



## DIVIDE DIVIDE DIVIDE... Is The Action Of Cancer Cells, Says Good

by Ieva Miesnieks

"DIVIDE, DIVIDE, DIVIDE, DIVIDE... is the action of cancer cells, thus solving the problems of immortality: normal cells DIVIDE, divide, divide... and eventually cease to divide as their program runs out."

Unlike a normal cell, there is a program to stop the division of a cancer cell. However, with research in the field of cancer and immunological relationships, man will ultimately be able to control and prevent cancer, the disease which scares so many of us today.

With this and similar illustrations, Dr. Robert Alan Good explained his ideas and goals in the field of cancer research and the immunological system, to an audience of 300 students and faculty in Rutgers Preparatory School's Baldwin Hall on May 18th. Dr. Good, who is the new president and director of the largest, privately operated cancer research center in the country, the Sloan-Kettering Institute for Cancer Research, and the director of research at the Memorial Sloan-Kettering Cancer Center, is a pioneer in the study of the relationship between cancer and the body's immunological systems.

Rutgers Prep was able to have Dr. Good at the school because he is presently working with Mrs. Katherine Pih, who is the mother of Peter Pih, a student in the eighth grade at Rutgers Prep.



Dr. Good and Mrs. Pih.

Dr. Good revealed his ideas on immunology with comprehensible facts and interesting examples. The student body enjoyed his light humor and friendliness, and were eager in asking questions to satisfy their specific interests on the subject.

Dr. Good indicated that the answer to the problem of cancer may lie with the body's own natural defense systems. He has found that cancer is one thousand to ten thousand times more prevalent in a person who lacks, or possesses a weakened, immunological system. Thus, he has worked with controlling cancer through immunological processes on infants who lack a successful immunological system. A whole new system is created by Dr. Good's technique of cellular reconstruction. This involves transplanting bone marrow and thymus membranes, which in effect grow a new immunological system. The thymus gland and bone marrow

are part of the body's immunological defense system. This defense includes lymphocyte and antibody production; these can recognize and combat foreign substances such as cancer cells.

### Their Own Drummer

Dr. Good indicated that cancer is a condition in which the "cells are marching to their own drummer." Normal cells will grow and grow until they touch and then stop growing, however cancer cells lack this "touch inhibition." Therefore, in Dr. Good's opinion, the basis of cancer study is to get inside of the cell and to understand its language. Key parts to this language include recognizing the type of surface protein, or antigen, of the cell, and understanding the cancer cell's communication and social behavior with other cells. In recognizing these foreign cells, the immunity system is able to secrete antibodies or lymphocytes which destroy the foreign cells.

Unfortunately, these protectors don't always destroy all of the foreign cells, which then go on to divide and cause cancer. All of these cancer cells are not destroyed because, as Dr. Good states, "these cancer cells are not so dumb, they have their own tricks." Different cancer cells can modulate their surface antigen or shed it entirely. This tends to confuse and disrupt the body's immunological defense.

Information and an understanding of this and other actions of the cancer cells would prove to be the answer to controlling cancer. But Dr. Good believes that new ideas and discoveries in this research must be done by younger people who will perhaps live to see a complete cure of cancer. As Dr. Good says, "Going to the moon was easy, all you needed was money. With cancer what we are short of is new ideas and the bright minds of young people." He strongly stressed this point, for he himself can no longer spend the long lab hours that active research requires.

### His Research

His own research was mainly carried out at the University of Minnesota, from which he graduated in 1947 with his medical degree and a PhD in anatomy. Dr. Good is responsible for much of medicine's current knowledge on the functions of the immunity system. He is co author or editor of many books and articles which have spread the ideas and the techniques of this relatively young science that overcome the malfunctions of the immune system. Not long ago, Dr. Good was awarded the Lasker Memorial Award for his research and applications in clinical medicine. It is widely thought that within a few years he will be a winner of the Nobel Prize.

Dr. Good emphasizes that a researcher should be able to apply his research practically. His ability to do just that was demonstrated in his treatment of a five month old boy who was suffering from a hereditary immunodeficiency disease. Dr. Good theorized that if bone marrow from a donor whose cells were genetically similar was injected in to the patient, he might be able to 'grow' an immunity system. He injected cells from the boy's sister and the reaction took place. The new cells gave the boy the immunity system he lacked.

Although he has previously been criticized for taking credit for work his associates have done, in his talk at Prep, Dr. Good gave credit by name to his colleagues.

He seemed to be a modest, clear speaker. Dr. Good attacked his problems and pointed out his ideas in an effective manner. He was extremely clear when talking about other methods of cancer treatment.

The present methods used in treating cancer consist of surgery, radiation therapy and chemotherapy. In radiation therapy, x-rays are used to harm and kill the foreign cells. In chemical therapy the cancer cells can be poisoned with chemicals that do not harm the normal cells. But, Dr. Good feels that all these are incomplete solutions and that an understanding of cancer must be attained which can lead to the development of a high preventive technology.

It is not unusual for a person to fear this frightful disease, and at the present time, 50% of all cancer patients can be cured in the (continued on page 2)



Dr. Robert Good answers questions after his lecture.

