

The Surveyor

Featuring the People of Great Valley

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Great Valley High School
Malvern, Pa.

Mon., Nov. 16, 1987

Folk artists perform Friday

by Roshanne Etezady

They don't spit fire, they don't scream obscenities, and they don't eat small mammals on stage. Yet, audiences nationwide have flocked to concerts of Tom Chapin and John McCutcheon. On Friday, November 20, at 8:00 pm, the entire Great Valley community will have the opportunity to spend an evening with these two renowned folk artists

Critics have called John McCutcheon the "master of the hammer dulcimer." His playing encompasses the entire spectrum of traditional American music. Tom Chapin has been acclaimed as an accomplished musical director, actor, and television host. He performs numerous benefits for World Hunger Year, a non-profit organization, founded by the late Harry Chapin, Tom's brother, to com-

bat world hunger. Chapin and McCutcheon have performed together in several festivals and concerts, most recently in East Winnipeg. When two such artists with the same sensibilities combine their talents, the result is what John McCutcheon calls "a special kind of magic."

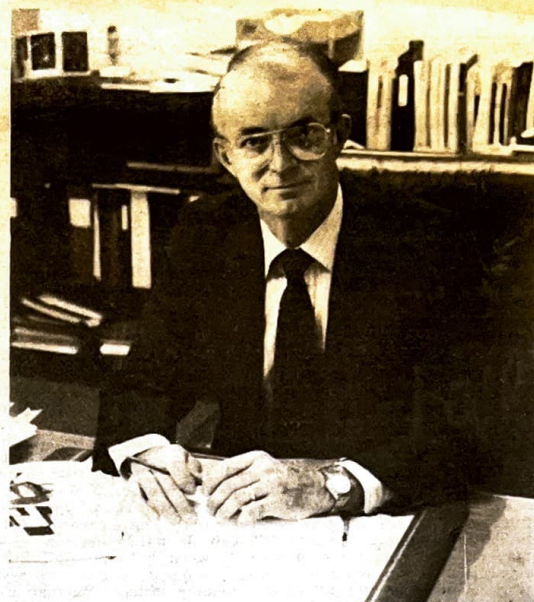
The music in which Chapin and McCutcheon specialize is something which they like to call "people music." When asked to explain what is meant by such a phrase, Chapin replied that such a task would be "like trying to tell a blind person what the color green is." He went on to say that "people music is not just love songs... which is what you get on pop radio these days." "People music" is meant to tell a story, to present the listener with what McCutcheon chooses to call "a slice of life." Some examples of other artists who create "people

music" are Bruce Springsteen and John Cougar Mellencamp.

The evening concert of Tom Chapin and John McCutcheon on November 20 will consist of what Chapin refers to as "bravura playing" of the hammer dulcimer, fiddle, banjo, guitar, autoharp, and, according to McCutcheon, a veritable "truckload of stuff." If you go, expect to see two musicians enjoying themselves as they express life through music on stage. Expect to hear the sounds of an audience which is truly having a lot of fun. Expect to find real understanding and appreciation of folk music. Tom Chapin personally guarantees that "a good time will be had by all!"

Tickets (\$6 for students; \$8.50 for adults) will be available at the door, but you can reserve a seat now by calling 935-7140.

Plan to be there! You won't miss the small mammals.



Mr. Kase served 24 years as a teacher, coach and administrator at Great Valley High.

Mr. Kase resigns

Mr. James A. Kase III, principal of Great Valley, has resigned after 24 years of educational and administrative service for health reasons. Kase began his educational career as a mathematics teacher in 1963. During these ten years of teaching, Kase was also baseball and basketball coach at Great Valley. In 1974 Kase became the assistant principal,

and five years later moved into the principal's office.

With the resignation of Mr. Kase, Dr. Adele Corbett, the district's director of program evaluation, was appointed acting principal until someone to assume the position permanently is found. Mr. Anthony

"We appreciate all the years of service he has given to the Great Valley School District both as a teacher and an administrator."

Artist-in-residence Toby Olson conducts workshops

by Betsy Jensen

Famed poet and novelist Toby Olson visited Great Valley's English Department as artist-in-residence in October. Mr. Olson came to Great Valley to direct several workshops on the craft of writing poems, novels, and short stories. The workshops, held October 26-29, included not only Great Valley students, but also students from surrounding schools. Dur-

ing his stay here, Mr. Olson shared his own works and also read and critiqued the works of students.

Mr. Olson is a nationally acclaimed writer whose works include: *The Life of Jesus* (an autobiography), *Seaview*, *The Woman Who Escaped From Shame*, and many books of poetry which include his famed Florence poems. His novel *Seaview* won the 1983

PEN/Faulkner award for the most distinguished work of American fiction. In addition, Mr. Olson is also a professor at Temple University, where he teaches classes in creative writing.

Throughout his stay at Great Valley, Mr. Olson impressed his audiences with his work and expertise. Toby Olson gave the students, faculty, and community a great deal of his time and talent, making his Great

Valley artist-in-residency program a complete success, and making the third year of this program a truly memorable one.

**More on poet
Toby Olson
on page 3.**

S. Freeman and Mrs. Lois Fristche are currently filling the absences of Dr. Bonner and Mrs. Koslo-Stahl.

Kase's resignation was accepted by the Great Valley Board of School Directors on Monday, November 9th. Comments President Nancy Schmitt. "We appreciate all the years of service he has given to the Great Valley School District both as a teacher and an administrator."

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Op-ed Page

Reading requirement is not a punishment

by Tina Hyun

Reading is a dying form of recreation, but at Great Valley, this once beloved pastime is fighting to hold its ground. However, it is combating tough enemies: the idleness of 20th century MTV's and the cynicism of a generation that perceives reading as a labor and not a joy.

On any given day at Great Valley, student X will rattle off his bitter resentment of the new English Department policy of reading and reporting on one novel per marking period. 'It is stupid, a waste of time, added responsibility, and pointless' are common quibbles.

Reading is a skill of education—perhaps that is why the two go seemingly hand in hand. But it is more than that. The skills that are obtained from reading will last a lifetime, from the first down payment on the car to the last social security check. You say you read well enough? Chances are you probably do. You may well be from the portion of Great Valley students that have earned a 464 SAT verbal, well over the national mean. Or on the other hand you may only be able to distinguish between FM and AM. But regardless of your goal in life, perusing the pages of some literary work opens doors for all of us. Reading fosters imagination, creativity, and learning. It transports us from a world of impossibilities into the realm of reality and makes us question ourselves, our perspective, and our interpretation. It brings us closer together, to shed tears of laughter and sadness. Reading is the spark from which thinking occurs. There is a whole world to be discovered by flipping the next page.

The guarantees of a book are not chiselled in stone. A book may not be for one person what it is for another. But rule #1: if you flip open your novel a week before the report is to be handed in with an attitude of "I've got 200 more pages to go," chances are you'll hate the book and reading it as much as you humanly thought possible. Attitude is half the battle. Rule #2: reading is not like watching television. If the storyline becomes tedious, you can't flick a switch and find a better one. You have to rely on your own resources, which for some of us may be draped in cobwebs. "A mind is a terrible thing to waste," refers also to the stagnation of indifference. Athletes know that a successful game depends on hours of preparation; artists receive praise for works which capture years of labor. The same is true for those grey cells in your head. Great minds are not just born; their mentality is nurtured by stimulation.

You've got to stop thinking about this as a punishment. Learning will never thrive in a cut-throat environment. It is not the hierarchy of blood-seeking teachers and administrators against you, the defenseless student. Whether you accept it or not, it's for your own good and when you can see that, the reading requirements will be a little more pleasurable for all of us. And if you can't, it will be like bad medicine—difficult to swallow but helpful for you in the long run.

Great Valley welcomes new assistant principal

by Steve Cardamone

A former resident of the British Isles has stopped our administrative team's revolving door. We welcome to Great Valley our new assistant principal, Mr. Anthony Freeman, who has assumed the job vacated by Dr. Bonner and Dr. Corbett.

Originally from England, Mr. Freeman is certainly no stranger to his newly appointed position. He has been involved in education for seventeen years as a counselor, administrator, and teacher. At the Penn Center Academy, located in Philadelphia, Mr. Freeman served as assistant principal. Two of his major responsibilities at Penn Center Academy were teaching responsibility to students and monitoring the tone of the school. He was successful in both areas.

In the short time he has been at Great Valley, Mr. Freeman has been especially impressed by the faculty and students. "I



Mr. Freeman, the newest face on Great Valley's administrative team, assumes the role of assistant principal.



