



The United Arab Republic delegation, staffed by Juniors Ieva Miesnieks and Neal Shore and sophomore Bruce Baldinger, ponder a resolution by the Turkish delegation at the Rutgers Prep Model U.N. November 16.

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RUTGERS PREPARATORY SCHOOL

WED., DEC. 11, 1974

News in brief

Academic field day set up

The Academic Honors Committee of the School Council is planning an "academic field day" on which students will be honored for academic achievements, including specific papers and projects.

This is not to be confused with a mini-seminar, also, in the planning stages. On such a day, members of the Prep community could share their talents by teaching a class dealing with a career choice or any interesting topic.

In other Council business, \$80 was allotted to the Model United Nations Club to pay expenses already incurred in the holding of a model UN at Prep. Other groups are admonished that it's probably too late to get money from the Council.

Trips Galore

On December 7, Dr. Sperduto, Mr. Bratek, and Mrs. Dutta will attend the New Jersey History Symposium, sponsored by the New Jersey Historical Society. Special-

ists in the field of Urban History will present their papers. The symposium will seek to enrich the teachers knowledge of State history, so that a local view of American History and Politics can be shown to the students in their American History Classes.

Mr. Bratek and Dr. Sperduto will attend a law-focused Education Workshop on December 3. The workshop (sponsored by Seton Hall) will be an attempt to better acquaint High School teachers with the law, so that they might be able to direct some understanding of law to their classes. Topics will be: The Criminal Process, and Individual Rights and Liberties.

The Advanced French and French Civilization Classes will attend the December 18 performance of "Scapino" at the Ambassador Theatre. The play is taken from the comedy "Les Fourberies de Scapin" by Moliere, which the advanced French classes are also going to read.

On November 8 the Junior Film Festival was a great success. The Junior class took \$260.00. The majority of the profit came from the cake sale and root-beer floats which were sold, and ticket sales.

Middle School

In order to prevent the Middle School campus from getting strangled with litter and choked with debris, several students have formed a Middle School Environmental Committee.

They are getting a lot of advice from Mrs. Arnowitz, their advisor, and the Upper School Environmental Committee. Lower School Chairman David Wolicki, a seventh grader whose junior sister Caron is co-chairman of the Upper School Group, says he hopes the two groups' programs will "coincide as much as possible."

One program on which they hope to cooperate is the recycling of paper to benefit the library.

The Middle School now uses Upper School report card forms, and a slight change on the front to reflect that will be instituted by mid-year. A few other minor alterations will be made.

Lower School students give thanks through art, dramatics and service to school ecology

by Doug Stahl

Lower School students have been involved with Thanksgiving festivities, and with many other activities as well.

The first graders have produced a tremendous amount of artwork on Thanksgiving themes. The second grade organized a Thanksgiving play to perform at the Thanksgiving Day assembly.

The Thanksgiving Day assembly of the Lower School took place on November 27. In addition to watching the second grade play and other entertainment, the students filled cartons with fresh fruit, vegetables, and canned fruit which they had brought from home. These will be given to the Juvenile Detention Home and the Child Development Day Care Center as a Thanksgiving present.

According to Mrs. Weinstein, Lower School librarian, the fourth graders "practically live in the library." They are studying legends and myths with their teacher, Mrs. Polymeropoulos, and have prepared a play and several displays on this topic.

The sixth grade, now the oldest class in the Lower School has taken on the responsibilities once held by the seventh graders. These include delivering milk, answering the phone, and putting out 40:32, the Lower School literary magazine. In addition, after Halloween they collected the annual UNICEF contributions, totalling \$311.50.

At the suggestion of the Upper School Environmental Committee, the sixth grade spent a "mini-earth day" cleaning up the Lower School campus. However, their class president, Neil Kuhner, stated that there was more litter around the Upper School.

To help understand prehistory, which they are studying now, the sixth grade visited the geology museum at Rutgers University. The second grade made a trip to the Raritan Canal locks. Soon include a trip to the opera for grades four through six on December 11, and the fifth grade class trip in March.

Atmosphere of Model U.N. reflects real thing

by Gary Brown

The first Rutgers Prep Model United Nations materialized the sixteenth of November, a Saturday, in Baldwin Hall. The basic purpose of this conference was to simulate a session of the actual UN General Assembly in New York. Delegations representing such diverse nations as the United Arab Republic, Japan, Turkey, and Greece emanated from six schools, public, private, and parochial, throughout middle and northern New Jersey.

