

Welcome
Back!

Nilehilite

Open
Campus?

Vol. 32, No. 1

NILES EAST HIGH SCHOOL, SKOKIE, ILLINOIS

Friday, September 19, 1969

News Hilites

HOMECOMING PLANS BEGIN

Preparations for this year's homecoming, which will be October 4, 1969, are well under way. The homecoming committee has been busy selling buttons which are now on sale for 25 cents.

Various school organizations and independent groups have made application for floats which will be part of the Parade Panorama preceding the home-

coming games. Floats are now under construction.

Bids are on sale at \$3.50 per couple for the homecoming dance entitled "Out of this World." The dance will take place on Saturday night, October 4, when the homecoming queen will reign. Many junior and senior girls have already turned in their homecoming court applications.

MERIT SCHOLARS NAMED

Jeffrey Alexander, Arnold April, Paul Epton, Bobbe Hirsh, Stuart Leven, Marc Render, Ron Schiff, Shelley Simon, Julian Solway, and Joan Werner have been named as Semifinalists in the National Merit Scholarship Qualifying Test.

To become finalists, semi-finalists must be endorsed by their high school, submit information

about themselves, and do well on the SAT test. They will then be considered for Merit Scholarships. The test is administered by the National Merit Scholarship Corporation, an independent non-profit organization devoted solely to scholarship activities.

National Merit finalists will be announced next April.

TESTS SLATED FOR OCTOBER

Preliminary Scholastic Achievement Test will be given on October 25, at 8:30 a.m. at each of the Niles High Schools. All juniors and seniors are eligible to take this test for a fee of \$1.50.

The test is designed to prepare college-bound students for the many exams they will need to take before being accepted at

a college. Classes meeting seventh and possibly sixth periods will aid students in preparing for the exams.

The American College Testing Programs examination which include problems in English, math, social studies, and natural science, will be given on October 18 for a fee of \$6.

SPECIAL CLASS INTRODUCED

A special education class, conducted by Mrs. Dorothea Boker, has been introduced to Niles East. Specially selected students in these classes are able to participate in a pre-vocational type program.

Mrs. Boker, who has received a Bachelor's degree in psychology and special education, has been working with children

with difficulty learning for five years.

The classes are continuous throughout the day, and students participate in gym, art, and sewing classes. Mrs. Boker said, "We're mainly concerned with the practical aspects of life here. I'm sure this program will be as successful at East as it was elsewhere in the past."

FALL PLAY UNDER WAY

"An Italian Straw Hat" by Eugene Labiche and Marc-Michel, this year's fall play, will be presented on Friday, October 31 and Saturday, November 1 in the Niles East auditorium.

The play is a comedy with songs and centers around the hero who is soon to be married when he unintentionally gets involved with a lady whose rare

Italian straw hat has been eaten by his horse. While trying to replace the hat, he encounters one predicament after another until the situation is finally resolved.

The cast was selected from their performances at tryouts where they were judged on improvisations and sight reading.

TEACHER STUDIES IN GHANA

During the summer, Mr. Everett Colton, social studies teacher, traveled to Ghana. With the American Forum, he studied at the University of Ghana, in a suburb of Accra, the nation's capital.

Mr. Colton chose African Culture and History as a course of study. He was interested in this topic because he felt that it was closely related to the U.S. in terms of American Blacks and their African heritage.

IMPORTANT DATES

September 22
No school - Jewish Holiday
September 27
Home Football Game
VS. Waukegan
October 4
Homecoming
October 18
ACT testing
October 25
PSAT testing



Julian Solway, '70, Joel Feldman, '70, Richard Waysdorf, '71, Randy Paradise, '72, and Laurie Mylorie, '71, study their newly endorsed proposal.



LOITERING AROUND the school building will be alleviated if the open campus policy is adopted.

New Campus Policy Proposed

OPEN CAMPUS, a system accepted by most colleges, but rejected by high schools throughout the nation, may be adopted by Niles East High School. Open campus would enable students to leave school grounds during all periods except major and minor classes, physical education classes, and homeroom period.

Due largely to the efforts of seven students, Joel Feldman, Jan Rubin, Jacque Schaffner, Julian Solway, Richard Waysdorf, Randy Paradise, and Barb Schiffman, student legislature was presented with a proposal for an open campus policy, which they voted to endorse by an overwhelming majority. Dr. Arthur C. Colver was then presented with the proposal, which he believed to be a good one.

