

THE ARGO

VOL. 94—No. 7

RUTGERS PREPARATORY SCHOOL

MONDAY, MAY 7, 1983



Regina Bishop sings up a storm at Cabaret Night.

Students entertain at Cabaret Night

by Amy Rosenfeld

Instead of a Spring Musical, the Music department and the Drama Club cooperated to present a Cabaret Night on April 15 and 16. Holley Hall served as the theatre, but the spectacular set, designed by Mr. Michael Patrick Dee, represented a New York skyline illuminated with colored lights.

Joseph Heitz emceed, providing humorous introductions despite the bright spotlight. Sophomore Cindy Gooen opened the show with her rendition of Carole King's "So Far Away", a ballad of friendship obstructed by distance. Michelle De Blasi followed with a classical piano piece. Eighth grader Tasha Schwab made her stage debut with "Tomorrow"; and Diana ten Broeke delighted the audience with her first of two monologues, "Audition." James Dempsey proved to the crowd that he was "Calm", and junior Regina Bishop ended the first act with a marvelous interpretation of "Stormy

Weather."

Elyssa Margolin belted out "Don't Cry for Me, Argentina", from Evita, displaying her talents as an actress as well as a singer. Seventh graders Ramash Mikal and Ethan Butler played a duet on the piano, "Arthur's Theme", and then Diana ten Broeke returned with her characterization of "Arlene" from "Getting Out" a flawless interpretation that was well received and greatly appreciated by the diverse audience. Junior Jennie Shi tackled the ivories with Mozart's Sonata in F Major to everyone's enjoyment, and the second act closed with "something completely different." Eric Witt, Michael Gooen, Amiel Bethel, and Jon Schultheiss performed a hilarious Monty Python skit that left everyone hysterical.

Cabaret Night was a successful endeavor, and showcased many students whose talents had previously been untapped resources for Prep's fine arts departments.



The Four Yorkshiresmen toast their success at Cabaret Night.

photos by Mark Kornegay

Marshall and Eng retire from Lower School faculty

by Michelle Katzenell

Unfortunately, the Lower School lost two fine teachers during the last academic quarter. Mrs. Marion Marshall, a dedicated fourth grade teacher, and Ms. Kay Eng, a reputable first grade teacher, had to leave their teaching careers at Prep for personal reasons. Each teacher was promptly replaced by two competent women. Mrs. Diane Glace resumed Mrs. Marshall's duties as a fourth grade teacher. The first grade welcomed Ms. Carol Snook.

Mrs. Marshall had taught at Prep for fifteen years. Within those years she has been able to observe the changes of the school and her career. "Through the years I have become more patient with children," explained Mrs. Marshall. During the first years of her career at Prep, Mrs. Marshall taught mathematics and science in the fourth, sixth, and seventh grades. One year she had to teach all subjects in the fourth grade. During her third year as a Lower School teacher she began teaching social studies. Although she loves all three subjects, she is partial to science and math. Because Mrs. Marshall and her husband are moving to Whiting, N.J., she regretfully must leave her classroom.

Continuing the fine work of Mrs. Marshall is Mrs. Glace. As a graduate of Drew University and a post-

graduate of Westfield State College, Mrs. Glace thereupon in addition, Mrs. Glace has actively contributed to her school's curriculum committees for mathematics, social studies, and the gifted and talented.

Ms. Kay Eng regretfully had to say good-bye to her first grade class at the end of February, after being with Prep for the past four years. In those years she has done a fine job in teaching the kindergarten and the first grade. Ms. Eng's compassion for children and art of teaching was greatly admired by faculty and administration.

Succeeding Ms. Eng as a first grade teacher is Ms. Carol Snook. Upon receiving her undergraduate degree in Psychology and Elementary Education at Lycoming College, Ms. Snook continued her studies in the reading field at Rider College. She thereupon obtained her Master's degree in Reading. Her enviable reputation earned her an honorable position as a teacher at the Rider Clinic School. In addition to these credentials, Ms. Snook has held the position as a reading specialist in the Red Bank School system.

Although the Lower School has felt the loss of Mrs. Marshall and Ms. Eng, it has confidence in their replacements to do as successful a job as their predecessors have done over the years.

TOE team starts triumphantly

by Shaun Berry

Once again, Prep has returned to participate in the Bridgewater-Raritan Invitational Tournament of Excellence, (BRITE). Each spring, forty schools from Somerset, Hunterdon, and Morris Counties participate in this competition for the recognition of outstanding students, and Prep has already defeated its first two opponents of the season: North Plainfield High School by a score of 560 to 370, and more recently, Edison High School, by a score of 1050 to 780.