After the arrival and registration of all delegations, the General Assembly was brought to order by President Ernest Renda, followed by an opening welcome by Secretary General Steve Kerekes. The delegates were then dismissed to Bloc meetings. These turned out to be generally less formal meetings than the Plenary (combined) Session of the General Assembly. In them, small groups of three or four nations, which usually tend to vote together on resolutions in the General Assembly, discussed their opinions about the major issues, or "Official Resolutions", which were established by the organizers of the Model UN (Mrs. Dutta and the Model UN Club), and distributed beforehand.

An hour later, the first Plenary Session of the General Assembly commenced, and debate began. The first resolution dealt with the crisis in Cyprus. Although five

resolutions had been stated, only two were brought forth during the session. One reason for this was the lengthy debate on the first resolution, lasting through the morning.

Upon returning from lunch, Bloc meetings were called for a short period in order to allow the delegations to discuss their voting intentions. Upon resumption of the Plenary Session, debate was continued until 2:30, when a vote was taken, and the resolution was passed with one amendment.

The second resolution dealt with Korea. Because of limited time, debate was hasty and incomplete, although a resolution by the U.S. was passed. This reflected the need of nations to deeply consider moves rather than to rush blindly into world situations.

The meeting of the General Assembly was brought to a close at 4:30 with a concluding address by special guest speaker Dr. David Heinlein, Headmaster, which dealt with the need of today's youth to interest themselves in the problems and situations of the world.

Afterwards, specific delegations were selected for "having best presented their arguments," "having best applied their knowledge concerning their country's position," and "having best defended their position." These delegations were selected by the various spectators and coordinators from the participating schools.

Several faculty members to participate in convention

Dr. Heinlein, Mr. O'Connell, Mrs. Leone, Mrs. Von der Porten, and Mr. Stanley are all making plans to participate in the upcoming National Association of Independent Schools convention.

The convention will be held in Atlantic City March 6, 7, and 8. Because it's in New Jersey, Prep faculty have an opportunity to be directly involved in its planning.

The school librarian, Mrs. Von der Porten, is president of the librarians' association. She is organizing an exhibit to be shown at the convention.

Mr. Stanley, a Middle School teacher, is involved through his editorship of the teachers' association's newsletter, which comes out twice a year.

Two international programs are occupying Dr. Heinlein's time in preparation for the convention.

Recently, the headmaster attended a gathering of his division of the New Jersey Association of Independent Schools, the headmasters' association.

They discussed, in Dr. Heinlein's words, "a constitutional change which would incorporate the teachers' association, the business managers, the athletic directors, and the development directors" into one group. It was turned down. A broader representative organization was appointed instead.

Another proposal still under consideration is to combine the girls' sports association with that of the boys.

A touchy subject encountered at meetings of this sort involves the jurisdiction of organizations such as the Association of Independent Schools, to which Prep belongs. As things stand now, the association can only make suggestions. All final decisions rest solely with a school's board of trustees and its headmaster.

This is one of those topics which will undoubtedly be discussed at the Atlantic City convention. Discussion may also center around the trends in education.

The headmasters' association meeting was held Thursday night, November 21, and Friday, November 22. The Educational Testing Service (ETS) complex in Princeton was the site.



Juniors Rob Weiss, Liz Pickar, and Winslow Bronson tell Preppers they'll have it made in the shade if they come to the Junior Class 50's film festival November 8.

Editorials

Student competition: grade-grubbing or scholarship?

Driven by worries of college admission and the desire to gain high class rank, students in our school and nationwide have become more and more grade conscious. The sad result of this trend is that students have become excessively competitive about grades.

The problem stems from student attitudes about grades. If a student's main concern is to learn as much as he can and consequently is graded highly for his efforts, then his achievement is justified. It is the rare student however, who reads more than he is required to or inquires to a depth that exceeds what he feels he will be responsible for.

The end result of this air of competition is unhealthy. Students find studying more rewarding grade-wise if they try to accumulate rather than learn. This situation is rampant in the science and mathematics courses, but is also present in such non-memorization courses as elective Englishes and Histories as well as Advanced Languages. Students writing essays or papers assume the attitude of "what does he (the teacher) want me to say?" Such assumptions force the student to discourage within himself attempts at experimentation. This tendency is particularly regretful because many students will find out too late in their high school careers that this is not true. Teachers do accept innovative concepts (of merit) and, rather than punishing such a student, will usually reward him.

Excessive grade-consciousness has another ill-effect, on both teachers and students. Teachers find that the only way they can stimulate certain students' interest is by using grades as bait to force students to work. Nothing raises a teacher's ire more than to hand back graded work to students and see them hungrily compare their grades to see who "got the highest grade." The impression that teachers must get is their students don't really care why they made a mistake or even where. All they seem to care about is how much that mistake cost them in comparison to their peers.

