

Headmaster picked

by Christopher Combet

The first headmaster of Rutgers Preparatory School in recent years to come from outside its own faculty will assume office on July 1, 1978. Mr. J. William Adams, formerly head of the Carroll School of Lincoln, Massachusetts, which deals exclusively with the education of dyslexic children, has spent 15 years building a background in education.

However, he did not decide to follow such a career until after he graduated from Harvard in 1962. He first looked toward continuing his studies at the Harvard Medical School, where his father is a professor of neurology.

"Suddenly I began to realize I was being accepted as the son of a world famous doctor. This bothered me." So, Mr. Adams went to Germany for a year and a half, where he did graduate work with a professor of nineteenth century short stories, acting as a translator of the professor's German work. He also served the State Department as a translator for visitors to Germany, especially for doctors.

On his return from Germany, Mr. Adams began teaching German, history, and French at the Cambridge School of Weston in Weston, Massachusetts. He also coached soccer, basketball, and tennis. His time there became "a four-year training experience," because he acquired more administrative responsibilities each year, acting as Director of Admissions, Dean of the Upper School, Headmaster of the Summer School, and Director of College Counseling, a post he particularly enjoyed. In fact, Mr. Adams is already working with the Prep administration on a plan for extending the college guidance program, presently directed primarily at the eleventh and twelfth grades, to the freshman and sophomore levels.

His intense concentration in education is due, in large part, to the experiences he had in early life as a student with a serious "developmental language difficulty," that made reading and writing extremely difficult. He suffered

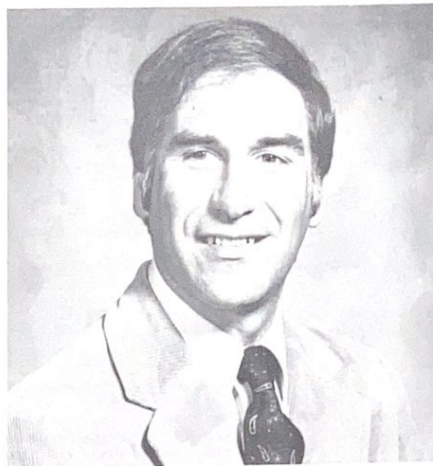
from physiological dyslexia, in which the brain does not interpret properly what the eyes see, and words often appear scrambled, both groups of words on a page and the letters in a single word. He had "a miserable educational experience early in life" and, when he was sixteen, was actually asked to leave the public school system in Milton, Massachusetts, although such a request was illegal.

He applied to the Browne and Nichols School, a private school in Cambridge, Massachusetts, and was accepted. He graduated that school in 1958, and has great praise for its late headmaster, Mr. Ed Pratt, who "listened to me and understood the problem."

Mr. Adams has been a lecturer at the Harvard Graduate School of Education, and an instructor at Boston University, but the pinnacle of his educational career up to now is the Carroll School, which he built from a lone building with three teachers and twenty-two students into a school of 85 teachers and over 500 students. The Carroll School is devoted entirely to children who, like himself, have what he terms "developmental language difficulties."

Mr. Adams objects to the indiscriminate use of the term "dyslexia" and believes that "education has treated dyslexia" by creating an "arbitrary standard" for determining a child's progress through the school system, the standard being the ability to use language in reading and writing. Students are expected to fit the pattern, and "those that don't become a variation from the arbitrary norm."

Mr. Adams left the Carroll School to work in a regular private school because "in special education, I felt I finished what I set out to do—to start from scratch and establish a school." He felt constrained to leave New England (he and his family currently live in Wellesley, Massachusetts) because there he was "so solidly tied to dyslexic education."



Mr. J. William Adams

Merit Finalists recognized

Eight seniors have been recognized for "outstanding academic ability" by the National Merit Scholarship Program. Christopher Combet, Phil Kosnett, and Doug Stahl were named Finalists, and are eligible for Merit Scholarships, which will be awarded in May. Paul Brown, Matt Busch, Bob Darwin, Carla Kuhner, and John Phillips have been named commended Students.

The Merit Scholarship Corporation believes that Commended Students represent less than 2%, and Finalists less than 1/2%, "of the nation's graduating secondary school seniors."

Over 1 million students from more than 17,000 high schools entered the 1978 Merit Program by taking the 1976 Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

The names of Commended Students and Semi-Finalists were announced in September 1977. Those Semi-Finalists who scored equally well on a similar standardized test, such as the Scholastic Aptitude Test, who had an acceptable academic record, and who received the endorsement of their secondary school principal, have now been chosen as Finalists. Using the same information, The Merit Scholarship Corporation will give Merit Scholarships to about 3900 of the 15,000 Finalists in May. While the scholarship is awarded on the basis of ability, the amount of aid will depend on need.