Spirit Week should end

by Tina Hyun

Spirit, by Webster's definition, is the "lively or brisk qualities in a person or his actions". And Spirit Week is a five-day duration of out-of-the-ordinary

activities when students display their "lively or brisk qualities" by participating in the festivities. Except that recently this annual tradition has become somewhat warped, a license for the impropriety of

behavior, the abuse of privilege, and the neglect of responsibility. If this is what Spirit Week has evolved into, is it not better as a figment of the past?

The blueprints for Spirit Week stress five days of festivities taken in good humor and healthy competition—a week where the concern of who exactly wins the penny collecting contest is secondary to how much money is raised, and a week where once the sweat is wiped from the brow, you can shake the hand of your opponent with the firm conviction of a game heartily played. Instead, if you turn to acknowledge your competitor's hand, you are more likely to find someone who has been drafted into participation. Sign-up, usually conducted under a first come-first serve basis, has now been reduced to the tactic of coercion. Participation is at an all time low, which forces a burden onto class sponsors and onto the smooth operation of Spirit Week activities, as they were meant to exist.

Not only is participation at a pathetic minimum, but what involvement does exist is channeled into negative fashion that resulted in the debacle that ended the 1987 Spirit Week pep rally. Igniting firecrackers and throwing toilet paper only seems to indicate that students have interpreted the "lively or brisk qualities" in a radically different way.

Spirit Week has not always been an integral part of life in the Valley, nor is there a mandate that it must remain so. Spirit Week was originally the brainchild of students, so it is ironic that it may face its fate based on the behavior of students. However, a tradition to be upheld must be respected, and the blatant impertinence of the student body as evidenced in the utter failure of Spirit Week 1987 suggests a convention past its time.

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Toby Olson elaborates on the distinction between the autobiography and autobiographical fiction to interviewer, Betsy Jensen.

Toby Olson discusses writing

by Betsy Jensen

Toby Olson was completely different from what I'd expected. As I walked into the press conference on Monday morning, I assumed I would be interviewing a very intellectual and formal person (after all, he is an award-winning author). His novels are complex, which made me think he would be, too. What I found was a tall, bearded man standing against a wall. I thought he was another reporter awaiting Toby Olson's arrival. He walked over to me and said "So—what are you here for?" I told him I was assigned to cover the Toby Olson residency. Smiling, he held out his hand, "Hi! I'm Toby Olson."

One of the first things that struck me about Toby Olson was that he is a very polite, relaxed man, who is extremely

intelligent but does not overwhelm or intimidate people. My interviews with him were amazingly casual, yet profound and intellectual. At the press conference, he was asked the obvious question "What do you hope to give to the students and what do you hope to learn from them?" His answer: "Students seem to have the idea that writers are somehow 'fictional' and not really living and breathing. It's nice to let them know that we're just as real as they are."

He also wanted to take some of the fear out of writing. "I don't want students to think there is a 'gift' needed to be a writer. Writing is a fairly straightforward career choice... everyone has certain talents; you just choose to do certain things." In fact he terms his writing as a "career" like any other; it takes a lot of hard work and determination, and a com-

mitment, but he enjoys the challenges of his career.

One of the workshops Olson taught here was "autobiography and fiction versus autobiographical fiction." "In some ways, everything a writer does is autobiographical," said Olson. But he stressed that there is a difference between autobiography and autobiographical fiction: "If I'm writing an autobiography, I can talk about a dream I had and I must tell the truth, but with autobiographical fiction, I can expand on that dream in a fictional way." He stressed that while he has only written one autobiography, much of what he writes is autobiographical to some extent.

During his interview, Mr. Olson talked about the student today compared with his school days. "When I was young we read for pleasure... television wasn't a part of our lives, so we

learned to speak and write from reading... television makes writing a foreign thing." He stressed that kids must read if they wish to improve their writing. It is also important to stress to students that they do know how to write. Olson says that the "ideal course in composition is a course in reading... experts say one learns to write through reading."

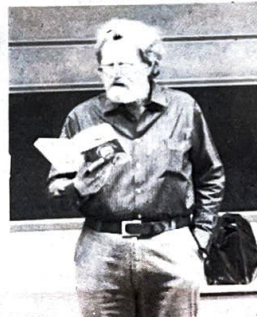
Another aspect that Toby Olson pointed out was the fact that many times in a student's work, he would come upon a phrase or passage which was particularly good, whether by accident or by design. He says that when a person writes, there must be a bit of freedom to let his mind run on and express what he wants, because then he can achieve "a great idea of sentiment without consciously trying to write the idea." In his teaching, Olson has found that students are taught the dreaded five-paragraph theme (you know, thesis statement, introductory paragraph, support paragraphs, etc.) in which they learn to express an idea clearly, but weak stylistically. "You give someone an assignment which they know nothing about and they can spew out five paragraphs which look great but say nothing." He would like to see people move away from the five-paragraph theme and start to learn to write autobiographically; "everybody knows things about themselves, so it's easy to start to write about you, then move up."

So, what did Toby Olson enjoy about our school in particular? He said he enjoyed reading the pieces by the students, meeting everybody, and trying to make writing seem like a little less mystifying to students. Olson thinks we were an exceptional group of people. "After I'd done the first workshop, I began to wonder if the whole school had the same maturity, and found that the large groups were just as receptive." Another pleasant surprise about Great Valley was that "I didn't find myself talking to students as students—I felt like I was talk-

ing to my peers." About the writing itself he said that "the prose is dramatically more sophisticated than the poetry... but I'm not sure why exactly." He found the students' prose to be more complex, more sophisticated, and more interesting.

All in all, the Toby Olson residency was a grand success. The students whom I have talked to seemed to greatly enjoy his presence here. He spoke most encouragingly of the students' talents and attitudes. One piece of advice to aspiring authors: "Share your work with others... get some criticism, reactions." Those who participated in the short story workshop will agree with the philosophy.

Mr. Settanni, English Department chairman, assessed Toby Olson and the entire artist-in-residency program this way: "We're trying to bring art to school—to connect a face and a voice to literature rather than have kids think they're studying artifacts... a carved-in-stone thing—literature is an in-



Olson reads from *We Are the Fire* in his "What makes a poem good" workshop.

terchange. And when kids see the vital connection between author and work... the artists are no longer fossils." Considering the warm response that Toby Olson evoked here in Great Valley, it is fair to say that there was a successful interchange of ideas.

English Department institutes reading requirement

by Andrea Coleman

"People used to write letters—now they phone. People used to read—now they watch television. We're just trying to bring the reading back," says English Department Chairman Mr. Settanni regarding the English Department's new reading requirement.

This summer, the English Department and the librarians embarked on a new program designed to encourage student reading on a regular basis. "There are so many good books just sitting on the shelves never being read," lamented Ms. Casciola. With this in mind, head librarian Ms. Casciola and Mr. Settanni worked together to design this program. The librarians compiled four reading lists, one for each grade, and Mr. Settanni, with the help of



the other English teachers, set up the guidelines. Thus, all students are now required to read one book a marking period from

the appropriate list. Both the English teachers and the librarians hope this new program will "get kids reading", "give them a little taste of good literature" and "help make them lifelong readers."

On September tenth, the first day of school, news of this program reached the ears of most students. The program received mixed reactions. It didn't have too great an effect on all of those students who already read a lot. They accepted the assignment somewhat easily, thinking they would probably read a book a marking period anyway. A sophomore commented that the program is "good because we'll have to have a background in literature for college." However, there are those people who couldn't believe their ears. To actually have to read an extra

book! "I hate to read. We shouldn't be forced to read," says one student. Other opinions expressed by students opposing the program were that they were "too busy" or that "we read enough books in class, why read more?"

Despite popular belief, our

teachers are not trying to hassle us. The new reading requirement is one way that our teachers are helping us "broaden our horizons." They want us to learn how to read a good book and to enjoy it. Yes, it is possible to enjoy reading. Now that it's required, give it a try.

Below is a list of comments, compiled by the librarians, made by students as they searched for a book to meet the reading requirement:

1. My book report is due tomorrow. Do you have any suggestions?
2. I lost the book I checked out. To prevent this from happening again, I'm not going to check out any more books.
3. I want a book that is less than 200 pages long.
4. If I can't read S. E. Hinton, I don't want to read anything.
5. Where is the fiction collection?
6. This is the second book I've checked out in the four years I've been here.
7. Why aren't there any easy books for seniors to read?
8. What books have had movies made about them?

