

Editorial

Additional Shows Urged

NILES EAST traditionally presents a musical comedy in the spring for two consecutive nights. Since the quality of entertainment is generally good, the NILEHILITE suggests that the policy of such a "limited engagement" be re-evaluated for two basic reasons.

First, added performances (not dress rehearsals) would enable a greater number of students and members of the community to see these shows. For example, tickets for the present musical went on sale to cast members before being made available to the entire student body. Consequently, approximately half of the available tickets were sold before the regular sale began in the cafeteria. As a result of this policy, inferior seats often go on sale to the student body at large. Therefore students frequently decide not to attend the musical. Increased performances would make a greater number of choice seats available to the student body and would bolster attendance.

Furthermore, with only two performances many of the students who would like to attend the musical are unable to do so because of other commitments. A sell-out prevents others from attending on their only free evening.

Second, extended performances would benefit the cast by giving members much needed experience in appearing before an audience. This is an essential part of performing since most professional companies spend from four to six weeks in "out of town" tryouts polishing their work. Since participation in musicals is intended to be an educational endeavor, added performances will heighten participating students' knowledge.

After spending two months in preparation, two performances are disproportionate to the number of hours extended. The situation is analogous to the football team practicing for eight weeks and then playing two games.

Although the NILEHILITE realizes that additional performances mean added publicity initiative, increased royalty expenditures, and added work by cast and crew members; the educational and financial benefits should push aside these obstacles. These benefits have been realized by other area schools such as Maine West, New Trier, and Evanston, who schedule four performances. Niles East in future year's should take advantage of this increased opportunity to benefit her students.

AFS Begins Candy Sale; Strives For \$13,000 Goal

AMERICAN FIELD Service will sponsor their annual chocolate candy bar sale Friday, April 19, thru May 1, President Dave Kosh '68, stated Wednesday.

All foreign language students as well as students receiving special permission from AFS Sponsor Judith Rochotte, are eligible to participate in selling the candy. Anyone wishing to do so must sign up in Room 247 by Thursday, April 18.

CASH PRIZES will be awarded

to those groups or individuals selling the most candy. First prize will be \$50 compared to \$35 last year. Second prize will be \$15 and third prize \$10. In addition, anyone selling at least two cases will be eligible to enter the two AFS drawings, each with \$5 cash prizes.

THE CANDY BARS will cost 50 cents each, as in previous sales. "Our goal is to net \$13,000. Last year we had a complete sell-out, 7200 bars, and we're expecting to

be at least that successful this year."

Sellers will receive the candy in the language lab, Room 240, after school, April 19. Any unopened bars which are left over should be returned to AFS.

Illinois Public Junior Colleges Offer Financial Assistance

GRADUATING SENIORS planning on attending an Illinois Public Junior College are eligible for financial assistance, according to Principal Raymond G. Tyler.

Mr. Tyler and Mr. Robert Bott-hof, assistant principal, stressed, however, that all students wishing financial assistance must notify the principal's office in writing of their intention to enroll and of their wish for financial assistance.

DEADLINES for applying include May 1, 1968, for the summer session and September 1, 1968, for the 1968-69 academic year.

Financial assistance offered is described by the Illinois Revised Statutes as "the per capita cost of each student attending a public junior college less state apportionment and any allowable tuition charged directly to the student."

TO QUALIFY for financial aid, a student must be admitted as a regular student to a public junior

college in the State of Illinois. A "regular" student is a student registered for courses which the junior college regularly accepts for graduation or certification.

A student must inform the Niles Township High School Board of Education of his plans to attend a public junior college prior to July 1, 1968. These forms may be obtained in the registrar's office, Room 107.

THERE IS no grade or rank requirement for financial assistance. There is no age limit, and therefore, any person having graduated from any public or private high school and living within this school district is eligible.

The tuition benefits are only applicable to a public junior college as opposed to a private junior college. A public junior college would be one that is operated by a township, or municipal board of educa-tion.

PROFESSOR HENRY Higgins (Junior Bob Beazley) teaches Eliza Doolittle (Senior Debby Gurwitz) to say her "h's."

'My Fair Lady' Cast Graces Stage With 'Exuberance,' 'Comic Warmth'

by Bob Cooper

"MY FAIR LADY," the longest running musical show ever to appear on Broadway, will grace the Niles East stage tonight and tomorrow night at 8 p.m.

Adapted from Bernard Shaw's "Pygmalion," the bouncing Lerner and Loewe musical tells of the phonetics professor who transforms a Cockney flower girl into a lady by changing her speech.

Displays Exuberance

Cast as the bubbly Professor Henry Higgins is Junior Bob Beazley. Giving a convincing performance, Bob's delivery of "patter" songs is very good while he maintains a boyish exuberance. Occasionally he illustrates Higgins' frustration by yelling when more vocal restraint is required.

His Cockney pupil is Senior Deb-

bie Gurwitz as Eliza Doolittle. Giving Eliza the comic warmth the role demands, Debbie boasts a pleasant soprano voice that is audible without being overpowering.