Many Commended Students and Finalists are presently eligible for financial assistance offered by corporations, professional associations, and state and federal programs, such as Westinghouse Family Scholarships, Achievement Scholarships for Outstanding Negro Students, and New Jersey State Scholarships.

Forum brings out many crucial issues

Council President Andy Barnett held his first school forum February 23. About 25 students, 6 teachers, and both headmaster Mr. August Daviet and assistant headmaster Dr. Frank Sperduto attended the two-hour discussion. They commented on several more or less controversial topics: library vandalism, lengthening the school year, Reading Day, improving the forum format, and overcrowded parking.

First Mr. Daviet reported that the Board of Trustees wishes to increase the number of school days this year and next year, extending the calendar into the first week of June. Members of the Board are disappointed with students' recent scores on standardized aptitude tests. Mr. Daviet argues that these tests primarily measure natural aptitude, and extra school time would be pointless. Though invited, no board members attended the forum, which was held between two and four, during business hours. Neither did any parents attend.

Mrs. Ann Thorpe, the Upper and Middle School librarian, complained of theft and vandalism of periodicals in the library. Most of this damage, she feels, is done through carelessness. One suggestion—appointing student monitors to patrol the library—will be proposed at the next council meeting.

Another idea was deemed useful enough to warrant council action. Marilyn Howarth suggested that on Reading Day, students might make appointments for private sessions with teachers before the mid-year and final examinations. However, students would be required to attend school. Previously the school made Reading Day a normally-scheduled school day but gave students the option of remaining at home to study. Most students took that option. Reading Day was discontinued by the administration before this year's mid-year exams.

A school committee was created to examine the problems of student parking. The student lot by the field house is badly overcrowded. Faculty contended that the faculty lot is only large enough for themselves. Students have often been forced to park by the bus strip, on the other side of the campus. Language teacher Alfred Gaggini suggested that driving to school become a senior privilege, and that certain academic restrictions also be imposed. Any student or faculty member, whether or not a member of the council, may join the committee, which will report to the council and the administration.

A plan to extend the school forum in order to include more students was well received. Mrs. Barbara Herzberg brought up and championed the idea that the forum should be conducted before the whole school. The forum would be held during club period on a Thursday or a Tuesday with a similar shortened schedule. Mrs. Helen Spratford pointed out that this had been attempted several years ago and had failed; however, she favored the idea.

Forums were inaugurated by council president Janet Borrus in 1975. Andy Barnett, the current president, felt this was one of the best he had taken part in.

THE ARGO

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RUTGERS PREPARATORY SCHOOL

MONDAY, MARCH 6, 1978

Judge quashes tax break

Judge Curtis Meador ruled that a \$1000 state income tax exemption, granted to the parents of students in non-public schools, was unconstitutional. The decision, in the case *Public Funds for Public Schools vs. Brendan Byrne*, was made February 1 in the Third Federal District Court in Newark.

Mr. Sidney Glaser, of the N.J. Department of Taxation, is appealing the decision. "The Attorney General will bring it up before the Circuit Court next week." Three of the eight judges on the federal Circuit court will consider the case.

Mr. Glaser explained that Judge Meador's decision was based on the First Amendment, which requires the separation of church and state. There are two ways of looking at the tax exemption. Judge Meador feels that aiding the parent is aiding the school, and thus subsidizing the church. "We feel this kind of reasoning is too indirect; the tax exemption just helps the parents." Since a judge can only void a law, not alter it, parents of private non-parochial school students will also lose the tax cut. "Judge Meador probably believes that the number of students in private school is too small to matter."

"My personal opinion," said Mr. Glaser, "is that the

private schools reduce the public burden." If private and parochial schools in New Jersey were to close, the public school system and the tax system would be seriously strained. "Frankly, I think they really went off the deep end."

Mr. Glaser is "moderately hopeful" that the decision will be overturned. The provision under which the state pays for transportation to nonpublic schools was upheld; however, "to my recollection, a similar tax exemption in New York was eventually knocked down by the U.S. Supreme Court."

Mrs. Ruth Glick is the chairman of Public Funds for Public Schools of N.J., the plaintiff. "The decision was just. The tax exemption was tacked on to the bill when it was passed, and many legislators are against it. I'm sure it won't be enacted again."

Judge Meador refuses to speak with reporters; his law clerk, Mr. Lewis Kasner, thought writing a letter might have a chance. "We've been swamped with calls since the decision was announced," said Mr. Kasner. "And the judge got so angry that he refuses to talk to any newspaper."

Mr. Allan Pierce departs

Mr. Allan R. Pierce, for twelve years an English teacher at Rutgers Preparatory School and chairman of the department for ten years, has resigned his position, effective this June.

Though he will regret "losing the relationships I have developed," he is leaving in order to work on his doctoral dissertation on Drama at Black Mountain College, the place where many avant-garde forms were begun.

