

# The Panic of 1970 Hits East

"Panic will be a panic," stated Jim Simon, '70, Social House President, as he panics over plans for Panic, the all-school carnival.

It all takes place Saturday, April 25, at 7:30 p.m. in the girl's gym. Various school organizations and clubs will be featuring booths of suspense, skill, and luck.

At Panic, each person will have an opportunity to send their enemies to jail, marry a lover and send a message via the Western Union service. Refreshments will be provided by sophomore and varsity cheerleaders.

"This year's booths are quite unusual," Jim said. "Come prepared for everything because Choir is running a pie-throwing booth."

**Any Aquarians?** The Denise Jill Cohen Memorial Foundation will sponsor a Zodiac dice-thow.

**Need any goldfish?** Student Legislature is prepared to give some away at their fish bowl throw.

"This year individuals can sponsor their own booths without student school organization backing. As long as they have a faculty sponsor they may participate," remarked Jim. Seniors Al Witt and Larry Bress

are taking advantage of this opportunity. They will operate a "throw darts at a balloon in a basin of water" booth. There will be approximately twenty booths at Panic, so take your choice.

**The drawing of the "These Eyes" raffle** also will be held at the carnival. There are twelve possible winners for an all-expense paid date to one of the following places: Barnaby's,

2832 Dempster; Wesley's, 3956 Dempster; Hackney's, 1514 Lake; Gulliver's, 2727 Howard; the Edens Theater, or the Morton Grove Theater. Freshman and sophomore winners will be offered "chauffeur service" by upperclass winners.

Profits from Panic will go toward the junior-senior prom and the senior class gift. Social House profits will be made on the 50 cents admission fee and

profits from the four Social House Booths. Since the old class level cabinets comprise the Social House, each class level will sponsor a different booth. Each organization may keep all profits on its booths; individuals are required to give 15 per cent of their profit to the Social House.

Miss Dorann Klein, French teacher, is the sponsor of Panic.



Vol. 32, No. 11 NILES EAST HIGH SCHOOL, SKOKIE, ILLINOIS April 24, 1970

## Principal States Views

by Dr. Arthur Colver

**I BELIEVE IT IS TIME** to set the record straight concerning the situation involving three teachers at Niles East.

Evaluation of all of our teachers has occurred, is occurring, and will continue according to state law, the Board-Union contract, and Board of Education policies and procedures. Specific observation and evaluation of an individual teacher is a confidential matter as far as I am concerned. All teachers are required to adhere to state law, the Board-Union contract, and Board policies and procedures. When a teacher has failed to do so, documentation is required as is further observation and evaluation by the department head and administration to determine whether the teacher will fully and honestly correct inadequacies. If the teacher fails to do so, he or she is subject to dismissal, as provided by law.

The general affect of the approach to instruction followed by the teachers involved has been a polarization of the attitudes of teachers, parents, and students.

An increased amount of complaining by many of our staff concerning this approach to instruction by the specific teachers has been evident in the last few months. Many of our teachers are concerned that the actions of a few teachers espousing this approach has had a negative influence on their classes and on the school atmosphere as a whole. Specific complaints have been received from teachers indicating that noise from students in classes of this type has disturbed their classes and that students who have been given almost complete freedom in class by a few teachers have then demanded this from all other teachers.

### Majority Opposes Teachers

While some teachers are sympathetic to a more liberal philosophy of instruction, the great majority of our staff have expressed definite opposition to individual teachers who have disregarded existing policies and procedures applicable to all teachers. The great majority of the staff opposes the unilateral actions by a few teachers who have completely on their own, and without consultation with any supervisor or administrator, given students the option of attending or not attending their classes, permitted students to entirely determine their own grades, and failed to work toward the stated objectives in their courses. A petition signed

by 106 of 140 Niles East classroom teachers supporting the actions of the administration and the board in regard to the teachers is evidence of the strong feelings of the teachers of Niles East. To claim that only those teachers who refuse to function within our established structure are creative and stimulating teachers is to insult the dedicated staff of Niles East!

Many members of the staff, particularly in the English department, believe that this approach to instruction has had a negative effect on the continuity of the total present English curriculum. The concern of these teachers is that a non-directive approach whereby the student determines what, when, and how he will learn has had a detrimental affect upon efforts of the great majority of teachers to follow the present more highly structured curriculum guidelines.

Parents have expressed opposite views concerning the few teachers who have experimented with this approach. Some parents are genuinely concerned as to what they consider to be the negative influence of some teachers upon their youngsters in and outside of school. The concern of these parents is that increased difficulties in communicating with their students at home can be attributed to several teachers. Several parents have indicated opposition to the teaching methodology and course content of the teachers involved.

Some parents and some teachers have supported this approach to instruction, indicating that their students have benefited greatly from it. These parents and teachers believe that experimentation of this type should be encouraged in the schools.

