

Students missing out on 'American way'

What possible justification could there be for student government if not as an educational experience? It does teach us the fundamentals of voting, and, at least for a percentage of us, the basic structure and processes of government. By taking a deep and concise look at our system, one might wonder what kind of government we are being taught to live under. Although it may be satisfactory for getting things done at a high school level, it is hardly the American way.

Take, for example, the voting procedure. This is the one part of student government in which almost all students take part. The main reason is, of course, that the teachers take us by the hand, give us a ballot and say "Vote." For all its modernistic quality of computer accuracy, this system does not fulfill its most important duty—to teach us the responsibilities of voting.

By adopting a system for poll voting, such as the one outlined in a Grantonian editorial two weeks ago, a step towards realistic student government could be made.

By adding only poll voting to our current system, all of the deficiencies will not be fulfilled. However, the change would be a start and the initiative could be followed up with other major changes, until perhaps we could actually develop a two-party system.

Although a new, realistic system of student government would make it a more intrinsic part of our education, at least it would direct our political knowledge and spirit in the right, or at least most practical direction: American democracy.

Three participate in 'Upward Bound' program, government's latest news in war on talent waste



"UPWARD BOUND" participants are Norm Williams, Karen Greene and Alma Stuart. The program is government-sponsored and is designed to end the talent waste.

Flash! The latest news on the War on Talent Waste is Upward Bound. Reed college is the site of this new strategy in fighting for the prevention of wasteland talent.

Upward Bound offers these students \$1500 (per student) which covers the summer program and the follow-up program. \$5.00 is given to the students each month to spend as they like. Their supplies are all pre-paid.

Besides being an academic program, Upward Bound allows the students to take part in any sports or hobbies they like. On the academic level there are no set grades or rules. The administration set down two basic rules and from then on it was up to the students.

Three Grant students took part in

the program. They are junior Norm Williams and seniors Karen Greene and Alma Stuart. They all agreed that the program was a success mainly because of the informal manner in which things were run.

The students lived on the campus in the dormitories. There was more of a teacher-student relationship than in the larger schools.

"We really learn a lot more than in the standard subjects. I know I have gained more confidence in myself," commented Karen.

"The program," continued Alma, "helps you help yourself through education. Now I feel I can go out and be somebody; I feel I can really make it."

When the students complete the summer program, a follow-up is set up for the winter term, while they are in regular school. A tutor is offered in each subject that the students need help. A \$5.00 allowance is also offered.

The government-sponsored program is designed to help those students who have potential ability but cannot fulfill this ability because of lack of money or individual aid.

Similar programs have been set up at Mt. Angel college and at the University of Oregon.

New journalism, changed requirements to be complicating factors in schedules

A new type of journalism class and several classes now open to sophomores are included in the curriculum for next fall.

Beginning journalism classes, open to juniors, seniors, and sophomores with instructor's approval, will feature new methods in journalism writing.

Different units will emphasize an introduction to communication, the media, contemporary methods of research, propaganda and public opinion, and the need for listening and observation in writing newspaper material.

Other courses available for next

fall include expansion of the Japanese language program into a full year course, and an algebra course for ninth and tenth grade students that is designed for students who are average in arithmetic skills but might have difficulty in a regular algebra class.

Advanced physical education classes (open to junior and senior boys and girls), gymnastics classes (open to junior and senior boys and girls) and a special adapted type of physical education for freshmen and sophomores whose physical ability is limited or restricted.

A general social studies course for tenth grade students will be open, hoping to aid students who need to achieve a higher level of academic maturity before taking the required American Problems class. It will help stimulate an interest in current periodical literature.

Also in the social studies department will be a "large group" American Government and Problems class.

Open to sophomores only, a new drama course aimed at developing an interest in investigating drama forms and a history of the drama. Pantomime, improvisational theatre, and play reading constitute the basis of performance.

Letters to the Editor

To the Editor:

In light of the fact that the Grantonian is the only reporting media at Grant, we the Memoirs staff, feel that endorsement of particular candidates by the Grantonian would provide a biased, unfair, unchallenged view of participating candidates.

Linda Wanamaker
Memoirs Editor

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To the Editor:

The front page lead article of the January 20th Grantonian was an excellent example of irresponsible journalism. The article, purportedly dealing with rumors, spent three-fourths of its space narrating how two people organized opposition to a proposed editorial policy of endorsing student body candidates, while one-fourth of the space covered a second example of rumors, deemed "more serious than the first." The small space devoted to the more serious instance of rumors indicated that the article was intended, not as an exposition on rumors, but as a slap in the face to those who opposed the endorsements.

