

## Focus: community effort pays off

by Suzanne Eger

Focus '82, the second annual full school fundraiser, was a success for the entire school community. It was held on April 3 in the Field House and enjoyed a large turnout of parents, alumni, faculty, students, and friends of the school despite bad weather. This year's goal, increased from last year's \$20,000 to \$25,000, was achieved.

One of the major reasons for Focus' huge success was the hard work and dedication of all committee members and volunteers, under the leadership of chairman Bobbi Goodman, and the co-chairman, Mrs. Phyllis Coyer. According to Mrs. Coyer, "Most of last year's problems were ironed out, so that this year the evening went much more smoothly."

Another reason for this year's success was the increased interest of the school community to aid in the reaching of Focus' goals. This year the number of advertisements in the "ad journal" doubled, and Signature Day was "very good," yielding one hundred dollars. Also, the student raffle went well.

The Administration was also involved with the outcome of Focus. When asked, the Administration would help with projects, make calls for gifts, and generally assist as requested. Acting Headmaster Edward C. Lingenheld assesses Focus to be "a good opportunity for the whole school community to work for a common cause."

Focus night was divided into two parts: the silent auction from 7:00 to 8:30, and the live auction from 8:30 on. Upon arriving at the Field House, tickets entitled auction-goers to one free drink, unlimited hors d'oeuvres, coffee and cake.

During the silent auction, committee members and students worked to keep the bids for items such as a combination dessert tray prepared by eight Lower School teachers, a Singer sewing machine, a gift certificate to the school book store, and other articles in order. During the live auction, Mr. Robert Heller, a professional auctioneer, worked to obtain the highest possible bids on such items as the use of a Florida condominium for one week, a two week scholarship to Prep's athletic camp, a custom pastel of your home in full color, a free lunch every day for an entire semester, the services of two waitresses, a butler and a bartender for a party, and others.

Last year the profits from Focus were used to renovate Baldwin Hall as well as to supplement annual fund raising. This year the "focus of Focus", according to Mr. Lingenheld, was to "acquire materials for the Music Department" along with allotting percentages to the Library Association, the Maroon and White Club, the Parents Association, the Faculty Endowment Fund, and School Council. These percentages will be calculated and allotted within a short period of time.



Mrs. Helen Spratford introduces the fourteen French exchange students and their Prep hosts to the Upper School. Story and pictures, p. 3.

photo by R. Reynier

## 'Two by Two' brings Noah's Ark to stage

The Rutgers Prep Players will unveil their spring production of *Two by Two* on May 14 and 15. A musical-comedy based on the story of Noah and the Ark, *Two by Two*'s music was written by Richard Rodgers for Broadway.

Mr. Michael Dee will direct the production, and Mr. Harry Pickens is the musical director. Auditions were held on March 22 and 23, and the resulting cast was selected: senior Barry Endick plays Noah; Mary Roth is his wife, Esther; Ed Schultheiss has the role of Ham, one of Noah's three sons; Amy Rosenfeld plays Rachel, his wife; Kevin Haver is Noah's youngest, unmarried son, Japheth; Julie Wiseman plays the role of Goldie, Japheth's girlfriend; Robert Sklans and Jane Goodman are the married couple Shem and Leah.

Mr. Dee characterizes the musical as full of lively humor, with a touch of twentieth century humor brought to the Biblical version. At six hundred years old, Noah gets the message from God to build the Ark, and he gathers together his three unbelieving sons. Japheth wants to protest God's will by drowning himself, he rushes off, only to return with his girlfriend, Goldie. In the meantime, Ham and Rachel have marital problems, while Leah and Shem are business people looking to make a profit by collecting manure briquettes. You have to see the show to see how it all turns out.

## Energy conservation the topic of special day

by Michelle Katzenell

On April 16th the entire school will be participating in "Energy Day." On this day, the Lower, Middle, and Upper Schools will be involved in an energy conservation program that will consist of various workshops and demonstrations on the topic of energy. According to Mr. John Ripton, Upper School English and History teacher who is organizing the day, the purpose of Energy Day is "to have the whole school as a community involved in activities and experiences relating to an important social concern."

This special day will begin with an opening ceremony, organized by the Lower School. Then from approximately 9:30 A.M. to 12:00 Noon, the entire school will attend numerous programs. Upper and Middle School

will have access to approximately twenty workshops and demonstrations. These programs will broaden the students' knowledge in the areas of organic gardening, solar energy, geothermal energy, wind power, safety problems of nuclear power, politics of energy, and the energy efficiency of wood burning stoves. In the Lower School there will be some four to six workshops and demonstrations for the students to attend. In place of a regular lunch period, there will be an organic lunch program with performances for entertainment. In addition to these activities, the school will also see a film festival, and different contests will be held pertaining to the idea of energy conservation.

