



Vol. 79, No. 4

# THE ARGO

Founded 1889

RUTGERS PREPARATORY SCHOOL



February 20, 1968

## Folk Ballads Liven LS Winter Concert



Gestures Illustrate Folk-song

by Barbara Weiner '70

The Lower School held its annual concert Friday evening, February 9, in Baldwin Hall. All of the students from the first through seventh grades participated in this event under the direction of Mary-Alice Johnson.

Each grade sang various songs in conjunction with its classes during the year, including many folk songs from countries which have been studied in social studies. The sixth and seventh graders also sang a few songs in German, which they have been studying for four years. Mrs. Rooda and Mrs. Fittel helped the students with their German pronunciation. Mrs. Roberts assisted the older students, who sang a song in Spanish. The third, fourth, and fifth graders,

## Board Pres. Forecasts 3 Major Goals

by Barbara Lehn '69

Mr. Stanley P. Kaufelt was elected President of the Board of Trustees of Rutgers Preparatory School at the annual meeting of the Board of Governors in November. He is replacing former President, Mr. Harold Levy. Mr. Kaufelt has served on the Board of Trustees since the School ended its affiliation with Rutgers University in 1957.

### Three Main Objectives

Mr. Kaufelt has three primary goals for Rutgers Preparatory School. He would first like to see the completion of the new field house and the landscaping of the surrounding grounds. His second aim is to solidify the School's fiscal program to provide financial stability. His third goal is to bring a higher degree of academic excellence to the School with superior teachers and students.

### Committee Provides Funds

One of Mr. Kaufelt's important duties, in his opinion, is to set up a Resources and Development Committee. Under the direction of Mr. Levy and Mr. Max Krafchik, the committee will strive to provide funds for equipment for the new field house.

Mr. Kaufelt feels that the Board of Trustees consists of a fine group of men and women who are vitally interested and involved in Rutgers Preparatory School. He thinks that "Rutgers Prep is and will continue to be an outstanding secondary school in central New Jersey."

### Deserves Recognition

Dr. Sperduto, assistant headmaster of the School, stated that "Mr. Kaufelt has certainly proved to be a consistent supporter of Rutgers Preparatory School in all of its many projects over the years." He continued that "It is nice to know that his leadership has been recognized by his elevation to president of the Board of Trustees."

Mr. Kaufelt has three children: Jacqueline, age twenty-seven; Robert, age twenty; and Jonathan, age fifteen, all of whom attended the School for most of their elementary and high school careers.

## PIERCE STAGES CONTROVERSIAL ONE-ACT PLAYS

The introduction by Mr. A. Pierce of "An Evening of Avant Garde Plays" will add a new aspect to the School's traditional theatrical entertainment. The Rutgers Prep players will present two one-act plays on February 24: "The Zoo Story" by Edward Albee and "The Bald Soprano" by Eugene Ionesco.

### Theatre of the Absurd

"The Bald Soprano" exemplifies Ionesco's concept of the Theatre of the Absurd. It begins with a chattering meaningless conversation between Mrs. Smith, played by Robin Halprin '70, and Mr. Smith, played by Robert Hertz '69, with an absolute lack of logic and a multitude of contradictions, and culminates in a farcical denouement. The other characters in the play are Mr. Martin, Chuck Houston '69; Mrs. Martin, Eileen Opatut '71; Mary the Maid, Rosalie Braunstein '68; and the Card Girl, Maurie Perl '71. Natalia Husar '69 is designing the set.

In contrast to Ionesco's absurdity, "The Zoo Story" is one of Albee's most sombre psychological plays. The two characters of the play, who meet by chance on a park bench, slowly reveal all the ugly secrets of their lives. Mr. Holden plays the young successful husband who is forced into a conversation with the near-desperate, self-admitted failure, played by Mr. Pierce.

Commenting upon the plays, Mr. Pierce stated that, "I was given complete freedom to stage and to direct the plays. Since I am acting in one myself, students have given me objective criticism. These are difficult plays to act and to understand."

## Acclaims Jr. Scientist

by Darcy Brower '70

Sue Yackowitz '70 has presented a study of the toxic factors contained in marigold petals before the Junior Academy of Science at Rider College in Lawrenceville, N. J. The judges awarded Sue a membership to the Junior Academy of Science.

Sue has conducted two previous experiments. For her first, she received second prize in the senior girl's division of the Central New Jersey Science Fair. She appeared on Channel 47 on a program called "Dateline New Jersey." For her second experiment, Sue won first honorable mention at the Science Fair and an associate membership in the Junior Academy of Science.

The objective of Sue's third experiment was to isolate the toxic factor or factors contained in marigold petals. She used micro-biological methods by growing bacteria in nutrient agar and placing some of the petals in the containers of agar to see if the petals enhanced or inhibited the growth of bacteria. Sue also did ether and water extractions to separate the water and the fat soluble compounds in the marigold petals. The bacteria had no trouble growing with the petals; thus, the petals had no toxic substances. Yet with one type of bacteria, *Streptococcus faecalis*, the petals both inhibited and enhanced the growth. Sue concluded that something in the marigold petals affected the growth of the bacteria.