## Rutgers Prep Plans New Library Center

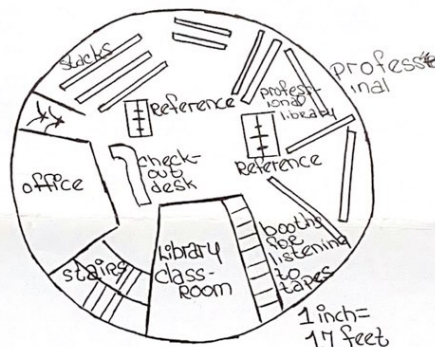
by Janet Berkowitz

The students of Rutgers Prep can be expecting a new addition to the school including a new expansive library. The interesting aspect of the building is its circular shape, which will add new dimensions to the campus. It will also consist of a cafeteria and new classrooms for a middle school. The three floor building will extend out from the far left door of the Upper School and cover the land behind the present building.

The idea originated in 1969 when Mrs. Von der Porten suggested that the library be expanded 30 per cent. An evaluation committee strongly commended this proposal. Since more room was needed for the seventh and eighth grade students, it was decided to construct a separate building for this purpose. The alumni requested the space where the business offices are now located in the Field House. The business office, along with a new laboratory, will occupy our present library, and the guidance counselors will use Mrs. Von der Porten's office.

It is expected that the new library will seat up to sixty people whereas the present library only holds twenty. There will be six booths for study purposes and the use of filmstrips while listening to tapes. There will be a copying machine that the students can use without the permission of the librarian. The teacher will have one that copies transparencies. A professional section, containing books and magazines for education, will be for teachers alone. The building will contain a library classroom for student instruction on library functions, book discussions and use of a video viewer, which Mrs. Von der Porten is hoping to receive. It is here that students can get to meet foreign exchange students. If a teacher wants to bring his class here, it must be arranged with the library. This room will hold two grades at one time. A larger card catalogue will be needed because of the addition of books.

Mrs. Von der Porten would like to thank those students who helped in the construction of interior plans. She is hoping that students will be more enthused in working as library aids if they do this on a regular basis they will receive credit on Prize Day.



## Students Honored On Prize Day

Earlier this morning, numerous Rutgers Prep students were honored for individual achievements in various academic and non-academic areas. The awards ranged from scholastic achievement through athletic distinction. They were awarded as part of the assembly during Prize Day ceremonies at the school.

For the first time in recent memory, the Liberty Loan prize voting for the outstanding underclassman, ended up in a tie vote. Juniors Juan Noguera and Jerry Salamone shared the distinction.

New inductees into the key society, who were determined from the Liberty Loan voting, were Seniors Rich Cooke, Chuck Eiser, Mike Matyas, Joe Smutco, and Mike Strassberg, and underclassmen Amy Borrus, Dave Goldberg, Mark Hyman, Rory O'Connell, and Ernie Renda and Jeff Schwartz. They joined Louis Gevirtzman, Mike Borrus, Paul Smith, and Jim Jasionowski, who were members by last year's voting.

Mary Juhasz was awarded the Remsalier Medal for outstanding achievement in Math and Science. Harriet Goldberg, Roger Paszaman, and Michael Borrus were awarded the Argomag, Ye Dial, and Argo awards respectively, for their work on those publications.

For the first time, Presters were inducted into the Quill and Scroll society. This is an international society for high school journalists, which rewards individual achievement in journalism. Ten thousand schools participate in the Quill and Scroll, which is a fairly selective society. All members must be in the top one-third of their class, and all must be at least a sophomore. New members included Harriet Goldberg, Michael Borrus, Roger Paszaman, Amy Borrus, Mark Hyman, and Sharon Song. In addition, two non-members were awarded prizes for outstanding achievement in journalism. These awards went to George Grabowich for his cartoons, and to Chuck Eiser for his feature articles.

In a near unanimous vote, Senior Joe Smutco was awarded the Varsity R award for the outstanding athlete who best exemplifies the ideals of sport. The spring sports also awarded their individual Most Valuable Player awards. MVP awards went to Juan Noguera in Lacrosse, Joe Smutco in Baseball, Michael Borrus in Tennis, and Jeanne Sikorski in Girls Softball. In addition, Tom Raba received an award given to the baseball player who has made the most significant contribution to the baseball program.



## A Parting Word: Prep In Retrospect

To my mind, the most potentially destructive and harmful group is a vocal minority. The opinions of such a group, their beliefs and feelings all become the accepted statement of a situation, simply because they voice their views the loudest. There is an inherent disaster in a statement which is accepted as gospel simply because it is spoken so loud that it drowns out other voices. I feel that such a vocal minority exists at Prep—I believe they are so vociferous in their beliefs that they drown out an important aspect of this school.

I am speaking of that group which is outspoken in its dislike and its criticism of the school and its programs. By and large, it is my impression that these students comprise a minority, however, a very impressively noisy minority. It is a shame that this minority is comprised of some of the best known names on campus—the effect is that the majority of the students, lest they incur the disfavor of those well-known members of the minority. You see, the majority of the student body does not dislike the school.

