

Turnout marks lack of concern



Seventy-five people out of a possibility of over three thousand students, teachers and parents, is a disgraceful showing. When our social studies department goes to the trouble of securing state-wide political candidates to speak to us on the issues of their campaign, it doesn't seem a fair return to have a mere 75 people appear to hear the candidate.

When politicians' time is at such a premium it would seem almost a waste of his energy to appear before such a small gathering of mostly non-voters. Where were the students who are studying American government and political science to whom these speakers would be beneficial?

Twenty-one years of age may seem a long ways off, but as each year slips by more quickly than the previous one, the realization will come hard and fast. The time to prepare for the responsible privilege of voting is here and now.

The main reason against the proposed lowering of the voting age to 18 is "not enough teenagers know anything about politics and about what is going on in the world." This recent display of apathy will certainly not help to change this opinion.

Being a responsible citizen is all a part of growing-up, maturing. Part of this responsibility is listening to the candidates, and reasoning out the issues.

'Carefree idiot' tosses comments

Phyllis Diller reveals image in interview

by Barbara Earnest

Honest and hilarious is one of the best ways to describe Miss Phyllis Diller, star of ABC's "The Pruitts of Southampton." Representatives of nine of the Portland high schools came to this conclusion after speaking with her over the telephone at KATU-TV studios.

When asked whether any subject was off limits, she emphatically replied, "absolutely nothing!" From then on, the students asked anything and everything in between outbursts of laughter. The following are a few of the rapidly fired comments.

Do you wear a wig? "Of course not!" What's your image? "A carefree idiot." Did you redesign your hair after the Beatles? "No! I was the first person to make hair important. I may change it some, just to be interesting."

Do you enjoy watching "The Pruitts of Southampton?" "I love it!" What is your annual income? "About a million this year, two million next year, and four the next."

What would you like to do most? "Help mankind. Right now I'm bringing cheer, but I would like to make a contribution to world peace. I want to go to Viet Nam with Bob Hope this year."

Will you enter into California politics? "Never! The field's too small for me." How are your ratings? "Fantastic! They'll only be going up."

Are you successful? "A successful person is a happy one and I'm extremely happy." Do you do your own stunt riding? "No. I have two stand-ins, a girl and a man. In one of the Bob Hope movies I'm doing I run across the tops of cars speeding along a freeway. Do you think I'd do that?"

Teachers contemplate virtues of

Chaucer middle English master

"... And gladly wolde he lerne, and gladly teche."

So wrote Geoffrey Chaucer, a fourteenth century writer of English prose, about a contemporary teacher. Do twentieth century teachers "gladly teche" Chaucer's works?

Should Chaucer be taught now? Do students understand him? Do teachers prefer the original Middle English version or do they like to teach a modern translation? Ten English teachers tried to answer these and other questions last week.

"The great thing about Chaucer is that he deals with people. What's more interesting than people?" queried Edward Basaraba. He considered student reactions "generally favorable," and added "... there are unfavorable ones, but these people would react unfavorably to anything."

Students should understand Chau-

cer "... if I'm teaching it," stated Allen Transue simply. He prefers a modern translation, and finds student reaction generally "... not too favorable," although "some students are extremely enthusiastic."



James Conover

One teaches Chaucer because "He has a beautiful, benign, tolerant, open attitude toward life," according to Mrs. Marjorie Hubbard. One must "absolutely" use a Middle English version, she asserted.

Believing "It's the first major work in our language's history," James Conover is in favor of teaching Chaucer's works. "... most of them (the students) liked it," he continued. A combination of original and a modern translation should be taught, he feels.

"No, I think it has a low interest rate for the students," stated Thomas Piennet, answering whether he thought Chaucer should be taught here. "... one of the old



Allen Transue

skeletons we'll never dust off," is how he described Chaucer. "I think literature should be enjoyed," he asserted.



Thomas Piennet

Charles Randolph, head of the English department, considers Chaucer perfectly understandable "... providing the teacher understands it." he prefers to teach the "Prologue" section of Chaucer's masterwork Canterbury Tales in the original Middle English and the Tales themselves in a "... good modern translation."



Charles Randolph

Taking a different stand was Mrs. Constance Person. "Absolutely!" Chaucer should be taught, she declared, maintaining "There is no one able to understand human nature better."

His reason being "It's the best example of Middle English literature," Ernst Cowan favors teaching Chaucer's Canterbury Tales. "The kids like him," he stated.



Ernest Cowan

Chaucer should be taught, and in the Middle English, according to Mrs. Ruth Alcorn. Student reaction is, in her words, "... definitely favorable."

Expressing the same view was Miss Sarah Smithson, with these reservations. "Lazy students don't like it. Most of the others will ... if it is presented in an interesting manner," said Miss Smithson.

Information on causes, effects checks imminent drug addiction

by Cynthia Barrett

What causes non-medical drug addiction? "Ignorance of the dangers involved," answers the founder of Narcotics Anonymous. All teenagers should realize the causes and effects of addiction.

Pleasant sensations and relief of fear and worries are the chief reasons that people take drugs, according to William R. Martin, Director of the National Institute of Mental Health, Addiction Research center.

Since obtaining drugs for non-medical purposes is illegal, the source of supply for most addicts is a hoodlum "pusher." Usually this person introduces the addict to drugs and supplies him until he is hooked. This is how he recruits customers.

Two general types of addiction-prone people exist, according to Mr. Martin. They are those who take the drug to feel "high" and those who take it to free themselves from worries or inadequacies.

Before the drug-consuming person realizes it, he can be addicted. From two to thirty doses of any given drug can cause it. The addict then depends either physically or psychologically on the drug.

There are two major types of drugs, narcotic and habitual. An addict develops physical dependence on narcotics, which include opium and the derived drugs morphine and heroin. Barbiturates and cocaine are habitual drugs, causing psychological dependence.

When an addict tries to break the habit, he suffers from withdrawal illness. Nausea, chills, muscle pains and vomiting are symptoms of the disease. Rarely does death result, according to Mr. Martin. However barbiturate addicts may die from withdrawal illness.

"Mainlining" heroin causes the strongest case of addiction. Injecting the drug into the vein is the extreme of drug practices. Voluntary breaking of any of the drug habits is virtually impossible, however.

First step in addiction treatment is to separate the addict from drugs. After acute withdrawal sickness is over, however, some remnant of the psychological dependence remains.

Halloween poetry

Have you ever gone to a graveyard
At twelve on halloween night
Have you ever felt the cold wet touch
Of a hand that radiates fright

Have you ever been afraid to turn
For fear of what is there
Then you are not alone my friend
I know what gives a scare

It starts with a sense of eeriness
And a touch of souls long dead
It heightens with a casket squeak
And the noise in your head

For on that night the dead arise
To follow unearthly ends
And a graveyard's not the place for you
If you were I my friend.

by Mark Black

I had to get home that Halloween night
For they were out spooking and catch me
they might.
So back to the peace of my grave I sped,
Now another whole year to nurture my
dread.

by Nancy Rouse



REPRESENTATIVES from nine Portland high schools met at KATU-TV studios to interview Miss Phyllis Diller, star of the television show "The Pruitts of Southampton." The interview was handled over a conference telephone.

What do you think of today's teenager? "I think they're the greatest. I have no use for the beatniks. I really feel sorry for them."

Concerning hairdos, Miss Diller says, "It's really simple. Anyone could do it. Just comb your hair with an electric toothbrush." What does she use on her "tweed" hair? A dog grooming brush. What else?

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