

Board decides to sell computer

by Carolyn Alonzi

Many changes are going on within the Computer Science Department at Prep, of which the most drastic is the planned sale of the Data General and switch to microcomputers. Mr. Michael Levinson, Director of Computer Services, has submitted a detailed report to the Board of Trustees of a projected three-year plan. This plan contains five goals that he feels the school should be working toward within the computer science curriculum.

The first of these goals concerns an educational plan that would involve grades K-12 in a computer literacy program. This would increase the awareness of students toward computers and familiarize them with the terminology and function of computers. The most important aspects of this goal are that computer science instruction would take place on every grade level, just as subjects such as math and English do, and that the instruction would provide a holistic education of computer science.

The second goal involves the development and implementation of computers within all areas of the school curriculum; individual areas of study may be pursued through the use of computers and on each grade level. Mr. Levinson feels that it is important to realize "programming is only one aspect of computer science," and that computers are as much a part of learning a subject as in programming one.

The third goal is the development of an administrative support system which would keep records of personnel, student schedules, attendance, word processing, alumni mailing, payrolls, etc. This tedious work now performed by hand may soon be taken over by the use of computers in such areas.

The fourth goal is the training and involvement of the teaching staff within the Computer Department. This entails computer instruction for faculty so that they may learn to use computers. At the present time, many teachers are enrolled in a computer literacy program that is held on Thursday afternoons.

The fifth and ultimate goal is to expand the hardware

and software facilities at Prep. The acquisition of more programs to teach specialized subjects utilizing computers is greatly desired.

Mr. Levinson also included in this report three options by which these goals may be attained. They include keeping the Data General Eclipse C-150 Mini-computer and adding to it; keeping the Data General, adding to it, and bringing in micro-computers; or selling the Data General and converting over to a micro-computer system.

These options were discussed in terms of the most feasible and economical for the school to undertake. The third option of selling the Data General and converting to a micro-computer system proved to be most economical for two reasons: maintenance and cost of software. The maintenance cost for the Data General is now under a \$9,000 contract and software can run from as much as \$10,000—\$15,000 for a supply lasting only a few years. Maintenance costs for micro-computers would only be about \$2,000 per year and the cost of software is only \$1,000 for a long term supply. This would provide for the acquisition of much software for teaching in specialized areas. Mr. Levinson himself personally supported the option of selling the Data General and converting to micros "primarily because it would provide the same and more services at less cost over a period of three years."

At the present time, the Board of Trustees has agreed to sell the Data General and convert to micro-computers because the members of the Board realize from Mr. Levinson's report that although the mini-computer has much greater capacities than micro-computers, the educational and instructional aspects of computer science will be better served by micros. According to Headmaster Edward C. Lingenheld, "As yet a buyer has not been found, but we hope in the near future the Board will announce that it has been sold."

Among the micro-computers being looked at for possible purchase are Apple, Radio Shack, Commodors, and Monroe. The date of completion for such a conversion has not yet been projected.



Matt Nolan, Paul Scialaba, and Michael Gorelick work on the computer terminal. The Board has agreed in principle to sell the Data General in favor of the less costly and more adaptable microcomputers.

Computers the topic of groundbreaking meeting

by Suzanne Eger

On November 18, a computer conference for independent schools was held in the Upper School library. This was the first of a series of meetings to be held by the New Jersey Independent Schools Computer Users Group, which has been recently formed at the suggestion of and under the direction of Mr. Michael Levinson, Prep's new Computer Science Program director. The purpose of this committee, containing representatives from fourteen separate schools, is to share ideas and concerns about computer usage as a part of a school's curriculum and to familiarize the schools with the machinery and techniques used by the others. Mr. Levinson remarks that "this is the first step in encouraging communications between independent schools." He further comments that, "The direction of education in the future is wrapped up in computer use in classes," and he sincerely hopes that these schools and others "can move forward together."

Earlier in the year, under Mr. Levinson's direction, Prep decided to survey other independent schools for their use of computers. Questionnaires were sent out, and when they were returned, a report was compiled. Since there was such a good response, a meeting was set up.

During this meeting, the representatives from the different schools separated into small groups in order to get to know one another. Within these groups, they discussed the uses of computers in their respective schools, the individual curricula formed utilizing them, and the types of computer systems used. Also during the meeting, an executive committee was elected. This committee is comprised of Mr. Levinson, Mrs. Judi Kemnitz from Montclair-Kimberly Academy, and Mrs. Caroline Caffrey from Mount St. Mary's School.

In assessing the event, Mr. Lingenheld was quick to praise Mr. Levinson, saying "he is a capable man who in his short time here has established himself as a leader," and "he has taken good initiative in bringing together people who can share information on a very complex subject." He thinks that all of the teachers will profit from this experience because of the varied perspectives which will be offered. Mr. Lingenheld also believes that within the next two years, Prep will be one of the leading schools in the country in supplementing educational progress through computer use.