The aspect of the school which its vocal minority drowns out, is simply this: First and foremost, this school is dedicated to providing a generally superior education. I do not think that this point is arguable. Almost every restriction which is imposed by this minority, is a device which attempts to reinforce the school's goal of providing a superior education. I am not here stating that all of these restrictions are right or just, I am merely emphasizing that to view them as devices used specifically to undermine the students' freedom, is shortsighted and unjust. Sadly, this vocal minority includes one or two exceedingly deleterious teachers. One specifically is in a position to affect the judgement of soon-to-be upper school students and their parents. To be sure, there is room for improvement—much is heard—however, this vocal minority, this view that is most often heard, is not the voice of change or of improvement.

Thus far I have basically been speaking from a broad general viewpoint; let me now cite some specifics. I will not debate the number of courses offered in a public school compared to Prep, however I will match the quality of teaching and teachers with any public school. I was once told that a certain person considered himself lucky having had two really good teachers in over eighteen years of education. I feel that I have been fortunate, I think, in having experienced a wide range of Prep's curriculum, from college-level courses through Senior projects. I consider the education I have gotten to be a truly superior one.

One of the keystones of that loud minority's vocal firmament, is that the environment at Prep is out of step with the times. To an extent this is true, but it is not necessarily pernicious. For instance, I truly do not feel that riots are conducive to education. If I have received education while students elsewhere were rioting, then I have to believe it has been to my benefit.

It is all too easy to listen to a vocal minority instead of forming your own opinions. I ask these of you who will be here next year to examine your school in the light of what you have learned, or have allowed yourself to learn. Reach your own conclusions, but be faithful to them. If you must join the minority who feels it necessary to put-down anything and everything about Prep, then do it—but do it loud: People who have nothing to say always say it at the top of their voices.

## Prep Needs Student Involvement In Service Activities For Others

For the past few years, social commentators have been proclaiming that the problem with American youth today is that they are apathetic to whatever is happening. This may be so, but certainly apathy is too general a label for the disinterest and noninvolvement that is so prevalent throughout many of our nation's high school campuses.

This is evident at Prep, where striving for individual gain takes great precedence over involvement in service activities for others. For the most part, Prep's students do not come from families that lack much, be it material needs and wants or intellectual stimulation to achieve scholastically as well as athletically. Hence, in the microcosm of affluence that is Prep, what our students seem to be afflicted with is not merely apathy, but a snobbish, "I've got mine—to hell with yours" attitude of self-interest.

Yes there is enthusiasm for athletic activities, working on publications, getting on the honor roll. Yet there is very little involvement in activities that benefit others besides oneself. Have we, in our cozy populated school where the student-teacher ratio is almost ideal, have we forgotten the children in overcrowded elementary schools who have trouble grasping the basics of any subject because classrooms are always too large for the teacher to handle effectively? Have we, so healthy from athletics and good meals, have we forgotten the sick and elderly in hospitals just down the road? Have we, whose parents could afford babysitters for us, have we forgotten the day care centers desperately in need of volunteers? Have we, making jokes about "smoking in the woods" have we forgotten drug rehabilitation centers that might be in need of some help? Are we apathetic or are we wrapped up in our own problems and satisfactions that we just don't bother to look around and see if someone else is in the worse straits?

Maybe it's time we get out of ourselves and wake up to helping someone else. This could be done individually or with a group from school during extracurricular hours. For example, one could volunteer as a tutor at a local elementary school or community center. Or, a student sponsored tutoring session for lower school students in neighboring kids could be organized as Saturday morning clubs, some students could help out at a day care center one afternoon a week. Other suggestions of service groups to work for are hospitals, drug rehabilitation centers, the Red Cross, and abortion counselling centers who are always looking for senior volunteers.

As this year comes to a close, underclassmen must begin to think about plans for next year. Perhaps we should take one from seniors who had volunteer-aid fourth quarter projects and see if we can use some part of our time for someone other than ourselves.



Linda, Ernie, and Tom in a scene from "Bar-Room"

## "Bar-Room" Reviewed By Prep Drama Critic

by Liz Pickar

"Ten Nights in a Bar-Room" was this year's spring play at Prep. It was directed by Allen Pierce and written by William W. Pratt. The play was introduced by a curtain raiser, "Last To Go," by Harold Pinter, with Ernest Renda and Thomas Pfaffle portraying Ten Nights in a Bar-Room centering its two characters. Centered around the theme that drinking is dangerous and evil. Although one might think of this as a serious topic, the play came across as a wonderfully sparkling musical comedy. The cast was continuously aware and alive. Terry Dunn, Bernice Ames, and Pamela Malory did amusing characterizations of three distinctive personalities. Larger roles were played by Lenzy Hart, Cindy Greenspan and

Merle Witkin who, without a doubt, kept the play moving and quite funny. However, the three characters who stood out in my mind were Thomas Pfaffle, Ernest Renda and Lynda Silverman. Lynda's little girl act, appearance, and voice kept the audience in a daze throughout the play. The prophecies and steady controlled voice of Tom fit his part fabulously. Ernest's sometimes over-dramatic acting was extremely funny while it lent a bit of seriousness to the performance.

