

Nilehilite Salutes Education, Elections

SPECIAL
EDITION

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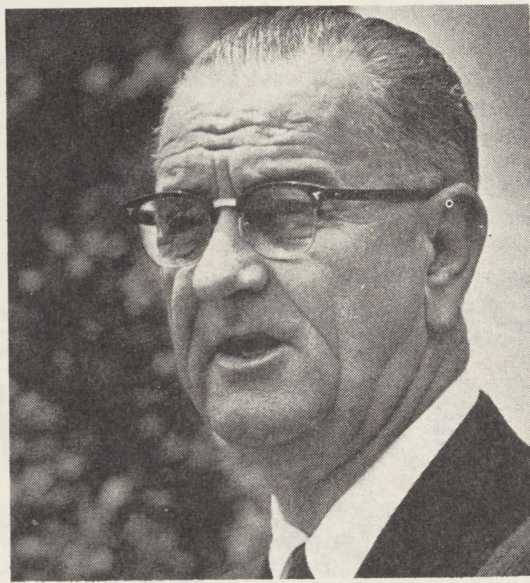
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Niles Township High School East — Skokie, Illinois

Friday, November 6, 1964



Otto Kerner



Lyndon Johnson

Johnson Calls Election 'Great Society' Mandate

WOODROW WILSON, a great American, once said that, "The success of a party means little unless it is being used by the Nation for a great purpose." And that purpose now is clear to us. We have been called upon with this election to build a great society of the highest order. We have been called upon to build a society not just of today or tomorrow, but for three or four generations to come.

Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the great society. The great society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time.

BUT THAT is just the beginning. The great society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness.

What John F. Kennedy said in your city of Chicago in 1960, I repeat as the continuing pledge of the Democratic Administration now, and for the future. We are going to build a great society, and we have just begun to fight.

Sincerely,
LYNDON JOHNSON
President of the
United States

Election Bears Out Straw Poll Results

THE RESULTS of the NILEHILITE straw election poll were fairly well borne out by the national and state voting for public offices. The poll compares favorably with the 200,000 vote margin by which Kerner beat Republican challenger Charles Percy.

In a poll taken by the NILEHILITE three weeks ago and published in the last issue, Lyndon Johnson was the overwhelming choice of students. He received 86 per cent of the vote.

The poll gave Johnson a 6 to 1 vote margin over his Republican opponent, Barry Goldwater.

In Tuesday's election, President Johnson received 62 per cent of the total popular vote, which amounted to nearly a 3 to 2 margin over Goldwater.

In the race for Illinois Governor, Democrat incumbent Otto Kerner was accurately chosen by the straw poll as the victor. The narrow margin of less than 150 votes in the

THE NILEHILITE poll failed to correctly predict the outcome of the race for Illinois 13th district congressman. The poll named Democrat Lynn Williams as winner over incumbent Donald Rumsfeld. Illinois voters, however, returned Rumsfeld to office in Tuesday's election, but by a smaller plurality than is usually the case in the 13th district.

"We were pleased to see that the poll reflected so well the voting trends of the American people," said Bill Nigut, Editor of the NILEHILITE. "We hope that this poll can become a four year tradition at Niles."

Election Returns

ONCE AGAIN the American people have gone through a national election, and have expressed their wills to 25 governors, numerous Congressmen and Senators, and, of course, the President.

This special issue of the NILEHILITE presents a student perspective on Tuesday's election, in a way which makes the results more vital and tangible.

This issue also salutes National Education Week, for education plays an immeasurable role in the development of the nation's future voters, today's high school student.

Only three days after the election results, the NILEHILITE opens the issue with a letter from the President and President-elect, Lyndon Johnson.

Also featured are a letter from Governor Otto Kerner on National Education Week; and a special feature on high school drop outs.

'Don't Drop Out,' Students Warn

"I NEVER REALIZED the real importance of school until I quit," commented a group of Niles students who have re-entered school after dropping out.

"There was no particular reason behind my dropping out of school," explained one boy. "I just didn't like going."

"I couldn't take any courses that interested me, and school simply became drudgery."

However, this student found it difficult to find a job without a high school diploma.

Diploma Necessary

"After quitting school, I went to

several employment agencies for job placement," he recalled, "but there aren't very many desirable jobs available to a person who hasn't graduated from high school."

Explaining her reasons for quitting school, another student says, "I was working part time after school and didn't have time to do my homework. After a while my work piled up and I became very discouraged. So I decided to quit."

"My parents were unhappy about my decision, but said that I was old enough to make my own decisions," she explained. "Most of my friends, though, were against my

leaving school. They said that since I was a senior I should stick it out and get my diploma."