## Assembly Convenes For RP Educational Debate

by Judy Alsofrom '69

An All-School Assembly convened on February 15 in order to witness the International Educational Debate presented by the History Department of Rutgers Preparatory School. The panel consisted of the two exchange students, Hector Borel of Chile and Ronny Adhikarya of Indonesia; Mrs. S. Roberts, Mrs. A. Rooda, acting as interpreters, Cornelia Conroy '69, Douglas Alsofrom '68 and Miss Hommersand, representing the World Affairs course, and Richard Levenson '68 from the Forensic Society, Mr. Peter Hordyke and Mr. Robert Bianchi acted as moderators.

Mr. Hordyke initiated the debate by inquiring about participation of youth in the government of the foreign countries. During the first discussion, Hector indicated that "there are politics in Chile on the University level, much the same as your Young Democratic or Republican Clubs," but on the high school level, the students do not take an active interest. Ronny, in contrast, definitely stated, "My country has powerful youth action; students in my country have twelve voices in the Representative Peoples' Council." Ronny further explained that he had great experience from being a member of the presidium.

## Dr. F. Sperduto Publishes History

by Eileen Opatut '71

Dr. Frank V. Sperduto, Associate Headmaster of the School, completed his doctoral thesis, "A History of Rutgers Preparatory School, in 1965.

Dr. Sperduto's main source of information was the Rutgersenia Collection in Rutgers Library, which includes the School's records and publications.

Although the institutional history of the School was the primary concern of this study, the author considered the developments of America which influenced the School.

When completed, Dr. Sperduto presented the text to Dr. Heinlein, to the trustees, and to the School. Together with Mr. William Shelley, Rutgers Prep recently published the book.

In talking about his book, Dr. Sperduto commented, "I am grateful to the trustees for being able to do this, and I wish that all people in and out of the School could see the level we've reached thus far."

Levenson, presenting his own opinion and a general comment on American youth political activity stated "The American student does not have a particularly keen interest in politics on an active level, the majority keep opinions pretty much to themselves and usually do not consider politics seriously except at election time."

Proceeding with the second topic presented on the syllabus, the panelists were asked to evaluate the major problems in their country. Hector initiated the discussion with comments concerning agricultural unemployment, and educational problems in Chile. The other members centered this part of the debate on the various problems of education in the respective countries. Conroy stated that "there is a myth about the quality or superiority of American schooling, which actually depends on the wealth of the community." Ronny responded that "even the worst school in America would still be a good school in Indonesia."

The program was concluded by an incomplete discussion on the U.S. involvement in Viet Nam. Before terminating the discussion, Ronny mentioned that in the viewpoint of his country, there was a definite need for the U.S. to fight in Viet Nam to protect the people from Communist occupation.



photo by Louie Richmond '68 Science Fair Winner

## R. Adhikarya Increases International Awareness

by Barbara Lehn '69

"Hi, I'm Ronny from Indonesia." Ronny Adhikarya from Djakarta, Indonesia is staying with the Spiro family during his three week visit at Rutgers Preparatory School. Ronny and thirty-three other foreign delegates represent the World Youth Forum of New York City. The program is sponsored by WCBS-TV and all of Ronny's expenses are paid for by the station.

Ronny was selected by his school because he was the best student in political and social science. After winning city and national competition, Ronny became one of the eight finalists for Indonesia.

Before he was selected, Ronny was interviewed by American officials, the U.S. Information Service, and the American Embassy in Djakarta. He took tests in political science, English, General Education, and psychology. He wrote essays on what he considers to be two major problems in the world and their solutions, his country's role in today's world, and an autobiography, all of which were sent to New York.

Doug and the Spiro family are trying to give Ronny a broad picture of America and the American way of life. Ronny has bowled, gone swimming attended Prep athletic and extracurricular events, toured factories, seen Rutgers University facilities, and visited Harlem in New York. He accompanied the Volunteer Committee to the Diagnostic Center in Menlo Park and he will tour local government offices. Ronny will also tour a charity organization's headquarters, Philadelphia, and Trenton.

Continued on Page 3

## Girls Display Spring Styles

by Mary Kay DeMatteis '69

The Rutgers Preparatory School Parents' Association will sponsor the Annual Mother-Daughter Banquet at the Brunswick Inn on Wednesday, February 21, 1968 at 7:00 P.M. Similar to last year's successful affair, the Banquet will be a dinner followed by a fashion show, featuring fashions from the Wilk's Company on George Street, New Brunswick. Mr. Robert Cohn, owner of the women's clothing store, is coaching the girls in modelling and in conducting the show.

The models for the show come from all classes: from the twelfth grade, Kathy Borrus, Sherry Kadushin, Barbara Paulus, Donna Dickens, Faye Nisonoff; eleventh grade, Alice Maleski, Brenda Nemeth; tenth grade, Robin Halprin, Amy Aitken, Debbie Murphy, Carol Paszaman; ninth grade, Maurie Perl. These girls, many of whom modelled last year, volunteered to take part in the show. The Prep girls will model the latest spring fashions, from bathing suits and sportswear to evening gowns.



## Argo Suggests Alternate To Proposed Measure

A series of amendments to the Rutgers Preparatory School Constitution have been placed before the student body in a group of petitions. One of these proposed amendments is concerned with the amendment procedure itself. This amendment states that the class presidents would first meet with the classes to discuss the amendments to take a class vote. The officers would then be obligated to vote in the School Council as their classes had voted. The purpose for suggesting this amendment was to increase student representation in the Council.