GAS sends GV students flying

by Jeneen Henry

Tomorrow's scientists are now beginning their technological research here at Great Valley by preparing two experiments for space flight. As the projects formulated by Great Valley students soar into space on the 1988 shuttle flight, they will be regulated by a computer

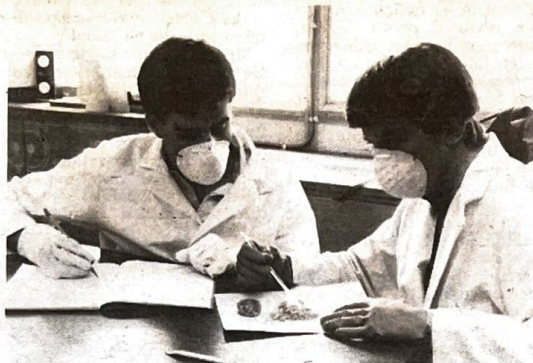
visors have achieved this aim by helping the students divide the main group into distinct, yet cooperative, teams and also by arranging several conferences with researchers from the United States and abroad.

The most recent foreign specialist to assist the GAS participants was a scientist from

British based groups and more importantly by attending conventions at the Goddard Spaceflight Center.

On October 25th the fourth annual trip to the Goddard Spaceflight Center in Washington, D.C. commenced. The students, the only Pennsylvania high school students to attend, have found that the annual convention is an essential scientific channel. "The Goddard conventions are international affairs where we are able to discover the latest scientific developments and apply them to our projects," explains Kyung Kim who works on the cement experiment. "After our projects go into space we will be able to share our results at the convention."

The October 25th trip was the group's last before the scheduled flight; therefore the students are working diligently to have the projects completed and in working order. The first specialized team of Mark Chiappone, Tina Hyun, Jennifer Dragoun, Jorie Johnson, Pam Reeh, Jenn Bierworth, and Stephanie Page, deals with the



Seniors Rob Herb and Scott Cashon analyze crushed samples of "moon dust" cement.

program, also created by Great Valley students. The experiments, known as the NASA Get Away Special projects (GAS), are now beyond the research stage. The NASA participants are committing hours to specialized mechanical work to completely prepare the alkaline driven cement and monoclonal antibodies projects for space flight next fall.

Although most of the specific planning for the experiments is planned by the students, the faculty advisors are aiding the students in numerous ways. The goal of the program's faculty coordinators is to "...structure the program and expose the students to as many outside sources as possible," says Ms. Brennan, who works with Mr. Agostini and Mrs. Falcone, as advisors to the group. The ad-

visors include Bob Talling, who works for Partek, visited Great Valley during October. His input on the most effective ways to test alkaline-activated cement has been invaluable at this critical preparation point. Other specialists, who are helping the two teams solve some technical concerns, are Dr. Mitch Lewis, of Smith Kline Beckman in Pennsylvania, who is helping the monoclonal antibody group with the crystallization of antibodies, and scientists from PQ Corporation, Centor, and the U.S. Army Corp of Engineers.

As scientists, the participants in the NASA program not only acquire knowledge from others, but they also share their conclusions with other researchers. The NASA participants are spreading their findings by corresponding with Soviet and



Tom Scrivener reviews the GAS canister display at the Goddard Space Center. A similar canister will contain Great Valley's experiments.



Juniors Pam Reeh and Jorie Johnston examine the electrophoresis gels.

study of monoclonal antibodies which involves column chromatography and electrophoresis, purification procedures. "The antibody experiment is a three-step process. First, we need to purify the protein that we are using. Second, we need to digest it, and third, we need to crystallize it," explains Ms. Brennan. The main objective of crystallization is to analyze the antibody's structure, which has never been done on earth.

Scott Cashon, Rob Herb, Kyung Kim, Jay Hughes, Kate Johnson, Jenna Santangelo, and Tom Scrivener are striving to help the United States Army Corp of Engineers "...which hopes to someday build satellite bases," states Kyung Kim. The team will begin by creating synthetic lunar soil and finish by using "moon dust" to produce cheap and sturdy cement suitable for construction in space.

This year a third group, supervised by Mr. Honig, was formed. The computer team, like the two other groups, confers with technologists. Mr. Andrew Sexton of Utah State University was one of the specialists who recently aided the computer team. "The purpose of the computer group is to 'burn' chips (or transpose information onto computer chips). The most difficult part of this task is writing the program which will regulate everything. Mr. Sexton met with some of us at Goddard

and explained the necessary subroutines," states senior Sarah Getchell who works with seniors Lisa Pollack, Pete Entner, and junior Marybeth O'Connell.

The NASA Get Away Special project was initiated in 1984 when Dr. Morgan, a member of the school district's administration, approached the school's science department. Since that time the project has been awarded a \$40,000 grant from the United States Department

"...to analyze the antibody's structure, which has never been done on earth."

of Education and scientists from around the world are assisting with the project.

According to Kim, "The GAS project is a unique opportunity which allows us to further appreciate science." Within the past four years these young explorers have opened doors for themselves by enhancing and utilizing their current scientific knowledge. After the 1988 space shuttle flight, the participants in the NASA Get Away Special program will be included in the select few who have conducted experiments in space.

Sophomores view Hamlet

by Lisa Pollack

Something's stirring on the stage of People's Light and Theatre Company. The brilliant words of the greatest playwright ever are no longer merely on paper, but in action too as the theatre company presents a provocative version of Shakespeare's *Hamlet*. Under the direction of Danny S. Fruchter, the play will run through November 29, and student discounts on tickets are available. For G.V. sophomores, *Hamlet* will definitely become a reality. A new program launched in Chester County this year by People's Light will give all tenth graders in area public schools the opportunity to see the play for free. G.V. sophomores will spend a day at the theatre on November 18.

Called Project Discovery, the program's intention is to involve more young people in the theatre. Besides *Hamlet*, tenth graders will see another play at PLT in the spring. Next year, all sophomores and juniors will see two productions, and in the following year the senior class will attend the plays as well. Another part of Project Discovery is a touring production. Great Valley students will remember seeing *The Night The Eagle Flies*, which the touring group of PLT presented on October 20 in the auditorium.

Any student attending *Hamlet* should be prepared for an intriguing performance. Entering the theatre initially, one is assaulted with primitive, tribal music. In the corner, on an elevated platform sur-

rounded by drums and cymbals stands the percussion man, who provides the bizarre and eerie rhythms behind the words. His music complements the animal-skin costumes and a dark sand stage which contains only giant boulders. The atmosphere is supernatural, stirring, and haunting.

Some of the most well-known lines in theatre will be heard in Shakespeare's *Hamlet*. A few to listen for include:

"slings and arrows of outrageous fortune"
 "a method to his madness"
 "Lady, may I lie in your lap?"
 "something's rotten in the state of Denmark"
 "what a piece of work is man"
 "to be or not to be? That is the question"
 "thus conscience doth make cowards of us all"

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Exchange students bring international flavor to GV

Ward dispels misconceptions

By Lisa Pollock and Sadie O'Deay

Emma Ward has always been interested in America. That is one reason why she decided to become an exchange student. "I also needed a break from school in England."

How does she find school at GV? "It's a lot more formal here. You can't just..." she struggles to find the right word. "...miss a lesson." You mean cut, Emma. Apparently there is a slight language barrier confronting even the British. Emma agrees: "When I first got here it was really hard to understand people."

Emma notes other differences between the two countries, such as the larger number of people who drive to school and the

greater emphasis on sports. She also adds, "We went to an American wedding. It was much less formal, and it was outside as well, which is really nice because you can't do that in England. You have to get married in a church or the registry office."

Her stay in America seems to have dispelled some of Emma's misconceptions about the country, but has she found any misconceptions which Americans hold about the English? "They think we speak in a really formal kind of way and are always drinking afternoon tea."

Emma lists her interests as swimming, skiing, and playing cello and piano. She's in the orchestra at her London school and sings in Great Valley's Concert Choir. When she finishes

high school she would like to take a year off and work for a volunteer group, possibly the World Health Organization in Africa, then study medicine in college.

Has her stay in America changed her as a person? "I think it made me less nervous about experiencing new situations, and also more open-minded. You don't realize that there are so many different things going on in the world."



New exchange students Heidi Claus, Caroline Hennequin, Rhiannon Davies, and Emma Ward bring an international flair to Great Valley.

Crazy Americans amaze Claus

Heidi Claus hails from Gohr, West Germany, a small village near Munich. She is staying with her cousin, Kirsten De-Felice (a senior at Great Valley), while she spends her junior year at Great Valley. Why did she choose to become an exchange student? "I wanted to learn English well...and experience something new."

Great Valley has indeed offered her that "something new." "School is easier and less serious here. In Germany we have

class on Saturdays. There is no school lunch and we can't choose our courses," explains Heidi.

The pep rallies and Homecoming Week were also a new experience for Heidi. And they left her with quite an impression: "Americans are crazy!"

Sewing is her favorite subject at Great Valley. "We don't have classes just for fun in Germany, like cooking and sewing...."