Arguments listed in the proposal for an open campus policy

are that it would relieve overcrowding at Niles, allow use of public library facilities, allow study hall rooms to be used for additions to academic classrooms, free teachers from supervisory duties, relieve administrators from time consuming disciplinary action exercised on students who "cut" study halls, relieve the clerical staff from much paper work involved in the pass system, and generally improve student attitude by allowing students new opportunities.

THE PROPOSAL for open campus is still in the preliminary stage, and is now being revised by the student legislature, with the help of Dr. Colver. Upon its completion, the proposal will be submitted to the student body for approval.

If the proposal for an open campus system is approved by

the student body, the proposal would then be submitted to Dr. Charles Szuberla, the Board of Education, and various other community groups for discussion and possible acceptance.

An alternative to the open campus proposal would be to introduce additional study facilities and increase available courses and extracurricular activities to alleviate students' boredom due to study halls.

STUDENT LEGISLATURE has proved to the students of Niles East that it is going to take an active role in the improvement of the school. Joel Feldman, an active member of the legislature, said that the new student government does not want to only react to students demands, but also wants to begin reaction among students.

The Nilehilite expresses regret over the loss of Senator Everett Dirksen, a great statesman.

All Men Are Equal!

by Les Farber

Americans have been endeavoring to change this statement since it was written almost 200 years ago. Unfortunately people don't take equality for its face value. Some are more equal than others. Respect is a part of equality. It is my premise that respect must be earned and it is a quality that does not automatically appear when a person reaches a certain age.

It appears to me that teenagers are looked down on and are not considered as worthwhile or "good" as adults. Much of this putting down of the teenagers is done over such petty things as hair, clothes, or language. It is the right of any individual to do as he pleases as long as he does not infringe on another's rights. Many are repulsed by the hair and clothes and are either uninformed or just plain jealous. It is inconceivable that these people can concern themselves so greatly with such trivia when there is the ridiculous war in Viet Nam,

racism, and thousands starving to death. These are America's hypocrites!

I am sick of hearing the terms "generation" and "communication" gap. These terms are created as a poor excuse for the inequality between: parent-teenager, teacher-student, and adult-teenager. Who creates this inequality—those in authority, those with the power to force their ways. It is everywhere one looks: work, home, school, restaurants, movies, and even on the street.

The best place for this equality to begin is in the schools. Students are made to feel inferior and are brainwashed to believe what the teacher says is always right. This must end! Not only must the small things such as separate cafeteria, lounge, and desk, change, but the teacher must become part of the class. Only in this way can the teacher serve as a guiding light, and help give the student a desire and love for learning.

Student Body Urged To Voice Opinions

With the first issue of the Nilehilite, the newspaper staff would like to emphasize the fact that all students, faculty, and administration are welcome to voice their opinions in the paper.

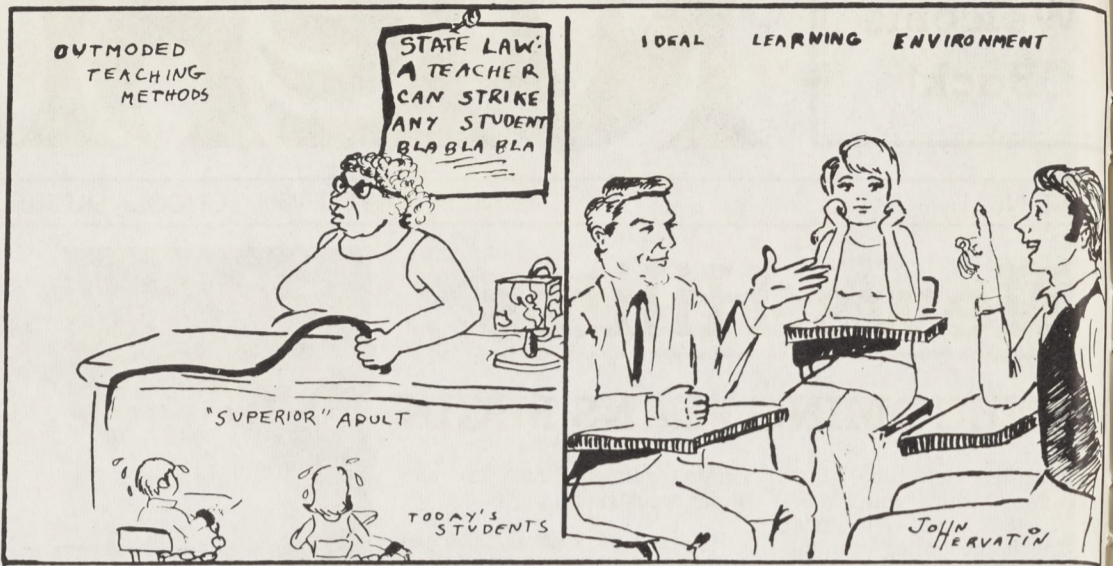
The Nilehilite is written for YOU, and cannot exist without the support of everyone involved at Niles East. All viewpoints, personal essays, creative writings, and general articles will be considered for publication.