News in Brief

Middle School elections

The seventh and eighth grades of the Middle School have elected their class officers. Seventh grade officers are Billy Bloom—President; Tom Highsmith—Vice President; Michele McGuire—Secretary; Paul Kuharsky—Treasurer. The eighth grade officers are David Lee—President; Scott Silverman—Vice President; Peter Alfinito—Secretary; Jennifer Isoldi—Treasurer.

Architect Gatarz chosen to plan the new Lower School

by Mary Roth

A decision was recently made by the Board of Trustees that in order to better serve the Prep community, a great deal of space would be necessary to expand and incorporate new facilities. Mr. Don Gatarz, the director of New Brunswick Tomorrow, has been selected to design a new building, a task that entails not only designing the building itself, but planning traffic direction and a possible connection to the water line system.

Headmaster Lingenheld explains that Mr. Gatarz has been selected from a group of the area's leading architects on the basis of the presentation of his preliminary plans and objectives. Mr. Lingenheld recently held a meeting with Mr. Gatarz to discuss the needs of the school and to begin to devise a master plan. "Our goal is not just to build a new Lower School, but to serve spatial demands and integrate the needs of the Middle and Upper Schools," commented Mr. Lingenheld. There are several suggestions for the

purpose of the new building. Long Range Planning Committee member Mrs. Patricia Graber feels that creating a new Lower School "would alleviate the problems caused by the lack of space in the Upper School," presumably by the utilization of the present Lower School for Upper School purposes in the future. Dr. David Kingsley, the chairman of the committee, stated that although the Lower School is picturesque it is "not habitable" as a facility for classrooms. According to Dr. Kingsley, the concept is to erect a building behind the Upper School and to join the two buildings possibly by a cafeteria or auditorium.

The administration is anxious to increase the enrollment of students at Prep without risking the lowering of the school's educational standards. Therefore, there is indeed a need to expand classroom space so that classes will remain small and specialized attention, a main objective of a private school, will be retained.

Mr. Gatarz is highly experienced in

planning schools, having designed the Library, Resource Center, College Center, and Academic Services Building of Middlesex County College. He has also designed many elementary and secondary schools within the Middlesex County area.

The estimated cost of such an undertaking is approximately \$65-\$70 per square foot, according to Mr. Lingenheld. The total cost has not been established yet, because the amount of expansion has not yet been determined.

The board hopes to have a master plan devised by late May and a model completed soon thereafter. A completion date has been sighted for late 1985. It is expected that enrollment will increase, as will programming. The new space opens up many new options for scheduling of electives and extracurricular activities. Departments will have more room to expand their programs and administrative offices will be able to extend the services they offer.

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RUTGERS PREPARATORY SCHOOL

FRIDAY, DECEMBER 18, 1981

Development Office acquires needed funds

by Eric Witt

As the state of the economy worsens, the cost of maintaining Prep becomes harder to meet financially. Raising the tuition is not enough to meet the pressing financial demands involved in the maintenance of a school. Therefore, the school must seek different sources of income. These varied sources include donations from private individuals and small businesses, and grants from large corporations. The dramatic increase in monetary support for 1981 is 94.7% more than that of 1980, amounting to \$191,800. These sources of income and their further growth through the Development Office appear to be quite promising. Mrs. Elaine Schulman, Alumni Coordinator, and Mr. Edward C. Lingenheld, Acting Headmaster, are currently sharing the responsibilities of Development Director until this position is filled, since the departure of Mr. Ritchie Geisel last year.

Four major events were responsible for the great success of the development program between 1980 and 1981. The Focus '81 Auction raised \$19,500 through the donations of goods and services by many individuals and local businesses and the auctioning of them; this was the first great success in such an undertaking. Secondly, membership in the Founder's Club, the leading organization devoted to school fund raising, increased by 33%. By attracting contributors who made personal donations, this organization was responsible for 55% of the school's income. A third success was the application for and the obtaining of a \$31,000 grant from the Dodge Foundation for Computer Assisted Instruction, due to the work of Mrs. Schulman, Mrs. Susan Goosen, and Mrs. Dawn Bunzel, former Computer Science teacher. Aside from being the first foundation grant ever endowed to Prep, it paved the way for an additional grant by the E. E. Ford Foundation for an energy conservation program.