The tournament for this area is sponsored by Bridgewater-Raritan High School East, where all matches are held and organized. The tournament itself takes the form of a modified

Jeopardy game. There are four matches up to the quarter-finals each season, and each match is divided into three rounds. For each round there are five categories of questions, having values of ten to fifty points. Questions are submitted by the participating schools, and in the past, categories have included science, social studies, mathematics, literature, Bible, mythology, sports, and foreign languages. Schools are paired randomly, and to the winning team's score is added an additional fifty points. At the end of the season, the eight teams with the highest cumulative point score go on to the quarter-finals, and hopefully the semi-finals, and the finals. This year, the winning team will participate on the national level in a tournament at Dallas.

The team's members are Michael Gooen, the team's senior member with three years of experience; Eric Witt, John Stella, and Chris Chen, who have been with the team for two years; and newcomer juniors Joe Durko, Mike

Miller, and Jill Wacker, and sophomores Vicki Borah and Becky Gurshman. These outstanding students have been recommended by their teachers, based on their academic achievement, and have then been approved by the team's head coach, Mrs. Helen Spratford, the assistant coach, Mrs. Susan Gooen, and the team members. It is imperative that the team members be compatible, in order that the matches run smoothly. Another factor taken into consideration during the selection is that of the student's area of knowledge. As only four students may play for each round, it is necessary to send out students with an aptitude for the category of that round.

At this point in the tournament's three-year history, Prep has been champion once in 1981, and has carried through to the semi-finals in both 1980 and 1982. Prep's team still has two more matches on Thursday, April 21, and Thursday, 28, until it reaches the semi-finals, to be held on May 5, and the finals on May 12.

Italy, Greece viewed by eager Prep students

by Kim Schultheiss

"Fantastic" . . . "A real experience" . . . "Terrific" . . .

These were some of the reactions by the students who went to Greece and Italy while many other students were tanning on Florida beaches or writing term papers. There were twenty students who were accompanied by Mrs. Herzberg, Dr. Lange, and Mrs. Dutta. Unfortunately, they started their ten-day vacation on a bad note. Since one of the vans did not show up, Dr. Savage, one of the participant's father, helped out and drove some of the students to John F. Kennedy Airport. That was not the last of their troubles, though. The airplane crew was late, and consequently, they did not reach Athens, Greece according to schedule.

During the first day, the group began their sightseeing by touring the Theatre of Dionysos and the Acropolis. In the next two days, they toured five additional cities, traveling by bus and ferry. Although the bus trips were long, the students reported that the tours were good and that they enjoyed seeing such historical sites as Agora, the Lioness Gate, the Tombs of Agamemnon, and the Parthenon.

From Greece, the group took an overnight ferry ride across the Ionian Sea to Italy, where they spent their next five days touring eight cities. During the first two days, the students and their chaperones received a whirlwind tour of Naples, Capri, Sorrento, Pompeii, Bari, and Brindisi.

On the seventh day of their trip, the group arrived in Rome and visited the Roman Forum, the Colosseum, the Pantheon, and the eerie Catacombs. The museum that they had planned to visit was closed, but the tour of Rome made up for it. The highlight of this day was the fact that the group got to see the Vatican and the Pope.

The next day was full with an all-day excursion to Florence. Some of the sights that they saw in this exciting city included the Cathedral, Giotto's Bell Tower, and of course, Michelangelo's masterpiece, David.

The last day of their exciting vacation was spent in Rome. They did any last touring or shopping that they still had left to do, and began to realize that their vacation was coming to an end. The next day they flew home, and tried to get ready to come back to school the following day.



Seniors enjoy the privilege of their newly found Senior Circle.

Commentary

Are girls' athletics unfairly neglected?

by Susan Imbriani

Has anyone bothered to note the sad plight of the girls' athletic teams lately? Not one team has had a winning record this year. If anyone has bothered to look at the record, does anyone care? If a boys' team has a poor record, people start talking and ask what's wrong, and how can we get a winning team? But the girls' unsuccessful seasons seem to go unnoticed.

These teams receive such a small turnout that it is hard to mold any kind of competitive athletic team out of such a small group of players. There aren't even any kind of "cuts", everyone who goes out for the team can almost be guaranteed playing time throughout the season. But why such a bad turnout among the girls?

Few of the private schools in our division seem to have the same kind of problem existing throughout a whole year of athletics. This problem has become much more evident within the last year or so. With the graduation last year of many vital female athletes, many teams have been left helpless, not being able to rely on the talent coming up from the younger classes. Are the underclasswomen becoming disinterested in sports? What is the cause of this and how can we motivate them? Part of the blame can be placed on the perpetual lack of school spirit. The feeling of performing for your school appears almost non-existent. What is occupying the students' time after school if not sports? Surely not all of that time is being devoted to schoolwork.

The question of facilities also arises. Are the girls' teams being given equal attention when allocating money? One can recall numerous endowments given to the boys, for example the addition to the boys' locker room and new uniforms, but none such with the girls. For instance, girls do not have separate uniforms for each sport but must use the same tattered uniforms for several sports. Of course the better teams deserve priority but perhaps the reason why the boys have better teams is because they have been given priority in the past.