The idea of better student representation is sound; however, this amendment does not fulfill its purpose. The Argo feels that the amendment process does need to be revised, but that this amendment is not the most effective means. If the suggested method is adopted, the junior and senior classes, defeating an amendment by a small majority, could override the votes of the three lower classes who may have passed it by wide margins. The vote in the Council would be four to three against the amendment, even though more students favored it than did not. This occurs because the two upper classes have two votes each in the School Council, whereas the other classes have only one vote each. Also, the Council officers vote as they personally feel, so that the student body is no better represented than before, and can, in fact, be misrepresented.

Presently, the School Council must approve an amendment before the student body has the general vote. Under this proposed amendment, a majority of students could favor an amendment, but it could be defeated in Council and never reach a general school referendum.

The Argo suggests the following change in the amendment process. Because the amendments affect the entire School community, the vote should be split between the elements of the School. The student body should vote on amendment petitions after they have been signed by the presently required number of students. If 70% of the student body favors an amendment, it should be forwarded to the faculty. If the faculty passes it by a majority, it would be given to the Headmaster, whose approval would finalize the passage of the amendment. This is the simplest amendment technique and assures the student body that they will not be misrepresented in the School Council. The passage of this process simplifies the procedure by eliminating one step: the passage of amendments by the School Council. This is justified on such important issues and should be implemented.

In conclusion, the Argo feels that the proposed change in the amendment technique should be defeated because, although it hopes to increase student representation, it actually multiplies the chances of Council misrepresentation. The passage of the simpler process suggested by the Argo would eliminate any chance of student misrepresentation and would give the faculty a much better defined position in the procedure.

## Recommend Consistency In A.P. Grading System

Rutgers Prep offers certain courses with an H-S-U grading system. This year the grades for the courses combine two methods. An H, S, or U (Honors, Satisfactory, Unsatisfactory) appears on the report card, while a numerical grade is assigned to determine the overall average and class rank.

In previous years, the School used the H-S-U system to draw in the interested student who was hesitant to take the course due to pressure on average and rank. To encourage "learning for learning's sake," rather than merely to achieve a grade, the School used this system.

Colleges, however, often require a more definite statement of achievement; thus, this method proved unsatisfactory. Also, an "H" cannot raise an average or a rank, but a ninety can raise it substantially. Ideally the H-S-U system is worthwhile, but it is not altogether practical.

Another former method was to increase the grade achieved in a particular course by a certain per cent and to average the "weighted" result when determining overall average and class rank. The Argo feels that this method of grading advanced placement courses should be reinstituted. The colleges' questions are answered, and the deserving student is rewarded. The weighting of the grade compensates for the marked difficulty of the course.

Presently, an H, S, or U appears on the report card, but in effect this technique is a numerical grading system. The mere presence of the numerical grade contradicts and invalidates the theory behind the H-S-U system. Since the School finds that a numerical grade is definitely necessary, the Argo hopes that in the future the School will grade advanced placement courses with a weighted numerical average alone.

### THE ARGO

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## Stein Requests Mutual Respect Among Administration, Pupils

To the Editor:

I am writing this letter as a public protest and an example of something I have spoken about on numerous occasions. I protest the public reading of names and grades on the Honor Roll. The Administration says the reading of the Honor Roll is public recognition and honoring of excellence in scholastic achievement. While I agree that such achievement deserves recognition, I feel that the method pursued by the Administration is wrong. First, the award is rather shallow, but more important, it is the intrusion of a student's privacy by having his grade publicly announced. Grades are very personal; teachers give them to individual students. It is up to the student to decide whether or not he wants his grades publicized. The Administration could improve the Honor Roll by reading the names in alphabetical order without grades.

I am presenting two examples of the need of respect for students by faculty and Administration to clarify and demonstrate what I have spoken about. As I do not want my grades publicized, I requested that my name be deleted from the Honor Roll. It was a simple request and would not have interfered in any major School policy. I was told that my request would be considered and that the final decision rested with the Headmaster. My name and grade were announced against my wishes. If the Administration wants to receive respect from students, should not the Administration be willing to respect a student's request?

A second example of the failure of the faculty to show respect for students concerns the all-School assembly of February 15. Several students were told that they were to be in the program. Not asked, but told! The students were shown less respect than a captain ordering a private. I was one of the students so ordered, and I asked to be excused from participating. I felt that there were more qualified students, and I had also participated in a similar program, and I was angered by the attitude displayed by the teachers involved. I was flatly turned down without an explanation. In this instant there was a definite lack of respect shown for the student. How do teachers demand student respect when they refuse to respect the student? If the faculty feels they are not receiving due respect from students, I cannot sympathize with them. They are only being given what they choose to give, and the situation is of their own making.

Michael Stein '68

## Inquiring Reporter

What is your opinion of the Pueblo crisis?

Gordon Olson: I fail to see how the Pueblo was allowed to cruise so close to enemy territorial waters without either air or sea support.

Ricky Lichtman: It can only be solved through direct negotiations between the U.S. and North Korea.

Mr. Beronio: It really hasn't been made clear to me whether or not the Pueblo was in North Korean waters. If our ship was in the right though, the channels we are following to get it back are correct.

Robin Keats: The U.S. in sending its spy ships all over the world, is at fault, because we're going where we don't belong, as we're doing in the immoral Viet Nam War.

