

Happy
Valentine's
Day

WHEEL

Harkema
Resigns

Vol. 32, No. 8

NILES EAST HIGH SCHOOL, SKOKIE, ILLINOIS

Wed., Feb. 11, 1970



Singing and clapping together, students participating in the Wingspread program from Niles East and Austin enjoy a moment of relaxation.

Project Wingspread Begins

by Pam Wallis and Sharon Mittelman

Project Wingspread began Monday, Feb. 2, 1970. For the first nine-week-shift of the semester, Niles East is hosting thirty of the sixty participating Austin students. Austin students will take their major courses in the morning, and in the afternoon, replace history and English with Urban Studies.

The **Urban Studies** program involves four units. They are Law and Justice, Man's Urban Expression (culture), Urban Change, Social Anatomy of a Metropolis (ethnic groups), and a new unit on education which will compare different schools and learning situations.

The **Urban Studies** program involves two or three field experiences each week. Recently, Second City gave a special production for the Wingspread students, Mel Spiegel directed them in theater games and Dr. Ossie Edwards, an urban-sociologist from the University of Illinois, gave a lecture. Generally, the program is not different from last year's except for some changes in the field experiences.

Four teachers from Niles are participating in the program. They are Mr. Ray

Kittredge, Mr. Richard Tendick, Miss Mary Hyde, and Mr. Tom McMahon. These teachers represent both the English and social studies departments.

When asked about the Wingspread programs, students had varied responses as to why they joined the program, what their impressions were and how they reacted to participating in the school exchange. Fran Cutler, '71, a Niles West student remarked "I live in a sheltered atmosphere and I wanted to meet new people in a new atmosphere and broaden my scope."

Janis Ellis, an Austin student, commented, "My impression of Niles is nice; the people are nice. If I could stay here I would. I see a difference in the teaching here. Also, Austin is very strict; we have no responsibility program."

Alma Mims, another Wingspread participant, said "My reaction to Niles was surprising. I was amazed to be taken in as a person, not by my race. I was astonished by the whole school curriculum which gives me a feeling of more freedom."

Ricky Morris stated, "I wanted to get away from

Austin. I wanted to meet new people and come out from my environment to see a new one. I like your school; the faculty makes the school what it is. It is more interesting. You are lucky having this type of administration. At Austin, upperclassmen are denied privileges because of the freshmen."

Mr. Gerardi Jarbigian, a teacher from Austin commented, "I think the program has a positive aspect. It allows students to meet different people which results in a healthier personality. Another aspect we could include in Wingspread would be some community project which could bring the students together."

Susan Stark, '71, from Niles West, remarked, "We are so limited at the Niles schools, you just hang around with kids like yourself. We're learning things from the Austin kids and they're learning from us. We're breaking down the stereotypes we have about blacks and about schools in the city."

While interviewing the students, there appeared to be a lively, friendly atmosphere as songs were chanted spontaneously.

Three Students Direct Plays

Thursday, February 19 and Friday, February 20, three one-act plays will be presented in the assembly room. The three plays are completely student directed and acted without any adult supervision. Leon Natker, '70 is directing "No Exit"; Jonathan Rest, '70 is directing "The Lesson"; and Gary Rushakoff, '70 is directing "The Lottery".

Gary explained that he had wanted to do one-act plays presented in-the-round, so he looked for students with experience to help develop his idea. He chose "The Lottery" because he felt that it was a good play to work with, especially in-the-round.

Before tryouts, it was expected that only about 10 would attend when in reality 50 showed up. "We were very surprised and pleased," remarked Gary.

The assembly room will be

transformed into a theater in the round. Lights will be set up mostly above the stage so the lighting will be downward. Most of the actual staging and scenery will be suggestive. When asked why he particularly wanted to do a play in-the-round Gary replied, "It is more realistic to the audience. At first

it is difficult for the actors, but once they get used to it, it's more realistic to them also."

The play will be presented during school on February 19. Each play will be presented for three periods of the day and then again at night at 8 p.m. Tickets will be 50 cents for students and \$1 for adults.



Jon Rest, '70, Leon Natker, '70, and Gary Rushakoff, '70 discuss direction techniques for the upcoming one-act plays.

News Hilites

Girls Ask Boys To Dance

The Niles East Social House will sponsor a Turnabout Dance on Wednesday, Feb. 11, at 8 p.m. in the girls' gym.

The idea of the dance is for the girl to invite a boy to go with her to the event. Jim Simon, '70, Social House President, commented, "If the dance is not a success, it will be the girl's fault, for this time the girls have the opportunity to do the asking."

The "Bob Kaiser Quintet" will provide entertainment for the evening, and refreshments will be served. The dance will be a semi-formal occasion; boys are requested to wear a jacket and tie. Bids are now on sale in the cafeteria for \$3. A photographer will also be present to take pictures of the couples.