Outside speakers have been invited to speak about different aspects of energy conservation. The Youth Environmental Society will arrive at the school one week prior to Energy Day to set up a recycling system and solar dome model in the library, in addition to speaking on Energy Day. Other speakers will include the Department of Energy, SEA Alliance, Ramapo College Alternative Energy Center, and corporations such as AT&T and PSE&G.

Under the supervision of Mr. Ripton, the Energy Day committees did extensive research on energy conservation and organized ways in which the school itself could conserve energy. Students who have contributed to this day include Vicki Borah, Paul Bove, Bill Curreri, Suzanne Eger, Joe Heitz, Vina Krishnan, Kim Schaefer, Mary Sokolowski, John Schultheiss, Bob Weinstein, Ricky Zacherias, and David Zatz.

# THE ARGO

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RUTGERS PREPARATORY SCHOOL

TUESDAY, APRIL 13, 1982

### News in Brief

#### Arts fete set for April 29

The annual Creative Arts Dinner will be held on April 29 at McAtter's Restaurant. Along with the presentation of awards, the evening will include a prime rib dinner and an entertainment program arranged by Mr. Harrison Burns.

#### Senior joins dance school

Senior Hayley Gribble has been accepted into the Royal Ballet School of London, England. As one of only ten to twelve foreign students accepted to the school annually, Hayley will begin her studies in September, 1982.

#### Juniors focus on college

College Night was held for juniors on the evening of March 31, during which they and their parents were informed about the college admissions process. Mr. August Daviet led the discussion.



Middle School Principal Evelyn Daniels helps eager prospective students try the computer at the March Open House, which attracted 213 people.

photo by R. Reynier

## Prepsters make 'grand tour'

by Elizabeth Keefe

For seventeen Prep students and two teachers, this year's spring break was spent venturing through the scenic lands of France and Spain. In ten days, the group, along with fifteen boys from the Hill School of Allentown, Pa., beheld some of these countries' famous sights.

After a six hour flight, a tired yet anxious group of preppies landed at Charles de Gaulle Airport at 8:30 A.M. After sneaking through customs, the group was waiting for its tour bus when cries broke out: "Just a minute! Where's Joe Dugan?" "Oh no! Joe can't find his luggage!" Along with the tour guide Gul, Joe began to feverishly search for his luggage. Joe returned to the group after twenty minutes with the grim news that his luggage was on its way to Tel Aviv. He was informed that he should not expect it for days.

For the next few days, the group saw Paris: Notre Dame, the Eiffel Tower, the Arc de Triomphe, Ritz Hotel, Grand Palais, Palais Royal, Pantheon, the Champs-Élysées, and Versailles, via France's efficient subway system, Le Metro. Disappointingly, the Louvre museum's employees went on strike while the group was there, but they did get to visit the Louvre's Annex for

### Impressionist Painters.

The fourth day was finally devoted to shopping. With the exchange rate being six francs to every dollar, it was not hard for the group to find some good buys—especially in perfumes and cosmetics.

The final days in France were spent on the bus touring the country and stopping at Chenonceau Castle and President Francois Mitterand's hunting chateau. The group made it across the French/Spanish border despite some difficulties concerning legal documents and were taken to their hotel in San Sebastian.

The tour of San Sebastian led to the group's stay in Segovia. The group, which arrived famished at dusk in the busy city, was confronted by a terrible reality: the Spanish do not eat until after eight. The group did not get to experience Spain's "explosive" nightlife right away because an early curfew restricted them from taking advantage of the late night discos.

Following a brief visit to Segovia's Roman Aqueduct the group was taken by bus to Madrid in springlike weather; a quick visit to the Prado Museum, and then the Hotel Las Galgas, where they would stay for the remainder of the trip. A tour of Madrid

and a visit to the city of Toledo allowed for much shopping. The dollar bought even more in Madrid than in Paris. Lladro, fine Spanish porcelain was available for one-third of its American price, making it a popular souvenir for the group. The final night in Spain entailed dinner and an evening stroll or the viewing of a Spanish version of *A Farewell To Arms*.



Media specialist J. Andrew Walcott tests the library's newly-acquired video system.

photo by D. Zatz



## Seniors on project venture into the great, wide world

by Mindy Kramer

A the school year draws to a close, most students begin longing for summer vacation. However, at the close of the third marking period, a select group of twenty-four seniors began a venture that has perhaps been even more eagerly anticipated: their senior projects.

Senior project is open to all seniors in good academic and disciplinary standing, and who fulfill the necessary requirements stipulated by the Senior Project Committee. Seniors must have an acceptable attendance record and keep up to date with their class dues payments, Advanced Placement courses, and extracurricular obligations.

