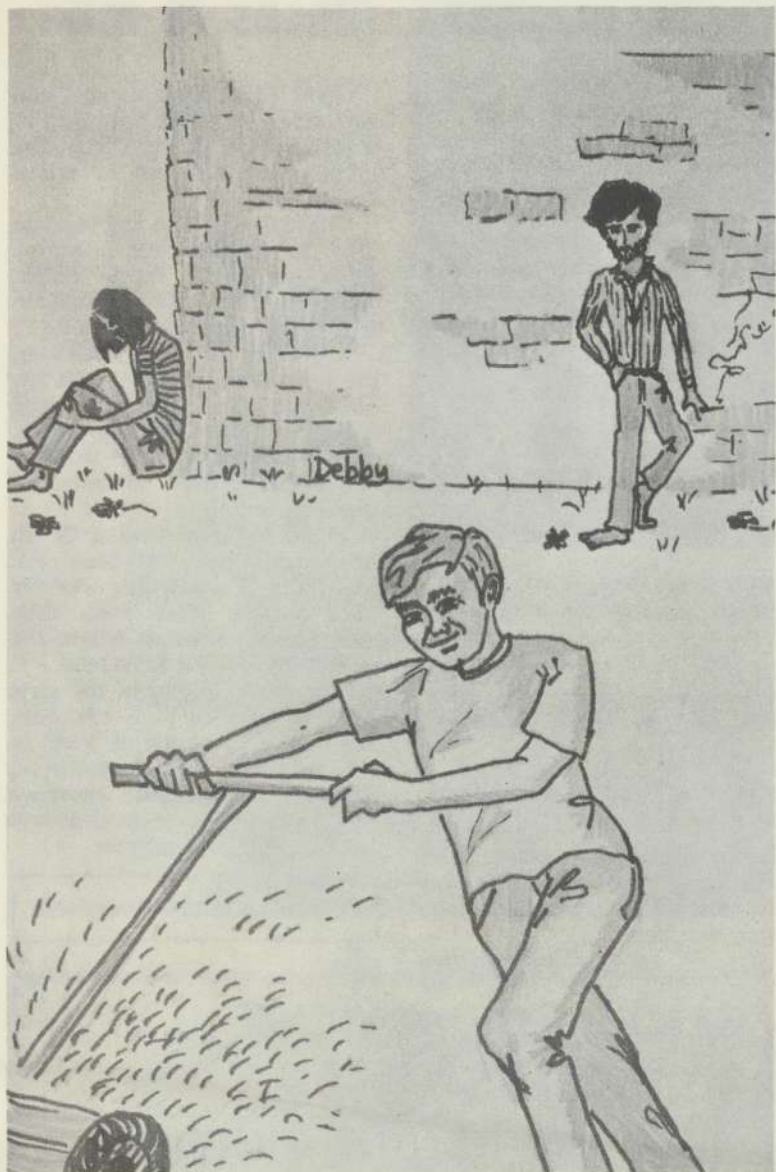


School Attitude what?



As the cage prepares to open its bars, releasing 2800 students for a period of 3 months, the future escapees begin to plan a summer of fantastic fun.

Everyone talks about finally being out of school with a sound of joy in his voice, but few talk about future plans.

What is a summer for? It is most certainly to recuperate from a hectic(!) school year, but summer is a time for worthwhile projects too.

Keeping a kid out of trouble is just one of the reasons why a student should try to work during the summer. A job teaches responsibility and gives training and experiences which will be worthwhile in later life.

Having his own money makes a person feel good. There's a feeling of independence in not having to ask parents for everything. The money that a student earns is his own.

According to Francis Nickerson of the University of Oregon, the student who works his way through college tends to do better. The person who has to work for the things he gets will appreciate them more fully and learn to budget his money effectively.

If a student can't for some reason obtain a job, he should look into the summer programs available or try volunteer work.

Just as all work and no play can make what's his name a dull boy, so can too much play make a Grantonian have nothing to show for a long, hot summer.

Survey reveals student opinions on varied topics

To determine the general attitudes of the students toward current topics, senior Charlene Gearhart conducted a survey as part of an assignment for Albert Ouchi's American Problems class. Charlene distributed 480 questionnaires that asked ten questions.

In answer to the query, "Should assemblies be required?" 251 of the students polled said no, 187 said yes, and 42 were undecided.

The boys had support when 437 thought it proper for boys to wear bermudas to school. Twenty-six said it was not proper, and 17 were undecided.

A contrast to this were the answers to, "Should girls be able to wear pants to school?" 282 said yes, 165 said no, and 33 admitted indecisiveness.

