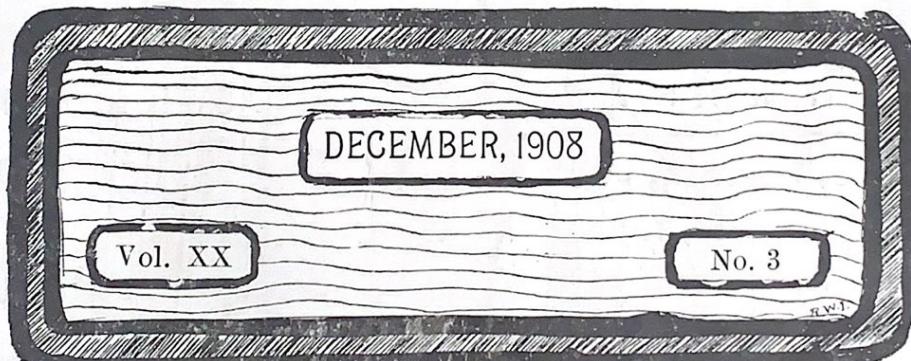


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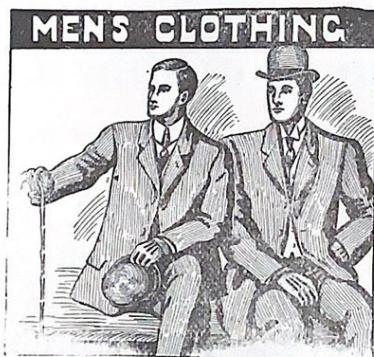
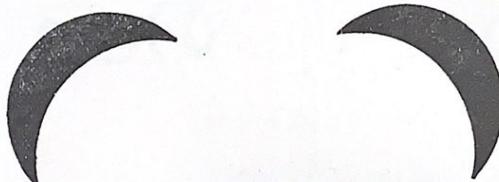
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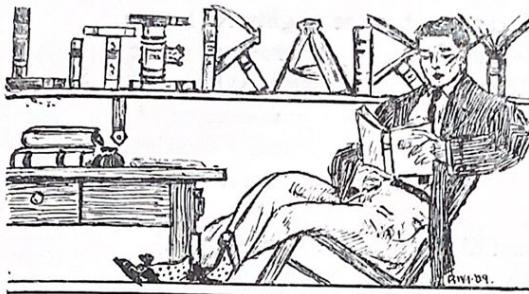
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THE ARGO.

VOL. XX.

NEW BRUNSWICK, N. J., DECEMBER, 1908.

No. 3.



A REMARKABLE DREAM, OR WHY MY HAIR IS WHITE.

It was a raw day in March. I went home tired, and in bad humor, after a hard day in the office. I went to bed shortly after supper, and determined to get some sleep, as I had been up very late the night before.

I was startled by having someone take my wrist in his hand; opening my eyes, I saw Dr. Grendy sitting at my side. The light was burning low, and I could also see several other persons around my bed. I was about to ask the cause of this surprise party, but thought I would keep quiet and see what it all meant.

The doctor was counting my pulse and looked so solemn that I thought I would have to laugh.

"He is dead," said the doctor—"and gone to heaven," I was about to add; but my tongue failed to work. Everything was so strange that I thought I would really be dead if I didn't laugh. Unable to hold in any longer I—but I couldn't even crack a smile. Startled by these strange happenings I tried to sit up. I couldn't move a muscle. It didn't seem so funny now, and I was thoroughly frightened. Judging by their actions, my relatives and friends seemed to think someone was dead.

The doctor arose and left the room. I tried to ask him what the joke might be, but could not speak a word.

"Well, this is getting serious," thought I (for it seems that thinking was about all I could do) and it sounded serious too, for every one tried to out do the other in a sort of moaning contest.

Shortly afterwards a tall man, whom I recognized as Hunt, the undertaker, entered. I soon found that I was rigid and perfectly helpless. I was by this time very much alarmed and concluded that I was in a trance. The undertaker closed my eyes and prepared me for burial.

O, if I could only move! I tried to cry out, but could not.

The day which followed I shall never forget. As my eyes were closed, I could not see the people that viewed me; but I could still hear and knew what was going on. Would I come out of the trance before I was buried? If not, what would become of me? Words cannot describe my agony.

The next day I knew would, unless I came out of the trance, be my last. The dreaded morning came finally and I heard my own funeral service. If I could only stop them from screwing down the lid! A sudden darkness told that the lid was on; but still I hoped that the darkness was caused by the closing of the shutters. This hope, however, vanished when someone said, "Here are the screws." What followed I cannot tell, for I lost consciousness.

The next thing I knew was a slight jar, as if I had been dropped a short distance. What had happened? Where was I? It dawned upon me that I had probably been lowered in my grave; but my senses seemed scattered. Still, I was aware of a "thud, thud." I was

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being buried! My ears rang, my head seemed ready to burst! Here my mind rushed over every event of my life.

Suddenly I felt a creeping sensation starting at my feet and ending on the very ends of my hair. I found that I could move, and instantly I raised my hands. They touched wood. I bent my knees and planted my feet against the lid. I pushed! I kicked until my strength gave out. I screamed!