Seniors are expected to design their own projects. They must find a faculty sponsor and also an independent sponsor, who is usually their employer. They must keep a log or journal of their daily activities and submit two progress reports to their faculty advisor. Upon completion of their projects, the students present an oral report to the Senior Project Committee, which is chaired by Mrs. Susan Goen. They must also write a formal paper describing and outlining their project.

Mike Schnur is one of twenty-four seniors going on project. This year, Mike will be conducting Rutgers Prep alumni research, which will involve programming compiled information into the school's computers and designing programs to interpret that data.

The alumni research can be utilized by anyone: "The programs I create can help people with any college information that they are interested in." The data compiled by Mike will enable students to have information on specific alumni and colleges readily available. Alumni Coordinator Elaine Schulman will be assisting Mike in his research, as well as serving as his faculty advisor and sponsor.

Mike will be taking trips to Princeton and Rutgers university to facilitate his research: "I will be working at the Development at Princeton assisted by Mr. Ritchie Geisel, and also attending a seminar that will aid me in learning research techniques." At Rutgers University, he will be making use of the University's archives, where Prep's alumni records are stored. He will also be working with the Oral History class, where he will be writing informative biographies about some of the school's alumni.

Mike became interested in this type of project from one of the senior seminars that described some of the

projects that involved on-campus work helpful to the school. "Alumni research is especially important, considering the school is two hundred and ten years old and the Alumni Association has only been in existence for the past seven years. There are still quite a few years' worth of graduates still not documented."

Barbara Massie will be working with neurologically impaired children at Sayreville Junior High School and doing a case study of emotional reactions to stress that occur in the classroom: "I will be trying to correlate my findings with the children's medical records, but because of complications, they might not be made available to me." These records may help to discover why the children have impairments, and why they react to situations the way they do.

Since Barbara plans to go into the field of medicine, this type of project would be most beneficial. She will eventually be specializing in pediatrics and childhood disease: "I feel that you have to treat the whole being, not just the medical side of the problem. This project will help me gain an understanding into the emotional involvement in various impairments."

At the high school, Barbara will also be a teacher's aide, where she will participate in a regular classroom routine and help the teacher with daily programs.

Laura Blake will be entering politics for her senior project: she will be working for the campaign of Jeffrey Bell, a Republican candidate for the New Jersey Senate seat. According to Laura, "A lot of people think he has a good chance to win the race, or at least get the Senate appointment from Governor Kean."

Laura will not only be doing basic campaign work, such as mailings and telephone calls to prospective supporters, but she will also serve as an aide to Mr. Bell's press secretary: "We gather all the articles from almost every major paper in the nation that involve issues of vital importance to the campaign or the Senate race. Every day we put our information together and give it to Jeff Bell to review."

Laura will also organize open houses and conventions, where Mr. Bell tries to arouse the interest of prospective delegates in order to gain support. She helps to schedule a place for the conventions, organize a guest list, and design invitations for the event.

"I'm taking full advantage of all of my opportunities to spread my knowledge to different fields and professions. The campaign is a great deal of fun because you get so caught

up in the enthusiasm displayed by all the volunteers. After my project ends, I'll have made a few close friends, since the campaign is such a close-knit operation that it becomes like a family."

At the age of eighteen, Scott Einbinder will become one of the youngest licensed realtors in New Jersey. During his project, Scott will be attending Real Estate School and accompanying realtors on listing presentations and closings. Upon completion of Real Estate School, he will get a certificate stating that he fulfilled all the necessary requirements and will then take his state realty exam. "Gaining my real estate license will enable me to become a professional at something before I enter college. I plan to major in business in college, and real estate is just another type of business."

Once Scott acquires his license, he can sell real estate and handle transactions on his own. Scott will also be going to a training program to develop needed skills: "Real estate school involves the math and law aspects, but the training program will aid me in learning ways to sell."

"I love the senior project program because I will be able to spend my time doing something worthwhile. I will walk away from my project with something concrete that will be profitable in my future."

## French-American exchange bridges gap between cultures

by John Stella

When Mrs. Spratford first asked the eleven of us whether or not we would like to spend three weeks in France, reactions were dull. We might have fun, we thought, and it was a good excuse to get out of school. What had we to lose? February 6 was a long time away, and a trip to France, in our minds, was an abstract idea. Little did we know of the wonderful experiences in store for us.

The trip began when Rutgers Prep joined a program sponsored by the School Exchange Service (SES), an organization founded to allow students from various countries to travel abroad and to experience other cultures inexpensively. RPS was matched up with Lycée Lacassagne, a public high school in Lyon. In addition, each American student was matched with a French correspondent, and Mrs. Spratford with Mme. Annie Barrat, the French group leader. Letters were then exchanged and we were briefed each

week on preparations, plans, and cultural differences.