The problem today is not to look back and determine where fault lies. Rather, we must look to the future and decide how we can improve girls' sports.

We must provide an equal number of sports scholarships for girls as are provided for boys. A greater attempt should be made to recruit female athletes and motivate the girls to try out for our teams. In addition, we must spend as much for girls' athletics as for boys.

Undoubtedly there are other things that could and should be done. However, by recognizing the problem and having a willingness to solve it, solutions will be found. Let's show that there are people who care at Prep.

ARGO Poll raises questions

by Mindy Kramer

On April 15th, the 1983 Argo Poll was distributed to Upper School students. This year's survey displayed some interesting observations and trends throughout the student body. Answers ranged from the totally ridiculous to the completely indifferent.

Surprisingly, the 9th graders displayed, for the most part, serious intentions and thoughtful answers. When asked what they considered the greatest strength of the school, most felt that the strong emphasis on academics was Prep's best quality. One student wrote that the school's greatest strength is "the bricks that it is built of," while others could not think of any strong quality. The majority of freshmen felt that the 9th period system and the short lunch period are Prep's weaknesses. When asked what improvements they would make for the school, relaxing the dress code was the top choice among freshmen, while 10th graders leaned more towards soda in the lunchroom and a longer lunch period. A few advocated the installation of video games, while others felt that the Drama Club should be further developed.

Not surprising was the fact that 63% of Upper School students participate in a school sport. Leading the way is the senior class with a 67% participation rate, followed by the 11th grade with 64%, and the 9th and 10th grades with rates of 62% and 58% respectively. Upper School students overwhelmingly favor more social events at school. Suggestions ranged from dances, trips, and carnivals, to field days, dress down days, and Career Day.

When asked to rate the level of teacher-to-student communication, freshmen were divided between ratings of fair and very good, while 5% of those polled felt communication was poor. 32% felt the level of administration-to-student communication was fair, with 20% characterizing it as poor. 25% of the juniors polled felt teacher-student relations were very good, with 15% feeling they were exceptional. 56% of the seniors characterized teacher to student communication as very good, while 44% felt administration-student relations were fair. 26% felt that there was room for improvement. The administration should take heed that the majority of Upper School students feel that there is a great need for improvement in communication between the administration and the students.

Most sophomores decided that the small com-

munity, class size, and college preparation are Prep's strongest points. Weaknesses were the food quality, lack of school spirit, and the school's "inability to keep teachers." Many juniors called the 9th period a "waste of time", while others felt there was a definite need for after school buses. Most juniors advocated soda in the lunchroom, modernization of school facilities, and the installation of "junior privileges."

On the question of the draft, the freshmen led the way, with 78% opposing it. Only 73% of the senior class, with many who are eligible to be drafted, opposed it. The 10th and 11th grades also voted against the draft. Students voted strongly in favor of a nuclear freeze between the U.S. and Russia. The seniors were in front with 83% favoring a freeze, while no class dipped below a 73% vote in favor. Concerning abortion, 80% of Upper School students polled favored a woman's right to have an abortion, which included a 90% rate among the seniors.

When asked to rate Reagan's presidency at this point, 38% of the 9th graders rated him fair, while 32% felt he was doing a poor job. 28% of the junior felt he was doing a good job. Surprisingly, 15% rated him either exceptional or poor. Of the seniors, 52% felt Reagan to be doing a fair job. Upper School students as a whole strongly supported the death penalty with an average of 66% of those polled favoring it. The majority of students felt that the U.S. should not recognize the P.L.O., while some didn't know what the P.L.O. was.

Due to circumstances beyond the control of the Argo, a large number of students did not receive this year's poll. However, there are still many things to be learned from a survey of this type, besides facts and figures. It is interesting to note the completely apathetic view taken by many students. Many students might have considered this poll to be unnecessary or even irrelevant, but the sole purpose of it was to get some feedback from the student body concerning the school atmosphere and the country. Each individual student had the right to answer or not to answer the questions that were put before them, but when a large number reply "who cares" to such issues as nuclear freeze and recognition of the P.L.O., there is cause for alarm. It is our future, and if we don't care, who will?



Reagan's defense plan questioned

by John Stella

On March 23, 1983, President Reagan addressed the nation on his proposed budget and in doing so rendered disservice to all Americans. His blatant militarism and "bogyman appraisal" of the Soviet Union not only undermines the arms talks now underway, but it is grossly inaccurate. The approach is not new; many past presidents have used these scare tactics to increase defense spending or to pass new budgets. In Mr. Reagan's case, it is his 1983 budget, which calls for a ten percent increase in military spending (Happily, it was defeated in the House, 229 to 196, by the Democrat proposal, which only calls for a two to four percent increase). To obtain a clearer outlook on Mr. Reagan's speech, we must compare his statements to the overall perspective.