"For the love of Mike, phat's the matter wud yu, Mister Gaskin? Ar' yes crazy or phat? Begorra, he thinks he's fixen his atomobee. Phat's yer doing under yerbett a kickin' yerbett slats all apart? Come out, will yes? Why, if he hain't had his hett in a flour barrel!"

I came out and, after kicking my faithful servant from the room, I went back to my bed, gray haired but happy.

THE CLASS OF 1909.

Let me tell you, kind friends, on this page
Of the people that live in our age,
And then when you meet them by chance,
You can size them up at the first glance.
Mr. Knox; ha! a noble good man
Ought to lead such a bright, happy band;
But because he is sure, although slow,
Those men chose the honorable Low.
John H. Johnson, a man of good habits,
Is noted for humor and antics,
And if you've not seen a street roller,
I ask you to glance at G. Koehler.
If you know not the pranks of a wiggler,
Just seek out our friend Mr. Ziegler;
And for cunning like unto a squirrel,
You'll find it in Raymond B. Searle.
When you travel by land or by sea,
You always hear of Frank Mankowski;
For it is thought by the whole known world,
That he's pitched the best base-ball ever
twirled.
F. Smith, a good man of much science,
Is noted by people for silence.

And for wit that is brighter than gloss,
You will find it in Mr. Miles Ross.
As to orators, if they were all slain,
We would still have the great Chamberlain;
But, listen! do you hear that loud murmur
Escape? It is the mighty R. Turner.
In this flight, if you meet any sorrow,
Remember the cheerful Nat Carroll.
If you wish now a farmer to see,
Look well at our friend Folensbee.
Athletics are enjoyed at old Prep,
And one branch of athletics is tennis;
In this honor is held by one yet,
He is known as Arthur A. Prentiss.
As to foot-ball, we watch it with glee,
When played by the warlike Pingry.
And if you wish for a Mexican story,
Just listen to the good de la Torre.
The last but not least of this band
Is Reeves who writes songs nicely scanned.
I have told you, my friends, of a class
Whose equal you will find at no time,
And old R. P. will suffer, alas!
When she loses the men of '09.

R. A. S. '08.

FRATERNITY NOTES.

The following men have been taken into the fraternities so far this year:

Tau Phi—De la Torre, Koehler, Pfenningsweith, Ritter.

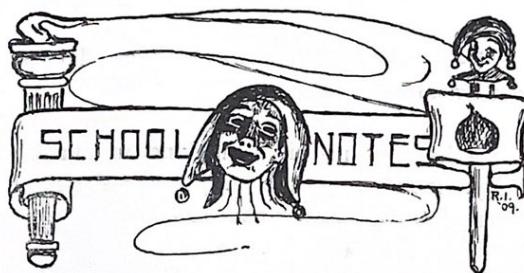
Delta Theta—Benner, Pingry, R. W. Searle, Turner, White.

Beta Phi—Willard.

The Delta Theta's have new pledge buttons. They are in the shape of a triangle with a five inside. The colors are maroon and gold, the fraternity colors.

The Tau Phi's new pledge pins are pentagon shaped with a thirteen inside. They represent the inside of the regular pins.

At a meeting of the Athletic Association R. B. Searle was elected manager for the next year's foot-ball team and Conger assistant.



A new clock has been installed in the auditorium. It is connected with bells by electricity that rings both those in the Prep. and the Elementary School at the end of classes. The appearance of the auditorium has been greatly improved.

The plumbers have completed their work on the new laboratory and the science classes are progressing rapidly.

Mr. Scudder's office is finished. It is a part of the old laboratory room and leads into the cloak room.

We are sorry to say that the orchestra club has fallen through, as there seems to be no one to play.

Low and J. Voorhees entered the relay race from New York to Washington.

There has been a great deal of talk about cross-country races. If there are to be any they will have to start soon.

Basket-ball is here again for the second time. We have but two of last year's men, Captain Todd and Ziegler, but we will have a number of candidates to pick from. We have succeeded in getting Mr. Relyea to coach us. Manager Pingry, we expect a fine schedule.

Everyone that is tardy must pay a fine of five cents, which goes into the fund of the A. A. Over twenty were late for a couple of days. Keep up the good work, boys!

The foot-ball team has just ended a most successful season. They lost two games, tied

one and won four. Most of this year's team will be back next year, and with new material Captain Todd should turn out the finest team the Prep. School ever had. But every one should applaud this year's team for the honor she has brought our old school. The praise should go to everyone on the team, and especially to Coach Smith and Captain Ziegler.

The foot-ball team elected Todd for next year's foot-ball team. The other candidate was Morrison. We wish you all possible luck, Captain Todd.

R—r (in English)—“The Chinese were invented by gunpowder.”

B—s—t—“This he spoke and they remained seated in their seated seats.”

Mr. L—s—“Did you notice what pedagogical mistake I just made?”

V—s—“Yes, you gave me a 10 for my recitation.”

Mr. L—s—“Correct! I shall leave off the 1.”

P—t—s (at breakfast table)—“We made Pingry turn out the gas in the dark.”

Z—r (at indoor foot-ball practice)—“Keim, what does the play 18-26-41 mean?”

