

Interest, awareness necessary for intelligent vote

Some usually logical, competent citizens become creatures of illogic and rapid fire inconsistency when entering a voting booth. Take a look at the voting habits of your own parents and adult friends and see how they think.

Pangs of "he has green eyes, so he can't be a very good congressman" or "he has so much sex appeal he's got to be a great governor" or "she's got a sweet smile so she ought to be good in the legislature" creep through people's minds when trying to decide who to vote for; who will do the best job.

The issues and the candidates' position on them should enter into the voter's ultimate decision. Those who pose their opinions on miscellaneous non-essentials probably never took a good look at their responsibility as a voter or had anyone point it out to them.

The opportunity for us to become responsible voters

and citizens is here and now. The initiative must be taken by the individual. Educating yourself on the candidates and their issues of today will help you to make incisive decisions in the future. Learning to form your opinions and upon what to base them while you're young will be of countless worth to you throughout your lifetime not only in politics, but in many events.

The methods used for achieving the goals and interests of politicians differ according to the parties and the individuals. Your vote will be your future.

People spend their lives preparing for their futures, getting ready for the "big break" to come their way and making sure they are ready for it. Taking an active interest in national and state-wide issues should be a part of this preparation.

Election day is Tuesday. Would you be prepared to vote an intelligent and informed ticket?

What do you know of General council?

"Do you know Jane?"

"Yeh, she's our General council rep. One of those people who get to school a little early."

"Have you ever attended a General council meeting?"

"No, but I imagine they would be pretty boring. All they ever do is talk about problems."

"Does Jane report the activities of the council to your class?"

"Yeh, last Friday in American Problems she gave a whole lot of information. But I don't remember what it was about. I was anxious to get out of class early."

"How do you feel about student government?"

"It's a farce. They never let you know what's coming off."

"Do you know what the main purpose of General council representatives is?"

"Well . . . no."

"I thought so."

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Constitution of Ulysses S. Grant high school, article IV, section 2: "The duty of the representative shall be to keep students informed of the policies and actions of both General and Executive councils, to indicate the trend of student opinion on student body affairs, and to aid in carrying out the designated functions of the General council."

Curriculum development seminar helps supply remedial training for teachers

by Cynthia Evans

For the purpose of curriculum development and instructional improvement in local high schools, a remedial program workshop is being held for teachers of ninth grade combined classes.

Money is budgeted for this year so that schools wishing to propose a program involving instruction improvement can be financed by the Portland School district. Worthwhile projects receive up to approximately \$2000, according to Gust Kanas, curriculum vice-principal.

Recommendations began last year for providing the best possible program for under achievers and potential dropouts.

In accordance with the administration, the ninth grade combined class and English and social studies department chairmen; the reading consultant, Jay Hockett; and curriculum vice-principal, Gust Kanas, submitted a proposal for a workshop.

Composed of ninth grade combined classes and pilot class teachers, the workshop is meeting with Mr. Hockett and several outside resource people on three occasions.

Mr. Hockett, who is conducting

the workshop, holds a reading certificate. He also has special background in working with problems of basic learning skills.

"Members of the workshop have shown such an interest in this subject and our speakers have been so glad to answer their many questions that it has been very worthwhile," commented Mr. Hockett.

Resource people contributing to the workshop are: Don Clayton, director of Multnomah county remedial reading program, and Mrs. Myra Darnell, remedial reading teacher.

Also included are: Miss Helen Schaper, director of curriculum for Portland Public schools and Richard McMenemy, director of Portland's remedial reading program.

Following the three sessions, teachers are expected to prepare short lesson plans. These would reflect the information gained from the workshop for the benefit of students' classes.

Mr. Kanas expressed the belief that, "such workshops which are financed through district monies do much to encourage participation of teachers with common goals and objectives that inevitably lead to curriculum improvements."



SPEAKING TO MEMBERS of the curriculum improvement workshop in the library is Mrs. Myra Darnell, remedial reading teacher.

Finished addition gives extensive, new cafeteria area

by Cindy Barrett

Crowding in the cafeteria has been lessened by the opening of the new addition this week. Twenty-five hundred square feet and a new dishwashing room are the features.

In progress since February, the last tiles and paint were put in last week by workers of the E. E. Settergren contractors, under the supervision of foreman Cliff Erickson.

Mr. Settergren revealed that his father had built the cafeteria and auditorium complex in 1927. His sister graduated from here in 1928, he reported.