The President began by explaining how a defense budget is arrived at and determined the role of deterrence: namely, to keep the peace. He then launched into a one-sided comparison of U.S. and Soviet power. The Soviets continue to deploy and upgrade their

inter-continental ballistic missiles, he maintained, while we dismantle our Minuteman and Titan sites. He did not mention, however, our 4,000+ fleet of bomber-based warheads, of which the USSR has a mere 270. Reagan then claimed that we have lost the lead in submarine launched ICBM's, noting that since 1974, the Soviets have introduced four new types to our two. He failed to recognize, however, that we outnumber the USSR in submarine-launched ICBM's by over five to one.

In intermediate-range nuclear missiles, Mr. Reagan claimed a score of 1,300 to nothing in favor of the USSR, citing the recent deployment of the SS-20 in Europe. He failed to mention, however, the counterthreat of British and French missiles, as well as the Soviet proposal to withdraw enough SS-20's from the European theatre to match the Western figure equally. Reagan rejected this offer, instead pressing for a complete dismantling of the missiles.

In tactical combat aircraft, which denotes an offensive rather than defensive role, Reagan claimed a two to one imbalance against us. If all NATO and Warsaw Pact aircraft are included, however, the score changes to 2,275 to 2,850 in NATO's favor. These figures do not take into consideration range, payload, or sophistication, areas in which we clearly lead.

Mr. Reagan then began describing the Soviet buildup in the Caribbean, preying on old fears by comparing it to the Cuban missile crisis. He classified Grenada's new airfield as "Soviet-Cuban militarism" and "power projection into the region." The aces up his sleeve, however, were his selectively declassified photos of Soviet airforce and radar installations in Cuba and Nicaragua. Despite the inability to verify these photos, Reagan used them to justify U.S. intervention in El Salvador.

Mr. Reagan then looked at his own batting average in countering his perceived threat. He offered the B-1 bomber, a program costing one billion dollars per plane and which is deemed obsolete by many defense experts. The M-X debate, a ludicrous exchange of

fantastic deployment schemes, was cited as the solution to the "new" Soviet ICBM threat. This solution must be agreed upon and built, however, to be effective. In conventional weapons, Reagan claimed the M-1 tank, a gas-guzzling behemoth with cost overruns and engine trouble, to be the Army's tank solution. Our Navy, which Mr. Reagan implied is inferior to that of the USSR, is in fact the strongest in the world by far, with almost double the tonnage of the Soviet Navy.

The President's major coup of the evening, however, was the announcement of his intention to develop an anti-ballistic missile program, possibly utilizing space-based laser or particle-beam satellites. These would conceivably intercept and destroy Soviet ICBM's seconds after they are launched. The problems with this proposal are multitudinous. First of all, almost all scientists consulted who do not work for the Defense Department deem it unfeasible or impractical at best. The program would consume unprecedented amounts of money, would only escalate the arms race into space (illegal since the signing of a multilateral treaty), and if it does work and achieves the 100% effective rate necessary to defend against missile attack (which is highly unlikely), it would destabilize the US-USSR power balance and be a serious threat to peace. Lastly, the development or deployment of any IBM system outside the sites designated by a 1972-74 U.S. and Soviet treaty is illegal. Secretary of Defense Weinberger has indicated that "adjustments" in the treaty must be made, seemingly implying a nullification of all or part of it. This move would be a serious blow to world detente and to nuclear disarmament efforts.

It is a sad commentary on our leadership when a U.S. president must falsely inform his constituents about world matters to achieve a personal goal. In the interest of fair play and bureaucratic integrity, Mr. Reagan and future presidents must not abuse the resources at their disposal and must present facts accurately, allowing Americans to make up their own minds.

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School Exchange Service connects Prep with Lyon

by James Keller

Under the direction of French teacher Miss Mansfield, ten Rutgers Prep students were able to experience the very different French culture, many for the first time. The trip allowed most of the students to improve their French skills while forming relationships with the French students. The three weeks were really a test of the Prep students' ability to become a part of a foreign culture. The open-minded students were able to reap the greatest benefits.

The three-week trip to France began in Paris on February tenth. Besides touring the traditional sites of the Eiffel Tower, l'Arc de Triomphe, Jeu de Paume (a museum of impressionistic works) and the Louvre Museum the students learned how to use the Metro, the French subway. However, shopping seemed to be the primary objective of the students as well as their greatest accomplishment.

With several other American schools, the Prep students took the TGV, the world's fastest train. The students became friends with many of the other American students.

