

## Participation key to success

Stop, think. Did you support your school and your student body officers during this first week? Have you purchased your student body card? Did you actively participate in the rally assembly today? Have you been a litterbug in the cafeteria and the grounds surrounding the school? Are you going to the football game tomorrow?

This school means much to your fall student body officers. A majority of the activities and plans for you have been worked on by the council.

During the summer, nine of the officers attended three leadership institutes throughout the country. They spent much of their time and energy learning about their respective offices and now they are ready to put it into use.

New ideas and opinions have been absorbed by your leaders in an effort to make this a term of progress. They plan to combine Grant traditions with these to make this one of the best terms ever.

They cannot do everything by themselves, however. Your support of their ideas and projects is required to make them successful.

You have an overwhelming responsibility. You must decide whether you want Grant to be "the greatest." You can decide whether we win the student body card contest with Jefferson. It is up to you whether we have the best spirit in the city, the cleanest grounds, and the best sportsmanship. The leaders are here, but they need the student body, you.

## Why go to school—why not work?

Why did you come back to school? Why didn't you go out and find a job, earn some money, and become independent? What kind of future is held within the study-laden halls of school that can't be found in the corridors of employment? Does the 9 a.m.-5 p.m. day see more appealing to you than the 8:30 a.m.-3 p.m. one?

For many students the thought of converting a good part-time summer job into a full-time year-round one is an idea to be reckoned with. The opportunities for early independence and new encounters seem very alluring to those tired of the repetitious routine of school. The question of what major importance the binary system, Darwin's revised theories, syntax, and higher mathematics are to a housewife or car salesman is a question to answer.

Yet, to those who are smugly toying with that question, consider the rest of the curriculum. The varied courses offered can open new untrod paths that were previously hidden from the student by crawling vines of ignorance.

Is it worthwhile to get a job and earn money, but never receive an increase in salary? A better education means a better job. You have the rest of your life to work, but never a better opportunity for an education.

To those of you who have survived the first week of school, congratulations. There are many more weeks to come, however, and with them will be more temptations to give up school. Just remember, education is not the stumbling block, but the mounting stone from which a fuller and more meaningful life can be obtained.

## Foreign exchange students arrive

# Fun, strange ways, exciting times lie ahead

by Elaine Wolfe

In a school as large as Grant three new students could become lost in the crowd, but not Nobuko Inoue, Kanta Mirchandoani and Luis Couchonnal. Kanta, Nobuko and Luis, our three foreign exchange students, have had their share of orientation.

Luis Couchonnal from Villarica, Paraguay is living with his American Field Service brother, Bruce Rector, and his parents, Dr. and Mrs. Edgar Rector. Luis left a brother and sister in Paraguay and came to Portland to find his new brother and a sister, Janet.

Arriving in Portland August 28, Luis hasn't had time to see much of Portland, but after a shopping expedition his opinion of Lloyd Center is, "It's too big."

Some of the courses Luis is taking are physics, American history, English, and American problems and government.

Noriko, as Nobuko prefers to be called, has found her new home with Margaret Rouse and her parents, Mr. and Mrs. Robert Rouse, similar to her own in Toyonaka, Japan.

Noriko has only been in Portland since August 6, but she has been here long enough for her to honestly say, "I love this country." Her first month in Portland has been an exciting one. Along with her family, Noriko climbed Mt. Hood in search of snow. It was her first mountain climbing expedition.

Exchanging native cultures one night, Margaret and Noriko went to see "Japan Night" at the Washington Park outdoor theater. The program included demonstrations of native Japanese dances and judo. At the end of the performances the audience was invited to join the dancers in "Dance of the Miners" and both girls did.

Kanta arrived in Portland from her native Bombay, India at 6:30 in the morning after traveling for four



STANDING in their native Indian and Japanese costumes, from left to right, are Kanta Mirchandoani, India, Luis Couchonnal, Paraguay, and Nobuko Inoue, Japan.

days and three nights on a bus from New York City. In Kanta's words, "It was a trip I can never forget."