K—m—“Center takes the ball around end.”

Z—r—“Voorhees, what does 69-17-89 mean?”

V—h—s—“Right handed kick around left end.”

P—t—s—“They gathered arrows where the battle had been the following day.”

Mr. L—s—“Who was Thanatopsis?”

P—t—s—“She was the Goddess of Death.”

“Fat” Cornish wished to take a constitutional before breakfast and asked Pingry to call him at half-past five. He was told it would be dark, but he did not mind and went to bed at eight. At ten o'clock Pingry awoke

THE ARGO

"Fat," who ran out to the bridge and came back to the Trap at eleven. Then he wanted to play a couple of sets of tennis before breakfast.

"A horse is a vain thing for safety."—Bible.

"Ne credite equo." (Do not trust the horse.)—Virgil.

"A horse! a horse! My kingdom for a horse!"—Richard III.

J—s—n—"It's always in the dative case whether it is or not."

P—t—s—"Impassable river full of men."

B—s—t—"The revolutionary broke out."

K—x—"She roars the words from her breast."

S—e (explaining metamorphosis)—"It means the righteous anger of the gods."

C—r—n—"When Cyrus was attacked by bears."

L—s—"Why don't you call this (holding up a watch) a hen?"

T—d—"Because you can watch it." (Oh, Todd.)

C—r—n—"When, having laid down, he sat down."

Mr. S—d—r—"Why did the people in Europe build their villages in clearings?"

M—w—i—"So they could see the Indians coming after them."

F—r—"Beekman, what have I just put down there?"

B—m—"The same thing only a little bit more."

M—w—i—(naming metals our money is coined from)—"Gold, silver, copper, nichol."

[The following were remarks overheard on the way to Tarrytown.]

R—w—d—"Is that the subway up there?"

M—i—n—(in the subway)—"Say, did you get transfers?"

K—h—r—(in Child's, looking in mirror)
"Say, look at White way back there. I thought he was sitting next to me."

F—l—e—(looking at the elevated)—"Say, fellows, how long have they been having those elevated sidewalks?"

V—r—s—"Coach Smith, do you want to go to the Hippodrome?"

C. S—h—"What do you get to eat there?"

"We don't want to buy your store goods;
We don't like you any more.
You'll be sorry when you see us
Going to some other store.
You can't sell us any shirt waists,
Four-in-hands or other fads.
We don't want to buy your store goods
If you won't give us your ads."

Vox Studentis.

CLASS NOTES.

1909.
At a meeting of the Senior Class Turner was elected captain of the class foot-ball team. Reeves and Knox were elected cheer leaders. President Low appointed a committee composed of R. B. Searle, chairman; Bissett and Pingry to select some class yells.

1910.
Elmendorf was elected captain of the Junior team for their game with the Seniors.
The Junior class has purchased class pins. They are very neat looking.



THE ARGO.

Published Monthly During the School Year,

BY THE

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All communications should be addressed to the Editor-in-Chief, R. P. S., New Brunswick, N. J., and must be accompanied with the name of the author.

Correspondents will confer a great favor by writing on one side of the paper only.

Officers of the school, students, and alumni are most cordially invited to contribute.

The Christmas holidays put us all in a good humor, and we are especially delighted to learn that we get three days more vacation than we expected. We wish teachers and scholars a Merry Christmas and a Happy New Year, and hope that Santa Claus will treat us all well. If we don't make ourselves sick with too many sweets, we shall probably all meet again when school reopens. Let us have the best time possible during the holidays, and come back to school resolved to work better than before.

At Chapel exercises a few days ago Mr. Scudder spoke a timely word against cigarette-smoking and particularly the practice of inhaling. This practice has assumed serious proportions among the school-boys of this country. While perhaps it is not worse in this school than in many other secondary schools, yet here as elsewhere it is becoming so general among the students that it seems necessary to continue speaking strongly against this practice. THE ARGO as the official organ of the school seems best fitted to assume the task begun by Mr. Scudder.

The "Industrialist," to which Mr. Scudder referred has issued an admirable article by Professor William A. McKeever of the Kansas State Agricultural College, which deals very fully with this question. It seems best to complete this editorial with quotations from this article. Mr. McKeever said in part:

"One of the greatest menaces to our moral and intellectual well-being to-day is the fact that cigarette-smoking is becoming a popular fad among boys and young men, while the use of a strong pipe is a close second in favor. Go where you will in this broad land of ours, and the pale faces, bleary eyes, trembling fingers and the foul stench of cigarette fumes tell the same pathetic story. This most serious blight upon the bloom and beauty of our American

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boyhood is chargeable to parental ignorance and carelessness. . . . The serious nature, and even the cruelty of this habit among men is at once apparent when we consider its influence and effects upon boys. . . . The younger the boy, the worse the smoking hurts him in every way, for these lads almost invariably inhale the fumes; and that is the most injurious part of the practice. According to Dr. Sims Woodhead, professor of Pathology in Cambridge University, cigarette-smoking in the case of boys partly paralyzes the nerve cells at the base of the brain and thus interferes with the breathing and the heart action.