Delegates to the first conference of the New Jersey Independent Schools Computer Users Group, created by Prep's Director of Computer Services Michael Levinson, convened in the library on November 18. photo by R. Reynier

Editorial

Creationism does not belong in classroom

More than one hundred years after Charles Darwin published his *Origin of Species*, and more than half a century after the Scopes "monkey trial" of 1925, the issue of evolution versus creation has been revived once again. A highly disturbing but growing movement among religious fundamentalists to force public schools to teach "creation-science theory" culminated in its first judicial test two weeks ago. The Federal District Court in Little Rock heard arguments on the constitutionality of an Arkansas law due to go into effect next fall, which requires "balanced treatment" in the teaching of the evolution and creation-science theories. This is not, unfortunately, an isolated case; a similar law is also due to begin next fall in Louisiana, and eighteen other states are debating pending bills, on which the precedent-setting Arkansas case will bear great influence.

Essentially, the creationists believe that the universe, earth, and all living things came into existence as an act of creation about six thousand years ago. More specifically, the theory follows the information in the Genesis portion of the Bible: the earth is 10,000 years old; all things were literally created in six days by a "Designer," including each of the different species; a great flood shaped the face of the earth, thus drowning the creatures now found as fossils. On the other hand, most scientists ascribe to the Darwin theory, which holds that living creatures evolved from lower life forms through the process of natural selection, in which those most adaptable and able to survive lived and reproduced.

Quite simply, the creationists have no right to demand "balanced treatment" in the classroom, for unlike the theory of evolution, there is no scientific evidence whatsoever to support their claims. After the Scopes trial, study of Genesis was ruled unconstitutional for its violation of the separation of church and state; thus, the creationists changed their approach, and began to promote a brand of "scientific creationism" in order to challenge evolution on scientific grounds.

Scientific evidence against creationism includes data that leaves the age of earth at 4.6 billion years, as opposed to 10,000. Creationists, however, claim that because various dating methods used by geologists, astronomers, and paleontologists occasionally yield conflicting results, the whole system of dating is unreliable. Corroborating evidence in ancient records belie this argument; furthermore a few inconsistencies due to lack of data do not render the system defective. They also argue that the second law of thermodynamics proves the impossibility of evolution, for the law says that the universe is running down and dispersing its energy in a degenerating process; since evolution leads to higher forms, it could not have occurred against this. However, in 1977, the Noble prize winner in Chemistry, Ilya Prigogine, proved that the law does not apply to "open systems" like living creatures, because living things can acquire new energy from sources such as the sun. Finally, creationists assail the "fossil record" of evolution, claiming that none show the transition between life forms (i.e., a half-reptile, half-mammal creature). Scientists reply that though there are fossil gaps, there are tens of thousands that record the slow and painful transition. The gaps may eventually be filled by new finds, or, the transitions may have occurred too rapidly to leave evidence behind, for while evolution is a gradual process, there are times of fitful starts and changes. A leading paleontologist, Stephen Gould, accurately remarked, "They are confusing the methods by which evolution occurs with evolution itself. That evolution occurred is a fact. People evolved from ape ancestors even though we can argue about how it happened. Scientists are debating mechanism, not fact."

In the face of this overwhelming scientific proof against "creation-science," it becomes readily apparent that this is a theory solely founded in religion, with its strong parallels to the Bible (any "designer" or "originator" obviously connotes the concept of God) implying its influence. While one's private right to believe in this as a matter of faith cannot, and of course should not, be denied, it is unconstitutional to impose this essentially religious and more specifically, fundamentalist belief upon biology students in high school. It is an infringement upon their religious freedom, and the academic integrity of this subject.

Evolution is a "proven theory" because of the overwhelming agreement among many scientific disciplines of its truth, and it is the foundation of modern biology. Perhaps the most frightening aspect of this renewed controversy is the moralistic and emotional fervor of the fundamentalists, their ultimate motives, and the great influence they wield, of which the deleterious effects have already been seen. Hopefully, education in this country will not regress further, and that the courts will resolve such cases in favor of evolution. It is imperative that the purity, freedom and integrity of the academic realm be preserved in every aspect.

Letter to the Editor:

Dear Editor:

Your recent editorial supporting tuition tax credits (October 16, 1981) expresses views contrary to fundamental principles of tax equity and social justice. Consider the following:

The Economic Recovery Tax Act of 1981 enacted dramatic changes in the individual income tax laws, including preferential rate reductions for high bracket taxpayers (e.g., a decline in the maximum rate from 70% to 50%), and special deductions to wealthy investors (e.g., the All-Savers Certificate). In addition, changes enacted in the estate tax laws will virtually eliminate estate taxes for all but the wealthiest testators. All these changes reduce or eliminate the effects of the progressive rate structures built into the income

and estate tax laws in an effort to achieve an equitable distribution of the tax burden. Indeed, as a package, the 1981 Act represents the most regressive tax legislation since enactment of the Internal Revenue Code of 1954. Tuition tax credits would only exacerbate inequities by allowing parents who can afford private education an additional tax benefit. What makes this expense more meritorious than, say, food, shelter, and clothing expenses for children? Why not allow credits for these expenses as well?