Pressures on the student are also responsible for this competitive attitude. Many students worry more about their parents' reaction to their grades than how they themselves feel. Parents can increase the difficulty by comparing their child's grade to another student's higher grade, causing resentment and stimulating competition. Also some parents set rewards for high grades gained. So the student may be competing for a promised new car, stereo or money.

Another source of competition is the college admissions system. Recent articles in weekly magazines have painted a dreary picture to the college applicant. Mr. Daviet, a college guidance counselor, expressed on opinion at last year's College Night that seemed to disagree with those claims. He felt that the situation was improved over that of the '60's (excepting the Ivy League schools, which are always difficult to be accepted at). Regardless, colleges do place a large emphasis on academic achievement, but consider other facets of the applicants as well. Most college bulletins (including those of Ivy League schools) try to stress this fact to potential applicants; unfortunately many students don't take this warning too seriously. They become so concerned with college acceptance that they stunt their own emotional growth by obsession with studying.

There is no one area that the blame can be placed upon. Certainly not every student who attains high grades is necessarily competitive. Also, students who are competitive about their grades are not instinctively so (except for very few). The causes are from sources outside of the student. However, these outside causes have taken effect within those highly competitive students. Their change of attitude must come from within, aided by stimuli from without.

Academics deserve first priority

For a few weeks on the Field House bulletin board, there was an article dealing with the vast superiority of athletics to academics. The opinion expressed by way of this article is a bold one; but just think a moment of all the benefits the world's professional athletes have brought to modern man. What would man have done if Hank Aaron hadn't hit a ball over a fence more than anyone else? Where would we be if Muhammad Ali hadn't beaten up George Foreman?

Athletics must be encouraged on a far greater level than academics. Surely you don't expect the scholars or scientists to solve the world's problems. It is the athletic prodigies who must be encouraged more and more.

Great strides are being made in the right direction. Moses Malone is only getting a few million dollars a year as a professional basketball player. Why shouldn't his team pay him to go to college? How could Sharon Pinkham possibly ever have hoped to attain a high school diploma. She missed a tennis test! Finally, Rutgers College is using some of its money sensibly by flying its football team 3,000 miles to Hawaii to play a football game.

Academics is certainly a pleasurable pastime and provides health to the brain. However, it can be detrimental to the health if taken in large doses.

The absurd custom of announcing academic honors in the Lower School has finally been abolished. The students must be shown at an early age that it is athletic achievement that counts, and what better way to do that than giving the students, every closing day, one hour of songs and athletic prizes?

We can learn a great lesson from the aborigines of Australia. They don't worry about brain power, and look at their civilization.

Who knows? If this trend continues we may all someday make more money than a doctor, a scientist, a teacher or a social worker, whose contributions are negligible compared to those of Joe Namath, Hank Aaron and Moses Malone.

Chris Combest
Dick Cohen

Fall play brings magic to stage

School plays have been steadily improving at Prep, from *Indians to Ten Nights in a Barroom* to *Bells are Ringing*, but the excitement and genuine entertainment in *A Midsummer Night's Dream* captivated the audience with its magic more than any previous school play.

Far from being the Globe Theatre, the Middle School cafeteria served as the playhouse for this production of *A Midsummer Night's Dream*. This location, as well as the absence of the planned lighting effects, were the only major detractors in the production.

The feeling Shakespeare purged from the viewer was the most significant point in the play. An air of magic surrounded the actors and was reflected onto the audience. This was especially radiated by Puck, played by Lynda Joy Silverman. Puck, along with dignified Oberon and sweet Titania, king and queen of the fairies, portrayed by Ernest Renda and Janice Okulski, respectively, who captured their specific roles by creating a sense of mystification and fairyland ablance, while fancying and deceiving the true humor in the love affair.

Frequently, in Shakespeare, the fairies help to produce the mystified feeling, but in this production the love-potion and fairy-like impressions were mainly radiated by Puck, Oberon, and Titania.

At first glance, the ridiculous plight of the four youthful lovers, namely Hermia (Janet Borrus), Helena (Elizabeth Pickar), Demetrius (Rory O'Connell), and Lysander (Chris Combest) may seem like the only love affairs. However, when looking into the play more closely, it is seen that most of the characters are lovers. From Hippolyta and Theseus, to Titania and Oberon, to Thisby and Pyramus in the play within the play, and back to the original lovers, one can see that all these characters are anxiously awaiting their nuptial hour so that each can be united in bed with his lover.

Elizabeth Pickar acutely captured the character of Helena in her distraught yet comical pursuit of Demetrius. She purged the audience's pity, and also humored it by her double dilemma. Chris Combest and Rory O'Connell success-



Mr. Meyner, Victor Schwartz and their performing company entertain Duke Theseus, Charlie Daniels; his fiancée, Pam Mallory and their guests, the lovers; *A Midsummer Night's Dream* was produced on December 6 and 7.

transformations towards the ones they love after the love-juice was sprinkled in their eyes.