. . . We cannot avoid the conclusion that, in the case of boys and youths, cigarette-smoking is very deleterious to the physical and mental well-being. Moreover my investigations indicate that it makes very little difference in the effects whether the victim uses pipes or cigarettes, provided he inhales the fumes; and with very few exceptions the young smokers are inhalers. The ordinary case exhibits about the following type of conduct: (1) While the craving is at its height the victim manifests much uneasiness and often much excitation. (2) During the indulgence the cheek is alternately flushed and blanched, the respiration considerably increased, and the hands tremble. (3) About twenty minutes after smoking the muscles become relaxed, the respiration slow and shallow, the skin on the face dry and sallow, and there is an apparent feeling of unconcern about every thing. . . .

The ordinary cigarette-smoking student has a very peculiar experience in his effort to prepare his daily lessons, about as follows: He goes to his room in the evening with the full intention of studying and opens his text-book, but a certain feeling of nervous uneasiness soon leads his hands automatically to roll and light a cigarette. He indulges the habit a few minutes, when, presto, the lesson task which a while ago looked serious and urgent now appears trivial and unnecessary, and he

accordingly neglects it. He is now affable and companionable, but the higher moral judgments have lost their value to him and he is most ready to yield to the evil suggestions of others."

Mr. McKeever goes on to say that the habit is very hard to break, and hence prevention is the only practical solution. It would be well if this city should, like Chicago, stringently prohibit the sale of cigarettes, but this being impossible we can at least break it up in our own school. Let the older boys keep the younger ones from beginning the habit. Let us at least keep from smoking around the school buildings, and let us sincerely strive to do away with this abominable habit.

Mr. Scudder has had an unusual number of out of town speaking engagements, and has dates ahead, one as late as next May, at the New Paltz Norman School, Columbia University, College of Agriculture here, the State Y. M. C. A. convention at Atlantic City, and several New Brunswick engagements.

Among the more recent engagements we note an address before the Phi Beta Kappa Society of Rutgers College, before the Civic Improvement Society of Germantown, Pa., at the Teachers' Institute, Woodbridge, N. J., and before the Public Education Society at Somerville.

THE ARGO notes with pleasure, the addition of a much needed equipment of maps. There was a time when schools used maps only in connection with political geography, but now teachers of the classics and of modern languages, as well as of ancient and modern history, and teachers of literature, and even of science find that maps are indispensable for good class work. They are also indispensable to wide awake citizens of every age, for the newspaper has brought us in close touch with

all the world, and an intelligent view of what is happening among the nations calls for constant map references and demands a liberal supply of maps and charts to show physical as well as political features.

Our school, then, is fortunate in the recent additions which consist of some magnificent Syden-Habenicht physical maps; some of the famous Kiepert political and physical maps; the entire set of the Spruner-Bretschneider Historical Wall maps, to accompany the mediæval and modern history of Europe from 350 to 1815 A. D.; the mammoth map of Palestine 80 by 102 inches, published by the Committee of the Palestine Exploration Fund, so large that it shows forests, marshes, lakes, aqueducts, springs, mines, watch towers, Roman mile-stones, roads, wells and even wine-presses; and some maps to accompany the Third of Caesar, Cicero Vergil and the Anabasis. Then there is the new edition of the Foster Historical Chart with its 34 maps to illustrate American history, and to cap all are the two great, handsomely bound Atlases of the World, published by Rand, McNally and Company.

We understand that still other maps are coming. One thing is becoming very apparent, and that is, that our school is to possess abundant equipment in every department and this equipment is to be of the best and most recent make.

Apropos of the last remark above, our science room is becoming our pride and delight. The great laboratory tables have gas, water and sewer connections, while the installing of the immense table is a decided improvement on the old desks and a much appreciated boon for those who have note book work, with the great amount of drawing and sketching that is required nowadays in the study of science.

It is quite generally conceded that nothing in this world has a right to exist unless it has an influence for *good*. When our whole aim in life is to grow, it would seem absurd to cherish anything which does not help us to do so; and there are so many experiences for us that it is wise economy to choose those that, — well, at least those that do not stand in our way. The whole question of fraternities if regulated by his principle would not need discussion. There are fraternities in preparatory schools and colleges that develop a spirit of loyalty which helps a number to keep up to the best that is in him, that provide an occasion for their members to demonstrate and perfect their ability along musical and literary lines, that give opportunity for serious work in public speaking and in debate, that do all of this without detracting from the development of the social spirit which fraternities rightfully consider so important. There are also fraternities that in their initiations bring to the initiate no feeling of respect or admiration for an ideal,—because they have no ideal,—that offer no opportunities such as those mentioned above, that provide no real social interest, that some times apparently exist in order that the "crowd" may amuse itself in ways at least negative as regard any uplift, and often destructive as regards decency and manliness. The first class of organization is to be encouraged, the second class, if we respect the principle for existence, has no place to fill. The whole question becomes simply this:—do we or do we not wish to make progress?

We call attention of our fellow students to the new Quarterly Report Blanks. They are unique, were devised by Mr. Scudder when he was principal of the Hill House High School of New Haven, and improved during nine years experience while Principal of the New Paltz State Normal School. A similar Report is issued by the Elementary School.