After his dissertation is completed, the future is open. Although he "would like to stay in education" he is not ruling out work in theatre management or direction. In any event, in order to pursue these activities he feels he has to "make a break."

Mr. Pierce was appointed in 1966 and quickly revitalized the Prep drama program by increasing the number of yearly productions and by doing many different, sometimes controversial, plays by authors like Edward Albee, Tennessee Williams, and Arthur Kopit.



Mr. Pierce at his desk.

Editorial

School enters new era

When Dr. David M. Heinlein gave notice of his resignation from the headmastership of Rutgers Preparatory School, the Board of Trustees began to concern itself with finding a replacement. It had been twenty-three years since they needed to worry about such a thing, and now the search committees had to concentrate on finding a competent, well-qualified, vigorous individual to fill the position full-time. They certainly seem to have found him in Mr. J. William Adams.

This man, who has a Bachelor of Arts degree from Harvard College and a Masters in Education from Boston University, has spent fifteen years developing the requisite experience and skills of a headmaster by working with all ages, from pre-school to adult, all classes of student, the normal and the exceptional, in many capacities, as teacher, lecturer, headmaster, and counselor. This is the sort of depth that can greatly enrich that pool of administrators whose job it is to guide Rutgers Prep.

But it is essential that Mr. Adams make full use of the freshness with which he can approach the running of the school. It will have been futile to have searched so exhaustively for someone outside the school to serve as new headmaster if that person does not use his abilities and energies to revitalize many of the school's programs and, if necessary, to make changes. While it has many strong points, Rutgers Prep is woefully deficient in many areas, notably drama and music. If the same work that went into making the art program what it is were applied to these programs, for instance, Rutgers Prep would be immeasurably strengthened.

Mr. Adams also enters Rutgers Prep with a sorely needed skill. During his eight years at the Carroll School in Lincoln, Massachusetts, he built a 500-student, 85-teacher institution out of a small school which possessed only 22 students and three teachers when he took over. The ability to attract the capital, the money, needed for such expansion is crucial to Rutgers Prep, which still must have several years of balanced budgets before it is out of economic danger. This by itself is a great challenge for Mr. Adams, but, judging from his record, the future looks promising.

Rutgers Preparatory School is beginning a new chapter in its history. For the first time since it became independent of Rutgers University it will have as headmaster one from outside the school. This can be an important and fruitful era for Rutgers Prep. We hope that every part of the school community will give William Adams its support as he applies his considerable talents to the growth and development of the school.



Andrew Barnett, new Council President, presides over the Forum.

photo by Cindy Berkowitz

Andy speaks of Prep's potential

by Joanne Juhasz

Q: Andy, now that you are the new School Council President, what type of policies or programs do you plan to center on during your term?

A: My first major concern is initiating programs to comply with the suggestions made at the last Forum, which includes the re-enactment of Field Day and Reading Day, a whole school assembly to hear opinions on certain topics, a committee to resolve destruction of library materials, and a committee to find adequate parking on campus.

Q: How do you feel you can benefit the Council or the student/faculty relationship?

A: Presently, I feel our most serious problem is the constant lack of student participation in all school functions. For any Council President to benefit his school, he must have the help and cooperation from both students and faculty. If I can achieve this, I feel the relationships between the two groups will greatly improve.

Q: How do you feel about the loss of the foster children? What would you propose to do about the situation?

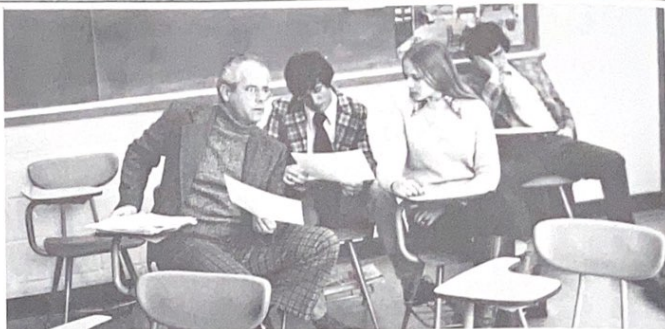
A: I feel terrible that we had to lose both children. The loss of the children is a loss for the students. My only suggestion is for the committee to seriously begin work on fund raising to get them returned to us.

Q: How do you feel the Forum is going to profit the students?

A: The Forum is the best method of having students' views and opinions heard on all aspects of school life. The fact that the administration and faculty takes the time to attend these meetings shows that they sincerely care and that they are interested in helping. This is important in the students' attitude toward both groups.

Q: Do you feel that it's possible to change the students' attitude toward school and Council?

A: I definitely feel that it's possible. The people that I'm acquainted with now are beginning to feel enthusiastic about the changes that we can accomplish. I hope that once the other students see the changes taking place, there will be an increase in student involvement. The first step, in my campaign against this attitude, is to have students realize that changes can't be made unless they want to get involved, but I'm sure that Prep's student body has the potential to accomplish many jobs, if they only set their minds to it.