Mr. Bianchi: It's the U-2 spy plane incident reenacted, starring different people in a different setting.

Rich Levenson: We are too deeply involved in Viet Nam to commit ourselves in another major crisis. We must concentrate on getting the crew's release.

John Solowinski: There is too much talk in the newspapers about using violence. The delicate situation in Korea could explode at any moment.

## ON THE LEVEL—time for change

by Joan Serin '68

After immersing himself completely in his studies for exams, a Prep student plunges immediately into a harder and more demanding second semester. I, and many other seniors, having gone through this routine for four or five years, need now to examine why we feel compelled to that frantic week of studying for exams. Perhaps the attitude of the majority of the School, both students and faculty, toward exams and their meaning is indicative of their attitude to school and the learning process in general.

Why do exams loom so threateningly and create so much tension? The most common, most natural, answer is that they "count so much" in one's semester average. Exams have come to be somehow symbolic of a grade-conscious attitude which often penetrates Prep's classes, and which, I feel, distorts the goal of teaching. The grade-conscious attitude of the School is shown in a tradition such as reading an honor roll of specific, numerical averages, in the assigning of grades to "Honors" courses, and, most distressingly, in the compulsion of students to achieve just one more point.

There seem to be two forces acting on the grade-conscious Prep student, leading him to employ questionable methods, even to the extent of cheating. One cannot stop tension and bitter competition without negating these forces. The first one, felt most strongly by upperclassmen, is the need to get into a "good" college, which means a more prestigious college. The pressure for college acceptance most often generates at home. The student, himself, must keep from becoming overwhelmed by the pressure; if he cannot question his parents' reasons for wanting him to go to college, he must question his own. Does it really matter whether he goes to Brandeis or Boston University, Columbia or NYU? Is he aiming for prestige and status rather than happiness and personal satisfaction?

The second voice, however, is controlled and generated by the School itself. There is much too much emphasis on the grades themselves, and much too little on the actual learning or the excitement and interest which could be part of learning. The grade-average honor roll is an example of this, as is the highly-publicized class rank. If class rank is so important, and if two points can make a difference of five places, many students feel compelled to achieve those two points. The attitude of the School is also obvious in its distribution of prizes which often add a competitive note even to graduation. A subject prize is awarded for the highest grade-average, not for interest and participation which can be manifested both inside and outside of class. When prizes are the only recognition which Rutgers Prep gives a student, competition increases.

One cannot suddenly change the whole attitude of the School, but the focus can and should be shifted, however slowly, away from grade-grubbing and toward actual interest. The grade-conscious attitude produces an atmosphere of mediocrity in which outstanding students and, more importantly, outstanding people may often become discouraged.



## Levenson Urges Tact

To the Editor:

Throughout the year there has been a certain lack of harmony among certain members of the School Council. Specifically, there has been considerable conflict between the faculty and certain of the student members.

The unfortunate state of affairs appears to have intensified in recent weeks. Often hostility has been sadly evident in some meetings. Even more serious is that this conflict is not always due to disagreements over policies and issues; often this ill-feeling has been engendered by tactless behavior on the part of one or two student members.

This tactlessness and more often, rudeness place the effectiveness of the entire Council in jeopardy. An organization cannot function smoothly or with even a modicum of efficiency if its members refuse even common courtesy during the discussions. If, as has happened this year, an important student member of the Council is tactless with faculty members, he threatens to split the Council into factions. This possible factionalism between faculty and even some students would so divide the Council as to end any meaningful debate in the Council.

Last year the School Council campaign, the student body was told by several candidates, including the current Council President, that the 1966-1967 Council had been woefully ineffective. This year's Council runs the same risk because of this hostility in the Council. It would seem that candidates for Council office this year might make an issue about a greater harmony on the Council next year.

It is, in fact, not too late for greater cooperation in the present School Council. It only requires more tact among certain members.

Richard Levenson '68



## Hommersand Institutes Urban Studies; Brings Knowledge Of Orient To Prep

by Judy Kalb '71

Miss Helen Hommersand, teaching her first year at Prep during the '67-'68 academic year, is very involved with her life as a teacher at Prep. She teaches four courses: Russian History, Modern European History, World Affairs, and Afro-Asian History.

### To Teach New Course

Miss Hommersand is filling in for Mrs. Dutta, who is spending the year in England. She is also looking forward to a new course she will teach next year on Urban Studies. Talking about this new course, Miss Hommersand stated, "Finding solutions to urban problems represents a most urgent need of this generation. I feel that this course is a most significant addition to the School's curriculum. Besides this need, judging from a student reaction to off the cuff statements relating to racial and governmental problems, such a course would be vital and stimulating."

Miss Hommersand, a native of California, is a graduate of Occidental College in Los Angeles. In addition, she spent her junior year at the University of Hawaii, where she became interested in Far-Eastern studies.

### Masters In Japanese History

Upon graduation from Occidental, Miss Hommersand enrolled at the Berkeley Campus of the University of California for work on her Master's degree in Japanese History.

A highlight of her studies was a one year course of intensive study in the Japanese language. After learning the basics of the language, she went to Japan and forty percent of the pupils had Asian and European backgrounds.