They are given quarterly, except in case of failures, which are reported every five weeks. Pages three and four contain special criticisms and comments that are scientific and comprehensive. They give us and our parents accurate and, as far as possible, complete information regarding our deficiencies, and suggestions for improvement. We notice that page three contains remarks designed primarily for the student who fails, and we see a classified statement of the causes of that failure, telling us wherein we are deficient, and what our individual necessities are.

We find that our methods of evasions are thoroughly known and understood by the teachers. We receive standings below the passing mark and find our attentions called to statements on the Blank such as: 8, Is not industrious; 13, Tries to bluff; 35, Over estimates his knowledge; 41, Multitude of glib expressions do not imply accurate information or a well prepared lesson; 78, Power of concentration weak, mind wanders; 109, Helpless when thrown on his own resources; 94, Too many outside interests. Although the criticisms are of an unpleasant nature, we think they will teach us to know our faults, and to know what effort is necessary to remedy. They ought to improve our scholarship and receive from us the heartiest coöperation. We hope the responsibility of improving ourselves will become manifest to us and will cause us to settle into conscientious and continued effort.

*DO INTERCLASS ATHLETICS EXERT
A DESIRABLE INFLUENCE IN
A SCHOOL?*

It will be admitted by the students of any school that any influence which improves the 'varsity athletic teams is a desirable influence. Interclass athletics do improve the 'varsity athletic teams. To organize a good 'varsity it

is absolutely necessary to have an organized team to play against and plenty of material with which to work. It is often hard to induce fellows to come out and play on the scrub, to be knocked about every day and never be compensated by playing in a scheduled game. If the fellows belonged to class teams, they would gladly appear regularly and play hard against the 'varsity, that they might be more efficient in their games with the other classes. The 'varsity could practice against a team which would not, like the ordinary scrub, be composed of fellows who come out very seldom, and display little ambition, but would be an organized team, trained and hard to beat. Also, freshmen and sophomores who could not make the 'varsity but could make their class teams, would, a year or two later, make stronger 'varsity men because of their training obtained on a class team. Thus interclass athletics make better 'varsities.

It is undoubtedly true that any influence tending to increase the mental and physical strength of the students, is a desirable influence in a school. It may be shown that class athletics accomplish this. It is necessarily true that a school is represented in athletics by a small ratio of the pupils. Those few pupils reap great benefits for their efforts. The fact that athletic work improves a man's physical condition, under normal circumstances, is universally admitted, and mental improvement should, and usually does, follow physical improvement. If class athletics do not exist in a school, it may be seen that the great majority of the pupils, being unable to qualify for the 'varsity, cannot obtain those benefits which the few chosen men receive. But, class athletics having been installed, nearly every man in a school, at least a large majority, may play on athletic teams. Thus, admitting that the above stated benefits exist, [and you can prove their existence by observation], it may be seen that class athletics improve the mental and physical abilities—and thereby the scholarship—of the

students, thus improving the whole school by improving the unit.

It is also my belief that a man who participates in athletic sports spends more time in actual studying than one who does not. Having spent a part of the day practising, a student has time left for nothing but study. Realizing this, he goes to work immediately, and utilizes all his time. On the other hand, the other man fills his afternoons irregularly. He seldom studies during the hour or two when the athlete is practising, and after that amount of time has passed, having accomplished nothing in particular, he does not realize, as does the athlete, that he has expended part of his time and must make an effort to utilize every minute left. Daily practice makes a pupil's life regular, and his work systematical, so he does it better. These facts being true, class athletics, since they lead more men to practice athletic sports, lead them to spend more time in actual study.

By observation it is proved that inter-class athletics generate a vigorous, competitive spirit among the students. This is always desirable in a school, and greatly strengthens the general school spirit.

Thus, since inter-class athletics exert an influence which produces results admitted to be desirable, that form of athletics exerts a desirable influence in a school.

R. W. TURNER, '09.

Why not have a debating club? This question has been asked time and time again, and yet no one person or group of persons seems willing to take the initiative. Hence it remains for the ARGO to make the suggestion direct and if possible to arouse some active interest in the student body. It is hoped that this suggestion will be taken up, and carried through to a fitting conclusion.

Debating has been recognized as a necessary

equipment for life and especially for that life which the graduates of this, and other schools of a like nature, will likely lead. Implying as it does the ability to think clearly while on ones feet, and to express one's thought logically and concisely, it leads to a greater readiness in conversation, a more forceful maintaining of ones views, and an increased knowledge which will greatly widen the intellect. Moreover it is essential to intelligent reading, for it is the only way which will enable us to do justice to the arguments of others, to see their strength, to detect their weakness.

Any one who expects to be a leader among men—it is to be hoped we all wish for leadership—must be able to propose solutions to problems which are bound to arise, and by argument and reasoning to show that these will stand the test. Lawyers, politicians, scientists, almost every kind of worker, find the ability to debate not only a desirable but a necessary acquirement.

Lest we get monotonous let us get back to earth again. Every college and nearly all secondary schools have debating societies. We know of one high school with less than 150 enrolled in which there are four societies, which meet every two weeks. The membership of these societies embraces the entire school. As a result we find the graduates of this high school prominent in the literary interests of college. Let us not be behind the times. Make debating a pleasure, and we will find that pleasure is a great source of profit.