"Ten Nights in a Bar-Room" was witty and alive. Mr. Pierce did an outstanding job with his cast and Mitch Mutnick the lighting director also deserves praise. It was something to see and remember—the most illuminating play that Prep has had in years.

## Dr. Good Continued...

(continued from page 1)  
very best hospitals, if there is early diagnosis. It is also true that at the present time, one out of every three or four people will eventually have cancer. Older people tend to fear the disease more, perhaps because, as Dr. Good stated, the immunity system gets weaker and weaker with age, leaving the body more susceptible to infection. However, Dr. Good said that the functions of organs having to do with the immunity system are continually being found. If the characteristics of these organs and their reactions to the malignant cancer cells are discovered, the body's immunity system could be engineered to treat and prevent cancer.

As Dr. Good says, "as of now immunotherapy is like kicking a television set to fix it." He feels that immunotherapy can stop the harmful cancer cells. He feels that man, by using his potential in research, can be an aiding link in the process. In effect, Dr. Good feels that by applying our research practically, we eventually will have the key to an understanding and a control of cancer as well as other diseases which effect man. It is impossible to say when this time

will come, but with new ideas and young researchers, we will always be heading toward an answer, and we will eventually reach this ultimate goal.

## Prep Calendar Is Announced

### 200TH SCHOOL YEAR

1973-74	1974
Thursday, September 6—200th School Year begins Upper School classes.	Monday, January 7—Classes resume.
Monday, September 10—Lower School Opens.	Thursday, January 17 through Wednesday, January 23—First Semester Examination Period.
Thursday, September 27—Rosh Hashanah	Monday, February 18—Washington's Birthday.
Monday, October 8—Columbus Day	Friday, April 5—Spring recess begins after last class.
Monday, October 22—Veterans Day	Monday, April 15—Classes resume.
Wednesday, November 21—Thanksgiving recess begins at noon.	Monday, May 27—Memorial Day.
Monday, November 26—Classes resume.	Wednesday, May 22 through Wednesday, May 29—Final Examinations.
Friday, December 21—Christmas recess begins after last class.	Friday, May 31—Lower School Closing Exercises.
	Tuesday, June 4—Final Day classes for Upper School. Prize Day Exercises.
	Wednesday, June 5—200th Annual Commencement.
	Monday, July 1—Summer Session Begins.
	Thursday, September 5—200th School Year Begins.

## The Argo

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 Thanks to Lorraine Conselyea for library diagram.

Adviser: Mr. Bratsky

## Seniors And The Colleges

Bruce Bernstein—Northwestern  
 Muriel Blader—University of Miami  
 Brenda Bishop—Duquesne University  
 Ruth Borri—University of Syracuse  
 Michael Borrus—Princeton University  
 Beth Bourbon—Rutgers University  
 Lynn Carnegie—Alfred University  
 Dean Durling—Cornell University  
 Merrill Colburn—most likely Lehigh  
 Kevin Devane—Widener College  
 Doreen Jacobs—St. Peter's Nursing School  
 Margie Flynn—Purdue University  
 Louis Gevirtzman—University of Pennsylvania  
 George Grabowich—Rutgers University  
 David Kanach—Boston College  
 Mark Lipp—New York University  
 Denise Luftman—Goucher College  
 Mike Matyas—Rutgers University  
 Mike Nebel—Jacksonville  
 Kevin O'Connell—Newark State College  
 Anne Rochman—Boston College  
 Mike Venutolo—University of Syracuse  
 Barbara David—Somerset County College  
 Charles Elser—University of Rochester  
 Joyce Goldstein—Vassar  
 Robert Fievisohn—Cook College, Rutgers  
 Cynthia Greenspan—Union College  
 Jay Grossman—Drew University  
 Howard Hirsch—Babson College  
 James Jasionowski—Rutgers University  
 Jac Krevsky—Middlesex County College  
 Mitch Mutnick—American University  
 Bob Nashed—Northwestern  
 Roger Paszaman—Tufts  
 Robert Rutter—University of West Virginia  
 Jeanne Sikorski—Muhlenberg  
 Paul Smith—Fordham University  
 Michael Strassberg—Lehigh University  
 Marguerite Von der Porten—Nancy Taylor  
 Harriet Goldberg—Emerson College  
 Cynthia Johnkins—Rider College  
 Scott Rodman—Upsala  
 Barbara Rubin—University of North Carolina  
 Joe Smutko—Air Force Academy  
 Frank Caglianone—University of Florida  
 Todd Cohen—Dickinson College  
 Rich Cooke—Rider College  
 Edward Fitzell—Rutgers University  
 Dabney Jacobson—Finch College  
 Jack Kamin—Rutgers University  
 Rick Paulus—Rutgers University  
 Adrienne Reich—Mt. Ida  
 Louis Rosenbaum—Newark State College  
 Judy Zassler—Goucher College  
 Myles Ross—Paul Smith's College  
 Tom Raba—Rutgers University  
 Tom Pfaffle—undecided  
 Mark Bukachevsky—Rutgers University  
 Beth Nelson—Syracuse University  
 Glen Goldstein—Fairleigh-Dickinson University.  
 Paul Zankel—Boston University



by Michael Borrus  
 Our Out of the Hat interview for this last issue is with Mrs. Kana Dutta. Mrs. Dutta was born and raised in India, in a section that now part of Bangladesh. She attended college in Calcutta, and received her Masters degree in Education at the University of Pennsylvania. The ARGO conducted interview on May 25th.

