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Prep's 200th Anniversary Year

THE ARGO

Founded 1889

RUTGERS PREPARATORY SCHOOL



Sep. 24, 1965

Dr. Gross Addresses Delegates, Guests On Private School In 'A Great Society'



Delegates, trustees, and the faculty stand at the conclusion of the academic procession.

by Sue Casteras '67

The necessity of experimentation is a primary obligation of private schools, stated Dr. Mason W. Gross, president of Rutgers University, in his address before approximately 400 persons at the Rutgers Preparatory School 200th Anniversary Convocation last Saturday.

Entering to the music of the Grand March from "Aida," the academic procession, consisting of delegates, distinguished guests, trustees, and faculty, marched to the platform. There were forty-five delegates from their respective schools, colleges, and organizations.

Mr. Harold Levy, president of the Board of Trustees, extended his welcome to the many delegates and alumni. Mr. Levy, in his capacity as master of ceremonies, pointed out the School's commitment in honoring those who had the courage in the past to work for the continuance of Rutgers Preparatory School, and the need not only to commend the work of the past, but to focus all energies towards the future of the School.

In his appraisal of Prep's success, he maintained that although parents, alumni, and faculty had been of vital importance during the years of transition, it still remains that it is the faculty whose influence upon society is unending.

Dr. David M. Heinlein, in his recognition of the delegates, asserted that through the development in the nineteenth and early twentieth centuries of other private schools not unlike the Preparatory School there grew a unity, or brotherhood, of independent schools in which no school was by itself.

The Headmaster also stated that Prep's theme of the Independent School in a Great Society and its concepts of the "total individual" will be further explored and discussed in other activities this year.

Prep School and University

Dr. Gross, in explaining that Rutgers Preparatory School was the only unit in operation in the late eighteenth and early nineteenth centuries and thus is older than the State University, questioned the particular role of independent schools in society.

There was no real question of justification in 1766, however, because no other secondary schools were in existence, and later educational institutions varied greatly in quality, although there was a vital opportunity for "first-class" schools then. Even during those pre-Revolutionary times, the three objectives of the School, scholarship, moral concern, and physical fitness, were of educational prominence.

From its beginnings during the Italian Renaissance, the secondary school maintained similar objectives, Dr. Gross observed. Although under the tutorial programs of that period, scholars were given complete responsibility for all aspects of their charges' lives, the need for unorthodox teaching—experimentation—became a means of instilling hope for future civilizations.

Schools Should Experiment

As Dr. Gross stated, a private school with special emphasis and selectivity can be the promise of society. Its controlled curriculum can be conservative or experimental, but the latter should be an obligation for independent schools, since they can create their own pressures and take the initiative over public schools.

An additional problem which can be alleviated in private schools is the inability to communicate one's thoughts to others. In small classes and through rigidity of language usage and learning, clarity of thinking and expression may be attained.

Here lies the opportunity for acquiring the skills of writing and speech precision, in a society where such language distinction is weak. In the past public schools have had to look for leadership in private schools, and in contemporary times they must do so again, not only for the purpose of producing useful citizenry, but also for producing articulate persons. In these goals Rutgers Preparatory School strives to be a leader, concluded Dr. Gross.

The Reverend Ayle A. Schutter of the Second Reformed Church, New Brunswick offered the Invocation followed by the salute to the flag led by Steven Gottlieb '66, President of the School Council. From the Mt. Zion A.M.E. Church in New Brunswick, the Reverend Henry A. Hildebrand offered the Benediction.



The head table at the Convocation Dinner.

Dr. Potter & Gottlieb Award Highlight Convocation Dinner

by Jane Witkin '68

"Choice, relevance, and moral concern are problems which private independent schools face and areas in which they can work," commented Dr. Cary Potter, principle speaker at the Rutgers Preparatory School Convocation Dinner in the Nielson Dining Hall on the Douglass College Campus.

Dr. Potter, president of the National Association of Independent Schools and a trustee of the Roxbury Latin School, spoke about these three independent school problems, stating, "If we can agree that the

independent school does provide a choice for parents, we can also agree, I think, that the choice is far too limited to make it real for more than a small segment of the population." Dr. Potter spoke about the lack of substantial funds limiting the choice which can be offered. "If the independent school is to be an effective force in the community, and is to make the choice that it provides a reality, it has to find greater financial resources for doing so."

