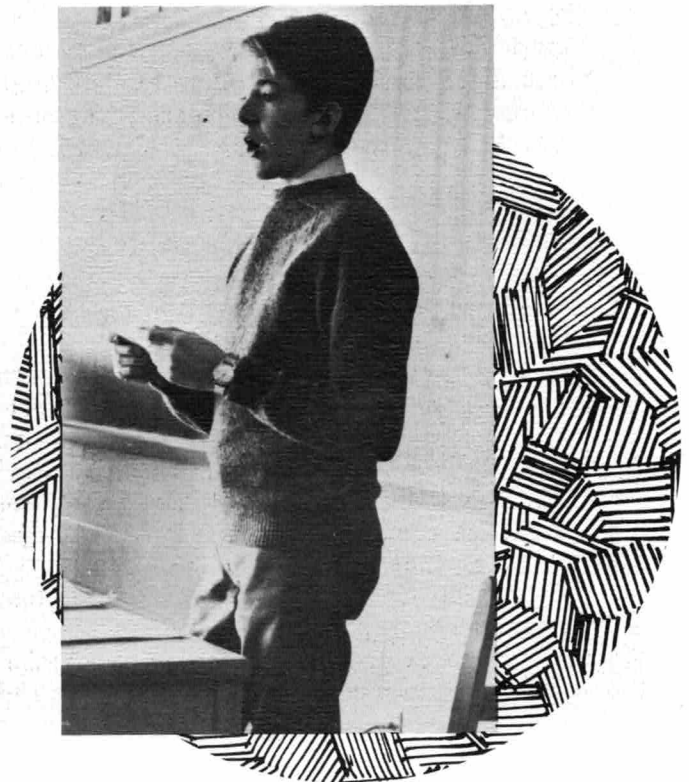
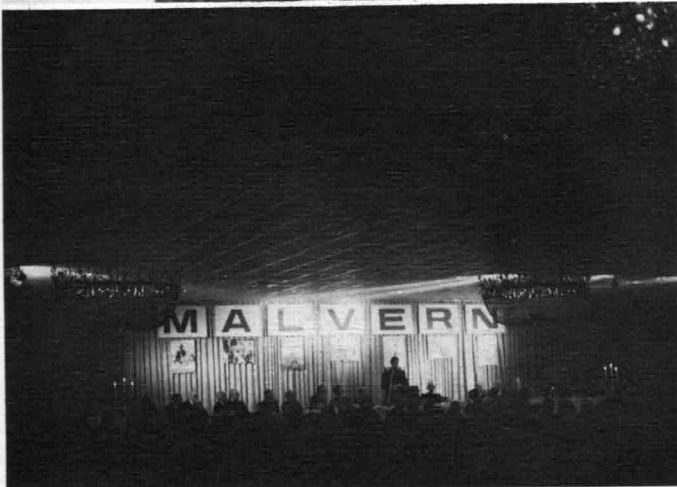
So we choose a broad theme, one which will capture what the school year was like. We center upon the *individual* at Malvern, for our school is an institution of individual students and faculty, and not merely of groups and classes. Certainly remarks can be made of the student body as a whole, of course, but it should never be forgotten that Malvern's appeal to potential students lies in its ability to provide a more *personal* relationship between student and school, one to one.