Heidi wants to study "something international" after high

school. She plans to attend college in Germany, and for good reason: "You have to pay here...we don't have to pay for college (in Germany)."

What differences has she found between her country and the U.S.? "People are very friendly here. If you were a stranger in Germany, no one would say 'hi' to you." She has learned something from this friendly approach. "If I ever meet strangers, I'll go up to them and talk to them and make them feel at home."

GV "dit bonjour" a Hennequin

France...the land of the Eiffel Tower, Versailles, Napoleon, Alexandra Dumas, Paris...and l'amour. "American people think we are all very sexy and gallant," laughs Caroline Hennequin. "I'm not sure if that's right...."

An exchange student from Bretagne, France, this is Caroline's third visit to the States. This time it's for business, not leisure. "I came here because I want to speak English fluently. I'd like to go to a university in France and study International Business." She hopes to become a teacher.

Caroline speaks English very well, and admits she's studied it for seven years. However, she had to make some adjustments to the language when she first arrived: "I learned British English, and it was hard to pick up the accent and vocabulary...in America you say 'vacation' but

in England you say 'holiday'."

American people, Caroline notes, are very friendly, but "Americans seem to be unaware of the customs and culture of other countries, though I can understand that because you are a little away from every-thing."

Caroline's interests include modern-jazz dance and playing the guitar. In France she is a lifeguard and works at a child care center. She plays on the tennis team for Great Valley.

Friends offered her the opportunity to stay with them so she could attend school in America. She has already graduated from her French school, which she says is more serious than the atmosphere at Great Valley.

How did her family react when she decided to become an exchange student? "My parents were afraid I wouldn't come back - I was going so far away!"

Davies contrasts U.S.A. with England

"You have to get up too early in the morning!" says Rhiannon Davies upon comparing Great Valley to her home school. "But there's a wider range of things to do."

Rhiannon is an exchange student from London, England, spending the first half of her junior year in the States. Her sister came over as an exchange student six years ago, which influenced Rhiannon's decision to leave England, but she also felt it would be "a good opportunity to come to America." The exchange program has af-

forded her other opportunities as well: "It's given me an insight into American schools and American life."

What misconceptions has she noticed Americans have about England? "People ask me, 'Do you eat the same food? Do you have vegetables?' They think we drink tea all the time. They also think we're really reserved."

Rhiannon doesn't see too many differences between Americans and the British, though she finds "spending all that time in the malls" a little

strange. She misses English TV and her friends, but finds Americans very helpful and friendly. And a little crazy. Her most notable experience so far has been the first pep rally: "Because there's NOTHING like that in England."

"What will she miss about America? 'I'll miss the people I've met here, and I'll miss all the things I'm not used to, like the football games.'" Has she any advice to prospective American exchange students to England? "Just don't have any preconceptions because we're really pretty similar."

Trading places: a unique exchange

"You have to be a lot more flexible when you're living with a family that is not your own," says exchange student Emma Ward, who is obviously speaking from experience.

Rachel Magargee will also discover what it's like to live with another family when she travels to England this January. In a unique exchange of schools and families, she will switch roles with Emma, who currently resides with the Magargee family.

Rachel obviously has an advantage over Emma. She will at least know someone when she arrives in England, although she took the chance of perhaps having to live with strangers when she decided to become an exchange student.



United by bonds of international friendship, Rachel Magargee, Mrs. Magargee, and Emma Ward smile between hockey games.

Why did Rachel choose to leave her family and friends for half a year? "I want to see what it's really like to live in another country. And I think I'll learn to appreciate America more."

Undoubtedly she will also learn to appreciate the art of relationships. While talking with Rachel and Emma together, it seems they have already developed an understanding relationship and are close friends. How were she and Emma matched up? On the basis of compatibility?

"Mrs. Risberg set the whole thing up. I wanted to go over and two people wanted to come back," explains Rachel. But Emma and Rachel must have some differences. After all, this program brought them together arbitrarily.

"We could have a lot of differences," says Rachel, explaining their serendipity, "but it's almost like a lottery..."

"It's just like a chance," agrees Emma.

"I could have ended up with anybody..."

"But so far we've been lucky." What does Emma want to show Rachel about England?

"I want her to meet all my friends..." says Emma.

"I want to meet Thomas. That's her brother," interjects Rachel.

"...and go around to all the pubs. I want to show her the normal things we do."

"I've already been to England," explains Rachel. "What I'm really looking forward to is seeing English life, what really goes on. What you don't see..."

"...in the films."

Safety pins, Converse sneakers, leather jackets, and baggy sweaters... What does it all mean? They are how Great Valley students and faculty members express themselves. And fashion, as is style - whether from the runways of Paris or the halls of Great Valley - is a statement of self. So what can we learn from you and your dress? Read on to find how selected Great Valley students and staff members explained...

Why we wear



In the beginning, I dressed this way to annoy my father. Being a real conservative guy he hated all the baggy pants and long sweaters. I think he hated this look most because, to be successful, I had to borrow most of his clothes. To support my image, he lost all of his white t-shirts and most of his sweaters and socks. Now that I buy my own clothes, however, he is a little bit more understanding. He even asks to borrow some of my shirts and sweaters. They are certainly big enough!
Sarah Klomp-senior



My mother hates the clothes I wear. I love them. They're cheap. They're different.
Heather McElroy-sophomore



"A little bit of country, a little bit of rock 'n roll." I guess I'm a preppie yuppie burn-out before my time. I can't think, or walk, or talk when I'm dressed like a banker! I lose my creativity and my ability to be productive when I cut my hair! The way I dress is my statement to the world that you "Can't judge a book by its cover!"
Mr. Dobosh-faculty



The only reason I buy clothes is because they catch my eye. I don't necessarily have an exact style. I mostly wear things for comfort and I think baggy is neat! As a rule - casual, but trendy. (ha-ha)
Jen Dragoun-junior



I suppose that my clothes reflect my personality and interests, which change, depending on where I am. For example, I wear dramatic clothes in public - the theatrical connection, I guess. Since I am always standing in front of an "audience," I always buy clothes with pockets. That solves the what-to-do-with-my-hands dilemma of the public speaker. A different story at home: jeans or sweats. Loose, casual, and definitely not theatrical, but much more "me."
Mrs. Eaton-faculty



I wear what I think looks good. I sometimes try to wear things that shows what interests me (i.e. cycling). Mostly I am casual.
Ted Matthews-junior



I like to wear different clothes from everybody else. I hate it when everybody looks the same. I have my own style. I like to look real nice. I have a thing for jeans and cool tops. I also like baggy pants and my Esprit boots.
Jenn Sprague-sophomore



I wear what I wear because I like it. What I wear depends on the weather and whether the clothes are clean when I put something on in the morning. I don't really know what I'm putting on until I go down to eat breakfast. When I go downstairs, my mom sees if I match.
Tony DiPietro-sophomore



I wear the clothes I do because I'm an individual and I like the clothes I wear and that's all that matters! Clothes are my favorite pastime. I think you can tell a lot about the clothes people wear.
Amy Stringer-senior



I dress in big baggy clothes because they are comfortable. I really don't know why I wear what I wear.
Heidi Miller-freshman



I wear what I wear because I guess it fits my style. I don't really like to look like a clone of everyone else; individuality is one of my values. I like a lot of color in what I wear.
Missy Kline-freshman



I wear a lot of "skate" style clothes because I skate everyday. These are the only clothes I like because I don't care if they get wrecked. Almost everything I have on was on sale - I just can't see spending \$40.00 for a pair of pants. I never really go out "shopping for clothes." I just get shirts, etc., from my friends who work at skate shops.
Sam Cupp-senior



I wear what I wear not only because I can feel comfortable in them but also because I feel it reflects my character and upholds the reputation I have received.
Marc Reber-sophomore



I am a moderately preppy person. I enjoy wearing argyle sweaters with turtlenecks. My wardrobe would definitely be limited if I didn't have my rugby shirts and bleached jeans. When I wake up in the morning I may spend half an hour getting dressed and still end up looking like I grabbed my outfit off the floor. Actually there is nothing I enjoy more than a perfectly planned outfit.
Susie Schreiber-sophomore



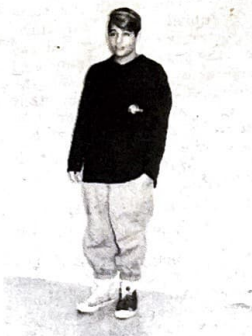
I like the way it looks, so I wear it.
Chad Beck-sophomore

r what we wear



I really wear whatever I find on the floor that morning. Most of my clothes are preppie, not because I like it, just because they are normal, and that's what I am - normal. I can't see myself wearing punk or metal clothes. I have nothing against those styles. They just aren't mine.