Even assuming that private education is a sufficient public good to justify public expenditures through a credit mechanism, there are compelling social policy reasons for rejecting such a proposal. First of all, public schools

would suffer from diminished enrollment and reduced funding. Those left behind in moribund institutions would be in the same position as black students enrolled in the "separate but equal" schools outlawed in the *Brown v. Board of Education* decision. On the other hand, the government would be conferring indirect subsidies on the religious institutions which support parochial schools, Christian "fundamentalist" schools and others, helping to put religion back in the classroom after almost two centuries trying to get it out.

I am in support of all reasonable measures to improve private education, whether at Rutgers Prep or in the country as a whole. But we can do without these unnecessary and unjust tuition tax credits.

Jonathan D. Kaufelt '89
Director, RPS Alumni Association



AWACS sale: another view

by Michael Gooen

Recently, President Reagan managed to defeat a bill that would have negated the sale of five AWACS planes to Saudi Arabia. This victory followed a long, regrettable period in which Reagan coerced the Senators who votes he so "desperately" needed by asking them to vote against the bill as a personal show of support for him. Through these and other, more covert methods of persuasion, several Senators changed their votes at the last minute.

Conservatives hail this sale as a step toward peace in the Middle East, which would enable the "moderate" Saudis to monitor military movements of such radical nations as Iraq and Iran, as well as those of Soviet Union. They also believe that Israel will not be harmed in the least by this sale, that Israel "has the means to negate any possible infringements by the AWACS." If such a small nation as Israel is able to neutralize the AWACS, how will the planes be of any use against such superpowers as the Soviet Union?

This sale has been interpreted as U.S. recognition of the Saudis as moderates necessary in the peace process, as they are "allies" of the Western nations. How can a nation that support such terrorist organizations as the PLO be trusted as a peacemaker? Furthermore, these so-called "moderates" have just submitted a

"peace" plan that calls for the destruction of the state of Israel (the U.S. State Department calls this a breakthrough because the recognition of Israel as a state is "implied"). The Saudis have also proved themselves to be no friend of the United States either, having raised the price of oil and cut production significantly even as the sale was being confirmed.

Having disproved the conservative rationale for the sale, it is necessary to examine Reagan's real motive for it. His pleading for the Senator's votes as a show of support is abhorrent to our very political philosophy, since by using the same logic, Reagan could pass any bill he wanted enacted, no matter how strong popular opinion was against it.

And yet these "Let's go out and win one for the Gipper" techniques seem

more suited to a national budget rather than a mere arms sale. The secret lies in the fact that there were huge oil interests (who profit from a rise in oil prices and a decrease in production) and defense interests (who would stand to make a huge profit on the sale, which occurred at a grossly inflated price) pressuring Reagan to go ahead with the sale. This is evident as Reagan declared he would go over Congress' had to sell the AWACS by defining the sale to be in the national interest. The only reason this was not necessary is because of the combined political pressures of Reagan and the defense and oil interests on Senators who had previously been against the sale. Clearly, a President who would stoop to such base tactics at the bidding of select business interests is himself a menace to national security.

Record review: Kinks

"Give the People What They Want"

by Vic Della Pello

The Kinks have once again released an album full of intense musical and lyrical content. It is called "Give the People What They Want," and the album certainly does. The Kinks consist of Mick Avory on drums, Jim Rodford on bass, Ian Gibbons on keyboards, Dave Davies on lead guitar and vocals, and brother Ray Davies on rhythm guitar, synthesizer, piano, and lead vocals. Ray also wrote all the music and lyrics and produced the album.

"Around the Dial" and the title track "Give the People What They Want" start off Side One with rousing beats that would get grumpy off her rocker and dancing. Both songs are full of great rhythm and lead guitar work reminiscent of "Low Budget."

Slowing down the tempo of the album, "Killer's Eyes," "Art Lover," and "Better Things" emphasize Ray Davies' great vocals and lyrics. These songs are in a class with such Kinks greats as "Celluloid Heroes" and "Misfits."

Side Two contains the best cut on the album. "Destroyer" includes some of the same music and the same beat as "All Day and All of the Night," a Kinks classic if ever there was one. There is even mention of Ray Davies' love, Lola, in the opening verse. "Destroyer" includes everything one would ever want in a Kinks song: power chords, searing guitar riffs, and a tempo that would leave Mick Jagger breathless. It also contains some of the best lyrics Davies has penned in a long while: "City boy, you got so much to live for/So much to name for/So much to try for/You blow it up with paranoia/You're so insecure, you self-destroyer."

To sum up, the Kinks have again a fabulous album full of pop, rock, and ballads that are sure to please everyone. It also proves that after sixteen years of recording, the Kinks can still rock and roll and deliver some of the best popular music in the industry.