Mr. Hordijk, Philip Brenner, and Marilyn Howarth drawing up a proposal during School Council meeting.

photo by Sherry Host

Council faces many problems

by Joanne Juhasz

"The direct aim of the School Council is to effect cooperation between the students and faculty by developing and acting on policies for the benefit of the school." So reads Article 2 from the Rutgers Preparatory School Council Constitution, but has the council been able to achieve their goal? Between the deterioration of student interest and the lack of communication between the Council and the Board of Trustees, the School Council is finding their objectives hard to meet.

The Council has always been a very low key institution, and the student body has lost touch with them either by their apathy or by their lack of knowledge of the School Council's functions. As Mr. Hordijk, the council's Administrative Representative, pointed out, it's the student's right to ask for changes or for explanations of policies as long as they go about it in the correct manner. That is where the School Council can be extremely beneficial, if the students would only take advantage of their representative government.

One of the systems that the Council has organized for this reason is the Forum. At this gathering of school members, the students, as well as the faculty, can voice their opinion on suggested topics and then petition their suggestions to the administration for approval. Here again the Council sees a poor level of participation by the students. If the students desire changes for the betterment of the school, they must begin taking a more active role in the system that has been organized for this reason.

Student apathy is merely one opposition the School Council is facing today; they also have found a lack of correspondence between themselves and the Board of Trustees. Although the Board has been in contact with the Council, they are reluctant to consult the Council on their decisions which affect the student body as a whole. Although the Board has the privilege of resolving major decisions, the general consensus of students and Council members is that their own opinion on such issues should be heard. The most recent problem, stemming from the lack of communication, is the loss of the school's two foster children who have been supported by funds from the School Council. When the Council was forced to choose between school clubs and activities and the children, because of cut backs in their annual allowance by the Board, they felt helpless and guilty. In this situation, the Council's final hope is in a fund raising committee led by Mrs. Barbara Herzberg and Walter Placzak.

The Council also has found itself hindered by the long inactive periods between each of their meetings. With the Council assembling only during club activity periods on selected Thursdays, the group can only accomplish so much. When emergency meetings are scheduled, the attendance is poor. If the students would become more involved, the Council believes its tasks might be more easily accomplished.

As many of the school activities and functions in the last few years, the number of its members has dwindled. The School Council's newly appointed officers hope that they will be able to find a way to reinstitute the true school spirit and fulfill their main goals.

Letter to the Editor:

Dear Editor,

Yes indeed, how shall we use our funds? In answer to your editorial in the December Argo, I wish to point out that at Prep, as at most institutions, there are not enough funds available to cover all priorities, let alone the desirable items. So in allocating limited funds, one must define priorities. But what is a priority? Surely you must agree that the answer depends on who is doing the defining of the priorities. Different people perceive different routes to the same ultimate goals, i.e. to build a highly respected school that services the requirements of its student body well.

One of our problems at present is a total lack of awareness of what and who we are by the citizens of the communities to which we serve. Furthermore, there are many alumni who have not had any contact with the school for many years. Both of these groups represent a source of future students and financial support. Yet how do we go about reaching them? Two complementary solutions come to mind. The first solution is to reach them through effective public relations campaigns. The second solution is to invite them to the school to actually show them what we are all about. Yet where are we to receive them—at the Headmaster's desk—certainly not. First impressions are usually the ones that set the subsequent receptive tones.

Mr. Lamparter recognized that fact very alertly since, as a marketing vice

president, he is most sensitive to people's perceptions. Furthermore, his involvement at Duke University confirmed to him the need for a reception room. However, he did not simply go off on his own, as you imply. Instead, he presented his concept to the Development Committee. The development officer, the Headmaster, and the Board of Trustees, all of whom wholeheartedly endorsed the facility. He then built single-handedly. The Raritan Reception Room was sorely needed at Prep and we are most grateful to him.

The Klein family, on the other hand, perceived an entirely different top priority from the list of priorities given to them by the school administration. It is precisely because we now handle college guidance and counseling in five or six different of-

fices scattered around the campus that a central location is most desirable. A central office will enable us to do a much more effective guidance and college placement job.

In both these cases a top priority has or will be satisfied. To call them an innocuous development is both in poor taste and very shortsighted. While the priorities stated in your editorial are no less important than the reception room and counseling center, your priorities are mostly substitutions or renovations of existing facilities, whereas, the Lamparter and Klein facilities are brand new additions and will be a significant ingredient in providing a superior education to Prep students.

Harold H. Oertel
President, Board of Trustees

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Enrollment programs at Prep are a big success

by Bobby Darwin
and Kenny Freundlich

Without a sizeable amount of new enrollments every year no private institution can survive. During the past few years Rutgers Prep has begun a concentrated effort to increase the quality of its students. The two most successful programs for getting families interested in the school have been the Open House and the Austin W. Scott Scholarship.