It is the Nilehilite's hope that the paper can represent all aspects of current student issues and thoughts. No discrimination or bias will be used in publishing material.

If there is anything published in this issue of the Nilehilite that you agree or disagree with, feel free to express your convictions in response.

Breaking from past years, our hope is that the paper can attain a wider span of viewpoints than just those limited to the newspaper staff.

All material written and preferably typewritten can be submitted to Room 124 or any of the staff members of the Nilehilite. The editors are Lisa Grossman, '70, Marcy Ellis, '71, Jan Migdow, '70, and Bruce Wolf, '71. A Nilehilite suggestion-article box will be set up in the main office for the convenience of the student body.



Personal Essay

The Horror and Ecstasy of School

by Dave Ingersoll

Schools are for learning. Learning is changing and education is the method that changes the student. Schools, as they now exist, are for preventing any significant change. There is a requirement and a need for children to be made like their parents. The American society, as in most, feels the need to perpetuate itself with as few changes as possible. Change is life; without change there can be no progress, only regression.

The purpose of schools, now, is to make a changeable, five-year-old human being's capacity to change, or his learning ability, as low as possible. Reliable, predictable people-atoms are needed in present-day society—not thinking, learning, changing human beings.

Schools are in an extremely pitiful state. This should be obvious to all, for you attend one. Schools are the technique used by society to perpetuate itself for better or for, really, worse. For societies can only decay and crumble without change.

Schools center an almost absolute power in the hands of four men. These men control the vast majority of your lifestyle while in school. There is a caste system prevalent with the administration on top, followed by teachers, then students. Schools propound irrelevant and meaningless facts. They dehumanize students on all

levels with a system of fixed schedulings and mass instruction.

Great pressure is exerted on those who fail to attend school regularly. The administrative leaders propagate the idea that one cannot learn if one does not make it to school, when, in reality a decidedly negative, non-learning experience is usually occurring in schools. Schools force students to trod down their paths by actual punishments.

Uniqueness is not needed or wanted in these societies. Acquisition of material objects or symbols starts early with ribbons, awards, pins, trophies, honor rolls, and good grades. Students are taught to honor and revere these symbols and they certainly do.

I do not wish to sound overly pessimistic. Schools are improving; individual teachers are making attempts. But it is not nearly enough when schools are thought, by many, to be boring when real learning has the opposite effect. It stimulates, ecstasy, and causes ecstasy. In fact, nothing is quite right about the way this school is organized.

Schools could produce a euphoric state rather than a mentally sick one. Schools could be for learning rather than to prevent learning. Learning is an ecstatic experience, education allows man to achieve moments

of ecstasy. Learning then becomes rewarding for its own sake.

Schools could be so different. They could "teach" about people for people. People could learn about uniqueness rather than competition. They could "teach" love instead of hate. People could learn to share rather than to acquire. They could "teach" man to achieve unity instead of fragmentation. People could learn to be calm rather than paranoid. They could "teach" feeling instead of just rational logic. People could learn awareness of emotional, mental, and bodily states and through them increased empathy. People could learn how to learn.

Schools could provide for the constantly changing technology of tomorrow. Schools could "teach" the basic skills and knowledge of present culture joyfully and much, much faster. Schools could "teach" people how to change, and how to accept change, non-violently.

Schools must teach that all is tentative and subject to change; nothing is so sacred that it must be perpetuated. Change is life. Death and destruction is the outcome of resisting change.