The TGV brought the students to Lyon where they stayed with French families. For the first several days the students attended class with the French at the Lycee Lacassagne (which emphasized the study of foreign languages and the participation in sports). The American students were very impressed with some of the policies of the school. The students were allowed to leave campus any time they did not have classes. The lunch period was two hours long, enabling the students to go home for lunch. (In France, lunch is the most important meal of the day.) For the students who do not choose to return home for lunch, the school cafeteria offers large lunches. The students were able to help themselves to unlimited portions of food once everyone was served. There was also water available for washing and drinking. Students were also allowed to eat at one of the many cafes near the school.

Class time consisted mostly of lectures. The teachers did not tolerate interruptions; they maintained the attitude that if one did not want to learn one could leave. The American students noticed that there was a very formal relationship between teacher and student. There were few personal relationships.

While in Lyon, the American students toured various parts of France. One of the most popular tours was the trip to the Beaujolais country. Here the students became "amateur wine connoisseurs." They learned to taste and appreciate fine wines.

Another trip brought the students to the medieval city of Perouges. They tasted specialties of the region and toured the ruins.

While in Lyon, the students visited the Gallo Roman Museum. The museum has many ancient Roman ruins. It also has a unique series of ramps, rather than steps, to move from one floor to another. These ramps aid in the movement of larger ruins.

The students were less enthusiastic about a trip to a Metro station. At the station, they saw how the computers monitor the trains. They also saw how repairs were done.

Each student spent a week on vacation with his host family. Many of the students went to the Alps for skiing. Others remained in Lyon and made

many short trips including excursions to Geneva.

The most enjoyable part of the trip (besides the food) for the majority was in Paris. When not touring, the students were usually left to fill the time on their own.

When the students were not on the go, they were able to observe some of the major culture differences. Bob Quackenbush noticed that the society was more individualistic. Kids were not affected by fads as dramatically as they are in America. Craig Albert observed a much greater sense of political awareness. He believes that because the French are affected directly by major political actions that they keep abreast of all current events. Craig also believes that tradition plays a larger role in France than in America.

The Prep students returned to America on March fourth.

Miss Mansfield was very impressed with the students who took part in the SES program. She believes that the benefits gained by the student who is willing to open his mind to something new, are worth all her efforts. The friendships that form and the improvement in understanding French are just two of the many fine side-effects of the SES trip.

On March twenty-fifth, seventeen students and one teacher arrived from France. All of the SES students hosted a French student as well as Scott Groner, Rich Hagen, Colin Dick, Julie Wiseman, Beth Gindin, Jill Wacker, Jennifer Shein and the Picker family. Upon arrival, the French students went on vacation with their hosts. Several went to Florida while most remained at the host's home and made many day trips including one to Philadelphia.

On the thirty-first of March the French students and their hosts attended a basketball game (New Jersey Nets vs. Washington Bullets). The following day the hosts and French students attended a performance of *Porgy and Bess*. Just prior to the performance the students were able to browse, shop and eat in New York.

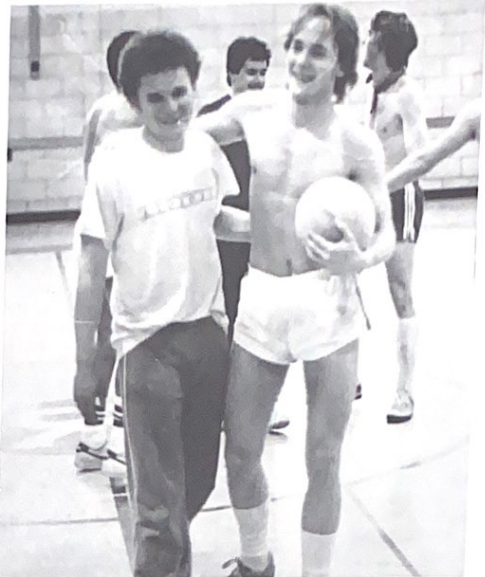
When vacation ended the French students attended classes. They could not believe how short the school day is. Nor could they believe that we attended every class every day.

On April seventh the French students and their hosts went to New York for a tour. The trip allowed the group to see the typical sites of New York including the Statue of Liberty and the Empire State Building. Unfortunately, the French students could not leave the bus to take pictures.

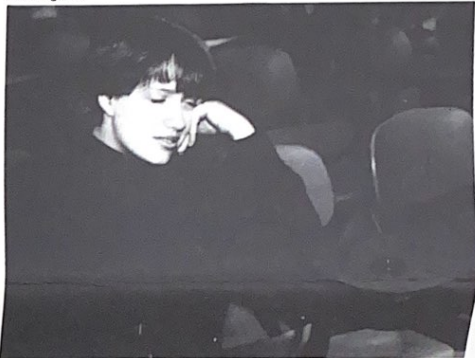
The following Sunday and Monday the students and their hosts went to Washington, D.C. They enjoyed this trip much more than the New York tour because they had a French speaking tour guide and because they were able to explore the city. They visited the White House, Lincoln Memorial, Washington Monument and other tourist attractions.