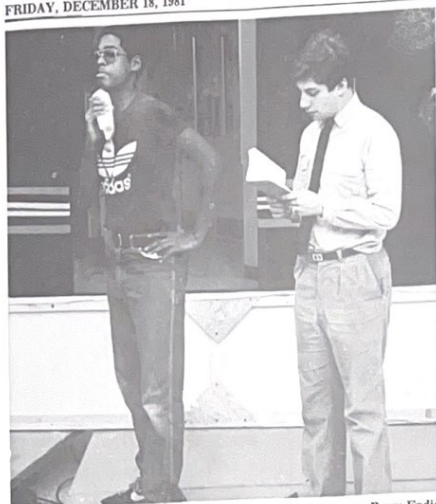
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"Quick, what's my next line?" John Steinline strikes a pose, as Barry Endick prompts him during rehearsal. They are two of the cast of "A Thurbur Carnival", performed on Dec. 11-13 by the Rutgers Prep Players, under the direction of Mr. Michael Dee.

Blood drive taps spirit of giving in community

by Carolyn Alongi

On December 15, the third annual Blood Drive was held in Holley Hall under the general supervision of Mrs. Margaret Lair, School Nurse. Faculty, students (18 years of age or 17 with parental consent form), alumni, and parents were encouraged to donate blood.

Donating blood is a painless, quick procedure that serves the community and aids in the saving of many lives. Blood donors are not incapacitated after donating; in fact most donors are not even affected and may donate blood as much as five times per year. Since the body is suited to replace blood that is lost during the course of life, donating blood is not a health hazard. The liquid part of the blood is replaced within 24 hours and the red cells within five to eight weeks after donating. The only requirement is that a donor weigh 110 pounds or more.

The Blood Drive is utilizing New Jersey Blood Services, a division of the Red Cross. Specifically, Prep is utilizing the services of the Central Jersey Chapter, a division of the Greater New York Area Red Cross. Volunteers from this chapter were aided by the many student volunteers who acted as registrars, escorts, labellers of blood bags, and hemotron workers.

The donating process involves registration which determines whether a donor possesses any transmittable diseases, a blood test to test the hemoglobin of a donor's blood, the drawing of blood, and the receipt of a blood donor card by the donor, stating blood type and date of donation.

The blood collected by Prep was taken back to the Red Cross Central Chapter where it was processed. Depending upon the greatest need, the processed blood will be distributed within northern New Jersey and New York. The Central Jersey Chapter, however, usually distributes its blood to the hospitals within the immediate area, such as St. Peter's Medical Center. The holiday season generates many blood drives because of the increased amounts of accident victims. Considering the size and location of Prep, the school does very well at producing a turnout of about one hundred donors each year.

Going once; twice; sold! Focus auction returns

by Suzanne Eger

Focus '82, the second annual full-school fundraiser, will be held on April 3 in the Field House. The profits from this auction will be used to benefit the entire school, for there will be percentages allotted to the faculty endowment fund, the Maroon and White club, the Parents Association, and the Library Association.

Last year, Focus '81 was a huge success; the \$20,000 goal was easily reached as a result of the support and contributions of parents, trustees, and alumni.

This year, the goal was increased to \$25,000, and those involved believe it will be reached. The basic format for the event will remain the same as before. There will be live and silent auctions; during the former, items including theater tickets, television sets, and the use of vacation homes will be auctioned. The silent auction will offer handicrafts, luggage, services, and other items.

A new portion of the evening's program will be added in order to in-

volve the students. A raffle, headed by School Council President Scott Einbinder, will be operated with students selling the tickets; first prize will be a Sony Walkman tape player, with other prizes to be decided upon in the future.

To advertise Focus, mailings were sent out to all parents, trustees, and alumni. Forms were enclosed in the case of contributions.

Focus is being organized by a large group of parents and other members of the school community. Various committees have been set up in order to handle different aspects of the event. The Finance Committee is headed by Mrs. Pat Graber and Mrs. Beatrice Johns; Gifts, by Mr. and Mrs. Andrew Yusko, and Mr. and Mrs. Harold Haas; Journal, by Mr. and Mrs. George Gussis and Mr. and Mrs. Peter Clemente; Publicity, by Mr. and Mrs. Alexander Zanetti; Professionals, by Mr. and Mrs. Marc Bressler; Alumni, Stephanie Stillman; Teachers, by Mrs. Susan Gooen; Students, by Scott Einbinder; and Arrangements, by Joyce Marcou and Joyce Peppercorn.

Advanced Placement studies undergo growth and change

by Audrey Yu

Annually in May, College Board Advanced Placement Examinations are administered to high school students of high academic motivation. Advanced Placement (AP) tests are available in a wide variety of subjects, ranging from Calculus to Studio Art. Students involved in AP courses are actually doing "college work in high school."