Learning should be a constant experience—24 hours a day. Learning should be a life-long pursuit for everyone, for learning is life's ultimate purpose.

Open Campus Issue Probed

by Roz Berick

Con

The Student Legislature has been having a discussion for allowing an open campus to be a part of our Niles East program. An open campus would allow students to leave school during free periods and have the cafeteria open all day. The students, of course would be responsible to report to their scheduled classes.

I am opposed to a completely open campus because a majority of us have not shown enough maturity to handle the responsibility of an open campus at our school. As a result, there would be serious distractions and interferences with the educational program.

As a starter, I would like to see a modified version of an open campus. If we demonstrate our ability to handle some extra privileges, the administration may agree to grant still more. In this way, all of us as a group would become better able to handle completely open campus. Some extra pri-

viliges would include being able to sit around the school grounds in areas other than Mulford St. and the courtyard, and being able to have an open cafeteria, as long as it's kept clean before and after lunch periods.

By allowing these privileges, it would not be necessary for us to leave the school grounds to eat at Bays or roam around Downtown Skokie.

If you agree with me in part or total, come to the next meeting of the Student Legislature in the auditorium 6A, or leave your name and homeroom, for me in room 244.

Ed. Note: Open Campus, which would enable a student to leave school grounds except during major or minor classes, has been endorsed by the Student Legislature and now must be voted upon by the student body.

The next step after student approval, would be to submit the plan to the Board of Education and other community groups for discussion and possible acceptance.

by Marc Render

Pro

To initiate a change in the student's daily life, open campus must have merits to make it worth the trouble. I think the open campus plan has advantages for every faction of the school — administration, teaching staff, and student body.

Let's consider the plan to mean that students are required to be in school only when they have classes or homeroom. For the administration, this means fewer periods to "track" students, and consequently, less paperwork because the plan solves many discipline problems. For instance, students who find the need to smoke could go outside the school grounds instead of using the washrooms. Since cutting study hall and leaving school are eliminated as crimes, there are fewer rules one can break. In general, it changes the atmosphere of the school from that of a prison, complete with security

guards, to an institution devoted to learning.

For teachers, open campus means an end to babysitting a study hall. If the plan were coupled with a necessary simplification of attendance procedures, it would eliminate much of the time wasted at the beginning of a class period. A teacher could use his hard earned talents for what they were intended — teaching.

But of all three, the student stands to benefit the most. Since that's whom schools are for, he merits the main consideration. The student gains from all the advantages. If an administrator is not looked at as a warden or one who punishes, the student benefits from this new rapport. If a teacher can spend more time teaching, the student directly benefits. In general, the whole atmosphere for education would be improved.

For a large percentage of the student population, open campus is in effect now. The student who abides by the rules is the one who suffers. For the benefit of all students and high

schools, the Niles Township schools should adopt open campus.

Nilehilite

Published bi-weekly during the school year by the students of Niles Township High School East, Lincoln and Nile Avenues, Skokie, Illinois. 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. 1 Friday, Sept. 19, 1969

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Draft Counseling Expands

"If a registrant or any person concerned fails to claim and exercise any right, or privilege within the required time, he shall be deemed to have waived the right or privilege." The above statement from the army regulations handbook indirectly demonstrates the theory behind draft counseling: how may a man exercise his rights if he does not know what those rights are?

Draft counseling, though not a new profession, has rapidly expanded, paralleling the increased opposition to the war in Viet Nam. Throughout the city, renovated store fronts have put out signs and begun work as draft information centers.

Before these centers were established, their personnel were required to train and apprentice as draft counselors. The most experienced counselors train the beginners.

To become a draft counselor one must read a variety of books. Detailed information explains classifications, exemptions and deferments. Besides this vast amount of reading, a counselor must be familiar with all draft information forms in order to be able to assist any counselee in filing.

Stimulation, Not Force

The importance of draft counseling goes beyond what the average individual imagines. Counselors are not trained to force their ideas about the draft

upon others. On the contrary, "a good counselor will try to stimulate you to do your own thinking — to consider all the choices, not just the most obvious or popular ones, and to make decisions on the basis of your own long-range interests and beliefs and values by which you live." (quote Guide to the Draft)

At the Evanston Peace Center a weekly schedule of draft counseling hours has been established. The center employs about ten volunteer counselors.