The French students took advantage of the comparatively cheap prices in America. They bought Levi's blue jeans and Walkman radios before returning reluctantly to France on April twenty-second.

The success of the trip is seen in the eagerness of the Americans to return to France and of the French to return to America. The students will periodically be able to relive their experiences as communication between students is maintained.



Serge Costechareyre congratulates Rich Hagin after a grueling French/American soccer game.



Senior Shelly Reyner takes a break from her exhausting senior project.

For a handful of seniors, projects offer the experiences of the working world

by Cindy Gooen

Every year, at the end of the third marking period, a specially selected group of seniors goes on senior project, which is a chance for them to get experience in the professions of their choice.

Only seniors who have fulfilled certain obligations may apply for project. They must be in both good academic standing and good disciplinary standing, and they must have an acceptable attendance record. The seniors also have to complete their Advanced Placement classes.

The applicants must arrange for their own projects. After approval, they must find a faculty supervisor and an independent supervisor, who is usually the person for whom the senior is working. A journal must be kept telling about all of his activities and two progress reports must be handed in to his faculty sponsor. Upon the completion of the project, an oral report and a written paper has to be submitted to the Senior Project Committee and Chairperson Mrs. Susan Gooen. The seniors may not accept any money for their work.

Lisa Rosenbaum, one of the thirteen seniors on project this year, is working at the Franklin Township Municipal building in the finance department. She works under different officers every week, such as the township clerk, treasurer, manager, tax assessor, and tax collector. For instance, under Mr. Hobbs, the tax assessor, Lisa checks certificates of

assessment to see if they are correct in comparison with the books. She fills out sales maps which record information about when and for how much houses were bought. These maps are used to determine in which areas prices are going up or down and why.

Lisa plans to pursue a career in politics and she is learning a great deal from her project. "It really gives you a sense of what it is like to be in the working world," Lisa says that her independent sponsor, Mrs. Henrietta Napier, who is the financial officer and treasurer of Franklin Township, has been more than helpful in her pursuits.

Yale Zoland is another senior on project. He is working for a New Brunswick architect, James Gaspari, and is involved in many aspects of the trade. Yale helps to take measurements of buildings on which additions will be constructed and sites at which buildings will be erected. He gets a chance to do some actual drafting, which involves adding to and changing original building plans. He also helps to draw up a site plan which is given to the township's municipal building. It lets the local government if the plans are in tune with the township's zoning laws.

Yale really likes his project so far, but he comments, "It gets frustrating. Architecture is like engineering: it has to be so precise." He is still not sure if architecture is the profession that he wants to pursue.

For her senior project, Liz Jasionowski is presently working at St. Peter's Hospital in New Brunswick on the pediatric ward. She makes rounds with doctors in the morning and talks with the children. For instance, Liz goes with the residents into the nursery where the newborn babies are kept and observes while they do complete physicals on the tiny infants. In the afternoon, she attends lectures and seminars with the medical students where she learns about diseases and special medical procedures.

Liz has found this project to be a fantastic experience and she has acquired a "much greater respect for doctors after seeing what they go through every day." Liz hopes to become a doctor, although she has made up her mind not to go into pediatrics.

Ellen Berman is working under the supervision of Assemblywoman Angela Perun as an intern. She starts work at nine o'clock in the morning and finishes at five o'clock in the evening. Ellen does both menial and important tasks. She types and files, but she also handles constituent complaints and requests. She collects facts needed to help formulate new resolutions. Ellen also abstracts material for Ms. Perun so that she can be kept up to date on current events. One of Ellen's more recent tasks is gathering information for a new legislation concerning education for autistic children.

Since she plans to major in political science, Ellen has thus far found her

project to be an edifying experience. She said, "I just wanted to know first hand what it would be like. I now realize the great responsibility an elected official has to his or her constituents."

Randy Sherman is another senior on project. He is working at Main Street Computers in Point Pleasant. His work involves data entry and programming. He enters information about the companies that his firm does business with. For instance, he does payrolls for assorted clients. By the end of his project, Randy will have completed at least one inventory program on his own.

He feels that he has learned a great deal from his project, and his being able to work with the president of the company, John Norton Griffith, who is also Randy's independent sponsor, has made the experience even more enriching.

Other seniors who have gone on project this year are Craig Albert and Rod Calafati, who are working in law firms. Paul Scialabba, working at RCA in Somerville, and Rob Sklans, who is a volunteer on the Iselin First Aid Squad. Lauren Waga is doing volunteer work at Lycee Lacassagne in Lyon, France. Rich Klein is at the Amerada Hess Corporation working as a computer programmer and Shelly Reyner is doing video production in the media center. Michelle Wolper is working as a volunteer in the Physical Therapy Department of St. Peter's

Walker and the USFL arrive

by Dawn Hughes

This Tuesday is the NFL draft, but this year the new United States Football League will snatch 12% of the would-be NFL draftees (40 out of 336) and six first-round draft picks.