The exams, which are manually scored, are graded on a scale of 5 (high) to 1. Depending on the student's college choice and individual score, advanced placement and degree credit may be awarded. For example, Patrick Lenaghan, a 1981 graduate of Rutgers Prep, received 26 credits at Columbia University for his AP tests. The 26 credits, which were equivalent to virtually a whole year's study, enabled his standing to resemble that of a college sophomore.

Courses designated as AP at Rutgers Prep include AP Spanish, AP English, AP French, AP United States History, and AP Calculus. In addition, superior students may take the AP exam in Biology, Chemistry, Physics, Spanish Language, and Modern European History. Prep students have generally done well on the exams. Of the 90 tests taken in 1981, 81% received a score of 3, 4, or 5. Since 1979, both the number of candidates and tests taken have increased dramatically.

In order to prepare students adequately for the exam, AP teachers must be aware of the current expectations of the course and must adjust to the changes made periodically in the exams. On November 20, Mrs. Dalrene Hagin, the Acting Chairperson of the Language Department, and Mrs. Arlene Wacker, Chairperson of the History Department, attended the Advanced Placement Conference at New York University for this purpose. Approximately 1500 public and private AP teachers from all over New York, New Jersey, and Pennsylvania, were assembled at the conference to exchange ideas, compare book and film lists, and to assess the modifications made in the test. Both Mrs. Hagin and Mrs. Wacker found that significant changes were made in their respective subjects.

Advanced Placement Spanish, which was first introduced to Prep three years ago, is a course that spans two years, the fourth and fifth years of study. This year, the AP exam has eliminated one author, Perez Galdos, and have replaced in his stead, Ana Maria Matute, a Latin-American writer whose literature is considered to be "quite difficult." The replacement not only means that book orders

have to be changed, but also that Spanish 5 students, who read Galdos last year, would have to fit Matute into their course of study for this year.

Mrs. Hagin also found suggestions from other teachers on beginning a Spanish Language program to be very valuable. Presently, the AP Spanish candidates are only prepared for the Spanish literature program. "I would like to expand the Spanish program at Prep to include preparation for the Spanish Language AP," She then added that "a Spanish Civilization course, with extensive writing and reading, and concentration on grammar and speaking could conceivably cover this purpose."

Advanced Placement U.S. History, under the instruction of Mrs. Arlene Wacker, is a course offered to juniors which uses both classroom and seminar approaches. When Mrs. Wacker first came to Prep four years ago, there was no AP History program in the school and only the top few students took the exam. Under the impression that many more students were capable of doing successfully on the test, she began an independent AP program with 7-9 students. Their program consisted mainly of assembling once a week during study halls and preparing supplement reading assignments.

The next year, her program increased in participation and interest. Results proved so fruitful that a regular AP class of twenty students was established in 1980. Although the national average of AP History candidates achieving a score of 5 on the exam is only 11%, an impressive eleven out of twenty Prep students proved to be "extremely well-qualified" with scores of 5.

Literature regarding the U.S. History AP, sent by ETS (Education Testing Service & College Board) earlier, did not indicate the correct changes for this year's test. While attending the conference, Mrs. Wacker discovered that the multiple choice section increased from 60 to 100 questions and would account for one half of the total grade. The other half of the test would, as previously, consist of one free response essay and one document-based essay. However, instead of consisting of over 20 documents, the DBQ would be limited to 6-10 documents.

Mrs. Wacker feels that her course of teaching may be altered somewhat by these changes. "I usually emphasize themes and essays rather than multiple choice and the strength in the past has always been in the essays." However, with the significant increase of the multiple choice section, she expects to stress multiple choice questions more.

Shaun Berry displays violin talents with state orchestras

by Mindy Kramer

Sophomore Shaun Berry is one of Prep's most outstanding musicians. Shaun has played piano for close to seven years and, more importantly, violin for five years. She got involved in playing the violin through her public school's string program when she was nine.

From ages five through eleven, Shaun attended Solfege classes at the French School of Music in Plainfield. These classes helped her to develop musical techniques, or as Shaun puts it,

"it helped me improve my basics, like tone, timing, sight reading, and scales."

In grades six through eight Shaun participated in Intermediate Orchestra which facilitated her transition into the High School Orchestra.

Rutgers Prep, being a member of the New Jersey Music Educators Association, gave Shaun the opportunity to try out and eventually become accepted into the All-State Orchestra.

The next step for Shaun will come in mid-December when she will try out

for the Regional Orchestra. Having to perform for the judges is perhaps the hardest part for the hopeful orchestra members, and Shaun is no exception. "The try-outs are hard and I usually get very nervous, but so far everything has worked out."