After traveling three-quarters way around the world Kanta met her new sister, Polly Tower, and her parents, Mr. and Mrs. F. H. Tower twelve hours late.

Along with forty-nine other Indian exchange students, Kanta spent two days

in New York City. Greenwich Village impressed her as, "Crazy people doing crazy things."

Kanta has already completed her freshman year at college in Bombay. Her schedule consists of English, American government and problems, a half year of typing, a half year of economics and either dramatics or fourth year French.

## Teachers attend varied institutes for self-improvement, efficiency

by Cynthia Barratt

"Excellent!" "Very stimulating." "Hard!" These are comments by teachers who spent the summer studying in institutes and workshops, for personal enrichment or professional proficiency.

Miss Lynn Mayer attended an institute in Munich, West Germany sponsored by the government through the National Defense Educa-

## Teacher provides audio-visual aids

Mrs. Rosalie Morris is head of a new Audio-Visual Aids department providing graphic instructional material for the faculty. According to Gust Kanas, vice-principal of curriculum, "The administration has long felt that we need such a person, and Mrs. Morris will provide a valuable service."

As an example of the service, if a teacher needs maps or diagrams to illustrate a lesson, Mrs. Morris can sketch the desired material on a transparency, for use with an overhead projector. "She can provide duplicational material also," said Mr. Kanas.

"Previously, we have had neither the funds nor the facilities to provide such a service to the faculty," stated Mr. Kanas.

Equipment will be housed in a separate room where area is provided by expansion of the school into the new science wing. Until then, Mrs. Morris will work in the instructional materials center.

"I hope that Mrs. Morris will prove to be of great assistance in providing the type of material that the faculty requires for maximum student benefit," concluded Mr. Kanas.

Miss Morris teaches art besides spending two periods a day in the Audio-Visual Aids department.

tion Act. "We learned about German culture at first hand," said Miss Mayer.

"We saw East and West Berlin. There is great contrast between the two sections." Miss Mayer also attended six classes a day, four days a week. While in Europe, she visited Switzerland, France and the city of Venice.

Jay Hockett attended an NDEA institute in economics at the University of Iowa. "It was practically all lecture, and very valuable," he commented. "There's a feeling throughout the country that we aren't teaching enough economics to our high school students. They will have to vote on many economic questions in a few years," stated Mr. Hockett.

Miss Helen Cherry and Ernest Cowan spent eight weeks in an NDEA institute at Washington high school. "It was experimental. We tried to find and try out new methods of counseling and teaching," explained Mr. Cowan. Four counselors and teachers teamed to teach a group of 12 students. "The whole class would take field trips to Mt. Hood and the beach. Those were the best times for everybody," said Miss Cherry.

Mrs. Anita Logan and George Galati studied Russian literature and history in a Danforth foundation institute held at Reed college. "Exhilarating!" said Mr. Galati. "It was a grand experience." A select group of teachers from all over the nation participated.

"It was quite intensive. I came back sympathetic towards the students!" said Mrs. Logan, who took an extra Russian conversation and composition course. "Mr. Galati and I are ready for vacation!" she joked.

Robert Gerber attended a workshop in speech at the University of Portland. He and other graduate students studied rhetorical problem solving and gave speeches. "It was a superior kind of course," stated Mr. Gerber.

Mrs. Doris Hanlon went to a guidance and counseling institute at Benson high school. Besides attending lectures and discussions, Mrs. Hanlon counseled two young girls. "It was very stimulating and helpful," said Mrs. Hanlon. She now would like to take psychology courses at Portland State college, to help her to understand teenagers better.

Loren Studer attended a National Science foundation institute on the Berkeley campus of the University of California. He and other high school teachers of chemistry studied a new approach to chemistry, developed at the university and called Chem-Study. "Dr. Malo asked me to order the books if the course seemed good," said Mr. Studer. "It is similar to CBA, but I don't believe the students will find it as difficult."

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