The USFL is a short order creation of a millionaire named David Dixon. Dixon talked to the major networks and got ABC and ESPN to give the USFL contracts: 20 million and 16 million dollars respectively. So on March 6 twelve USFL teams began their seasons, two months after its first draft, one month after its first organized workout, and without any preseason practice games.

One question many fans ask: where did the USFL players come from? The USFL is composed of a few big name college players, ex-NFL veterans, NFL reserves, free agents and many unknown players from minor and semi-pro teams.

Will it last? This question affected

two major networks' decision concerning whether they should bid for the TV rights for USFL games. The USFL brought back memories of the now defunct World Football League (WFL). The WFL began similar to the USFL with many star players and huge salaries, but the play was beneath expectations.

The USFL has divided Americans into three groups: diehard football fans, diehard NFL fans, and those who didn't pay much attention to the new league. All of America paid close attention when there were talks of University of Georgia's star, Herschel Walker, becoming a New Jersey General. This was a nightmare for some of us NFL fans who awaited the day when Herschel would sign with our favorite NFL team. What made Herschel Walker (1982 Heisman Trophy winner), once determined to attain his college degree, decide to leave college his junior year? Was it the

money? Of course not, says Walker. "I was ready to move on in my football career." Some critics say Herschel got trapped in a business deal by the USFL.

These unanswered questions are behind us, leaving us with the USFL. Herschel Walker, instant credibility, and instant success? Not exactly, the New Jersey Generals not only have a poor attendance record but are tied for last place (2-6) in the Atlantic Division. For now, The USFL, Herschel Walker, and all football fans will have to wait until the spring. Can this new football league compete with the Stanley Cup Playoffs, the NBA playoffs, the NASL, and the opening of the regular baseball season?



The softball team holds batting practice before their opening game against P.D.S. photo by A. Kothari

Tennis team eyes tournament titles

by Les Book

The Rutgers Prep boys' tennis season is underway, and the confident team has opened the season by winning the first five matches in decisive fashion. Led by first-year coach Ernie Katko, the tennis squad has developed from last year's competitive season into an experienced team with high expectations.

Faced with the return of all seven starters from the 1982 season, Coach Katko has the luxury of guiding a squad that has previously been through the rigors of the varsity tennis season.

Prep's first singles player is Mike Keller, who is playing in his third year at the spot. His leadership and devotion to the spot made him a key part of this team. At second singles is Ken Ross, who has nailed down the spot for his second consecutive year. Kenny's game has developed to the point where consistency abounds in all aspects of his game. The third singles position has been won by sophomore Faith Schwartzman, who was allowed to participate in the boys' program because of her absence from school during the course of the girls' season. Faith, who is presently ranked third in the state

of New Jersey in the 14 and under division, adds tournament toughness to the critical spot of third singles.

Prep's two doubles teams have been very tough over the course of the first few weeks of the season. Neither team has dropped a set, and this is considered to be the strong point of a very deep team. First doubles consists of senior Les Book and junior Bill Dixon. Bill, who stands at 6'7" has proved to be an imposing figure on the tennis court. The second doubles team is composed of junior Bobby Kothari and freshman Blake Russ. This tandem proved its worth by defeating highly regarded Hun's second doubles combination. This big win cinched the team victory over the Hun School, which has been a nemesis to Prep tennis over the past few years.

The next few weeks should be decisive ones for the team. The line-up is not permanently set, as seniors Steve Jochneau and Ira Greene are involved in intense competition to crack the starting line-up. For the first time in years, the outlook for boys' tennis is a positive one, and many players already have their eyes on tournament time.



The lacrosse team drills in their very "intense" daily practices.

Balanced line gives laxmen opening wins

After a rigorous pre-season workout, the lacrosse team is on its way to what is hoped to be a very successful spring season. Their very enthusiastic coach, Mike Delia, commented that "the key to a winning season will be if the kids dedicate themselves from 3-5:30 every day and work as hard as they can as a team in practice and in games."

The boys seem to be doing just that, holding a 2-0 record with defeats over Newark Academy and Edison. In those games, 13 goals were scored by nine players, demonstrating the team's balanced offense. "My philosophy this year is not to rely on one or two ball players but to get everyone involved in the offense and to feel they have the confidence to do the job when one player has a tough day," commented Coach Delia.

Assisted by the very capable volunteer Coach Bob Dale, Mr. Delia runs very "intense" practices, stressing quick ball movement, aggressive defense, a lot of team communication and conditioning. "Since we do not have a tremendous amount of depth, conditioning will be a major factor towards the end of each game."