Janet Borrus and Chris Combest portrayed true lovers, Hermia being a dainty virgin, in extreme contrast to Helena, while Chris and Rory were basically of the same character; gallant young men, both truly in love with Hermia, with Chris creating this impression particularly well.

In *A Midsummer Night's Dream*, Shakespeare reminds the viewer that he is watching a play. The key reminder is the play within a play. The group of actors, really a group of clowns, represented the simple artisans of the times. Those most vividly portrayed were Peter Quince, played by Mrs. B. Herzberg, who captured the character of a comical director, harassed by

all the mystical mishaps in the play; Nick Bottom, portrayed by Mr. J. Meyner as a rough and tough wise guy with an outlandishly non-Shakespearean accent; and Francis Flute, played by Victor Schwartz who was a dreamy, sensitive boy.

The play's success must largely be attributed to the professional style in which Mr. Alan Pierce directed it. Costumes, made by Mrs. Silverman and Mrs. Maltz, also contributed to the milieu of the play.

Instead of taking place in midsummer, as the title suggests, the comedy is set in May, when even teachers such as Mr. Meyer, Mrs. Herzberg, and Mrs. Okulski found it hard not to take part in the festivities of May Day, characterized by a gay madness, fantasies, and love.

Students race for grades

by Elizabeth Pickar

Several years ago parents and faculty of high school and college students were concerned that the students were placing first priority on "frivolous" interests such as drinking, sex, and drugs. The story has now changed.

There is presently a growing obsession with grades among high school and college students. Although this is a drastic change from the 60's attitude, it is often considered, according to Dr. Spurduto, a "throw back to the 50's," characterized by fearful competition.

Recently, in Mr. Ken Oettley's junior English class, the students were asked to check on a piece of paper if they had ever cheated on a test in a major subject, during high school. Fourteen out of seventeen students admitted that they had cheated and Mr. Oettley was confident that he must have eyed a classmate's test sometime during his high school career.

However, one of the most bothersome aspects of this "grade-

grubbing," according to most educators, is the way competition for grades has displaced the excitement and risk of learning. John Olmstead, who teaches English at Oberlin College, said that students are "less willing to take chances; they're working harder but they're less imaginative."

Young people are beginning to consider the letters on their report cards a measure for their self-esteem. A 'B' is saying to them that they're 'B' persons.

As a result of this "rush for grades," an increasing amount of students are taking "gut" courses, known for yielding high grades. Many feel that there is also more "bootlicking" by students who are eager to get on the good side of their instructors.

In colleges, there is an apparent decrease of students who elect to take pass/fail courses because they believe a mere pass on their record does not show up as well as an 'A'. At Oberlin College, in 1970, 63% of the freshman class took ungraded courses, while in February, 1973, only 16% of the freshman class elected ungraded courses.

Dr. Frank Spurduto, Assistant Headmaster, feels that the competitive attitude which is present in the Upper School, is a result of the group of students who have chosen to attend the school.

Because of the present economic crisis, a great number of people have withdrawn their children from Prep. The parents who have chosen to keep their children enrolled, are those who place first priority on education. Thus, many of the students who are presently attending the school, come from homes in which education is a vitally important issue. Consequently, the students place great emphasis on their grades.

Letter to the Editor

Dear Editor:

Though I for one appreciated the fine article in the last issue of *The Argo* about the faculty social-tennis tournament, there was an oversight that should not go unnoticed. Mr. Chamberlain of the Upper School was also greatly involved in the planning of the tournament and added immensely to its success.

Sincerely,
Mr. Stanley
Middle School

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Mr. Bratek

"Musical prodigies" struggle together

by Richmond Cohen

Elton John, Alice Cooper, John Denver, Cat Stevens, Emerson, Lake, and Palmer probably all started in their own school music clubs. Do you realize how much practice it takes to produce top stars and celebrities as these? Do you know how much back-breaking labor and how much perspiration is drawn in striving for musical fame?

Well, Rutgers Prep has organized a music club with potential musical prodigies who sacrifice one day of their time every two weeks in their persistent attempt to emulate these stars.

The conditions and facilities at Prep are less than ideal, though, for a music club. The club is left with a "stage" that is so jammed up that Anne Picker tripped over a cello and I banged my arm against the wall in drawing the bow. The sad part is that there were only three people at this meeting.

Someone could inscribe "George Washington was here" on Prep's piano, and most people would find this plausible. This antique produces sounds that are as melodious as a blast furnace.

