

# BULL-SHEET

## SPECIAL CHRISTMAS ISSUE

Beheld, a principal shall conceive and present a concept, and shall call its name patriotism. Jake 7:14

For unto us a concept is born, unto us an idea is given: and the teachers shall ride upon its shoulders; and its name shall be called Patriotism, Nationalism, the mighty American thought, the everlasting symbol, the price of peace(is too high). Jake 9:6

In those days, a decree went out from McDonald that all the schools should be enrolled: And this was the first purge, when Buckley Jr. was the God of the administration. And all true patriots went to be categorized, each by his own prints. And Paul also went up from his office, from the district of Bosse, to the office of the commissioner, which is called the school board, because he was a good American, to be registered with Al, his cohort, who had an idea. And while they were there, the time came for deliverance. And Al gave birth to his first great concept, and placed it in the administration's newspaper (which is called the Fool's Smear-it), because there was no room in the Bull-Sheet.

And there were in that region hardhats, keeping watch over the students by night (and day). And a dupe from the office appeared to them, and the glory of the conservatives shown around them, and they were afraid. But the messenger said unto them, "Be not afraid, for I bring good tidings of a great joy, which shall be to all the good patriots; for unto you a flag is raised this day on the grounds of Bosse, and this shall be a sign unto you: you will find the flag worshipped by right-

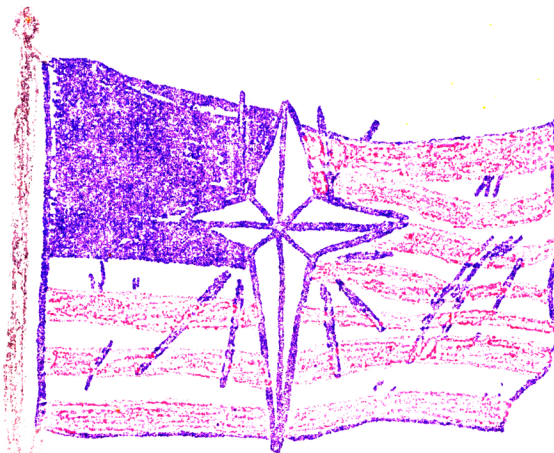
wingers, and flying on a flagpole." And suddenly there was with the dupe a multitude of the administrators' puppets, praising Paul and saying,

"Glory to Paul in the highest,

And from Al, clamps, restrictions on students."

And when the dupes had gone away from them to the office, the hardhats said to one another, "Let us go and see this thing that has happened, that Paul has made known to us." So they hurried outside the building, and found a large gathering of straights. And when they told the group what the dupe had revealed to them, all who heard it were amazed; and fell down to worship the flag.

Soon after, the local radicals came to Al and asked, "Where is this flag which is so highly revered? We have come to worship it". So Al called a special meeting of the group, and said unto them: "Go, and decide upon your beliefs. And when you have agreed upon them, come back and we will establish a Student Cabinet." But the radicals were warned in a rumor that the Administration would not give up any of its power, and sought more effective methods of achieving their ends.



"THE STAR OF BOSSE" Al

## Christmas Fund a Success

Last Friday, the Bull-Sheet staff attempted to collect funds for a family on the West Side who appealed to a local church for money. The family, in need of food and clothing, requested Christmas presents for the eight children.

Nearly \$16 dollars were collected by Friday afternoon. The Bull-Sheet staff sincerely appreciates the generosity of all those who helped this family enjoy this Christmas. We also would like to thank the Ideal milk company for the donation of the milk cartons we used for collection boxes.

In the spirit of Christmas, we forgive those who doubted our sincerity and who thought the money was to help pay for our mimeograph. We also forgive Mr. Jennings for refusing us permission to collect at school.

\* \* \* \* \*

## Music Land

Hello There,

My name is Brad Martin Anderson. I am looking for a real good Lead Guitar Player and also a real good Bass Guitar Player.