Q. How did you come to Prep and come to teaching at Prep?

A. I was a teacher in India. In India I had a teachers' training degree. And it may be surprising to you here, I was headmistress of a small school. I came over to join my husband, and I got a masters degree in Education. We were supposed to go to India, but eventually we do it. The time we spent in Philadelphia I worked one year at the Board of Education. And really a very interesting job to go from one high school to another and I used to give on India at the twelfth grade.



And I enjoy then my husband's university. Philadelphia job in teaching a contact I Dr. Heinle very funny Q. What A. Still, building was so I had to have had a small office I ter 20 body chair! the t Hein! did. that ing she the be





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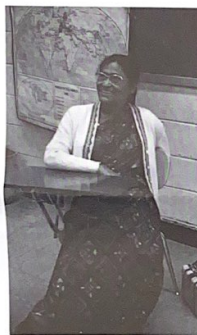
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And I enjoyed that very much. Then my husband got a job at Rutgers University so I had to leave Philadelphia. I was looking for a job in teaching and finally I got a contact here. So I came to see Dr. Heinlein and that was really very funny.

Q. What happened?  
A. Still, they had that old school building in New Brunswick and it was so depressing. When I entered I had to sit down for 45 minutes to see Dr. Heinlein, who I had an appointment with. He had a small office and in front of the office there was just one chair. After 20 minutes I got up, and somebody came in and sat on that chair!! And I had to stand all the time. Then I talked to Dr. Heinlein. I was very depressed, I did not think I would accept the job. And then Dr. Heinlein said that they were going to a new building. So he brought me here and showed me everything, and then I thought—yes! It is a nice place to be. So I am stuck!! (chuckle)

Q. Yes indeed! So, has it turned out to be as pleasurable as you thought it would be?

A. (silence . . .). What other questions do you want? . . .  
Q. (laughing) . . . O.K. You've taught in a wide variety of schools— which of the schools did you enjoy teaching in the most?

A. I would like to compare between the two school systems—the Indian system because there I taught, and the American system. These are the two countries where I have teaching experience. I would say that I enjoy teaching in this country more because the teachers have much more freedom. When I was in French Central, that was the hardest period because I was

a student too, in the University of Pennsylvania. The whole day I used to teach, because I loved teaching; in the evening I had always classes in the University and also I had to take courses on Saturdays. So I had a very rough time during that time. Then when I got my Masters degree and I came here, I started to teach in '63. I was more relaxed. Anyway, if you stay in a place for more than three or four years, I think you fall in love with that institution. So . . . I am in love with this institution. (chuckle)

Q. How many different countries would you say you've stayed in for a prolonged period of time?  
A. India, of course. And then we spent ten months in England, '67-'68. I enjoyed it very much. It was very relaxed. I audited a couple of courses in London School of Education. Attached to the London School of Education, they had a very huge library which they called African and Oriental study center. And nobody forced me, but every morning I used to go there before lunch reading different books. And I spent a lot of time in the British Museum, because it was one block from the place where I used to go for auditing the courses in education. So it is nice for awhile, if you leave your homeland or the place where you live regularly—go and stay at least ten months or a year. You know people more and I think you will understand the country more. But if you just go like a tourist, I think you don't appreciate the culture of a different country.

Q. Coming from India as you did, to the U.S. which possesses two radically different cultures and there is no congeniality of thought really, between the two—What were your problems adjusting? Exactly how difficult was it to adjust?

A. It was a tremendously difficult job to get adjusted. I can tell you the first experience: I landed at Philadelphia airport. My husband came to pick me up and we went home. Next morning I got up, and I looked through the window—NO PEOPLE ON THE STREETS! ALL CARS!! I was really disappointed and depressed, because you should think in terms of Calcutta: teeming millions of people. Whenever you looked through the windows you would see people and people and people! So I was so depressed, and I was so homesick that I told my husband I couldn't do my studies . . . So you can imagine how hard it was for me to adjust to this country. Then, the next thing I found—No spice in food!! I think I took at least two or three years to get adjusted. Now I like it . . . you know, food habit is an acquired habit.

Q. What do you think of McDonalds?

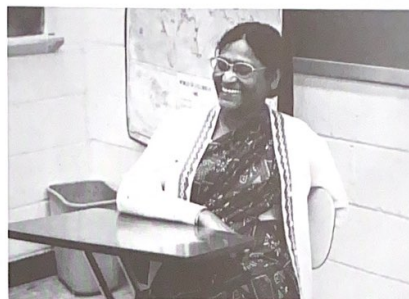
A. No—I don't like beef or pork, so McDonalds is not a good place for me.