After her two years' stay, Miss Hommersand came home, returning by way of Russia. Russia first struck her as relatively uninteresting since there was no variety in architecture, dress, or even food. The people, however, were very friendly and sparked with enthusiasm. Even though sign language was used, warm friendships were made. Miss Hommersand was most amazed at the lack of communication in the provinces. She encountered some peasants who had never heard of the United States.



photo by Jeff Vogel '70  
Miss Hommersand

Having returned from her travels, Miss Hommersand found that she was more concerned and involved in the politics of her own country. Being the guest in another country had shown her the great responsibility that she, herself, had in the successes or failures of American policies. She hopes to foster this interest in her students at Prep.

## Gerbils, Operalogue, Honors Hold Interest of L.S. Pupils

There was much excitement in the first grade on the morning of January 17th because six baby gerbils had been born the night before in their classroom. The parents are Jumpy and Jackie. They are both very busy taking care of their large family. When the cubs were born, the parents kept them warm under a nesting of chewed-up, fluffy material made from bits of string and burp. Unfortunately, one died but the other five are thriving. When they were newborn the mother sat on them to keep them in the nest. If one got out, she would carry it back by the nape of the neck as a cat carries her young. At four weeks, they have a little fur and have just opened their eyes.

### See "Operalogue"

The Lower School had the privilege of seeing an "operalogue" of "Carmen" on Friday, January 15th, directed by Carole Langone, the originator of the operalogues. Mrs. Langone narrated the story and accompanied on the piano, while four singers, two men and two women, acted and sang parts of the libretto. Grades III-VII are scheduled to attend a performance of "Carmen" at the Metropolitan Opera during the spring quarter, so this preview should have proven most valuable.

The second semester began with an assembly at which Dr. Heinlein read the Honor Roll. Altogether, forty students achieved honors, an average above 80% with no grade below B-. First honors went to Michael Borris in the seventh grade; to Marc Witkin and Stephen Yeh in 8th grade; Patti Bloom, Garth Combs, Stefan Karapoulos, Douglas Van Pelt, and Cynthia Weisend in 5th grade; Victoria Banko, Jeffrey Gelbard, and Jose Tormo in grade 4.

## Seniors Proctor Lunchroom; Accept Added Responsibility

by Thelma Luftman '69

This year's senior class has instituted a program of student lunch room proctoring, which releases the faculty members from their daily task of policing the lunch-room. The active student proctors are Arthur Fenster and Gordon Olson, in fourth period lunch; Martin Goldstein, Lynn Shteir, and Bea Landman, in fifth period lunch; and Faye Nisonoff and Mike Stein, in sixth period lunch. Now, the teachers may relax during their lunch hours and they can

R. Adhikarya . . .

Con't. from Page 1

Ronny finds everyone he has met to be very friendly and cooperative, but he wonders if everyone would treat him so well if he were merely a tourist, rather than a delegate. Ronny likes the American people, the social life, and educational system.

He and the other delegates remark that American students do not appreciate all the facilities that they have. "Poor people here are rich in my country," The delegates also feel that American youths have little respect for adults.

Ronny meets with the delegates once a week to discuss each other's problems and to try to solve them. He has learned a lot and hopes to learn even more.

Ronny said that he has met people of all ages and that he is glad that he has the opportunity to communicate with young children and adults as well as teenagers.

enjoy their meals without worrying about the problems of directing the lunch room.

### Expand Responsibilities

This recent innovation of senior proctors originated at the November senior class meeting. The purpose of the project is to promote senior responsibility throughout the School and also to free as many of the faculty as possible. The idea was first put into practice in Mr. Meyner's fourth period lunch. Since no outstanding problems arose, the project was considered practical and was expanded to include fifth and sixth periods.

As Senior class President Olson sees it, "Student proctorship not only stimulates a feeling of accomplishment among the participating seniors, but also gives them a more mature role in the School." When asked if the senior class intends to broaden the student proctoring project in the second semester, President Olson replied that the idea of having the seniors proctor the study halls as well as under consideration.

## H. Borel Presents Impressions Of RP

by Faye Nisonoff '68

Hector Borel, Rutgers Preparatory School's Open Door Exchange Student from Chile, has spontaneously adapted to the modes of the School. His first reactions to students and the School were those of enjoyment and gratification. Hector commented that he appreciated being so readily accepted: "I feel as if I were an American, a part of the United States."

### Differences In Schools

The differences between his school in Chile and Rutgers Prep presented new and exciting experiences. In Chile, the teachers, not students, moved from class to class during period changes, and a free five minutes between classes enabled students to eat, smoke, or walk outside. Hector's curriculum consisted of twelve subjects, a surprising difference from Prep's four or five subject load. He was impressed by Prep's close student-faculty relationships.



photo by Richard Levenson  
International Friendship

and dismayed by the short-lived "fiestas" out of school. His first response to American students was that "The girls are very pretty."

Hector had no problems adjusting to the Chenkin family life. "The Chenkins have made me feel as if I were at home. They have been extremely friendly and understanding. Although they don't speak Spanish, I have had few problems with communication."

### Tour of New York

Of course, the United States with its "tremendous buildings, super highways, and advances in mechanization" were marvelous phenomena to him. The Chenkins and other Prepsters have taken him to New York, where he has visited museums, zoos, the Statue of Liberty, and even a live television program. Hector's congenial personality has benefited many students in Prep. He describes his stay in the United States in two words: "I'm enchanted."