The Annex which for twenty years has been so closely connected with Rutgers Preparatory School as to share in its identity, begs the recognition of its individuality under the name of the Rutgers Elementary School—a name which differentiates it at once from the secondary, or boys' school, and at the same time points out its intimate connection with it.

A beautiful new flag has been raised over

the entrance to the building. Within the building a few changes have been made. Some partitions have been removed, thereby enlarging the class room assigned to the first and second grades, and providing a good-sized room, which will be fitted up for industrial work, and which may also be used on stormy days for a play room.

The school opened with a large registration. With Miss Marsden and Miss Shankel in charge of the upper grades and Miss Dickinson in the primary department, the school maintains its old-time standard of excellence, while the scope of its work has been enlarged and the course of study somewhat modified.

History has been introduced in all the grades above the first. Social and industrial geography is also taught in the lower grades. Here the homes of people of foreign lands in their environment, the foods, occupations, modes of dress, and customs are studied. In this instruction the sand-table plays an important part. On it the children represent typical scenes from the countries which they are studying. They model animals in clay; build adobe houses, log huts, or wigwams; construct two-wheeled carts, primitive plows, or birch-bark canoes as the conditions demand.

Art and industrial work are also included in the curriculum. Penmanship is taught by a graduate of Eastman's Business College.

As much importance is attached to the playground and the children's games as to any subject in the curriculum. This is a matter of national interest and paramount importance in the educational world to-day. Before the close of the year this school hopes to demonstrate what can be done even with a small play-ground, and what are some of the good effects of well directed, well organized play.

The year has opened most auspiciously; and, with the coöperation of the pupils and the endorsement of the patrons and friends, promises to be one of the best in the history of the school.



We acknowledge with thanks the following exchanges: Academy Journal, Acta Diuvna, Caravel, Commerce, Echo, Mirror (West Hoboken H. S.), Mirror (Moravian Sem), Magpie, Poly Prep., Polytechnic, Recorder, Register, Spectator, Swarthmore Prep. Quarterly, Tattler, Trident, Vail Deane Budget, Valkyrie, Vox Studentis, West Jersey Academician.

West Jersey Academician, as a whole your paper is good. The story, "A Visit from Royalty" deserves credit. Editorials would not harm your paper. We wish especially to congratulate you on your athletics column.

The November issue of the *Caravel* is by far the best paper we have yet received. "The Seven of Diamonds" is an intensely interesting story and the poems show that you have poets worthy everyone's praise. We are glad to see so many editorials and cuts.

Tattler, a story would do you no harm nor would editorials.

The *Vail Deane Budget* should have less stories and more editorials.

The *Swarthmore Prep. Quarterly* is the most attractive school paper of the November issue.

Mirror, where are your alumni notes?

Trident, with more editorials your paper would be perfect.

Register, you should not have discarded your old cover.

The *Academy Journal* certainly has too many stories. If they were all deeply inter-

esting we would say nothing. Why have you divided your athletics?

Magpie, we congratulate you on your cover. The foot-ball poem is very good.

The *Poly Prep.* is very interesting, as well as entertaining.

ALUMNI NOTES.

'73. Dr. Todd was an enthusiastic rooter at the Irving game.

'01. McKibben was in town lately.

'02. The engagement of Miss Helen Searle and John MacNeill has been announced.

'02. Louis Bevier has returned from Europe, where he spent several months of pleasure.

'03. Miss Margaret Bevier graduated from Vassar College with honors last June.

'04. The engagement of Mr. Douglas Fisher to Miss Abbie Cranmer has been announced.

'04. Joyce Kilmer was in town recently.

Ex-'04. Schuyler Rust is working in Boston.

'05. Ed. Halstead has entered Rutgers College.

'05. Arthur and Spencer Devan caught a burglar in their home last month after a desperate struggle.

'06. Ed. Scott has entered Rutgers College.

'06. Allan Burroughs has received his diploma from the School of Pharmacy.

'06. Harry R. Cox has been playing a star game at guard on the Rensselaer Polytechnic Institute's foot-ball team.

'06. Miss Wilbur came home from Smith College for Thanksgiving vacation.

Mr. Hall visited the school twice recently. He has been coaching the Bellefonte Academy foot-ball team and they had a very successful season.

'07. Ted Pockman underwent an operation for appendicitis. He is doing nicely.

Ex-'07. Hodgson is bookkeeper at the Perth Amboy Cable Works.

'07. Miss Prentiss visited the school on December 4th.

Ex-'07. Edgar Spear is attending Swarthmore Prep. School.

'08. Tim Smith umpired the Irving-Prep. game.

Ex-'08. Turner Barr is attending Pingry school. He won his letter in foot-ball this season.

'08. Hewette Joyce spent Thanksgiving with his parents in New Brunswick.

'08. Thurlow Nelson is taking a post-graduate course at Rutgers Prep. School.



In appreciation of the good work done by the team in the past season, we think it is not out of place to publish in our paper a short summary of the season's record. The games played and results are:—

At Home.

N. B. H. S., o. R. P., 11.

Boys High, 5. R. P., 4.

Wilson M. A., 5. R. P., 5.

