



Pam Cole, '72 paints scenery while Steven Lavine, '72 and Doug Hoffman, '71 construct props for "Brigadoon".

East Presents Romantic Musical

Candy-coated mountain tops, milk booths, and cobble-stoned streets create the misty atmosphere in this year's spring musical "Brigadoon."

Tickets for "Brigadoon" are on sale now in the school cafeteria. Performances are scheduled for Friday, March 20, and Saturday, March 21, at 8 p.m. in the Niles East auditorium.

The miracle fantasy takes place in the Highlands of Scot-

land in a concealed town called "Brigadoon." The main characters, Tommy Albright and Jeff Douglass, leave the city and lose their way in a deep forest, only to discover a dream world at Mac Connachy Square.

Pretty lassies and milk maids are dressed seventeenth century style, while Miss Sue Cohan and Art Council members combine their imagination with last minute touch-ups to design vivid, color-contrast to the scenery."

"The variety in "Brigadoon" helps to suit and reveal each student's talents," said senior, Gary Covitt. Gary believes that "this particular musical depends more on the solos to appeal to the audiences' emotions."

In "Brigadoon", each day is equivalent to a hundred years. A stranger to "Brigadoon" is able to stay forever, but only if he loves someone in Brigadoon

enough to give up everything and stay with that person.

Mr. Earl S. Auge, head of the music department, chose "Brigadoon" because he loves romantic musicals rather than the musical comedies produced in the past.

Gary Covitt, feeling inclined to worry about Brigadoon's present progress commented, "Kids must be willing to put more practice and time into the musical for an absolute success." Susan Klein, student director, viewed Brigadoon's progress differently when she stated, "Everything at this time is working out nicely and normally."

Cast members include Gary Covitt, Marc Farchill, Jeff Nemetz, Leon Natker, Harvey Kolner, Shelley Rubin, Steve Friedman, Howard Knaizer, Sue Klein, Larry Saltzman, Cheryl Frazes, Larry Iser, and Cary Weintraub.



Vol. 32, No. 9 NILES EAST HIGH SCHOOL, SKOKIE, ILLINOIS Thurs., Mar. 5, 1970

News Hilites

ACT Testing Begins Next Month

Booklets and information on the ACT testing program can now be attained in the guidance office, Room 107.

The American College Testing programs are general achievement tests in a battery for four sub-tests: English, mathematics, social studies, and natural sciences. The total of these scores yields a composite score. All state-supported universities in Illinois and public

junior colleges require the ACT for entering students. The Illinois State Scholarship Commission uses these tests as the first step in selecting scholarship semifinalists. The test fee is \$6 payable to ACT Registration Department.

Scholarship candidates must take the test at either the April or July testing dates: Saturday, April 25, at Niles East, West, and North; Saturday July 18 at Niles North.

Harry Volkman Tapes Discussion

Last Wednesday, February 25, Harry Volkman, weather forecaster, visited Niles East. The purpose of his trip was to tape a special discussion concerning the pollution problem. Wayne Krawitz, '70 was in charge of the program.

For the benefit of the student body, Mr. Volkman spoke on the subject in the auditorium. After presenting a speech about the weather and its relation to air and water pollution, students indulged in a question-answer period.

On a humorous note, Mr. Volkman commented, "Many times when I speak to a group, the girls take offense because hurricanes are named after them. Many times they ask, why aren't the tornadoes named after boys?"

During his speech, Mr. Volkman stressed the point that if nothing were being done about pollution the air would overcome us in 20 years. "Fortunately, we are doing something. Laws are becoming stricter in the Chicago area, as in other parts of the country.

Nine National Merit Finalists Selected

Nine seniors from Niles East High School have qualified as finalists in the 1969-70 National Merit Program. These finalists, together with 15,000 finalists from across the nation, will be considered for Merit Scholarships, which include 1,000 one-time 1,000 dollar scholarships, and 1,800 scholarships which

may be renewed for up to four years of college study.

The finalists from Niles East are Jeffrey Alexander, Arnold April, Paul Epton Stuart Leven, Marc Render, Ron Schiff, Shelley Simon, Julian Solway, and Joan Werner.

To become a finalist, a semifinalist must be endorsed by

his school, complete and return the Semifinalist Information Form, and confirm his high scores on the National Merit Scholarship Qualifying Test by his performance on the Scholastic Aptitude Test.

Certificates of Merit will be awarded in March to students who have completed the finalist requirements.

Pollution Control Committees Organized

People everywhere are talking about the problems of pollution that exist today. But a group of students from Niles East are doing something to fight pollution.