The purpose of running the Turnabout is to raise money for this year's Junior-Senior Prom. The Social House hopes to have 350 couples attend the dance.

Junior Class Parents Meet

"Junior Parents Night" will be presented at Niles East, Tuesday evening, Feb. 17, beginning at 7:15 p.m. in the school auditorium. The program's purpose is "to aid Junior class parents in becoming better informed so that they may be able to assist their children with future plans," according to Mrs. Lorraine Rubin, guidance department chairman.

A series of workshops relating to various aspects of college planning will be presented to parents of college-bound juniors. The guest speaker will be Dr. William A. Koehnline, president of the Niles-Maine Community College. The program will also contain a presentation by the work-study coordinators at East. A social period with refreshments during which parents may talk with counselors will follow the workshops.

Social House Sponsors Jamboree

Social House is sponsoring a jamboree called "These Eyes", to be held at the end of February.

Pictures of the eyes of three girls from each grade level will be displayed in the cafeteria. For twenty-five cents, a boy who wishes to participate in this unprecedented event, may choose the eyes that he likes the best. At the end of the contest, winners will be selected at random, and will win an all-expenses-paid date with the girl whose eyes he has selected.

Twelve winners will be chosen, and chauffeurs may be provided for underclassmen who don't drive. Prizes have been donated by various theaters and restaurants in the area.

Money collected from the jamboree will be used to pay for the Prom, the senior class gift, and other school functions.

Students Audition For T.V.

Six students from Niles East have been chosen to represent the school on "It's Academic". They are Jeff Factor, '70; David Levens, '70; Stuart Osserman, '71; Ira Schucker, '71; Bill Spies, '71; and Jeff Toback, '71.

While auditioning at the WMAQ studio in the Merchandise Mart, the original 15 students were given an equal opportunity. They were placed in a semi-circle with individual numbers. By raising his hand first and giving the correct response, the student earned a point. After being questioned in math, science, English, history, and general information, the top scorers were chosen to constitute the team.

Two weeks' notice will be given before they compete against the two opposing teams. All six team members will be coached by Mr. Leonard Sachs, "It's Academic" sponsor. The three regulars and three alternates will not be known until the day of the recording.

"Brigadoon" Cast Selected

Try-outs for this year's spring musical, "Brigadoon", were held Friday, January 23.

Students selected as cast members include seniors Marc Farchill, Gary Covitt, Harvey Koelner, Leon Natker, Howard Knaizer, Jon Rest, Shelley Ruben, Jeff Nemetz, and Steve Friedman. Participating also are junior Sue Klein, sophomore Cheryl Frazes, and freshman Larry Iser.

Performances are scheduled for the evenings of Friday, March 20, and Saturday, March 21 at 8 p.m. on a reserved seat basis. Adults may purchase tickets at \$1.75, and children 12 and under at \$1.

Dates To Remember

- February 11 — Turnabout Dance
- February 12 — Lincoln's Birthday - No school.
- February 13, 14 — Orchestral Show - Fusion II
- February 14 — National Merit Scholarship Test
- February 17 — Junior Parents Night
- February 19 — Three One-Act Plays
- February 20 — Institute Day - No school
- February 21 — ACT Tests

Letters to the Editor

The following letter was written to Dr. Colver by a parent of four Niles East students. She has asked that it be printed in the Nilehilite.

Dear Dr. Colver:

I have just returned home after spending my day at Niles East. I visited classes in the English Department from first period through eighth period and made many observations on which I will express my comments.

The first period was spent in Miss Nancy Tripp's junior English class. Several discussions took place. More than half of the students participated in a vocal manner, while the others participated by listening. The most interesting of these discussions was whether the method of teaching, and the freedom given to the students could work in other areas of the curriculum.

The second period was spent with Mrs. Judy Pildes and her junior English class. This was a more vocal group than what I observed during the first period. All but two or three participated in a vocal manner. The conversation here revolved around grades and grading an individual based on his ability to retain subject matter.

The third, fourth, and fifth periods were spent in the Humanities classes of Mrs. Judy Pildes, Mr. John Palm, and Mr. Ray Kittredge, with many students in attendance at all sessions. My observations and comments on the Humanities Classes:

In a time when communication among human beings seems to be a difficult condition, here sat a room filled with students eager and anxious to speak to one another, to their teachers, and even to me, as a parent. This was beautiful. However, I was saddened by some of what I heard. Many of these students, when talking about their parents in relation to current social, political, educational, and other problems which I cannot recall, stated that they did not know what position their parents held. In fact, they frankly did not know their parents any better than one might know a neighbor or an acquaintance. Yet time and time again, I have heard parents complain about the communication barrier that their children have built up. I don't have the answer, and so I ask you, Dr. Colver, is this barrier being put up by the students or is it in reality the parents who choose to wear the

many masks of humanity or possibly inhumanity?

