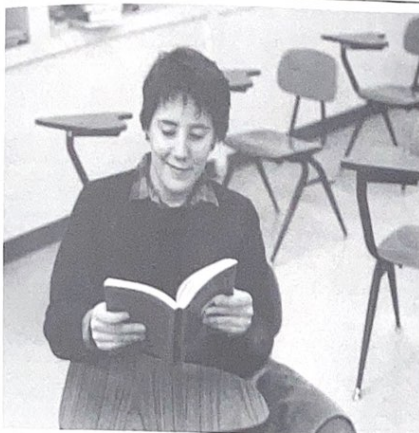


THE ARGO

VOL. 95—No. 3

RUTGERS PREPARATORY SCHOOL

FRIDAY, FEBRUARY 10, 1984



Jill Wacker began the petition, signed by 214 students, that helped change the exam schedule

All new exam scheduling implemented this semester

by Christina Harcar

Since last year there have been several major changes regarding examinations. Instead of taking one exam per day during a five day period students were required to take all of their exams in a three day interval. Two days were set aside for make-ups and/or severe conflicts in scheduling. This new exam schedule created two extra school days to be used for regular classes. The exams, equivalent to one-third of the semester average in the past, counted for only one-fifth this semester.

The exam changes affect the seniors the most since mid-term

grades are the final criteria that the colleges look at when they evaluate a prospective student. In mid-January, John Stella was elected to represent the senior class at the faculty meeting, which was to determine the new policy. He researched the exam policies of nearby independent schools and found that schools administering two exams daily generally attached a weight of twenty to twenty-five percent to them. His presentation influenced the faculty's almost unanimous decision to lessen the value of the exam grades.

The faculty also took into consideration a petition spearheaded by senior Jill Wacker and signed

by 214 students. This petition requested either only one exam per day, or a decrease of the exam's value.

Yet another consideration of the faculty was the fire. The faculty believed that the harsh study conditions that resulted after the fire caused learning to be hindered to the point where such a decrease in the weight of the exams was justifiable. It was impossible to reschedule the tests, so the faculty decided to count the exams as only twenty percent of the semester grade. Mr. Lingenheld adds that the faculty will reconsider its decision before the final exams this spring.

Cabaret Night boasts talented cast

The annual event of Cabaret Night will be held on February 10 and 11 in Holley Hall. This is the third time that Prep has given its students the opportunity to try their hands at performing arts. Mr. Kendall explained, "Cabaret Night is an opportunity where everyone can do whatever they want." He hopes that it will give students a chance to experiment and try different types of entertainment.

Mr. Pickens and Mr. Kendall are collaborating this year to make the Cabaret a success. The acts range from monologues and improvisational scenes to instrumental and vocal numbers. The cast includes members of all classes: Regina

Bishop, Vicki Borah, Jim Crimaldi, Michelle DeBlasi, Ruth Kirshner, Elissa Margolin, Cindy Mayer, John Miller, Lois Nelson, Joy Pincus, Alycia Rihacek, Tasha Schwab, Carol Schwartz, Jennifer Shore, and Diana ten Broeke. Both advisors have been highly organized to make sure that this event is the very best that it can be.

Throughout the year, the music and drama departments have been striving to make their productions of the highest caliber; even through the fire the drama department produced *Love's Illusions*, a highly praised play. Cabaret Night also promises to be an extraordinary event.

Cum Laude Society tutors willing to help classmates

This year, the Cum Laude Society is once again sponsoring a student tutoring program in which student tutors help fellow classmates improve their skills and understanding of various academic subjects. The program started about two years ago and was designed so that Prep students will have more opportunities to seek extra help and to relieve the teachers somewhat from the added pressure of having to provide extensive help sessions.

Students who need extra help in one or more subjects can apply

for assistance. Teachers may also request help for a student who is having unusual difficulty in his or her courses.

The Society needs a good pool of student tutors in order for the program to be successful. This year, the Society is trying to provide after-school help in addition to study hall and activity period sessions. For this to be possible, many willing and able volunteers are needed.

If you are interested in obtaining applications for extra help or if you want to be a tutor, please

see Mr. Gaggini or Rich Rosenzweig. Your support will help the program continue to be a success. The current members of the Cum Laude Society are: Colin Dick, Joe Durko, Mike Miller, Rich Rosenzweig, John Stella, and Jill Wacker. Mr. Gaggini is the faculty advisor.

The first of 1984

by Beth Gindin

"This class has special meaning for me. I feel a particular affection toward them." Considering that this Senior class is the first class that Mr. Lingenheld has seen go through all four years in the Upper School, his statement is clearly understood. Yet, many members of this class are in the crucial waiting period, when the college applications are in but the decisions are not.