Those students who have been in isolated classes where this approach has prevailed during the year are generally undecided as to its ultimate value to them. Some of these students believe the approach lessens tension, increases the opportunity to learn, increases fun, and improves the rapport between teacher and student. Other students have criticized the approach, indicating that they want direction and expertise from the teacher. They feel that the methodology encourages the student to "cop out" or do nothing. Some of our students, fortunately a very small minority, have been indoctrinated to such an extent by the teachers in-

olved that they have become either fanatical followers or closed minded, inflexible supporters of teachers or causes they do not fully understand.

### Teaching Facets Explained

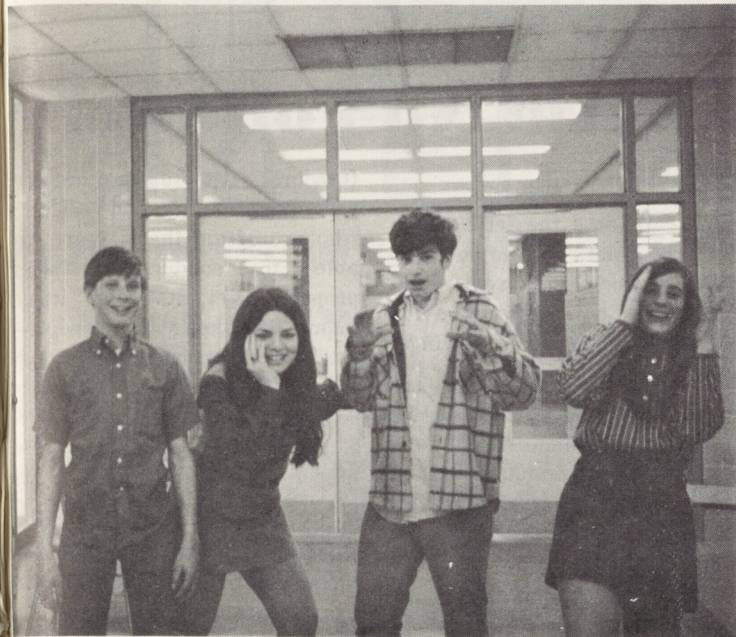
The administration has been and is concerned with three facets of the teaching exemplified by a few teachers. These concerns have been called to the attention of the teachers involved throughout the year. Every reasonable effort has been made to enable the teachers to remedy problems they have created.

Initially the behavior and activities of specific teachers has indicated a deliberate disregard for existing policies and procedures applicable to all members of the staff and subject to change through the existing channels, which by the way have produced many significant changes in the last three years. Among these changes are the Student Responsibility Program, Pass-Fail, early dismissal and late arrival, the reduction of mandatory study halls, elimination of the student dress code, no senior final exams, a new student government, a new English curriculum, voluntary pep assemblies, a new student lounge, the Work Study Programs and independent study for credit.

All teachers, for example, are required to take and require student attendance in their classes, evaluate and report on student progress to parents, and work toward the achievement of the stated objectives in their courses. These and other guidelines are subject to change but change has to come in a professional, sensible way, through the democratic involvement of every teacher, utilizing the ideas of students and parents and with the final approval of the department head, principal, the Educational Program Development Committee (composed of union representatives and administrators), the superintendent, and the Board of Education.

The basic issues at question are concerned with contractual violations. The teacher's contract requires that he adhere to the "regulations of the Niles Township High School Board of Education, and all other rules and regulations of said board now in effect or hereinafter enacted." The specific violations of contract may be summarized as follows:

1. Failure to require student attendance in classes. (It is the



PANIC-STRICKEN freshmen help plan the annual all-school carnival, Panic.

## News Hilites

### East Takes Second in Contest

On March 23, representatives from Niles East participated in the taping of "It's Academic." They battled and ended up scoring 240 points, second to New Trier West who had 310 points. Lake Zurich High School finished third with 85 points.

The active team captain, Jeff Toback, '71, was assisted by David Levens, '70, and Jeff Factor, '70. Making up the alternate squad were Bill Spies, '71, Stuart Osserman, '71, Ira Shucker, '71. Mr. Leonard Sachs provided the coaching of the team.

Niles East was awarded a twenty-five dollar bond for their efforts. The entire program is scheduled to be shown on WMAQ television on May 16.

### 'Happiness Is' East's Prom

"Happiness Is . . ." will be the theme for this year's prom, and bids are going on sale for \$6 in the cafeteria this week. The prom will be held Thursday, May 28 at 8:30 p.m. at the Orrington Hotel in Evanston. Dick Judson and his orchestra will play the traditional tunes besides jazz and rock'n roll.

### Ripplettes Swim the Charleston

On Friday May 1, and Saturday May 2, Niles East's Ripplettes will present their annual show. Ripplettes is a group of girls who perform water ballet.