Sixth period was spent just chatting with Mrs. Jane Isaackson, who by the way, is a charming and intelligent woman.

Seventh period, both you and I sat in on Mr. Palm's honors English class. This is indeed a very vocal group of bright young adults. They concerned themselves with a discussion in depth, of what they had or had not learned from this course thus far. I found this particular class very stimulating. I hope you did, too.

Eighth period, I returned to Miss Tripp's class to observe a group of senior English students. Their discussions concerned doing some group book reviews, and perhaps doing something in film making. Incidentally, Miss Tripp has been a teacher to all five of my children while at East Prairie School.

Today was my first experience in attending high school classes as an observing parent. It was a most enlightening experience. I would hope that all parents would take advantage of the opportunity to observe, as I did, what I believe to be a new utopia teaching concept in these classes.

As you know, I have four children who still are attending Niles East. My oldest son, who is now attending Southern Illinois University, graduated from Niles East in June, 1968. For them and myself, we think that Mrs. Pildes, Mr. Palm, Miss Tripp, Mr. Kittredge, and the other teachers in the English department to whom we have been exposed should be complimented and thanked for the wonderful and difficult job they have done, not only for our children but for so many other children of the community. They certainly have earned the respect and admiration of a large segment of their students because they have given so much of their efforts, time, and their respect to the students.

Last Monday night, after the school board meeting, I introduced myself to you. I told you that I was delighted with the English and Humanities program. You asked me how my children were doing in these classes. When I told you that they were doing fine, you stated: "The most important thing is how the student is doing and what the student is receiving from the class." I think your statement is most profound and might serve as an answer to parents who feel that they are entitled to suppress academic freedom.

Very sincerely,
Gloria Wolin

DEAR EDITOR,

There is something unquestionably wrong with a school system that offers only two choices to its teachers: either to adhere blindly to the rules, or be fired. Who is to say which rules are and are not beneficial to students and the classroom situation? Teachers often find themselves following administrative dictates which are detrimental to the spirit of teaching. Just as any professional person has principles for which, if threatened, he would sacrifice his job, teachers also have values they hold in more esteem than their jobs.

What about the teacher who cannot economically afford to be fired? Does he sacrifice the

principles in which he believes, or does he accept the administration's opinions as a teacher? Is there not room in the educational hierarchy for new ideas, new theories or new ways of doing things? A teacher should not have to consider himself a failure because he can't measure up to the administration's preconceived notion of how a teacher should perform. Teachers must not be made to suffer from an educational system that is both critical and repressive.

So much has been said about the affects of poor teachers upon students: what are the effects of a poor educational system on the teachers who must work within it? Teachers, who, after conscientious thought, find themselves opposed to compulsory attendance, grades, or forced learning, might very well find themselves without a school in which to teach. It might be argued that these teachers are in a minority, but many teachers, both new and experienced, are joining this minority who have turned away from the traditional "I teach, you learn, and I grade you" approach. Education should not be a repressive institution that offers no hope for change.

Meanwhile, students have found themselves unwilling pawns in a contest between teachers and administrators. The students' education is being shortchanged by a school system that is more interested in pleasing administrators, school board members, and parents than in evoking whatever creative abilities the students may possess. School systems should serve the educational needs of the students, not the political aspirations of superintendents, principals, or teachers.

The time for change is now—not next year when some teachers will already have been fired, or five years from now when there will be a new crop of students in the schools, or twenty years hence when it just might be too late. We must improve the schools now, before the term "educational freedom" will have no meaning for anyone.

Miriam E. Hyman, '70

Ed. Note: This poem is the second article in a series about women's liberation (prepared by Deborah Stavin and Barbara Schectman.)

WITCH

They told me
I smile prettier with my mouth closed.
They said—
better cut your hair—
long, it's frizzy,
looks Jewish.
They hushed me in restaurants
looking around them
while the mirrors above the table
jeered infinite reflections
of a raw, square face.
They questioned me
when I sang in the street.
They stood taller at tea
smoothly explaining
my eyes on the saucers,
trying to hide the hand grenade
in my pants pocket,
or crouched behind the piano.
They mocked me with magazines
full of breasts and lace,
published their triumph
when the doctor's oldest son
married a nice sweet girl.
They told me tweed-suit stories
of various careers of ladies.
I woke up at night
afraid of dying.
They built screens and room dividers
to hide unsightly desire
sixteen years old
raw and hopeless
they buttoned me into dresses
covered with pink flowers.
They waited for me to finish
then continued the conversation.
I have been invisible,
weird and supernatural.
I want my black dress.
I want my hair
curling wild around me.
I want my broomstick
from the closet where I hid it.
Tonight I meet my sisters
in the graveyard.
Around midnight
if you stop at a red light
in the wet city traffic,
watch for us against the moon.
We are screaming,
we are flying,
laughing, and won't stop.

