

## Students asked to 'police yourself'

It is not pretty to see a student moaning in pain after being beaten by a mob of over-excited juveniles, or a girl crying over the loss of her purse. It is not fun to listen to a stream of obscene language or to an insolent punk defy a policeman.

Thankfully none of this developed at the Grant-Jefferson football game on Friday. But it has before at other games and it can again. Nothing good is coming out of these so-called "disturbances."

The high schools, including this one, are gaining reputations not to be envied. Even though a majority of the troublemakers are not attending school, the general public does not consider this when forming their opinions.

More policemen and better lighting alone will not solve the problem. If the students are juvenile enough to want trouble, they will start it no matter how many officers are present.

Increasing discipline both at home and at school is important. Parents must be convinced that their youngster is their own responsibility. They must realize that they have a definite responsibility to the community, i.e., to take care of their child and instill in him a feeling of respect for others and their property.

There is something we can do however. One police officer has suggested we set up an "observer unit." Many times there are advance warnings to trouble. It would be this group's job to follow up on the rumors, talking to the people involved and trying to solve the problem quietly.

This might develop into a student court, which would hear cases and make suggestions for punishment or preferably, solution to the problem. We would really be "policing ourselves."

Responsible budgeting of funds by some student groups last year was lacking and as a result the school went into debt. Whether or not students will suffer directly from this deficit is debatable, but it is obvious that one of the more important parts of our education, learning to be solvent citizens, has been lacking in some degree.

## Faulty group budgeting results in school debt

organizations would help. For example, each group would be given a reasonable share of the capital and have the responsibility of working within their own budget. Should they run out of money they would then be obliged to suspend activities for the rest of the year.

Though this answer may sound harsh, it is one way to avoid going into debt again and might also teach students how to cope with the financial problems they will someday face in a real world.

It is hoped that we will break even this year through greater support of fund raising activities. But these will merely solve the immediate problem of debt, only an improved system for financing student activities can teach the importance of good budgeting.

## Wayne Batty designs ceramic pottery, demonstrates to students in spare time

Do you know how to make a teapot? Wayne Batty, senior, does. Working on his own time in the art department Wayne has made rapid progress on his ceramic teapot.

"It is an old and interesting craft with a lot of possibilities yet unexplored," commented Wayne. "I want to make each object something unique to express something of myself," he added.

Working on an electric potters' wheel, Wayne transposed a lump of clay into the basic form of a teapot in 20 minutes. "It takes a long time to build up your agility on the wheel, but once you have the actual shaping done, it doesn't take very long at all," stated Wayne.

Wayne first became interested in ceramics two years ago when he took a crafts class. The class did numerous projects including ceramics which Wayne enjoyed most.

Miss Wilma Crabtree, art teacher, has

Usually students can work better with other students. The feeling of hostility to adults is not present and it is easier to understand each other.

If problems came up between two or more schools, such as in the after-game "riots," observer units from both schools could work together.

Of course, the unit could not function by itself. It would have to work with the administration, faculty, parents, students and police to be successful.

The police are most willing to help us. They are "tired of looking down the student's neck." They want the confidence of the students so we can work together towards a common goal, instead of working against each other.

Our reputation is falling in the minds of many people. Perhaps if we organize and work together we can gain more respect than we have ever had.

More important, we can hopefully help others, and ourselves.

## What happens to you when...

### Police catch traffic safety violators

by Cynthia Evans

Webster's dictionary defines a jaywalker as, "a simpleton, one who ignores regular street crossings or traffic signals." Could this description ever have applied to you?

Possibly sometime during the course of your life you have broken the law by jaywalking. Maybe you unconsciously committed the act. Traveling the same route each day may also have caused you to develop a habitual pattern, including jaywalking through a particular area.

If a policeman ever stops you for jaywalking, the following information will serve as a preview of what will happen.

Almost all school activities are dependent on student body cards and income from activities, but not all of them worked in the red—some actually made a profit. Why then should they also suffer the consequences of poor planning?

Perhaps stressing individual budgeting and bookkeeping by the various organizations would help. For example, each group would be given a reasonable share of the capital and have the responsibility of working within their own budget. Should they run out of money they would then be obliged to suspend activities for the rest of the year.

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Wayne Batty

asked Wayne to demonstrate the correct procedures in using the potters' wheel to some of her first year students.