"Early decision is great because it relieves the pressures most seniors face while waiting for college acceptances," commented Roy Kaufman, who has been accepted under early decision. He explained that he would have had to decide eventually where to go and that early decision had made it easier to get into college.

Mark Kornegay, who was also accepted early decision, felt the same way. He explained that early decision gives the student a better chance at a "reach school." He is also in favor of the program because he "hates suspense and wanted to know where (he) was going to go." His real reason for the early decision program he explained simply, "I don't like to wait."

The early decision program was developed by colleges for students who are sure of what college they want to attend. The student's application must be in before December (the deadline varies for each school), and the college understands that this is the student's first choice. The applicant receives the decision; accepted, deferred, or rejected, and if he is accepted, he is obligated to matriculate.

The list of early decision acceptances for the Class of 1984:

Simone Francis	Rensselaer Polytechnic Institute
Mark Kornegay	University of Virginia
Roy Kaufman	Brandeis University
Dina Savage	Washington University

Reconstruction of campus to begin in the early spring

by Yannie ten Broeke

Two years prior to the November third electrical fire, which was responsible for the destruction of the one hundred wing and administrative offices, the planning of a new school was well underway. The fire, however, intensified the need to act.

Plans for a new Upper School building have been discussed and finalized by the Board of Trustees and the architectural design has been developed by Gatzar and Venezia, one of the leading architectural firms in the state. The building will be oriented parallel to Easton Avenue and will cover approximately 42,000 square feet. The two-floored edifice will contain the most modern facilities, including three science labs, a greenhouse, twenty-four classrooms, lecture halls, a large lobby containing two, separate tiered lounges, and a skylight. If sufficient funds are raised it will also contain a large hall to be used for drama, music, and assemblies. In addition, a new cafeteria and an amphitheatre are included in the long range construction plans. The present two-hundred corridor will be used by the fifth and sixth grades and a new Lower School building will be

constructed on the site of the destroyed wing.

"We would hope at least to have the new Upper School completed by September." Actual ground breaking will begin "as soon as weather permits," according to Mr. Magagna. The students who are now attending classes in any of the ten trailers will continue to do so through the duration of the 83/84 school year.

The estimated cost of the total project is 3.4 million dollars. Aside from the insurance, which will pay for the loss of the wing, the bulk of the funds will be drawn from private sources. A capital campaign will be launched by the Board of Trustees to raise one million dollars through the pledges of alumni, parents and friends. The members of the faculty, staff and administration, being the first to donate, have pledged 30,000 dollars towards the construction.

At the present time, Rutgers Prep has 560 students enrolled, ranging from the kindergarten to the twelfth grade. Although the increase in enrollment will be gradual, the reconstructed campus will allow room for an estimated one hundred more students.



The new 42,000 square foot Upper School will replace the temporary trailers.

Editorial

Since his "Star Wars" speech of March 23 (see Argo vol. 94 no. 7 for commentary) President Reagan has whipped up such a frenzy within the scientific community and defense establishment over the feasibility of space based defense weapons, that he has undermined the disarmament effort under way in Geneva. His martial attitude, besides having no constructive ideological or moral basis, is creating a bubble of false hope that will soon burst, leaving the United States with no defense, no detente, and no stability in the arms race.

The very premise of Reagan's scheme, the construction of laser, radiation, or particle beam weapons in space that would "shoot down" Soviet missiles as they are launched violates a previously effective US/Soviet treaty, outlawing all space based weapons since 1972. In addition, the radiation beam, or "third generation weapon," is a nuclear bomb, also illegal in space through a different treaty.

Is Reagan's proposed weapon so technically effective as to make ICBMs harmless and to warrant the violation of two treaties? Hardly. Research at the Livermore, California defense labs is so basic that most of the work is still tied up in doctoral theses discussing "future applications suggested by science fiction books." Indeed the intended success rate of 100% (or the destruction of all missiles launched) seems so distant as to make this research irrelevant.

Reagan's insistence on this plan of action, however, misleads the American public to think that these weapons are forthcoming. Ironically, the young Livermore physicists working on the project morally support their research, citing it as a step toward disarmament and reasoning, "Why not find technical solutions to a technical problem?" Technical solutions are only as perfect as the men who make them, and would make us only as safe as we are now. Elimination entirely of the missile question through negotiation is the only "100% safe" solution.