Jean Tepperman

Students Demand Rights!

by Les Farber

money makers and as he suggests "heroes" of this country, said "these are the people!" This sounded very much to me that he was speaking of something similar to Nixon's "Silent Majority."

Dr. Colver said students should be as free as possible, pursue their own interest, and do anything they want as long as they don't interfere with the rights of others. If only Dr. Colver would heed his own words and realize that in this school system students are not anywhere near as free as possible, are diverted from pursuing their own interests, and are prevented from even existing comfortably in this school.

Dr. Colver spoke of a contract between people and referred to the idea of a "contract" between the students and administration. He mentioned Thomas Jefferson and his concept that all men have certain unalienable rights. Dr. Colver neglected to mention another of Thomas Jefferson's ideas: that when the "contract" ceases to be valid, revolution is justified. I definitely feel that the contract has been void for a very,

very, long time.

Students "even in high school" should be consulted. "Student opinion has to be listened to." Learning cannot tolerate interference of the rights of others." Everyone has a right to live in an environment that isn't polluted, a right to courtesy from others, a right to go to school in a healthy attitude and a friendly atmosphere. These are all ideas that Dr. Colver spoke of in his speech. It is unfeasible how he can tell us how important these concepts are and then use all the powers of his position to prevent us from living these ideas.

Dr. Colver welcomed us into "their" world, the world of the older generation and pointed out that we should strengthen our rights. He said that "school is up to you." He is right. We must work for our rights and fight to make this world ours.

We have had too much "environmental pollution" as Mr. Bonnette said though I'm sure he meant it in another sense. We have been screwed for years and it is time we begin to fight back and question idle promises.

Student Opinion has to be Listened to

At a recent assembly Dr. Colver spoke of respect for the older generation and all they have done. Primarily he was concerned with the many "great" things that "your parents" and "your grandparents" have built up over the ages. It seems his point in this was to show us as students and young people (being that we are not intelligent and do not have the ability to think for ourselves since we are not 18) that we should accept the society that was formed and is now being forced on us, and learn to become a part of the system even if we feel it is wrong.

Dr. Colver mentioned a number of times in his speech the great amounts of money this country is making. We have doubled our per capita something or other. I think that as students we should question the importance and value of this money when there is so much wrong with our capitalist society.

DURING THE SPEECH Dr. Colver, in reference to the

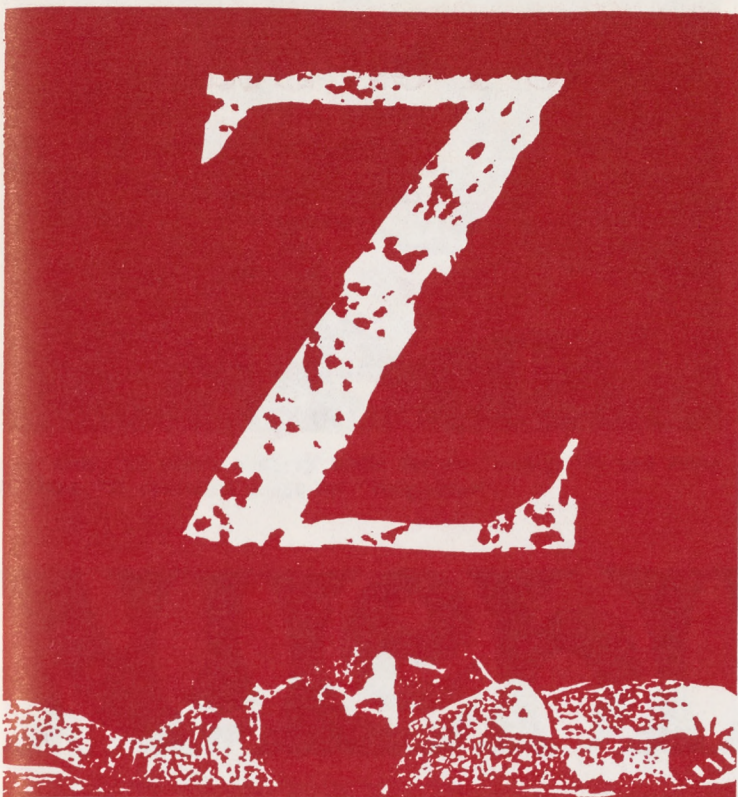
NILEHILITE

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"he is still alive"

by Rona Bass

MANY MOVIES are made on the topic of political views. "The Green Berets" dealt with the Vietnam War. "Medium Cool" dealt with the Chicago convention riots. "American Revolution 2" dealt with the People's Coalition in Uptown. These films were all adequate for the ideas they presented. However, they fail on one point: something human is lost because the political characters are not human beings. They remain voices on bull horns, faces on posters, and names in headlines.

"Z" is not only the best political film of the year, it is the best film of the year. The acting is excellent. The lines are superb. They fit perfectly without being typical movie lines. The major point in "Z" is the universality of all the events.