Student Tired of School

Another student explained that he was "fed up with school. There was trouble at home, and I couldn't settle down and do the work."

"But I soon found out that working wasn't the 'fun' that I thought it would be," he emphasized. "When I dropped out I learned what it's like on the 'outside.'"

"A person has to be very responsible to handle the independence and duties thrust upon him, and I don't think that most high school kids are ready to handle this."

One of the girls said that her teachers' and counselor's attitudes made her decide to return to school.

"One of my teachers objectively discussed with me my decision to quit and showed me the mistake that I was making and the effect that it would have on my life," she said. "That really made me wake up."

Job Makes Him Grow Up

One of the boys thinks that his job had the most influence on his return to school.

"My job changed my attitude and forced me to grow up," he said. "I decided to study more and settle down. In fact, I've decided that I'd like to go to college. I only hope that I can."

NE Open House Set for Nov. 18

NILES EAST will conduct its annual Open House for parents on November 18. This occasion will coincide with the observance of American Education Week, November 8-14.

Beginning at 7:30 p. m., parents will follow their children's daily class schedule by meeting in home-rooms. Parents will then attend abbreviated class sessions of 10 minutes each, where they will meet their children's teachers and activity advisers. Each instructor will give a short explanation of the course content, goals, and procedures. Individual conferences with teachers are discouraged at this time.

At the end of the evening, parents are invited to the school cafeteria for refreshments.

Billboard

Polidiotics Revisited

by Bill Nigut

"HOW DO YOU feel now that the National elections are over?" I asked my friend.

"Great," he replied with classic intelligence. "Do you know how many TV shows I missed because that guy with the glasses has been on instead?"

"You mean Barry Goldwater," I informed him.

"Yeah, that's him. Every time I turned on 'I Love Lucy', there he was talking about Viet something or other, or about the bomb. I mean, who cares?"

"That's Viet NAM," I told him, "and what do you mean 'who cares about the bomb?'"

"Well what could the Russians do to us anyhow. We're physically ready for them. Say, do you have a match?"

WHILE HE WAS LIGHTING his tiparillo, I tried another question. "Didn't all the excitement of the election change your mind a little bit about government?"

"I tried hard, man," he mumbled between drags, "but every time I looked at a paper, I saw where the Republicans are a bunch of elephants, and the Democrats are nothing but donkeys. It kind of reminded me of one of my favorite shows, 'Animal Kingdom'."

"But the elephant and the donkey are just symbols of the two parties; they aren't serious figures," I tried to explain. "They aren't meant to degrade the party."

"Who cares about the parties? It's an insult to Marlin Perkins and 'Animal Kingdom'."

"Didn't you feel any tension or excitement on election night?"

"Man, DID I. I went to watch the new episode of 'Peyton Place' and instead I watched a machine change numbers every few seconds for a whole half hour. At first I thought it was a new character in the show, but when I didn't see any of those neat cowboys in the commercials smoking cigarettes on the Golden Gate Bridge, I knew the show was a special."

"DO YOU THINK that you just might change your attitude before the next election?" I asked hopefully.

"THE NEXT ELECTION" he screamed. "WHEN? If they take off my TV shows again just for another election . . ."

Students Debate Merits Of Voting Requirements

ONE ADDITIONAL REPUBLICAN VOTE per Illinois precinct would have elected Republican Presidential candidate Richard Nixon in 1960. Likewise, the election of both Governor Kerner and Representative Rumsfeld might have been affected by the votes of the 8,500,000 young adults between the ages of 18 and 21. The franchise already has been extended to 18-year-olds in Georgia and Kentucky. Should Illinois, as well, lower the voting age to 18?

"If you're not old enough to drink, you're not old enough to vote," quipped Junior Steve Kadish. Along with Senior Morrene Panitch, he believes that "18-year-olds do not have enough education or experience to make a mature decision."

However, Janis Schectman, '66, maintains that teens today are better educated and more politically oriented than they ever have been. "Politicians themselves stress the importance of youthful opinions," she pointed out.

"IF A BOY MUST SERVE his country in the armed forces at 18," reasoned Junior Elliot Hartstein, "he should be able to serve it by voting."