What if the technical system is unfeasible or fails? "I just don't see how it could bring about a cataclysm," responds one naive Livermore scientist in a New York Times interview. Discounting the inevitable destruction of the United States in case of technical failure in wartime, this weapons system could trigger an economic cataclysm when untold billions are channeled into a no-return program doomed to failure or abandonment. Graver still are the consequences when we realize the effect of Reagan's reckless deployment of Pershing and cruise missiles in Germany, Britain, and Sicily and his feet dragging attitude on disarmament negotiations. Extrapolation of these tendencies suggests Reagan's planned dependence on the space weapon system to keep the peace during the next decade. When this system fails or is abandoned, however, the world will have become alarmingly unstable, allowing the same armageddon that the system was supposed to prevent.

Reagan's reliance on space-based weapons and his militarism in general, reinforced last week through his allocation of one fourth the total national budget for 1984 to the Pentagon, are not only economically crippling to the United States, but destabilizing to the entire world. Only through intense criticism and overwhelming public outcry can we force the abandonment of such a wasteful but dangerous weapon scheme and return to the arms table with renewed vigor and dedication.

Reagan diplomacy

by Joe Durko

President Reagan has been criticized as the president who "doesn't do his homework." He is put in a position to make vital decisions on crucial issues about which he frequently knows too little. He is a confused man and justifiably so. He is the leader of the greatest free nation in the world whose decisions affect everybody.

Much too often, Reagan confuses foreign policy with military operation. When we examine the diplomatic problems which he and his administration have had to face, we think of Lebanon, Central America, Grenada, and the United States/Soviet Union nuclear arms talks. It would seem that Reagan has taken his position as Commander-in-Chief of the Armed Forces more seriously than his role as President of the United States.

Many people agree that presence in Lebanon as peacekeepers is necessary. However, I recall vividly Reagan's promise to avenge the death of the two hundred young men killed by the recent bomb attack. Is this our real purpose in Lebanon, to wait until we are attacked so we can take aggressive action against other nations? Or are we supposed to defend and protect a fellow democratic government? Reagan doesn't seem to have a single, concrete program to resolve the Lebanese crisis. If indeed he does have a program, he has not shown consistency or direction.

It is hard to say for certain whether the invasion of Grenada was a victory for the President over the expansion of communism or a victory over the expansion of Congress' power. Ronald Reagan has undoubtedly been frustrated with the use of the War Powers Act. His plans have been limited under this act which has more or less forced him to work quickly to develop "favorable" political positions in these troubled nations.

Grenada, however, represents a moral victory for the President. The invasion was successful and he was well covered when it came time to explain his actions. The vulnerable medical students provided Reagan with a shield against Congressional criticism. The success also helped raise the public opinion of Reagan.

Foreign policy will be a major issue in the upcoming election. Reagan has managed to stir the hearts of the voting majority and has led many to believe that his reelection will be difficult without a split in the Democratic party.

Point/Counterpoint

Argonaut: the right mascot

by Ricky Marcon

In the history of Rutgers Prep, no tradition has been more stable than our school mascot, the Argonaut. For 217 years the Argonaut has represented our school by bringing out a sense of pride. Why then, after all these years, should we destroy the image which has stood for Rutgers Preparatory School? This can only signify that we are willing to abandon our strongest tradition without considering what our mascot stands for.

The name Argonaut comes from the story of Jason and the Golden Fleece. The Argonauts were the bravest heroes of Greece. They were assembled by Jason to help him search for the

Golden Fleece, which he needed to obtain his rightful kingdom. They sailed in a ship called the Argo. During their voyage they were attacked by unfriendly warriors and monstrous creatures, struck by tremendous storms and seduced by beautiful women. However, with their strength and determination, they survived these obstacles and succeeded in helping Jason find the Golden Fleece.

The name Argonaut has come to stand for the strength, determination and good will these warriors exhibited. These are desirable qualities that are needed to represent the school. Our school is fortunate to have a mascot as illustrious as ours, so we should

not change it just because some students feel that it is not a proper mascot. Most of the students advocating change are unfamiliar with the history of the Argonaut and all it represents. No other mascot can properly represent us, whether in the classroom or on the playing field. The use of an animal as a school mascot is so common that it would neither treat our glorious history fairly nor command the honor and respect that our school deserves and the Argonaut brings.

The Argo, their ship, had included in its construction a beam cut from the divine tree of Kodona, which could foretell the future. It was a source of wisdom, just as the Argo, our school newspaper, is. If we changed the name of our mascot, we would probably have to make the change in our publications in order to maintain continuity. This would be unfortunate because The Argo is widely acclaimed and is recognized for its literary superiority.