This year's theme is "Those Were the Days". Miss Carol Anne Vavrinek, Ripplettes' sponsor, remarked, "This year's show should be different and quite interesting." Short skits will be performed and there will be a take-off on the Charleston, the old Laurel and Hardy movies, and Walt Disney's "Pinnocchio."

The show is completely student choreographed. All of the numbers were completed by January 1, and the students used the remaining time for perfecting the numbers. Many of the numbers will be completely female, but several will be mixed and one number has an all male cast.

"One thing which makes this show different," remarked Miss Vavrinek, "is that there will be actual make-up and costuming according to each number." There will also be technis members there to produce special lighting effects.

"I wish everyone could see the show. It's different, interesting, and I think it will be a lot of fun," stated Miss Vavrinek.



# Teacher Issue Explained

Continued from page 1

by Dr. Arthur Colver

Board's position that student attendance — which is also required by statute — is essential if the school is to serve its educational function. It would seem illogical to argue otherwise.) Yet for the entire first semester and a good part of this semester, the teachers have failed to take, require, and follow-up on student attendance, as is clearly required by existing policies and procedures.

2. Failure to properly evaluate and grade students. Students were allowed to grade themselves. Documentation indicates that this practice continued after numerous warnings from supervisory personnel. While no grading system is perfect, it is less than honest to report a student evaluation of his own work as our assessment of same. In the absence of any evaluation, the college or employer will obviously find other means of discriminating between candidates. In that case, means, far less desirable than our current grading system, such as IQ scores, or college board exams, might well be used.)

3. Failure to adhere to some semblance of the objectives of courses taught. (Courses taught were principally in areas of American literature and creative writing. Evaluations by supervisors indicated general failure to read or write about American literature, or to assign written work in the courses involved. The classes were generally observed to be discussions about what students wanted to learn or talk about or discussions of how the teacher was being evaluated by the supervisors.

After repeated supervisory conferences, and observations of the teachers in question, it was determined that on the basis of clear documentation, Board policies and regulations were still being ignored. Thus, the following action was taken:

The tenure teachers, as required by law, were issued letters of "remediability" directing them to comply fully with Board of Education policies and administrative regulations. (When an action of a tenure teacher is deemed "remediable," the tenure act requires that notice of same, with directions to remedy the situation, be given to the teacher.)

Additional supervisory observations indicated only token compliance with the Board's and the principal's directives. Specific instances of failure to require student attendance, and failure to work toward course objectives were documented. At this point, the probationary teacher was not recommended for reappointment for a second probationary year with District 219. Reasons listed were the contractual and policy violation previously noted, plus the fact that the teacher had displayed poor judgment in the conduct of contractual responsibilities.

Further, the tenure teachers were issued a second letter of "remediability," and the Board deferred action on their reappointment for 1970-71.

At this point, the teachers along with the students and parents supporting them "took their case to the public," as evidenced in the parade of speakers brought forth on their be-

half at the Board meetings of February 23 and 24.

#### Staff Encourages Protest

Further, students were encouraged by staff members and parents to protest the Board's action and disrupt the school by means of boycotts, walkouts or strikes. These actions resulted in the atmosphere of tension which has prevailed at Niles East, and on Friday, February 27, a student walkout did take place. Approximately 350 students were disciplined for their unexcused absence from school on that date. Absenteeism on the 27th was further increased by the absence of students whose parents elected to keep them away from school for fear of violent disruptions on that date.

It is thus clear that the actions of some staff members, students and parents have in fact disrupted the educational program at Niles East. Thus, at the special Board meeting, called for March 2, the Superintendent reported on the total situation to the Board and requested authorization to deal more severely with students who advocated or participated in any further disruptive activities. The Board then authorized the Superintendent to suspend such students for the maximum period allowed by School Code (seven days, or until the next Board meeting), and to initiate exclusion proceedings against those inciting such activities. The Board further deplored the actions of teachers who encouraged such activities, and directed the administration to report any such further actions to the Board for disciplinary action.

Secondly the affect of this kind of teaching on the total atmosphere of the school-community, without the essential pre-planning and orientation of all concerned that is needed in successful experimentation, is mainly harmful, to the attitudes of impressionable students, concerned parents, and highly professional teachers. (e.g. witness the emotionally charged events of the last three weeks.)

Our faith in the democratic system of public education dictates that continued actions contrary to existing, accepted guidelines by public employees cannot be tolerated if public education is to continue to progress. A teacher does not have the flexibility to interfere with another teacher or his students, in short public education itself. And it is our public school system that is primarily at stake in the present controversy.

Thirdly the administration is concerned that many of the assumptions inherent in the practices connected with the new approaches of the John Holt stamp are not lost or rejected because of the poor judgment of a few teachers or the over-reaction of others. We recognize that some things are wrong in our high schools and that we must address ourselves to corrective action. We also recognize that many things are right in the high schools and that these must be re-affirmed.