Patrick McGuigan-senior



I dress the way I dress because it is comfortable and original. The clothes I wear reflect my image as a Punk. I like dark or black clothes and safety pins. The only sneakers I have ever worn are Converse and I often wear my combat boots. I got into this style about a year ago because I got into the hardcore music. The first punk group I liked was the Sex Pistols which led me to like groups like The Exploited, and D.R.I. When I dress this way I feel original because there are only a few of us in the school.

Dan D'Ambrosio-freshman



In answer to your question "why do you wear, what you wear," I say, because I want to. I dress to reflect the way I feel. If I feel nice, I dress nice.

Larry Henry-freshman



I basically wear what I want to. I'm not influenced by other people or what is supposedly "in style." Whatever is comfortable (I prefer big and baggy) and inexpensive - I like!

Mindy McKonley-junior



I wear what I wear basically because, well, it's cold out sometimes and I need something to keep me warm. There are people who go all out in dressing and wearing nice clothes everyday and that's great but I fail to see the purpose in that. I look presentable every day but nothing special as far as clothing goes.

Brian Dwyer-sophomore



I don't wear clothes to make any kind of statement. I wear the clothes I wear to be comfortable. But not so comfortable that I look too comfortable. I try to feel the way I dress.

Ben Smith-freshman



I wear what I wear depending on where I go. Ya know... "leather."

Rick Hague-junior



After four years of standing on windy, frozen fields, I think one of my first concerns is comfort. Style is important, but I have no statement to make other than an occasional Beatles' button. There is also no truth to the rumor that my wife makes sure "I match" each day before I leave the house.

Dr. Grande-administration



I wear what I wear because it makes me, "me." They also make me feel more comfortable. I wear the sunglasses because I wear contact lenses and they bring too much light into my eyes, which makes me squint.

Dennis McCarthy-junior



I basically wear the clothes that I like because of style, comfort, and color coordination. Many of the clothes that I wear, especially during the warmer seasons, I have made. That makes my clothes very original and one of a kind.

Cheryl Hill-senior



I wear the apparel I wear not to make a fashion statement, not to impress anybody (at school especially), but because it feels comfortable for me, it is easy to pick out, and it is what I feel good in. Also, why not wear what I wear, when I wear it, where I wear it, because I wear it?

Wayne Ihlenfeld-senior



I dress the way I dress because that's the way everybody else dresses and it's comfortable.

Megan Hogan-freshman



I wear whatever I feel like wearing. I like baggy clothes. They're comfy. My friends don't influence me but one person, Lynn Miskey, sometimes tells me that what I'm wearing just doesn't make it. But generally my clothes reflect what I like to do.

Justin Lang-junior



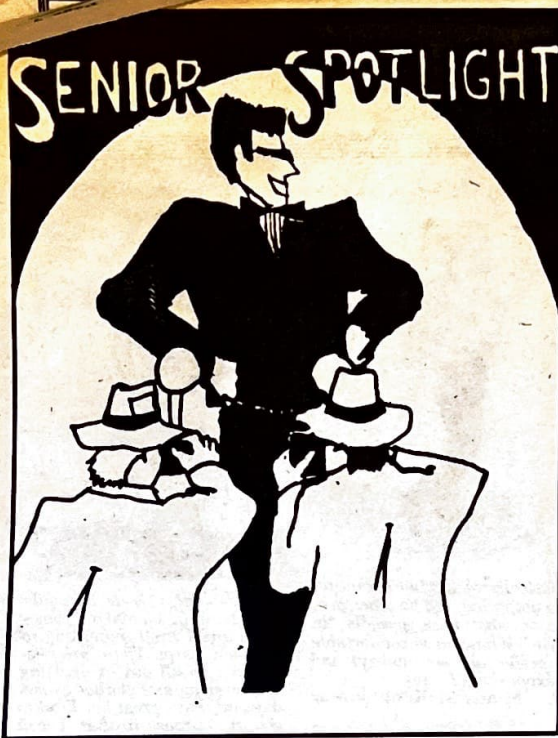
I like to turn heads. A big hoop earring, an oversized teeshirt, high top Converse sneakers that are taped together, are me. I don't like conforming and wearing a label on my rear. I'd much rather find a scarf in my grandmother's closet than spend 50 dollars on a brand name sweater. Flea markets with junk jewelry are more my style.

Monica Moran-freshman



I wear what I wear because I like it. No particular reason. I dislike common things and that includes clothes.

Kyung Kim-senior



Donges sets high goals

by Mandi Emigh

"You must have values if you want to get anywhere." This advice, given by outstanding senior Ingrid Donges, is not to be taken lightly. She adds that the key to success is to put one's life in perspective by deciding what goals are important and then setting out to accomplish them. It is this philosophy that has helped Ingrid to obtain the spotlight for her accomplished career at Great Valley.

It is difficult to pick out one facet of Ingrid's talents that is most outstanding, but certainly her record of academic excellence is noteworthy. Ingrid is a member of the National Honor Society, a quarterfinalist for the National Merit Scholarships, and also a math tutor.

A second talent and one she considers her first love is music. In her own words she likes, "all sorts of music, singing it, or playing it." Ingrid's love for the musical world is apparent. She is a soloist, a member of Chamber Singers, Concert Choir, and the Girls' Ensemble. Ingrid has even earned the hon-

or of being chosen along with only 192 others to be selected to state chorus last year. She sang for judges at the district level and the regional level before finally advancing to the state level. Ingrid recalls, "I distinctly remember singing 'Gloria' from the opera *The Masque of Angels* by Argento. All the emotions came out in that piece." Song is not her only musical talent. Ingrid has played the piano for six years and has won repertoire awards for her hard work.

Ingrid tops off her superior achievements with her extracurricular activities which include, among others, SADD and German Club. You might also see Ingrid on the sidelines of numerous sporting events as a varsity cheerleader. She has been a cheerleader since she was a freshman and has won two J.V. letters and one Varsity letter. Twice Ingrid has been chosen athlete of the week.

As a senior who will soon be graduating Ingrid's career at Great Valley is coming to a close. "I plan to attend either



Senior Ingrid Donges rehearses a solo with Mr. Sutcliffe.

Penn State or Bucknell and would like to major in mathematics with teaching as a possible career choice."

What parting words will Ingrid give us? "Just care about what you are doing and to do it right," says Ingrid. That advice mixed with some hard work and motivation is her formula for success.

Great Valley students train in martial arts

by Kelly Geary

You've heard of Bruce Lee? Yes, the man in all the movies. What does he have in common with Brian Stambaugh, Ed Daskiewicz, Gary Mullen, and Joel Mochnaly? Karate.

Actually, the four seniors from Great Valley participate in the TKA program. TKA represents Tae Kwon Doe, Karate, and Aikido; the three martial arts that are taught at the Dragon Gym in Exton.

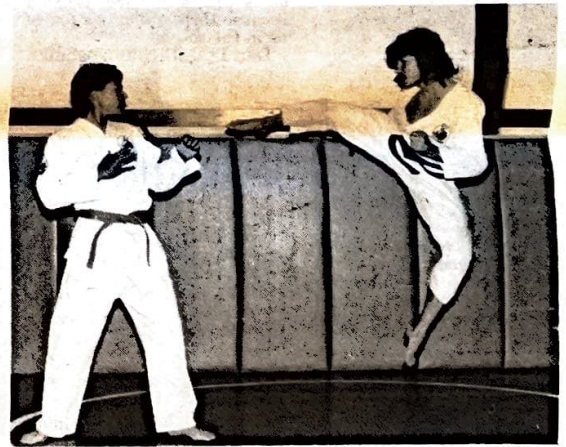
Ed Daskiewicz, also known as "Daz" by the rest of the GV football team, has been training at the Dragon Gym for almost five years. More advanced in his training than the others, Ed has earned his black belt, the

highest level possible. There are nine levels or degrees of the black belt; Ed is in the first degree. He plans to continue to train "until I've earned my ninth degree." Ed admits that TKA "takes a lot of discipline," but obviously thinks it is worth it. Ed explained that he got started when "I was given the choice to either train in Karate or play ice hockey - I chose Karate." Being a black belt isn't easy - in fact, it's quite dangerous. If Ed were to use his skills in a fight he could be accused of using a "deadly weapon." However, Ed explains the philosophy of TKA, "You're not supposed to use it unless you are attacked - it's a form of self-defense really."

Ed has participated in tour-

naments for the Dragon Gym. These are "full contact" with a 3 point system and 2-minute time limit. "The person that reaches 3 points or has the most points within 2 minutes wins," explains Ed. The person then continues to participate until only two people remain. They then "fight" for first place. "Daz" has won a second place for fighting in one tournament and third place for form in another.