With the burning of our school, all of us feel a strong sense of loss. In these times of need we should not abandon the Argonaut. It is not a time to abandon, but a time to rebuild what we have and to grow stronger. We should take pride in our mascot and emphasize all it stands for and show that this one setback will not defeat us. Changing our name would be an admission of defeat and a demonstration of the lack of pride of our past.

When our predecessors selected the Argonaut as our mascot, they found a symbol which properly represented the outstanding qualities of Rutgers Prep. And the Argonaut has survived all our setbacks. Now is the time to look to the Argonaut as a symbol for survival and not the time to give in to ignorance.



Now is the time for change

by Russell Divak

When I was asked to comment on our school mascot I realized I had to discover what our mascot is first. This task is not easily done. The student body is not proud of our mascot and does not like to associate with it. Only perseverance enabled me to uncover our elusive namesake. Our school mascot is the Argonaut. With a little research I determined that our mascot is a sea animal in the same class as a squid or an octopus. With a little follow-up research I discovered that the Argonaut represents Rutgers Preparatory School.

When I learned of the story of Jason and the Argonauts I felt pride in having a squid-like animal serve as the symbol for our school. The Argonauts served as the crew members of Jason during his search for the Golden Fleece. To represent Rutgers Prep we have a mythological group of men who were employed by Jason to escort and defend him on his quest. Rutgers Prep is not made up of servants who work for others so that they can achieve their dreams. Rutgers

Prep is a school made up of individuals who come together to kindle a strong school spirit. We need a mascot that will properly represent our school.

With the tragedy of the fire we have opportunity. We are now able to start anew. With this new beginning, we need a mascot that can do this school justice. We

need a mascot that will match the characteristics of Rutgers Prep. It must be able to stand for the drive of the individual as well as the spirit of the team.

Now is the time for the mascot which can accurately symbolize Rutgers Prep. Now is the time for the mascot whose traits are worthy of being admired.

THE ARGO

Rutgers Preparatory School
1345 Easton Avenue, Somerset, N.J.

VOL. 95—No. 3
Editor-in-Chief John Stella
News Editor Lisa Brown
Opinions Editor James Keller
Features Editor Cindy Goen
Sports Editor Michelle Katzenell
Exchange Editor Matt Stella
Photography Editor Mark Kornegay
Secretary Beth Gindin
Staff Carol Chow, Jennifer Clemente, Russell Divak,
Joe Durko, Jill Halberstadter, Christina Harcar,
Elaine Imbriani, Jared Kingsley, Marc Morris,
Scott Metzger, Mike Miller, Matt Nolan, Yannie ten Broeke,
Julie Wiseman, Michelle Yu, Linda Zullinger
Advisor Mrs. Wacker

Class of '83 at college

by Linda Zullinger

Each year, the members of the graduating class leave Rutgers Prep with diplomas in hand, and head off to college. But what happens once they leave the Rutgers Prep campus for the last time? How are they doing and what is college life really like?

The members of the class of 1983 were asked to give a brief description of their school, and what aspect of it they liked best. Anita Kothari, who is attending Swarthmore, is already involved in playing basketball and editing the yearbook, some examples of "the opportunity to express your individuality." Also, the first semester at Swarthmore is on a pass/fail basis, which alleviates a great deal of pressure. Tom Balsamides described some of Villanova's attributes, such as frat parties and intramural sports. But he feels, like Anita, that the retention of his individuality is of major importance. Rodney Calafati, who is attending Western Maryland, was impressed that he could begin his business major immediately.

Goucher College is a women's college, something that Lisa Rosenbaum cites as an excellent way to make close friends. Although most of the school life is structured around academics, the students do socialize, usually at nearby Johns Hopkins. Audrey Yu goes to Bryn Mawr, another all girls' school. However, she feels that the sense of togetherness and the traditional customs of the school (for example, each class has its own song) make up for the disadvantages of attending a women's college.

Craig and Randy Sherman have different views on Temple University's best point. Craig noted the relaxed and friendly atmosphere as a major advantage, while Randy, who is on the hockey team, mentioned the nearly professional-level sports.

Steve Haas sees the informal attitude of the professors who are "more like friends than teachers" as one of the advantages of attending Franklin and Marshall. Jeff Cunjak described the social life, beautiful weather and campus, intramural sports program, and location (ten minutes away from Atlanta) as main attractions at Emory.

One thing that the students described a great deal was their colleges' similarities to Prep. Lisa Rosenbaum said that the academic procedures were similar. Most of the freshmen who go to small schools, like Stever Starker, who is at Muhlenberg, mentioned the size as an advantage, because students receive personal attention just as they did at Prep. Anita says that Swarthmore, with 1300 people, is similar enough to Prep to consider college "just another phase of studying." Bobby Quackenbush thought Lafayette's atmosphere very much like Prep's: an atmosphere of concerned people and a small campus that he described as a "grandiose Prep."

