

Expansion of music program increases student participation

by Sherry Host

Among the changes at Prep this year is the extension of the music program, affecting Lower, Middle, and Upper Schools. Formerly there had been a Lower School chorus and music classes and an instrumental program open to students from grades four through twelve. In addition to these there are now Middle and Upper School choruses, a general music course required of seventh and eighth grade students, two Upper School credit courses ("Broadway Musicals" and "The History of Music"), and Miss Lori Handaly, who runs a full schedule taking charge of these.

Mrs. Mary-Alice Johnson, chairperson of the Music department and Lower School music instructor, is in charge of the Rutgers Prep Little Chorus, made up of all first, second, and third grade students. A performance is planned for the month of December, although plans have not yet been finalized.

Mrs. Johnson is also pleased to announce that Jack Pirone, who has gained national recognition as a former director of the Franklin music program, whose band became the Jay Cees National Champs in 1967 and 1968, is instructing students on the brass instruments as part of the instrumental program. Also, Mrs. Melissa Frankowsky, who is teaching the wood instruments, has joined the program, now in its fourth year. The instrumental program is open to students in grades four through twelve and includes individual and small group instruction on a weekly basis on Tuesdays and Wednesdays, and is designed to allow students to "receive instrumental instruction from outstanding teachers with-

out having to leave the Prep campus," according to Mrs. Johnson.

Miss Lori Handaly, who has worked with the Music Educators National Conference, is helping the Middle and Upper Schools to establish music programs of their own. In the Middle School she teaches a required general music course covering a wide variety of topics, such as music history, notation, popular composers, shows, etc. The Middle School also has a chorus that should be able to stage a short program early next year. Programs are also planned in December for the Upper School chorus, which meets twice a week in Miss Handaly's room during eighth period, and if possible, for a pops concert in February. Instrumental and vocal auditions would be held for anyone interested, and the program would probably be held in the Middle School Multi-Purpose room.

Miss Handaly also teaches "Broadway Musicals" and "The History of Music" to Upper School students. In the Broadway Musicals course, scores, plots, themes, and writers of various musicals are studied, and the class makes fieldtrips to see several productions, including A Chorus Line, and The King and I in mid-November, hoping for a total of about five throughout the year. The Music History class has also taken a trip, to the Cloisters on Long Island, to further their studies of Medieval music. The class also uses the library for reading (however, as there are few books dealing with music there, the students often must obtain information from local libraries) and listening to the audio accompaniments to their texts, normally heard in class, if they need to catch up.



Representatives from colleges discuss college admissions and life on campus at the RutgersPrep College Night on Wednesday, November 1 in Baldwin Hall. Pictured are Scott Tomson of New England College, William Heyman of Susquehanna University, John Casteen of the University of Virginia, and Robert Barr of Swarthmore College (from left to right). Also present were Ellen Crop of Brown University and Donald Pfifer of Rutgers University.

photo by L. Schulman

Prep to be evaluated by Middle State Association

by Howie Klein

The Middle States Association of Colleges and Secondary Schools, one of the six regional accrediting associations which make up the National Study of Secondary School Evaluation, will be visiting Rutgers Prep in April 1980. The purpose of their visit is to evaluate Rutgers in the performance of its educational programs. The evaluating commission expects every high school to be able to demonstrate substantial development in each area to retain membership in the Middle States Association and thereby maintain its accreditation.

The establishment of standards for secondary schools has been a gradual process. Originally, groups of colleges organized to deal with the problem of standardization of entrance requirements. In 1901 when the College Entrance Examination Board was established to handle this problem, the Association turned its attention to the task of raising educational standards. This body has gradually influenced a change from maintenance of minimum standards to the striving for excellence in all aspects of a school's work.

In order for a school to qualify for, or maintain, accreditation it must engage in a program of self-evaluation and improvement. It is advised that the school organize a steering committee which will have the major responsibility for the planning and execution of the self-evaluation. The Steering Committee at Rutgers Prep consists of the Academic Council, Academic Committee, and, to some extent, the School Council. This most important committee is headed by Dr. Frank Speduto.

In accrediting a school, the Commission seeks evidence that the good qualities of the school will be continued and that general progress can be expected. In order for the Commission to determine if Prep has maintained these standards, the Steering Committee will provide them with a self-evaluation in the areas of Philosophy and Objectives, Curriculum, Educational Media Services, Guidance, Health Services, Student Activities, Physical Facilities, and Staff. It is the hope of the Commission that the self-evaluation method will move schools to new goals and the development of programs through intent, not chance.

