

Editorials

Environmental Values

A black valley is disgusting! But, Bear Creek Valley is also a nice place to live, and without the multi million dollar pear industry operating here, there wouldn't be much more to Ashland and Medford than a couple thousand people.

The climate here is just right for growing pears especially Comice in which France is the only other place suitable for them. The pear industry is here to stay at least for as long as the orchard method is practical. But the smudging aspect of this method no longer seems practical.

Ecologically, firing produces an element of imbalance in the environment. Citizens, as well as smudgers, when rising up in the morning and observing a monolithic dark cloud choking the city have to admit that it is rather repulsive. No matter how much one has invested in the orchards, it does look ugly!

Naturally something has to be done. The solution that has been suggested in the past, and should be further investigated is overhead sprinkling.

There are several arguments against warm water heating. The expensive cost to purchase it is the cry from the orchardists, and the loss of jobs by those who tend the smudge pots is another objection.

But all the arguments come down to one question: How much do we value our environment? It's a battle between the clear fresh air and the crisp green dollar bill.

-R.S.

Maturity Is The Magic

The administration of Ashland High has seen fit to give students a chance at another privilege. But only the students' maturity will determine if this can be bestowed.

It has been announced that within a short time, if the new study hall sign-out system is maturely handled, students may be allowed to sign out to leave campus. Such a privilege could be both useful and enjoyable to students, especially those with first, fourth, fifth, and seventh period study halls. This is a privilege that has not been extended to students at many high schools, but if students show that they are "ready" for

increased responsibility, this privilege will become a reality.

In all likelihood, however, a small group of students who have not yet attained the degree of maturity their fellow students have will ruin it for everyone else.

Perhaps this test of faith on the part of the administration will bring forth a show of maturity from all students. The next few weeks will show if the privilege can be put into effect. After that (if even that occurs), the maturity of Ashland High students will be really put to the test.

One wonders what will be discovered. Is everyone ready to be treated like an adult? —D.N.

What Is It Worth?

The school policy of mandatory final exams every nine weeks is an old practice which doesn't seem to relate to current school trends. Furthermore, the practice is often disregarded or looked on very lightly by teachers.

Some teachers do give a test that they call a final, but it is really just another routine quiz and is done to satisfy what they might consider a useless, unapplicable rule. Sometimes a final exam may be useful, but sometimes not, such as in a crafts, drama or music class.

Teachers, also, may not particularly want to give a final exam, as it does not coincide with their specific teaching methods. Teachers should be able to teach the way they feel is the most beneficial for students. Rules, such as the final exams, should not be placed above their heads and forced into their classes.

Final exams seem only to be most successful in those classes that teachers feel it useful. Other classes don't use the rule seriously. So why not leave the issue to the individual teacher?



Sizzling smudgepot sits silently sputtering sickly smoke, smudgers say it's a gas. Some stuffy orchardists say it saves some trees from severe shivers.

Leeschie Nuts Explored

Friedrich Nietzsche, a German-Prussian born of religious parents, believed that the ultimate goal of humanity was not the happiness and exaltation of the mass, but the rooting out of the more perfect, stronger individuals.

Nietzsche thought of mankind as never improving; like an anthill of individuals, very abstract and not important. He thought society was like a huge factory or instrument in which most humans failed, while a few succeeded and were improved. "Not mankind, but superman is the goal."

This superman would rise out of the mass through deliberate breeding and careful nurture. Human selection, through eugenic knowledge, would bring about a superior type, as Nietzsche felt that nature would never yield such an individual to rule above the masses. The mediocre, the common, the average man is what survives and rules through natural selection.

Marriage would then have to be controlled so that when an exceptional being came along, he would only marry, (and thus reproduce and develop), another of exceptional nature. "The best

should only marry the best; love should be left to the rabble . . . Marriage: thus I call the will of two to create that one which is more than they who created it."