And as the late hours of the club drew near (3:30 P.M.) you could hear Mr. Oettle and another club member strumming a duet on the guitar line by line, measure by measure, note by note. In the electronic sections you could hear Brian Hadley carefully yet harmoniously strum individual and advanced chords (E, C, and B-for example) which produced a modern effect which was quite original.

In just one music lesson, certain Prepsters developed previously obscured abilities. The fact that there is no stand on which to prop up the music book from which a musician is to read notes, has enabled Anne Picker to hold up these books in one hand while playing the flute with the other hand.

Many people hope to see the music club attain great heights. Toby Lench desires to organize a choir, while some musicians intend to obtain school recognition. With the enthusiasm that the students have thus far displayed (three participants at the first meeting), it does not seem that their desires will be fulfilled.

However, one thing is certain; despite the lack of facilities, the music club is one of the finest cultural ideas at Prep and has provided entertainment and the enjoyment of applying one's own musical talents in harmony with those of others.



Linda is shown here in her role as Eileen Sherwood in *Wonderful Town*.



Feeding horses is not a usual chore of a star, but for Linda it's part of each day.

by Janet Berkowitz

When Linda Joy isn't performing on a stage one may find her feeding sheep and horses, tap dancing through the kitchen, or singing Fanny Brice favorites in the shower.

It's no wonder that so much talent can come from one simple farmgirl. With a mother who's the "Pearl Mester of the theatrical set" there's no giving up for Linda.

Linda Silverman

Linda was raised by a family gifted with many talents. Already by the age of three she and her brother Warren had formed a tap dancing partnership as Frankie and Johnnie of the Jet Set. They were a sort of Fred Astaire and Ginger Rogers twelve sizes smaller.

She loved music so much that she sat through "Porgy and Bess" at the mere age of three. After beginning tap dancing soon later, her mother (an agent) claims "She never stopped dancing." Certainly, bronzing her ballet slippers didn't stop her.

To list all of the Linda's outstanding performances would take too long, but here are some of her most recent successes: a comical lead, Ella Peterson, a kookie blonde in *Bells Are Ringing* and

a prostitute in *Wonderful Town*, which also starred her cousin Howie Maltz.

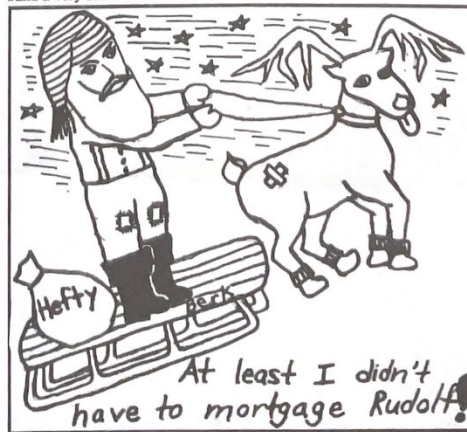
At present Linda is carrying a heavy work load, but she always comes out ahead. While working on *Mid-Summers Night's Dream* she has been rehearsing for the part of Hava in *Fiddler On The Roof*, (for a local theater group.) On top of this heavy strain, there are ballet, (with the Eleanor Stein Professional School of Ballet), tap dancing and opera singing lessons throughout the week.

In her free time she enjoys concerts and cast parties. Or she may just sit for hours sketching and shading pictures.

A completely separate phase of Linda's life is the Rebecca of Sunnybrook Farms side. You might not see her on the fields wearing a gingham bonnet, but she devotes a lot of time to the animals on her family's small farm. Her sheep have won many championships. Mrs. Silverman says, "She's giving up theater in winter to deliver sheep."

It's strange that a girl with Gypsy blood would end up cutting a record of Fanny Brice songs. But such is the story with Linda. In describing her hopes for the future she said, "I would like to learn every phase of the theater and do more acting."

Ballerina, artist, breeder, farmer, singer and actress are among the many hobbies Linda has to build a very successful future.



Personalities at Prep

by Janet Borrus

The nice lady in the office who, amongst other things, gives directions, hands out chalk, makes up tardy passes and smokes an awful lot does not sit glued to that chair twenty-four hours a day. There is another side of Mrs. Ruth Poczik, as there is with all teachers and school members, that we do not get a chance to see.

Along with her job as Dr. Spurduto's official secretary and Prep's general office manager, Mrs. Poczik must fulfill her duties as a wife, mother and secretary to her

church's women's association. She observed that although students are still dissatisfied with the world's political situation, "they are more satisfied with themselves" than the late sixties crowd was.

It's not only the students that make Mrs. Poczik's job pleasant for her, but also the teachers and Dr. Spurduto and Dr. Heinlein whom, she boasts, "are great bosses."

She comments that people at Prep are "nice and easy to get along with" and says that if you have a problem they won't hesitate to "lend for you."