The Open House program began last year. There had been a drop in enrollment over the years, due not only to the recession but also to the public's lack of knowledge of the school (many people still think Rutgers Prep is connected with Rutgers University, for example). Mr. Bratek, who organized the program, along with Dr. Sperduto, seeing the success colleges had had with their Open House programs, decided to implement one at Prep.

Like any new programs, the Open House had its problems at first. One was alerting parents to the program. At first, letters were sent to every family in specific towns announcing the Open House, but the administration soon realized that the time and expense involved in the project was too great. They adopted the idea of running ads in newspapers. When a person expressed interest in the school, he was put on the Open House mailing list, and only taken off if there was no response after 3 mailings.

The second problem that had to be solved was the timing of the program. Originally, Open Houses coincided with other activities such as school plays. This idea was dropped because after two hours of touring, questioning, and eating, the family's attention dwindled and few if any of them attended the other programs. The Open House was therefore separated from other school events and scheduled on four or five Saturday afternoons during the year.

What happens at an Open House? Families are personally greeted at the door by a student, teacher or administration member. They are then taken on a tour of the Campus by a student guide. Afterwards, there is a slide show which shows a typical school day at Prep. This contrasts with the empty quiet rooms the families see during the tour. The day concludes with a question and answer period and a cold cut buffet lunch.

Every year, close to 500 families visit the school during the Open Houses. One of its main advantages over other enrollment programs is that it takes place during the weekend so that the whole family can view the school. Another advantage is that questions can be answered from the perspectives of students, faculty members, and the administration. The use of students as guides also improves the moral of the school, since those students are participating in the improvement of Rutgers Prep.

The other project which has attracted people to the school is the Austin W. Scott Scholarship. Any parents of ninth graders who brought their children to take the tests got a chance to see the school and talk to members of the administration and faculty. Even though their children didn't receive the scholarship, many parents who saw the quality of the school decided to enroll them here anyway. The increased exposure the school has received from the scholarship may account for the fact that 50% of the ninth grade is new to the school.

These two programs have been very successful in attracting students. Since 1973, the total enrollment of the Upper, Lower, and Middle Schools has increased from 412 to 438, an increase of over 6%. Since there are more applicants, Prep has been able to raise its academic standards. The school anticipates better performance in classes and, ultimately, higher SAT scores.



Concert rehearsal attended by students

On Thursday morning, February 2, forty-one students from the Middle and Upper Schools were privileged to attend a rehearsal of the New York Philharmonic Symphony Orchestra at Avery Fisher Hall. Conducted by Rafael Kubelik, the orchestra played Honneger's Second Symphony, Schuman's Fourth Symphony, and Mozart's Piano Concerto in C Major in preparation for that evening's performance. The students were accompanied by Mr. Alfred C. Gaggini, and Mr. Ron Stanley, who arranged the trip.

The Concert atmosphere was "very relaxed and informal", according to Mr. Gaggini. "Although it was a rehearsal, the orchestra only stopped twice during the performance." Mr. Gaggini also noted that the group enjoyed the Schubert Symphony and the Mozart work (performed by soloist Martha Argerich) the most, because of the more unfamiliar modern nature of the Honneger piece. After the rehearsal, the group enjoyed lunch at the Footlights Cafeteria in Lincoln Center before returning to Rutgers Prep at 2:30. Mr. Gaggini is currently considering a future music trip to New York which might include a backstage tour of the Metropolitan Opera House.



The Open House has been a very successful program for increasing enrollment. Pictured above are two scenes from the Feb. 13 Open House.

Projects chosen by seniors

Each year seniors have the opportunity of designing an individual study project which may be carried out outside the school during the fourth quarter. The proposal must be thoroughly worked out with a faculty adviser and an outside sponsor, and then must be approved by a special committee of the faculty and administration (upon completion of the

project each student submits a formal written report, which is graded, and participates in a group oral report. This year the following projects were approved:

Nina Chanin—Work with veterinarian, Chester W. Paulus, DVM

Joanne Juhasz—Work at WJLK Radio—Asbury Park Press

Adam Moskowitz—Trident Abstract Co., Researching land titles

Mark Sherman—Peoples National Bank, Lakewood, Learning various aspects of banking

Ellen Sandles—Thinkcraft Creative Services, Inc., Advertising, commercial art

Thomas Lee—Working in respiratory lab, Middlesex Hospital

Daniel Danzig—Working in an art gallery, Susan Caldwell, Inc.

