

Editorials

Voter registration requested for elections

According to Webster, democracy is "government by the people, either directly or through elected representatives; rule by the ruled." U.S. Grant high school's government is supposed to follow this democratic process, but does it?

Although almost every student votes (they al-

most have to—ballots and IBM pencils are "spoon-fed" to them), very few of these voters actually know who, or what, they're voting for. Because they do not, they cannot vote wisely.

What our "democratic process" needs is a voting system like the national government's—including voter registration.

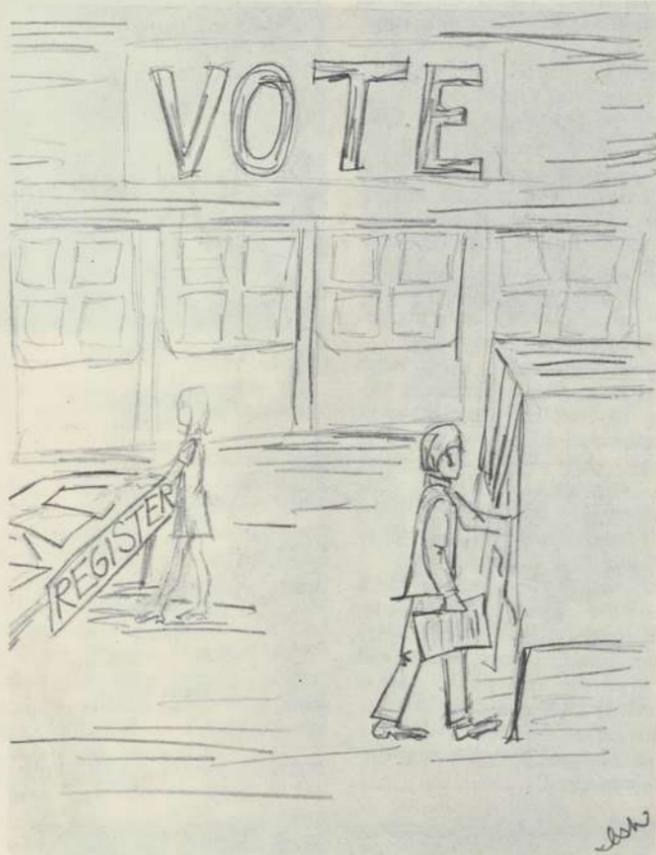
Perhaps voting booths could be set up in center hall, or maybe certain rooms could be designated as polling places. Maybe even precincts could be set up, according to a student's reg room, or social studies class.

Abolishment of the election assembly would be invaluable. Instead of an election assembly (where all the candidates come forward and are introduced), let the candidates campaign for themselves. Let them hold extemporaneous speeches and political rallies. Let the student body really understand the candidates and their stands; let the student body get to know the candidates as they really are.

Perhaps press interviews could be set up; possibly a debate between opposing candidates could be held.

The voter who participated in these things would be the voter who is concerned and does care; a voter who wants to accomplish something worthwhile, and not just cast a vote for the candidate who tells the funniest jokes.

What a person is now, he will be tomorrow. The voters who participate in the high school elections today will be the voters who participate in the national elections tomorrow. If a person does not care, and is not concerned enough to know exactly who, and what, he's voting for now, will he in the future?



Political blinders placed on students

This is a year of campaigning, convincing, and conniving on the school scene as well as the national level. Newspapers on Robert Packwood, Morse buttons, and many other items are handed out on the streets and in the classroom.

The student is playing a bigger role in politics than ever before. Hubert Humphrey spoke at Sunset High School and many other political figures have spoken at other schools—not Portland schools though.

According to school board **Rules and Regulations**, chapter 10, section B, item M, "The buildings of School District Number One shall not be used by individuals, groups, or organizations for promotion of political activities of any nature during the hours when schools are usually and regularly in session. Distribution or display of literature, posters, cards, or materials of any nature advertising the candidacy of any individual or individuals, and the partisan promotion of any political cause, party, or groups, or any proposed change in our government, shall be permitted in public school buildings only at meetings regularly scheduled with the business office for that purpose, and in no event shall be connected with regular school functions without consent of the Board. There shall be no soliciting of funds, distribution of literature, or other activities for political purposes by employees of this district while on duty.

Principals shall be responsible for the enforcement of these regulations in the building or buildings under their control."

In other words, high school students are expected to ignore politics altogether as far as the school day is concerned. The halls of learning . . . it makes one wonder . . .

Amendments need 'hierarchy' consent

Jack Sharpe and Chris Leuthold recently confronted the General Council and Executive Council with proposed amendments to the Grant constitution.