I am interested in getting a hard rock band started. Without the lead and bass guitar it will be kind of hard for me to get a group started. I am asking that they either be a junior or senior in high school, any college student, or anyone out of school, but don't forget that you must be real good.

If you are interested, or you know of someone that is interested, please contact me at:

837 Prosperity Ave.  
Evansville 47713  
or call 424-1355

Thank you

\* \* \* \*

## Letter

As I was standing with my woman in front of her locker one early morning, what did my eyes see but a tall, gay and shining man with a smile as wide as a blimp approach us. After reaching his

destination, he pondered awhile, and then very fashionably said, "How about moving into your homerooms!"

So at the sound of this I very calmly, but gracefully turned toward him and replied, "Why?"

They to my surprise he blurted out, "Now, quit that loving in the halls, and get in your homerooms." With steam slowly erupting from me, I casually turned with my woman and walked off, leaving the executioner stranded.

After getting a drink we returned to the scene of the crime, but to my surprise as I approached it, both sides of the halls were lined up and down with "lovers". Then I asked myself a question. "Why were we the only ones accused of this great crime?"

When I'm standing out in the halls talking to my woman, I feel that I have the right to be there, since the school has set up a five minute break and a ten minute break to get into your homeroom, and if I get there early but am in my seat when the bell rings, then I have the right.

Then I am asking, "Should teachers be allowed to make you get in your homeroom early? So if you are ever approached and told to get in your homeroom, take my advice, Don't do it. Teachers have enough power already.

S.L.

## Joy to the World

Joy to the World

Is what we wish it could be,  
But Wars, Riots, and Hate is all that we can see.

People start WARS with a thing called a Gun,  
And we have to fight a war that is never won.  
Then a RIOT breaks out in Protest of WARS,  
People get shot and bricks hit cars.  
And all over the world there's a thing called HATE.

That needs to be changed before it's too late.  
It's up to you, to make this change,  
Which seems to be, out of range.  
But if you try and if you pray,  
Peace, Love, and Joy will come some day!

More Power To Peace  
Brother Brad Martin  
Anderson



## AUTHOR FAVORS NON-COMPULSORY ATTENDANCE

For a long while, I have felt that compulsory attendance in high school was necessary. However, recently I have come to question the whole structure of the system. What is the use of taking a course for a full semester--being in class every day--when one already understands the class itself? Why, if one is able to grasp the fundamentals of Algebra, should a person be forced to sit through a class and have his knowledge reiterated by a teacher?

Let us take a class of 30, say for example an Algebra III class. Under a non-compulsory attendance method, probably 10 would never need to come to class, except for testing. The current math books provide answers to odd numbered problems, so an adept student can study on his own, and is able to check his own work. This, in the class, 20 are left. Possibly, another 7 or more might only come if something difficult is encountered. So only 13 or so are left to be taught. In an hour, a good teacher would be able to instruct 13 pupils far better than 30. This would provide for a much closer teacher-student relationship.

Of course, there is always the case of the student who cannot understand, but won't attend classes anyway. Therefore, a grade requirement of 2.5 (B-) should be necessary. This is not an average; any class in which the student attains this score, he may have the option to attend.

Freshman should be compelled to attend class for the first 6 weeks of school. For upperclassmen, the average of the last semester should determine the first 6 weeks of a semester.

Naturally, classes such as Phys. Ed. would not be able to function under this system. However, the Phys. Ed. requirement should be dropped as has been said before--and if a student registers in that class, he should feel responsible to attend. If he doesn't, he should drop the course or accept his grade.

In addition, courses should be "drop-able" at any time. This, of course, eliminates failures, since failing students would withdraw at the last minute. But all this will do is remove the technicality of the failure. The credit still would not be given, and nothing would be gained except this: the teacher would have one less student to teach, and the student would not have to attend class.

Also, in classes like Marching Band, students could drop the course after the football season. True, no credit would be given--but if a student is only in school to earn his credits, he deserves to suffer through these courses.