According to Dr. Potter, "The second to do with relevance, the reeducation the school is providing, the relevance of the school to the community, the relevance to the problems of the day."

Moral concern should be another area of the independent schools challenge. "The independent school has long prided itself on its concern for character. The signs of the times suggest that in a renewed pursuit of that concern may well be the most significant contribution the independent school can make in the present generation."

Dr. David M. Heinlein presented the Arthur Gottlieb Memorial Award, established by Mr. and Mrs. Melvin Hamelsky '59, to Mr. H. Richard Segoine, Jr. for his distinguished service to the School. Mr. Segoine has been a friend to the School for many years and is a member of the Board of Trustees.

A former headmaster of the Preparatory School from 1934 through 1937, Philip M. B. Boocock, spoke at the dinner. His recollections of the School were amusing and entertaining. He spoke about the cost of tuition, the expenses of the School, and other memories of the School at the time. Mr. Boocock is now headmaster of the Nichols School in Buffalo.

Mrs. Gabriel Pickar, president of the Parents' Association, extended greetings to the guests on behalf of the Association. Dr. David Denker, Assistant to the President of Rutgers University and a trustee of Rutgers Preparatory School, was Master of Ceremonies for the dinner. Mrs. Adalbert Czarda and Mrs. William Seidel were co-chairmen of this well planned event.

H. R. Segoine Receives Recognition for Service

by Steven Patt '66

Mr. H. Richard Segoine, Jr., received the first Arthur Gottlieb Memorial Award at the Rutgers Preparatory School 200th Anniversary Convocation Dinner on Saturday night at the Douglass College Nielson Dining Hall. Dr. David M. Heinlein, headmaster of the School, presented the newly created award to Mr. Segoine.

The award, which will be presented annually to the non-student member of the school community whose devotion to the School warrants commendation, was established by Mr. and Mrs. Melvin Hamelsky, both members of the class of 1959. Mr. Hamelsky and his wife, the former Linda Levy, knew Mr. Gottlieb through his oldest son, Paul who graduated in 1961.

Mr. Segoine has been associated closely with Rutgers Preparatory School for over fifteen years. One of the original incorporators of the School, he has been a member of the Board of Trustees since 1951. Since his retirement in 1955, Mr. Segoine has given the Preparatory School

the benefit of his experiences as President of the now-defunct Highland Park Construction Company.

Mr. Segoine not only offered advice on the purchase of the Elm Farm Campus, but also redesigned the estate house into the elementary school, which entailed repartitioning entire floors according to classroom usage. He also changed what was once the caretaker's house into a structure containing apartments, room for exercises and games, and a locker and shower room.

The Upper School is also an example of the handiwork of Mr. Segoine. He worked with the architects of the Colgate-Palmolive building to plan for the easy conversion of the building to classroom use, laid out the plans for the athletic fields, and worked with the faculty, the headmaster, and the architects in the design of the new wing of the School.

He has also been working with the athletic department on plans for the new gymnasium, traveling all over the state studying high school and college field houses.

School Serves Pupils, Society

Two honored guests, Dr. Mason W. Gross, president of Rutgers - the State University and Dr. Cary Potter, president of the National Association of Independent Schools, highlighted the 200th Anniversary Convocation ceremonies with speeches concerning the theme of the event, the role of the independent school in today's society. The men spoke on the three phases of an education — scholarship, physical fitness, and moral concern — recognizing the importance of each.

Dr. Potter suggested that the significance of the independent school is rooted in the concept of choice.

Prep Offers Choice, Parents have a choice as to the type of school they want their children to attend, while the school itself chooses what kind of school it wants to be. He stressed the flexibility of organization and curriculum which a private school can have, adding that these diversities "strengthen the vitality of the whole of American Education."

Dr. Potter's speech included three challenges a private school should accept to be beneficial to both its students and community. His first point indicated the importance of having a diversified student body. An independent school should not only cater to "upper class" citizens or those from one particular area, but rather be made available to all those who are qualified.