The National Study of Secondary School Evaluation recognized the great diversity among secondary schools in the United States. This difference makes it impossible to measure schools on a fixed basis. However, the study has developed a proven way of recognizing the fact that schools which are quite different may be equally good. This method of evaluation is based on the principle that a school should be evaluated in terms of what it is striving to accomplish, and how it is meeting the needs of its students and the community it serves.

Six colleges speak at College Night

While Bruce Springsteen was holding his concert in Princeton on Wednesday, November 1, Prep was also holding its annual College Night. The meeting, which was held in Baldwin Hall, had representatives from four institutions—New England College, Brown University, Susquehanna University, and Rutgers University. In addition, the Directors of Admissions of Swarthmore College and the University of Virginia were present. About 125 people attended the evening. Each person from the colleges gave a brief description of their institutions, including location, admissions requirements, and unique features (New England College, for example, described its companion campus in Sussex, England). Following this was a question-and-answer period.

One of the questions asked dealt with the feelings of the colleges towards SAT "crash courses" (those courses designed to improve the SAT scores of students). Most of the colleges felt this was a bad idea; they emphasized that the SAT is less important in the admissions process than most people realize, and they did not want to see such a course detract from the academic studies of students. Another question that was asked was how an intended major affects admissions; the colleges agreed that it generally was unimportant. Following the question-and-answer period, the group session was broken up, so that students could talk to representatives of colleges individually. The entire evening was over around 10:00 P.M., with most students agreeing it was worthwhile.

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Sophomore Tracy Bunzel's comments are received with a smile from Mr. Adams during an October 31 "rap session." photo by L. Schulman

Prep sophomores take PSAT for first time

by Mark Kahn

This year, for the first time, sophomores at Prep will have taken the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying test (PSAT/NMSQT). Prior to this year the test was given only to juniors.

According to Mr. August H. Daviet, Guidance Coordinator at Prep, the word "practice" should be substituted for "preliminary." These tests are practice tests for the Scholastic Aptitude Tests (SAT's) which all students take for college admissions.

There are two main advantages for sophomores taking these tests. First, the scores from these tests indicate the strengths and weaknesses of the students. Therefore, they have ample time to improve their verbal and/or mathematical skills. Second, and more important, the PSAT's give the students experience in taking this type of timed, multiple choice test.

By taking the tests, the juniors are able to qualify for the National Merit Scholarship Program; this test also gives black students an opportunity to compete in the National Achievement Scholarship Program for Outstanding Negro Students. Only juniors may compete in these programs. For sophomores the tests are for practice purposes only.

These tests also give students the chance to use the Student Search Service. This service sends the students' test score to a large number of colleges. Many of these colleges contact the students at a later date.

Students learn economics from Supply Store

by Cindy Berkowitz

Almost anything one desires for school can be obtained at the Rutgers Prep School Supply Store, run by the Advanced Economics Class.

The cafeteria is a new location for the store. Students now can walk up to the store and buy supplies during their lunch period. The inside of the store, due to the new location, is now more organized than it had been in the past. Product selection is also greater.

The store offers many necessities for students; pens, notebooks, graph paper. Materials for specific classes, such as compasses and protractors for Geometry, are also available. Much of the store's business is done in gym uniforms.

The Advanced Economics Class has had the store invest in school jackets and hats. The jackets are maroon and have both the school emblem and the student's name on them. The class believes the students will be very interested in the jackets and that this will spread school spirit. An item of clothing which has already proved extremely popular has been the school sweatshirt.

The students are learning about sales, bookkeeping and inventory. They make buying decisions and marketing plans, and they hope to continue to increase the profits from the store. The store is open every day from 11:15 to 12:00 except Wednesday, when the students learn methods of bookkeeping and discuss the progress of the store. There have been complaints that the store isn't always open when people can get to it; however, with the help of students not in the Advanced Economic Class, the store is occasionally kept open late.

Editorial

Musical priorities

It has been two months since the sound of music came to the Upper School. The new music program has filled a gap in the Rutgers Prep curriculum. In addition to providing two very fine introductory courses, Music History and Broadway Musicals, the department has initiated a Chorus which has supplied a much needed outlet for the vocal talents of twenty Upper School students.

It is a sign of the increased communication between the separate elements of the school that there is a music department at all in the Upper School. One of the special conferences between the Board and students held last year provided a big push for the development of the department, and a faculty-student committee was also instrumental (no pun intended) in its creation.