They have organized a group that is trying in various ways to eliminate the problem. Since their formation, the group has formed three committees: action, publicity, and teach-in. The purpose of the group is to activate students to get something

done about the problem of pollution. They want to educate the people, learn what the real problems are, and ultimately find solutions to the problems.

One of the first projects is a teach-in planned for April 22 concerning air, water, land, insecticides, ecology, and population. The committees also plan to obtain movies and speakers for future meetings.

Some members of the group regularly attend meetings with

a coalition of students from 13 north-suburban high schools who also are interested in the same problem.

Students Bruce Silverman, '72, Gary Tasky, '72, and faculty members Mr. Hayward Wood, Mr. Alan Kent, and Mrs. Hazel Loew have played an active role in the organization. Meetings generally are held in Room 233 after school on Mondays and anyone interested is invited to join.

Niles Students May Attend Convention

Niles East students participating in newspaper, yearbook, and literary magazine activities may attend on their own the Annual Convention of the Columbia Press Association.

Taking place March 12, 13, and 14, 1970, in New York City,

the convention will offer the latest methods for improving publications. There will be more than 150 meetings; professional journalists and outstanding members of the school publication field will deliver talks and give advice designed to meet the needs of the student press. Students attending the conven-

tion must make their own hotel reservations and will have an opportunity to go to the theater one evening during their stay in New York. Niles East delegates at the convention will have the option of attending clinics, divisional programs, and exhibits in specialized areas in addition to the general meetings.

Students At Niles East Rebel

Student dissent has been the focal point at Niles East High School since the dismissal of Miss Nancy Tripp, English teacher, and the probable firings of Mrs. Judith Pildes and Mr. John Palm, English and humanities teachers.

Miss Tripp was notified by Dr. Arthur Colver on February 23, that she would not be recommended for rehiring next year. That evening at the Board of Education meeting, students and parents attended to voice their opinions concerning the firing of these teachers and about increasing students' rights. The majority of the spokesmen at the meeting supported increased student rights, while relatively few were in opposition. The meeting disbanded at 1:30 a.m., and was continued the following evening where more people voiced their opinions.

The board decided to retire in privacy; the students wanted to spend the night in the Niles West gymnasium to protest the board's action. Instead they devised a plan of action, and de-

ecided to meet in the Niles East auditorium Wednesday morning before school. There they decided to meet in the student lounge during the lunch periods. Being late for first period, about 200 students reported late to the student accounting office.

That night a mass meeting was held with students, parents, and teachers. The purpose of the meeting was to decide on a plan of action that the students would follow. Parents were not allowed to speak at the meeting, which resulted in confusion and misunderstanding.

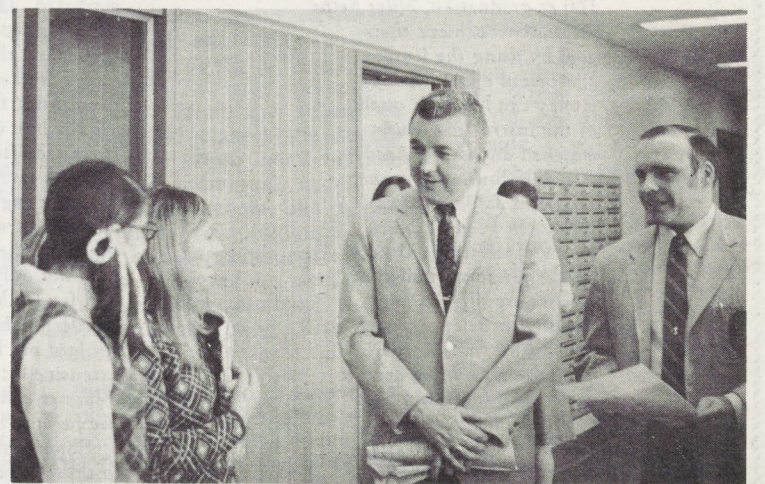
One plan that was definitely

decided upon was to have a mass walk-out by parents and students Friday, February 27, at 10:10 in order to show the administration how the students felt, and to gather names on a petition to present to the school board showing the community's support of the students' position.

Approximately 300 or more students and three dozen parents participated in the walk-out Friday, the majority of these students being suspended for this action on Monday. As of this writing, a special board of education meeting was scheduled for last Monday night, March 2.



Mrs. Judith Pildes, English teacher, speaks to students gathered in the assembly room.



Adrienne Nemitz, '71 and Sheri Epstein, '71 discuss the current student rights' movement with Dr. Colver and Mr. Swanson in the main office.