#### What Is Learning?

All of us in the school must analyze learning as it applies to the student and we need to evaluate what we are doing to

facilitate it. What is learning? Much controversy still exists even among the experts. Every member of our staff, with the assistance of students, needs to read, study, and discuss this crucial question.

If we can at least agree that learning is some observable change in behavior, resulted from practice, training, or experience, then what does a person have to do behavior wise, to "understand" for example. Obviously the behavioral traits demonstrating the ability to "understand" need to be carefully defined so that they can be evaluated. I believe this must be done.

Our staff and students need to evaluate the curriculum — all of the experiences the student has, directed or utilized by the school, in an attempt to realize worth-while educational objectives. We should look at what is happening in our classrooms, in the activity program, and in the all school atmosphere and relate this to our school philosophy, the standards of performance that have been determined, and our operational definition of learning.

We need to address ourselves as to how each of us can improve instruction and yet capitalize on much of the effective teaching and learning which now exists. We need to re-affirm that teaching is really helping the student to help himself by providing an atmosphere whereby he can learn and by setting a proper example which influences the student in a positive manner. We must recognize that the biggest change in our schools must be attitudinal — adults must really care about kids and students must treat teachers, administrators, and parents as receptive human beings as well.

Teachers need to be encouraged to develop new approaches to instruction, but with thorough means of evaluation of these approaches carefully thought out in advance and with the understanding that new approaches have the approval of the department head and administration before they are attempted. However, older and successful approaches to instruction and the countless successes of our teachers in working with students that are taken for granted or often go unnoticed must be shared with everyone, including the public.

The Board-Union contract specifies that "teachers have the right to use learning materials and to structure learning activities within the planned instructional program according to their best professional judgment recognizing their responsibility to intellectual integrity, scholarly objectivity, and the pluralism of the American culture".

Teachers are obligated to teach toward the objectives of the planned instructional program outlined in the Student Coursebook, 1968-70 and the Curriculum Guides available in a given subject area. In teaching toward the objectives in the "planned instructional program" teachers have a great deal of flexibility in methodology but they are still required to teach within this framework.

Academic freedom is not license to interfere with the rights of others. As Justice Holmes indicated it is not the right to shout "fire" in a crowded theater when in fact there is none. Learning cannot

tolerate intimidation or interference with the rights of others.

#### Courses Indoctrinate Politically

In education we have a definite obligation to teach truth as we see it and refuse to allow ourselves to become instruments of propaganda. The world has seen the dreadful consequences of Aryan history instead of history and of Communist genetics. Courses whose primary purpose is political indoctrination have no place in our secondary schools, no matter who demands

them or what great purposes they may seem to serve!

Academic freedom does not include the right of a teacher, under contract to an employing school board, to assist or encourage students concerning activities designed to work against the school board or which could disrupt the school itself. I believe some of our teachers have done so, as the record again clearly indicates, and for this and the other reasons I have indicated, I have recommended their dismissal.

#### Rebuttal

## I Am No Follower

Dear Editor,

After reading the letter from the two seniors I became quite angry. I, too, am a senior and I feel it is now imperative for me, too, to express my feelings.

I feel it is a falsehood to accuse John, Judy, and Nancy of instigating anything. Any actions — past, present, or future — taken by the students are only results of the gross injustices they have been receiving.

It has been stated, by the two seniors, that John, Judy, and Nancy have disregarded Board policy. Again, these two students have falsely accused these three teachers. It is fact that these teachers did comply with the Board's directives and, also, there is proof of this compliance.

I resent, as many others do, being labeled as a "follower," if there is one thing I have learned in the past two years it is to think and decide things for myself. And as for John, Judy, and Nancy being "the answer to Niles East's Pied Piper," the situation is quite a bit more real and quite a bit more serious than a fairy tale, and I'm afraid the ending isn't going to be a very happy one.

In answer to the students question of respect, I can only say that I have learned that respect is more than just a name or a title. "True respect" is not the kind of thing you acquire like a free sample in a bakery. It is something earned, not demanded or taken. It is a mutual admiration that people search for and find only through understanding and patience. I also resent these two people taking it upon themselves to evaluate and grade, so to speak, my personal and educational relationships with John, Judy, and Nancy. And I also frown upon them questioning its sincerity.

I, too, realize that Niles East has progressed quite a bit in the past few years, but early dismissal, late arrival, pass-fail, etc. are only small steps, token "gifts." The big, important issues (i.e. open campus) don't always make it. Putting the blame on the 500 students that walked out is another false accusation. It is this community that is blocking our "gate to

freedom." It's the store owners, restaurant owners, and residents who are afraid that we are unable to conduct ourselves properly. Yet, it seems ironic to me that these same people — PARENTS — trust their children enough to give them the family car on weekends. A car, for 4-5 hours, seems to me to be a bigger risk than letting a kid out of school for a short 40 minutes.