Another objection from teachers is that pop quizzes could not be given, since tests would have to be announced. However, what is the purpose of a pop quiz? To see how many pupils read the lesson, and that's it. But the unfairness is that a deadline should not be set on learning, except as the present system calls for, namely 6 weeks. If one student learns it all the night before the test, so that both know the same things, is the first student any smarter? Thus, quizzes are grossly unfair, since they test only what is known at that moment. That kind of testing does not encourage students to review unlearned material--if they fail the test, it's over. Under a "one-test" system, students would have 6 weeks to learn the material, and could learn at their own rate.

Finally, semester exams should be given in all classes. Semester grades should be determined by this basis, not by a compilation of the three 6 weeks' grades. These grades should serve only as a basis for deciding who should have the option.

The semester test should be of the following form: Everyone takes the first test; those who are satisfied with their grades need not continue. Anyone who wishes may retake another test of equal nature, affording a chance for the student to study parts he missed the first time. Anyone taking this test forfeits his first grade and takes the second.

Why this 2-test symethod? If a student has forgotten a lot of material, and fails the first test, he will go back and relearn it; if he passes it, this will show he has learned the material, which is the goal of the school anyway.

A summary of this is as follows:

- (1) The Phys. Ed. requirement should be dropped.
- (2) Teachers must announce test dates in advance.
- (3) Compulsory attendance should be dropped for all "B-" (2.5) students, based on the latest 6-weeks' grade.
- (4) Courses should be able to be dropped

(Cont.)

at any time

- (5) No set number of classes should be required for participation in activities.
- (6) Pop quizzes should not affect 6-weeks grades, but should only serve as an indicator of current understanding.
- (7) Exams should be given to determine 6-week grades, with re-take options as above. Likewise, semester grades should be determined by final exams and not by compilation of other grades.

These changes should provide a far more conducive atmosphere for learning.

LGW

(The preceding are the views of the author and do not necessarily represent the entire staff.)

#### STUDENT COUNCIL A FARCE

Student Council is, by even a kind observer, a farce. The representatives in general have no obligation to the students and therefore feel no responsibility to the average student.

Especially guilty are the senior members of the Council. Knowing full well that they have no "next election" to face, they play a small part in the efficiency of the body. (To their credit a few are doing a good job; these people know who they are.) Their homerooms are not represented; it appears that the only reason these students are on the Council is to get something else under their name in the yearbook.

Too, the Council is apparently preoccupied with such matters as a Christmas mailbox, or debating whether or not to proclaim a TOLLO Day. When a group of Seniors from outside the body introduced several new bills suggesting reforms around Bosse, there were repeated complaints of overwork.

This brings us to a question-what is the chief purpose of the Council? Is it an elite group who are in charge of dances and other school activities, or is it a representative board for student opinions? One of the chief reasons that this paper came into existence is that the students have no place to sound their complaints. Should this not be the primary concern of the Council?

If we are in general agreement that the general purpose of the Council is to serve as the students' voice in school affairs, then we must find a way to make it more effective to that end. (If one feels this is not the groups' prime function, then I am at a loss as to the reason for its existence.)

"And that the elected might never form to themselves an intent separate from the electors, prudence will point out the propriety of having elections often. On this depends the strength and happiness of the governed."

The words are of one of America's founders, Thomas Paine, in a pamphlet entitled Common Sense. It seems to me that a bit of common sense on Bosse's part would show a need to change our present system as follows:

- (1) Representatives should be elected every six weeks, directly after report cards are issued.
- (2) In each home room, all interested persons should apply with the homeroom teacher.
- (3) No grade or conduct requirement should exist-this is merely a method of the teachers to build the Council around their own specifications, and of the elite students to protect their position.
- (4) The current office-holder in a given homeroom should be required to state his attendance record if he is seeking re-election, and each candidate should be allowed to state his qualifications.
- (5) At-large representatives should serve for 12 weeks, being elected as they are now.
- (6) Student Council officers should serve for a full year, and their homerooms should elect another representatives
- (7) Committees should be reappointed as soon as possible.