It is disheartening, therefore, to see this new department in such a preliminary stage two months into the school year. Foremost among its problems is the fact that the Upper School still does not have a decent piano. This situation cries out for a benefactor in the Rutgers Prep community. Surely there exists an alumnus or a family of a student that could donate a piano which is presently just collecting dust in their living room.

The department requires materials in other areas too. The present library collection of music books, recordings, and filmstrips is miniscule, and most of what is there is outdated. It is embarrassing for a school department to have to rely on a teacher's personal collection for its sources.

These items are not frills; they are basics. Of course, the school budget is tight, and it is impossible to provide every request for every department. But it is one thing to cut the funds of an existing department, and another to cut from a developing one. There is only so much that music courses can do with the imaginations of their students and teacher.

Rock hears a Who

by Joshua Evans

I will never forget the first day of my senior year in high school, listening to the radio on the way home and hearing the Who's "I Can't Explain." I wondered why WNEW DJ Dennis Elias was playing the version from the Keith Moon solo album. I knew why a moment later when they announced that Keith had been found dead earlier that morning. I didn't care about the cause of death, but it made me realize that it was the end of an era. Bands like the Beatles, the Yardbirds, the Doors, and the Animals were gone. We were now into the era of "pop-garbage" and "disco junk."

I admit feeling skeptical about the quality of this new Who album. I hadn't liked Who By Numbers and Odds and Sods was trash. I didn't think four men in their mid-thirties could relive the brilliance of a Who's Next or even a Tommy; I was wrong. "New Song" opens up this album with some typical Who. Great rhythm is picked up with familiar guitar riffs by the master of them all, Who lead guitarist, Peter Townshend. This one sounds like it is right off Quadrophonia. It contains familiar keyboards, Daltrey's patented screams and then it's back to good old rock and roll.

"Had Enough" is my favorite from the record. Beautiful synthesizer backed up by great drumming from the best in the business, Keith Moon accompanies the material the Who is

supposed to sing about. It is similar to "Blows Against the Empire" and Network in its expression of being fed up with the world as it is. This is climaxed by Mr. Townshend preaching to us that "this is the end of the world."

What can you expect from a song about test tube babies? "905" is a typical Entwistle song. Though it may not have the technical prowess of a typical Townshend classic, it is still a lot of fun, reminiscent of a favorite of mine, "Boris the Spider."

The only thing "Sister Disco" and disco music have in common is that both will soon be forgotten. "Music Must Change" is in the same vein, telling us that the rock scene hasn't changed that much.

As for the single, "Who Are You?", with that title it had to be a winner. Although badly overplayed on the radio, I still consider it to be a bona-fide Who classic. It reminds me of a great deal of 1967's "Magic Bus." Typically fantastic Keith Moon drumming with a great vocal by Roger Daltrey make it move. The best part is in the instrumental. Townshend zaps into some beautiful acoustic picking, and it is climaxed by an exasperated scream of "Whoooo are you?" this is closely followed by some choice words that you can only hear on the long version.

This is a good album. Not great, but what can you expect from four guys who have stuck together for fifteen years?



Justin McNeill, Mitch Weissman, Leslie Fradkin, and Joe Pecorino in a scene from Beatlemania.

photo by Solters & Roskin, Inc.

Imitation Beatles excel

by David Wolicki

Beatles Reunite; well not quite, but at the Winter Garden Theatre there is Beatlemania, and it comes very close.

Beatlemania is a two hour, half-concert half-theatrical event, which blends the songs of the Beatles played by imitation Beatles with visual effects illustrating how the Beatles and the 1960's were so closely intertwined. The show does this in a most innovative and effective manner.

The show splits into two acts which are divided into nine scenes. The first scene is the Camelot or Pre-Beatles era, with the slide show in the beginning presenting John F. Kennedy and the optimistic youth of the 1960's, and ending with his assassination and the beginning of this country's most turbulent period. The second scene shows the beginning of the Beatles' fame in the United States on the Ed Sullivan Show. This is accompanied by I Want to Hold Your Hand and She Loves You. This is the first time that the audience sees and hears the imitation Beatles.

The second act shows their further departure from

the "establishment" and the development of more introspective personal music, such as Lady Madonna, The Fool on the Hill, Got to Get You into My Life, Michelle, and Get Back.