Under Article IV, Section I, they propose that "The membership of the General Council shall consist of one representative from each freshman, sophomore, junior, and senior English class. The election of the rep shall be as early each semester as possible. . . . He may be eligible for re-election."

Under Article IV, Section IV, it is proposed that "The General Council shall have the power to pass all legislation. Legislation of the Council . . . must be signed by the Student Body President within a ten-day period. . . . Vetoed legislation may be re-considered by the General Council and if passed by a two-thirds majority . . . it shall become law."

Under Article V, Section III, they propose that "The Executive Council shall have the power to propose legislation to the General Council. The Executive Council shall legislate all budgetary matters relative to their duties as the principal's representatives."

Their next proposed amendment concerns Article VI, Section I. "An amendment to this constitution may arise in either the General or Executive Council. If passed by . . . the General Council . . . and by those voting in special election . . . it shall become part of this constitution."

Their last amendment concerns Article I, Section I, By-Laws. "It shall be the duty of the Student Body President to appear personally at the third meeting of the new General Council to present his legislative goals for the coming semester, lead all assemblies, be the official representative of the Student Body Committees . . . and have the power to veto or sign any legislation coming from the General Council."

Generals Comment

by Marlene Feves

Eie-Nie-Mie-Nie-Mi-Nie-Mo—place an "X" in the candidate's box. It doesn't matter if you don't know his platform, qualifications, or even who he is; you have to vote for someone! His name has a nice ring to it, so go ahead, give him your vote.

Is this the way you vote? Is this the way the leaders of our school, the officers who serve all of us, are elected? Is it fair that those who don't care about our student government, and those who don't even know the names of candidates, should be able to cast votes that are as valid as those cast by people who really do care?

Are these apathetic, ignorant votes enough to decide an election?

Registered voting in all student body elections would permit only those interested enough to register on their own time a valid vote. The actual voting would take place in polls or in an official voting room, thus keeping the votes confidential and away from the open discussions of the reg rooms, where voting now takes place. Would registered voting really be beneficial to elections at Grant?

"No," commented Del Seidner, a senior, when asked about the voting change.

"At a school I used to attend in Florida, we had registered voting and it was pretty successful," she admitted.

"All the kids really backed up the candidates and supported them. But I don't think kids are as spirited here at Grant as they were in Florida. I don't think they would be willing to give up their own time to vote," she concluded.

"I don't think you should have to vote if you don't want to," commented junior Debbie Chung. "I think we should have to register to vote. There seems to be a lot of apathy toward elections," she explained. "Many officers are elected only by popularity and not ability. It sort of makes the offices themselves look like a farce. Registered voting would eliminate all of the wasteful votes," she declared.

"I feel it's a good idea," asserted freshman Craig Enyeart, after a moment of careful thought. "Registered voting would be different and just might work. It would be a good preparation for the way elections are in real life. Even if only a few people voted, at least they would elect the person they really wanted and thought was qualified."

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Letters to the Editor

I understand a few years ago a petition was raised in the neighborhood to see if it was all right for Grant to put in lights, bleachers, and a fence, and have a stadium.

I feel this should be brought up again. Grant is one of the largest schools, and the best school in Oregon. Most of the other schools have football games at their own school, and Grant has to go to one of these schools for each game. Franklin has a similar bowl to ours, except they have a fence, lights, more bleachers, and a scoreboard.

I understand our bowl belongs to the park, but would they mind if it was improved? The financing would have to be through drives, sales, and other factors, but look how well Grant did in the PIL drive. It might take two or three years, but I think the student body would have even more spirit, and would participate much more in cheering on our great team if this were undertaken.

Sincerely,
Jim Paul

The Grantonian

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Editor Jan Kelley
Page 1 editor June Ammon
Page 2 editor Marlene Feves
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Reporters Debby Liesch, Katherine McGregor, Kathi Robinson, Lisa Rose, Debbie Rovech, Gary Cogill
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Generalities

Alumnus John Luik, who took the Advance Placement English tests last year received a score of four, on a zero to five scale, with five the highest, and is using the full year English Composition credit he received with his score at Northwest Nazarene in Idaho.

The Advance Placement Test takes three hours and consists of several separate tests. The first exam is a close analysis of a poem, and is followed by two essay questions, which usually deal with the person's ability to see thematic bonds in literature. The student is given a choice between 15 to 25 authors (for example), and is allowed to pick one to answer each essay question. The question usually deals with some aspect of writing, and the student is expected to pick one author and elaborate on that author's writing style, etc., as it applies to the question.