Every senior wants to know how college will differ from high school. The first difference expressed by members of the class of '83 was the

independence. The college freshman has more freedom than he has ever had, but freedom has its price. Audrey Yu cited the constant pressure to leave her work and to go out with friends as a hard temptation to resist. Lisa Rosenbaum commented, "You rely on yourself a lot. There's no support team like at home." Yale Zoland, who attends Brandeis University, said, "You never leave to go home at the end of the day. You can't get away from your problems; you have to deal with them and go on."

Some other students mentioned miscellaneous differences. "In college, everything is on a larger scale. You are treated as, and become, your own person," said Tom Balsamides. And while Jeff Cunjak noted that the biggest difference was doing the equivalent of an entire year's work in one semester, he also pointed out that there was more free time. "The only homework there is to keep up on the reading."

Another difference, about which all the freshmen complained, was the extraordinary amount of work, for which even a school as demanding as Prep did not fully prepare them. Yale Zoland said, "Every spare moment is spent catching up on homework." Steve Haas is a pre-med student who spends an exhausting six to seven hours' worth of studying a day. For him, there is no time for sports or television. Jeff Cunjak offered some consolation for the situation: "You work hard, but you play even harder."

One problem nearly all of last year's seniors had was adjusting to the new environment. Both Audrey Yu and Anita Kothari were extremely homesick in the beginning. As Jeff Cunjak said, "You have no good friends, or anywhere to go the first few weeks." But everyone is in the same boat. "You go in strangers and want to make friends. Well, everyone else does, too, so you do," explains Tom Balsamides. All agreed that the strangeness lasts for a month at most, and that most colleges have excellent orientation programs to help the adjustment.

When the students were asked whether they felt that Prep prepared them for college, and the reply was a resounding "yes!" Steve Haas said that Prep "teaches you good study habits, and how to budget your time." According to Jeff Cunjak, "Prep gives you an edge. When test time comes around and everyone else is freaking out, I remain calm." Yale felt that Prep offers opportunities not only in academics, but in allowing everyone to participate in sports as well. He thinks that Prep's handling of exams is good preparation. "You wouldn't believe how many people have had no experience with exams." The rigor has paid off in many ways, laying a strong foundation for higher education. Tom Balsamides said that Prep not only prepared him for college, but for his entire future as well. Anita Kothari expressed her feelings in words that reflected feelings of the class of '83. "College is hard, but Prep has prepared me in so many ways. I cannot thank them enough for what they have done."



Now at college, Ronnie Howarth, Sherrie Koye, Liz Jasionowski, and Paul Scialappa of the Class of '83 pose for a classic photo.

Prep delegates return

On Friday, December 2, a delegation of Rutgers Prep students comprised of eight juniors and six seniors, accompanied by Mrs. Wacker and Mrs. Lutz, left for Princeton Model Congress, located in Washington, D.C. at the Hyatt Regency on Capitol Hill. The Model Congress, which is run annually by Princeton students, is a close facsimile of the actual United States Congress, although it is a great deal less structured. It is divided into the two houses, the Senate and the House of Representatives, but the Speaker of the House and the President of the Senate are Princeton University students. There are a few of the authentic committees present, but they are also chaired by Princeton students, rather than actual delegates.

Each bill and resolution, submitted only by delegates, must go through any one of the committees of either the house or the Senate. All legislation proposed, therefore, must be presented before the committee meetings conclude on Friday night. At each meeting, copies of the proposals are distributed to the committee members, and they are debated and voted upon. After going through committee, the legislation is recommended favorably or unfavorably to the house with which the committee is affiliated, depending on whether it passed or failed in committee. Then a certain number of bills and resolutions are selected from all those submitted by the committees and they go to the other house on Sunday. If they are passed there the bills, or resolutions, become law. There is no President in Model Congress.

One of the most important skills that is necessary for Model Congress is the full knowledge of Parliamentary Procedure. It is used at all times throughout all meetings. Without this knowledge, it is difficult, if not impossible to make the viewpoints known.

There were only two bills actually passed by both houses, making them law. One was a bill on the legalization of prostitution, and the other gave the parents the right to decide if a child should be kept alive if he or she is a mentally or mentally and physically deformed baby.

Other bills and resolutions considered, but not passed in the houses, were a nuclear freeze resolution, a bill supporting mandatory teacher competency examinations, a bill to prohibit smoking in confined public places, and tuition tax credits for people who send children to private, secondary or elementary schools.