Out of Town.

P. H. S., o. R. P., 5.

Holy Cross, o. R. P., 5.

Trenton Model, 4. R. P., 11.

Irving, 18. R. P., 5.

The following is a list of the players, their position, weight and residence.

J. H. Ziegler '09. Captain and left half-back, and did the kicking; weight, 152 lbs: Yonkers, New York.

C. H. Bissett '09. Center; weight, 140 lbs; New Brunswick, N. J.

F. G. Blanchard '10. Substitute tackle; weight, 135 lbs; Paterson, N. J.

J. C. Conger '11. Substitute tackle; weight, 145 lbs.; New Brunswick, N. J.

J. E. Elmendorf '10. Quarterback; weight, 120 lbs.; New Brunswick, N. J.

D. J. Folensbee '09. Left guard; weight, 187 lbs.; Schoharie, N. Y.

R. W. Iredell '09. Left tackle; weight, 145 lbs.; New Brunswick, N. J.

C. C. Keim '11. Right tackle; weight, 135 lbs.; Washington, D. C.

G. Koehler '09. Right guard; weight, 230 lbs.; Bound Brook, N. J.

F. E. Low '09. Fullback and substitute full back; weight, 140 lbs.; Passaic, N. J.

G. Morrison '10. Right end; weight, 145 lbs.; New Brunswick, N. J.

V. W. Pingry '09. Substitute end; weight, 143 lbs.; Millbrook, N. Y.

R. T. B. Todd '10. Left end; weight, 156 lbs.; Tarrytown, N. Y.

R. W. Turner '09. Quarterback and full-back; weight, 156 lbs.; Yonkers, N. Y.

T. Voorhees '10. Substitute center and substitute tackle; weight, 160 lbs.; New Brunswick, N. J.

D. White '12. Right halfback; weight, 125 lbs.; Newark, N. J.

RUTGERS PREP. VS. TARRYTOWN.

The Prep. team went to Tarrytown on the fourteenth of November and were beaten in an interesting game by the score of 18-5. Our boys arrived there considerably tired out and did not get into the game until the second half when they held their opponents.

First Half.

Moore kicked to Iredell who was downed on the forty-five yard line. Ziegler made first down. Turner made five yards through center but Ziegler was forced to punt, Moore running the ball back to the middle of the field. Irving by line bucking pushed the ball over for a touchdown. Moore kicked the goal. Score, Irving, 6; R. P., 0.

Moore kicked off to Turner who ran the ball back thirty yards. Ziegler made a forward pass to Todd who ran fifty yards to Irving's twelve yard line but the play did not count as the ball passed over the line of scrimmage. Irving secured the ball and Moore was shoved over for a touchdown. He kicked the goal. Score, Irving, 12; R. P., 0. The half ended as the ball was kicked off.

Second Half.

The Prep. team came on the field determined to play their opponents to a standstill and they certainly succeeded. Ziegler kicked off to Miles. Prep. received the ball on downs and on the second play Ziegler scored a touchdown by a twenty yard run. He missed the goal. Score, Irving, 12; R. P., 5.

Irving kicked off and Prep. by forward passes and line bucking took the ball to Irving's thirty yard line where it was lost on a fumble. Irving fumbled but Moore picked up the ball and ran to Prep's thirty yard line. Miles made first down. Here Prep. held them for two downs. On the third down they fumbled and Miles picked up the ball and made a touchdown. Moore again kicked the goal. Score, Irving, 18; R. P., 5. The half ended without any more scoring.

RUTGERS PREP. vs. TRENTON MODEL

On Saturday the seventh of November, the Prep. foot-ball team defeated Trenton Model on their grounds by the score of 11-4. The game was snappy, well played and full of interest.

The team left town on the 1.07 train arriving in Trenton about two o'clock. After having deposited their suit cases at Model School they wandered over Trenton until time to prepare for the game.

The game started about half past three. Trenton kicked off to Prep. who, upon receiving the ball, by a series of quick, trick plays, made a touchdown in less than a minute, Ziegler carrying the ball over the line. The

goal was not kicked. Score: Trenton, 0; R. P., 5.

Prep. kicked off to Model who were held for downs. The teams exchanged the ball a couple of times, the ball being dangerously near Prep's goal line. Finally Ziegler was tackled behind the line. Score: Model, 2 R. P., 5.

Prep. kicked out to Trenton Model who were forced to kick. After another exchange of punts Prep. was again forced back of their own goal line. Score: Trenton, 4; R. P., 5. Soon after this the half ended.

Second Half.

Prep. kicked off to Model. The ball exchanged hands several times. Prep., finally getting it, started down the field and were aided by Model being penalized twice. They tried a forward pass but it was very cleverly caught by Lawson. In the next play, Donnelly made the sensational run of the game, but was tackled by Ziegler. After both teams had lost the ball a number of times, Model made a bad fumble which was secured by Turner, he having to jump the ropes, that surrounded the field, to get it. Prep. started the ball down the field for a touchdown. The goal was kicked. Score: Model, 4; Prep., 11. Just after the ball was kicked time was called.