One other thing I believe these two seniors have misinterpreted is that all students who were in school that day "were either against the three teachers or honest enough to admit they didn't know enough about it." I know a good number of people who were forced to be there out of FEAR. Be it fear of parents, teachers, administrators, or consequences. Another thing I can't understand is how you can actually "salute the administration" for suspending close to 400 students, when all these students were doing was exercising their constitutional rights.

There is one additional thing I find extremely questionable as to the validity of their letter. WHY? — if you two seniors are so proud of your school, your administration, and your accusations — then WHY? — are you not proud of your name?

Debbie Golden '70  
(Cave)

**Nilehite**

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Is there any escape?



In Passing

## What Are You Afraid Of?

by Janet Migdow

First the school board fired Miss Nancy Tripp, Mrs. Judy Pildes and Mr. John Palm. Then Mr. Morris Wolin and Mrs. Carmen Pappas lost the school board election. On returning to school after vacation students were welcomed by an army of security guards, every hall was supervised, every student was watched.

There must be some reason why thousands more people came to vote in this school board election than have ever voted in previous elections, why thousands came to vote against the candidates who support student freedom. There must be some reason why our good suburban school has begun to look like a jail, why visitors are locked out, students locked in.

The answer is very simple and very complex. People are afraid; they are afraid of change. To insure their stagnation, people turn against those who threaten their lives with change. A backlash forms, repression is their answer to those who dare seek freedom.

The community has succeeded in repressing those who offer a new and better education for their children. Not the teachers nor the administrators can be blamed for this repression. The school is responsible to the community. If the community casts its votes for repression, repression is what the school gets.

Just as the community is responsible for the defeat of Wolin and Pappas, the community is responsible for the firing of John Palm, Judy Pildes, and Nancy Tripp. The board's actions have been sanctioned by the community in a public election.

I am leaving this school very soon, but I feel sorry for those students who must remain. This community does not want school to be an educational awakening for their children; they just want the school to babysit for their children. The school should keep the children off the streets. The school should control its students. Don't get anybody excited; change will take place eventually—maybe not in your lifetime, maybe not in my lifetime—someday—someday when somebody presses the button.

In the meantime, the very change people fear is the last hope for our school system. The change people keep repressing is a change toward freedom. Freedom means deciding for yourself what you will and will not do. Freedom means allowing people to make mistakes, allowing people the joy of discovery by not denying them that discovery due to your own fears. If you are afraid to free mankind, you are afraid to live.

## East Dropouts Drop into Central Y

A few weeks ago Sharon Cohen, a junior at Niles East, decided to drop out of Niles. She had never had any particularly noticeable problems at East and was doing well in all of her courses.

When asked why she decided to leave East she responded with "To preserve my sanity- I also wanted to get into a more independent and free situation where I could be happy. I left Niles East because I could no longer function as a human being since students are not treated as human beings. The demeaning attitude of many of

the teachers and administrators of the school relates directly to the backward concept that people cannot think for themselves until they reach the age of 18."

Sharon now attends Central YMCA High school on La Salle Street in downtown Chicago. "Central Y isn't perfect, but there is a lot more freedom here than at Niles East. One of the greatest differences is the quality of communication between teachers and students. The school is smaller and more communal, like one big family and there is an air of openness and

humanity."

"There are no bells at Central Y," continued Sharon. "There is also no Big Brother PA system. In just a few days it has already been a beautiful learning experience because of so many different types of students and teachers. I would recommend Central Y to anyone who dislikes East."

Sharon is only one of several students who recently has dropped out of Niles East. Three other juniors who left East to attend Central Y include Mark Lempert, Renee Romanoff, and Barb Schectman.

# Pollution Problems Aired

It chokes, corrodes, and kills; it's pollution. It is estimated that air pollution alone costs the city of Chicago \$234,000,000 each year or an average of \$325 per family. This same problem costs the nation \$11,000,000,000 annually.

These figures are only the beginning of the pollution story. We have not yet estimated the costs of water pollution and other forms of environmental destruction.

The affects upon human life are more disastrous. In Chicago, in 1952, two weeks of dirty fog led to 4,000-5,000 more deaths than usual. The same thing happened on a lesser scale in 1948 in Donora, Pennsylvania, when 20 people died and thousands were sick due to extreme pollution. Pollution aggravates sicknesses including heart trouble, asthma, emphysema, and lung cancer.

Early this year Niles East students concerned about the results of pollution organized an anti-pollution group. From the main body three sub-committees were established: the action committee, the publicity committee, and the teach-in committee. Each committee has its particular function.

All committees joined forces to set up the teach-in for April 22, nationally declared "Earth Day." The program featured an extensive study of the major aspects of pollution with many contrasting viewpoints expressed.

The teach-in was an all-day event. Often three or more speakers were discussing their viewpoints in different rooms during the same periods. An atomic energy commissioner, Mr. Jesse Pagliaro, spoke about "Nuclear Practices and the Environment," while Mr. Charles Riefstaal, from the committee on Lake Michigan pollution, spoke

on "Conservation, Jet Airports" and Mrs. Hammond Hunt spoke on the topic of "Pollution—by product of America's Multiplying Millions."