He suggested in his second challenge that schools provide a full realization to their students of the purpose of education and the relevance of the school to its community. Dr. Potter's third point suggested that the knowledge that one gains through his academic career serves as the basis of his character. Dr. Potter feels that this is one of the most important services an independent school can provide.

Builds Character, Dr. Mason Gross, in his 200th anniversary speech stressed the importance of an independent school to produce students as "ornaments" to their society. That as men and women of society they do not just work and lead, but rather work and lead with character and knowledge. They can be men and women of literacy and culture.

He noted the important emphasis an independent school places on the ability for self expression. Dr. Gross states two of the independent school's primary obligations to society are to experiment and set their own standards so progress is assured. Hearing the president of a university and a leading educator speak on the obligations of an independent school to itself and its community, it is interesting to note how Rutgers Preparatory School complies with their recommendations.

Since Prep's foundation 200 years ago, it has grown from a school with limited facilities to a larger school with limitless opportunities. Prep prides itself on the freedom it offers to students: freedom to learn, freedom to choose. The School has provided a liberal education for students from all over New Jersey by a faculty from all over the United States and the world.

Students serve their community through various activities such as the International Fund and the Volunteer Committee. Prep's alumni have served their School, community and country. On this our 200th anniversary, we are proud to be associated with a School with a fine heritage and a bright future.

Choice, Relevance, Moral Concern Are Current Problems, Says Potter

(Following are excerpts from the address of Dr. Cary Potter at the Convocation Dinner — Ed.)

The independent schools today are probably stronger than they have been at any time in this century. They have more students, they are raising more money, they have better facilities, their faculties are better trained, and they are better understood.

Challenge of Choice

Yet at the same time, they face some challenges of real significance. The first is an old challenge, but today more real than I think it has been before. It has to do with choice. If we can agree that the independent school does provide a choice for parents, we can also agree, I think, that the choice is far too limited to make it real for more than a small segment of the population.

The charge has often been made that the independent school is a "closed" institution, and therefore "undemocratic." I do not believe that democracy consists of leveling or averaging, or that sound democratic beliefs and values can only be developed in a school that is representative of a cross section.

Diversity in Student Body

But I do believe that diversity in the student body is healthy for the students, for the faculty, and for the community, and that the more widely available the choice is, the more effective is likely to be the impact of that school.

The second challenge has to do with "relevance": the relevance of the education the school is providing, the relevance of the school to the community, the relevance to the problems of the day. As I have already suggested, the last twenty years have seen tremendous emphasis on academic excellence, college admission, high scores, and marks.

No school man would argue that academic quality is unimportant. But it is clear from what is happening today that the education that many schools and colleges are providing is not satisfactory to the customer.

Drop-out Problem

Consider just the simple fact that one of the problems in our very best and most selective colleges is what to do about the drop-out — not the poor student or the lazy one — but the very able boy or girl who has had good schooling and has successfully negotiated the many and considerable hurdles of getting into

the best colleges.

The numbers are as high as 20% in some places. It is not that they are stupid, but rather that they don't know why they are there, they have no sense of purpose, and they are looking for something more meaningful than the rat race.

I don't know the answer to that one, either, but I suspect that it has something to do with our schools, as well as our colleges, and I suspect that there is validity to the idea now gaining ground that we have been neglecting a whole area of education in our pursuit of academic excellence.

The area to which I refer is the isolation of our young people from many of the major problems of the adult world, and our inability to find a way for them to assume responsibility in that world. The third challenge is not new either. It is as old as education itself, but it has never been more pressing.

Take Note of Changes

Today those of us in education are acutely conscious of the extraordinary rate of change taking place in our world, a change which is having an enormous impact on our schools — especially on the curriculum and on teaching.

The new physics, the new math, the new social studies curriculum are all pouring down upon us. New ways of organizing the schools, of arranging classes, and methods of instruction are legion. Knowledge is exploding. We are told that a graduate of MIT will in ten years find most of the factual knowledge he has gained out of date.

In this exciting if hectic time the emphasis is on equipping the student to meet the changing world in which he now lives. No one would argue the basic point, and there is much to be thankful for in the deluge of new and exciting developments that has shaken us from top to bottom. But in the race to modernize, to keep up, we shall surely be the losers if we neglect the side of life which for lack of a better word we call character.