Paris was magnificent in all its elegance and culture. It appeals to everyone because of the variety of activities and experiences, and is also an excellent example of cleanliness and efficiency. Paris' vivid intensity, however, is its most striking feature. There are always many activities going on, from sidewalk art sales in Montmartre, to a new movie opening on the Champs-Élysée, to the Parisian students' raucous antics in the Latin Quarter. The many historic monuments cannot be forgotten either, as they give Paris nights that wonderful aura when they are brilliantly illuminated.

Besides being able to experience the various districts, we were given guided tours of Paris, the Louvre, and Versailles. The latter is the ornately decorated palace of Louis XIV, where he established his royal court. It is outside the city, and is restored to the original Baroque architecture and decor.

Footwear and sad to go, we left Paris for Lyon on the eleventh. We met our French families after a four hour train ride and spent our first night in Lyon with them. The next day, the Americans attended class at Lycée Lacassagne, where the faculty and students had arranged a warm welcoming party. The school was on vacation the following week, and we took that opportunity to tour Lyon and the surrounding area. Some families went on vacations to country cottages, to the Riviera, and some even to the Swiss Alps!

After the vacation, our group attended school with our French "brothers" and "sisters" for the remaining week. This included the traditional Catholic holiday of Mardi Gras, when the students dress in costumes to celebrate the beginning of Lent. During this

time, also, were tours through the narrow streets and closed-in courtyards of Old Lyon and through the nearby Beaujolais Wine Country. It was then that we were shown the workings of a winery and were able to taste the well-known Beaujolais wine.

Before we knew it, the three weeks had passed, and we arrived in the United States sad at having to leave such a beautiful country.

At this point only half of the SES program was completed. Mme. Barrat and fourteen French students came on March 22 to stay for three weeks. Living with the families of students and faculty, they hopefully have experienced some typically American customs, events, and places.

Many tours and events were planned for the French students. To start things off on the right track, the School Council gave a reception in the Raritan Room for the French guests, their American hosts, and the faculty. Over the weekend of March 26, the group visited Washington, D.C.

Two tours of New York were conducted for the students, the first a visit to Battery Park, Wall Street, the Twin Towers, and Radio City Music Hall. At the Music Hall they saw the world-famous Rockettes in Encore, a stage show commemorating the 50 year existence of the Hall. The second tour was on the Circle Line around Manhattan and to the Statue of Liberty.

In general, the French students liked New York, but said it was "dirtier and very different" from Lyon. "The food was not as different as I expected," said Pascal Giliard, a 16 year old sophomore, "but the lifestyle is not the same at all." The Americans too, found a big difference between the lifestyles, the French being more easy-going and free. Before leaving, the French students experienced the American versions of Passover and Easter, and their respective traditions.



SES exchange students experienced Prep at work and play: (above) Catherine Corompt, Isabelle Deloince, Anita Lecereq, and Florence Gil at the Council reception; (below) Isabelle Margnac sits in on host Lois Nelson's biology class. photos by R. Reyner, D. Zatz



Sax player Barry Endick, bassist Glen Hendrickson, and guitarist Nick Stevens belt out "Kansas City" during March 5's Cabaret Night, which showcased student musical talent under the direction of Mr. Harry Pickens.

photo by R. Reyner





Lacrosse members practice their groundball drills. photos by D. Zatz

## Seasoned sluggers start swinging

Throughout the past thirty years, Coach Richard S. O'Connell has guided his baseball teams to countless championships, including last spring's Independent School State Championship. He expects no less this year: "We lost our starting third baseman, catcher, and one outfielder from last year's squad, but with the maturity of those underclassmen and some good kins up from the J.V., we could have a better club this year."

The prospects certainly appear promising. Coach O'Connell notes that "we have seven boys who have had experience pitching, with John Sierotko, a junior who pitched the quarterfinals, semifinals, and finals of the championship drive last year while posting a 7-1 record as the leading can-

didate." The squad has been working with two players at each position and Coach O'Connell hopes he can use all of them this spring.

Senior Steve Potter, a power-hitting outfielder from last year, and junior Jeff Cunjak are both experienced behind the plate. Paul Kocsis returns as the starting first baseman with sophomore Howard Berkowitz backing him up. Howard will also see action on the mound. At second base, senior co-captain Jim Schiabe returns, with freshman Jeff Hennessey, also a pitcher, as a reserve. Senior co-captain George Halivopoulos returns as the starter for the fourth year with Joe Librizzi backing him up. George will also be Prep's top relief pitcher. Senior Mark Wiseman and sophomore Frank

Davis will share the third base position.

A strong outfield is expected. Senior Kevin Haver returns and junior Tom Balsamides will see action this year. Steve Potter and John Sierotko, who will probably bat in the clean-up spot, will also play outfield when not at their other positions.