Cheryl Dunn—Working at a nursing unit, Middlesex General Hospital

Edwin Lee—Working in pathology lab, St. Peter's Medical Center

Adrienne Reskof—Computer work, Rutgers University

Lori Cohen—Urban planning activities, City of New Brunswick

Jonathan Strassberg—General dental—assisting and observation

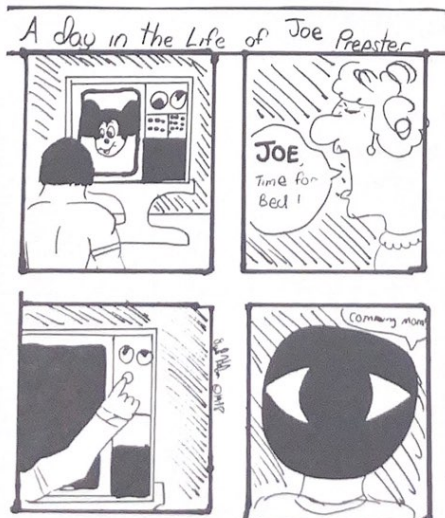
Gail Kant—Teacher aide, Children's House—Alpha Montessori School

William Jasionowski—Working with N.J. Division Fish, Game and Shell Fisheries

Lisa Willicky—Working with a chiropractor

Kenneth Schindler—Working at WTC Radio

Lucie Poirier—Working at George Street Playhouse



BIOS broadcasts some sound advice

by Kenny Freundlich

Nobody buys stereos anymore. Everyone is buying Sound Systems. A Sound System is a complete, synchronized, intermodulated jumble of quadrature detectors and 4-pole dual-gate circuitry that provides 180 watts per channel and total fulfillment. To help the confused stereo shopper, BIOS presents the BIOS Rules of Sound.

Rule 1: Learn the terminology. Do not walk into a stereo dealer and ask for something like a "record player." If you do, you will be met with hysterical laughter and told to go to Toys R Us. Instead, you must walk in and request to see a "frequency generator servo turntable with a one-chip integrated circuit." Do not worry that you don't know what it all means, just being able to spit all that out in one breath means you are not to be dealt with lightly.

Rule 2: Do not be impressed by the appearance of the Sound System. Just because it comes with a control panel, pilot's seat, and fire extinguishers does not mean it is a good buy. The important thing is to check the specs (Never call them specifications!). Spurious response rejection and input impedance should never exceed 45 kilohms, or the age of your grandmother, whichever is higher. W&F (Wow and Flutter), S/N (Signal-to-Noise Ratio), and T&J (Tom and Jerry Factor) are also important measures of quality.

Rule 3: Decide what features you want in your Sound System. Sound technology has advanced considerably in the last few years so there are quite a few features worth looking into. For example, the Ultra Sonic PT-109 Receiver can be surgically implanted in your hypothalamus to provide you with 24-hour sound. The Sakalishi Parametric Equalizer can translate your 8-track tapes into 89 languages, including all 16 Hindi dialects. The ultimate in technology, however, is the Macro-Acoustics 2001 Turntable with a computer circuitry so sophisticated it plays only what it wants to hear.

Rule 4: Once you have picked out your Sound System, shop around. Get the best price you can find. Then call Crazy Eddie, Nutsy Ernie, Loomie Edgar, and Meshuganah Elliot. Save Elliot for last. If you can beat his prices, he'll not only refund you the difference, he'll give you his first-born male child.

Rule 5: Send a check or money order for \$135.99 to the Connecticut School of Sound. This will enroll you in an 18-month correspondence course, without which you will be unable to even turn the System on.

Rule 6: Should your Sound System break down while it is still under the manufacturer's warranty period (usually 24 hours), bring it back to the place of purchase. The store will gladly refund you money, provided all packing material, accessories, and instruction manuals are intact, and the equipment has not been damaged in any way, such as by being breathed upon.

If you follow all these rules, you should be delirious with all the wattage and happiness your Sound System has brought you. If not, there's always Toys R Us.

Cagers successful despite schedule

by John Kosci

When you play the schedule the Prep Varsity Basketball Team played, a 17-7 record to this date is very pleasing to look back on. Losses to Lawrenceville by 2 points and to Bridge-water West High School after being up by 10 points at one point in both games, were disappointing losses. But wins over New Brunswick, St. Peter's, Highland Park, P.D.S. and others certainly more than overshadow the losses. Most coaches would be looking to next year when only one member of the present starting team is a senior. Juniors Matt Lytwyn, Don Ballai and Jim Becker have all had big games this season and sophomore Jefferson Hunt has made his 6'4" frame felt in some big games.

Senior Captain John O'Connell has led the team in assists and came up with a fine ball game against P.D.S. "John gets the ball up court and gets it to our high scoring juniors," stated O'Connell. "He has the respect of the other players and he in turn respects their ability."

Matt Lytwyn leads the team in scoring with a 24.7 average and about 13 rebounds per game. Jim Becker had a fine second half of the season and Don Ballai has done a super job on defense the past month. "Don's offense was off for three or four games, but he gave us super defense. Now both phases of his game appear on target," said O'Connell.