One interesting bill that was passed in the Senate Committee of Labor and Human Resources but that surprisingly never got to the Senate, was a bill concerning the legalization of marijuana. The bill was proposed by Senator Matthew Nolan, who was the head of the Rutgers Prep delegation.

This year, Prep had a delegate on each of the fifteen committees but one. In the House of Representatives, Martin Peterson was on the Armed Services Committee; Marc Bromfield on Banking, Finance, and Urban Affairs; Yvette Nora on Education and Labor; Steven Pantagis on Energy and Commerce; and Paige Macdonald on Foreign Affairs. Evan Pickus was on the Judiciary Committee; Mike Sauter on Science and Technology; and Cindy Gooen on Ways and Means. In the Senate, Joe Durko sat on the Armed Services Committee; Roy Kaufman on Commerce, Science and Transportation; David Kahn on Energy and Natural Resources; Mike Miller on Finance; and Matt Nolan on Labor and Human Resources.

There were only three times that the whole Congress met together: to hear former Representative Robert Dornan, a Republican, speak against a nuclear freeze, to hear former Representative Father Robert Drinan, a Democrat, speak in favor of a nuclear freeze, and to receive awards. Three of the Rutgers Prep delegates received awards from their respective committees. Evan Pickus won a gavel, and Cindy Gooen and Mike Miller earned certificates of honorable mention.

Seniors and Faculty race Argobahn

Hi there sports fans! This is Ben Bonus reporting on a new event at Prep, the Senior/Faculty Auto Race.

The race is a one mile relay down the Argobahn, otherwise known as Easton Avenue, from Prep to St. Peter's Hospital. Each car must reach the hospital, turn around, and get back into the Prep Parking Lot before the next driver on that team can leave.

First up for the faculty is Mike ("Quick Stick") Delia. His opponent is Greg ("Chew") Lenov, driving a slightly modified car that runs on Copenhagen instead of gasoline. The cars approach the starting line. Richard ("Flagman") Paige steps up to start the race by waving his infamous flag. It's three o'clock, the last bus has left—any little kids are now fair game.

The flag is lowered and the race is on. Both drivers disappear into the horizon and return several minutes later. It's almost a dead heat as they return. Next up is Marylin ("Liberty") Bell and Marty ("Oceanliner") Brodsky. The Seniors pull a slight lead as Miss Bell slows down to measure the air resistance against her Chinook. The faculty catches up, though as Jon ("Yoski") Roman swings around the McDonald's U-turn at sixty-five (topping a previous record), making the light but fortunately turning right. Ted ("Wheels") Lingenheld pushes his Mustang enough to gain a lead over Jon.

This lead is blown open by D.J. ("Disco") Mazza. Apparently Mark ("Mr. E.T.") Kornegay was writing a term paper in his car and got a pencil stuck in his ear. The seniors are helped by Barry ("The Driver") Cohen, who hopes the divider in front of Carvel finishing evenly with Oke ("Richard") O'Connell, driving one of

Prep's supercharged vans.

It has come down to the wire now. The anchor positions are filled by Frank ("One Too Many") Davis and Scott ("The Mechanic") Groner. But wait! A quarter of the way there, Frank slams on the brakes, does a one-eighty, and speeds off in the other direction! This couldn't have been caused by Killington's announcement about its sixty feet of fresh powder, could it? It looks like all is lost for the Seniors.

But wait (again)! What's that rumbling noise coming nearer? It's Matt ("Anchor Man") Nolan flying through the starting line (yelling about his throttle being stuck) in his Nitrous Oxide powered Spitfire. He is leaving a trail of car parts behind him. It seems as though it's a race of whose car will stay together the longest!

It's been fifteen minutes but still nothing to be seen. But wait (a third time)! Here they come! Scott and Matt are running beside their cars pushing them. It's less than one hundred yards... But wait (a last time)! Scott unexplainably stops pushing his car, letting the Seniors win.

I interviewed Scott after the race. He told us that in all his years as a senior, they had never won a single Senior/Faculty game. He did not want us to go through life with a complex.

I also interviewed the typical senior, Bill ("The Champ") Dixon, who plans a clean sweep of the remaining Senior/Faculty games. But we know better, huh sports fans? Whatever the case, both sides put up a good fight. Better luck next year, Faculty!

This is Ben Bonus, signing off.

Swimmers hold 9-7 record

by Marc McMorris

Well into mid-season, the 1983-1984 Prep coed swim team is fulfilling Coach Forney's expectations for a successful season. The Prep swimmers currently boast a 9-7 record. Under the guidance of coach Nes Forney, the team won its first meet against Ranney Prep School early in December, recorded a big win over Ewing High School, and registered seven more victories to their winning column.