In the last two scenes the audience sees the group splitting apart with the diversity apparent in their music, thinking, lifestyles, and personal appearances. In the end, the Beatles split up, Beatlemania closes with the same headline, but the memory and the music linger.

The four men who play the Beatles do a fine job imitating the Beatles' appearance, voices, personal mannerisms, and arrangements.

Jules Fisher, a well known lighting designer, has created the visual effects of the show, which are quite innovative and imaginative. He shifts between the use of projection screens and special effects, along with the use of pertinent headlines, most adroitly.

Beatlemania is a worthwhile combination of music, and special effects but it is a bit too superficial in its analysis of the Beatles and their era. With all of its slides showing the war and the protest marchers coming so fast and furious at one, it doesn't give the audience a chance to reflect or consider matters.

Letters to the Editor

To The Editor,

Now that school has been open for over a month, the value of the longer school day can be evaluated more effectively than it could have been in the first week of school. I was originally opposed to the idea and I continue to oppose it. In my opinion, the lengthened day has done little to benefit the average Upper School student.

On Mondays and Fridays, the extra period is used for assembly and homerooms. In theory, students days, but I believe that those students should use this final period to attend conferences or to study. Many students do attend conferences on these days, but I believe that those students who feel they need help will obtain it whether or not a specific time is allotted. Study halls or time after school were previously utilized as conference time. If possible, I would

like the faculty to determine whether or not more students are attending conference because of the extra period. Students who do not attend conferences remain in their homerooms. By this time in the day, most students are physically tired; they have no desire to do any work. Consequently, many homeroom periods are spent "watching the clock" as opposed to doing work.

On Tuesdays, Wednesdays, and Thursdays, clubs are organized in the eighth period. Last year, clubs were held only on Thursdays; most students, I believe, felt clubs were inactive and unproductive. They met infrequently, due to class meetings and special assemblies. This year, each individual club continues to meet only once a week. For example, an average student might have Varsity "R" Club Tuesday, debating club Wednesday, and a study hall Thursday (Thursday, although some clubs

do meet, is generally a study hall for most students' eighth period). What can clubs accomplish in meeting forty-five minutes each week? It is the same situation as last year, only now students have the chance to be in three unproductive clubs instead of one. I am not saying all clubs are unproductive; certainly many fine activities can be accomplished. However, many clubs—Chess Club, Debating Club, Backgammon Club—do not serve the school as a whole. They only serve as "entertainment" to those students who are in those clubs.

In conclusion, the longer school day has had little effect other than to anger students and keep them in school longer. The abolition of eighth period would not detract from the education received in the Upper School.

Respectfully,
Walter H. Placzek



John Entwistle, Peter Townshend, Roger Daltrey, and Keith Moon, of the rock group, The Who, as they looked in 1965.

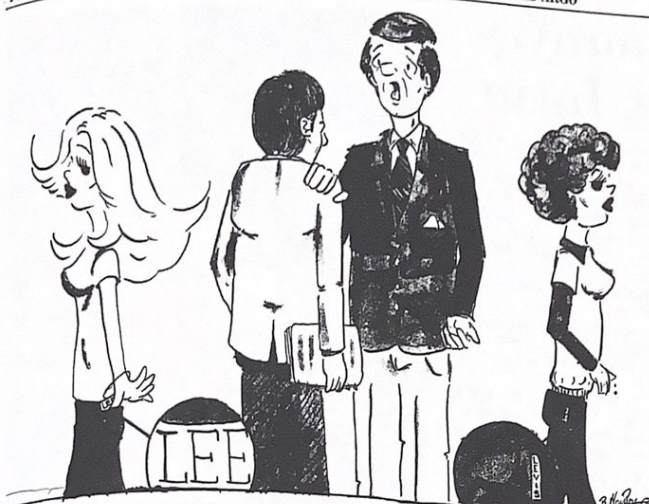
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"I'm sorry . . . but you know the rules . . . no jeans allowed in school!"

cartoon by B. Monroe

Freshman tells of Yale life

by Christopher Combest, '78

Dear Prep,

Well, it is now midterm, halfway through the first of my eight semesters at Yale, and I've survived. I am now, as one instructor put it, one-sixteenth liberally educated.