The nice thing about having Mrs. Poczik as one of our secretaries is that she bends a little for us too. Very rarely is a student greeted with a cross face or a monosyllabic reply. Our repeated requests for tape, chalk and passes are fulfilled promptly and pleasantly. Certainly prepsters are as grateful to have Mrs. Poczik as she is to be here.

Mrs. Ruth Poczik

Raised in Kearny, New Jersey, Mrs. Poczik received her secretarial training at Drakes Business School. She is now settled in New Brunswick with her husband and has two children, Patty, 23, and Billy, 25. When Mrs. Poczik is left with some spare time she'll often knit or read, her lunch hour hobby. In past years she's also enjoyed doing some furniture repair and upholstery.

Mrs. Poczik has worked in business offices, but prefers the school atmosphere where, she says, "the main objective is not to make money." She came to Prep at its New Brunswick location as a part-time secretary in 1962, when the school was busy raising funds for its "new" campus.

Holding her secretarial position for over ten years, Mrs. Poczik has seen and dealt with the changing attitudes of Prep students. She vividly remembers the classes of '67 and '68, teenagers of the rebellious years, as "anti-everything." As a result of her contact with young people since then, Mrs. Poczik thinks today "kids have settled down more." She has also



You'll almost always find Mrs. Poczik behind her typewriter.

New state law open files formerly shut to students

by Ernest A. Renda

A bill passed by Congress on November 19 will enable parents of primary and secondary school students to inspect their children's school files.

The bill is a "rider" or amendment to the omnibus educational subsidy act and is known as the "Family Educational Rights and Privacy Act of 1974". This amendment was introduced by the junior senator from New York, James L. Buckley.

Buckley's contention in recommending the amendment was that he felt students are in danger of entering life with a "hidden albatross around their necks". He felt that this hostile information should be available to the person whom it describes, since it is already available to almost anyone else: potential employers, law enforcement agencies, and other institutions of learning.

The law includes public, private and parochial schools and so Rutgers Preparatory School students are protected under the law also. The basic effect this law carries is that a parent must, upon demand, be allowed to see his or her child's file, including any reports, character analyses or other assessments of the student.

Parents of seniors may be able to see secondary school recommendations to colleges, as well. This point is presently being heatedly contested by both high schools and colleges alike. William F. Buckley (Senator James L. Buckley's brother) pointed out in his syndicated column that a headmaster of a private school might find it difficult to send a negative recommendation to a college about a student whose parents donate heavily to the school if he knows the parents may demand to see the recommendation before he mails it.

College students' rights have been further extended to include allowing the student himself to see his file. Under the new act, no data may be sent to anyone without the student's consent.

Some senators have recommended excluding the college admissions process from the act or letting the Department of Housing, Education and Development regulate it.

Tom Swifties

Although a Tom Swift actually needs no introduction, it is a one-lined pun, with the play on words occurring in the adverb.

- 1) "This horse will never stop," the novice moaned woefully.
- 2) "Would you like a drink?" he asked cordially.
- 3) "But Caesar is an honorable man," he said brusquely.
- 4) "Don't worry, I will look into my crystal ball," the clairvoyant said soothingly.
- 5) "Let's go down to the waterfall," he said rapidly.
- 6) "The doctor will see you now," the nurse said patiently.
- 7) "Give me some gravy," he said saucily.
- 8) "It was back-breaking work, but we finally got the windows in," he said painfully.
- 9) "I'm a drug addict," he said dopily.
- 10) "So am I," his friend replied speedily.
- 11) "I'm getting all 65's," he said passively.
- 12) "This new type of train will get you there on time," he said expressively.
- 13) "I've come to suck your blood," the vampire said lecherously.
- 14) "Let's go camping this weekend," he said intently.
- 15) "I am merely a mender of shoes," the cobbler said soufully.
- 16) "Have some Nestle's," he offered quickly.
- 17) "But I have no filling for my apple pie," she complained fruitlessly.
- 18) "I am an artist," he said easily.
- 19) "My car has a flat," he said tiredly.
- 20) "I'm blushing," she said readily.

Varsity wrestlers lack experience and depth at upper weight classes

by Russel Best

All of the sweat-drenched and heavily panting athletes running countless laps in the gym mark the openings of the Wrestling season. The team, under Coaches Buddy Frezza and Joe Forte, looks forward to a successful season, but Mr. Frezza doubts they will do as well as last season (12-2-1).

Coach Frezza said, "we may have to forfeit at least one of the upper weights during each meet. The upper weight classes were hit very hard because Brandt Nako and Peter Pih did not return to school. Rich Farneski is very involved with his studies and Steve Patron was lost when he graduated." Even though Duane Marshall (188 lbs.) and Bob Deal (heavyweight) are new additions, they lack experience.