Concern for Character

The independent school has long prided itself on its concern for character. The signs of the times suggest that in the renewed pursuit of that concern may well lie the most significant contribution the independent school can make in the present generation.

Dr. Gross Finds Ornamental, Practical Ends In Education

(Dr. Mason Gross' Convocation speech is excerpted below — Ed.)

The University is also celebrating its two-hundredth anniversary, having been founded in 1766. The University is thankful for the existence of the Preparatory School because at times the School was the only part of the University that was functioning.

I was very interested in the motto of your 200th Anniversary Celebration, which reads, "The Independent School in a Great Society: Scholarship, Physical Fitness, and Moral Concern," which you have taken to be your theme. The question which we must now ask ourselves is: What particular role in society will we play?

When this School was founded, there were no other schools around. We needed, therefore, to provide a first class school. The secondary schools, however, were of varying qualities. I must say, though, that the public schools today are performing at the highest level in their entire history.

Private School Atmosphere

Now we are faced with this question: Are we doing the right thing by putting the private school in this atmosphere? Is this special effort needed, and if so, is it good? We must answer this question, and to do this, we can go back to the Italian Renaissance. In the fifteenth century there were no schools. Princes invited scholars to take complete control of their children.

These scholars were responsible for education, physical fitness, moral concern, and even health. Physical fitness was a main concern, and the leaders of the fifteenth century were interested in the lack of it. Everyone today is extremely concerned with the lack of physical fitness, especially in the male.

Physical fitness, however, has to be distinguished from athletic excellence.

History and Philosophy

Now we come to scholarship. A complete break with scholarship was introduced. History was placed as the topic of first importance. History then probably meant biography. The main author was Plutarch, and his *Parallel Lives of Greeks and Romans* was studied.

The second topic was moral philosophy. Since the children were only nine or ten, they probably studied Plutarch's *Moralia*, or perhaps Cicero.

Obligation to Experiment

A private school can control its own curriculum, and it can be conservative. Private schools are always said to be experimental, but few are. While we are striving to be experimental, I do hope we can stay conservative. The lead in experimental directions can be taken by private schools over public schools, and I believe it should be our primary objective. We have no real grounds to be completely orthodox in curricular attitude. We are free to be experimental, and we have an obligation to experiment.

There is one thing which I must mention. Clarity of expression is one of the contributions which we can make. The inability to express oneself is a drawback. This flaw can be corrected by studying literature and other languages. The weakness can be taken care of by private schools which can work unceasingly on it. One advantage is small classes. Public schools can work too, but there are too many other pressures on them.

I hope that we can find our goal in turning out students who will become ornaments in our society. This goal can be picked up by private schools. To this end, we should dedicate ourselves.

ON THE LEVEL

evaluation: rps

— by Steven Patt '66

"One must give to any student all possibilities for education... I am a pluralist, in that I believe in having many different kinds of schools." These statements constitute the major justification for private schools according to Dr. Mason W. Gross, President of Rutgers — the State University.

Having attended both the Hartford, Connecticut public high school and the Taft School in Watertown, Connecticut, Dr. Gross is well qualified to talk on the differences between public and private high schools. His enumeration of the advantages of such schools serves as interesting criteria for judging Rutgers Preparatory School. Are we fulfilling our function as a private school?

Selectivity

Selectivity is one of the things a private school may benefit from, although not at the total expense of diversity. A school could specialize in mathematics and take in only students good in mathematics, if it is so desired. Despite the fact that Rutgers Prep does not push its potentialities for selectivity to the fullest, it certainly does consider new students with respect to academic promise and maintains enough diversity to please anybody.

Being able to control the curriculum is a distinct advantage of private schools. Both experimentalism and conservatism are possible to one degree or another. Whereas public schools are controlled by a Board of Education whose willingness to experiment is usually limited to the fields of science and mathematics, according to Dr. Gross, private schools should take advantage of their ability to control their curriculum in far wider areas.

Here we find Rutgers Prep passing with flying colors. The School has even been given a grant for the originality of its course in world affairs. Russian History and Advanced Literature are also fairly unique.

Clarity Of Expression

Small classes are a third, if obvious, advantage held by private schools. According to Dr. Gross, private schools should use their ability to give more individual attention to each student to work towards a definite goal: clarity of expression.