New Haven at midterm is warm—oddly mild. The city has not yet become the dismal pool of dreary rain and dirty slush that prospective Yale students sometimes are told it is (principally by prospective Harvard students). In fact, I might as well correct here the stories told about New Haven every year about college application time. No, New Haven is not a large city, but that does not make it a desert. The Long Wharf and Yale Repertory Theatres are among the best companies in the country, and symphony orchestras regularly perform in New Haven. Ted Kennedy led a political rally the other day. The New Haven Coliseum offers wrestling, hockey, and basketball, two jai alai frontons are nearby, and for anyone who misses Broadway or Fifth Avenue, New York is an inexpensive train ride away. Cosmetically, New Haven is not as run-down and grimy as it is often made out to be. It has its older, more dilapidated sections, like most cities, but, like most cities, it also has a modern downtown area.

Undeniably, however, Yale University is in many ways the center of New Haven. While one somewhat overstates the case by saying Yale is New Haven, Yale does have an important effect on the town culturally, socially, and economically. The Repertory Theatre, glee clubs, and concert band, to name a few, are important New Haven institutions as well as Yale ones. Students work in dozens of community programs concerning legal aid, mental health, and day care, among others. As for local business, what other town the size of New Haven could support seven pizzerias, five ice-cream parlors, and three doughnut shops, all within four blocks of each other, without the presence of thousands of ravenous undergraduates?

If New Haven's center is Yale University, and the University's center is the undergraduate college (at least that's what they told me in the brochures), then the center of the college is, physically if not spiritually, the complex of freshman dormitories called the Old Campus. While the graduate schools, classrooms, and upper-classman living quarters are spread out all over New

Haven, the Old Campus occupies two city blocks in a great rectangle in the middle of town and is large enough to hold most (but not all) of Yale's freshmen. Surrounding its area with massive stone walls pierced infrequently by iron gates, the Old Campus hoists its towers, turrets, and battlements high above street level, frowning down on New Haven Green like an ancient walled city. The Administration would have us believe that relations between New Haveners and Yalies are not as bad as most people think, and that Yale does not detach itself. When 85% of the freshmen live in a fortress, I sometimes wonder.

But, whatever the interaction with New Haven, Yale, and university life in general, I imagine, offers an intense sense of community and an amount of freedom that is at once exhilarating and vaguely disturbing, at least to one who acquired a certain tolerance for regimentation and pre-planning in high school. For one accustomed to receiving a typewritten schedule at the beginning of the year, preparing my own schedule over a period of two weeks, with absolutely no fear of commitment and with every liberty to test all sorts of courses before finally deciding, fascinated and stimulated me as well as others, many of whom changed their minds several times before settling on a definite course of study.

Despite the work load, despite learning from professors who have written your textbooks, despite the school's history, despite its importance to the town, in some ways it is difficult to take Yale seriously. My sense of the absurd tinges as I leave a class in fifth-century B.C. Greek tragedy, walk past buildings that are 1930s replicas of thirteenth-century English Gothic architecture, and arrive at the statue of Abraham Pierson, Yale's President in the early eighteenth century, which, for want of a true likeness, sports the head of nineteenth-century English actor Edwin Booth. "The time is out of joint," said Hamlet. If that weren't a seventeenth-century play about eleventh-century Denmark, I might suspect that the Prince was referring to twentieth-century Yale.

That's all for now. Letters like this cannot, of course, give a complete account of college life. But, if the first reflections of an infant Yalie are at all helpful, here they are.

Lewandowski works to improve Prep's grounds

by Sherry Host

One figure seen almost everywhere on campus this year is Mr. Steve Lewandowski, whom many of us have known as a Biology teacher, and whom now even more know as the Director of Buildings and Grounds.

Mr. Lewandowski became Director at the end of August this year, after it was decided that the maintenance and custodial departments should be combined. He has the triple role of administrator, maintenance man, and custodian, which makes his job rather complicated. Constantly in demand to repair and replace light fixtures, shelves, and jammed locks, he and a small crew must also attend to the daily custodial chores of emptying wastebaskets and lining up the chairs in Baldwin Hall, as well as the maintenance of the grounds and buildings, including chalking the fields and excavating useless debris which has accumulated here and there over the years, all of which necessitates a ten-to-fifteen-hour workday.

One of the reasons Mr. Lewandowski took this job is because "I'm in a position to effect change. People get to see what needs to be done," and, he hopes, will act in a conscientious manner. Although at times not as pleasant as teaching, the job is nevertheless more "interesting, exciting, and challenging." He no longer feels the pressures of teaching, particularly dealing with student-related problems, but rather can now associate more freely with the student body. He feels much more familiar with the school now because he is not restricted to a classroom,

and much more involved in the school community in general.