Coach Frezza commented that all the experienced, young kids are growing up very fast. Therefore, they are bunching up in the weight categories and thus are competing for the same weight classes. Two examples of this are Paul Grippo and Ed Paller. They both have moved up 2 weight classes since last year. The main question is, will they be able to handle the big guys?

Despite these weaknesses, there are several bright spots. One of them is the return of Doug Jones. Last season Doug was 14-1 and placed second in the Prep School Tournament. Paul Grippo was 12-2-1 last year. He finished first in the state and fourth in the National Prep Tournament.

Tony Jones was 11-2 last season. Tony's only problem is that he has lost weight so he doesn't fit into last year's weight class. Joe Yurcisin had a fine record his first year, which was last season, but Coach Frezza worries about the arm he broke during the last baseball season.

Ed James was 10-5 last year, but since he has grown this year, Coach Frezza is not sure in which

weight class he'll wrestle. Finally, Dave Yurcisin is a good prospect at 101 lbs., Grippo's old weight. Though he's only 95 lbs. now, the coach says he is due to grow and should wrestle at 101 before the season is over.

Coach Frezza feels that even though the team might not do as well as last year, the personal records of some individual wrestlers should continue to improve as they have in the past. As an advance notice, the State Tournament is to be held here at Prep this year which, Coach Frezza feels, "should stimulate interest in all students at Prep." It will be held during and after school and our students should come and cheer our wrestlers on.

Tony Depaolo enters basketball scene as athletes face challenges

by Ken Fried

Looking forward to the new season, the Varsity and Jay Vee Basketball teams had their first games December 6, against St. Bernards, the varsity team winning 77-37, under Coach O'Connell and his new assistant Coach Tony Depaolo.

When asked about how the season looks, Coach O'Connell said, "The varsity has a very demanding schedule." He added that the team has plenty of talent and that once the defensive problems were solved, the team would do well. The Varsity team, preparing for the County Tournament, is playing four very tough teams in December, including perhaps the best team in the state: Bishop Eustace Prep of Pennsbury.

The new addition to the basketball scene is Coach Tony Depaolo. He played Varsity Ball for Rutgers University. When asked about his new assistant coach, Mr. O'Connell said, "I am very pleased with Coach Depaolo and the boys' response to his directing."

Starting on the Varsity Team up front are Todd Milligan and Nate Mullins. Experienced ball handlers are seniors Bob Vosbrinck, Rory O'Connell, and Dan Howell, playing guard center, and forward positions. In the three past scrimmages, the team showed that Prep can handle just about anyone.

Also starting their season is the Girls' Basketball Team. Mrs. Leone, who is coach of the team said that she is "happy with the number of girls who came out and that it looks like an interesting season."



Rory O'Connell shows his dribbling ability and excellent balance as he tries to elude Metuchen High School halfback.

Confessions of a "Jock"

by Robert M. Weiss

Rory O'Connell, weekend theater goer, lover, and honors scholastic achiever, also enjoys playing soccer and basketball. Rory's enjoyment of these two sports has led him to work hard and become an excellent basketball player and one of the best soccer players ever at Prep.

Rory has always been associated with sports because his father is athletic director and his family has always been sports oriented. Rory commented that, "I really enjoy sports. I guess mostly since it was the first thing I was acquainted with because of my family."

Mr. O'Connell has not given Rory any pressure about sports. This can be seen when Rory decided not to go out for basketball last summer and Mr. O'Connell did not question his decision at all.

Rory was captain of the Varsity soccer team this past fall and is presently one of the co-captains of the Varsity basketball team. During his soccer career Rory scored more goals than anyone else ever did in Somerset County. He boot-ed a total of 38 goals in his 3 varsity years. Rory also broke the record for most goals in a season at Prep by scoring 25 goals this

past season. He was elected to the All-State All Star team as well.

Rory stated that the highlights of his career were the goal he scored against Montclair with 1 second left to win 3-2 and the game in which he broke the 2 Prep scoring records against New Brunswick Vo-Tech. Rory also said that the worst moment of his soccer career was when he missed a penalty kick against state-ranked Lawrenceville. He was a junior then and Prep lost 1-0.