"Extremely happy" were the words that coach Forney used to describe his view on the team's success. Mr. Forney admits that the big factor of the team's success, along with a core of experienced swimmers, is its depth. The year 1983-1984 team is one of the largest group of swimmers ever to compete for Rutgers Prep.

This year's captains are senior Pat Bradshaw for the boys' squad and sophomore Chris Holliday for the girls'. The 30 member team holds its practices at the Travel Lodge in Somerset. Although the lack of an official sized pool, official starting blocks and lanes, and limited practice time may seem to put the team at a disadvantage when paired with teams with more adequate facilities, the hard work and determination of the team are evident in their winning record. "Despite the crowded practice conditions, the team still maintains a high morale. 'Each swimmer contributes to the team,'" says coach Forney.

With still another month left in the winter season, the Prep swim team has a very good chance to have an impressive winning season. Coach Forney projects, "We should end up 13-9."



Matt Gilbert shows determination under pressure.

Determined wrestlers strive for improvement

by Jennifer Clemente

The boys' wrestling team is in the middle of a good season due to the effort and determination of its seventeen members. Included in the team are: seniors Matt Gilbert, Greg Leonov, Jon Roman, Chris Ciraulo, and Eric Weiss; junior Kevin Uretsky; sophomores Marc McMorris, Garikai Campbell, Eric Schwartz, and Peter Alfinito; and freshmen Craig Seligman, Jason Munitz, Ken Kudo, Larry Weiss, Scott Stein, Harold Bernstein, and Joe Bornheimer. Coaching these athletes are Bob Dougherty and Bob Marotto.

Twelve weight classes range from 101 to 190 lbs. or heavyweight. Prep's team is complete with wrestlers in each weight class. Wrestling as lightweights are Larry Weiss, Garikai Campbell, Ken Kudo, Peter Alfinito, Eric Schwartz, Craig Seligman, Harold Bernstein, and Jason Munitz. The middleweight class includes Matt Gilbert, Marc McMorris, Chris Ciraulo, Jon Roman, and Eric Weiss. Wrestling in the heavier weights are Joe Bornheimer, Scott Stein, Greg Leonov, and Kevin Uretsky.

Tri captains of this season's team are Matt, Jon, and Greg. Coach Marotto feels that all three excel in leadership. "Matt is a fluid wrestler and knows moves very well; Jon and Greg are inspirational leaders to the entire team."

Currently the team has wrestled nine matches, winning four and losing five, but with an exciting victory over Wardlaw-Hartridge. Six more matches are scheduled before the end of the season, with tough competition expected. Upcoming tournaments include the Hun Tournament, the NJIS Tournament, the J. Prep Conference Tournament, and the Nationals, which will be held in March.

B-ball boasts 10-5 record

by Elaine Imbriani

The boys' Varsity basketball team, coached by Dick O'Connell, opened the second semester by falling victim to Somerville, 55-48. However, despite the loss, Prep still maintains an impressive 12-5 record. Steve Lapidis is the assistant coach.

Contributing substantially to the success of the team have been the strong offensive and defensive play of senior captains Ken Schwab and Raoul Hunt. At 6'5"

and 6'7" they handle the forward positions and are assisted under the boards by senior center Bill Dixon, at just over 6'7". Bringing up the ball and handling the play-making chores are 6'4" senior Jeff Larkin, off-guard, and sophomore Stacey Adams, who at 5'8" is the point guard. Ken is the team's leading scorer.

Rounding out the squad are Frank Davis and Roger Burgess at forward, George Baier and Jeff Hennessy at off-guard, Dean

Starker at point guard, and Phil Linder at center.

Prep has compiled wins over several key rivals, including Morristown-Beard and a very decisive win over Princeton Day. The losses have come at the hands of tough competition from Peddie School, Pennington, St. Patrick's, Hillsborough and Somerville.

The team can expect to face more tough competition in the coming weeks from the Hun School and a re-match with Pennington. Beginning in late February will be the Somerset County and State tournaments. Coach O'Connell expects that by that time the team will hit its stride and become a strong, well-balanced squad. He thinks that the team has what it takes to capture the championship laurels in both tournaments.



Raoul Hunt puts in a lay-up for two.

M.S. gains experience

by Jared Kingsley

In preparation for high school teams, Middle School students are participating in various winter sports. Four teams are available to the athletes. Teams representing the Middle School are boys' basketball, girls' basketball, wrestling, and volleyball.