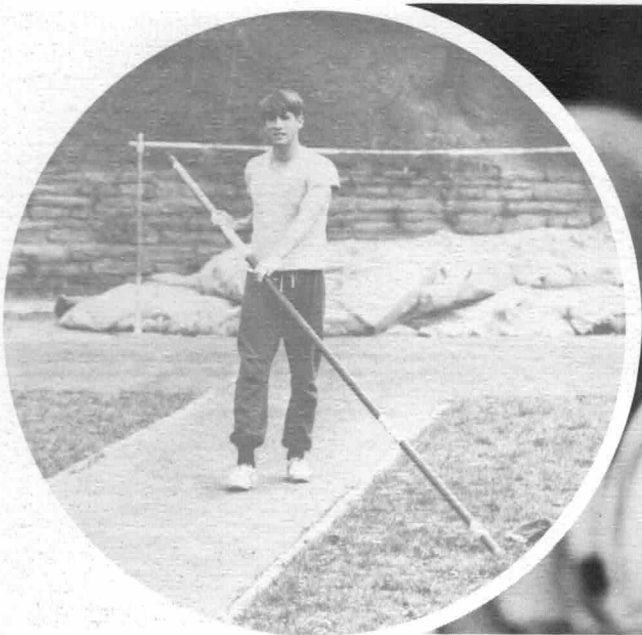




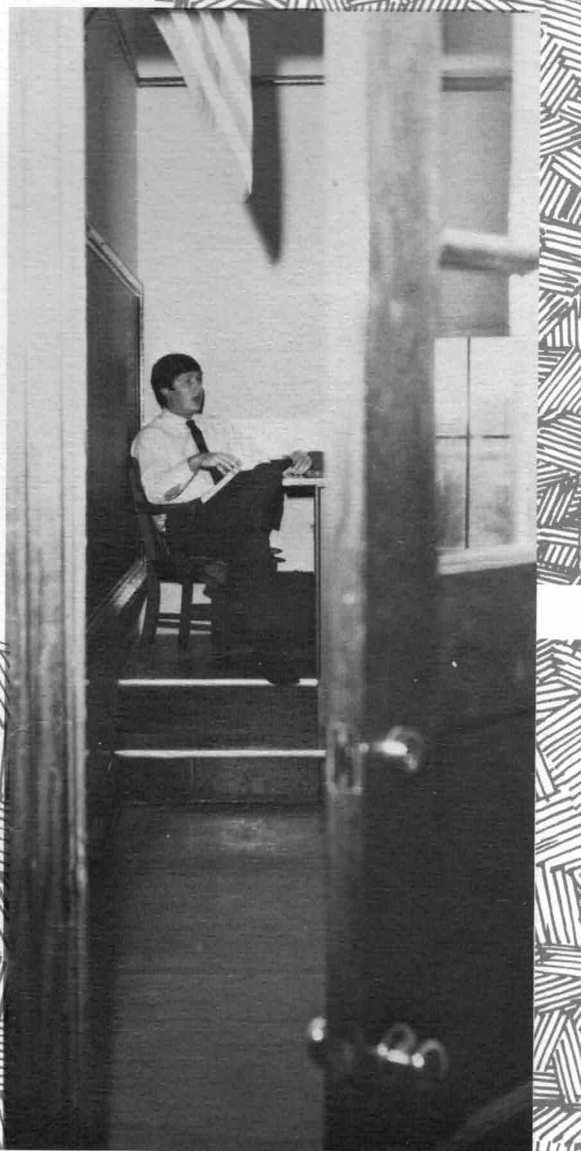
The classes are smaller than in "factory-type" high schools, allowing the teacher to get to know the individual student better. The student has a better chance for fulfillment in sports and organizations; generally, by senior year he will know everyone in his class, and most of the underclassmen. And although Malvern Preparatory School is not wholly dependent on each separate student for its continuance as an institution, the very purpose of its existence—the education of young men as individuals—demands that it be vitally concerned about *each* boy in the school.

The old dictum "Love Malvern or leave it" is hardly satisfactory, since it insists that students conform to the rules of the *impersonal* institution, rather than explaining the school policy as a means of aiding the education of the student. Yet, too often, the communication possible between students and administrators at a school our size is virtually ignored. In the classroom, however, the small number of pupils makes it next-to-impossible for the teacher to adapt a totally impersonal attitude between the students and himself. (The fact that most of the faculty serves in some moderating capacity for campus organizations after school increases the tendency toward a close, relaxed classroom atmosphere.)