The incident that sets the action of "Z" is the "accidental" assassination of a deputy in an opposition party of a fictitious government. The car accident, the central character, and the political issues are all real. "Z" dramatizes the assassination of a Greek leader, shortly before the takeover by the military.

CORRUPTION IN GOVERNMENT, trials, investigations, as well as conspiracy and murder by high officials make "Z" a familiar documentary for Americans, too. The trial was similar to hundreds of political trials; the blocking of news reporting was nothing new to me. "Z" concerns Fred Hampton, Richard Daley, Jerry Rubin, Creighton Abrams, Richard Nixon, Sam Brown, and Benjamin Spock. It concerns you, me, and everyone.

There are lying government officials, palace pay-offs, and a few good men. The good guys in "Z" lose. Most of them are imprisoned. Some are killed accidentally. One man, the judge, loses his job. The judge is the central figure after the assassination. He leads an honest and fair inquest which condemns his own government; he knowingly sacrifices his job for justice.

The other human elements of the story deal with the martial difficulties of the martyred official. We get to see what a government official's widow does behind closed doors. I was glad to see that she cried.

The government in "Z", just like the Greek government, banned the Beatles, long hair, certain magazines, movies, Socrates, Tolstoy, Dostoyevsky, and the letter "Z" from the Greek alphabet.

THE TRANSLATION OF "Z" is "he is still alive." This helps us to think of all the garbage in life that remains inescapable. Our own corruption, plus the horrible sins that we Americans allow our government to pay for, also are still alive.

You must see "Z" and do something. "Think about it; think about it in the days to come."

Dot to Compete with Squiggle for Line

For all students who have become bored with explicating tiresome passages from Shakespeare and interpreting obscure classical allusions, on February 19 six students will be presenting Norton Juster's *The Dot and the Line*. Far from being an exercise in testing one's ability to tell a simile from a metaphor, *The Dot and the Line* requires no analysis other than that of a heart in sympathy with the love of a line for a rather fickle dot. Juster himself calls his story "a romance in lower mathematics."

The book is essentially a children's tale in which the "de-

pendable" and "dignified" line competes for the love of a dot with "a wild and unkempt squiggle who never seemed to have anything on his mind at all." But soon he finds that by taking the squiggle's example of freedom and adding to it his own principle of order, the line is able to not only compete with but to surpass the antics of the frivolous squiggle in order to win the heart of the dot.

The book was adapted by the students as a narrated ballet to be presented in the dark with the use of ultra-violet lights. It is entirely student initiated and student directed. Rehearsals

RED HEARTS, QUIVERING ARROWS, laces and ribbons, poetic verse, love—ah LOVE—all mesh into that day of days for young lovers—Valentine's.

The origin of St. Valentine's Day reverts — perhaps to the third century—when hordes of hungry wolves prowled outside Rome. Lupercus, a god, was said to keep a motherly eye over shepherds and their flocks. In February, Romans celebrated a feast, called the Lupercalia, in his honor. This heathen practice was debased by Christian priests after Christianity became prevalent, and the converts watched as the officials Christianized the ancient celebration and renamed the holiday, St. Valentine's Day.

Actually eight men with the name Valentine are said to have existed—seven of whose feast days were on February 14, the eighth celebrated his day with an early morning clubbing and late afternoon beheading. These men were said to have lived in

different parts of the world, including Spain, Africa, Belgium, and France.

ONE STORY DEPICTS St. Valentine, bishop to the Pope of Rome, after having been imprisoned for marrying couples who had by some pretext been forbidden to marry, as having cured his jailkeeper's daughter of blindness.

Another legend claims that Valentine fell in love with the jailer's daughter and wrote her letters, signed "From Your Valentine."

The Christian holiday has become a time for exchanging love messages, and St. Valentine, the patron saint of lovers, is made to endorse the custom with his name.

A gallant young romancer would take quill in hand and scrawl out a few passionate sonnets to his loved one, as of February 14. Love, related to heartache, soon turned the parchment to a rosy hue and

modern day industry and commercialism went a step further and patented the accepted heartshaped "valentine."

Lace, construction paper, and manufactured glitter, have evolved since the days of genuine love poems, and this seemed to annoy Cupid, who puffed his rosy cheeks, rearranged the arrows in his quiver, and slicked back his baby-blond hair. A hand-holding couple floated by, and he winked as he took aim.

HIS TARGET was struck dead center, leaving two dazed lovebirds with slightly ruffled feathers. As if someone had splashed water colors across the scene, the air took to a tinge of pink. The grass beheld a blushing, healthier look, and the reddening sky seemed to proclaim the nativity of St. Valentine's Day. But just like that young man's fancy turns, 'tis more so on February 14. St. Valentine, wherever you are, whoever you may be, who said "love is blue?"