Dates To Remember

March 2, 3, 4, 5
Regional Basketball Games - West
Saturday, March 7
College Entrance Examination Board
Thursday, March 12
Student Faculty Basketball Game - 3 p.m.
March 12 through March 26
Ugly Man Contest
Friday, March 13
End of Fourth Marking Period

The NILEHILITE expresses sympathy to the family and friends of Renee Roth, who was killed in an automobile accident on March 1, 1970.

Opinions of the People

Ed. Note: The following two letters were written to Dr. Colver by a graduate of Niles East and a parent, respectively. They have asked that these letters be printed in the Nilehilitite.

Dear Dr. Colver,

I know that you receive a great deal of correspondence from adults in our community. You often hear from the parents in our district, and you frequently hear the opinions of the staff at Niles East. However, I don't think you receive many testimonials from students, and I, as a student, am partly to blame. We all have voices, and when we have something to say, we should say it. Now, I am ready to start talking and speaking my mind; I am finally irritated enough.

I've been a visitor in the school. You might say I've been a visitor in school all my life. What passes for high-quality education in a progressive high school is really perfumed garbage. The more removed from school that I become, the more that garbage stinks; the perfume loses its effect with distance. Your school is really depressing. The classes, the teachers, the counselors, the curricula—everything!—they all have lost their meaning. Niles East is absurd; it's all wrong, it's a lie.

At first, all my classes were disgusting, but I didn't realize it. Once I started attending better classes, I was able to see the trouble in your school. I am thoroughly convinced that it is ethically wrong to force a text, a curriculum, or a class on anyone. Any person who advocates the conventional American educational system advocates this force. The advocacy of classical teaching methods is the advocacy of intellectual fascism. The use of grades and the track system are the best examples of a class-structured society that I have seen since I read *Brave New World*.

What Niles East has is 2,000-plus citizens classified according to "brain-power;" they may as well have been decanted, with special uniforms for honors students, regular students, and

basic students, or athletes, hippies, grease, and teachers. The required attendance and closed campus are restrictive devices for making prisoners out of the students. Countries use similar tactics to hold political prisoners within their borders. Indeed, the students are political prisoners, because the government financed the school and because the school is set up to perpetuate the system.

The good classes I attended were those classes where attendance was not required, curricula were not imposed by an outside force, (i.e., the teacher), all grade and academic levels were present, and grades were just letters on a report card. The grades were only a small formality the students went along with to keep within the law. The teachers never gave grades to the students.

Last year, I had one class of that description. My English 51-61 class with John Palm was the only good course I had last year. I felt secure knowing that there wouldn't be some little nobody behind a desk telling me what to do. I could feel free to laugh or cry in a classroom for the first time in my life. I started to become more human. At first, I was unable to fall back on my own resources. I was confused and annoyed by this discomfort. But, as time went on, I felt more comfortable; the room had a natural, healthy, relaxed atmosphere. It was wonderful to know the silence wouldn't be broken by some inane remark like, "Do you think Shakespeare really wrote all those plays?"

This year, I had Creative Writing with Judy Pildes and Humanities with John Palm, Judy Pildes, Ray Kittredge, and Dick Miya. Also, I attended Nancy Tripp's English classes. Those courses were the greatest experiences of my life. I would not trade one moment of confusion in those classes for anything. No one can make me believe that what we did there was harmful, wrong, or bad. I was a real human, not 03772. And the other people were human, too, including the teach-

ers. When that student-teacher barrier came down, I discovered humanity I thought never existed. That discovery alone was worth the aggravation of silence and "what-do-we-do-now?" In school, it is so much better to be human and confused than to be manipulated, happy, and high on scholastic soma. In Creative Writing and Humanities I absorbed more knowledge of human experience than in all the rest of my "education." Isn't human experience what school should be about? Weren't the geometric postulates part of Euclid's experience? Weren't wrinkled peas part of Gregor Mendel's experience? Wasn't "the coy mistress" part of Andrew Marvel's experiences? Why do you dehumanize these people? Why do you force one man's ideas on us in the form of a text when you would also deny us another man's experience by asking that he not see his students outside of school?

I can never give enough praise to Nancy Tripp, John Palm, and Judy Pildes. I can never thank them enough for the benefit that their teaching methods have afforded me with. Here is the testimonial of a student: They are the best teachers in your school.

Very sincerely,
Rona Bass

Dear Mr. Colver,

During the past several months a very pleasant change of attitude has taken place in our home.

Our son, who is a senior, has taken a more enlightened interest in the situations and people around him. There has been open exchange of ideas, and discussions on many subjects, with a sincere effort on his part to understand our views. We have found that basically we are more often in agreement than not. Through these discussions, and there have been many, I find I have a great respect for his values and morals. I've come to know and appreciate his ideals as I never had before.