Still, "I didn't give up academics when I gave up teaching." There are always instances where "I can use physics, biology, or chemistry."

Besides teaching at Prep, Mr. Lewandowski's broad background and interests include serving in the Merchant Marines, research in radiology and cancer, gymnastics, carpentry, architecture, and bi-rhythmic cycles. Directing Buildings and Grounds may now be added to this list, as Mr. Lewandowski directly and indirectly offers his service to the school under a new title.

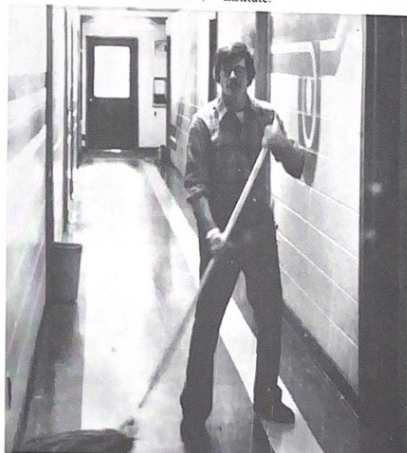
Argo gets new advisor

Mr. Eugene Bratek, Director of Development, has resigned the position of Argo faculty advisor. The new advisor is Miss Donna Topoleski.

Mr. Bratek became advisor in 1971 having had experience as features editor of the Cavalier Daily at the University of Virginia. Under his guidance, the Argo has taken first place for the past five years in a competition run by the Columbia Scholastic Press Association.

Clarification

In the first issue, the Argo stated that Miss Lynn A. Kovacs is the school's new receptionist. Her full title is Secretary to the Director for Development/Receptionist. She graduated from Taylor Business Institute.



Mr. Stephen Lewandowski, Director of Buildings and Grounds.
photo by L. Schulman

BIOS: Beatles back biology

This week BIOS uncovered Prep's closest kept secret: the famous musical group, The Beatles, have secretly been studying biology with Mr. David Mazza. Reliable sources tell us John, Paul, George, and Ringo are fascinated by cellular respiration, spontaneous generation, and bacteriophages. They are similar to other students, however, for their minds sometimes wander and they doodle idly on the desks. The following was taken off John's desk during a lecture on how amoebas eat.

Fagocytosis (sung to the tune of "Lucy in the Sky with Diamonds")
Picture yourself as a cell in your body

with two centrioles and nucleoli.
Somebody calls you, you turn 'round and tremble:
it's Escherichia coli.
Glutannon glucagon from alpha cells,
threatening permeability.
Look for some acetyl-coenzyme A for stability.

Refrain
Watch out for that rectal E. coli.
Watch out for that rectal E. coli.
Watch out for that rectal E. coli.
Oh.
Flee to the kidneys: hide behind a nephron,
where sugars are filtered but hormones are not.

Blood pressure forces out water and ions,
but urea's all that you've got.
Escherichia appears on a tubule, waiting to take you away.
Run for your life to escape E. coli 'cause he's gay.

Refrain
Picture yourself with a nice antibody;
still, you sense something is wrong, just the same.

E. coli pounces and throws off his disguise
as you diffuse through his membrane.
Refrain



The Old Campus looms over New Haven (see article above).
photo by E. Combest

Improving cross country team has promising future

by Merrill Kass

The cross country team, with many young and inexperienced runners, got off to a slow start. Coach Robert Fenstermaker's team stumbled early in the season, but as the year wore on, many runners showed improvement and midseason additions such as Albert Galdi helped the team immensely. "Richy Hollander is the most improved runner," according to Coach Fenstermaker. "Richy has shown the most desire, and he has a

good mental attitude. He ran a lot over the summer and during that time realized what it takes to become a good cross country runner." Coach Fenstermaker also said, "Marshall Becker and David Medinets improved from last year." Hollander, Becker, and Medinets were the only returning members of last year's cross country squad.

Coach Fenstermaker feels that the meet against Morristown-Beard was the toughest meet of the year. The

team lost by only two points and it was the closest meet of the year.

"I feel that the cross country runners are reaching the point where their individual improvements are helping them to start winning," Coach Fenstermaker stated. For most of the runners, it was their first year, and a year of gaining experience in competitive running. Andy Albert stated, "We started out slowly and then picked up a few wins." Coach Fenstermaker feels next year's team will be strong.