Production Extravagant

Directed by Mr. Earle Auge and Mr. Jerry Proffit, the \$3,500 production features two revolving turntables, moving 1,000 pounds of scenery designed by Mr. Alan Kent.

The scenery in this production is extravagant and beautiful; Higgin's study contains wood paneling evoking the strong masculine quality of Edwardian England.

Pre-War Era Exemplified

Mrs. Mary Marshall's choreography exemplifies this pre-World War I Era when she turns her dancers loose with a spirited English Can-Can and Viennese Waltz. Technical Advisor Richard Tendick was able to secure many of the furnishings of this period.

The 65 member chorus is a pleasure to listen to but a distraction to see. The extremely large ensemble produces a full bodied sound, but the number of people makes the production numbers look awkward and chaotic.

Chorus Distracting

East's 43 piece orchestra achieves balance although the strings are

CAST 'My Fair Lady'

Mrs. Eynsford Hill ... Ellen Miner
Eliza Doolittle ... Debbie Gurwitz
Freddy Eynsford-Hill ... Ernie Miller
Colonel Pickering ... Leon Natker
Henry Higgins ... Bob Beazley
Bartender ... Mitch Darin
Alfred P. Doolittle ... Myron Sonkin
Mrs. Pearce ... Nancy Becker
Mrs. Hopkins ... Babette Black
Mrs. Higgins ... Sue Lipner
Lady Boxington ... Bena Buzil
Flower Girl ... Eileen Weintraub
Zoltan Karpathy ... Jack Silver
Maid ... Susan Freedman

occasionally over powered by brass and percussion. Mr. Auge keeps the instrumentalists from drowning out the performers but certain vocalists are often inaudible because of poor voice projection and ineffectual microphone use.

Yet, East's revival of "My Fair Lady" contains much of the bounce and color found in the original. The music is fresh and alive, the sets are bright, and the total look is a production containing many elements of professionalism.



MRS. EYNSFORD Hill (Junior Ellen Miner) practices a scene from tonight's musical.

Car Wash Proceeds Aid Senior Prom

JUNIOR CABINET will sponsor its first annual car wash to be held tomorrow, April 6, in the Lincoln Avenue Circle Drive, according to Judy Hass and Randy Briskman, committee co-chairmen.

Cabinet members, alternates, and non-cabinet volunteers will be on duty from 9 a.m. to 5:30 p.m. The charge will be \$1. Proceeds from the event will help finance the 1968 Junior-Senior Prom, to be held at the Highland Park Country Club on May 24.

"It's a golden opportunity to get last November's mud off the car," laughed Judy.



SAMPLING a chocolate bar for the AFS candy sale are President Dave Kosh '68, Foreign Exchange Student Marcella Feldman '68, and Adele Petroski '70.

Bob Beazley and Debbie Gurwitz Discuss Roles in 'My Fair Lady'

WHEN BOB BEAZLEY and Debbie Gurwitz, leads in East's production of "My Fair Lady" do their tango in "The Rain in Spain" the entire cast breaks into spontaneous applause. The auditorium resounds with a rousing "ole" and Henry Higgins and Eliza Dolittle collapse on a sofa.

Learned Accent

"I think 'My Fair Lady' is a great show," Bob commented, "It is well written and the music is beautiful."

When asked about any difficulties in any scenes he replied that he felt everything was going along "just fine." "I didn't have any trouble picking up an English accent since I've used one previously."

The towering 6'6" junior also discussed the relationship between Higgins and Eliza. "I don't think Higgins really ever loved Eliza, he's just become used to her as the song 'I've Grown Accustomed To Her Face' indicates."

Debbie Gurwitz also answered several questions about her leading role while watching a rehearsal in progress and munching pretzels.

"In my freshman and junior year I had comedy roles that I could really 'ham up.' This year playing a dramatic part requires more restraint and I believe is more challenging."

Debbie Recalls Songs

When asked about her favorite number, Debbie jokingly rattled off the six songs she sings. "Seriously however, my favorites are 'wouldn't It Be Lovely' and 'Without You.' 'Lovely' tells of Eliza's dreams and hopes which eventually come true. I had trouble with my articulation on my numbers but Mr. Auge helped me a great deal."

"It's really fun having four costume and make-up changes complete with new hair styles," said Debbie smiling. "I'll get to wear a cockney costume, a costume when I'm Higgins' pupil, one for the Ascot scene, and another for the Embassy Ball."

Marbles Are Washed

On stage Debbie proves to be an exasperating pupil for Bob. In her broad cockney accent she cries, snivles and wipes her nose with her sleeve. During one "lesson" Bob pops six marbles in her mouth in order to improve her articulation. Debbie explained, "Pauline Tslekis, who is in charge of properties, washes the marbles before each performance for sanitary reasons."

"I'd just like to say that the mu-



sicals at East have been a lot of fun for me. I'll miss this when I graduate." East's Eliza plans on attending the University of Illinois next year.



Humanities

Individuals Seek Self-Definition

"HERE BEGINS A story of how the High Father of Heaven sends death to summon every creature to come and give an account of their lives in this world . . . The story says, Man, in the beginning, look closely and take special heed of the end . . . You think sin in

the beginning is most sweet, but in the end will cause your soul to weep, when your body lies in clay."

