

# Editorials

## 'GMRX': Self restraint, not censorship

In effect since November, 1968, a voluntary national film rating program to guide parents was instituted by the Motion Picture Association of America, known as "GMRX." The rating classifies films as "G"—for general audiences, "M"—for mature audiences, "R"—for restricted audiences, under 16 allowed with parents, and "X"—for no one under 16 admitted. The new rating is a result of complaints from theatre patrons who have protested because of the sex and violence shown in films. With the new rating system, the audience will know exactly what to expect in the picture they choose to view.

**THERE ARE THREE** distinct developments in the motion picture industry that account, in large part, for the current emphasis on sex and violence.

The first development was the competition between Hollywood films and foreign films. The foreign films lured the American audience because these films dealt vividly with subject matter denied to American film makers. Since 1930, Hollywood had been restricted by a "Code to Govern the Making of Motion Pictures." A revision of this code in 1966 resulted in a wave of so-called "adult" movies.

**MEANWHILE, A SECOND** development was underway—the spread of "sexploitation" films. The films are nothing new, but today their acceptance by more and more standard theatres has made the making and sales of these films a highly lucrative business.

Thirdly, the movies have ridden the wave of the current violence that permeates the world.

The sudden flood of sex and violence, and of obscenity and depravity comes at an unfortunate time. To appreciate why, it helps to understand what has happened to the general film audience. Eighteen per cent of the American population composes the movie-going audience. This 18 per cent is mostly in the 16-24 age group, and mostly single. The movies have become a diversion of the young. The more adult the pictures become, the more appeal they have for youth. The irony of it is that the "adult" films do not seem to have appeal for adults, who find them too outspoken, too shocking, too brutal.

So—"GMRX" has evolved. While this system is not fool-proof, it appears to be a forward step. It is not censorship, it is self-restraint. It deserves a year of testing.

"GMRX" will work if we make it work.

# Generals Comment

by Marlene Feves

Lights, camera, action and you've got yourself a movie today! But what makes a movie? It is just a 120-minute piece of film run through a projector depicting anything or everything or maybe both? What's the best movie you have ever seen and just what makes it so good? Are plots and purposes that were once the basis of almost all motion pictures being replaced with sex and senseless in experimental attempts to make films different and unique? Are film classics becoming obsolete and the whole general quality of films today decreasing?

"I THINK the quality of films IS decreasing," stated senior Phil Deines flatly. "They seem to be containing more and more sex because it apparently attracts more people."

"Actually," thought Phil, "I think kids only go to 'adult-type' movies because they want to prove to themselves that they can understand the adult situations portrayed on the screen."

"THE MOST MEANINGFUL" movie I've ever seen is the GRADUATE," Phil explained. "because it conveyed a message to the audience of the decisions a young high school or college graduate must face."

"I'm not really sure whether there is a decrease in film quality today," said senior Gail Whitted questioning, when confronted with the problem. "But I do feel the lower quality films are being publicized more and they seem to be making money. Maybe that's why there are so many of them!"

"The best movie I've ever seen was 'The Robe,'" admitted Gail. I liked it because it deals with a man who died teaching love and was enabled to love his betrayer."

"I feel that most movies today use love as a theme," stated senior Beth Harris when asked about the quality of movies today. "I guess the reason they use the physical side of love so much today is because it seems to be the most identifiable," she said. "The best movie I've ever seen is '2001,'" Beth declared. "I liked it because it deals with evolution, which seems to be an overlooked subject"



Gail Whitted



Beth Harris



## On The Shelf by Marlene Feves

### 'Funny Girl' reviewed

Sparkles, sequins, music, glitter, sets, beautiful girls — plus one pregnant bride? What is it? It's the internationally famous Ziegfeld Follies with the fabulous Ziegfeld Girls—plus one, extremely talented, funny girl.

Brought to life on the big screen by Columbia Studios under the direction of

William Wiley, "Funny Girl" will surely be marked by audiences everywhere as well as members of the Motion Picture Academy as one of the top musicals of the decade.

The picture, which stars Barbara Streisand in her motion picture debut and Omar (Doctor Zhivago) Shariff,

unfolds the true life story of a unique Ziegfeld star, Fanny Brice, whose wit and voice were her substitution for beauty and ticket to fame in the Ziegfeld Follies.