The line-up was as follows:

<i>Rutgers Prep.</i>	<i>Trenton Model.</i>
	Left End.
Todd	Brown
	Left Tackle.
Iredell	Montgomery (Capt.)
	Left Guard.
Folensbee	Brown
	Center.
Bissett (Voorhees).....	Blanco (Guards)
	Right Guard.
Koehler	English
	Right Tackle.
Keim	Serven

Right End.

Morrison	Rose
	Quarterback.
Elmendorf	Rogers
	Right Halfback.
White	Sturm (Donnelly)
	Left Halfback.
Ziegler (Capt.)	Naefer
	Fullback.
Turner	Lawson

Referee.—Burd. Umpire.—Smith. Time-keepers.—Reeves, Owen. Time of halves.—20 and 20.

1909 vs. 1910.

On Saturday, November twenty-first, the Prep. boys for the first time played an inter-class game. The new idea was extremely popular and there was quite a crowd in the bleachers, particularly the fair sex. The day was ideal for foot-ball, with one exception; the field was muddy.

The game was well played by both teams, the forward passes of the Juniors being a feature of the game.

First Half.

The game started about three o'clock, Hoe kicking the ball to De la Torre who lost it, White dropping on it. After a period of hard fighting in which the ball changed hands a number of times the Juniors scored a touchdown, Hoe carrying it over. As the ball would have to be kicked at an impossible angle, White punted out, Elmendorf heeling it in front of the goal post. White then kicked the goal. Score, Juniors, 6; Seniors, 0. Soon after this the half ended.

Second Half.

Searle kicked to Todd. The Juniors soon pushed the ball near the Senior's goal line but they, recovering, took the ball to the other end of the field in two brilliant runs made by Low and Pingry. The Seniors kept the ball near the goal line but could not make a touchdown before the half ended.

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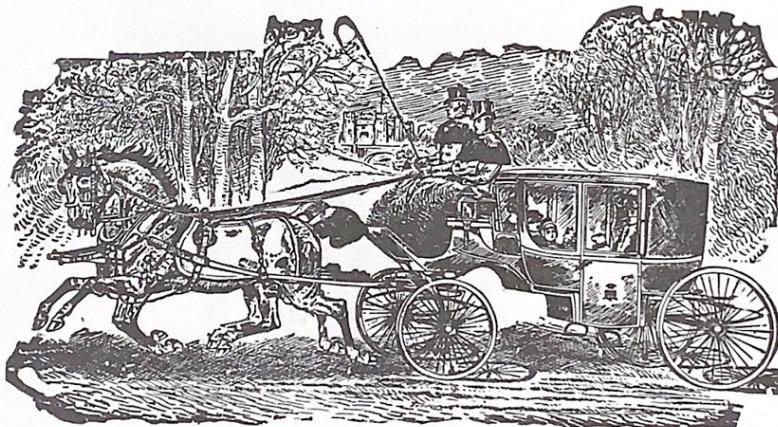
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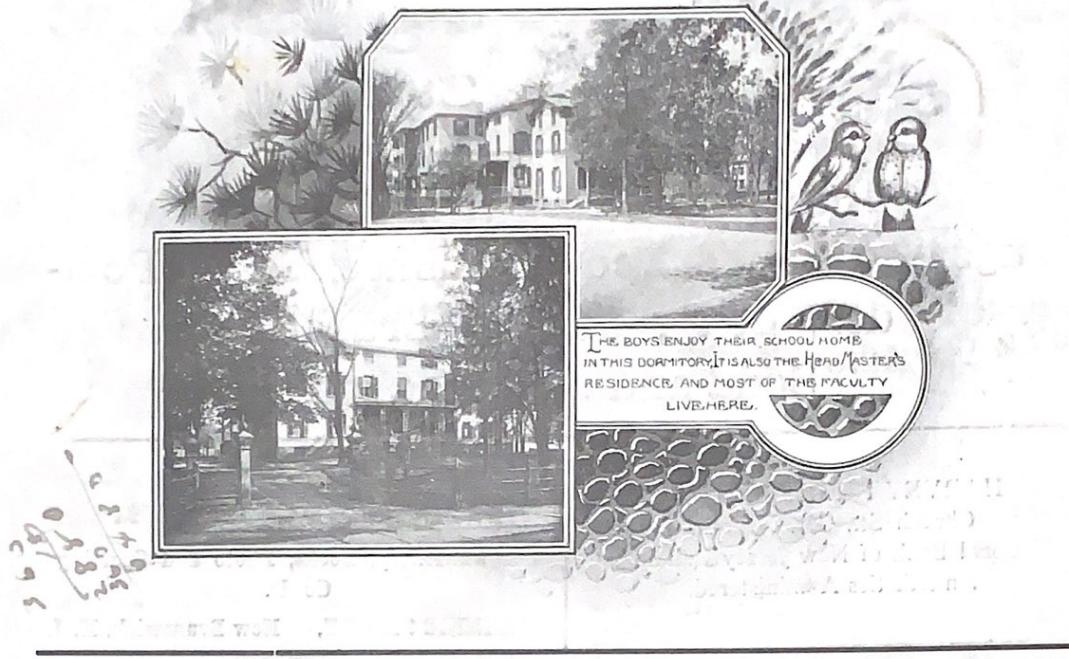
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