Public schools, because of their wide diversity of students, are frequently subjected to parental and political pressures towards utility. Utility need not be the main objective in a private school, however. According to Dr. Gross, graduates of a private school should be both useful and ornamental to society.

To attain this objective, Rutgers Prep has planned a two-pronged attack. By taking full advantage of her small classes to give individual attention to students and by creating special classes especially devoted to developing clarity of expression, Rutgers Prep is indeed taking full advantage of the fact that she is a private school.

We thus find that Rutgers Preparatory School is indeed fulfilling her function as a private school by taking full advantage of the fact that she is a private school. By thus being different from the public schools, Rutgers Preparatory School fulfills her justification and thus we can say proudly to our friends and possible donors that Rutgers Prep is indeed justified.

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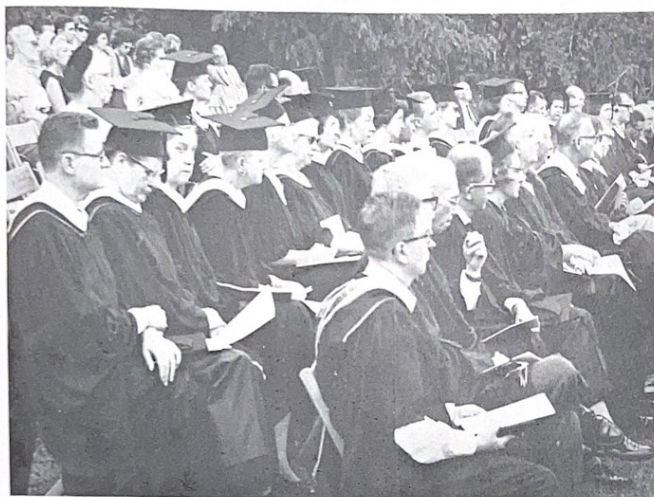
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The audience of robed delegates listens to Dr. Gross' address.

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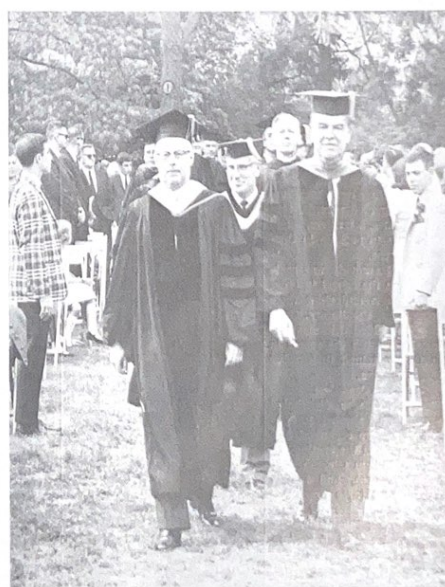
1965



H. Richard Segoin receives the Gottlieb Award.



A new sign for the campus entrance



Dr. Gross, Board President Levy, and Dr. Heinlein lead the academic procession.



A. Z. Holley, back from Europe just in time, chats with the headmaster.

Headmaster Boocock Recalls Problems During Depression

by Steven Gottlieb '66

Mr. Philip M.B. Boocock, headmaster of Rutgers Preparatory School from 1934 until 1937, reminisced with me about the School on September 18, the day of the Convocation for the 200th Anniversary Celebration. In our conversations, Mr. Boocock discussed the problems of the School in the depression years, and the progress it has made since then.

Mr. Boocock succeeded Headmaster William P. Kelly, who had led the School through the first quarter of the century. Mr. Kelly was "a good boss, but he was old, tired, and sick when I took over in March of 1934," Mr. Boocock continued. "Things were frightfully tough at the School. The trustees, however, were willing to gamble on my youth and vitality at 29."

The depression plunged the School deeply into debt, and Mr. Boocock had en-

tered the School despite its "severe economic straits." The teachers' salaries were about 1,200 dollars per year and Mr. Boocock himself was paid a meager 2,400 dollars per year. "I recollect that the headmaster's house cost too much to maintain because of the heating expense, so my wife, my young son, and I lived in the Beta house, a dormitory."