The team looks for leadership from the four captains: Ron Howarth, Steve Haas, Rod Calafati, and Amiel Bethel. "Ron and Steve are the most coachable kids I've ever had. They never question anything I tell them to do and put all of their heart and soul into it," stated Coach Delia. Rodney is the team's very capable and intense goalie, displaying talent in and out of the cage. The team is waiting for Amiel's return from a knee injury, hoping he will be able to help the team.

Coach Delia commented that the team would not be viewing any school as their toughest competitor, but would go into every game as if facing their toughest competition. "We do not have the depth to look past any team, but must be prepared for every game."

As in so many sports, the key to success is to develop a winning attitude and nothing is more conducive to a winning attitude than to start off a season with a couple of wins. Everything seems to be going the right way so far, which augurs well for a great season for the lacrosse team.



Karen Beloff and Jackie Kelman scramble for ball during lacrosse practice.

Distaff spring sports open

Girls' Softball

Faced with the dilemma of filling six varsity sports after last year's graduation, Coach Susan Leach is very hopeful about this year's softball team. "This will be a rebuilding year for us with only two returning starting players: Sue and Elaine Imbriani." Playing third base and centerfield respectively, they will be the bulwark of the team.

The squad's two pitchers are Stefani Bardin and Stephanie Greeley, who also alternate at first base. Rookie catcher Lara Gonzalez adds speed to the team, tallying nine stolen bases in the first three games of the season.

At second base is sophomore Kari Albert and playing shortstop is freshman Julia Lenaghan. The team relies heavily on these underclassmen to fill out the infield.

Argonauts excel on diamond

by Audrey Yu

If the April 18th 16-2 massacre of the Pennington baseball squad is any indication of what the 1983 varsity boys' baseball team is capable of, this season should be an exciting one. Thus far, Coach O'Connell is very pleased with the development of the team.

He finds "coaching baseball much different from any other sport because one aspect, pitching, is such a dominant factor." He explains that it is not possible physically to use the top pitcher every day. He must be prepared to perform in the most critical situations.

The powerful and talented pitching staff includes pitching ace John Sierotko, Frank Davis, Jeff "Rookie" Hennessy, and lefty newcomer Greg Leonov, the most valuable asset to the

The balance of the outfield consist of Simone Ardehall in left, Michelle Katzenell in right, and Lisa Brown and Dawn Hughes who substitute.

Aided with instructions from Mr. Bertsch and Mr. Pavlowsky in improving the basic skills of what is essentially an inexperienced squad, the team must give 100% in practices and in games to obtain the excellent results of the successful softball teams of the past.

Girls' Lacrosse

The girls' lacrosse team is very proud of their performance in their first game of the season facing Wardlaw, one of their toughest competitors. Although the girls lost 14-7, Coach Jackson felt that the girls as a team displayed tremendous improvement from last year, boasting 27 saves by goalie Yvette Nora.

Assisted by volunteer coach Carole Glantzow, Coach Jackson looks to Anita Kothari, Dina Savage, Mary Faulkner, and Stacey Kramer as the team's leaders. In addition to these players, the rest of the starting team includes on defense: Jill Cooper, Melissa Fox, and Pam Halasi; and at attack: Alexis Balsamides, Jennifer Clemente, Mary Coakley, and Michelle Tong.

The team's practices consist of running, stick work, and scrimmaging. The team is at a disadvantage in not being able to practice full field or scrimmage against other teams before the season started.

Coach Jackson was very encouraged by the team's performance against Wardlaw and hopes to build a winning team from that strong, although losing, performance.

Senior Co-captain, Jeff Cunjak, an excellent defensive catcher, has observed that "John has good speed, good control, and an excellent breaking ball," and believes that "if John stays healthy, he should be able to lead us to the States."

Early in the season, Sierotko suffered from a variety of injuries, including a bad back, an inflamed wrist and tendonitis in the shoulder. But in his season debut against Pennington, he was awesome with 9 strikeouts in 7 innings and afterwards "felt strong enough to have gone 7 more innings."

Coach O'Connell is pleased with the defensive outfield, which has Tom Balsamides in left field, Steve Starker in center, and Chris Ciraulo in right.

The infield is currently in a state of transition. Junior George Baier, for-

merly a third baseman and shortstop, is playing first base. Senior Andrew Lenaghan, playing third base, has demonstrated such intensity and desire to succeed that he has won a position designated for an underclassman. Shortstop and second base are rotated among the pitchers.

The sluggers are hitting well and Jeff Cunjak claims that "everyone is contributing power." The second through fifth batters in the roster, Hennessy, Davis, Sierotko, and Cunjak, respectively, is particularly potent. Jeff Cunjak leads the team with an average near the .500 mark and has contributed as many as 5 RBIs a game. The players try to score at least a run an inning and try to jump out on top at the beginning. According to Jeff, "Once a team starts going, the pressure is off and everyone can hit."