

## Improved voting system outlined

Voting is an important right that in a few years will be ours. Will we be ready for it?

This is a frequently asked question, but it is often dismissed without the consideration it deserves because we all think of it as being far in the future.

If we could vote in the next election, would we do so and would we know how to do so? To educate is the school's purpose, but this important phase of our life is being neglected.

As seniors, we study suffrage in the American Problems classes. For approximately two or three weeks, we know something about elections and how to vote and are enthusiastic about this privilege. This knowledge is soon lost.

Experience is said to be the best teacher. Experience could teach us to vote. A student voting seven times in four years will most likely remember the experience and participate as an adult.

Our voting system is sadly lacking in the ability to educate. What does it teach a student to have a ballot and pencil shoved in front of him?

A completely new system should be offered, patterned around our state's system.

Only those student body members who are registered should be allowed to vote. This registration would take place about one month before the election.

"Precincts" would be formed not by location of residence but by class. In order for more efficient operation, eight stations would be maintained.

The first one could be for senior students whose last names are between "A" and "L" and could be located on the north side of center hall. The remaining seniors would register at a table on the south side of center hall.

Juniors from "A" to "L" could register on second floor by the balcony doors on the north side, and from "M" to "Z" on the south side.

Registration tables for sophomores could be at the north and south sides of the auditorium doors on the first floor.

Room 107 could be the registering place for freshmen from "A" to "L" and the west end of the frosh basement for the others.

This registration would be held before and after school hours and during the three lunch periods or, perhaps, during the registration period. Students absent on this day could register in the activities office when they return.

The Executive Council would be in charge of this. They could staff the tables themselves and/or appoint other students to do so.

In order to register, the student would fill in a card with his name, address, registration room number and reg. room teacher and then sign it.

After having verified this information showing that he really is a member of the student body, he would be sent a card in his reg. room indicating he was a registered voter.

On election day, the student would return to his registration location to cast his ballot. He would write his signature next to his name in the list of all registered voters of that "precinct," and receive a ballot. This signature would be compared with the one on his registration card.

After he voted, he would return his ballot and his name would be checked off. Students would vote on their own time, either before school, after school, or during their lunch period.

If a registered voter failed to cast a ballot in the election, his name would be stricken from the list and he would have to register again for the next election.

A student absent on election day but present the next day, could vote in a run-off election if one was held. If he did not vote and was not absent the first day, he could not cast a ballot in the run-off either.

Although this does not follow exactly the voting system of Oregon, the changes are necessary to fit the school's needs.

In reply to letters mailed to all Portland public high schools, it is found that at least three schools (Jefferson, Lincoln and Washington high schools) have systems similar to this.

Success of this method varies. Approximately thirty per cent of the student body participate at Washington, forty-five at Lincoln, and eighty per cent at Jefferson.

Although this may fall short of our almost one hundred per cent participation, it gives those who are sincerely interested in student government control of this government. Why should the indifferent be allowed to vote?

Can a new system be condemned before it is even tried? Only fifteen per cent of this student body might turn out for an election, but ninety per cent might also.

A greater interest in politics and voting could be aroused by this procedure, and this enthusiasm might be carried over in the student's life so that he would be an active and informed adult voter. The improvement would be worth the change.

## Vocational job training for seniors

# Work-school program offers experience

by Cynthia Evans

If you plan to be employed part time during your senior year, distributive education may be for you.

"Vocational instruction in distributive education deals primarily with retail marketing and the problems of getting and keeping a job," stated Wayne Robinson, distributive education co-ordinator.

Under the distributive education or work-school program, open only to seniors, students attend classes periods I through IV and work in the afternoons. Classes scheduled would be English, American problems, distributive education and one elective.

In addition to these classes, working a minimum of 15 hours per week for 30 weeks or 450 hours during the year is required. For this work one additional unit is awarded toward graduation.

As a class in retail merchandising, distributive education covers many topics. Included are buying for resale, advertising, the pay check, so-

cial security and income tax returns. Personal phases of adjustment to a job are also discussed.

Along with lectures, lab work is offered. Students learn sales techniques, the operation of a cash register, how to arrange display cases, to make signs and to assemble mannequins with accompanying shadow boxes.

Working on a wide variety of jobs, students earn between \$1.00 to \$2.00 per hour with the average being about \$1.25. Since the national minimum wage will be higher, the rates of pay next year should increase likewise.

Many students find jobs on their own, while Mr. Robinson is available for assistance. Some expressed their ideas about distributive education.

Tom Brewer, who works at Kinney Shoes, one of the largest distributive education training centers in the United States, commented, "As I plan to go into business later, working through DE will give me

# Students, teachers express impressions of new science wing, equipment, layout

by Elaine Wolfe

The new science wing is open. The confusion created by moving in has calmed down to organized activity. Regular class sessions have been held for a week.

Students and teachers have had a chance to become accustomed to their new surroundings and to begin to evaluate it.