The program included notables ranging from representatives of Commonwealth Edison to members of C.A.P. (campaign against pollution) who participated in a panel discussion.

Video tapes were shown throughout the day ranging from the weathermen's views on pollution to the legal questions raised by lawyers. Representatives of Skokie and Chicago anti-pollution leagues lectured, as did chemical producers and sanitary district members. The entire program though, according to a spokesman for the group, was just the beginning of their fight.

The Niles East pollution committee has joined with fourteen other schools as part of the North Shore Coalition Against Pollution. Originally formulated among thirteen schools, at Deerfield High School, this group is a united action force of high school students. The results of their work awaits the test of time.

The coalition is co-sponsoring with Northwestern University on May 1, 2, and 3 an anti-pollution program entitled "renaissance of the earth." Buttons announcing "Project Survival" are being sold to raise money for this project.

While this program is being organized, the pollution group at East also will be seeking legal action against Skokie's major polluters. The committee has continuously been appealing to the local health board for action against polluters. So far the board has not responded. Unfortunately, if someone does not begin to act soon, it won't make any difference whether or not we act at all; there won't be any life to act for.

## Skunk Town Gets Really Hep!

by Howard Reich

According to many of those historians who continuously are attempting to rap their curiosities by hounding after facts which are controversial among their ranks, the word Chicago means "wild onion" or "skunk." Yet, although this, in a sense, might be a good description of Chicago's air, it is far from that of what it offers in the world of pastime, for it is here that the "wild onion" becomes more of a "round-the-clock amusement park," offering something for everyone.

One of the attractions which is somewhat unique is an inn which basically has local blues and jazz over the weekend. Of course this is not what makes it unique. What does is the fact that anyone who classifies himself as a musician is welcome to come and perform here — or try to anyway. The inn is called the "Two Fools Kawfee Hawz," and regardless of whom the two fools might be (completely unknown to myself) it seems that this coffee house is ideal for the musician who wants to try show business.

Of course, if you're not a musician, but just aren't content with simply being part of a viewing audience, "Second City" is the place for you. In addition to the usually brilliant satirical commentary, "Second City" offers two forms of audi-

ence participation. Firstly, at the end of each "skit," the theatergoer can suggest a possible new angle or method or idea which the actors can attempt to develop on stage. Of course there is no guarantee that the actors will listen to you. So you can come in on Mondays for free (whether they like it or not) and do the improvisations yourself. Surely, this is a golden opportunity for you thespians.

For those who are more factually oriented, but also enjoy the arts, Chicago has much in store. To begin with, "Scene: Politics: 1968" is a display of the drawings and paintings of Franklin McMahon at the Chicago Historical Society. They tell of the events of 1968 in a

political light. Then again, you might be interested in Malvina Reynolds. Malvina, an interesting lady, will be doing a benefit for the Old Town School of Folk Music at the Frances Parker School. She likes to sing and sing and sing — and probably has all intentions of doing exactly that at her concert.

It seems that regardless of whether the performance you see is a paid one, or a free political ringside observation, in the final analysis, Chicago can render something to each of a multitude of persons, each with a multitude of desires. From auctions to Greek belly dancing restaurants, it's there for you — go see it.

## Chicago Offers Everything

Everyone should be able to find a place in Chicago where he can be happy. We will provide you with the list and you can pick the place to go.

For a quiet type of amusement try:

Lincoln Park Zoo at Lincoln and Fullerton, Chicago, offers animals, flowers, and solitude.

Thirty-third Street Park, Chicago, has a beach and long curvy slides for use.

Reach Out Center at Howard and Ashland, Chicago, is a good place to listen, talk, and learn.

The Planetarium offers fascinating star shows.

A bicycle hike always offers good exercise.

For the unusual try:

"Center of Consciousness" at 627 S. 6th Street, Chicago, for \$1.50 a person, one can view an extraordinary light and sound show at 8 p.m. Fridays and Saturdays.

Clark Theater, 11 N. Clark, Chicago, possesses an extensive collection of great old film classics and modern popular films. The daily double features begin at 7:30 a.m. and last through 3 or 4 a.m. for only \$1.25.