I have also come to know, through him, his friends, and now other concerned parents the deplorable lack of respect

and regard for the individual with which our young people are treated by most teachers and the administration of the school.

I can understand the problems of working with large numbers of people, but to disregard the rights of these people is to create a prison for them and chaos for the administration.

To the best of my knowledge the pleasant change I have referred to was brought about through the Humanities and English classes this year, and our son's association with such people as Mr. Palm, Mrs. Pildes, and Miss Tripp.

I have now learned that their programs are to be so watered down as to make them meaningless. I also understand there is some question about their being retained. I find this very depressing.

In the years that my children have attended Niles Township High School, there have been many times when, through your encouragement, I have requested help, only to be told "We're too busy", "We have more serious problems," "We have so many things to handle," etc., etc. These teachers and their approach have been the first intelligent, positive action and now you propose to kill it because it represents something new and different, and probably points out your shortcomings and that's not an easy thing to take.

I hope the Administration and the Board of Education, elected by our concerned parents, will think this over and see that the credit for encouraging these teachers and their forward looking programs will be theirs.

Retain these excellent teachers. Help our young people. Treat them as thinking individuals. I'm sure you will find it most rewarding.

Very truly yours,
Mrs. Melvin Sherman

To Whom It May Concern:

This past week the administration has been raked over the coals for taking a stand against three teachers who it believes are jeopardizing their students' education. Since it is their job and business to watch out for these students, I think they are trying to do their job to the best of their ability. They've been called every name under the sun, and degraded to the fullest extent. Since when is standing up for what you believe in something to be looked down upon? Don't they have a right to speak their piece no matter how they disagree with what you may happen to believe in? Obviously not, because there are students in this school who choose to listen to only what they believe in and shout down anybody else. They will yell, protest, stage a boycott, and even resort to vulgarities to make you hear what they have to say. To me, this attitude stinks.

Dr. Colver has been trying to gradually give the students in this school more freedom mixed with a good education. Some of you don't want it, or you've got a lousy way of showing it. He's only one man and he's accomplished more with his reasoning than any one group of students have with their demonstrations. If any of you have ever taken the time and trouble to talk with him, you'll find he's really interested in seeing that the students in this school get the academic freedom that's coming to them, but it's not fast enough for you. That's too bad. Right about now, I don't think there is anybody on this earth who can please you, and I don't care.

Diane LaZaar '70

Personal Essay

by Renee Romanoff

Last Friday at 10:10 a.m., a fantastic thing happened at Niles East. Five hundred students walked out of the school to leave for the rest of the day. They rallied at Oakton Park to organize for leafleting and petitioning of the community.

Our most basic concern in the walk-out was to protest the denying of both Constitutional and human rights to students. The focal point of this boycott was to express dismay at the dismissal of Miss Nancy Tripp, a teacher who really cares about people, by the school board at the recommendation of Mr. John Golata, head of the English department, and Dr. A. Colver.

The students at this school are angry. Talking to the administration and picketing has done nothing. Boycotts, such as the one on Friday, are the answer at least for now. Their intent is to make the whole community including Dr. Colver and his staff aware that we, the students, to whom the school belongs, are not happy nor satisfied with the many hours we spend (waste) in that ugly, sterile, deadening building.

There must be something wrong when kids are constantly trying to escape from the schools. Whenever one leaves that place, there comes a feeling of new-found freedom. You are finally out in a world where you can run and sing and be happy. Out in this world you

are not punched by a "teacher" for kissing your girlfriend (an attempt to stop a physical sign of joy and happiness.)

Schools must be warm, enjoyable, and even beautiful places where all people (not just 5-16 year-old people) will choose to come of their own free will. They must be centers of real learning, learning to know yourself and the world, not necessarily from books, but from other people. This is not true of our school. It must become true—NOW.

Nilehilitite

Published bi-weekly during the school year by the students of Niles Township High School East, Lincoln and Niles Avenues, Skokie, Illinois 60076. Printed by Des Plaines Publishing Company, Des Plaines, Illinois.

All American Rating
National Scholastic Press Assn.

Gold Medalist
Columbia Scholastic Press Assn.
1969-70

Vol. 32, No. 9 Thursday, March 5, 1970

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A Comparative Study of Niles East High School Students and Illinois Hog Production

by Marc Schatz

The Niles East High School produces some of the finest students in the nation. They range in I.Q. from 100 to 160 at graduation. Niles helps its students achieve their goal by using the finest equipment and textbooks money can buy; the quality of the instructors is unmatched anywhere. Leadership is encouraged by such programs as physical education. In keeping Niles' policy of enriching the students' horizons in all areas, courses are offered and required in sciences, math, history, art, music, and language arts. From such a varied and interesting list of requirements, every student finds something that interests him. One aspect of the Niles program uncommon to those of other schools, is that students are provided with unlimited freedom in the library and lounge area. Niles' great accomplishment comes after graduation, when over 60% of the class goes on to State Universities, and later become doctors, lawyers, and engineers, and find their place in the society that raised them.