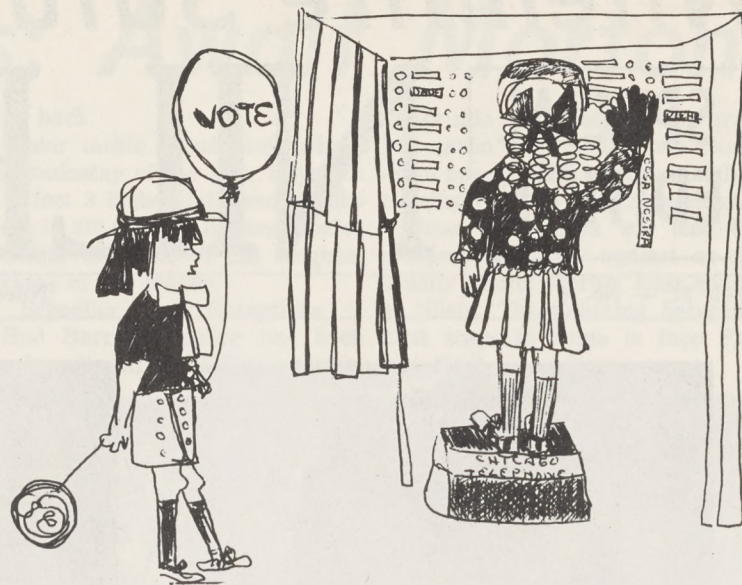
Though a lowered voting age would enable Freshman Carol Hor-

vitz to vote in 1968, her reasons for wanting the requirement changed are more objective. "Eighteen-year-olds have new, original ideas and idealism, which too often are lost in the 'rat race.' They should be allowed to participate in politics while they are still young and impressionable."

DISPLAYING THEIR OWN "new, original idea," Renee Reynolds, '66, and Gail Seeskin, '67 have suggested requiring all prospective voters to pass a test on the election issues and the functions of the government. "Age has absolutely nothing to do with maturity or the ability to make rational decisions," Gail argued.

Junior Renee Porter theorized that "if 18-year-olds can vote in other states, they should be allowed to vote in Illinois, too. After all, if someone is legally responsible for his actions at 18, why shouldn't he be allowed the freedom of his own opinion?"

But Joe Gordon, '66, contributed, "Just because Georgia, a state with different social conditions, changed its law is no reason that Illinois should do so. Besides," he admitted candidly, "I guess I just don't approve of change."



Parents Attend Classes During Education Week

"WHERE'S ROOM 329?" . . . "How do I find the Girls' Gym?" . . . "Where's the Boys' Locker Room?"

No, these are not the anxious queries of new freshmen. They are questions that parents will be asking Wednesday, November 18 at 7:30 p. m., when they attend an open house at East in observance of American Education Week.

At this open house parents will follow their child's daily schedule of courses and meet teachers and activity advisors during 10-minute "classes."

Serving as guides for the parents will be SSO personnel and members of Teachers of Tomorrow.

NATIONAL SPONSORS of the November 8-14 observance are the American Legion, the National Congress of Parents and Teachers, the National Education Association, and the U.S. Office of Education.

Education—Everyone's Responsibility

"Education Pays Dividends" is the theme for this year's national observance, which is designed to spotlight what the schools are doing and to remind citizens of their role and responsibility in providing good schools.

Supporting the theme are special topics which will receive emphasis

on each day of the week beginning on Sunday, November 8. These topics will discuss the ways that education pays dividends in better human relations, in improved earning power, in personal fulfillment, in good citizenship, in national economic growth, in better communities, and in international relations.

NATIONALLY, MORE THAN 32 million parents are expected to visit their schools in acknowledgement of the week, according to Mr. Marvin Ihne, East assistant principal and chairman of the committee appointed to arrange for the observance at East.

Faculty members of the committee are Miss Patricia Boughton, Miss Joan Coon, Mr. Paul Eberhardt, Miss Barbara Fitzgerald, Miss Mildred Hall, and Mr. Ray LeFevour.

Education Plays Important Role "We are observing American Education Week at Niles in order

to emphasize the important role that education plays in every person's life," explained Mr. Ihne. "Education increases an individual's earning power, makes him a better member of the community, secures our nation's future, and gives each individual a great sense of personal fulfillment and satisfaction."

Further elaborating on the subject, Mr. LeFevour, senior guidance counselor, stresses the importance of education.

"EDUCATION IS IMPORTANT not only as the means to a profession, but also as the tool to personal enrichment.

"The benefits that a person gains from learning are infinite," he continued. "And by observing American Education Week at East we hope to bring to the attention of the community the quality of our schools and the advantages that they offer our students."

Forum

Council Proposal Killed

ONLY MINUTES BEFORE the NILEHILITE was distributed on October 23, Student Council announced that it had repealed its recommendation to have the Pledge of Allegiance recited in homerooms daily.

We are sure that Student Council has made the correct decision. The student body must also be commended for voicing overwhelmingly its disapproval of this plan for basically the same reasons that we presented in our last editorial. The opinion of the student body is encouraging since it shows that the majority of the school is still aware that "genuine patriotism" really is a deeply personal matter.