Senior Gary Mullen claims that he takes the course "mostly for self-defense; when you're 5'5" it helps." You've probably seen Gary on the stage at GV in *Pippin* or in *Medoff's Doing a Good One For The Red Man*. Gary has been studying at the



Brian Stambaugh sets himself to defend a "jumping hook kick" from Ed Daskiewicz.

"...it takes good speed... and concentration."

Dragon Gym for "a little over a year." Gary admits that TKA and theatre do not schedule well together. "Because I have a lot of shows, I don't get to the Gym as much as I would like to," admits Mullen. "I was able to go there three or four times a week during the summer, but now I only go once or twice." However, despite the trouble with scheduling, Gary has managed to earn his yellow belt, which is third on the eleven belt scale.

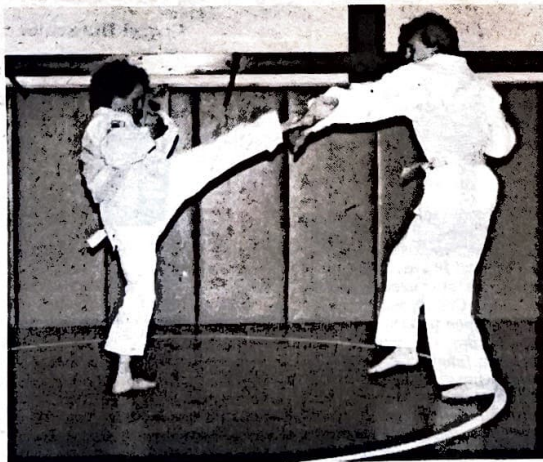
Brian Stambaugh signed up for the Dragon Gym's three-year plan, also known as the

black belt program. During this program, Brian trains approximately two times a week in one-hour sessions. "It's fun," says Stambaugh. "They also do some teaching with martial arts weapons." These weapons include knives, a sword, a staff, and numchucks. "They just teach you the basic information," says Brian. Like Gary, Brian takes the course "mostly for self-defense" and has earned a yellow belt.

Joel Mochnaly, a senior, considers TKA to be "an art form." "To be good at it, it takes good speed, endurance, and concentration," offers Joel. He has also earned his yellow belt after training for six months. Joel's goal is now to earn his yellow belt with a green stripe. He approximates that it'll take him

"two months." In order to earn it, Joel must take a test. This consists of "breaking a board, performing a bunch of forms, and more," says Joel. Mochnaly says he's not really sure, but "the test shouldn't be too hard." Joel started training "in order to get an ROTC scholarship for the army," and plans on continuing with it "until I die." Joel, as well as the other seniors, makes use of The Nautilus equipment available to them through the "Gold Black Belt" program. Free weights are also available, if the students are interested in using them.

Ed, Gary, Brian, and Joel can be found at the Dragon Gym at least two times a week, maybe not preparing to be the next Bruce Lee, but improving their skills in the martial arts.



Joel Mochnaly defends Gary Mullen's "round house kick" with an "open block".



Deli fairy visits GV

by Jen Dragoun

Where did it come from? Where is it going? How did it get here? Who thought up the name? What is in the meat? Has anyone noticed that a horse is missing from the field next to the school? Who exactly is the "deli fairy?" These were the burning questions in my mind on that fateful day when I first encountered the "Deli Works." That day I dedicated myself to the quest for the truth, and through painstaking investigation I set out to blow the cover on the so-called "Deli Works."

It all began about a week before the "deli" opened. I was casually walking through the cafeteria when I noticed a small man, dressed like a butcher, hanging up an obscure sign which read "Deli Works is coming Oct. 12." No one else seemed to notice, as they had eaten the day's cafeteria lunch and were unconscious. I thought it strange, but then remembered that I too had eaten the school lunch and dismissed the incident as hallucination.

Oct. 12 soon arrived. I walked into the cafeteria as I do every A lunch and before me stood the colossal "Deli Works" which had seemingly been erected overnight. I suspected foul play, but held back my questioning until I had further information. I asked around. Teachers, students, family, friends, Romans, and countrymen were as astounded as I. No one suspected it: no one knew where it came from, or why it was there. I did, however, hear a rumor about a "deli fairy."

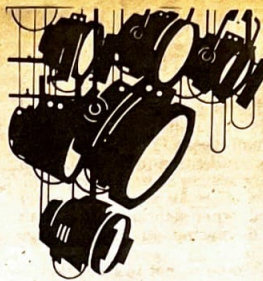
The very next day I confronted the cafeteria ladies. I approached cautiously, but each one had been well-versed in her dealings with a questioning student. I was bounced from one cafeteria lady to the next, and by the end of the lunch period, I had encountered five different ones before ending up with the "head" cafeteria lady. I

was hushed to the back of the kitchen and repeatedly given the name and number of someone by the name of "Chuck" at District Office. I went directly to Mr. Kase's office to alert him of my findings. I was quickly intercepted by a secretary who also gave me the same name and number of the man (man? or the elusive "deli fairy?") at District Office. The scam was bigger than I had ever imagined!

Stubbornly determined to find the truth, I went along with their game and called the number I had been given. After many unsuccessful tries, I finally got through. I never got a chance to talk to "the big man," but his secretary, after some persuasion, gave me some useful information. She had been living with full knowledge of the entire operation and could no longer keep quiet. She told me that some of the members of the staff at District Office had attended a conference in Downingtown where the "deli works" idea had been introduced.

She went on to say that the "Deli Works" will be open every Monday, in place of the salad bar and will continue indefinitely, depending on demand. The cost is \$1.50 and includes potato chips, drink, and a sandwich made to your liking. In many schools on the east coast, and possibly the entire United States, these "deli works" have been mysteriously "popping up." This immediately brought to mind again the "deli fairy" question. After a grilling interrogation, the secretary still refused to give me information on that sensitive area. She denied any knowledge of such a person.

I walked into school the day after talking to the secretary and found my locker in total disarray, as if it had been searched. The smell of lunch meat permeated my locker. To this day, I have not found out the entire truth about the "deli fairy." I know he exists. I will not tire in my search!!



by Adam Cohn

Travelling to see my first movie on a school night in a long time, I didn't know what to expect of the 20th Century Fox production **The Princess Bride**. Most of the people that I talked to about the movie said, "It's a fairy tale, and a comedy too!" That is a pretty basic, and surprisingly accurate, description of the film, but there is much more to the movie than that.

The movie, I thought, was excellent overall, although it had a rather simplistic plot. The seemingly plain storyline was, however, spiced up with witty actors and actresses, and

Movie Review

The Princess Bride: a definite "must see"

Wesley and Buttercup, who are separated by Wesley's supposed death and then are reunited in the end of the book, just in time for Wesley to save Buttercup from the clutches of the evil Prince Humperdink. The evil Prince had tried to involve Buttercup in a plot to pit the native country of the Prince, Florence, against a bordering country. Like any good fairy tale though, the hero comes in at the end to save the day.

The movie, which could be called a spoof of the fairy tale genre, is a fabulous tale in itself. The heroic leading man, beautiful woman, terrible task,

evil villain, and happily-ever-after ending make a great fairy tale. What takes place in the interim is a spectacle of superb swordplay, witty and creative humor, and the revelation of a host of interesting characters.

The cast is complimented with an array of funny and talented actors, such as Billy Crystal and Christopher Guest (formerly of **Saturday Night Live**), Chris Sarandon (from the movie **Fright Night**), and Peter Falk, who was the odd detective in the late 1960's TV series **Columbo**. The movie works as a fairy tale, and also as a comedy. This one is definitely a "must see!"

"The movie works as a fairy tale and...a comedy"

creative, funny jokes and scenes

The movie begins with a grandfather reading a book to his sick grandson. The rest of the movie is then based on the book the grandfather reads to the boy. Throughout the movie the boy interrupts his granddad's reading to complain and to ask questions about the book. Some of these parts are kind of hokey, but they don't really take anything away from the story, and can be kind of funny. The book is about two lovers,

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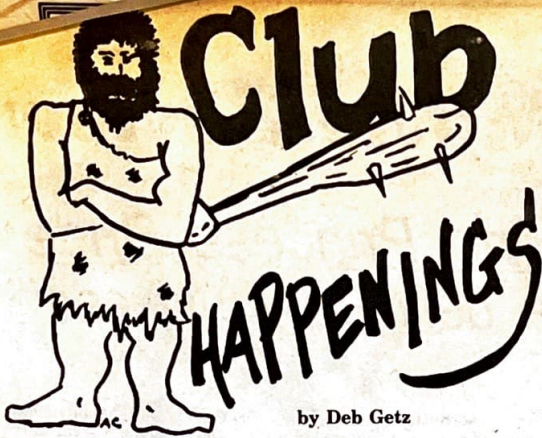
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by Deb Getz

Interact serves community

by Jen Lawson and Kirsten Ewert

The Interact Club is a service organization which caters to the young and old of the Great Valley community. Throughout this year the club has planned several activities including the Clothing Drive, Big Brother-Big Sister Volleyball Tournament and the Holiday Dance, to meet the needs of Great Valley's entire community.