David Chenkin expressed satisfaction with the program's success. "I think, however, that there should be more interest within Prep, especially among the Spanish-speaking students. The only people who have applied to participate in the Open Door Program are those who speak French. It's unfortunate, since the program is so worthwhile."

### Adjusts to Customs

The Chenkins have responded to Hector quite favorably. "He has been extremely generous and courteous. Hector has adjusted to American food and customs, although his taste in television programs is unusual."

The Chenkin family has profited from a mutual cultural exchange and have been closely aware of Hector's daily situations and habits. As far as his companionship with Hector, David commented, "Our relationship cannot be too spontaneous because of the slight language barrier. His English is fair and I speak absolutely no Spanish. But I can manage pretty well."

## Volunteers Entertain At Jersey Diagnostic Center

by Joan Serin '68

After long delays, because of Christmas vacation and exams, I and seven other Prepsters went to the Menlo Park Diagnostic Center for a Friday evening "party" on February 2. Some of us had been to an orientation meeting with Mr. Ray, the head social worker, in December. We knew that we would be working with younger boys who had been sent to the center by juvenile courts for psychiatric observation and diagnosis.

The center seemed depressingly institutionalized. A uniformed guard opens the door, the halls are hospital green and locks are on the doors. The minute we walked into Mr. Ray's office, our impression changed. Mr. Ray is a young man with a completely informal manner. He immediately found out all names and nicknames, and with mock authority gave us orders: "You, Ishmael, bring that bag!"

We walked into the large recreation room rather uncomfortably, since all the boys were lined up on the other side staring at us. With the help of Mr. Ray, who maintained the attitude that we were equal to the boys, and could be ordered around, made fun of, and praised in the same way, we soon bridged the gap, and found out names, ages, likes and dislikes. All this took place in the background of a grueling game of "Simon Says," with Mr. Ray as a tricky, skillful leader. We had plenty of time to talk, however, since most of us were sent ignominiously to the bench with the first four batches of losers.

There were about twenty boys, ranging from seven years to thirteen. Almost half of them were Negro. The younger ones were more immediately trusting; the older boys affected aloofness before relaxing. After the first half hour all of us were accepted as part of the group.

In the final part of the evening, we danced and had the refreshments we had brought. We left with promises to return after an embarrassing oration from the boys.

## NEWS IN BRIEF

During the past two weeks, activity leaders, class presidents, and Doctor Heinlein presented progress reports on the achievements of the clubs, classes, and the School, respectively.

All juniors will be taking the National Merit Scholarship Test on Tuesday, February 27. The National Merit Scholarship Corporation designs the exam to test the student's ability in English and Math usage, Social Studies and Natural Science Readings, and Word Usage. Two members of the Class of '68, Joan Serin and Gordon Olson, have been selected as semi-finalists and five additional seniors have received National Merit Letters of Commendation.

Athletes of Rutgers Prep will attend the annual Sports Dinner on Wednesday evening, March 13, at the Greenbriar Restaurant. Special awards will be given to the outstanding athletes in each sport sponsored at Prep. Varsity and Junior Varsity letters will also be presented to members of the swimming, wrestling, and basketball teams. The dinner is held to honor these athletes.

Time-life Incorporated sponsored the annual Current Affairs Test on Monday, January 29. The company designs the test to quiz the students' knowledge of news pertaining to politics, science, sports, and the arts.

Students from the French II, III, and Advanced French classes will attend a matinee of *Tartuffe*, on Monday, April 22. The performance featuring the troupe "Le Tréteau de Paris" will be held at the Barbizon Plaza Theatre. Before attending the performance, the students will read the play by Moliere. Mme. Spraford and M. Gaggini will act as chaperones.

Mr. August Daviet recently commented that colleges have already accepted more than forty per cent of the seniors. The schools, located in the Middle Atlantic, New England, and Midwestern areas have selected these students on regular and early acceptance.



## IN THIS CORNER

by Gordon Olson '68

The tournament game has always held a rather special place in the sports world. Any tournament game, whether a state tournament or a smaller invitational tournament, always generates a unique electricity. This feeling manifests itself in both increased student support and greater efforts by the athletes themselves.

This year in soccer, the entire squad was "up" for all the games in the Fieldston Tournament. Every player seemed to play above his own ability. The team gelled and moved as a single unit, playing its best games of the season. The bus rides to New York were much more quiet and serious than those during the regular season, and everyone on the trip, athlete and spectator alike, knew that this was not just another game.

What makes a tournament game so special? First, there is a chance to secure a trophy and enjoy the thrill of carrying back a championship to the Prep School. Anyone who has played in a tournament recognizes statements like, "Let's win it for R.P.S." or "This one's for Prep." School spirit never runs as high as in the tournaments. Second, by the very nature of tournament structure, a loss means the end of a season. Everyone, especially the seniors, wants to extend the season with one more victory, as no one enjoys finishing the season with a loss. Also the seniors consider it very important to make their "last game" one they won't forget. The basketball, swimming, and wrestling teams have state and/or county meets coming up soon. The basketball and swimming tournaments, start on February 21, and the wrestling tournament on the 24th. The spectators can expect quite a few Argonaut teams or individuals to come through with some sparkling performances. Being an underdog seems to mean less in a tournament, because of the presence of "psyche." This feeling or desire to win is always present, but it is greatly magnified in a tournament. In any "big game," an upset is a very distinct possibility.