"Expanded facilities for preparing food" is the chief benefit to cafeteria workers from the addition, said Mrs. Viola Runyon, cafeteria director. A dishwashing area in the old kitchen can now be removed and the space it occupies used in food preparation.

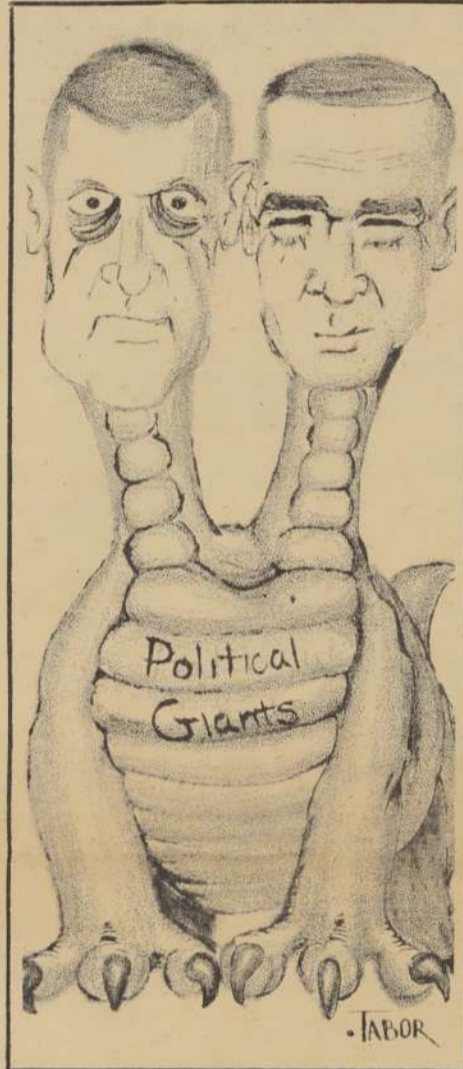
Even though working in crowded space for so long, "the ladies have been wonderful," said Mrs. Runyon. In addition to a new dishwashing room, they now have much more storage space in the new kitchen section.

With the rainy days and consequent crowding in the cafeteria, the addition was desperately needed, according to Dr. Roy O. Malo, principal. There are 50 of the new round tables, 10 of the square ones, and 240 plastic chairs for use, he added.

People who ventured into the unfinished cafeteria last week were asked their impressions of it. "Now everyone can sit down, at last," said Robert Jones, sophomore.

"It's going to give a lot of room . . . it looks nice," said Gene Brown, senior. "A little brighter than the other," conceded Dan Aiken, junior. "They could have made it bigger . . . there's so many kids out there," stated Peggy McNamara, sophomore.

Edgar Arnold, mathematics teacher, said, "We sure need the space." "I don't think the aisles will be crowded," pointed out Gaye Pearson, senior. "There's a better atmosphere . . . it's not very big, though," said Nancy Proctor, senior.



Goodwill's youth tour

Provides glimpse of 'insiders' world

by Cindy Barrett

"Outside" is the term used by the workers in the Goodwill Industries plant to describe the world of the non-handicapped. A chance for "outsiders" to see the "inside" was provided last Saturday.

Goodwill Industries opened their 22 shop plant to visitors for their 1966 Youth Day. Interested individuals and groups, including many Scout and Campfire troops, toured the plant.

All workers in the plant are handicapped in some way, either physically, mentally, or both. Working at Goodwill Industries gives them the job training and experience necessary to get a job on the "outside."

Friendliness was evident throughout the tour. Workers were kind to each other and pleasant to the guests, answering questions and giving directions.

An almost frightening intensity marked their attitude toward their jobs. They took pride in their work and expressed it in the care with which they worked.

On the average, 3,000 calls for trucks to come haul merchandise are received each week, according to Cliff Gibbs, collection office worker. The trucks pick up discards—old, outmoded and unwanted clothes, furniture and appliances.

Discards are reconditioned by the workers at the plant. Renovated articles are then sold in Goodwill stores. Operating expenses come from store sales. Gifts and bequests provide other money needed for new equipment or buildings.

There are two classifications of work-

ers at Goodwill Industries, short-term and long-term. The short-term worker stays just long enough to get training, and he picks it up within six months. The other worker needs prolonged, special training, or cannot manage in the "outside" because he needs sheltered working conditions.

Some 100 workers have been placed in the outside world so far this year. "Our main purpose is to put them outside," said one evaluation center worker. "As soon as we get a man trained, he goes out to get a job . . . we hope," explained Patrick Landsberg, foreman of the upholstery shop.

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