## Exchange students come home, find semi-familiar surroundings

by Cindy Barrett

Having reached their home cities of Bristol, England and Zurich, Switzerland, Vanessa Spencer and Walter Grubmann have become "De-Americanized," as Vanessa puts it.

As our American Field service exchange students of last year, they were immersed in our culture. Their adjustment back to home life has sometimes proved comical. The Dr. William C. Scott and Dr. George Lage families, Walter's and Vanessa's American families, received letters from them and have permitted parts of the letters to be printed.

"I'm home again. It is unbelievable!" wrote Walter four days after his arrival in Zurich. "Everything looked so odd—I was terrified that we were going to have an accident driving on the wrong side of the road!" penned Vanessa the day after seeing Great Britain again.

Mini skirts, mod friends, cooked

lunch, tea and cakes at 4 p.m., and her parents' "odd" accent were blissfully noticed by Vanessa. "It is wonderful to be back here," she decided. After three weeks she had lost her "Yankee" accent, was "anticipating the shortening of my skirts by two-thirds inches," and was able to write "America seems like a distant dream now, and I wonder if I was ever there."

"The process of adjusting to Swiss life is still going on," wrote Walter after being "back in my usual environment" four days. His first impression of Switzerland was "depressive and sad, due to the fact that it was raining and cold." But "my disappointment finally turned into a happy feeling of being home again when I saw all the flowers waiting to welcome me in my room," he continued.

Switched driver's seats and driving on the wrong side of the street have troubled Vanessa's driving efforts. "I am making quite good progress . . . although my Dad gets ever so nervous: it affects me!" she noted. British reaction to her comfortable cutoffs and sweatshirts has been negative. "You can't go out like that!" dictated her sister. When Vanessa does wear them, she gets "ever such funny looks."

Walter "often felt like an American tourist," he wrote, when he entered a store and shopped. "It happened several times that I had to ask for the price of well known articles" like bus fares. "The first day with my parents I had some difficulties with the language," but he is now "used to it."

Both Vanessa and Walter have already started school, and in letters written before its beginning each expressed some trepidation. ". . . I have to get ready mentally, i.e., to get acquainted with the word 'work' again," anticipated Walter. ". . . already I have retrieved my old books with a view to studying," Vanessa mentioned. She expects to be a "nervous wreck" in October when she takes the Oxford entrance examinations.

## Revised EE program eliminates bad effects from excess pressure

by Gust Kanas  
vice-principal of curriculum

No longer is the "EE" program operating under its original rigorous curriculum. The administration, faculty, and many students agree that the present form of the "E" program, as it is now, will eliminate many of the undesirable effects of the previous program.

The "prestige" factor, the limitation of 18 students to a class, and work overloads for students combined to produce bad side effects. The expense of the program was too great for the school district to maintain under its former standards.

The present "E" program consists of ten classes of 28 above-average students. The teachers and students are expected to operate and produce in much the same way as the regular classes. Students fairly well matched in abilities will further enrich the class.

At forecast time eligible students will be informed of the procedure for applying for these classes. Tentative procedures call for filling the limited number of "E" classes from lists of eligible students chosen by a faculty committee.

Carl Rubin is "E" program coordinator. The committee will be guided by administrative policies ensuring "fairness" for all eligible students who express an interest in the classes.

Since the school is allotted two additional teachers for the "E" program it is most desirable that the program be continued. In its new form it will not only benefit more students by distributing teacher-pupil loads, but it will also reduce or eliminate the undesirable effects of the former "high-pressure" type of EE program.

### Unknown Jaywalkers

After calling you to the roadside, the officer may begin by asking, "Do you realize that jaywalking is a direct violation of the law?" Almost every high school student would have to honestly answer, yes. Therefore immediately finding himself guilty without question.

For about ten minutes the policeman will gather necessary data to write the traffic citation. Persons being minors are referred to the juvenile courts.

Within the next two weeks your parents will receive an order from the Bureau of Police requiring that you attend traffic school on an assigned Saturday afternoon. Unless changed by parental request, the exact order must be followed.

During the two and one half hour session you will hear two policemen speak and lecture on traffic safety and regulations. Pencil and paper are supplied for the purpose of optional note taking. Notes may be used during the examination that follows the session.

An impressive film strip concerned with traffic accidents will be shown. Following this the officer will answer any questions and administer the test.

If a passing grade is scored, you are released. If you fail, plan on repeating the same process the next weekend.

When jaywalking, there is a possibility that you may lose a Saturday afternoon if not your life.

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