The center achieves importance due to the wide range of information it handles. Besides owning a copy of the Selective Service Law Report (two volumes, each four or five inches thick), the center has a complete up-to-date file of all memorandums. These memorandums are important in that they are generally issued by local, state or national directors and they establish policy for granting deferments and exemptions.

Skokie Center Proposed

A draft information center may soon be established in Skokie. During the summer, Marty Chalfie, a Skokie resident and a Harvard graduate, decided that the community needed a draft information center. With several high school students, he formed a steering committee.

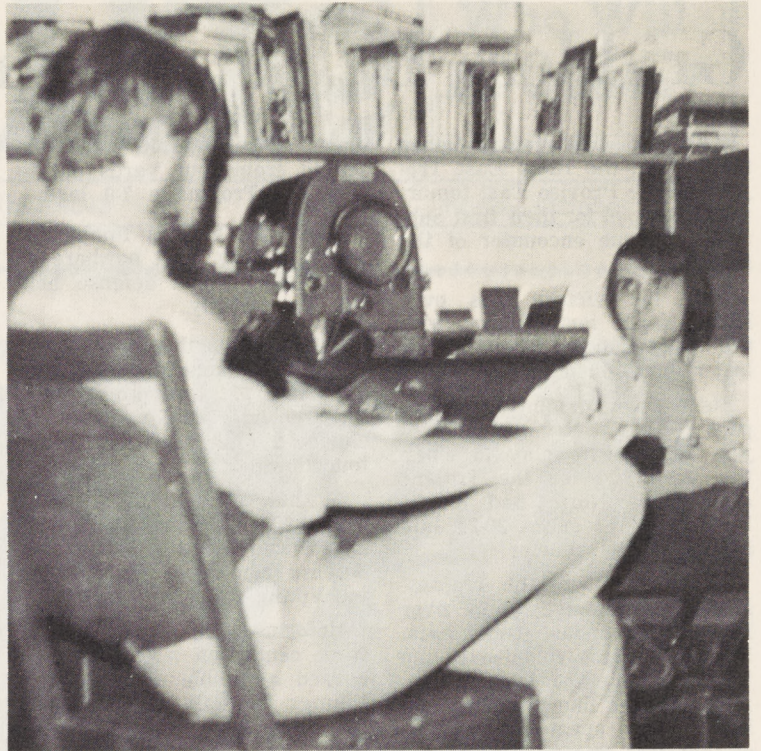
Over a period of several weeks a group of high school students, college students, and adults ranging from ex-political

candidates to housewives to rabbis and priests was formed to train as counselors. The group has begun training and is now seeking a center from which it can disperse information.

In the meantime, the closest available draft information can be obtained from a school counselor. Mr. Grossman, in particular, has tried to keep up to date on draft information. Since there is no school policy statement concerning draft counseling, Mr. Grossman expressed doubt as to how far his counseling should go. He feels that the only person he could refer a counselee to for information about the draft would be a lawyer.

Though school counselors do not have the necessary information to answer every questions, they side neither with the army recruiters nor the draft dodgers and will discuss any draft-related problems.

Complex problems may require particularly detailed information. For instance, how many people know that under the Military Selective Service Act of 1967 a man classified IIS (college deferment) can never receive a III-A (fatherhood deferment)?



DRAFT COUNSELORS, Peter Burr and Phil Zweifel, at the Evanston Peace Center discuss the complexities of a recent case.

For Further Draft Information Contact
Jan Rubin OR 6-1072 - Janet Migdow OR 5-4898
Evanston Peace Center 475-2260

American Dream Lives

JACKIE SCHAFFNER '71, wanted to act. So she went to Nancy Becker who rummaged around and found three Edward Albee plays and a group of willing actors. In this incredible way *The American Dream* was begun.

The American Dream (which was finally picked instead of *Sandbox* or *The Zoo Story*) is concerned with Mommy and Daddy (Nancy Becker '69 and Corky April '70) who are trying to get satisfaction from Mrs. Barker (Cindy Ellis '69, a volunteer orphanage worker, who is trying in turn to get satisfaction for the duration of the play, at least) from Daddy. The plot really thickens when the American Dream (Gary Covitt '70, a gorgeous but emotionless male, enters the scene to try to get satisfaction in his own way from anyone he can. His goal is money. And Grandma (Jackie Schaffner) is just an old person who sees through everyone and everything and cuts out in time to get her satisfaction: the only real satisfaction in the whole play.