An overwhelmingly negative attitude was seen in regard to saying prayers in classes. 381 said no, 31 said yes, and 68 were undecided.

Should boys be able to wear their hair as long as they want to at school? 272 said no, 181 said yes, and 27 were undecided. In this area, more girls than boys were in favor.

Along the same line of question was, "Is it proper for girls to wear mini skirts to school?" 286 answered yes, 145 said no and 49 were undecided. More boys than girls thought mini skirts were proper attire for school.

According to 422 of those polled, girls shouldn't be required to wear dresses to school games. 45 said they should, and 13 remained undecided.

259 agreed that half of our dances should be grubbies, while 144 said they shouldn't, and 77 claimed to be undecided.

413 said that participation in Rose Festival princess selection should not be mandatory.

Co-ed sex education was favored by 312, disapproved by 113, and 55 were undecided.

Generalities

Senior Brian McCune has been awarded a National Merit Scholarship to Oregon State university, where he will major in mathematics.

Kanas, curriculum office plan courses, projects for next year

Realizing the need for a more varied education, one that will serve the needs of all students, Gust Kanas, curriculum vice-principal, and the curriculum office have planned new courses with the intention of having classes fit the needs of students, not vice-versa.

One of the new programs for next year, PROJESSCO (Project English-Social Studies Cooperative) will be presented to the entire faculty on Monday.

A "grass roots" development, PROJESSCO was begun by teachers on the faculty who ear-

lier this year expressed a deep interest in helping the school better meet the needs of the "learning problems students." More detailed information will be given following the meeting Monday.

Also planned for next year to help the student who isn't particularly interested in academics, but still wants to graduate, is the work-study program. Through this program the student can receive school credit for working. He need attend classes only the first three periods and has the afternoon to work.

A counterpart to the Distributive Education program will be the Vocational Distributive Opportunity. Run like the DE program, VDO gives the student a chance to work in a vocation of his choice, receiving training so that he may go into a job following high school.

New in the Physical Education department will be two semester courses. PERV (Physical Education Recreation Vocation) will be a study of PE as a vocation. PELS (PE Life Saving) teaches the more advanced swimmer the techniques of life saving.

To help those with physical handicaps a new level of PE will be taught next fall. "PE Adapted" was developed so that instructors could work with boys and girls not able to participate or compete with the average youngster.

A new course in art outlined for next year will be weaving. The course will be taught by Miss Wilma Crabtree.

Robert Gerber and George Flittie will teach the American Cultural Studies class which is being offered as an elective next year.

Unique in the Portland school system, the Japanese class will continue next year.

Commenting on the effects of a levy failure on these courses and innovations, Mr. Kanas stated, "The curriculum planning which has taken place for next year, although closely tied in to a favorable vote on the forthcoming levy, would not be entirely abandoned, if the levy should fail; although it would work considerable hardships in terms of providing needed personnel, materials and equipment for some of these offerings.

"Progress in curriculum must of necessity continue if Grant high school is to maintain its fine academic reputation and at the same time provide for the changing needs of its students," concluded Mr. Kanas.

'Good blueprint makes good building' motto of sculptors

by Cecile O'Rourke

"You've got to have a good blueprint to build a good building," is the motto of Miss Wilma Crabtree in teaching her General Art students the techniques of sculpture.

To begin the project Miss Crabtree had the students sketch five different ideas for a sculpture. Miss Crabtree discussed the ideas with each of the students and between them the best idea was chosen. The students were free with their designs so they were everything from animals to humans to abstracts.

After a design was chosen the students had to make sketches of their sculpture from four angles—front, side, back and top. "It was the sketching that took the greatest amount of time," commented Miss Crabtree.

"I expected the sculpture to change from the drawings, but I felt the students should have some plan in mind," she added. Clay, plaster, wood and metal

were the materials available to the students, but the majority are working with clay. One boy is making a metal sculpture from sheet metal and brass rods.

In the procedure first students mold the general shape, then they hollow it out so it can be fired. After firing some finishing texture details may be added.

Then the glaze is put on and the sculpture is re-fired. Students didn't have to glaze their sculptures, unless they wanted to. They could also stain or antique, if desired.

In preparation for the sculpture course Miss Crabtree showed slide-tape film.

In grading the sculptures Miss Crabtree said that she would grade according to individual merit and skill. She concluded, "Frankly this is one of the nicest art-general classes I've had. They're cooperative and willing in everything we do."

These are the first sculptures ever done by the class which is made up of upperclassmen who are beginners in art.



WORKING ON SCULPTURES (l to r) are Ann Laponis, Debbie Kiriakedis, Sylvia Lomax and Sue Mitchell.

The Grantonian

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