"The most difficult problems we faced in those years were our enrollment problems," Mr. Boocock stated that the cost of education at Prep was high, and that students from different parts of the country were also enrolled. There were two students from Atlanta, Georgia, and one from Tulsa, Oklahoma. "I remember driving all over the state delivering catalogues to prospective students."

Needless to say, Mr. Boocock continued, Rutgers Prep was not the only school with economic problems. Many other fine schools cut tuition costs drastically to remain in operation. Federal grants were impossible to obtain, and it was "nip and tuck" whether the Prep School could survive the financial drought.

"Doc" Cook

Mr. Boocock cited the conscientious and devoted efforts of William B. Cook, long associated with the Prep School in helping to keep the School on its feet in these difficult years. "Doc" Cook was 52 years old when he was appointed assistant headmaster to Boocock, and his years of experience and learning helped Mr. Boocock through many difficult times.

Resignation

Mr. Boocock resigned in 1937 and returned to the Nichols School from which he had graduated. "I know that I made mistakes while I was at Prep, but none that were too costly. I was rash, I offended people, but I had a job to do, and I did it." Mr. Boocock concluded, "I am confident that during those difficult years from 1930 until 1940, nothing was sacrificed in the education of our students."

S. GOTTLIEB CRITICIZES LACK OF PARTICIPATION BY PREP STUDENT BODY

To the Editor:

The poor attendance at the Convocation last Saturday on the part of the student body was a harsh discourtesy to the 200th Anniversary Committees, as well as to the historic institutions who sent representatives. As President of the School Council, I would like to apologize for this unfortunate happening.

Inspiring Ceremony

The historic Convocation ceremony was exciting and inspiring, and the audience sat attentively and absorbed the meaning of 200 years of continuous education. The students of the School who were not in attendance were obviously not appreciative of the efforts of Mr. Harold Levy, Dr. Heinlein, and the 200th Anniversary Committees, nor of Dr. Mason Gross, who delivered the perceptive main address, nor of the meaning of the presence of the delegates from the oldest schools in the country.

Parents, Students Missing

There were students present without their parents, as well as parents who did not bring their children. The lack of initiative and interest on the part of the students is particularly disconcerting, for the Committees spent many months of time and energy in order to insure great attendance at the ceremonies.

Rutgers Prep has only one 200th Anniversary, and it is an important and meaningful celebration. I hope that those generous people who have given so much of themselves to the School will not be as disappointed in the future as they must have been last Saturday.

Steven Gottlieb '66

Hughes & Senators Write Felicitations



STATE OF NEW JERSEY
OFFICE OF THE GOVERNOR
TRENTON

RICHARD J. HUGHES
GOVERNOR

I was delighted to learn that the Rutgers Preparatory School will be celebrating its 200th anniversary in 1966. My congratulations to the students, alumni and faculty of the school on this memorable occasion.

The history of your institution is, in a sense, the history of New Jersey. The growth and development of "Rutgers Prep" has paralleled that of our State. The contributions of many graduates have enriched New Jersey and the Nation. I want to wish Rutgers Preparatory School another 200 years and more of success in that most critical of our endeavors—the education of our young people.

My best wishes for the future.

Richard J. Hughes
RICHARD J. HUGHES
GOVERNOR OF NEW JERSEY

CLIFFORD F. CASE
NEW JERSEY
COMMITTEE
APPROPRIATIONS
FOREIGN RELATIONS

United States Senate
WASHINGTON, D.C. 20510

July 15, 1965

Miss Georgia Spiro
Editor-in-Chief
The Argo
Rutgers Preparatory School
1345 Easton Avenue
Somerset, New Jersey 08873

Dear Miss Spiro:

I am pleased to have an opportunity to convey through the Argo my congratulations to the students and faculty of the Rutgers Preparatory School on the occasion of your school's 200th anniversary in 1966.

Two hundred years is a long span of achievement, and worth commemorating. But for Rutgers Preparatory School, it is only a beginning. Providing the essential foundation for meeting the increasingly complex challenges of modern society will demand the best efforts, not only of this school but of its students.

I am sure you will give your best, so that generations of Prep students yet to come will be equally proud of their association with this historic educational institution.