Finding the people for this adventure and getting everyone to work was the easiest part of the whole project according to Nancy Becker. After Nancy got more than enough people for the show, she called in Leon Natker '70 to cast and direct it. Tryouts were held, and parts were cast for this and the two other plays, *Sandbox* and *The Zoo Story*. These two shows, though, haven't gotten off the ground yet.

THE GROUP got together a few nights a week at their homes to rehearse. Originally, they never dreamed of putting on a performance. But everyone got caught up in the excitement of acting and the play developed. All the cast members thought it was "surprising to get everyone to stay in (the production) all summer long." But the entire cast would get together to decide how each part

should be played rather than having one person make the decision. This held them together because the entire group was "pleased to do something our way instead of being told what to do," Corky said.

Friday, September 5, the cast put on a performance in Room 226 at Niles East. According to the performers this was by far their best show. Corky felt that "what helped a lot was the great audience response." Friday night they staged another show at the Skokie Public Library and the following Tuesday still another showing was presented in the Niles East Humanities room (226). The show will not be lost to the ages, though, because Mr. John Palm (English teacher), who is a friend of the group, thought the play was so good, he video-taped Tuesday's performance. It will be retained in East's library for future generations.

Theatre Games Enrich Education

LAST SPRING, when students and teachers were deciding how they would handle the coming year's humanities program, theatre games were chosen for the opening weeks of school.

The humanities program is only three years old. It is a new idea at East, and probably in the country.

In a large room, almost seventy students, classified as honors, regulars and basics, greasers, hippies and collegiates and other tags accumulated in twelve years of schooling, attempt to know each other as human beings and work together as a whole. This idea takes some breaking down of barriers. It was hoped that the theatre games would break the

ice, start things moving, and form a bond between the people in the class.

The concept of theatre games is not the same as that of sensitivity training or group therapy. Deep relationships are not necessarily formed, and individual psyches are not deeply probed. One purpose of the games is to let people forget their inhibitions and relax. By freeing people in this way, theatre games attempt to re-teach the art of communication.

MEL SPEIGEL was the big bearded man who led the class in theatre games September 10, 11 and 12.

The first game on the first day was swat-tag, a child's game involving tag with a cloth

club. The rest of the time was taken up in less familiar group activities; walking in slow motion "mirroring" a partner, listening, touching, and talking jibberish.

The games are still being played as this article is being written, and it is difficult at this time to evaluate their effect. Most of the response is enthusiastic. The people in humanities seem especially affected by touching and making contact with people. Inexplicable smiles are appearing on faces throughout the senior class.

Some have expressed the highest goal of the games: really seeing another person for a moment, really losing oneself to the group.

Barbarism Lurks In Assemblies

by Rona Bass

Pep, that wonderful soma for school day doldrums, has finally become an uncontrollable emotion. Physical effervescence and strong enthusiasm are entirely pleasant and healthy as spirit-lifters on a football field,

basketball court, and baseball diamond. But vicious hysteria, as exhibited at our first pep assembly of the year, is a potent weapon more like a self-destructive Bacchanalian rite than the normal cheering, yelling, whistling, swearing, and hooting.

Indeed, the hit-hit-hit cheers are now blood thirsty screams echoing from 1984. It is no longer important for us to win a game because of school pride, awards, and recognition; it is a requirement that we hate our opponents on the field. Forced passion in the grandstands is an absurd overflow of noise. On the field, such dionysian screams as "what do we eat? Indian meat!" are as loud and indistinguishable as a victory cheer or swearing, both of which are harmless, adolescent, and spontaneous.

At such pep assemblies, our yelling is turned on and off by some faculty member at the microphone. "Now, you'll be able to do all the cheering and screaming you want to in a minute, but keep it down right now!" is a typical authority-granted control device. The hit-hit-hit contest (with practice sessions) between class levels is a controlled hate-session, and ridiculous.

This is not a new thing. Drunken women, known as Bacchantes, used to go out and tear a man to pieces and carry his head on a stake, in religious frenzy. This is how they worshipped Dionysus, the god of wine. We do the same thing, in essence, when we scream three times in the name of the holy Trojan doll. Three years ago, Steve Ornstein and Chuck Dribin did the same thing with their famous (but un-original) "Slowly I turned, and step by step . . ." routine against Morton East. However, there are three thousand years between Dionysus and Coach Nick Oddivak.