Q. What about their French Fries?

A. I don't like that either—no! Now I am adjusted. But what I feel you know, that I am a mixture of Indian civilization and American civilization. I try to take the best of both. Sometimes I am successful and sometimes I am not.

Q. Coming from two different societies—where I think being brought up and living for a long time in one society your mind would become attuned to a certain way of thinking—being thrown in to a different society would lead to a great deal of disorientation. Do you still find even now that you have trouble understanding a lot of the actions of the students for instance in this school?

A. I think there is one important consideration. If you have a child who grows up, that child makes a bridge between the two culture pat-



Mrs. Dutta is in good spirits during our interview

terns. Because as you know, my daughter was not born in this country, but she was raised here. I think she gave me lots of insight into the way teenagers act in this country and think. So, that way, my problem was less because of my daughter. And I have become more tolerant with Western culture—tolerant not in a bad sense. In our culture pattern, we are born with lots of responsibilities: respect to older people, obedient to the parents, and if you have one penny, you share that penny. It is very different. You know? When I see that you people do not act that way, I remember in '62 or '63 I felt very bad. But now, I don't feel so bad because I think I understand better. But LANGUAGE—of course it is a problem with me all the time.

Q. As you became more accustomed to our culture, did your teaching philosophy—the way you approach the various students—change as you became more accustomed?

A. Yes it did. I think it is a wonderful thing. In our system in India, the relationship of the teacher and the student is a relationship of superiority to inferiority. You know, I teach you and you learn, whatever I say you accept

it. And here I found that it does not work that way at all. And I will rather say that independent thinking is more important. After a while, if you get used to it, I think you enjoy it more: instead of becoming an echo of the teacher. You can say something original, you can think something original. That way, it not only creates a good environment, but also it gives a chance to the teacher to learn. Because when the teacher teaches, he learns from the students too. So I think it can be a wonderful situation if the teacher and the students cooperate.

Q. O.K. One last question. Is the India of today greatly changed from that of when you were brought up? Is the cultural pattern changing as you have a greater contact with the peoples of other countries?

A. Yes—the culture pattern is changing. Not only in India, I will say that the trend is all over the world. The world is becoming very small. One nation is influencing the other nation and vice-versa. A traditional society can not continue to remain so. So India is changing too.

Q. THANK YOU very much, Mrs. Dutta!

A. You are welcome . . . that is American!

## Rutgers Prep Plans Summer Camping Trip

If about eight more Preppers sign up on Friday, June 18, a group of the Rutgers Prep family, headed by Mr. August Daviet, will leave school on the first leg of a camping trip. The trip, will run from the 18th to the 22nd of June.

The group will use a campsite in Virginia as its base of operation. There will be field trips based around this campsite. The trips will include seeing the nearby cities of Williamsburg, Yorktown, and Jamestown.

The group will depart from the school at 8:30 a.m. on Monday, June 18, the school vans will be used for transportation. The trip will end with the return of the vans to Prep at approximately 5:00 p.m. on Friday, the 22nd.

The school's camping equipment will be used during the entire trip. Meals will be prepared at the campsite by the campers themselves.

This trip is similar to excursions taken in other years. In past years campers have gone to Niagara Falls, where the group visited Weldon Rock, Fort Niagara, and Wadkin's Glen, and to Maine, where the Maine trip taken two years ago, was the most recent. Preppers camped on Mt. Desert Island.

Perhaps the most successful was the one taken five years ago. Such a demand was raised by the students that two were eventually taken. These consisted of going to upper New York State and Montreal. Expo was open at that time.

If this present trip is taken, and Mr. Daviet admits that a lack of student interest just might cancel it, the cost will run to approximately \$80.00.

## A Prepper Looks Back On His Thirteen Years At Prep

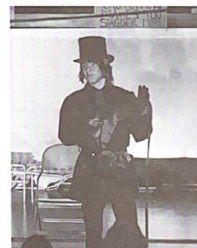


by Tommy Pfaffle

As W. C. Fields once said " . . . the good old days—may they never return . . . " Writing of my "good old days" at Prep in an unbiased light is a bit difficult to do, with analogies comparing the school to a point on the banister of life and ladies of easy virtue.

When Preppers hear I have been here thirteen years, they explode in a shock of trisadecaphobia, "Good God, you look it!" Well, above are two pictures. One taken when I first entered Prep, and the other taken a few weeks ago. You may draw your own conclusions.

I will now begin my reminiscences of my years at Prep (if the nostalgia doesn't kill me) at the beginning. The first thing I remember about Prep is my being taunted and ignored by the other kids because of my long hair (I was al-



ways a bit out of step with the times.) This was my introduction to Prep cliques.

The incident which stands out most in my lower school career happened on a brisk late November day of my fourth year at Prep. Throughout the school, emanating from the third floor pulpit of the seventh grade came the news "The President is shot; the President is shot." Growing louder and louder as the day wore on "The President is shot; the President is shot."