These provisions should provide for a far more competent Council. Unfortunately, it is hard to imagine a representative imperilling his own position to make things better for the average student, but if enough people gripe, something might get done.

LGW



## OUR CHRISTMAS LIST

The Bull Sheet staff has made out their christmas list and would like to give out these presents to the people who keeps the school what it is.

To Mr. Jennings: A complete library with books including "Up From Liberalism" by William F. Buckley Jr. and "Conscience of a Conservative" by Barry Goldwater.

To Mr. Buck: A sympathetic freshman who will listen to his tales of woe.

To the 4th period Comic Duo: An American flag and a John Birch pamphlet.

To Mr. McClary: A ticket to hear the Fourth Period Lunch All-Starr Rhythm Band sing the "National Anthem".

To the Student Council: The books "How not to be a Fard" and "How not to follow the Leader".

To Pep Club: A promise that at least eight people will cheer at assemblies.

To the Cafeteria: An apology for all of the broken dish.

To Mr. Grabhorn: A tin badge that says "Official Hallway Monitor" that he can wear as he patrols the halls before school.

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## JAM SESSION

December 27, 1971, is music day at Brad Anderson's pad. If you sing or play an instrument, listen to or write music, tape music or buy music, you are invited to Brad's crib to jam on Monday, Dec. 27 from 1 P.M. to 6 P.M.

His house is at 837 Prosperity Avenue which is about 3 blocks from McDonalds on Highway 41 South. EVERYONE is invited, so don't miss out. There is also gonna be a serving of food for everyone. So BE THERE!

## PARTY

There is gonna be many NEW YEARS Parties this year. But there is gonna be one that is that is Super Fun and it is gonna be at Roy Perry's Apartment.

His apartment is located at 1161 Parrott street which is about 12 blocks from Raynes Corner. His apartment is above an Insurance Agency, so you can't miss it.

Don't forget it, December 31 starting at 9, Roy Perry and everyone will be having a PARTY. So try to dig it.

## WHAT KIND OF CHRISTMAS ARE YOU HAVING

Thru-out the world with the millions of people each is having a different way of living his christmas. Whether it is joyous or sad, religious or commercial, friendly or lonely, whatever it is, it is yours, but what about the other types of christmas that is going on.

I'm going to describe various types of way of christmas, some may be the way you enjoy and have it, some may be only your thoughts of how it is spent.

Is your christmas the kind with a christmas tree loaded with tinsel and enough lights to light up your room?

Is your christmas have to many gifts to fit under your tree?

Is your christmas seeing your dad dress up as Santa Claus to bring a smile to your family?

Is your christmas sitting down to a christmas dinner with all of your family and not knowing whether to have turkey or ham?

Is christmas having only half a tree with a little bit of tinsel and thinking it is the best in the whole world?

Is christmas giving gifts that you made because you could not afford any thing else?

Is somebody's christmas not knowing who Santa Claus is?

Is your christmas having a christmas dinner that is like every other dinner.

Is a christmas getting a package with food and clothing in it because it could not be afford?

Is a christmas trying to help at least one family have a merry christmas?

Is christmas going to and hear the some thing you heard last year?

Is christmas knowing the real meaning of why we get out of school that a child was born named Jesus, Son of God, on this day to bring peace on earth?

Is christ mas going to your grandfather with his presents and his smile only has three teeth?

Is christmas being out in the snow with your bestest and being in each others arms?

Is christmas under the mistletoe?

Is your christmas being with all your friends at one party?

Is a christmas walking the streets at night because you have no way or means to spend christmas time?