The people in charge of the pep assemblies ought to closely examine their motives and desires. They ought to decide whether it is really a good idea to generate so much false hate in over two thousand individuals at one time. Assembly attendance decreases as the year goes on because it has gotten to the point where cheerleaders are ridiculed for displaying genuine school spirit, and even that is strictly regimented. Pep assemblies are not pleasant or fun anymore; they are vicious and unhealthy exhibitions of someone else's overenthusiasm.



Gridders Defeat Vikings, 27-20, Tackle Proviso Next

With one big victory under their belts, the Niles East Trojans invade Proviso East tomorrow afternoon for their first Suburban League encounter of the season.

That big victory was over Niles North last Friday with the Trojans coming up with a last minute touchdown to win it.

Steve Orloff caught a 24 yard pass from Pete Jungwirth with just 1:53 left to play to cinch the win 27-20 for the Trojans after Niles North had fought back to tie the game, 20-20, late in the fourth quarter.

The victory was the Trojans' second successive win over North in the last two years. Last year, Troy rolled over the Vikings, 29-6, and last Friday, it first looked like there was going to be a repeat performance of that feat this year when the Trojans went out to an early 14-0 lead.

Steve Rose started the scoring by capping off the opening

drive of the game when he scored from four yards out to give the Trojans a 7-0 lead.

When the Vikings finally got the ball, they went nowhere as the tough Trojan defense held the line tightly.

Chris Short, the favorite receiver of Jungwirth, gave the Trojans a 14-0 lead minutes into the second quarter when he caught a nine yard pass for a touchdown.

At that point in the game, it looked like the Trojans were going to run away with it. The defense remained strong, holding Viking gains to a minimum.

Unfortunately, a bad snap from center on a Trojan punt caused a fumble and gave the Vikings the ball on the Trojan two yard line.

From there, it was easy for the Vikings to score and they came out at halftime still in the game, 14-6.

However, the Trojans bounced

back when Bob Woolf helped to extend the lead early in the third period when he ran back a punt for 36 yards and set up a touchdown.

But North came back with a touchdown and a two point conversion to make the score 20-14 at the end of the third quarter.

In the fourth quarter, Pat Keefe, a North receiver, caught a pass, broke two tackles, and ended up on the Trojan five yard line. The gain on the play was 65 yards, and an inspired Viking team went on to score a touchdown with just 6:15 to go.

But they missed the extra-point conversion, and so the score was tied with the clock tickling away and the Trojans trying to march to the goal line.

On their last drive of the game, the Trojans made three very crucial and close first downs to advance the ball deep into Viking territory and that set up the winning touchdown.



STEVE ROSE (43), drives through the line for a big gain.

Cheerleaders Sport New Look

The varsity cheerleaders have a new look this year. They are now part of the boys' physical education department. They also have a new sponsor, Mrs. Lois Just, the public speaking teacher. To top it off, they spent part of their summer learning exactly what their jobs include.

The new varsity cheerleading squad includes seniors Sharon Levit, Jill Rice, and Ilyse Powell. Juniors on the squad are Shelley Singer, Sue Buckman, Candy Tesnow, Sue Karlson,

Donna Epton, Sue Mueller, and Milena Orloff.

Captain Sharon Levit discussed the girls' summer activities. "We attended a five-day clinic sponsored by the International Cheerleading Foundation at the University of Illinois campus, Champaign-Urbana. The program taught a completely new style of cheering. We learned seven new cheers, several new sideline cheers, and some pompom routines. They also taught us how to incorpor-

ate some tumbling into our Cheers."

At the clinic, the girls organized a pep assembly of their own in which the girls from Niles East were almost totally responsible for the first place position of the group. They'll have a hand in planning assemblies for the Trojans this year. The girls also captured a first place award for improving their repertoire the most. In competition, the Niles East cheerleaders placed ninth out of 35 cheerleading squads.

Playoff Unsuccessful Effort

by Bruce Wolf

EVERY YEAR at this time, the students of Niles East are reminded that it is their duty to support their Trojans.