Rounding out the squad and filling in when needed are seniors Art Wilmoth, Larry Lerner, and A. O. Smith.

"We have lost 3 wins to the snow, let's hope we don't lose any games at this point, to the flu bug," exclaimed O'Connell.



The referee watches closely as New Jersey State Champion Tom Lee works for a fall. Tom pinned his opponent in 1:24 to remain undefeated for the season. photo by J. Faczak

Girls finish strong

As with the other Prep athletic teams, the Girls Varsity Basketball Team was affected by the snow. After playing only nine out of eighteen regularly scheduled games, the team posted a 3 win 6 loss record.

In his first year as coach, Doug O'Laughlin directed the team to wins over Somerset Vo-Tech, Academy of St. Elizabeth, and smashed Vail Dean in the season finale by the score 76-20. The starting team for most of the season consisted of Alice Sikorski at center, Vicky Neiner and Carla Kuhner at the guard position and Tere Negueras and Chris Sanchez at the forward spots. Leading the team in offensive categories was Alice with most points and rebounds while Vicky who directed the defense as point guard led the team in steals.

Vicky noted that, although we didn't win the games, we played well against tough teams like Blair Academy. "It was super that we en-

ded the season in style by whipping Vail Dean," added Vicky.

This year was a "rebuilding year" for the Girls Varsity Volleyball Team according to Coach Coppolino, however, the team did manage three wins and a fourth place in the Prep School Tournament.

The final record was 3 wins and 6 losses with the wins coming against Academy of St. Elizabeth and two against Kent Place. Led by Vicky Neiner, who played well consistently throughout the season, the team earned a fourth place in the Prep School Tournament which might be regarded as the highlight of the season. Coach Coppolino noted that Cheryl Relles played very well in the tournament. She also said that if the games that were lost to snow were played, the outcome of the season could have been different.

"This year Vicky was the only returning girl from last year's team. During the season, the J.V. Team gained some valuable experience playing after the Varsity games and, with it under our belts, who knows about next year?" stated Coach Coppolino.

Tournament highlights Wrestling season

by Tom Lee

Despite giving up at least twelve points a match to the opposing team, the Rutgers Prep Wrestling Team finished its season respectably with a record of 5 wins and 6 losses. The two weight classes that were forfeited throughout the year were 135 and Heavyweight.

Although the team didn't have a winning record, certain individuals should be recognized for doing well: Senior tri-captain, Ed Pahler (170 lbs.) became Rutgers Prep's first champion in the Somerset County Christmas Tournament; Brothers, Glen (108 lbs.) and Dave Yurcin (122 lbs.) placed second and fourth in the tournament. Also placing, were Kevin Scialabba (158 lbs.) third place and Tom Lee (115 lbs.) who took fourth.

This year's wrestling team has been led by captains Ed Pahler, Tom Lee, and Dave Yurcin. Also winning consistently throughout the year, were Glen Yurcin, Alex Wiley, and Kevin Scialabba. Some of the individual

records were: Ed Pahler 15-1, Glen Yurcin 13-2, Tom Lee 12-2, Kevin Scialabba 13-3, Dave Yurcin 10-3, and Alex Wiley 10-4. In addition Ed Pahler, Tom Lee, and Glen Yurcin were undefeated in dual meets.

The majority of losses that the team has had have been due to either giving up too many points before the match starts or because of inexperienced wrestlers in certain weight classes. First year wrestlers Val DellaPello (101 lbs.) and Luis Marquez (141 lbs.) worked hard and showed potential for the future as did Fred Dameron (148 lbs.) and John Streu (170 lbs.) who both showed improvement.

The highlight of the season came in the State Prep School Tournament held at Prep on Feb. 24-25. Tommy Lee and Ed Pahler won in their weight classes, Glen Yurcin took second place, Kevin Scialabba and Alex Wiley placed third and Dave Yurcin took fourth place. The team finished strong as it placed third in a field of sixteen teams.

Jr. teams gain experience

by Mark Kramer

The Rutgers Prep Junior Varsity Basketball Team has had high spirits all year, but unfortunately, their record doesn't reflect their attitude; they have one win and thirteen losses so far this season.

They have lost many games by only a few points and lost a one point 50-49 game to Neuman Prep which many Prep players said they should have won.

Coach Rockhill said that "everyone is working hard and gaining valuable experience." Despite the poor record, Rockhill says that, "It was a successful season in that everyone gave 100% effort."

Marshall Becker says, "That the team plays well together, but an

occasional lapse during a game is the difference between a win and loss."

Greg Hagin replies, "The reason we had trouble winning games is that we lacked confidence in ourselves and our ability to win."

Marty Page, who was an asset at his first year on the J.V. basketball team admits, "The team could be successful if we work more on plays and offensive maneuvers."