Sincerely,

Clifford F. Case
Clifford F. Case
U. S. Senator

CFC:rg

LARRY HILL, CHAIRMAN
RAY RICHARDS, DELEGATE
WALTER GROSS, DELEGATE
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ROBERT A. WILLIAMS, CHIEF CLERK
JOHN A. TROTTER, SENIOR COUNSEL

United States Senate
COMMITTEE ON
LABOR AND PUBLIC WELFARE

June 30, 1965

Miss Georgia Spiro
Editor-in-Chief of the Argo
Rutgers Preparatory School
1345 Easton Avenue
Somerset, New Jersey 08873

Dear Miss Spiro:

Hardest congratulations to Rutgers Preparatory School on the 200th anniversary of its founding.

The school's many outstanding contributions to New Jersey's academic community are an indication of its expanding influence and prestige throughout our educational system. All of us in New Jersey look forward to the school's continued success in helping promote standards of academic excellence.

With best wishes,

Sincerely,

Harlan A. Williams, Jr.
Harlan A. Williams, Jr.

HAW:EL

Independent School Has Ideal Environment Here

by Joan Serin '68

"The community in which Rutgers Prep functions, close to a large university, is an ideal one for an independent school. One of the great problems of education is the division between college and high school. Interrelationship between the two levels is beneficial to both," according to Dr. Cary Potter.

Dr. Potter is the president of the National Association of Independent Schools. At the 200th Anniversary Convocation, he represented the Association as well as the Roxbury Latin School of Boston, which was founded in 1644 and has functioned continuously since that time.

The National Association includes seven hundred independent schools, both boarding and day schools in America and foreign nations. The majority of the schools are day schools. Rutgers Preparatory School is an active member of the NAIS.

Dr. Potter believes that one of the biggest problems facing the independent school today is competition with state-supported schools. The federal government is just beginning to give really substantial aid to public schools. The independent schools, however, spend more per pupil, and Dr. Potter believes that "private schools will continue as long as they fulfill an effective function."

There are several obvious opportunities which independent schools offer. The smaller classes and the low pupil-teacher ratio are very helpful. The teacher in a private school has the chance to know each student as an individual. Dr. Potter states that "the opportunity for students to work with older, more experienced people is a cornerstone of education."

Students Facilitate Running Of 200th Opening Exercises

by Ken Lehn '67

Student ushers and parking attendants aided the school last Saturday in facilitating the running of the 200th Anniversary Convocation. The idea of employing student ushers and parking attendants arose from the formation of the host committee, which helps new students acclimate to Prep.

The students involved in the Convocation played various roles. The parking attendants, under Mr. Robert Fenstermaker's organization, directed parents, faculty, delegates, trustees, and special guests in parking in their respective areas.

A group of students was scattered through the school in order to direct guests and show them the School and the library. These students also aided delegates and trustees in locating the rooms in which they obtained their robes for the procession.

Gleason Organizes

The ushers, who distributed programs and showed people where to sit, were organized and positioned around the seating areas by Mr. William Gleason. The delegates, trustees, and faculty sat in the next three rows. The remaining seats were for other guests attending the affair. The ushers were Juniors and Seniors.

A few parking attendants aided in recording the ceremony. All ushers and parking attendants were invited to the Convocation Dinner at Nelson Dining Hall as guests of the Parents' Association.

The delegates from other schools and the members of the Board of Trustees parked in the Upper School lot, and the faculty parked behind the Lower School. The other people left their cars on the soccer fields.

Private School Advantages

"This is difficult, or almost impossible in a public school because of its size and the nature of a public institution." Another important justification for the independent school is the opportunity it has to decide what it is going to be. An independent school can emphasize what it wants, and choose what curriculum it wants.

Dr. Potter thinks that periodically a school must re-examine what it is and decide again what it will be in the future. He feels that one opportunity which private schools fail to take advantage of is the relationship with its community. Too many schools isolate themselves; this is harmful to both the school and the community.

Cooperation Between Schools

He believes that "there should be a certain amount of interrelationship with the teachers of public schools and private schools, an interchange of ideas between the two faculties." Students should also associate with students from other schools; student governments from every kind of school should get together to discuss their problems.

When a private school establishes its own identity as an institution it is necessary that it has the understanding of other institutions. Dr. Potter states, "I think that the independent school should be a part of, not apart from, the rest of American education."