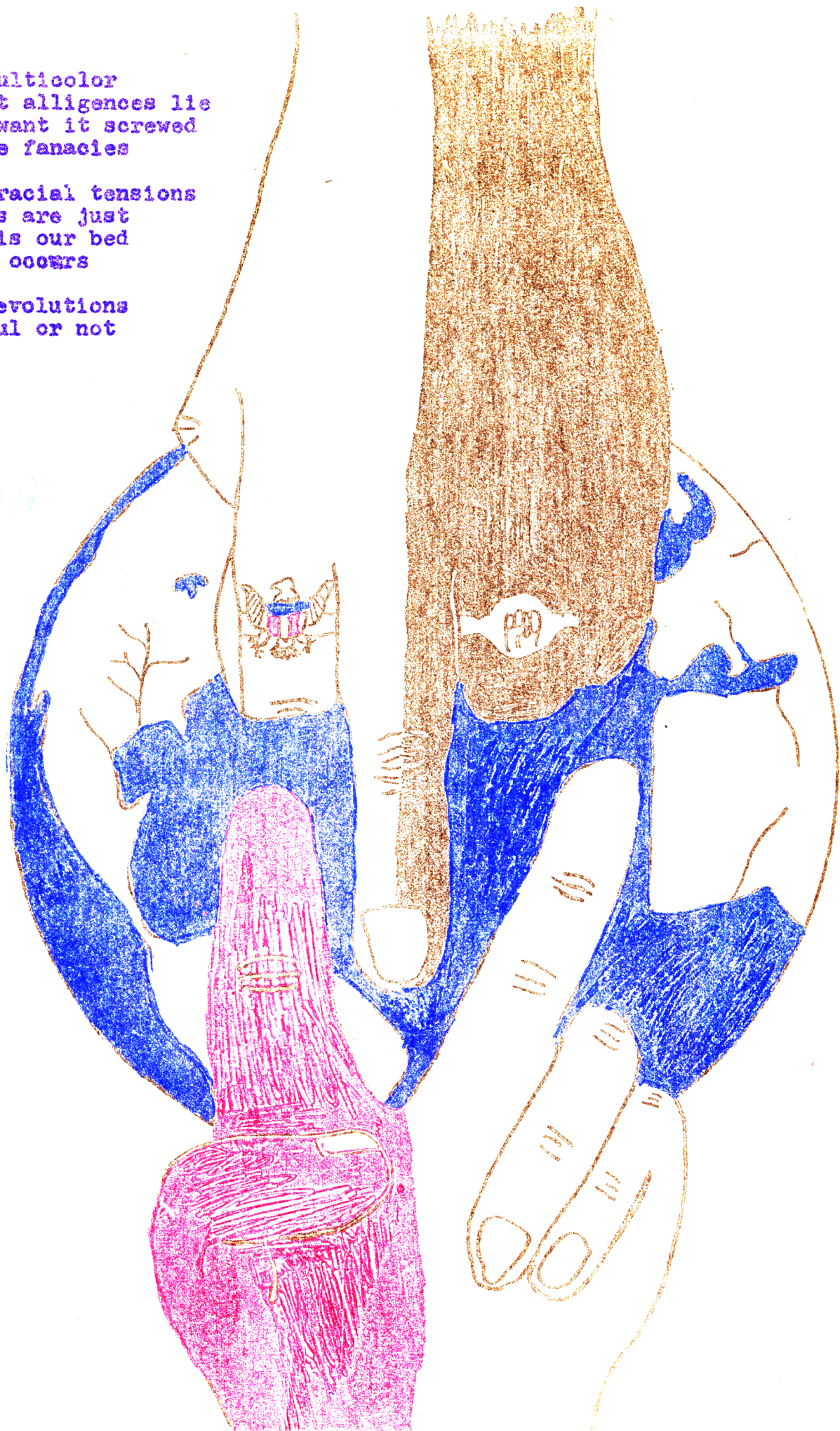
d.a.i.

The world is multicolor  
where different alligences lie  
with some who want it screwed  
and other peace fanacies

The world has racial tensions  
the revolutions are just  
But the earth is our bed  
no matter what occurs

Thru-out the revolutions  
whether peaceful or not  
still pray for

PEACE  
ON  
EARTH





## New Editorial Policy

It is fitting that this, our Christmas issue, be the first issue where our new editorial policy is in effect.