The team consists of captain and starting center—Jim Abdallah, Forwards—Marshall Becker and Peter Brenner, and Guards—Marty Page, Greg Hagin and Gary Cohen. Coming off the bench are David Cisk, Andy Badallah, Jeff Berger, Buzz Cooper, Jeff Goodman and Jeff Kronstadt.

Practicing Tuesdays, Thursdays, and Fridays Coach Al Brown instructed the Jr. Wrestling Team in the basics of wrestling which will undoubtedly be useful if any of the team wrestles in the future. The team got some competitive experience while grappling against Montclair-Kimberly and Pingrey and they are scheduled to wrestle in the Somerset County Jr. Olympic Tournament on March 4.

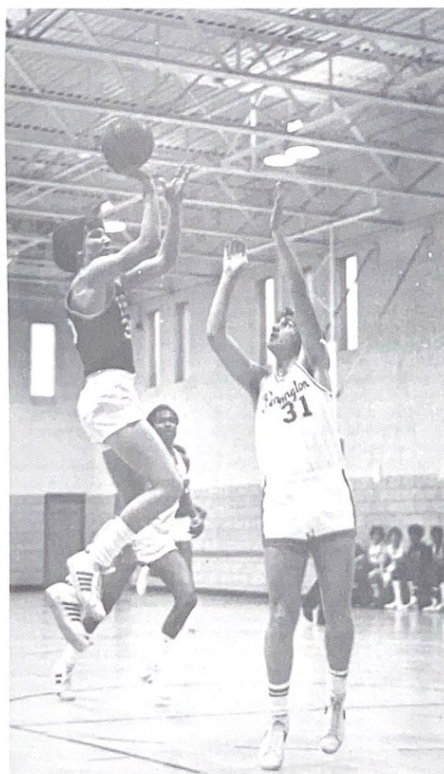
Participating on the team were Paul Scialabba, Amil Bethel, Joe Dugan, Craig Albert, Ron Howarth, James Stahl, Bill Coyer, Mike Strugatz, Paco Marguez, Rod Calafatti, Ran Ghosh, Steve Gorlehan.

It might be pointed out that those boys who won and placed in the Varsity Prep School Tournament all participated in the same junior high wrestling program; only the future will tell if the program has helped the present team to succeed.

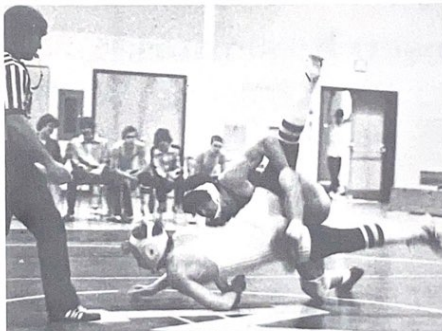
The final record of a team does not always display the result of an athletic season and this seems to be the case with the seventh and eighth grade basketball team. The team managed only 2 wins against 8 losses, however, Coach Parsons pointed out that the team showed a good deal of improvement.

Many of the 8 losses could easily have been won as the scores were often very close. In fact, in 5 games the total point difference was a mere 14 points. If some of these games were won as well as some of the cancelled games, the overall record would have been better.

Coach Parsons stated, "We had only one practice in between 7 games due to the snow and it was very hard to make corrections or improvements without practice."



Junior forward Matt Lytwyn soars to hoop for two points above the outstretched arms of a Pennington opponent. Matt averaged over 24 points per game which was second highest percentage in Somerset County. photo by J. Faczak



New Jersey State and Somerset County Champion Ed Pahler controls Montgomery opponent with a "turk" ride in his final high school dual meet. Ed won the match by fall in 1:34 for his tenth pin of the season. photo by J. Faczak

Snow sidelines swimmers

This year's Varsity Swimming Team finished the season with a record that was not as good as was predicted. Their final record was 2 wins and 7 losses with the wins coming against Trenton High School and North Plainfield High School.

Coach Fenstermaker pointed out that there were just too many breaks and layoffs that prevented the team from getting into good physical condition. "We would swim, then there was Christmas vacation; we would swim some more and then there was exam break; we would swim again and then came the snow," noted Coach Fenstermaker. Furthermore, some of the meets were cancelled due to snow; one was against North Plainfield whom they had already beaten.

If the meets had not been cancelled, the season could have conceivably been much better.

A few accomplishments were achieved by the medley relay team consisting of Kevin Kane, Jeff Rutter, Paul Brown, and Jon Strassberg, and the 400 yard freestyle relay team of Leo Kahn, Bill Erbring, along with Jon and Jeff. The medley relay team remained undefeated throughout the season while the freestyle relay team set a new school time for that event.

Senior captain Jeff Rutter stated, "As a senior I was disappointed at our overall team record; however, it was great that we set a new school mark in the freestyle relay and remained undefeated in the medley relay."