Fanny (Streisand) starts her quest for theatrical fame as a young, homely girl in New York. She takes any parts she can get just to be on the stage she loves so much. Fanny is constantly reminded of her lack of beauty, especially after being fired from a chorus line of pretty girls.

In a crazy scene on roller skates Fanny finally gets a chance to sing and after many hard years her career is finally launched.

Back in her dressing room a suave, sophisticated, gambling stranger, Nick (Shariff) Arnstein visits Fanny and compliments her on her performance.

Love, marriage, children and divorce along with a skyrocketing theatrical career all become major parts in the life of Fanny Brice.

Songs like "People," "Don't Rain on My Parade," and others add a musical touch to this semi-humorous, semi-dramatic film.

Music, plot, costumes and Barbara Streisand make "Funny Girl" a truly enjoyable three-hour experience for everyone.

# Generally Speaking

by Jan Kelley

For two years now we have been honored to claim as our sister school, Higashi High School in Sapporo, Japan. And for two years, this is all the further it has gone.

We have received pennants, Christmas cards, photographs, and booklets concerning school life in Sapporo. The students at Higashi have even gone so far as to form a special committee to correspond with us regularly.

Who has written back to these students who are making an earnest effort at communicating with their inactive "sister school"?

A return letter has been composed by members of the Executive Council, but this does not seem sufficient. It seems about time that the student body be brought into focus.

Would it be too hard to form a committee of interested students to correspond with Higashi High?

If the opportunity was presented to the student body we may be able to offer wonderful letters to our sister school like they have offered to us.

## Sapporo sister school relates news of sports in most recent letter

Dear Sister School,

How are you? We started our winter vacation on December 22 and do not return to school until January 17.

Now we will tell you about our sports meeting at school. There are two sports meetings a year, after the term-end examinations of the first term and second. We hold it for five days. Every student takes part in one event which he likes. In last meeting there were six events such as ping-pong, soccer, basketball, and judo. Each class has its team of each event and contend by tournament. We all contend hard and enjoy it very much. Do you hold anything like this?

We sent the slide of last sports meeting, which members of our photograph club had taken, and we hope you will enjoy it.

From the entire Higashi Student Body, the special committee for association with Grant High School,

Shigeo Hashimoto

## Opportunities extended to all

# Budgets, proposals given to school district

Gust Kanas, Curriculum Vice Principal, in collaboration with Principal Dr. Roy O. Malo, and Charles Randolph, PROJESSCO and Vocational Work Experience Coordinator, have been taking steps in curriculum involvement, staff development, and school re-organization in a total effort to extend better educational opportunities to all students.

**IN ORDER TO** continue these programs, they are currently submitting proposals and budgets for funding and approval through its school district channels for PROJESSCO (Project English Social Studies Cooperative) and VWE (Vocational Work Experience) programs.

The spring planning committee of 1968 expanded the original concept of PROJESSCO during a summer workshop, which resulted in a program effective since the fall of 1968, and include mathematics, biology, and work experience. Despite the expansion of the concept, the term "PROJESSCO" continues to be used as the description term for the program.

**THIS IS A** program which permits teachers to work together for helping students make a better adjustment to school," stated Mr. Kanas.

The pilot programs in operation this year are designed to provide successful education experiences in both academic and vocational/pre-vocational areas.

**WE ARE WORKING** in this program to make school better suited to what students both want and need," commented Mr. Randolph. "What we learn from this program may play an important part in shaping the Grant High of the future."

Mr. Randolph explained that for students sixteen years of age and older this program, in cooperation with VWE, often enables students to work part time and go to school part time. Many students receive some school credit for work as well as school subjects. They are able to do this by taking required courses and substituting work for elective courses.

In the last two years, there has been an increasing need for curriculum revisions so as to provide the kind of education which will meet the needs of the students. Last spring, members of the faculty, counselors and administrators recognized the need of a special program designed to meet the needs of students who are not succeeding in high school,

"The administration is hopeful that

complete or partial funding of this program will be shared on a co-op basis by the various educational levels so that this program can continue to grow," concluded Mr. Kanas.

## The Grantonian

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