Besides selected breeding after a possible subject is born, a severe education is the next step. Perfection, responsibility, obedience to learn to command, and to suffer in silence, would all be instilled in this schooling.

Nietzsche says that a man so raised would be neither good nor evil. Fearless and brave, powerful and never weak would be his good. "What is good? All that increases the feeling of power, the will to power, power itself, in man. What is bad? All that comes from weakness."

Happiness is not for the superman, the love of danger and the threat of strife, never seeking safety are his life. All war would be good.

Energy, intellect and pride: these passions must be harmonized into powers of a personality. These would be unified through a purpose to rise above the common mass, to discipline ones self, and to be hard upon others.

"Only by seeing such a man as the goal and reward of our labors can we love life and live upward."

Fishy Story

Tropicals In Library

By Joe Hawk
Neon tetras, black mollies — prospects for a Jacques Cousteau special? Hardly. These and other tropical fish are to be a few of the new inhabitants in the library when librarians Mrs. Pauline Rey and Mrs. Vivian Riney acquire the aquarium to house the creatures.

Money Collected
Collection of money for the aquarium during the past few weeks has been carried out on a small scale, but now, as the word spreads, more and more is accumulating. A sign is attached to the library door to inform all concerned students about the fund and many have already

contributed. Along with this sign, library aides have been seen prodding their classmates at various times during the day to contribute.

Present Collection
At the present moment contributions have reached \$9.00 and a total of \$20.00 will be needed to put the aquarium in business.

According to Mrs. Rey, the library has already received an aquarium from science teacher Jerome Higgins. As plans are being made at this time, the aquarium is to be used for strictly goldfish and guppies. Students have already pledged assorted varieties of fish for the two aquariums.

—COMMENTS—

To The Editor:

I'm writing this letter concerning the teaching of evolution in our school I'm a sophomore this year and in Biology. It seems to me that the teaching of evolution is in a way an atheistic religion. The law states that teaching of religion in public schools is against the non-religious constitutional rights. Yet schools are allowed to teach evolution. To me that is infringement of the religious person's rights. Don't get me wrong, I like my biology teacher. I just don't like what he is teaching. I believe in the Lord God and the Divine Creation. I have always learned that there is two sides to everything, even evolution. So if the schools must teach evolution, it would only be fair to teach the Biblical account as well. Thank you for taking your time in reading my ideas.

Sincerely Yours,
Roxanne Garner

Did you hear about the new William Calley Doll?

You wind it up and it stabs the Tiny Tears Doll!

Former Senator Raps With Reps

By Rosario De La Torre
"The United States is moving toward a government by the President . . ." This was one of the points which former Senator Wayne Morse touched on at the Midwest Regional Caucus which delegates to the Model Democratic Convention attended April 8.

"Congress cannot delegate legislative powers to the president as it did during Nixon's Economic Program." Another way in which Nixon has dominated the government are his choices for the Supreme Court. Nixon has had men appointed to the Supreme Court which share his political beliefs. This is jeopardizing the delicate system of checks and balances built into the government.

The former Senator, who is again seeking a Senate Seat, also discussed other issues. Among them were, Education, Agriculture, and the space program.

Morse opened his talk with comments about the 18-yr. old vote. He said that the youth vote had already shown its power in such elections as the Cigarette Tax. Morse made this conclusion, "Your vote is the swing vote."

Morse's view on education was that busing should not be for purposes of racial integration or segregation. The purpose of busing should be to "bus students to quality education."

Morse observed that this nation's farmers are becoming "hired men." Large corporations are buying their small farms and telling them what to buy, where to sell, and what to plant.

Farm subsidies are a great waste because they cause much arable farmland to lie useless. Morse feels that all of the available farmland should be cultivated and the surplus food should be distributed to the undernourished areas of the world.

According to Morse, the Midwest's attitude toward costly Space Exploration is unfavorable. He feels that the United States should do more, cheaper, unmanned exploration.



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