Crossing the finish line first for Prep in almost every meet has been Steve Potter. Steve is only a freshman, and he seems to have a promising future as a cross country runner. Richy Hollander has been finishing mostly second. Marshall Becker has been the number three runner for cross country. The mid-season addition of Al Galdi solved an early season problem for Coach Fenstermaker. The team had a large time gap between their third and fourth place runners, which Al filled perfectly. Coach Fenstermaker commented, "Al has been improving, and he has come in third in two meets." Marshall Becker also agreed with Coach Fenstermaker, saying, "Albert Galdi has made a big difference on this team."

One of the perennial problems facing Prep's cross country has been a lack of runners. This year, however, was the first year the cross country team escaped without any major injuries. There were just some minor aches and pains.

Invitational meet won by gymnasts

by Marshall Becker

This year's varsity gymnastics team has enjoyed a great sense of achievement. Coached by Linda Mueller, the team has compiled a 5-4 record, including a big team victory in the first Rutgers Prep Invitational meet. Each Prep performer gave a maximum effort, which was reflected in the final score.

In this same meet, outstanding performances were given by senior (Captain) Kathi Klein, juniors Dana Stahl and Dolly Sirkin, and sophomore Tara O'Connell. Kathi took first place on the balance beam and finished second overall. Tara, showing great concentration, took the first for Prep on her floor routine. The tandem of juniors, Dana Stahl and Dolly Sirkin, boosted the team by collectively capturing three third places in the beam, vault, and floor exercises.

As a varsity sport, gymnastics is only in its second year at Prep. Interest in the sport has climbed dramatically in recent years, resulting in larger team rosters. This rapid growth of the sport gives the Prep team a fine additional group of gymnasts. These team members are Barbara Massie, Linda Withum, Lenore Lyons, Sue Myles, Sueanne Schulman, Evie Lair, Mary Abdalla, Mary Deiner, and Valerie Parker. Each team member has worked hard to improve her skills and this has paid off in the team's successful season.

The 5-4 team record is more than respectable when one considers the large schools that the girls have faced. The recent home meets have attracted many new fans who seem to give the girls extra confidence and force them into deep moments of concentration, inspiring finer scores from the team as a whole.

Talented tennis squad has successful season

by Jefferson Hunt, III

The girls' tennis team, under the guidance of Coach Walter Rockhill, had a very successful season. The team's record was an impressive 10-4. The 1978 regular season came to a close on October 31 when Prep defeated Piscataway.

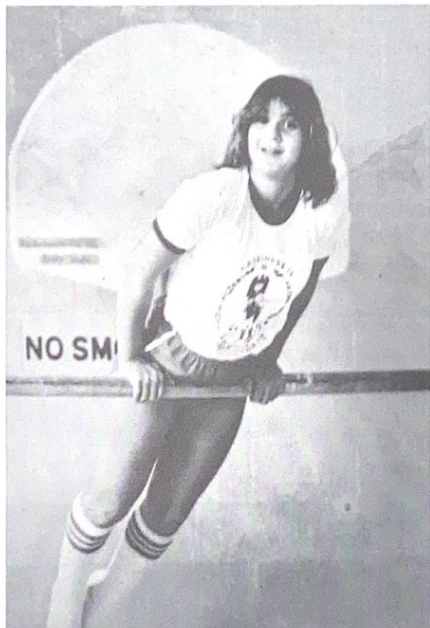
Part of the team's success was due to the ability of each competitor to play well under pressure. Coach Rockhill sighted the specific case of his doubles players Jackie Weitzen and Corinne Rubin. "The girls began the season with a 1-6 record, losing a number of very close matches. But as the season progressed, they started playing much better together. They improved so tremendously, in fact, that they went on an incredible seven-game winning streak."

Coach Rockhill was very much pleased with the progress each girl made this season. His satisfaction was not only limited to the varsity players, however. He was especially proud of Laura Blake and Joan Imbriani, two of the freshmen on the junior varsity team. Coach Rockhill said, "The progress these two girls made was excellent. They will definitely become players of outstanding caliber in the future." He also had special praise for junior Robin Kornegay and her doubles partner, freshman Robin Stein, whose record was 4-3. This included a pair of impressive victories, one over Montgomery and the other over the Hun School.

The team was involved in the Somerset County Tennis Tournament. The tournament was a real proving ground for all those concerned. All the girls had to be in top mental and physical form. The way the tournament was structured made it very difficult to predict who one was playing and when. The tournament was based on individual season performance; it did not matter how well or how poorly a player's team had done.