Illinois farmers produce some of the finest hogs in the nation. They range in weight from 180 to 240 pounds when marketed. The farmers prepare their hogs for slaughter by feeding them the finest corn, barley, and other filler they can afford! The hired hands are the best in the midwest. Hogs are often whipped into shape to increase their value at marketing time. In keeping with the farmers' policy of tunitiges, the animals are bred not only for meat, but also for leather for shoes, bristles for brushes, and fat for lard oil. From such an extensive list of products, a farmer can find a good use for any hog. One aspect of Illinois farms uncommon to those of states that are smaller, is that the stock is provided boundless space to roam within the pen. The final triumph for the Illinois farmers comes at marketing time, when nearly all Illinois hogs are unconditionally accepted at the Chicago Stock Yards, and later become sausage, ham, and fertilizer for the land that will raise even better hogs in the future.

#71004



Students spent many hours last week discussing the issues surrounding student rights.

I Came Back to East And I'm Sorry I Did

Editors Note: This article was written by a 1969 Niles East graduate who wishes to remain anonymous. The view presented does not necessarily represent the opinion of the Nilehilite.

Going to college in the Chicago area, I have the opportunity to see what's happening to Niles East. I'm finding how apathetic and spoiled the students are. I'm not saying students of years' past were so good, but I find it hard to believe that they were so unconcerned.

The students today don't know how to handle responsibilities and enjoy their freedoms. I never realized how good a school Niles was 'til I started college and heard others praise it. The students, unfortunately don't know how to appreciate the good things of the school. Niles East students have been given more freedoms than the students of any other school and they abuse them.

One prime example is the

omission of study halls. Instead of going to the places where students should go while not in classes, they head to the washrooms for a cigarette, or think they're exceptionally crafty in escaping the security guard and making it to town safely.

Last year students accomplished the right for girls to wear pants, the omission of eighth semester finals, the removal of junior and senior study halls, and the right to park within two blocks of the school. These were not things that came just for the asking. They were worked for and earned by students. This year I'm finding that the students feel the school owes them something and they're not even working to deserve the respect they need to get what they want. Unfortunately they're destroying the right to get what they want and keep what they now have. And they're ruining it for classes to come.

Those who only have to worry about getting away with cutting classes may soon find they have to work to get what they want. To those same people I only have one question to ask: Why is it that no one seems to care about Niles anymore?

There's More to Sin Than Murder or Theft

Peg Bracken, who wrote the I HATE TO COOKBOOK, considers cooking almost a sin. Almost, but not really. In a recent McCalls article, though, the practical humorist, turned serious and outlined exactly what she considers sinful. To modern youth, significant meaning is found in her words as she lists what a sin is:

- No. 1. Pretending to know what you do not know.
- No. 2. Not saying 'I don't agree with you,' and why, when it's a matter worth taking a stand on, unless it's some jack-ass who wouldn't understand you if you talked all night.
- No. 3. Poking hungrily, unasked, into someone's psyche. (It is better to accept the facade, for most of us go to great trouble building and maintaining one.)
- No. 4. Being too positive your way is the only way.
- No. 5. Accepting praise for work you didn't do.
- No. 6. Not listening at least once when someone tries to tell

you something he considers important.

- No. 7. Unloading one's own shabby prejudices on children.
- No. 8. Withering a newborn idea with a laugh or a look.
- No. 9. Announcing a fine intention and relaxing permanently in the glow of having announced it.
- No. 10. Lumping people together.
- No. 11. Reading or talking or thinking too much at the fourth-grade level if one is at the fifth-grade level, or at the junior level if one is at the senior level.
- No. 12. Laughing at someone if he doesn't know why, and often if he does.
- No. 13. Shutting the mind to something before you try it or try to understand it.
- No. 14. Telling people they can at least be clean when they don't even have enough to eat.
- No. 15. Being so brave people choke on the pity they're full of

Passing Through Hey! Students Are People Too!

AMERICA'S PUBLIC education system must undergo a radical change. Our school system is outrageously outdated, inadequate, and detrimental to those students who are forced to participate in it. We have waited too long to change our schools; we can wait no longer. Today is already one day late. We should have begun yesterday.

Now I'd like to point out that some people did begin yesterday. We began to change the system the instant we stopped complying to it. For the first time students, teachers, and parents united against the system which is operating our schools. The reasons that prompted our actions are relevant to every public school in the country.