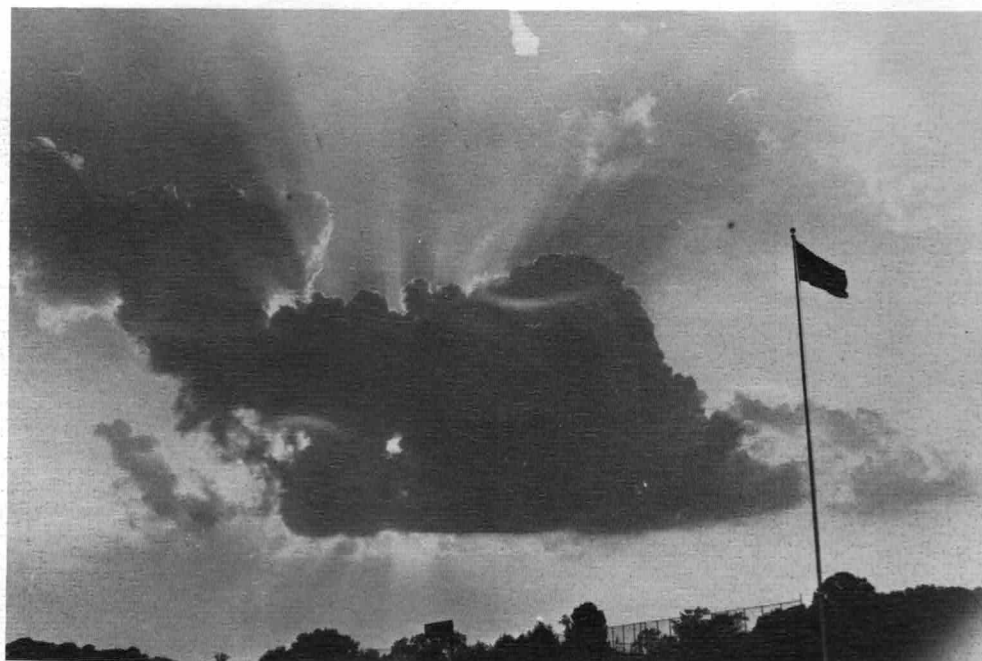
*"what is the city
but the people?"*

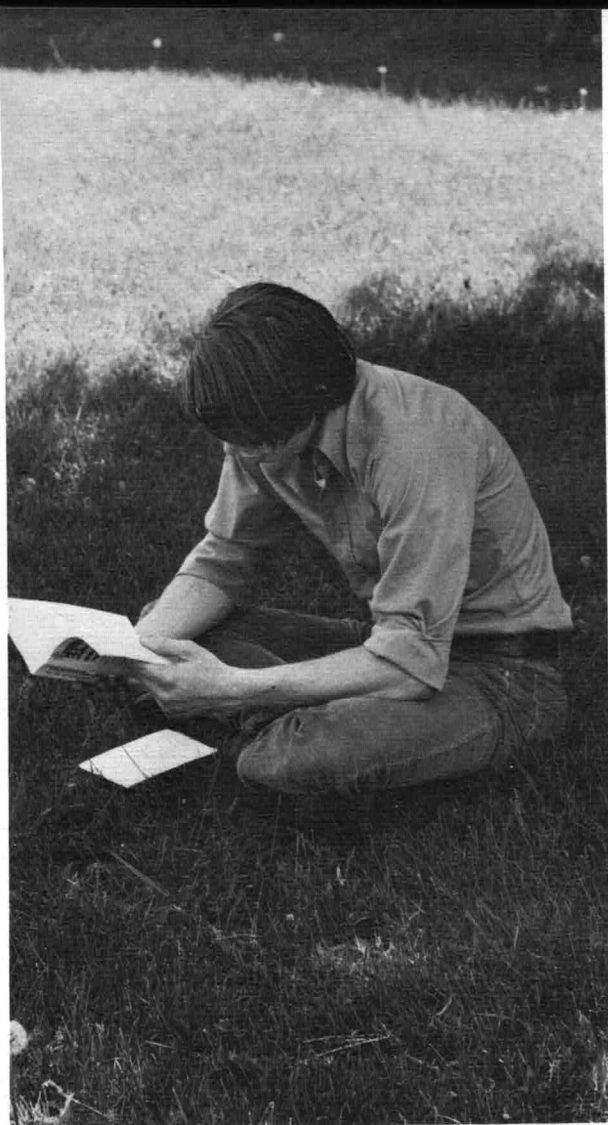






Even *He* likes Malvern.



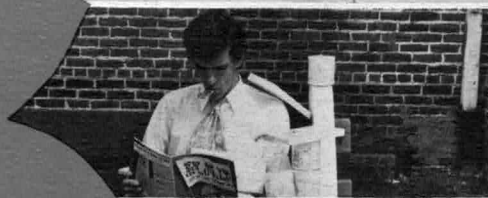


The attitude of the student toward the school, although it may be influenced by curriculum, method of grading, or physical appearance of the grounds, is decided chiefly by the relationship established between himself and everyone else at the school—faculty, classmates, and administrators. The people at Malvern are the guts of the school; they determine the kind of school it is, and the direction it will take. And they are ultimately responsible for its final success or downfall. The impersonal side of Malvern cannot be denied, but it exists merely for the benefit of those at the school. Every rule, every school decision must be made with the *individual people* on the campus in mind. The development of the individual student, socially, intellectually, and in every respect is Malvern Prep's self-proclaimed educational policy. It is the school's duty to stimulate each boy, to help him mature. It is the student's duty to respond to this stimulation, and take it upon himself to strive toward constant improvement.

Malvern Preparatory School, then, is an institution of people, some of them teaching (and not all of them are faculty members), some others learning (and not all of them students), and some serving as administrators. Each one takes much from the school, be it knowledge, experience, or occupational or idealistic satisfaction. Yet, in accepting what Malvern can give, they also contribute far more, for they fulfill the school's ethereal philosophy.

Somehow, it seems as if we were looking at this picture before. Paul Duffy, Larry Fettes, Vernon Atkins, Fr. Gallogly, Denny Fragale, and Ken Pilotti were the men behind the music at the monthly masses.







A majority can never replace the man lives not
 only his personal life as an individual, but also, consciously
 his contemporaries.
 due upon or unconsciously, the life of his epoch and

•
 THE HISTORY OF THE INDIVIDUAL IS THE INDIVIDUAL.
 •

*there can be no progress except in the individual
 and by the INDIVIDUAL himself is his own
 normal conqueror.*

•
 obravenewworldthathassuch people init.
 •

If an idea is right . . . it is invincible.
 •

certainly one of the best we've produced in a
 long time. the accomplishments of these
 men speak for itselffffffffffffff

•
 It is because nations tend to stupidity and
 baseness that mankind brinking that mankind
 moves so slowly; slowly or so slowly

•
 it is because individuals have a capacity
 For better things that it moves at all all all all all all all all all.