In Passing

Progress Necessitates Change

by Janet Migdow

CHANGE CAN BE consistently depended upon to initiate controversy. People do not like to be forced out of their comfortable shells. It is simpler to hide in the protective darkness of stability than to crack open the shell and view the light of change.

For every change that takes place there will always be those who openly confront and deal with the change and those who run and hide from it. The changes our world needs are already countless. It is time to stop running from change. We desperately need to stop and carefully examine the issues.

Presently, the focal point of change within our school system is the Humanities department. Humanities was set up originally as an experimental program directed by four teachers of varying backgrounds.

Self-education encouraged

Recently, objections to the program have risen because the program has become student directed. Students initiate, plan, and direct the Humanities "curriculum."

It is because students are educating themselves that people have gotten "uptight."

Throughout our community there prevails a fear of freedom. Humanities has become a symbol of freedom.

It is not until one becomes free that one learns to think. Thinking is only feared by the insecure. If one cannot defend his beliefs, it is frightening to be challenged. It is easier for a parent or teacher to force a student to think as he does than to face the possibility that his ideas may be wrong.

If there are people who truly believe that their educational ideas are right and the philosophy behind the Humanities program (freedom) is wrong, why don't these people confront the issues direct-

ly? The Humanities department has become a scapegoat.

Students defend themselves

If a teacher doesn't understand the educational freedom students are seeking, why doesn't he ask a student to explain his position? If a parent is confused about his son's or daughter's "radical" ideas, shouldn't he question his child himself, instead of blaming the lack of communication on teachers who are "putting funny ideas into their students' heads?"

Students are only seeking the right to think. Humanities offers this opportunity to all who seek it.

Whether a Humanities student chooses to speak or remain silent, he cannot help but be prodded by the issues discussed.

The most extraordinary victory of Humanities is that people within the program listen to one another. Whether by speeches, writing, or silent acquiescence, those who participate in the Humanities program have learned to express their opinions. They are not the opinions of their teachers or their parents; they are their own opinions.

It is because students now have their own ideas that those who question the ethical or pragmatic value of a change toward student directed education must begin to question the students rather than their teachers and administrators.

Parents create the system

It is particularly important for parents to begin to listen to their children. The school is run by the community. Students are responsible to teachers, teachers are responsible to administrators, administrators are responsible to the superintendent, the superintendent is responsible to the school board, and the school board is responsible to the community — the parents — the voters.

If parents do not begin to take an interest in the education their children are receiving, the good education in the making may be gone before it gets here.



MARATHON DISCUSSIONS continuing throughout the mornings are a common occurrence in the humanities room.

Fencers Battle Maine, Notre Dame For State

THE STATE TOURNAMENT is one month away, and the Niles East fencing team looks as though it's going to be fighting it out with Maine South and Notre Dame.

Niles West was easy prey for the fencers two weeks ago when the Trojans downed the Indians, 14-4, at home.

Last week, the fencers faced Notre Dame in what could have been a preview of the state championship.

In their first meeting at Niles East, Notre Dame beat the

Trojans in a heartbreaking close contest.

At the end of the regulation 18 bouts, the score was tied, 9-9, but Notre Dame won because they had three less touches against or points against in the meet.

Even more discouraging to the fencers was that they came from behind in the meet from as far as four bouts to tie it up only to lose, 68-65, in touches against.

That loss to Notre Dame was partially due to the fencers'

inexperience with electrical equipment which they had to use in the meet.

But the fencers came back to down Niles West with Al Acker, Tom Phillip, and Rich Waysdorf all going 3-0.

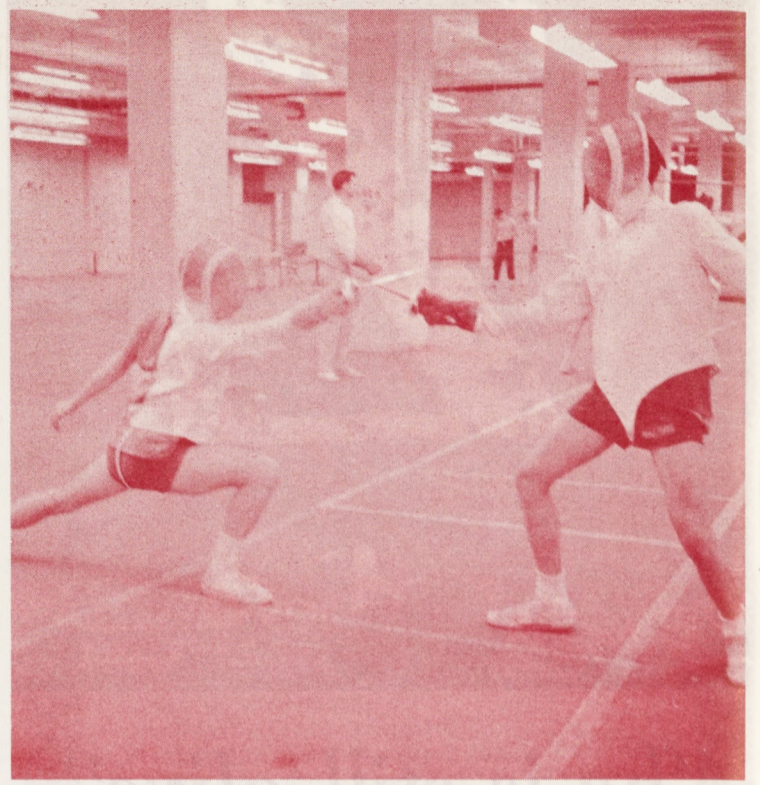
Waysdorf also did exceptionally well in the Notre Dame Invitational held a month ago which featured all the teams in the teams in the state.