Children screaming that same thought until that afternoon on the bus, the bus driver quietly pronounced, "Kennedy, is dead . . ." It was a shock from which I, like so many others, have not yet fully recovered.

The eighth grade brought to us, especially those of us who didn't have a sibling relative proceed us, a feeling of excitement precipitated by such things as sports,

clubs, School Council, and a myriad of activities that students already there took casually. Some of the most popular clubs then, no longer exist today. The Pep club and Outing club to name two, are now legends of the past.

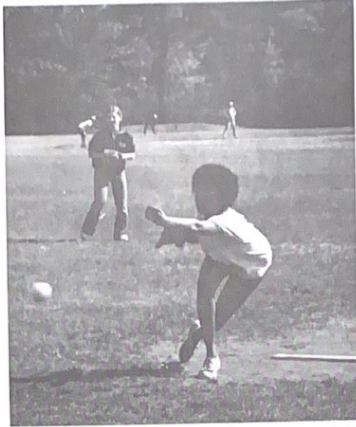
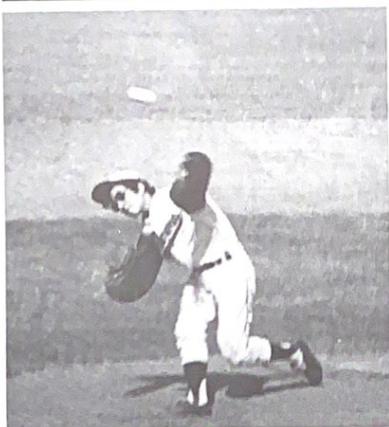
What impressed me most about my first year in the Upper School, was how somber and reserved the Class of '69 was. Though many of them were not much older than I am now, they were all suffering from an acute case of middle age.

The Class of '70 was the complete opposite. It was filled with lively and uninhibited people including artsy-craftsies, foolish and pompous intellectuals, rugged-outdoorsmen,—in short, the most diversified group of individuals I have ever met. Prep will not see a group like this for a long time, excepting possibly the Class of '75.

The school's dramatic productions were certainly the most interesting experiences I have had at Prep. From "Fantastics" including "Oh Dad, Poor Dad", the first play I worked on, to "Ten Nights in a Bar-Room," I will remember the complete competence of their particulars.

That is it. I could write about the school trip to Bear Mountain, my friends, teachers, etc.; but they are things more to be wondered at in memory than scrutinized on paper. Would I spend thirteen years at Prep if I had it to do over again? I don't know. Rutgers Prep is the only school to which I have ever been, yet here is the adventure of exploring places. So goes the enigma . . .





Three of Prep's Spring Sports Stars: Mark Hyman of baseball, Kathy Pierson of softball and Michael Borrus of tennis.

## Mark My Words

by Mark Hyman

On May 12th, Mr. Bratek and I attended the New York Yankees 10th Annual High School Sports Editor's Day at Yankee Stadium. This program enabled this reporter to speak with Manager Ralph Houk, Roy White, General Manager Lee McPhail, and Phil Rizzuto. All four had many interesting things to say, but in order to keep the column as compact as possible, it is necessary to omit many questions and answers. In another attempt to save space, the interview will appear in question and answer form.

Q) to Ralph Houk—How do you compare this year's Yankees to past clubs?

A) "Acquiring Matty Alou and Craig Nettles has really solidified our line-up. Now, not only do we have five solid starters, but a strong Bullpen."

Q) to Ralph Houk—How do you explain the fact that all six teams in the AL East have winning percentages under .500?

A) "Cold weather and a lot of rain have made the difference. When the weather gets warmer, we'll catch up with them."

Q) to Roy White—Who are the roughest pitchers for you to hit and why?

A) "I'd have to say Mike Cuellar and Bert Blyleven are about the toughest. Cuellar because of his screw ball, Blyleven because of his curve."

Q) to Lee McPhail—Will the designated hitter rule ever be adopted for use in High School baseball?

A) "I would tend to doubt it. The reason being that in High School ball, your pitcher is usually your best all-round athlete. Subsequently he'd be one of your better hitters."

Q) to Phil Rizzuto—Do you see inter-league play becoming a reality?

A) "Definitely. I'd love to see it. In fact, the only reason you don't see it today is because the NL is doing better attendance wise. I think in the next ten years you'll see it."

Q) to Phil Rizzuto—What is your opinion of Howard Cosell?

A) "You know, he's a funny guy. I've been out to dinner with Howard and his wife and he's about the nicest guy in the world. But man, he can really say some rotten things. He's a real Dr. Jekyll and Mr. Hyde. It's real easy to hate him if you don't know him. In fact sometimes, when I'm listening to him on the radio, I start to hate him myself."

## Varsity Baseball Caught Fire After Slow Start

Under Coach Frezza's guidance, the 1973 Varsity Baseball team upped its final record to 7 wins and 9 losses after a slow start. With newcomers and seasoned veterans put together, a fine season although they were under the .500 mark.