In conclusion, the upcoming state tournaments should capture the best of Prep athletes and teams.

## Building Year Promises Strong '68-'69 Varsity

by Rick Gordon '71

Rutgers Prep's Junior Varsity basketball team, although not enjoying a successful season, has gained the necessary experience for future action on the Varsity. The team, coached by Mr. Stanley Caris, has great potential, which it has not truly realized during the season.

The team employs a 1-3-1 offense, taking advantage of the height of their two high-scoring big men. Bob Brezinski and Doug Flomerfelt at high and low posts. Rick Szeles, a smooth playmaker, and his guards, Rick Gordon and Pete Kolbay supply much of the team's scoring punch.

Against Montclair Academy on February 14, the J.V.'s met a very strong squad and were badly beaten. Gordon led the team with 10 points.



Kolbay Steals Loose Ball

On February 9, against Montclair College High, the J.V.'s lost an extremely close game, 56-55. Brezinski and Szeles led the Prep scorers with 22 and 21 points respectively.

# Prep Cagers Finish Second In NJISL; Ray Ambrose Leads Varsity Grapplers

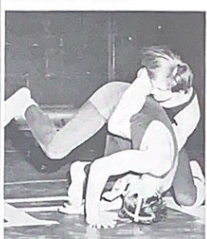
by Marc Manzione '69

The Varsity Wrestling Team opened the season at Wardlaw on December 13. The Prep grapplers built up a large lead early in the meet only to lose it in the final weight classes. Picking up wins, however, were Marc Manzione '69, Ray Ambrose '70, Chris Kolbay '70, and John Fackzak '69.

### Strong Early Lead

The Prep team traveled to Montclair Academy on January 5 and lost with a score of 42-10. Accounting for Prep's score were wins by Tom Conroy '70 and Ray Ambrose. The first home meet for the wrestling team was a return match with Wardlaw on January 19. Again Prep built up an early lead but saw it gradually diminish as Wardlaw defeated Prep, 33-20. Winning by pins were Conroy, Manzione, Ambrose and Fackzak; and Kolbay won on a decision.

The Prep wrestling team met a surprisingly strong team from Dunellen High School on January 25. Due to injuries, all the Prep matmen wrestled above their weight classes and only Dave Cornelison '70 was able to save the Prep team from a shut-out, battling to a draw in the 141 lb. class.



Kosciusko Controls Opponent

### Best Meet

The Prep grapplers wrestled their best meet on January 31, against St. Bernards. Through the first six weight classes, the Prep team built up a lead on pins by Manzione, Fackzak, and John Recine '69, and decisions by Ambrose and Kolbay. Prep could not hold their lead in the upper weight classes; however, and lost the meet, 26-21. One week later, Prep met the same St. Bernards team but this time was only able to score 9 points on decisions by Manzione, Ambrose, and Kolbay.

The team is presently preparing for its final meets which include the state tournament on February 24.

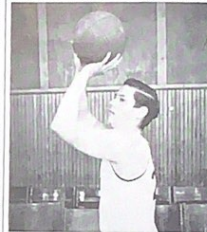
by Dan Esposito '69

The Prep Varsity basketball team succeeded in staying above the .500 mark with a 10-8 record after a victory on February 9 at Montclair College High. Employing a 1-2-2 defense, Rutgers Prep was very successful scoring on fast breaks. Steve Steinberg '70 and Jim Pfeffer '68 out-rebounded the opponents and scored 28 and 21 points respectively on offense to pace the Prep quintet. The Prep cagers shot an impressive 60% from the floor, on route to an 83-73 victory.

On February 8, Prep lost a hotly contested game to Oratory Prep, 78-77. Coach O'Connell's squad jumped to a ten point lead, but played a poor second half, with both Steinberg and Doug Alsofrom '68 fouling out in the third quarter. Dan Esposito '69 rimmed thirty points, but Jim Massarro of Oratory tossed in a 20 foot jump shot with 3 seconds left to play to clinch the outcome.

Led by Esposito's 35 points, Rutgers Prep swept to an easy win against MacArthur Academy. All members saw action on February 5 as the Argonauts romped over the Generals 94-73.

The Argonauts met Montclair Academy on February 3, and dropped a 67-54 decision. Mont-



Alsofrom Releases One-hander

clair, shooting well throughout the game connected on 21 of its 30 field goal attempts in the first half, while Rutgers Prep hit on only 13 of 30.

The Argonauts completed a sweep of the home-and-home series with Wardlaw on February 2 trouncing the Rams 77-61. Prep was paced by Pfeffer with 27 points, Esposito with 20, and Steinberg with 18. The Argonauts had won the first game 88-79, with Esposito scoring 40, his career high.

The Argonauts traveled to Lawrenceville on January 31, losing 109-71. Leading from start to finish, hot-shooting Lawrenceville posted its sixth straight victory.

The Argonauts lost another close game by two points, as Jamesburg nipped the Argonauts 60-58. Larry Thomas of Jamesburg made the game-winning toss with only five seconds left in the last quarter.

## 10th Olympiad At Grenoble

Thus far in the 10th Winter Olympic Games, the United States has not met with much success. Peggy Fleming, a 19 year old college student, is the American hero so far. Last year's World's Champion in the women's singles, Miss Fleming had a 77 point lead after the compulsory figures. After an outstanding free skating performance, Miss Fleming breezed to an easy victory.