At a recent staff meeting, held in the provisional student lounge in 152, we discussed the point that we have lost contact with the average student. We have all been guilty of extremism, writing thinly-veiled threats that are only paper tigers, and generally stating views that are unacceptable to most students in their unexplained form. And so we have lost a lot of much needed popularity.

The editorial format of the Bull-Sheet in the future should be much more formal and responsible. Use of so-called vulga language will stop. We will stay away from extremism as much as possible. Although in past issues we have done so, recent issues may have lost us credibility.

We hope the new Bull-Sheet will be more effective in bringing about awareness in/of the high school educational system.

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## F you flunk

When I think of "A", I think of Nikki Volpe; "B" makes me think of basketball players. . . . .

Most straight A students are perfectly happy with the present grading system. Why shouldn't they be? The system was designed especially for them.

The system measures mostly IQs, rather than the relative amount of education a student receives. For instance, two students may get the same grade on a test. Let's say one, not so bright, studied for three hours. The other one, intelligent but lazy, didn't have to study at all. They both get the same grade. As long as an A-B-C- grading system is in effect, this will happen.

There is thus no incentive for the A student to exert any effort.

A pass-fail system would not force an intelligent student to work any harder, but it would destroy the illusion that receiving an A means he is being educated.

Almost everything depends on grades,

and grades have become the standard for education. But grades do not measure the student's desire for knowledge, and they do not measure his effort. In fact, they provide no uniform standard.

Pass-fail cannot be instituted at the high school level, because students, who have been accustomed to a grading system will not know how to react, and will take advantage of the system.

Therefore, pass-fail must be instituted at the grade-school level, beginning in the first grade and working up a grade each year. With the elimination of grades, poor students will not feel less intelligent and will not lose interest in education at an early and impressionable age. Without a superficial grading system, emphasis can be placed on learning and individual effort. Intelligent students cannot then be satisfied by making only A's, and less intelligent students will not lose interest in school when they come home with poor grades.

\* \* \*

When you get your report card, how many of your friends grab it from you to see what you made? Do you get the idea that they are judging you by your grades and not your character? Or if you make good grades, do you stick it in your shirt pocket, so your friends will reach for it and discover that you are intelligent? Do you ask your friends what they got, hoping that they will in return ask you what you got, and you can show them your A's?

The whole idea of judging a person by his/her grades is obviously stupid. Yet why do so many persist in the inane act of asking their friends what they received on their report card?

Even some teachers ask to see how their grade compares to the other grades a student receives. Possibly they let the student's overall grade average affect the grade they give in their class.

Mark Williamson/f.t.r.

\* \* \* \* \*

What have you done for Peace and Brotherhood this Christmas???



Black was the sky above him,  
 White was the snow ground below;  
 The soft snow fell, and brought with it a hell,  
 That only a stranger could know.

He fastened his overcoat tighter,  
 But he knew that the cold that he felt,  
 Was not brought by the chilled air around him,  
 But the harsh frost that loneliness dealt.

Then with a splendor unequalled,  
 There appeared in the sky a new light:  
 Like a star long ago, it seemed destined to show,  
 The trav'ler his way in the night.

His bootheels though frozen now hastened,  
 To meet the unwavering star.  
 His heart pounded joyous inside him:  
 An inn! Good God, warmth was not far.

He rapped on the door with his knuckles,  
 With a bloodiness spurred on by the thought,  
 Of food and of drink, of warmth and of sleep,  
 The dreams that his weariness brought.

The door opened slowly, the hinges cried out,  
 Two eyes like an owl's peered outside,  
 "So sorry, sir, but we've no rooms to rent."  
 The stranger turned into the night.

In a cold winter barnyard, the Christ-child was born,  
 No room in the Bethlehem inn.  
 He died on a cross, gained for men what he lost,  
 Could be that to lose is to win.

H.M.