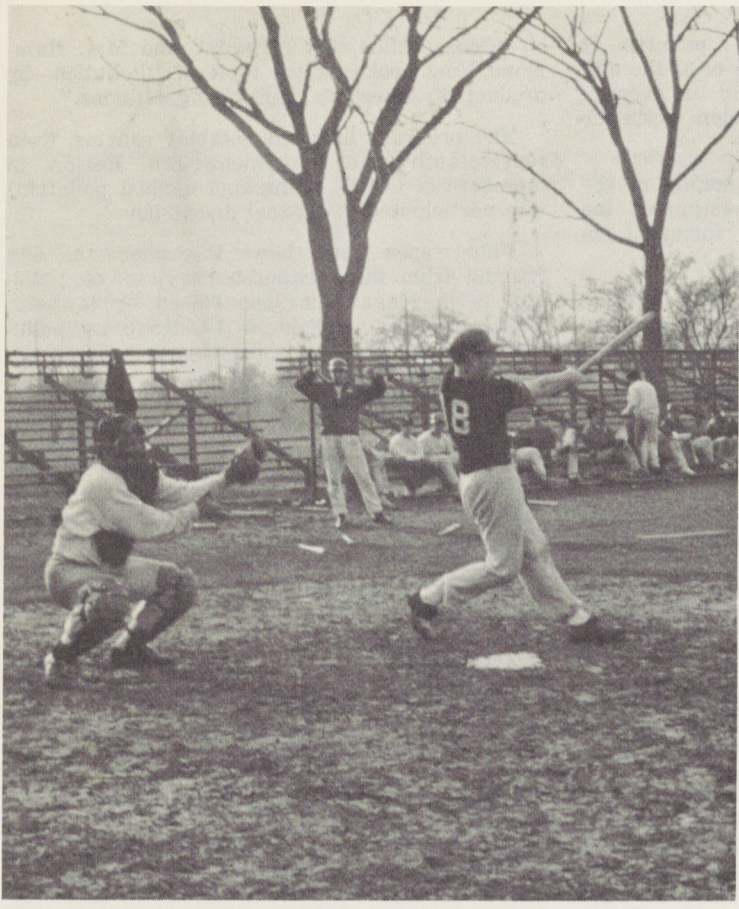
If you are interested in art:

The Museum of Contemporary Art, 237 E. Ontario, Chicago, usually offers an unusual exhibit.

Workshop Gallery, 344 Tutor, Glencoe, exhibits a variety of works of new talent.



# Trojans Beaten by Trier, Face Highland Pk.



THE BASEBALL TEAM is in the process of rebuilding and here the Trojans practice at the Oakton Park diamond.

ON SATURDAY the Niles East baseball team will try to clear itself of last week's double-dip loss to New Trier East against Highland Park in a doubleheader here.

The twin bill is scheduled for 11 a.m., but because of the ACT examination which will affect some of the juniors on the team, the game will start around 1 p.m.

If they decided to go ahead and play the game early without the juniors, the Trojans would be in trouble since there are at least four starting juniors on the team.

Rob Rand, Chuck Wolf, Barry Hessing, and Stu Karge all got starting assignments last week in the Trojans double loss to New Trier.

THE INDIANS slaughtered the Trojans in the first game

11-3, thanks to a nine run fourth inning. In the nightcap, a five run first inning let New Trier glide to another victory, 5-4.

The Trojans were almost no-hit in the second game, but sloppy fielding and scratch hits by New Trier gave the Trojans four runs in the bottom of the sixth inning.

Steve Fine started the first game and Scott Farber the second, but each needed relief help from Reid Newman. Fine also worked in relief in the second game.

Had it not been for the nine and five run bursts, the outcome might have been different, but the breaks didn't come the Trojans' way on the biting cold afternoon at Duke Childs Field.

ERRORS were a major part of the Trojan downfall in both

games and the absence of them could have stopped the New Trier rallies.

However, this was only the first league competition for the Trojans' brand new infield of Rob Rand at first, Barry Hessing at second, Chuck Wolf at short, and Steve Orloff at third.

Rand made a couple of nice plays on pop fouls and did a good job of stretching for the throws to first.

The Trojans still seem to lack a powerful attack at the plate as they did last year. They may have to run for their victories again and play like the Go-Go Sox of '59 again. And if they're not going to score too many runs, they're going to have to hold the opposition's scoring down by not letting in runs on sloppy fielding.

## Harriers Close to Extinction

WHAT IS LEFT of the already depleted membership of the Niles East track team will

try to carry the banner for Troy to the best of its ability in the remaining meets of the season.

ing to get their team to score a couple of points each meet.

## Golfers Face Serious Handicap

ONE SENIOR, and nine juniors make up the Niles East golf team this year. That figure includes the recent cutting of three top players from the squad by Coach Jerry Oswald.

The three golfers were reported to have come down with a serious case of CUBosis or the

six hour flu on Tuesday, April 14, and on returning to school the next day found out that they had received the axe.

Before they were cut, the three golfers and four other men golfed in the first meet of the year against Hersey on Monday, April 13, and lost the non-league

meet, 165-190.

Bruce Horvitz and Jim Kuester both shot 44's and Steve Deutsch and Bruce Endres golfed 46's for the nine holes.

THE CUTTING OF THE THREE GOLFERS has made room for some of those hopefuls who at first didn't have too good a chance of making the team.

Juniors Al Kost, Joel Levit, Warren Elliot, Lee Arbus, Blair Epstein, Hank Lee, Irwin Witzel, George Golemis, and Andy Fox are presently battling it out for the six remaining starting positions. Steve Deutsch already has one sewn up.