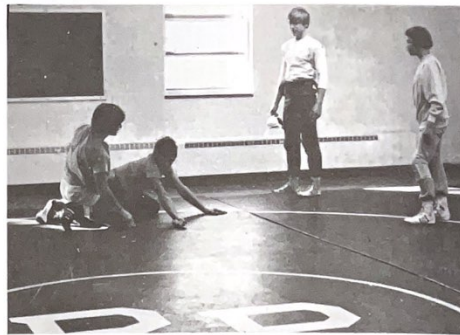
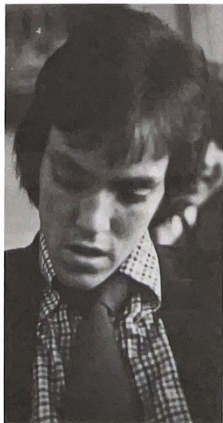
Rory feels that he is a better soccer player than a basketball player. Rory remarked that, "I would like to say that I enjoy soccer more because I am better at it, but I can't say that. I like them the same amount."

Rory surprisingly puts more time into basketball. He attributes this to the fact that, "it is easier to find 10 men to have a basketball game, than it is to find 22 men to have a soccer game."

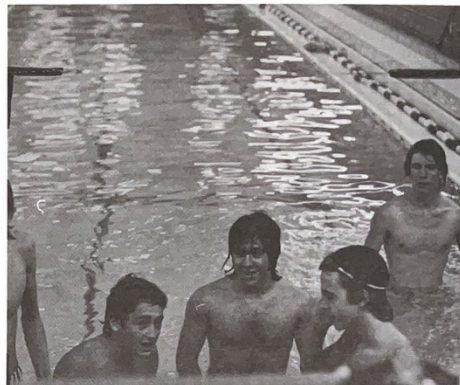
Rory has improved greatly since last year. He played in a summer basketball league and also taught and played at the Prep summer camp. Rory said, "You must improve by playing the sport."

Many colleges are interested in Rory playing soccer at their

school, such as the University of Pennsylvania, St. Joseph's College and the University of Virginia. Rory enthusiastically stated, "I really want to play a lot of soccer this summer. If I get a scholarship, I don't want to go playing like a spastic."



Coach Joe Forte, using Doug Jones as a dummy, explains wrestling move to onlookers Joe Yurcisin and Tommy Lee.



Swimmers appear all washed up at one of Coach Fenstermaker's "tough" practices. At right, co-captains Terry Dunn and Jeff Schwartz stand by Roman Bukachevsky.

Vigorous practices ease co-ed swimmers' boredom

by Ieva Miesnieks

Sitting in on and observing a sport's practice can really give the spectator some insight on that particular sport. I came to this conclusion after having sat at the poolside at a Prep Swim Team practice, at the YMCA on Livingston Avenue in New Brunswick.

Being curious as to what a swimming practice might consist of, instead of simply interviewing the coach, I decided to take a totally unbiased view of what these athletes actually go through at one of their training sessions.

One by one, the swimmers jump into the pool more or less enthusiastically, even with the water temperature as high as 84 degrees F. They immediately begin their "warm up" by doing anywhere between 10 and 20 laps, mostly freestyle.

The actual "work-outs" begin when the coach divides all swimmers into groups of four, and announces the drill to be done. These drills consist of such things as each of four swimmers swimming 8 laps as fast as he can, being timed doing them. More complicated drills make the practice even more interesting: each swimmer is told to do 2 laps in less than a minute, and continue repeating this drill. At first the swimmers think, "this is really going to be easy . . . great." But as they proceed to do the drill, they see it is a test of endurance: the only time allowed for rest is the seconds left over from the previous minute, and these seconds become less in number as the swimmers swim more laps; it is all relative.

The technique the coach uses is called interval training. It consists of repetitions of swimming given distances performed at timed intervals.

In talking with Coach Fenstermaker, I learned that he coaches a big team, shooting for a big season. With 25 boys and 7 girls, the team hopes to break the .500 record. Once it wins half of its meets, the team feels it will have "come a long way". The girls and boys will swim all 14 meets as one team, making it harder on the girls to be able to actively participate in the actual interscholastic competition. Nevertheless, enthusiastic participation and attendance to practices is demonstrated by both sexes.

The first meet will be December 13, against Bridgewater West, the team Coach Fenstermaker feels is the toughest team the swimmers will be up against all season. He is counting on co-captains Terry Dunn and Jeff Schwartz for leadership in scoring and spirit. Other seniors on the team are Scott Rutter, who returned to the team "after a year lay-off", Joe Butkus, and Jim Kane.

Among the underclassmen, Coach Fenstermaker feels that the bulk of scoring will be done by Robert Murray, who was awarded the "most improved swimmer" award last year, Charlie Daniels, Tom Flynn, and Matt Chibbaro. As for the girls, the coach feels Sue Sterner and Joanne Mandell will have an edge over the rest.

Swim practices are held directly after school, 5 days a week. This is a drawback in terms of the consistency a swimmer could reach in swimming every day, because if the student has a conference after school, he will automatically miss practice. Due to this, Coach Fenstermaker "expects the swim team to be the smartest team in the school!"