The NILEHILITE, however, would not like to see Student Council drop the subject of patriotism entirely. As we stated earlier we gladly would welcome a campaign informing the students of their responsibilities as citizens through assemblies, special guest speakers, and other projects.

IN THIS SPECIAL ISSUE of the paper, the NILEHILITE staff is attempting to inform the school on the election and the meaning of education by publishing letters from civic leaders, features, and news stories related to these two subjects. We hope Student Council will follow our example by undertaking a similar project on other important matters such as patriotism. But, it should be remembered that the way in which such a project is carried out is as important as the subject, the purpose, or the intentions of the idea.

Letters to the Editor

Governor Outlines Challenge Of Educational Opportunity

DEAR EDITOR:

I welcome this opportunity to address the students of Niles Township High School East Division through the special Education Week edition of the NILEHILITE.

AS GOVERNOR of Illinois I have frequently referred to the young people of Illinois as the state's most valuable asset. It is this conviction that has led the people of Illinois to mark education as an important governmental responsibility.

Illinois is now spending more on education than at any time in the state's history. For example, educational expenditures in Illinois have increased 19.9 per cent in the past two years and 40 per cent in four years, to a total for the current biennium of more than \$870 million.

These figures are not offered by me as an illustration of governmental burden, but rather as an example of governmental responsibility. The people of Illinois want to give—and are giving—our young people every opportunity for maxi-

mum education, because we depend on your generation to furnish the state leaders of tomorrow.

YOU HAVE THE opportunity to obtain the best education available to youngsters anywhere in the world. Education or lack of education will determine your individual success or failure, as well as the success or failure of our society.

Only you can decide whether or not you will take advantage of this opportunity.

I have confidence in the route you will choose.

Sincerely,
OTTO KERNER
GOVERNOR

DEAR EDITOR:

I agree with your stand on the issue of reciting the pledge of allegiance to the flag. (NILEHILITE, October 23). Your reasons for this stand are both concise and correct.

However, these reasons for not saying the pledge are applicable to a recent issue in our Presidential campaign. The charge has been

made that both the Supreme Court and the President are keeping God out of the classroom and the government. Yet these prayers would lose their significance if spoken every day, just as our recitation of the oath to the flag would become a meaningless formality. This is one of the main reasons why many of the leading theologians of the three major faiths have expressed approval of the Supreme Court's decision to ban prayer in the public schools.

Sincerely, yours,
MIKE AVERBACH, '67

Season's Greetings

THE NILEHILITE IS NOW accepting contributions for its literary page in the Christmas Issue.

Interested students should plan to write stories, essays, or poems related to the Holiday Season and bring their finished work to Room 124 by Monday, November 30. Entries should be no longer than 350 words.

minority report on

Final Exams

by ken seeskin

IN THE OCTOBER 2 issue of the NILEHILITE I presented a critique of student poetry that seemed as if I were calling my fellow classmates stupid, childish, insane, and even illiterate. In order to save face with the rest of the "Pepsi-generation," then, I now present another critique, this time on the subject of final exams.

It is especially appropriate that the subject of this column appears in the National Education Week issue since except for donkey basketball games, final exams represent the biggest problem facing education today. Believe it or not, all of the following questions have appeared on final exams.

1. Define the universe and give two examples.
2. Generally speaking, was Socrates right or wrong? Give specific evidence and details.
3. A man invests an amount of money for his son on the child's first birthday. The amount is invested at 4 per cent interest. The principal is equal to four times the man's age when the man is twice as old as his son will be when the boy is three times as old as he was when his father was two and one fourth times as old as the boy will be when he is one-third his father's age when the man was five times as old as his son will be when the boy is four times as old as his sister was (who won't even be born for six years yet) when their ages combined are equal to half their father's age when the man is twice as old as the son was when his sister was born. If the interest is figured semi-annually, how much will the investment be worth when you finally finish the problem?
4. Explain the theory of Relativity in terms of its effect on the election of 1908.
5. Assuming you were God, how would you have changed the course of the Middle Ages from the way that it actually took place? Give reasons for your choices as well as the ways in which you would carry them out.
6. Evaluate man's last 100,000 years of progress on this planet. Avoid loose generalizations.
7. Approximately how many angels can dance on the head of a pin assuming that the Administration makes them hold their prom there?
8. Write a 100 word answer to the questions Mr. Novak asked on his final exam last night.
9. Write a 15 minute speech accepting the Nobel Prize in literature. (You must accept the prize. Be sure to mention your poems, novels, and tragedies as well as your purpose in writing them.)
10. Is there life on Venus? Answer using references from either "A Tale of Two Cities" or "A Midsummer Night's Dream."