At this time, Shaun is not considering taking up violin as a career. She states that, "If I found out later that I didn't have the talent to pursue a violin career, then my career choices involving music would be limited, and I want more out of life than that."



Lower Schoolers give serious attention to the books on sale during the library's Book Fair, held November 3-5.

photo by D. Zatz



Faculty member John Ripton dashes for a touchdown with senior Paul Kocsis in hot pursuit, in the annual Faculty-Senior football game.

Swimmers called more competitive

by John Stilla

The Prep swim team is getting off to a good start this year under the careful coaching of Mr. Nes Forney and Mrs. Jane Russell. The team has increased drastically in number from last year, boasting nineteen swimmers who have been deemed both "faster and more competitive." Coach Forney is impressed with their dedication in practice, especially that of the younger freshmen and sophomores. Team morale, an important factor in every sport, is also high.

The team practice schedule is tailor-made for everyone, with each swimmer receiving a different workout plan. In this way Coach Forney gets the most out of the one hour practice, which he eventually would like to

lengthen. The efficient use of time and of Prep's new Universal gym will help get the team in shape quickly.

Coach Forney is optimistic about the season because he feels that the team has more overall speed, is more competitive and because much effort is used in overcoming last year's weaknesses. He believes that Prep will do well in a four lane pool, but more team depth will be needed in racing six lanes.

The coach is also pleased with the competitive meet schedule for the season. Beating Franklin, Ranney, Trenton and Pennington, along with doing well in the counties, are all current goals. The team is strong in the 50 and 100 yard freestyle, the 100 yard breast-stroke; the 100 yard butterfly

and the 200 yard individual medley. Coach Forney's main goal for his team is for "each swimmer to learn the four racing strokes, which includes the freestyle, the backstroke, the breast stroke, and the butterfly, and for everyone to improve."

Prep started off the season on December 10 with a home meet against Rahway. The New Brunswick YMCA pool is again being used this year for practices and meets. Under the leadership of seniors George Dosza, Lena Chen, Renee Gilbert, Jeff Kovarsky and Sandy Zins, the team is working hard and the swimmers are optimistic about the coming season. With intensive practice, dedication and a good attitude, the outlook certainly appears promising.

Discipline key to grapplers

by Michelle Yu

Last year, the varsity wrestling team concluded their season with a 10-4 record, but according to coach Bob Pavlovsky, the wrestlers should have an even better season if they get into good shape and are aggressive. Coach Pavlovsky anticipates not only consistent wins from the older, more ex-

perienced wrestlers, but also hard work from the new team members who need to gain more confidence and familiarity.

The wrestling team, which is composed mostly of sophomores and juniors, is led by co-captains Billy Cicio and Joe Dugan. Billy, who wrestles at 112, and had an outstanding individual

record of 17-4 last year, believes that "the younger players have a lot of potential but are still learning." He expects tough competition from schools such as Englewood, Blair, and Lawrenceville. However, he feels that "if the team works well together as a whole and are confident, we should have an easier time overcoming rival schools such as those."

Junior co-captain Joe Dugan has been wrestling for four years because "it keeps you in good shape and presents a challenge." As an experienced wrestler, he calculates that "the strength of the team will lie in the juniors at the light weights" and is convinced that "if the team wins early in the season, they should be able to place well in the county tournaments."

The wrestlers practice everyday for two hours doing drills, warm-ups, conditioning exercises and learning new moves. Coach Pavlovsky, who feels that one of the most important aspects of training is mental discipline, prepares the wrestlers to be mentally tough for match situations. He also stresses the need to stay in shape.



Wrestling coach Bob Pavlovsky demonstrates an intricate new move on wrestler Joe Dugan. photos by D. Zatz

Varsity B-Ball opens at the RAC

by Audrey Yu

Coach Richard O'Connell, in his thirtieth year as boy's varsity basketball coach, has high expectations that this year's team will continue the winning tradition that the school has always upheld. Although the team is smaller in size and height than last year's team, varsity player Robert Tucker expects that "the team will be quicker and will run the fast break." Hopefully, "quickness and competitiveness will make up for the lack of a big man."

The two co-captains this year are Phil Ballai and Tom Watts. Phil Ballai, at 6'2½", appears to be the best rebounder of the team and is "a real good shooter." Tom Watts, as Dinky Proctor's successor, is expected to do well in running the offense.

Another varsity starter is Robert Tucker. Mr. O'Connell describes him as "the most talented player on the team." Robert not only has great jumping ability and good speed, but is an excellent shooter as well.

Coach O'Connell feels that with these three key players, "we will be able to hold our own in any competition." He believes that "the success of the team and how many games we win depends upon how well the members of the supporting role do their job."

