

The Grantonian

Vol. 73, No. 7

U. S. Grant High School, Portland, Ore.

October 25, 1968



Franklin Follies Dave Edwards and Robin Suwol are the recipients of juicy cherries, chocolate sauce, whipping cream, and flour, topped off by a chocolate cream pie in the face as a result of the student body card contest loss.

All but upper classmen take tests; Seniors receive two mornings off

It looks like freshmen, sophomores and juniors are all in for two full mornings of fill in the blanks, check the proper box,

Proposal suggested to make unicameral student government

It all began last school year in a classroom discussion and led to one of the biggest "upsets" in the school's history.

"It's something different, why not give it a try?" stated Jack Sharp about the proposed amendments to the constitution giving the General Council all legislative power except on budgetary matters.

Jack spoke to the executive council about the amendments which were printed in last week's Grantonian. The overall purpose of these amendments is that, if they pass and work, they should give students a better opportunity to understand their government and relationships among the administration, and the executive and general councils.

The General Council representative will be more responsible to the student body as a whole and the executive council will be more responsible to the general council, according to Jack.

The whole idea is that possibly a change such as this will help rid the General Council of the apathy it has known for so long, and place a greater amount of responsibility on the Executive Council. "Student apathy is so great. I don't know whether it's worth fighting or not, but maybe a change will help," Jack commented.

"We're playing the liberal, the executive council the conservative. I hope the executive council can see this thing through; it is a change for the better," Jack concluded.

and make sure your lines are black and heavy, on October 30 and 31, when the Test of Academic Progress and School and College Aptitude Tests are administered.

All juniors and freshmen will be required to take the Test of Academic Progress (TAP), while all sophomores will be taking the School and College Aptitude Test (SCAT).

Room assignments for juniors are listed in the display cases between the doors of the balcony while sophomore assignments are posted on the center hall bulletin board. Rooms for all frosh are located in the window of the attendance office.

Seniors will be given both testing mornings off but will report back to school at 12:11 when classes will resume.

According to Mr. Wayne Robinson, test co-ordinator at Grant, the TAP test is an achievement test that is used in making college recommendations and helps students to arrange their high school programs and what subjects they will take.

"The TAP helps give the students some idea of subject areas they are most proficient in," Mr. Robinson explained.

The SCAT test is an aptitude test. "It gives students an indication of how well they are likely to do in high school and college," said Mr. Robinson.

Most of the tests given at Grant are nationalized tests, but the scores are ranked only against Portland students of the same age.

Juniors will take their tests on the second floor, frosh on the first floor and sophomores in the portables. No one will be permitted in the halls during the testing and those who must be there will be sent to the cafeteria to study.

Exchange students accepted for final New York judging

Juniors Barbara Chattin and Tana Marrs have been selected as representatives in New York at the America Field Service competition.

"We wish we had the magic needed to enter all applicants; they were just great! However, Barbara and Tana will represent the U.S. well," stated Mrs. Eikland, AFS sponsor. "We are very glad and proud to have them enter in the New York competition."

Now comes the tough part of the competition: the girls must be approved by the committee in New York.

Both girls must have a physical, fill out general forms, and write a 500 words essay: telling about their relations with their family, their interests, and a little about their life at home. Their parents must also write an essay describing their child and their English teacher must fill out a form about the student.

These forms must be completed and mailed to New York by November 15, 1968.

Both of the girls applied for the summer program. "I'd like to go to a place where they

Property tax limit cited for lowering payments

by June Ammon

The purpose of the constitutional amendment changing the property tax limitation, is to repeal the 6% limitation and to limit property taxes to 1½% of market value. Exemptions to the tax limit are existing bonded

indebtedness and levies approved in November by a majority equalling 20% of the registered voters.

The Portland School District's total educational program is financed with a general fund budget of \$61.3 million, \$43.3 million of which comes from property tax levies.

Since the 1968-69 property tax levies in the Portland School District for operating all units of government is 2.89 per cent, the proposed property tax limitation would reduce the amount of money available from property taxes by 48 per cent.

A cut of \$20.5 million, which would result if the proposed amendment passes, would amount to about 33 percent of the School District's present budget.

It is not yet possible for the Board of Education to say that certain programs or services would be cut back or eliminated because of such a revenue loss.

Some illustrations of how drastically the budget would affect our school district are:

A loss of \$20.5 million greatly exceeds the total amount of money presently needed to operate all 13 public high schools—including salaries, maintenance, operations, textbooks, supplies, and administration.

If one-half of Portland's 3,700 classroom teachers were dismissed, the expenditure would be reduced \$15.5. This is still \$5 million less than the loss resulting from the 1.5% tax limitation.

The \$20.5 million cut is more than twice the amount now spent for all materials, services, supplies and maintenance of school properties.

In addition to affecting the school system, the proposed limitation would affect the police and fire departments, health services, and park and recreational facilities.



Barbara Chattin - Tana Marrs

speak French," commented Tana Marrs, "but it really doesn't matter where I go." "I really don't care where I go," stated Barbara Chattin, "I'd settle for anywhere."

According to Nancy Swett, last year's AFS student, "The girls are just great. It was a tough decision to make but I feel that these girls will do just fine."

Problems faced by interns; Experience, knowledge gained

by Kathy McGregor

How would it feel to be a teacher and be asked for a hall pass? New intern teachers may face this problem, among others, in their teaching experiences.

Intern teachers are: David Warren, US History; Miss Carol Vernstrom, art; Mrs. Pamela Raschio, Latin; and Miss Gene Bourders, English and Social Studies.

Mr. Warren has four classes of assigned supervision in U.S. history, and one period of general observation. Miss Vernstrom and Mrs. Raschio, who are Reed College interns, teach half a day, while the faculty supervisors work with them. In addition to the Grant faculty supervisors, the interns have their own college supervisors.

The benefits of the intern program works both ways; for the intern it provides actual classroom teaching experience, for the school it allows added allotment of teachers on periods taught, at less than the cost of acquired teachers.

As far as the students are concerned, the intern teaching gives them a chance to be taught by young, enthusiastic teachers, who bring into the classrooms with them fresh and innovative ideas.

Gus Kanas, vice principal in charge of curriculum, stated, "Realizing that the intern teachers are limited in actual teaching experience, the supervision provided by both the college and

teacher in charge tend to keep the objectives in perspective and gives valuable experience and exposure to interns and the student."

Mr. Warren, who is here on a temporary basis for a year, stated, "Working at Grant is a bit more work than I anticipated; kids here are better educated than in oBston where I taught before."



Newspaperman speaks Karl Taylor, school services director for the Oregonian, talks of printing processes that a newspaper uses. Mr. Taylor spoke to Mahlon Read's commercial art classes and David Frietag's English classes.

Kampus Kapers

Friday—

Football, Benson, at Madison, 8 p.m. Cross Country city meet, at Wilson, 4 p.m.

Wednesday—

Swim meet, Jackson, at Couch, 4:45 p.m.