Public schools were originally meant to further the education of their students. The student was meant to be and should have always remained the most important element of the school system. Yet, in the confusion of creating schools the students were forgotten. They were classified as a sub-human species. Until we are 18 we are told what to do, and when and where to do it (never why to do it). We are supposed to absorb knowledge from our elders and like a well-trained parrot repeat verbatim, without digesting anything. After all "you can't think until you are 18."

THE PROBLEM is that people do think. From the time a child first becomes aware of his world he thinks. But the brain, like any other organ of the body, can be rendered useless by a prolonged period of disuse.

The native curiosity of children is destroyed by our school system. "To a very great degree school is a place where children

learn to be stupid." ¹ After all how can a person who is never allowed to think, learn to think?

As long as students are considered inferior to adults, our school system is deadly. You cannot teach a person to respect you by forcing his respect with a whip, just as you cannot teach a person about freedom while you lock him up in a prison every day.

"OUR PROBLEMS don't arise from the fact that we lack experts enough to tell us what needs to be done, but out of the fact that we do not and will not do what we know needs to be done NOW." ²

I know that there are people who believe that change must come slowly. People still believe that the problems of student rights can be worked out through student legislatures, student faculty cooperative committees, and advisory student school board members. People who believe these things are only lying to themselves. As long as the administrative veto exists nothing students do has any meaning since anything proposed can be rejected.

"Schools should be a place where students learn what they most want to know, instead of what we (adults) think they ought to know." ³ Schools will become effective only when students decide that "what they want to know" takes precedent over the rules and regulations that establish what "we ought to know."

- 1. Holt, John. *How Children Fail*, p. 196.
- 2. *Ibid.*, p. 219.
- 3. *Ibid.*, p. 216.

by Janet Migdow

Some Like it Loose, Some Like it Tight

by Claudia Harris

It has become very obvious in recent months that all of the students and teachers in Niles East do not agree on what the purpose of a high school is.

Basically, the conflict has divided the school into two groups, both with ideas which cannot be classified right or wrong. There is also a third group, that wants the best out of both sets of ideas. This third group is currently in control of the school.

The plan behind the first of these groups is that high school is an outlet for the adolescent, where he can expend his mounting energies, and firmly establish himself within a system. In this ideal school, there would be school dances, 100 per cent school pride, numerous clubs for special interest, and a sense of belonging to a great organization. The school would work as a unit, made up of enthusiastic students, to support all sports teams and academic scholars. The school would revolve around social events, pep assemblies, awards presentations, and of course, classes.

The second group envisions high school as simply a step on the way up to college level instruction. The only advantage they want from the school is sophisticated classes—no social events, no group participation unless the individual wants it. In this ideal school, the building would be available for classes and learning only. Other than receiving an academic education, the student would have no connection with the school.

BOTH OF these groups have a purpose in mind when they dream of their ideal education. The first group is trying to get as much out of life as possible—staying young while the going's good, and looking for the wonderful high school years their parents knew. The second group wants to get ready for life earlier—push ahead and try to work on themselves and their personal life rather than get caught up with things they do not happen to consider important. Of course, there are pros and cons to both plans. And, of course, they represent two different kinds of people,

two different kinds of backgrounds.

At Niles East, we have attempted to mesh the two divisions. Hence we have (1) Junior and Senior responsibility, but a closed campus, (2) pep assemblies, with urged but non-mandatory attendance, (3) school dances with smaller, if more enthusiastic, crowds than former years, and (4) a dissatisfied, hostile, bitter, intimidated, and confused student body. Think about it.

Bridge Over Troubled Water

by Simon and Garfunkel

When you're weary, feelin' small, When tears are in your eyes I'll dry them all; I'm on your side.

Oh, when times get rough And friends just can't be found, Like a Bridge Over Troubled Water I will lay me down.

Like a Bridge Over Troubled Water I will lay me down.

When you're down and out, When you're on the street, When evening falls so hard I will comfort you.

I'll take your part. Oh, when darkness comes And pain is all around,

Like a Bridge Over Troubled Water I will lay me down.

Like a Bridge Over Troubled Water I will lay me down.

Sail on silver girl, Sail on by. Your time has come to shine. All your dreams are on their way.

See how they shine. Oh, if you need a friend I'm sailing right behind.

Like a Bridge Over Troubled Water I will ease your mind.

Like a Bridge Over Troubled Water I will ease your mind.

Gymnasts, Fencers, Advance to State Tourneys

Seven men on the Niles East Gymnastics team have advanced to sectionals by placing in Districts which were held at Niles North last week.