When the editor vented her spleen by obliquely referring to the opponents of the endorsement policy as irresponsible and overemotional, it was final proof that those titles would more accurately apply to the editor herself. I am afraid The Grantonian finally deserves its nickname of Grant-onion: it smells bad.

Your humble detractor,
Paul Pferdner

Paper's endorsements prompt varied replies by students, principal

Reactions to the Grantonian endorsements in last Friday's paper were sought by staff members Monday.

"I thought the January 20 issue of the Grantonian was a very fine one—interesting, informative, thought provoking," Principal Roy O. Malo.

"It was an insult to the students of Grant high school," Al Menashe, senior.

"Personally I feel that the Grantonian has about as much right to pick candidates for the elections

as they do for the Rose Festival. Senior girls had better start smacking it up with the editors if they want to be princess. I have an early dismissal so I sometimes don't even see it, but I'm sure the freshmen are influenced by the paper. When did become God?" Joan



Rick Moss
the Grantonian
Steinfeld, senior.

"I support the endorsement," Jeff Perel, senior.

"I think it (endorsing) is all right," John Percich, sophomore.

"No, I don't like it because I don't think they are qualified to make such judgments," Mark Hoffman, freshman.



Liz Kallen

"The Grantonian had every right to endorse the candidates of their choice. However, this endorsement should not be the only basis for one's decision concerning who to vote for. The voter should consider the facts stated by the Grantonian about a particular candidate, but also gather his own opinion by hearing speeches and talking to the candidates personally," Rick Moss, senior.

"It stunk, but it's the most interesting one they've put out in a long time," Jack Crooks, senior.

"It doesn't really make any difference to me. If they want to endorse them, let them endorse them," Liz Kallen, sophomore.



Jack Crooks

"I liked it. It gave new students a chance to see what the candidates stood for," Kathy McGregor, sophomore.

"I don't think the Grantonian's endorsement gives the other candidates a fair chance. This kind of thing hasn't been printed in the past and shouldn't be started now," Jeff Coulter, senior.



On The Shelf by Cindy Barrett

Regional recipes unfamiliar to native

"Northwesterners slice leftover salmon souffle and fry it for breakfast." I object to statements like this in Red-Flannel Hash and Shoo-Fly Pie, on the grounds I haven't done it.

Who ever heard of salmon souffle? But this and other equally unfamiliar foods from all over the country are described lusciously in Lila Perl's book. Every regional section of the United States contributed foods and recipes.

Summer pudding, an Oregon Trail favorite, is concocted of sweetened stewed blackberries and bread, crushed together and served with heavy cream. (Another I've missed.)

Cherry omelets and cold cherry soups... filbert waffles and broiled elk steaks are other popular Northwestern dishes. They sound as if they might be popular, but this native was unaware of their existence.

But more important than the foods and their descriptions is the historical and regional approach Mrs. Perl takes with those descriptions.

As an example, Southern cooking section begins with the overall geography of the South, and then discusses early Spanish and colonial cookery. Indian influence and the products of the region are mentioned, and even the population shift's influence is shown.

Evolution of a dish also is shown. Brunswick stew, from Brunswick county, Virginia, is traced from a squirrel-onion stew to a green Lima bean, okra, green corn, tomato and chicken mixture.

In the historical vein, Mrs. Perl shows the influence of immigrant groups on American cooking. As an example, the Dutch were very fond of grains, and introduced waffles to the colonies.

"Delikatessen" is a German word, for German immigrants would open shops in larger towns offering a wide variety of sausages and cold meats, potato salad, pickles, and cheeses. The hot dog is one legacy of the Germans.

"It is a challenge to search out the origins of the foods we eat," writes Mrs. Perl. She believes that it is "rewarding to prepare regional dishes from America's colorful past."

To this end, she has included "simple but authentic" recipes at the end of each chapter. "The recipes have been carefully tested," she reports. Even "non-cooks" should be able to use them.

Corn oysters and Indian pudding from New England, hush puppies and pecan pies from the deep South, chili con carne from the Mexican-influenced Southwest, and Alaska King Crab Saute are some recipes listed.

Oh yes. Two more recipes are listed. Anyone for Red-Flannel Hash or Shoo-Fly Pie?

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