## Sound Off From the Beefstand

by Ace Reporter

DEAR BEEF,

Why doesn't Niles East have a hockey team? I'm sure the idea could stir up a lot of interest, and I've already thought of the ideal team. Left wing: John Palm; center: Dr. Colver; right wing: Coach Odlivak; left and right defense: Mr. Puff.

DENISE H.

DEAR DENISE,

The idea of a hockey team sounds good, but I must disagree with your ideal team. Putting those persons you mentioned on the same team could only lead to mutiny and bloodshed on the ice. Let's keep violence off the ice and put it back in the school.

DEAR SOUNDOFF,

One could easily get a stomach ache from the ups and downs of the Niles East athletic teams. On the ups we have the football team, the fencers and the swimmers who all had tremendous seasons. But on the downs we have the cross-country, basketball, wrestling, and track teams who did not pick up one single victory this year. This unbalance is very disturbing to my gastric juices.

PEPTO

DEAR PEP,

Disturbing to you! How about to me? A high school sports page is supposed to play up its teams. But I've found that it's pretty hard to please a team with an 0-22 record. About the only good thing you can say is that the players showed up for practice.

DEAR ANN,

My brother thinks he is the greatest person in the world. His ego is higher than the John Hancock Building. But everyone knows that he's just a big snob. How can I deflate his ego?

WORRIED

DEAR WOR,

This letter got mixed up in the mail and came to the wrong person, but we'll answer it anyway. Your best bet is to chain your brother to his bed and make him listen to the records "Hey, Hey Holy Mackarel" and "Bear Down Chicago Bears" for awhile. This would be enough to deflate anybody's ego.

## Netmen Drop First SL Meet

THE NILES EAST TENNIS TEAM has not made much of a racket lately, losing its last three meets in a row after winning its first two out of three.

Coach Chuck Morrisson's men lost their first Suburban League meet last Saturday to Highland Park, 4-1, with Mike Gutman winning the only match for Troy.

Pete Stearns, the 4'-7" freshman at number one varsity singles, lost to Greg Mandel in three sets, 6-3, 4-6, 6-4.

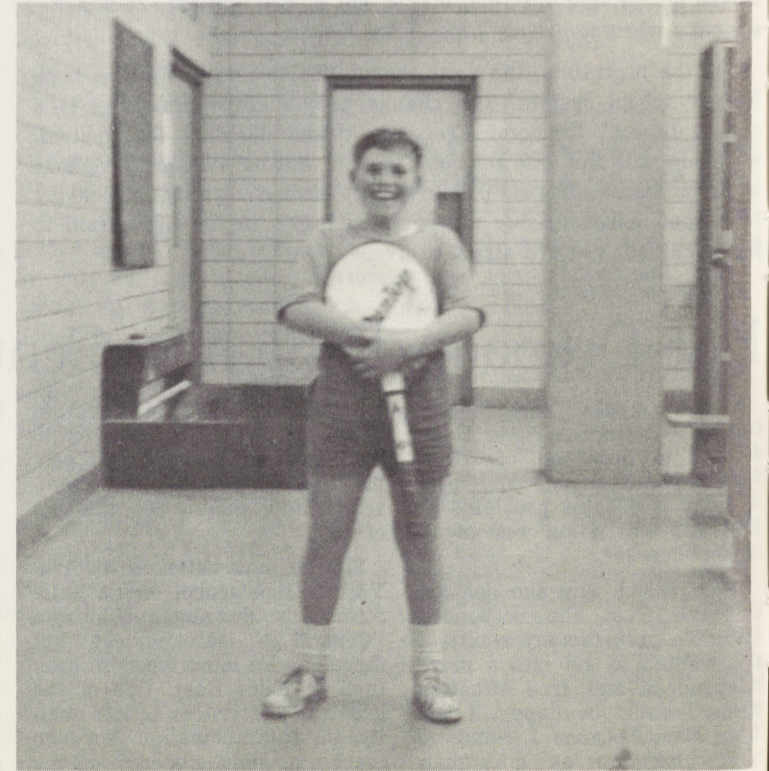
The loss was the third consecutive defeat for Troy, coming in seventh out of eight teams at the Evanston Invitational the week before, and losing to New Trier West before that.

HOWEVER, the Trojans did beat Maine West and Niles West in early non-conference meets.

Pete Stearns, Mike Gutman and Earl Jacobson won their singles matches and the first doubles team won against Niles West to give the Trojans a 4-1 victory.

Against Maine, it was Stearns team of Jim Sulzer and Scott Blanke winning along with Earl Jacobson and the second doubles

team of Jim Sulzer and Scott Blanke winning their matches for a 3-2 victory.



PETE STEARNS is a freshman and stands only 4'-7", but what he lacks in height he makes up for in talent.