Al Weiner, Gary Michael, Al Weinberg, Ken Schiffman, Bruce Epstein, Dave Cech, and David Apple made it to sectionals by placing at least sixth in the districts.

Both Weiner and Michael made it to sectionals by taking second and third respectively on the trampoline.

Al Weinberg, a junior, took fourth on the sidehorse, while three other juniors placed too.

Ken Schiffman took fifth on

the parallel bars, Dave Cech took fifth in all-around, and Bruce Epstein took sixth in all-around.

A sophomore, David Apple, took fifth on free exercise to earn himself a trip to sectionals.

The gymnastics team, as a whole, took fourth place in the meet, but with more experienced athletes, the team could do much better next year.

Meanwhile, the Trojan fencers are on their way to the state tournament which will be held next week.

The fencers will be battling it out for the state title with Maine South and Notre Dame.

If Al Acker and Tom Phillip can have a good day, they can place high in the meet.

The fencers have a good chance of taking it all with juniors Glen Dash and Rich Waysdorf supporting Acker and Phillip.

However, the number six spot is still a question on the team, and this fact may prove to be the barrier between Niles East and the state trophy.

Last week the Trojans defeated New Trier West, 15-3, as A-strip went 8-1 with Al Acker and Rich Waysdorf going 3-0.

Tomorrow, the fencers will meet Maine South again in what should be a preview of the state championship fight.

"We can take state because we've got four top fencers, which is more than any other team," said Rich Waysdorf.



GARY MICHAEL, the number two trampoline man demonstrates the form that enabled him to take third in the Niles North district.

Cods End Season With 6 in Row

THE NILES EAST "COD SQUAD" finished a successful season two weeks ago by taking fourth place out of 13 teams in the Evanston district.

The finish culminated a season in which the Trojans won their last six meets to finish with an 8-6 record.

Bad luck kept the swimmers from sending anyone down to the state meet at Hinsdale Central last week.

Both Jim Simon and Bruce Herman were expected to make the meet in the 50 yard freestyle and 100 yard breaststroke respectively, but Simon was touched out by one tenth of a second and Herman couldn't equal his great time which he made at the Maine West meet.

BUT BY WINNING THEIR LAST SIX MEETS, the Cods wound up fifth in the tough Suburban League behind Evanston and New Trier, who took second and fourth at the state meet respectively, and Highland Park and Oak Park.

The 3-4 Suburban League record was fantastic since Coach Don Larson admitted that he didn't expect to win too many meets this season with his inexperienced team.

However, the swimmers' diligent work this season has set the stage for what could be a great season next year.

Returning to the team next season will be juniors Larry Hoke, most valuable swimmer freshman year, Frank Schubert, and Mike Rafayko.

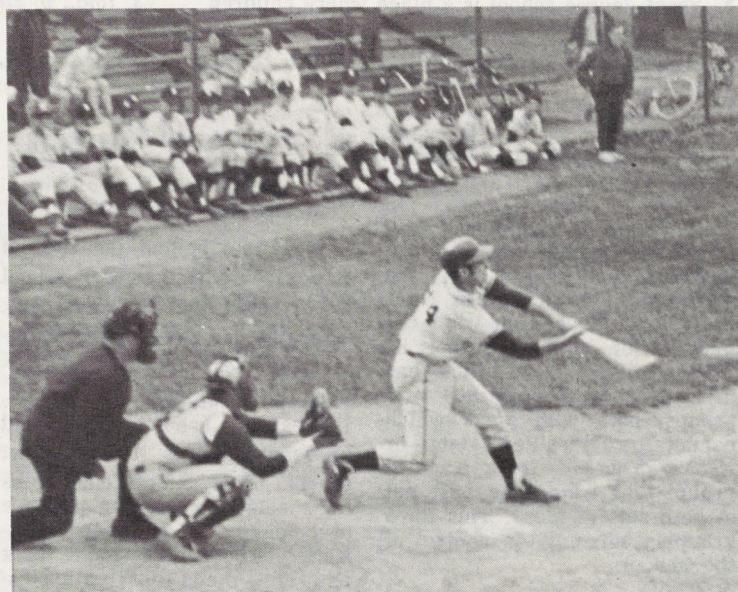
SOPHOMORES JOHN PE-

TERSON, who regularly won the 400 yard freestyle and 200 yard freestyle for the varsity this season, Mark Pollack, and Barry Friedman will help to make a strong nucleus for next year's "fish."

Runners Start Season On Wrong Foot

IF YOU WERE A TRACK COACH, how would you feel if the turnout for the team consisted of 10 shotputters and seven runners?