In Alpine skiing, even though this year's team is generally considered to be the best trained in history, neither the men nor the women have taken a medal. Injuries hit the men's team hard; Billy Kidd sprained an ankle and Jim Barrows fractured his hip. The women's team was hurt by disqualifications in the slalom after taking four of the first six places after the first run.

So far the U.S. Olympic Team has captured four silver medals in speed skating. Three American girls tied for the silver medal and Terry McDermott, gold medalist in the 1964 Olympics, also captured a silver medal.

The Americans have not placed in either bobsledding or luge. Never a power in the Nordic events, jumping and cross country, the United States has yet to finish in the top five in either Nordic event.

## Dads' Club Organizes With Promising Future

by David Rubin '71

This year, Prep has formed a Dads' Club under the direction of Mr. O'Connell, who suggested the idea, after it had met with much success at Montclair Academy. The purpose of the Dads' Club is to benefit the School, concentrating on improving sports at Prep.

Possibility of Recorder At the first meeting, the Director of Athletics at Montclair Academy spoke to the fathers about the Dads' Club at his school. The possibility of purchasing an audio-visual recorder was discussed. This set-up consists of a conventional television set, a camera, a monitor, and a recording mechanism.

Mr. Will Baltin of Electronics Associates in New Brunswick was contacted to display this machine at the Dads' Club meeting three weeks ago. Unfortunately, the mechanism failed to operate correctly. It was repaired, and a videotape of one of the swim meets was shown at a Parents Association meeting later in the week. The audio-visual recorder could be used in many areas in the School besides sports, and Mr. O'Connell has decided that its purchase will be the prime concern of the Dads' Club this year. Most of the fathers were impressed by the recorder and one father offered to pay half the price if the Dads' Club will pay the rest.

### High Hopes

Mr. O'Connell said that the Dads' Club will play an important role at the annual Sports Banquet on March 13. He has high hopes for the new organization and is sure that the Dads' Club will be able to function more actively with the completion of the field house.

## Prep Swimmers Progress; Morton Sets 4 Prep Marks

by Jon Kaufelt '69

The Varsity Swimming team, under Coach Robert Fenstermaker, opened the season with a decisive victory over MacArthur Academy on December 12. The first individual victory in that meet was in the 200 yard freestyle. Leon Wender, the only senior on the squad, took first place with a time of 2:37.4. Subsequent firsts went to Glen Brewer '71 in the individual medley, Fred Perrine '72 in the 100 yard freestyle, Bob Paulus '70 in the backstroke. Wender in the 400 yard freestyle, and Mack Morton '70 with firsts in both breaststroke and butterfly.

The Argonaut mermen lost to Wardlaw on December 9. Morton broke his own record in the 100 yard butterfly, establishing the new mark at 58.9 seconds. The Varsity swimmers then lost two successive meets to Bridgewater High School and to Montclair Academy. In the meet against Montclair Academy, Morton set another school record, knocking four seconds off the old time of 2:09 for the 200 yard freestyle.

In a home meet against Wardlaw on January 19, Morton again shattered a Prep record, swimming the 50 yard freestyle in 23.9 seconds to eclipse the old mark set by Ray Zirpolo '63.

At the Hun School on January 24, Morton captured his fourth Prep record of the campaign. He broke his own record in the butterfly, turning in an excellent time of 57.2 seconds. After swimming against Somerville High School, the squad lost three close meets. In the first, against Perth Amboy, Wender, Morton, Jon Kaufelt '69, and the relay team, composed of Brewer, Peter Cizak '69, Kaufelt, and Schwartz, all took firsts. At a home meet against North Plainfield High, Brewer took a first in the 100 yard backstroke, and combined with Wender, Morton, and Cizak on the medley relay team which turned in a time of 2:04.4, just one-tenth of a second off the record for Rutgers Prep.

In a return meet against Perth Amboy the natators lost an extremely close meet 40-45. Cizak, Morton, Brewer, and Kaufelt, and the relay team all took firsts in their respective races.

## PREP VARSITY UPSETS MONTCLAIR ACAD.

by Dick Lampen '71

On Wednesday, February 14, Rutgers Prep Varsity basketball team defeated Montclair Academy, 65-62, at Montclair. Our record now stands at 11-8.

### Numerous Turnovers

Montclair jumped to a quick 6-0 lead before Dan Esposito '69 hit for a fast three points. The Lions of Montclair Academy stretched their lead to 19-10 at the end of the first period. The Argonauts committed numerous turnovers and Montclair was able to capitalize on them.

In the second period, Prep started to fast break and cut the score to 21-18. Leading this rally was Jim Pfeffer '68 with 2 baskets, but Bob Veit of the Lions hit three buckets and Montclair spurred to a substantial halftime lead.

### Pfeffer High

In the second half, the teams traded baskets for the first three minutes. Then Pfeffer scored 4 out of his ten points in the third quarter before Esposito tied the score at 44 with three fast break layups. At the end of the third quarter, the score was 48 all.

Prep won the game with their tough defense and good shooting (52%). The cagers outshot and outrebanded the Lions. Esposito, 9 for 18 from the field, was high scorer with 24 points. Pfeffer had 20, and Steinberg, 6 field goals in nine attempts in the second half, had 17 points. Pfeffer and Steinberg each grabbed an excess of 15 rebounds to dominate the boards.