"I think we got what we asked for. I'm disappointed in a few instances, but on the whole I like it. We have much better equipment and cabinetry than before. I think we have the best we could get," stated Clarence Beyer, biology teacher.



Roger Pierson

"When I walked into the new science wing, I felt like I had just entered a new school. It is spacious, modern and convenient, which makes it very pleasant to work in," commented Jeri Cohen, senior.



Robert Shewbert

"I like it because it doesn't look like a convent, like so much of the school does," inferred Eva Fellner, junior.

"I was amazed to see all the space for storing chemicals. Now chemicals can be taken from the shelf without moving other bottles and boxes, which is a big advantage over the old rooms," remarked Steve Hendryx, junior.

"I like its newness, especially all of the new equipment and the large labs. I liked the lived-in feeling of the old labs, however," mentioned Karen Stone, junior.

"My first impression of the new science wing was how roomy it seemed. In the other classrooms,

people were always breaking test tubes and spilling chemicals because of the limited space," remarked Roger Pierson, junior.



Jane Stilwell

"The new chemistry laboratory seems more scientific than the old ones. There are fewer distractions during class because of the lack of windows. The new cabinets add tremendously to the building. I think that in the long run the small faults will be overshadowed by the advantages," expressed Jane Stilwell, junior.

"It was an unorganized and confusing mess to move in, but it was worth it. There's a lot more space, better facilities and atmosphere for laboratory work. It's 300 per cent better than before!" stated Lee Ryker, biology teacher.

"Everyone will be able to get a lot out of this kind of building because of its flexibility. It will give students an idea of what science really is," explained Robert Shewbert, biology and chemistry teacher.

"This building should be lots of fun. There's more room for independent project work, and generally more space to move around in, which makes it nicer for the students. There are now facilities for team teaching, which never existed in the old set-up," reported Loren Studer, chemistry teacher.

## Constitutional amendment balancing council's powers included in election ballot

Student body members will vote on a proposed amendment to the Constitution in the election on January 24. Limiting Executive Council power, the bill will become law if two-thirds of the voting students approve.

Eliminating Executive Council power to amend General Council-originated legislation without General Council approval, the bill requires that both councils approve a proposal before it becomes law.

The present Constitution reads:

"... Should the Executive Council approve a General Council originated legislative bill, but amend or change it in any way, the bill shall be sent to the Student Body President..."

The amendment to this section would read:

"... Should the Executive Council approve a General Council-originated bill, but amend or change it in any way, the bill shall be sent back to General Council. The bill cannot become law until such time as both councils agree on the wording of the bill..."

"If the General Council wants power, this will give it," said Jacque Hodges, student body vice-president. "If Executive and General Councils are supposed to be on equal footing," said Paul Pferdner, senior, "the amendment seems only fair and just."

## Letters to the Editor

Dear Editor:

Before Christmas we asked Grantonians to help us in a special project, finding clothes and other Christmas gifts for the girls of Hillcrest school.

Our boxes overflowed with clothing and gifts that any girl would be proud to own. We would like to thank each one of his excellent cooperation.

Yours truly,  
Mary Martin  
Mary Parker  
Student Guidance Commission

some valuable experience in selling."

"DE has given me a better understanding of how businessmen work and what goes on behind the scenes in the business world. Any student who can qualify for the course would benefit," said Lynn Ervins.

Speaking of her job at Providence Medical Building Pharmacy, Susan Scott stated, "DE has helped me in my work by giving me background in retailing. The work experience I gain now will be of value when looking for summer employment."

"DE proposes a good opportunity for those who plan to take business education in college. It is more than just making money, it is also learning," said Jim Thompson, who works at Bruce's Automotive Service.

Stuart Williams commented, "Working at Kienow's through DE has helped me to learn how to budget my time. It has given me responsibility, work experience and a chance to save some money for college expenses."

## The Grantonian

Published weekly by the advanced journalism class of Ulysses S. Grant high school, room 203, 2245 N.E. 36th Avenue, Portland, Oregon 97212. Phone 288-5975. Printed by Modern Typesetting company with a circulation of 3000. Second-class postage paid at Portland, Oregon. Subscription cost \$2.00 per year.

Vol. 69, No. 15 — January 13, 1967

Editor ..... Barbara Earnest  
1st Page Editor ..... Gayle Fleming  
2nd Page Editor ..... Elaine Wolfe  
3rd Page Editor ..... Cecile O'Rourke  
4th Page Editor ..... Mike Hoffman  
Reporters ..... Cindy Barrett  
Bonnie Brown, Mike Cochrane, Casey Coughlin, Cynthia Evans, Cynthia Froom, Mary Jane Hulett, Marilyn Leonard, Lorna Viken  
Business Mgr. .... Marilyn Best  
Circulation ..... Lorna Viken  
Photographers ..... Blake Riscoe  
Cynthia Evans  
Adviser ..... Willard Mohn