Not very good, eh? Doubtless, Coach Dean Slavens doesn't feel too good about that kind of situation either which confronts him and his track team.



This picture of Rich Rothstein batting against Morton East last year reminds us that baseball will soon be with us again. (The Trojans will be heavenly in '70?)

Track has never been popular at Niles East, but this year it looks like the lack of interest has hit rock bottom.

Last year's team didn't even come close in any of its meets, and though it did not have a good turnout either, by comparison with this year's team, the turnout was great.

CONSEQUENTLY, the team will have to suffer through another season due to lack of

participation which includes the absence of pole vaulters and high jumpers.

But shotputters the team has more than it needs. Among the men in that event are football players, Jim Tedeschi, Steve Rose, Larry Schneider, and Steve Berg.

Included in the running portion of track are Doug Hoffman, Pete Jungwirth, Craig Kovin, Ron Stieffel, Chris Short, and Joel Cohen.

Playoff

Ball 40, Strike One

by Bruce Wolf

SPRING IS JUST AROUND THE CORNER and pretty soon young men's fancies will turn to love and baseball. Unfortunately, the young men won't be alone in their latter interest because when spring comes, it's time for the old men to get out their baseball caps and tennis shoes and take part in that great American tradition, The Little League, which should be renamed Papa's Pacifying Program.

Oh, of course, there are good fathers who want to see the boys have a good time by taking part in athletic activity. But they're no fun to watch, and besides that, they're few and far between.

It's those fat old men who think the world rides on every pitch, and who think they're Leo Durocher who are the guys that make little league such a great spectator sport.

And naturally, the manager's and coaches' sons have to be the superstars. Their fathers wouldn't have it any other way.

EVEN IF A KID HAS NO TALENT WHATSOEVER and is just out there to play for the fun of it, if his father is the typical little league coach, that kid is going to be a star whether he likes it or not.

This situation can have serious implications as to the quality of the game. In one league I know of, the pitching is so bad that no balls are called, only strikes.

Sometimes, as many as 40 pitches are thrown to one batter with most of them sailing over the boy's head or hitting the dirt.

The funny thing about it, though, is that once one of these spectacular pitchers strikes out a man after about 29 pitches, he thinks he's Sandy Koufax, and his Leo Durocher-coach gets gratification from saying, "Chuck it in there, baby. Throw him the dark one! Keep him on his toes!"

THEN OF COURSE, all the big leaguers have to play a big league schedule. Sometimes the kids play as much as four nights a week, and heaven forbid if anyone other than the little league wants to use the park for their own game one night.

What I'm trying to say is that baseball is a great game, but trying to imitate the pros is not going to benefit any kid unless that kid is the 40 year old manager.

Maybe 9, 10, and 11 year olds should play softball instead. At least they might be able to get the ball over the plate.

Hey! Hey! Basketball Ends!

"SINK IT, TROJANS, SINK IT!" the Niles East cheerleaders are accustomed to saying. And sink, the Trojans did. Right down to the bottom of the Suburban League. Perhaps down to the bottom of the state.

The Trojans ended their season this week against Evanston in the Niles West Regionals of the state tournament.

The loss made it 22 in a row without a victory and Coach Sheldon Bassett and his team can only go up next year.

0-14 was the Trojans' Suburban League record this season, and the team came close to victory only twice while losing the rest by landslides.

AT THE OUTSET OF THE SEASON, nobody really expected the basketball team to im-

prove over last year's 3-14 Suburban League record.

However, no one hoped that the team would be worse, either, but the inevitable happened, and Niles East came up with a bigger loser than its track, wrestling, and cross-country teams.

In recap, the Trojans began the season with losses to Glenbrook North and South, Niles West and North, Proviso East, Highland Park, and Oak Park.

At this stage of the season, it was fairly easy to see that if the Trojans were going to win any games, their best chance would be in the Niles North Holiday tournament.

THE TOURNEY WAS THEIR BEST CHANCE, but the Trojans weren't up to it and lost three games there although they almost beat Warren, only to lose the lead in that game in the last few minutes.

After the tourney, things grew

worse, as factors other than just a tough schedule took over.

Mike Korta, the junior guard who proved to be about the only bright spot and hope for the future was out with a sprained ankle and missed a couple of games.

The situation got so bad for the Trojans, that Coach Bassett had to dip into the sophomore team and pull out Rick Shane and Jeff Netznik to play in the varsity lineup.

Ultimately, nothing worked as the Trojans were creamed in just about every game averaging about 50 points to their opponents' 80.

Next year, the Trojans should be improved with juniors Joe Capezio, Mike Korta, and Warren Eliot having a year's varsity experience. At least the team can't get any worse.