So begins the play "Everyman" and also the current course of study in Niles East's Humanities class.

"Humanities" is an experimental interdepartmental class consisting of 80 seniors taught by four teachers, one each from the English department, the History department, the Art department, and the Music department. The students receive only a "pass" or "fail" grade, rather than the conventional "A" through "F" grade.

DEFINING ONE'S self and one's relationship and responsibilities to society has been the main direction of the course this semester. Currently the question of what constitutes right and wrong and what factors influence the decision and actions of each individual are being examined.

These are extremely complex and highly individualistic questions to deal with. To introduce these questions, the four teachers presented a series of short dialogues, showed an unbelievable Ingmar Bergman film called "The Seventh Seal" and organized a student-teacher production of the 16th Century morality play "Everyman."

IN TERMS of the ideas presented in these various works, the students wrote papers attempting to answer the question "What is it that all men by nature desire?" This led students to questioning the purpose of life and trying to determine what is universal to all men. These considerations in turn are leading to the questions "What factors should influence an individual's course of action?" and "What is right and wrong?"

The question of right and wrong was introduced in terms of two sample situations, one involving cheating on a test, the other involving stealing a new bracelet from a friend. Student responses in both cases varied from tacit approval of the action to stern condemnation. They were also asked to specify what they felt would be short and long term consequences of these actions.

EARLIER IN the semester, the course of study was centered around human environment. The group went on a field trip through various sections of Chicago and investigated the causes of slums. Then each member of the class worked on building a model city.

This year Humanities was an experiment . . . an interesting one for teachers and students. Next year it will no longer be new venture, but an integral part of the school's academic program.



"I AM DEATH . . . I take everyman and spare no man," declares Death (Mr. John Palm) to Everyman (Mr. Robert Baumgartner), Good Deeds (Renita Bernat), and Knowledge (Jill Medintz) in recent Humanities play.

Niles Celebrates Spring

UNLIKE TODAY, last week the sun was out and all spring loving Nilehiers were out in the courtyard celebrating. Many of the lower classmen were sunning themselves on the grass. Upperclassmen rallied "round the flagpole" and the steps leading up to it, sort of an "aristocracy of the elect." Comments about the fine weather ranged from bubbly enthusiasm to faint Mona Lisa smiles.

Junior Dorthy Fisher opened her eyes from her restful position in the grass and interjected, "It's just beautiful. This type of weather stops you from concentrating in class. We should be able to go outside rather than being cramped up in a study hall."

Senior Tony Fitsimmons made a zoological observation. "All these people are like the iguanas in Galapagos because they (the iguanas) just lie around in the sun all day but they really hate each other. The lower class iguanas aren't allowed on the rocks, and neither are

the underclassmen." In the center of the courtyard junior girls were sunbathing on the grass.

JUNIOR ROBIN SILVERSTEIN laughed, "Spring makes you want

to catch the rays on the beach all day — even during school."

Senior Victor Wells probably summed everyone's opinion of the wonderful sunshine with, "It makes me feel groovy."

karoleidoscope

by Carol Horvitz

In America, the land of non-natives since the days of its conception, the general pattern is that minority groups assimilate into the general culture. Supposedly each individual is given full opportunity to develop and be judged according to his own merits regardless of creed, race, position, or accident of birth. Obviously this theory, in terms of what we know about the psychological impact of environmental conditions and subconscious prejudices does not hold in practice.

It is almost commonly accepted that Black Muslim groups and the radical movement led by Stokely Carmichael are fringe movements of discontented "angry young men." I intend to draw some parallels however, between these groups and the modern-day Jewish Zionist Movement and ethnic identification. The point is not to degrade or condone, necessarily, the one movement or the other, it is rather to examine some human motivations and to perhaps elicit a new understanding or at least some self-re-evaluation in terms of the American problem (erroneously termed by some, "the Negro Problem" or "the Civil Rights Movement").

The spirit which you may call heroic in the Hagana (the "angry young men" born out of disgust at the passive march of their parents to the cattle cars and the death chambers, and also out of the forced identification with a peoplehood, and also out of resentment for the destruction of the life and humanity of his brethren in the concentration camps) is that same human spirit which causes the underground-type organization of the Blackstone Rangers and the Black Muslims (the "angry young men" born out of resentment at the passive position of their fathers who have been taught to be humble "uncle Tom" and also out of disgust at the quiet, responsible, "yassuh, mastuh" attitude of his brethren, and also out of confusion about the fatherless family he has been raised in, and also out of hate for those men and that system which has caused the destruction of human dignity in his people).

Just as the Jews who left pharaoh had little spirit of organized unity until a generation had passed and a distinct covenant had been granted them, so the tradition-stripped American Negroes must find something on which to build a unified identity. The negative fact of having been oppressed on the basis of birth and color is not enough. Who is the Black Moses that can find an identity for his people? Malcolm X, the Blackstone Rangers, and the comparatively conservative Stokely Carmichael are the answers.

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