Rich went 2-1 as the Trojans took first place in the double elimination tournament by beating Maine South, whom they had lost to earlier in the meet.

After going into the losers bracket with the defeat by Maine South, the fencers had to beat Glenwood, Marshall, and Notre Dame in the semifinals to get the right to face Maine South again.

In their second meeting, the Trojans won, 5-2, and thus distinguished themselves as forerunners for the state championship.

But the fencers have already lost to Maine and Notre Dame in dual meets this season, so the battle for state is still a toss-up.



TOM PHILLIP (left) lunges at Al Acker in recent fencing practice.

Sophomores Bolster Gymnasts Strength

THE NILES EAST GYMNAS-TICS TEAM has had its difficulties lately meeting some tough Suburban League teams. They dropped two to New Trier East and Waukegan before beating Lake Forest in a non-league meet.

However, the sophomore team is not to be overlooked since it was undefeated as a freshman team last year and had kept that streak going this year until losing to Waukegan last week.

The team still has a shot at the Suburban League crown if it can beat Evanston next week and finish strong in the league meet.

Clay Porter, Dave Cypin, and Mike Bielinski are the men who will lead the team if the Trojans win the Suburban League championship.

AGAINST NEW TRIER EAST and Waukegan, the varsity gymnasts were saved from complete

disaster by fine individual performances.

Once again, Al Weiner was a double winner taking the trampoline and free-exercise events against New Trier.

Al has consistently taken first place honors on the trampoline and should be one of the men to beat in the state meet.

At Lake Forest, the Trojans completely dominated the meet taking five of six firsts.

THE GYMNASTS SWEEP the trampoline event with Al Weiner, Gary Michael, and Tom Tripp taking first, second, third respectively.

Weiner and sophomore David Apple teamed up to take one-two on Free-exercise.

On side horse, Al Weinberg hit 7.0 for first place followed by Sandy Gallai, Bruce Epstein, and Jerry Kupfer.

Ken Schiffman, Larry Krause, and Bruce Epstein also won events.

Playoff

End of an Era

by Bruce Wolf

IT BEGAN IN SEPTEMBER OF 1967, and it ended in February of 1970 when Mr. Jim Harkema decided to go on to better things.

In a ten minute assembly for the football players held at 3:15 on February 2, Coach Harkema told his players that he was no longer going to be the Niles East football coach; that he was going to coach at Triton Junior College beginning next fall.

Of course, no one can blame Coach Harkema for wanting to elevate his career, nor can anyone blame Niles East fans for feeling a little blue right now as their coach leaves.

It took Coach Harkema only two years to build up the spirit and confidence of a school and its football team to the point where everyone knew the team could win.

THEN THIS YEAR the Trojans cracked through the awesome powers of the Suburban League finishing third behind Evanston and Oak Park.

They beat tough teams like Proviso East, in the game which was the turning point this season. And they edged by New Trier, 8-7, in probably one of the most exciting games Trojan fans have ever witnessed.

To top off the great year, the Trojans murdered Morton East, 55-0, a fine ending for the man who made Niles East a winner.

Names like Schneider, Tedeschi, Rose, Woolf, and Jungwirth flourished in glory for one great season.

AND THEY DID SO because Coach Harkema built up a team from scratch, harping on fundamentals and instilling spirit.

The spirit which he brought to the team could only be felt by the players themselves.

But the fans also could feel it at times, yelling "Hit!" or "Four, four, four" when the fourth quarter would begin.

Names like Shane, Hartstein, Belue, and Saltarelli will appear next year. Whether they succeed or not will depend on their coaching.

IT'S GOING TO BE A TERRIBLE JOB for Dr. Colver to pick a successor to Coach Harkema.

Coach Harkema lived and died with every play. If somebody made a mistake on the field, he'd let that person know it right in front of a sometimes exasperated crowd.

But the next time that man went in, he didn't make a mistake, and the Trojans had a chance to come out victorious.

The record Coach Harkema had here wasn't spectacular. It was 11-13 over three years. But it was phenomenal compared with past years. Triton Junior College must have known that.