The annual Clothing Drive began November 9th and will continue through November 25th. The club's goal is to reach the forty ton mark as was received in the past. Contributions will be given to local charities. The club's hope is that everyone will become involved in this Great Valley tradition, which is in its 25th year, to provide clothing for those in need. Those willing to participate in this activity should drop

their unwanted clothes at the high school anytime. If transportation is necessary for collection of items, contact Mr. Kramer, the club's sponsor, at 644-6610.

Another activity is the Big Brother-Big Sister program. The Big Brothers and Big Sisters help the freshmen conquer their fears of the high school environment. Meeting with 9th graders each Thursday morning, the Big Brothers and Big Sisters often discuss the problems of dealing and interacting with upperclassmen. They also encourage the 9th graders to become involved and active in the school.

An activity offered to the freshman was the volleyball tournament, which was held November 12th from 2:30 to 5:30 pm in the main gym. There were many participants from all grades, and everyone enjoyed the competition.

B.S.U. holds flower sale

In a demonstration of Thanksgiving bounty, the Black Student Union will hold its first fund raiser, a flower sale, on November 25. The profits of the venture will be used to sponsor a school-wide talent show as

well as fund a performance of **The Scattering of Seeds**. Based on the contributions of Black Americans, the production will coincide with Black History Month, which is February.

Student Council continues to plan projects

It's baa-aack! Student Council has initiated "Operation Clean Sweep II - The Revenge." All students and faculty members are asked to participate in this effort by picking all paper and other debris off the floor and placing it into garbage cans.

"To be or not to be" - that is the question surrounding the Great Valley Smoking Lounge. Debates are underway in the forum atmosphere of Student Council meetings. Upon completion of these talks, a vote will be taken. Pending a majority in favor of the modification or elimination of the Smoking Lounge, a proposal will be presented before the Advisory Council.

Ding, Ding! Student Council is also arranging the first Great Valley JELLO Wrestling Match. As a fund raiser for a local charity, the match will be coordinated by a professional group, and will be held in the G.V. gymnasium sometime in the spring. Although the brawl will feature professionals and not G.V. students or teachers, President Steve Cardamone promises good clean, but sticky, fun.

Drama Guild features Medoff

It's magnificent, it's marvelous, it's Medoff! The Great Valley Drama Guild will perform its fall undertaking - **The Majestic Kid** on Dec. 3-5. Starring Gary Mullin, Steve Cardamone, Amy Brown, Heather Burges, and Eric Abramson, the play is one of Mark Medoff's newest and finest pieces. Mrs. Eaton, director extraordinaire, characterizes the work as a "western-comedy-drama complete with all the fixin's." Also featured are the producing skills of Kellie Ketchum and the technical know-how of Pete Entner.



Wistie Wurts, Denise Bishop, and Suzette Broomall take part in the Halloween Pumpkin Carving contest sponsored by FBLA. Proceeds were donated to the American Red Cross.

FBLA sponsors activities for community and students

On Wednesday, October 28, all sorts of goblins and witches could be seen carving their own creations from the Great Valley Future Business Leaders of America (GVFBLA) pumpkin patch in the high school cafeteria. Proceeds from this gala evening will go to the American Red Cross. Congratulations to the members of this organization for a job well done.

GVFBLA is proud to announce the following winners:

Grades K-2

1. Julie McDowell
2. Kerry Bebee
3. Kevin McGuire

Grades 3-5

1. Kelly Faunce
2. Jennifer Fink
3. Daniel Wojenkins

Grades 6-8

1. Beth Meyer
2. Alexa Grove
3. Robin Meyer

Grades 9-12

1. Reima Azat
2. Marlyn Azat
3. Michael Gaytan

How fast can you type "practical application"? Six Great Valley seniors are finding out as they participate in the Work Experience Program. Gail Hinkle, Kim O'Donnell, Barbara Schaffer, Kristina Ciongoli, Shelia Smith, and Maureen Murphy are all receiving first-hand training in the areas of keyboarding, telephoning, word processing, filing, calculating, and transcribing. The students are employed by local companies and participate in the Office Practice Course here at Great Valley. If you are interested in the program, see Mr. Whitelock or Mrs. Grove.

N.H.S. members visit elderly

"Humility" is the November theme for N.H.S. members, who will begin regular weekend visits to the Pocopson Home for the elderly. Bearing homemade cookies, students will distribute cheer to the sick and the elderly as we enter the Christmas season.



The Patriot marching band finished 11th at States. Competition at States culminated a fall season full of activity: performances at the New Holland Parade, Daughters of the American Revolution Convention, the Malvern Halloween Parade, and weekly performances at Patriot football games.

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| Barb Whitworth - 10 | Mr. John Whitelock |
| Kacey Kelly - 9 | |

Athletic trainers excel

by Steve Cardamone

The expression "playing hurt" is not one we use at Great Valley, thanks to our sports medicine experts. Who is responsible for ensuring the athletes' physical capability to participate? Who are these heroes behind the scene? Answer: the trainers here at the Valley. This crew consists of the dynamic duo: Mr. John Herr and Mr. Jeff Pierce and the students who work under their expert tutelage.

The training program was started by Mr. Herr eleven years ago. How did it come to be? Prior to being involved in sports medicine, Mr. Herr was active in numerous Valley sports. "At that time," explains "Coach" Herr, "there was nobody taking care of the athletic injuries; there was no coordinated program."

In 1976, Coach Herr, along with Coach Crisi, attended a two-week sports medicine seminar at Temple University which was, at that time, "one of the

pioneers of sports medicine." It was then that Coach Herr discovered he really had an interest in sports medicine. By the end of four years, Coach Herr became Mr. Herr again, as he began serving as our school's trainer. "I took care of not only the injuries suffered by the football players, but of other athletes as well."

Mr. Herr's interest in the subject grew. "In 1979, I believed that the number of students participating in sports needed a full time athletic trainer. So I wrote a job description and recommended that the board adopt it." After taking courses which would lead to his offer he became Great Valley's first athletic trainer.

In comparison with other schools, the athletes here at Great Valley are fortunate to have such a program. States Mr. Herr, "Some high schools don't have an athletic trainer. Coaches still do the taping, or a physical therapist will be brought in only for sports with the highest instances of injury — such as football and wrestl-

ing. There are an awful lot of athletes who deserve the same kind of medical care and they don't get it at those schools." Some other high schools do have athletic trainers, but only part-time ones. "Trainers are only there from 2:30 to 5:30, which is better than nothing. They don't, however, get to know the student athletes, or provide the depth of care that (Great Valley) does." This is what puts our high school ahead of the rest.

As if a dedicated full time trainer isn't enough, Great Valley has an assistant trainer, Mr. Jeff Pierce, a man also dedicated to his profession. Mr.

"It is a program... equal to any and surpassed by very, very few."

Herr is especially pleased to work with Mr. Pierce because, "He gives me another viewpoint on how to deal with certain problems." Student athletes are pleased with having two trainers. Explains one Great Valley wrestler, "There's always a trainer when you need one; morning, afternoon, or night. Mr. Herr can't be there all the time. With Mr. Pierce around (students) can rest assured that (their) problems will be taken care of, at any time." Mr. Herr adds on a humorous note, "Having another trainer takes some of the pressure off me. It enables me to survive in the never-ending world of sports injuries."

Students working under the dynamic duo enjoy the experience that the training program provides. Says J.J. Stevens, "I always wanted to help people. Being a student trainer enables me to do so." The job is, however, time consuming. Stevens concurs with that statement. "There are other things I'd like to do which I can't because I don't have time,



Great Valley's trainer, Mr. Herr, and his crew, Terri Forbes, Steve Donahue, and J. J. Stevens, make use of walkie-talkies and "the blue machine" to assist athletes.

but it doesn't bother me that much." "We work," explains student trainer Steve Donahue, "every weekday afternoon and ten to four on Saturdays." Adds Kim Kastle, an active member of Great Valley's soccer and softball teams, "It would be a tough job if you're not interested in it. But I am, so it's fun."

What are some of the responsibilities that our trainers fulfill? "Rehabilitations, evaluations, treatments, and taping," sums up Mr. Herr. Adds J.J. Stevens, "We keep the equipment intact and are often called to emergency situations. Travis Tusca's hand injury is one example." "In general," explains Steve Donahue, "we take care of injuries."