The only drawback of this year's team is Tom Watt's speculative return. Tom, who was injured in basketball this winter, is the best athlete on the squad and had four years of varsity baseball under his belt. He is expected to start in centerfield, bat third, and be one of the top pitchers. Coach O'Connell adds that "a successful season will be a lot easier with a healthy Tom Watts."

## Laxwomen: full speed ahead

by M. E. Sokolowski

Lacrosse is a game that requires not only stamina, but great skill and dexterity as well. Boys' lacrosse has been an institution at Prep for a number of years, but until last year, girls' lacrosse was unheard of. In the spring of 1981, the girls' lacrosse team, under Coach Kyle Jackson, competed in four J.V. games. The team begins its second season with a full varsity schedule. This year's roster includes a number of returning players: seniors Theresa Coyer, Leah Fermin, Lena Chen, Lisa Tembrevilla, and Vicki Hamelsky; junior Mary Sokolowski; and freshmen Mary Coakley and Paige MacDonald. Also returning to practice for the team are Mary Faulkner and Kama Bethel, two outstanding Middle School prospects.

The new players have displayed a tremendous grasp of lacrosse in their first week of practice. Coach Jackson feels that the team will be much stronger this year due to the increased number of participants. New team members include juniors Anita Kothari, Karen Beloff, Stacy Kramer, and Judy Fermin; sophomores Alexis Balsamides, Pam Halas, Jill Cooper, and Dina Savage; and freshman Addie Gottlieb.

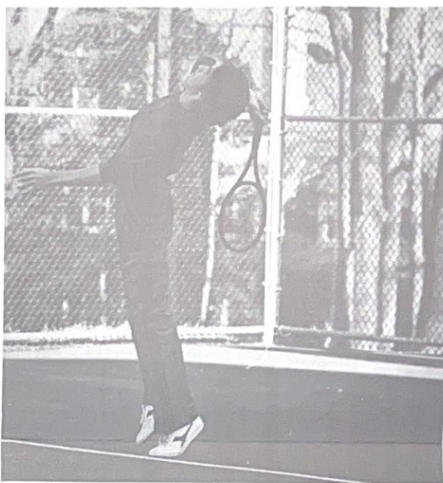
Lacrosse players must be in top physical condition to reach their highest level of performance. In order to get their team in shape, Coach Jackson has organized a rigorous practice schedule keying in on the basics of the game. Every girl must be able to handle a stick well enough to

play on the varsity level since a game's two twenty-five minute periods necessitate substitutions. With eight returning players, the team already has a general knowledge of game strategy. This year, the team can begin its real growth in setting up designated plays and running them.

The girls open their season on April 16, with a home game against Wardlaw-Hartridge, who they play again later in the season. Also on the schedule are Princeton Day School, St. John's Academy, Newark Academy, the Peddie School, Purnell, and Montclair-Kimberly Academy.

Girls' lacrosse is often called a good spectator sport because of the nature of the game. The 100 yard field is utilized by twelve players in two separate offensive and defensive units. The offense consists of first and third "homes," which are primarily goal-assist positions, and a second home whose main job is the scoring. Two offensive wings carry the ball upfield, playing man-to-man on each corresponding defensive player. The center plays both offense and defense. Also enhancing the excitement of the game is playing with only natural boundaries and the absence of any offside violations.

The girls are expecting to play in the state tournament. "Right now we really can't begin to think of a state championship. Most of the teams we play have had girls' lacrosse for years," says Coach Jackson. But the coach notes that "the future of the program is very bright, especially due to the high level of interest in the Middle School."



Team captain Mike Keller hammers a serve into the court.

## Netmen and stickmen confident of progress

by Debra Graber  
Boys' Varsity Tennis

This year's tennis team is under the direction of Bill Araneo, who coached the girls' team during the fall. After only a few practices, Coach Araneo believes that the boys constitute a "strong team" and expects to improve their previous 7-9 season. Captain Mike Keller shares his confidence, stating that "the team has a lot of depth and with more practice, we should have a winning season."

This year's team will see junior Mike Keller at first singles, and juniors Ken Ross and Steve Jochau at second and third singles respectively. Coach Araneo is not yet certain which players will fill the doubles positions. Among the candidates will be juniors Les Book, Ira Greene, Mike Gorelick, and John Kellam, and sophomore Anil Kothari.

Looking to the season, Coach Araneo predicts tough competition from Voorhees, Princeton Day School, and Highland Park. He feels, however, that with hard work and endurance, the team will fare well. This belief also applies to the upcoming county and state tournaments.

### Boys' Varsity Lacrosse

This year's lacrosse team may be one of the most productive and successful teams in Prep's history. Coach Al Brown states that the spring schedule will be a "competitive one." He feels among the toughest competition will be St. Joseph's, Dwight-Englewood, and Montclair Academy. When asked about a projection of the team record, Coach Brown replies that "despite the fact Prep is the smallest school where enrollment is concerned, whatever we accomplish will be an improvement over last year."