There were highlights worth mentioning. The first was newcomer Tom Raba's no-hitter vs. Newark Academy. Tom pitched an outstanding game striking out 16 and walking one. He upped his record to a fine 4 wins and 2 losses.

Also contributing to the pitching corps was junior Mark Hyman, with a 2 and 3 record. Hyman's high point was a one-hitter against St. Bernard's.

The hitting was lead by Captain Joe Smutko. Last year an all County Player, Joe led the team in batting. The slugging was done by Bob Rutter and Todd Cohen, who each hit home runs, the first in two years by a Preppie. Also contributing was third baseman John Smutko and catcher Walt Deutsch.

The senior corps was headed by Rich Cooke, Jack Kamin, and Frank Caplanone. Sophomores were Scott Rutter, Bob Vosbrink and Rory O'Connell.

With a fine corp of J.V. players and varsity holdovers, next year's team could be a startling surprise.

## Girls Tennis Team Ends Initial Season

After trials and tribulations, Prep girls broke through to the tennis courts. A team was organized by Mrs. Leone and Meryl Colburn was named captain. Despite the 0-3 record, there was much enthusiasm as seen by the outcome and conscientious efforts on the parts of the players. Prep played against N.B.H.S., Hun and Newark Academy. Our players were Meredith Perl, Jody Weiner, Sandy Scholckel, B. J. Weprinsky, Amy Borrus, Joanne Lasker, Stephanie Litwack, Liz Pickar, Ieva Miesnickis, Marsha Strauss, Sharon Soong, and Randy Roberts.

## Sikorski Leads Girl's Softball

The Girls Softball Team was a hit right off the bat. The team won four games in a row only to lose to Blair Academy twice. The team finished with five wins and two losses, for its fifth consecutive winning season.

Holding the infield was Heather Sperduto at first base, Jeanne Sikorski at second, and Marsha Strauss at third. Liz Barbi played shortstop. Kathy Pierson was the pitcher who led the girls to a winning season. The five were a good combination on the infield keeping runners in their place.

The personnel varied in the outfield, but most consistently it was Randy Roberts in centerfield, Lydia Savan in left, and Lorraine Conselyea in right field. Lorraine deserves many thanks because she was versatile enough to replace Adrienne Reich behind the plate when Adrienne had to leave the team.

The most exciting game was a home game against Blair. The girls lost 7-6; however they fought back to make the game close until the final out.

Heather Sperduto was the team batting leader, with a .666 average. But all of the players were very adept in following game strategy. Mrs. Leone felt the girls gave each game their best efforts and was pleased at the results.

There is no doubt that next year the team will be even more successful.



Tennis anyone?

## Tennis Team Finishes Long, Tough Season

The Varsity tennis team suffered through a season of 3 wins and 9 losses due to various reasons. The only victories came from Bound Brook, St. Bernard's, and New Brunswick. The three teams were scheduled to play us again, but each was rained out. Injuries hurt the team this year. Mike Nebel played with an injury and Lou Rosenbaum was forced to quit the team due to an injury.

The team consisted of three singles and two doubles. Captain Mike Borrus at first singles, Marc Bal-dinger at second singles, and Mike Nebel at third singles. The first doubles team consisted of Eric Stahl and Fred Margules, while Jim Jasionowski and John Patt

played second. The substitutes were Mike Venutolo and Jerry Ginsberg. Eric Stahl was the surprise of the year when he made it to the semi-final round of the states at fourth singles before being defeated.

Next year the team should do better, due to his experience gained and the coaching of Mr. Chamberlain. Marc Baldinger and Eric Stahl have three years of playing experience behind them. The doubles teams have worked with each other, and a solid J.V. squad promises to promote some of its members. With a disappointing season behind, the tennis team should look forward to a more successful season next year.



## Coach Willard Produces Best Lacrosse Team Ever

With an exciting new coach at its helm, the lacrosse team achieved its most successful lacrosse season ever. There were only six returning players from last year, but because of new Coach Spence Willard's enthusiasm, the number of players almost doubled from last year to include twenty new players.

Despite the team's 4-7 record, Coach Willard feels that the team has improved greatly since the beginning of the year. This great improvement was shown by the team's win over Clark H.S., 6-3, after an earlier defeat, and by an exciting come-from-behind victory over St. Joseph's, 4-3. The coach feels that the sweetest victory was the team's 7-4 victory over Edison, when Juan Noguera scored four goals, Steve Patron scored 2, and Peter Pih scored the other one.

The team feels unanimously that midfielder Juan Noguera was the Most Valuable Player. He led the team in goals with eighteen and total points, with 23. The Most Valuable defensive player was generally conceded to be Myles Ross. The accuracy of these choices was born out when both Juan and Myles were named to the Small School's all-state team.

Juan was helped on offense by John Conheeny, Steve Patron, and Peter Pih. Both John and Steve received honorable mention all-state.

The defense was helped by Mike Strassberg who really did a fine job, especially toward the end of the season. Jeff Weinstein, Peter Nannen, and Matt Ostergren provided great help to the team. Goalie Alex Chanin developed into a fine goalie, and he averaged 18 saves a game.