Bears Try Hand at BB-Ball

THE PRIDE AND JOY OF ILLINOIS, the Chicago Bears, enter Niles East's gymnasium Saturday night at 9:00 p.m. to see if they can beat anyone other than the Pittsburgh Steelers.

They'll be facing the Niles East coaches in a basketball game, and if the Bears are smart they won't take this one lightly.

The Trojan coaches presently lead the Skokie Park District Basketball League's "A" division, which is a lot more than the Bears can say for themselves.

Tickets for the contest are \$3.00 for adults and \$2.00 for students.

FEATURED IN THE EVENT will be such greats as Jack

Concannon, who will demonstrate the art of benchwarming, Gale ("Where have all the blockers gone?") Sayers, and Dick Butkus, the Gentle Ben of the Bears.

And if that's not enough, Niles East students may be the last people on earth ever to see Virgil Carter play for the Bears before they trade him to Kansas City for the Chiefs' ninth draft choice next year.

For the Niles East coaches, names such as Jim Harkema,

Sheldon Bassett, Mike Oatley, and Jerry Richardson will appear.

In the past years, the coaches have killed the N-Club in their annual basketball game.

THIS YEAR, for a supposedly better challenge, they've invited the Bears to play them.

Whether or not the game will be close is doubtful, but the Bears will certainly give it the old college try. At least that's what they did all of this season. Played like college boys, that is.

Wolf Predicts Trade

BRUCE WOLF, sports editor of the Nilehilitite and reporter for a great metropolitan newspaper, joined the immortals a couple of weeks ago when he accurately predicted that the Chicago Bears would trade their

top draft choice, in his column, "Bear on Draft."

Wolf will now be enshrined with such greats as Bud Dogle, Irene Hughes, and Dr. Frank Field, all great seers who will go down in history.

Tanksters Hit Winning Streak

CLOSING OUT THEIR REGULAR SEASON SCHEDULE, the Niles East Cods face Forest View at home at 4:30 today

after school.

This Saturday the Suburban League meet will be held followed by State Districts next

week and State Finals the week after that on the 27th and 28th.

The Cods could close out this year in a blaze of glory if they beat Forest View.

After winning only two meets in their first seven outings, they came back to beat East Leyden, and Proviso East.

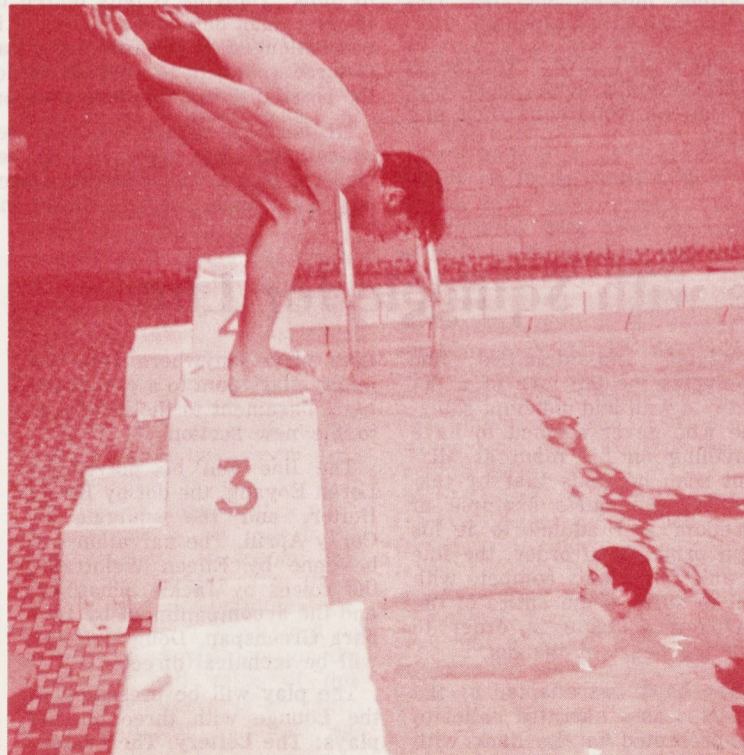
PENDING THE OUTCOME of the Morton East and Lake Forest meets last week, the swimmers could make it six in a row today for the longest winning streak of any Trojan team this year.

In their biggest rout of the year, the Cods killed Proviso East, 69-18, at home on January 30.

The Trojans took nine firsts out of eleven events in the meet, and might have taken another had the last relay not been disqualified.

Nevertheless, the swimmers came through with great performances from John Peterson, the brilliant sophomore, who won both the 200 and 400 yard freestyle events, and from Jim Simon, who took the 50 and 100 yard freestyle events.

Also taking firsts in that meet were Bruce Herman, Frank Schubert, Rick Schubert, and Al Witt.



JIM SIMON gets ready to dive in as he waits for Bruce Herman to touch the edge of the pool.