Coach Brown notes that "two factors which will contribute the most to the team's success is the large number of participants this year, and the fact that the quality of play has improved over last year." The players also have more tactical knowledge.

This year's team is led by senior co-captains George Dosza, Charlie Heitz, and Peter Holsten. Each of these players have played three years of varsity lacrosse, and their experience and enthusiasm will be a prominent factor in the team's success. Coach Brown points out that the main thrust of the offense is with seniors Charlie Heitz, and Peter Holsten, and juniors Amiel Bethel, Steve Haas, Paul Scialabba, and Ken Sweeney; the strength of the defense lies with senior George Dosza and juniors Joe Dugan and Ron Howarth. Junior Rodney Calafati will guard the net as goalie. This year, the team's defensive coordinator will be Nes Forney.

Captain Peter Holsten sums up the season's prospects by saying, "Our success depends on how hard everybody works individually and how everyone works as a team."

## Bethel, the dedicated athlete

According to Coach Al Brown, "Amiel Bethel is a dedicated and enthusiastic leader in lacrosse and soccer." He has competed in both sports since the 7th grade and is acknowledged as the "most experienced lacrosse player in the school."

This year marks his third season as an attackman on the varsity lacrosse team. As a freshman, Amiel was the high scorer of his squad, tallying in a total of twenty-two goals.

Although Amiel suffered a setback in his athletic career when he broke his leg in the state semifinal game against Wardlaw last year, he has since recovered his full strength. Coach Brown notes that his "dedication to the game" has enabled him to develop the stickwork required to play good lacrosse. Amiel has also concentrated heavily on conditioning. By running regularly, lifting weights, and practicing with his stick, he expects to sharpen his footwork, shooting and dodging skills. Attending two lacrosse camps per summer, he is an intelligent player whose strategies and insights into lacrosse, a very technical game, has created countless goal scoring opportunities for his team.

Coach Brown claims that "Amiel is already demonstrating great potential as an outstanding high school and college player." Amiel is eager to play college lacrosse and has recently met with the coaches of prestigious universities such as Washington and Lee, Prin-

ceton, and John Hopkins. His goal since starting with varsity lacrosse is to break Tony Scialabba's record of 104 goals.

Amiel is also a talented and dexterous soccer player with two years of varsity action under his belt. As a right wing forward on the soccer squad, he has established himself as a good pressure player. This is exemplified by his outstanding goal in last year's victory over Princeton Day School, which broke a one to one tie. Mr. Brown expects Amiel to be "one of the highest scorers next year, if not the highest."

## Winter wrap-up

The following is a round-up of how the winter sports teams ended their seasons:

	Won	Lost
Boys' Varsity Basketball	11	13
Boys' JV Basketball	5	8
Girls' Varsity Basketball	*13	4
Boys' Varsity Wrestling	4	10
Girls' Varsity Volleyball	6	7
Varsity Swimming	3	12

\*New school record.

## New coaches guide softball squad

by Mary Roth

Under new coaches Al Bertsch and Susan Leach, the outlook is good for the girls' varsity softball team this year. The team, comprised mostly of underclassmen, has begun practicing this spring with enthusiasm and vigor. Senior Joan Imbriani commented on the team's attitude at practices: "All the girls have been working hard on both their hitting and in the outfield. We've really pulled together as a team and I don't really think we'll be weak anywhere." Coach Al Bertsch agrees,

stating "Basically we're pretty solid. It's a good fielding team, but the hitting is improving too."

Mr. Bertsch is optimistic as to the impending schedule, which began on March 26 with a scrimmage against Mount St. Mary's. Both Mr. Bertsch and Miss Leach look to rely on last year's All-Star seniors Evie Lair, Mary Abdalla, Joan Imbriani, Vicki Barber, and junior Susan Imbriani. The coaches also foresee fine performances from several underclassmen, such as

sophomore Caroline Lair and freshman Elaine Imbriani.

Mr. Bertsch notes that this year's team is quite flexible concerning their positions. For example, "Evie is a strong pitcher, but she is also a capable outfielder." Although the coaches would prefer to keep the girls in their chosen position, flexibility is both insurance and good training. Joan Imbriani believes that it is also a nice change of pace for an infielder to take the outfield or vice-versa once in a while.



## Editorial

### Warning: TV may be hazard to your health

Is your favorite television show (a) Dukes of Hazzard, (b) M\*A\*S\*H, (c) Masterpiece Theater, or (d) B.J. and the Bear? Your answer may be more important than you think. A study conducted by California social scientists claims that children who regularly watch programs such as "Dukes", "B.J.", and "Laverne and Shirley" are the ones most likely to have low scores on standard achievement tests. While they have yet to conclusively prove that television directly causes poor performance, and can only say that viewing habits reflect it, new findings are providing increased insight into the links between television viewing and classroom achievement.