In first round action, second singles player Chris Bettex, first doubles players Jackie Weitzen and Corinne Rubin, and second doubles players Robin Kornegay and Robin Stein were eliminated from the tournament. Arlene Ungerleider, who plays the third singles position, was seeded fourth and received a bye. Stacy Weinstein, Prep's first singles player, defeated a Montgomery Township opponent.

In the quarter-finals, Stacy defeated a North Plainfield opponent, and Arlene won her match against a Bound Brook opponent. In the semi-finals, however, both players lost to tough opponents from Watchung Hills High School. The Watchung team was last year's Group IV State Champions.



Freshman Sueanne Schulman shows gymnastic technique on the difficult uneven bars. photo by L. Schulman



Senior John Grazul, center fullback, follows through on direct kick as Andy Barnett watches. photo by G. Earl Nichols Associates, Inc.

Strong offensive line leads soccer squad into tourney

The varsity soccer team has had an inconsistent season thus far. Their record is 9-8-1. After losing to Piscataway 6-4 and to Princeton Day School 2-1 in a controversial game, the team had won three straight games going into the semifinals of the State Tournament. Two bright spots of this season are junior Robby Gottfried and senior co-captain Jack Guarino.

Robby's intense play has resulted in his having scored 23 goals this season. He has been on the varsity team at Prep since his sophomore year and in less than two seasons has scored 30 goals. Robby is a team leader with lots of spirit, and more sparkling performances are inevitable from him.

The other team leader is Jack Guarino who has been a varsity member since his freshman year. Jack earned himself a spot on the All-State Soccer Team last year. So far, Jack has 43 goals in his high school career—already a Prep record. Jack has had 16 of those goals this year.

Although Prep lost to some teams they should have beaten, they did beat teams which were ranked higher than they. These victories not only got Prep's Argonauts into the State Invitational Soccer tournament but got them seeded third. They played Wardlaw in the first round and beat them 1-0. The game was into the second quarter when the action started to brew. Off an indirect kick close to the Wardlaw goal, Peter Clarke kicked the rebound in for the goal that gave Prep the lead it needed to win the game. Ben Angione played superbly in goal, making eleven saves, which gave him his sixth shutout for the season.

Following the victory over Wardlaw, the team tuned up for the semi-finals of the state tournament by defeating Highland Park 4-1 and New Brunswick Vo-Tech 6-1.

In the semifinals of the State Tournament, Prep lost to Dwight Englewood 2-0. Even though the team had some chances (a few shots hit the post), Englewood kept the pressure on the defense for most of the game.

J.V. team combined strong defense with potent offense

by Paul Kocsis

This year's J.V. soccer team, facing tough opponents, has proved to be a well-balanced squad. Last year's team (2-7-1 record), had a strong defense, but a weak offense. This year's team (7-7-1 record) combined a strong defense with a potent offense.

Coach Hordijk was pleased with the team's ability to control the ball. As the season progressed, the players learned how to consistently keep the ball on the ground and to use sharp passing in order to move the ball down the field. The defense was held together by a dependable goalie, Peter Holsten, and by a strong set of fullbacks who were able to clear the ball when the opposing team threatened. George Dosza, Elliot Rubin, and Steve Lipson played steady defense and are Varsity prospects for next season.

Credit for the aggressiveness of the halfbacks must be given to Captain Lawrence Schulman, Kevin Haver, Neil Kuhnner, and Paul Schwartz. Their ability to hustle and be aggressive were their strong points.

The starting front line was composed of George Halivopoulos, Paul Kocsis, Matt Rader, and Stuart Meyerson. With determination and accurate passing they molded themselves into an effective offensive unit. Other team members were Scott Groner, John Steinline, David Rubin, Howard Puglia, Howie Stein, Scott Einbinder, David Zatz, Mike Schnur, Arthur Johns, James Schiabe, Glenn Riley, and Gary Pako.

However, this young team could not defeat such older and traditionally strong opponents as P.D.S., South River, Montgomery Township, and Hun. Team member Nick Stevens said, "The better teams kept us under constant pressure and they upset our style of play." These teams were composed of mainly sophomores and juniors who were experienced and who possessed greater physical capabilities.

The number of wins was not the most important achievement for the J.V. soccer team this year. Coach Hordijk taught the players to play their positions and to control the ball effectively. The many skills that were learned in practice and that were developed in games will pay off in future seasons.