At present, five players are competing for the remaining two starting positions. They include senior Scott Einbinder, juniors Steve Starker, Steve Haas, and John Sierotko, and

sophomore Ken Schwab, who at 6'3½" is the tallest member of the squad. Stephen Jochman, Tom Balsamides, Jeff Cunjak, Jeff Hennessy, and Scott Essex round up the rest of the young varsity roster.

A difficult schedule with at least thirty games is anticipated. Robert Tucker has confidentially predicted that "we should win at least twenty games." The basketball team has competed in several scrimmages and all have been highly successful.

In January, after mid-year exams, the varsity squad plans on spending a weekend in Washington D.C. visiting the Muret School. Last year, Prep hosted members of the Muret school during what proved to be a fun, basketball-filled weekend and this coming year, they are returning the courtesy. After challenging Muret School in a game, team members also hope to attend a college basketball game before heading home.

This season is highlighted by the opening at the RAC (Rutgers Athletic Center) on December 7. In an exciting and highly competitive game Prep defeated Collegiate School of New York City, who last year edged Prep in the Peddie Tournament by a score of 61-59. This victory marks Prep's first win at the RAC in four attempts. Coach O'Connell feels that "the team played much better in the first half" but is satisfied with their play as a whole. Robert Tucker, displaying his "natural

talent" scored 26 points, 20 of which were in the first quarter. His teammates Tom Watts and Phil Ballai had 19 and 10 points apiece, respectively, and Scott Einbinder and Ken Schwab combined for the remaining 6 points.

Volleyball on the rise

by Anita Kothari

Everyday, the varsity and J. V. volleyball teams can be seen practicing behind the curtain in the gymnasium. Coach Kyle Jackson returns to lead both teams and is looking forward to a successful season.

Daily practices include drills which help the players improve their basic skills, and also "practice games" which allow players to become acquainted with game situations. This year, there has been an increase in participation, with a large turnout from the sophomore class.

Coach Jackson looks to Joan Imbriani, Sue Imbriani and Felice Spiegel, talented and dependable varsity players, to guide their team. Other varsity players include seniors Leah Fermin, Lisa Tembrella, junior Ellen Berman and freshman Elaine Imbriani. Juniors Judy Fermin and Lisa Rosenbaum and sophomores Beth Glass, Sarah Birney, Lisa Russell, Regina Bishop, Farrah Querehy, and Pam Halas, round up the rest of the roster.

Veteran girls lead basketball assault

by Amiel Bethel

Looking forward to bettering their previous record of 10 wins 5 losses, the girls varsity basketball team returns with the anticipation of a strong season. Mr. Al Brown, who is once again coaching the girls' team, believes that the extent of the team's success will depend on how they develop their skills.

Coach Brown will be looking to seniors Vicki Barber and Mary Abdalla, and junior Mary Sokolowski to be the major scorers. All three are experienced veterans returning from last year's team. In addition, he is looking to senior Betsy Keefe to be the major ball handler for the team. With the returns of senior Theresa Coyer, junior Anita Kothari and sophomore Alexis Balsamides, and solid effort on the part of the team, he feels that the girls' will be able to do well.

New additions to the team include junior Liz Jasionowski, sophomore Lisa Brown, and freshmen Mary Coakley, Jane Goodman, Michelle Yu and Elaine Marioles.

Coach Brown has introduced a new strategy of playing to this year's team. He feels that they are a running team and that the set offense is their strongest aspect. Introducing a full court press, he expects more turnovers and ultimately more offensive play on the part of the girls. He has also introduced a fast break offense to the team.

Coach Brown feels that this new, faster game plan will be necessary because the girls have added more competitive teams to their schedule. Hun, Peddie, Pingry and Mount St. Mary are some of the strong teams the girls will be facing this season.

The team is holding its second annual Invitational Christmas Tournament on December 18-19. This tournament will include Pingry, Wardlaw-Hartridge and Montclair-Kimberly. In January, the team has been invited to a tournament hosted by the Moravian Academy.

Coach Brown is receiving coaching assistance from Miss Sue Leach, who is presently coaching the 7th and 8th grade basketball team. Both coaches are trying to develop a junior varsity team.



Vicky Barber, athlete in action!

JV's look for improvement

by Dawn Hughes

Under the supervision of Coaches Bob Dale and John Ripton, the J. V. and Freshman boys basketball teams have been practicing together. With many sophomores returning from last years freshmen team, Coach Ripton expects strong performance. He feels that "the core of this year's team" will be sophomores Scott Essex, Bill Dixon, George Baier, Frank Davis, Anil Kothari, Roger Burgess, Phillip Linder, and freshman Jeff Hennessy.

During the daily practices, Coaches Dale and Ripton are working basically on rebounding and positioning, two things they expect will aid the J.V. team tremendously.