Of the 81 programs examined, it was found that the more frequently a student watched any one of 78 of the shows, the lower his test scores in reading, writing, and mathematics. In the case of only one entertainment program, "M\*A\*S\*H", did its regular viewers have higher grades. These same students also had parent-restricted viewing hours, and tended to watch public television and news-oriented programs.

However, the most disturbing possibility about the influence of television is that heavy viewing may offset the social and economic advantages that usually produce high achievement. Researchers discovered that from a pool of students from similar backgrounds, those who watched more television had lower levels of performance. One researcher concluded, "What it means is that television can override other powerful forces. Heavy viewing may do the most damage among kids who would most likely be high achievers."

Social scientists are not yet prepared to cite television as a cause, rather than merely as a barometer, of poor student performance, an admittedly fine distinction to make. However, as the medium has become such a pervasive, powerful force in our daily life, it seems only logical that it bears some influence on its impressionable viewers. This becomes no small matter when one considers the inane sitcoms and violent "dramas" that unfortunately constitute the majority of television fare. In this age of technology, and with the advent of cable television, this visual medium threatens to overtake the use of reading and writing skills and media in students.

There is no doubt that television can be a good source of information, entertainment, and relaxation, but studies like the one discussed above only re-emphasize the need for selective viewing. Television is something in which both quality and quantity count.

## Letter to the Editor

Dear Editor:

As a student and an active member within the music program, I have, during the three years that I have attended Prep, seen the growing importance of music in the school community. Because of this, I want to express my views about making chorus a part of the regular curriculum.

Though our school is a small, academically-oriented private school, knowledge in musical performance and the opportunity to express oneself through music is an important thing to experience. To some people it is very important—we do have our share of talented students who could benefit from the addition of chorus to the regular school day. In basic education, from the Greeks to the present day, knowledge in music and the arts was, and is, essential. As for being college-

preparatory, I can state from experience that by having musical knowledge and performing, I feel that I am broadening myself outside of the common curriculum.

Not to compare public schools to private, but rather to show that chorus is taken as a serious class/endeavor, public schools have chorus as a part of the curriculum. It maintains full credit as a course, and with this credit, students get into good colleges.

I am proud of the accomplishments of the chorus this year under Mr. Pickens. I also feel that a quality chorus, as an integral part of our school, will make its place in the school community and add to the prestige our school maintains as a quality educational establishment.

Ed Schultheiss '82

## Movie review: 'Missing'

by Barry Endick

Much controversy has centered around the recent release of the film "Missing", starring Jack Lemmon and Sissy Spacek. The opening credits claim that the movie is based on a true story, with names changed to protect the parties involved. Shortly after the film's release, however, the United States Government produced a document refuting this claim, and maintained that the film was purely a piece of fiction.

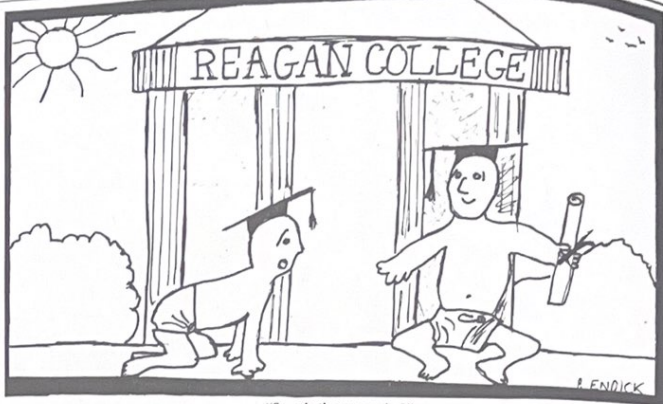
After viewing such a distressing film as "Missing", one cannot help but lend more credence to the filmmakers than our own government. It can easily be seen why the government might decide to issue such a disclaimer even if the plot were indeed true.

The film's plot revolves around the disappearance of an American writer during a violent revolution centered in Santiago, Chile. Sound familiar? Subsequent attempts by his wife (Sissy Spacek) and his Christian Scientist father (Jack Lemmon) to find his whereabouts yield nothing but red tape and frustration. Turning to various embassies and eventually the government itself, they are met with dazlingly false sincerity about the fate of the son. Finally, they turn to the Latin American country's

underground, where they at last get results. (You have to plunk down your four dollars to find out just what those results are.)