Leading the boys' basketball team are: centers Justin Miller, Howie Landsman, and Marc Weitz; forwards Karim Farag and Tony Schantz; and guards Chris Santi, Jim Watts, Larry Hamelsky, and Matt Lenaghan. Coach Kyle Tong, a Middle and Upper School history teacher, commented that, "The team as a whole definitely has good potential."

The seventeen member girls' basketball squad is also working hard to improve its season. The team includes eighth graders R. Phelan, L. Keller, E. Silverman, D. Goldman, C. Bandy, J. Cunjak, J. Cohose, and M. Goldsmith. Also participating on the team are seventh graders H. Bensko, J. Bradshaw, S. Wardlow, M. Holiday, P. Updike, J. Gopinathan, M. Denver, and C. Gonzalez. Coaching this team is Ms. Sue Leach. Although the team "lacks fundamental skills," explains the coach, "the squad contains good bench talent."

Eighth grade co-captains Gary Tuma and Peter Kelman lead the Middle School wrestling team. This year's members include seventh graders Greg Spiridellis, Scott Walker, and Hersha Reddy; and eighth graders Larry Cohen, Ricky Robinson, Jason Singalewitch, and Mike O'Connell. The team is coached by Bob Dougherty, an Upper School biology teacher, and Bob Marotto, a phys-ed teacher.

The girls' volleyball team consists of: returning starters Lesley Bildner, Justine DeSantis, Jill Miller, and Adhiambo Ouma; and new players Caroline Santowasso, Suzanne Rechtermann, Adrienne Townsen, and Crystal Smith. Coach Carol Glantzow, a Middle School science teacher, comments, "the team has good depth, players that can serve, and girls that move for the ball."

Lady dribblers possess youth, talent, and drive

by Michele Tong

The 1983-84 girls' basketball team consists of many sophomores and freshmen. For this reason, Mike Delia, who is coaching a girls' team for the first time, believes that this is a building season. Ms. Sue Leach continues as the squad's assistant coach.

Senior captain Alexis Balsamides is the team's leading scorer, with ninety-one points made thus far. Coach Delia describes her as an aggressive defense player in addition to having offensive talent. "She is looked upon by her teammates for clutch shots in games," explains Coach Delia. Lisa Brown, also a senior, "is looked upon for her nice shots as an offensive player." Playing time is split between her and Lauren Schoonover, a freshman.

Christina Harcar, a sophomore, is positioned at center. According to Coach Delia, "She leads

the team with her rebounds, and is relied upon to make baskets from underneath." Freshman Kama Bethel is marked by her good rebounding skills. Coach Delia describes her as a "very quick, aggressive defense player. She has tremendous anticipation for a ninth grader." Lauren is described as "an excellent ball handler, being able to move the ball up the court quicker than any of her teammates." Positioned at point guard is Julia Lenaghan, another sophomore. Mr. Delia considers her to be the "offensive leader." He also explains that, "the offense revolves around whether she can get the ball to the other players." Playing this position, Julia "carries a tremendous responsibility for a sophomore."

Thus far, the team holds a 3-7 record. The girls must still face three more games and the Moravian and State Tournaments.

Teamwork makes success

by Jill Halberstadter

Despite the graduation of a few key members, the girls' volleyball team has had a very triumphant season thus far. The Varsity team's record of 5-2 was accomplished by beating the schools of Saddle River, Mount St. John, Princeton Day, Collegiate, and Newark Academy. The team was defeated by Morristown-Beard, present state champions, and Montclair Kimberley Academy, victors of the Christmas tournament.

Coach Kyle Jackson feels that the victories are a direct result of working together as a team. "They set up the ball well to the

front line, which then, in turn, attempts to spike it," she said. Although handicapped by being a relatively short team, this strategy has proven to be successful. The team is also handicapped by lack of practice time. They have only until 4:30 to practice, when at that time the entire court is taken over by Mr. O'Connell and his basketball team.

The Varsity squad consists of juniors and seniors who work together. They include co-captains Beth Glass and Pam Halas, Elaine Imbriani, Jill Halberstadter, Elaine Mariolis, Stacey Weiss, Lisa Bussell, Regina Bishop, Fariha Qureshy, Jill

Cooper, Cathy Chan, and Phyllis Zankel.

The JV team includes Heba Farag, Beth Turkel, Kara Duni-gan, Nancy Hegedus, Kristen Saltzman, Sloan Kroop, Heather Rotter, and Eileen Coakley.

Beth Glass feels that the team is successful because of the total effort and ability exerted to set one another up. Communication plays a major role, which has developed immensely throughout the season.

The goals for the team are relatively simple. Each match must be taken one at a time in preparation for the state match, which will be held on February 11 at Dwight Englewood.