One particular thing the student trainers like to do is drive the "blue machine". "It's fun!

Especially when you go over a speed hump," says Kim Kastle. With all the injuries suffered by our athletes on the various playing grounds, the "blue machine" gets a lot of mileage. At the scene of an injury, one can spot either a student trainer or an expert like Mr. Herr or Mr. Pierce remedying the situation.

Think for a minute what it would be like without the dynamic duo and the student trainers. Coaches would tape ankles and therapists would be outsiders. Student athletes would be without the personalized service and attention that the trainers provide. Fortunately there is a training program and an exceptional one at that. Says Mr. Herr, "It is a program at the high school level equal to any and surpassed by very, very few." Behind the scenes, it is the pride of the Patriots.



Mr. Herr, performing one of his primary duties, tapes an injured athlete.

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Girls win second Cross Country title



Coach Paul Gring addresses his team during a practice before the Ches-Mont meet at Daniel Boone Homestead. The Pats won the meet and defended their Ches-Mont title.

by Brendan Kirby

Winning a championship in any sport is special; winning it two years in a row is twice as special. The Great Valley girls' cross country team did just that by winning the Ches-Mont league meet to defend their 1986 title. They overcame rival Henderson by placing four runners in the top ten. They also completed the final season

in the Ches-Mont league with an undefeated record, something no other girls' cross country team at Great Valley has ever done before. It is truly a history-making team.

The Patriots entered the season as obvious favorites. They had lost only one meet last year and won the league title in an exciting Ches-Mont showdown. This season Valley returned its entire team (except for Nancy

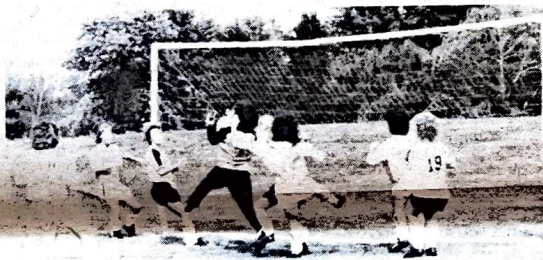
Denny who suffered a basketball injury and Tricia Fera who graduated), losing no runners to graduation. They took advantage of this situation to become the dominant team in the league by defeating Henderson easily in an earlier dual meet. However, this all meant nothing going into the league championship on October 23. Head coach Paul Gring felt that the Patriots had the stronger team, but was still concerned that the Henderson Warriors might run well at the Ches-Mont meet.

"Because of the way that we handled Henderson in the dual meet, I really thought that we would be the Ches-Mont champs again, but at the same time almost anything can happen so I have to admit I was a little nervous going in [to the meet] and I definitely was looking over my shoulder," Henderson's coach was planning to retire after this season, this was the last year of the Ches-Mont league, and the Warriors' sensational runner, Kim Sadic, had never been on a championship team. All of these factors were sure to motivate the Henderson runners to run even harder at Ches-Monts. Indeed,

Henderson was winning the meet at the midway point and Sadic wound up as the individual winner. But Valley's depth proved to be too much for the Warriors as the Pats pulled away to victory. Tara Ford-Bey placed third, Helen Hyun finished sixth, and Margie Stelwagon and Dawn Abraham held off two Boyertown runners in the last hundred yards to finish seventh and eighth to sew up the title.

Great Valley's recent success can be traced to the fall of 1982. That is the year that Mr. Gring decided to take over the cross country program. In four years he turned a team that could not even field a full squad into a team which was ready to compete for the Ches-Mont championship. Gring sees 1984 as the turning point in the program. After two years of barely being able to field a team, Valley was blessed with a strong freshman turnout that year. Those freshmen are now seniors - girls like Ford-Bey, Stelwagon, Raquel Richards, Jennifer Theiss and Jackie Boyette who form the backbone of the team. "These girls have been the nucleus of the program for the last four years," said Gring. "We're going to lose the girls who have made the program possible. But we should have a solid team returning."

Back-to-back championships



Patriot goaltender Kim Kastle makes another great save. Kastle's superb goaltending led Valley to their third straight winning season.

Girls' Soccer winds up third winning season

Under the direction of Coach Ron Steckel, the Great Valley Girls' Soccer team completed its third official season, its third winning season, but also its third season lacking league competition. "I was pessimistically optimistic at the beginning of the season," explains Steckel. "I was hoping we'd get ten wins, but we had a lot of holes. Fortunately, the seniors filled them."

The seven seniors, captains Lia Bettenhausen and Jen Gordon, Debbie Getz, Kim Kastle, Anne Mellinger, Shani Sees and Vanessa Van Loan, led the successful effort, as the team's final record was an impressive eleven wins, one loss, and three ties. The one loss was handed to the Patriots by St. Huberts, a team traditionally at the top of the Catholic League standings. This year's accomplishments in-

cluded decisive victories over Radnor and Strath Haven, the lone public school competition the girls have encountered in three years of play.

The final record is underscored by the lack of playoff games and the team championship associated with it. Since there is no official league for G.V. to compete in, the girls 'cannot win a championship title. Steckel cites the obstacles faced by a pioneer team such as his. "It's hard to practice hard; it's hard to play hard. Motivation and morale go down when there's no title to shoot for, but hopefully we overcame that this year. Every game is an individual game." However, next year there will be a public school league, and Coach Steckel is aiming to bring home Great Valley's first official Girls' Soccer championship trophy.

Hockey team completes a banner year

The Great Valley Field Hockey team enjoyed its best season in years with a league record of 7-4-1. Coach Nancy Rosoff said she wasn't overly surprised by the sudden success of the team. "I expected us to do well; I just wasn't sure how well we would do," Coach Rosoff attributes "the hard work of the players, and their motivation and determination to win," as the keys to success.

The Patriots had several questions going into the '87 season however. The team was young and inexperienced. Coach Rosoff was worried about the goal-scoring ability of the team and whether or not its defense would hold up under pressure. But the Patriots solved these problems enroute to a season that left them one point shy of advancing to the district playoffs. "It was very disappointing [not going to districts]," said Rosoff, "but we beat the two teams that went."

Like the rest of Valley's teams, the hockey team is looking forward to playing in the Pac 10 league next season. Coach Rosoff is hoping for a very successful season. "I would be extremely disappointed if we do not finish near the top of that league, hopefully at the top. Our goal is to finish first. The junior have already started thinking about ways to accomplish that goal." Given that, it appears that the Patriots are about to emerge as one of the Pac 10's dominant hockey teams.



Senior co-captain Keith Haines helps lead the Patriots to their third consecutive playoff season.

Soccer finishes 13-5-2

by Brendan Kirby

The Patriot's soccer team, easily one of the most consistently successful of Great Valley's teams, advanced to the district playoffs for the third straight year. After finishing the season with a record of 13-5-2, the Patriots defeated Hatboro by a score of 3 to 2 in the first round of the playoffs. Valley was defeated in the second round, 3-2, however, by Strath Haven.

Great Valley was able to advance despite the fact that they lost a number of varsity players to graduation. Although many people doubted that the Pats could make it back because of this, coach Robert Kulp disagreed. "I knew it wouldn't be easy," he said, "but the kids

is proof that the cross country program is now on the rise. The Great Valley School District will enter the weaker Pac 10 league next year. This leads to the inevitable question of whether a dynasty has been spawned in girls' cross country. "I don't even think about dynasties," says Gring. "So many things can happen." He points out Denny's injury as one of those unforeseeable occurrences. Nonetheless, he feels strongly that the Patriots will be very competitive in the Pac 10. "I foresee the girls continuing to have winning seasons," he remarked. "I think the girls are going to do very well."

After the seniors graduate this year, the Patriots may find themselves in a bit of a dilemma. The mainstays of the team for the last four years will be gone and Valley will have to find new runners to fill the shoes of Ford-Bey, Stelwagon, and the others. Helen Hyun, Dawn Abraham, Jen Bierwirth, and Michelle Graham are four solid runners, but the Pats will have to come up with other runners to maintain the dominance which they have enjoyed over the last two years. If Gring can continually get a fair freshman turnout each year, and if those runners can mature into good runners as this year's senior class has, Great Valley may win many more league championships.

worked hard... and we had some great players coming back. That nucleus was the foundation for our success."

Valley's soccer team will enter the Pac 10 league next year following the demise of the Ches-Mont league. Coach Kulp sees this as "not exactly the best situation for us." Many Pac 10 schools have only recently started soccer programs and are therefore not as strong as the Ches-Mont schools. "The level of competition," explains Kulp, "will not even approach that of the Ches-Mont league. Great Valley thrives on competition." Thus while the Patriots may have success in the Pac 10, the level of competition may also cause the soccer program to stagnate, something which makes Coach Kulp fearful.