The acting in the film is superb—the cynicism of Sissy Spacek's role forms an interesting contrast to the increasingly distrustful blind faith of Jack Lemmon. The evolution of Lemmon's character from the bible-carrying believer of American propaganda to the weary, jaded man pledging to sue the shirt off the United States Government is both remarkable and disturbing. Also of note are the portrayals of the frighteningly friendly government officials, "doing their darndest" to help find Lemmon's son. They lend a sense of menace and evil to the movie.

The most interesting aspect of this movie is the distinct possibility that the film's plot is true. In spite of claims to the contrary, the viewer tends to side against the government's claims. Since the film's officials do so much prevaricating within the movie, one does not hesitate to wonder whether these official statements are also lies. This possibility, coupled with the graphic portrayal of unrest in Latin America, make "Missing" a highly disturbing piece of film.



## Reagan's unkindest cut of all

by Barry Endick

Well, Reagan has done it again. In yet another attempt to stem the still out-of-control budget deficit plaguing the nation, he has decided to eliminate the benefits due to children of a disabled or deceased parent or parents. This extremely unwise decision has led to repercussions which the Social Security offices had not foreseen.

Reagan's new Social Security plan provided college financial aid for children of deceased or disabled parents only if they were enrolled full-time at an accredited college or university by March 1 of this year. It is appalling that our own president could create such a rule in such short notice. This change of policy has sent literally hundreds of high school juniors and seniors, who stand to lose thousands of dollars, flocking to second and third-grade schools in a frantic attempt to gain acceptance within two months. These students, most of whom already had applied normally to college, had to forego their first choices in order to ensure that they were enrolled in a college, period. Many colleges have set up special programs for these 16, 17, and 18-year-old college students. The curriculum in these programs are not quite as difficult as that of regular college freshmen. Some offer college at night for those students wishing to complete their high school education concurrently with their commencement of college.

Reagan's new plan has several faults. First, the mind boggles at the ethics involved in taking away the benefits many people worked their whole lives paying into, in order to balance the budget, while the defense

budget is doubling and trebling. One of the main purposes of Social Security is to help provide for the member's children in case of accident or death; now, after the contributor is dead or disabled, Reagan takes away the benefits of the children. Second, it is an unhealthy situation to take students not ready for college and put them in a college atmosphere. It creates pressures on the student, and leaves him or her with a feeling of isolation. It also quite obviously "points out" those students who are receiving govern-

ment aid. The alienation the student perceives might be enough to turn him off of education for life. Does Reagan really feel that these cutbacks are in the best interest of the country?

Reagan's lowering of aid to colleges coupled with this new reduction of Social Security aid is very quickly turning higher education into an elitist enterprise that soon only the very rich will be able to afford. Is Reagan revealing his true anti-intellectual colors, or has the Reagan Administration simply gotten its priorities mixed up?

## El Salvador conflict yields U.S. dilemma

by Claudia Chae

The recent El Salvadoran elections mark a significant point in the course of the war-torn country's political struggle, providing a respite in which to sort out the confusing aspects of the conflict itself and of American involvement.

The unexpectedly large turnout at the polls was a highly positive sign, for despite threats from boycotting guerrillas, the people of El Salvador came out in force. While nothing decisive was resolved, the election served to rebuff the leftist forces and demonstrate a general desire for peace. However, U.S.-supported "moderate" Jose Duarte failed to win a majority of the vote; extreme rightist Roberto D'Aubuisson captured a disturbingly large share, and the leftists would be impossible to ignore in any permanent political solution.

There can be no doubt that the United States has a vital interest in the future of Central America and especially El Salvador, and therefore cannot afford to remain aloof. This political reality is distasteful in our post-Viet Nam era, but the simple fact is that despite the haunting superficial similarities, El Salvador presents quite a different situation than Viet Nam did. The latter is almost ten thousand miles away; El Salvador, by virtue of its proximity, cannot be ignored. Furthermore, the Viet Cong was a powerful, well-developed fighting force backed by North Vietnam; the insurgents in El Salvador, many of whom have only recently joined, number only six thousand. The time has come for the United States to shake off the paranoia and paralysis induced by our painful involvement in Indonesia, to learn from the experience without being smothered by it, and to approach foreign policy situations afresh.

It has been said that the fundamental problems of this poverty-stricken nation are social and political, not military, and the Reagan Administration should aid El Salvador accordingly. Duarte, who is committed to land reform and willing to work out a broad-based solution, is the most acceptable to the U.S.; however, it must be made clear that the extent of American support depends upon the amount of "political pluralism and land reform." Perhaps the most encouraging aspect of the El Salvador situation is the creation of the Caribbean Basin Initiative by Reagan, which is a package of tax incentives, direct aid, and economic support developed with Canada, Mexico and Venezuela. Intended to relieve the economic conditions which foster such unrest, the initiative is the first step towards implementing a framework of economic and social development. Hopefully, it will be allowed to take root.

## THE ARGO

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