Unfortunately for the Trojans, which includes the players, coaches, and administrators, the students don't particularly care about supporting the team, and consequently the administration is faced with the age old problem of "How do we get the fans into the stands?"

One possible way of trying to get a good turnout at the gate would be to do what the pros do. For example, the Chicago White Sox spent huge sums of money into buying new turf, pretty girls, fancy restaurants, new uniforms, and other features in order to attract fans to White Sox Park. However, the Sox were missing one special ingredient that would make the fans come out. That was, naturally, a good ball club.

NOT EVEN if they gave away free tickets, as they once did, could the Sox fill the park. Their experiment with gimmicks was a failure.

So what does the high school do? Well, first of all, high schools don't have the kind of money that professional teams have to spend on extra added attractions. But they do have one ace in the hole.

That trump card that high schools have is what is commonly called a pep assembly. By bringing all the students together in one mass, at a pep rally, the high school administration believes that it can boost attendance at its sporting events.

And boost it does. Unfortunately, the effect of the pep assembly wears off after about a week or so, and then the school is faced with the same problem it started with because the fans don't show up at the gate.

So in total respect, the pep assemblies are failures, unless, of course, the school is blessed with a winning team. And if the team wins, it doesn't need the aid of pep assemblies to bring the fans out.

BY NOW, the Chicago White Sox should have learned that their investments this year were futile ones and that they should try some other course. Namely, they should trade for better players and offer more lucrative salaries.

By the same token, Niles East should abandon the use of their unsuccessful pep rally. Unfortunately, the Trojans can't make trades or even pay salaries.

About the only hope for Troy is to have a winning team. Luckily, we've probably got one on our hands right now with the Trojan football team. Last week's victory against North was one of the most exciting and splendid victories to come Troy's way in a long time. It should bring the fans out from their hiding.

Cubbies Pined, Seals Resigned

For those students who get all of their sports info from the NILEHILITE Sports page, and therefore missed what was happening in Chicago sports this summer, the following is a quick recap of the summer's events.

First of all, the Chicago Cubs, piloted by Leo (How 'bout another Schlitz fellas) Durocher, were riding high in first place in the National League's Eastern Division, when lo and behold, the New York Mets came up from behind to capture the number one spot. This may have awed the Bleacher Bums, but the Cubs still have time to win it.

Meanwhile, back on the South side the Chicago White Sox were playing baseball, too, although

not too many people noticed. The Sox were engaged in a battle royal for third place in their division with the tough California Angels, the hard-hitting Seattle Pilots, and the powerful Kansas City Royals.

And in football, the Chicago Bears lost their top flight guard, George Seals, over a salary dispute, but the Bears should be getting him back. Without big George, the Bears had a fair exhibition season but didn't look very promising.

Another team that didn't look too promising was the Chicago Black Hawks. Over the summer, the Hawks didn't get a chance to play any games, but they did find time to hike their ticket prices. The most expensive seat in the Chicago Stadium

is now \$8, whereas B.B.H. (Before Bobby Hull), the price of tickets was much less.

Furthermore, the Hawks haven't come to terms with the Golden Jets' soaring pay demand, but they probably will if they want to keep the ticket prices up.

The other team that plays in the stadium the one that doesn't ask for too much money at the gate, the Chicago Bulls, also made news this summer. The Bulls acquired Philadelphia 76er, Chet Walker, in exchange for Jimmy Washington. This deal should help the Bulls, and who knows, maybe they'll make the playoffs this year. Maybe the Hawks will make it too. And if we're real lucky, the Cubs and Bears will make it.

Niles East Fall Sports Schedule

SL Football Schedule

Sept. 20—Proviso East	Away
Sept. 27—Waukegan	Home
Oct. 4—New Trier East	Home
Oct. 11—Highland Park	Away
Oct. 18—Evanston	Away
Oct. 25—Oak Park	Home
Nov. 1—Morton East	Away

Cross-Country Schedule

Sept. 19—New Trier East	Oct. 10—Highland Park
Sept. 26—Waukegan	Oct. 14—Oak Park
Oct. 1—Lake Forest	Oct. 18—Suburban League
Oct. 3—Evanston	Oct. 20—Morton East
Oct. 4—Niles East Invitational	Oct. 21—State District
Oct. 7—Proviso East	Oct. 25—State Regionals
Nov. 1—State Finals	