

Editorials

Year to be shortened

Last week, the Portland Association of Teachers voted to submit to the school board a recommendation concerning a shortened school year, as the means of providing additional funds next year.

According to the executive secretary of the PAT, their goal is to give the students the best education possible. They feel that a shortened school year is more desirable than running a mediocre program for the full 190 days.



Other alternatives to this proposal—going to the public with a levy or tax base request; or going to the state legislature or federal legislature for funds—have already been tried.

But it seems that, although everyone favors quality education, no one is willing to pay for it. A recent tax base increase proposal was finally passed by the public, after much debate; the state legislature is more interested in the passing of their proposed sales tax; and federal funds have decreased rather than increased, in recent years.

The quality of the education offered by our schools is dependent upon the amount of money made available. As the cost of living continues to rise, due to inflation, so does the cost of education.

Wouldn't it be better to invest more money in the future of the students—the future of the country—than to shorten the educational process?

National survey shows crime rate among teens; problems discussed

by Joyce DeMonnin and Kathy Robinson

SMOKING—DRINKING—THEFT—DRUGS—Are they just words or do they affect the lives of people every day? Can you ignore these problems or should they be brought out for an open discussion? If people that are affected by these problems really care, then maybe something could be done. National surveys have shown that one out of every six boys will be brought before a juvenile court for a non-traffic violation before he is eighteen. Is this something to be ignored?

A PROBLEM that all of us have probably experienced in one way or another is that of theft. Why does this happen? According to the Police Department there are four main causes: need for the article, impulsive actions, kicks, and environment. Mark Mooney, sophomore, believes that, "Stealing is nine out of ten times impulsive. A lot of kids steal for the challenge or excitement of risk."

"I don't believe in stealing," commented Paul Southworth. "Maybe kids steal because they like what the other guy has."

SMOKING IS probably the most open problem in schools today. Kicks, environment, and social pressures are a few of the main causes that drive kids to smoking. Many students have a cigarette before school, during lunch, after school, and some even between classes.

Reggie Morris commented, "If kids want to smoke, it should be their own privilege, but I think they should take into consideration their own health. However, I don't think the faculty should get so upset because they smoke across from my choir room."

GARI ROBINSON feels that, "If students want to smoke, it is up to them, but personally I don't like the smell of smoke in my hair or clothes."

Drugs have become the subject of great controversy and concern during the past few years. It is difficult for an accurate account to be made about the drug usage going on in the schools. Hubert Shovlin, boys' vice-principal, commented, "In my opinion the drug problem can be put into three main groups. The first are the curious who try it once or twice. The second are the social users, the ones who use it on weekends or at parties. The third are the steady users, who use it two or three times a week, or every day," he concluded.

GLEN BUTHERUS commented that,

"Drugs should be controlled. They could change the law of LSD, which is a misdemeanor, to a felony, and as for smoking, I think that students should have a lounge to smoke in."

Tom Miller stated, "I think that 'speed' and hard drugs are terrible. They are nothing for kids to fool around with. I don't see how people can live once they are hooked."

ALCOHOL has been the subject of great controversy since people have been interested in social problems. It has been proven that social pressures, environment, and pleasure are the main causes of teen-age drinking.

"Drinking alcoholic beverages can be hazardous to your health. People don't realize that alcohol is as bad as taking illegal drugs. When you are under the influence of alcohol you sometimes don't know what you are doing. Therefore, you can get into trouble in more than one way," commented Robin Towne.

Kathy Fifield stated, "Drinking is bad in the sense that it is dangerous—like drinking while you are driving. I don't think that teen-agers should drink, but there is nothing you can do about it."

Social pressure and rebellion seem to have all the causes of crime pointing their way.



BRUCE FISHBACK shows Sandi Scrivens and Helen Greenstein, from Cleveland's Tomahawk staff, the ins and outs of the sports page. The pair visited the Grantonian staff Wednesday.

Opinions voiced . . .

Draft survey reveals beliefs . . . by students

by Jan Kelley

Probably one of the most posing problems concerning the teenage student today is the draft. Boys especially are plagued by such questions as, "Should I enlist or wait to get drafted?" "How about college, should I attend school first?"

In a survey given to 200 students ranging in age from 15-18, these questions and many more are analyzed. Steve Reid, senior, gave the survey as an individual observation for a sociology unit in American Problems. He stated, "I chose the draft because it is a posing problem to high school students. They won't speculate on something they don't know about."

To see how random the sampling was, Steve asked those questioned if they had any religious affiliation. 16.5 per cent of the students had none, another 16.5 per cent were Lutheran and 16 per cent were Catholic. 11 per cent were Presbyterian, and then there was a sharp decline.

Asked if they had any religious belief against the service, 82.5 per cent said no, while 16.5 per cent stated they did.

Approval of the draft system as it stands now proved not too great, as 36 per cent didn't approve at all, 26 per cent approved partially, 24.5 per cent somewhat and 8.5 per cent fully. Broken down according to sex, 11.5 per cent males approve the draft as it stands now, while 4.7 per cent of the females approve.

Asked if they were in favor of compulsory draft for both men and women, 81 per cent stated no while 18.5 per cent said yes and 5 per cent were undecided. Surprisingly, 22.5 per cent of the females approved of

a compulsory draft for both men and women, while 15.5 per cent of the males approved.

If a compulsory draft for both sexes were enacted, 42 per cent of those surveyed would enlist, 31 per cent would wait to be drafted, 11 per cent would refuse to enter but stay in the country, and 9.5 per cent would leave the country. One person (.5 per cent) would lead a guerrilla band in the West Hills.

87.5 per cent of the students would not burn their draft cards if a compulsory draft were enacted, while 8.5 per cent would.

With the power to handle the draft any way they saw fit, 42.5 per cent of those questioned would modify it. Some suggestions made were: a volunteer army, a lottery, alternate ideas such as the Peace Corps, and to make the service stricter. 24 per cent would abolish the draft altogether and 23 per cent would leave it alone.

An interesting response was that 25 per cent of the parents of those surveyed had never served in the Armed Forces.

One question asked only of the boys was: "If you have plans to attend college, what part did the draft play in your decision?" 72 per cent answered none, while 18.5 per cent said that it was one of the factors and 5 per cent stated that it was the main factor. Write-in answers included "It's a bummer" and "The draft is a good incentive for college."

"Some of the questions were poorly phrased, but I think it is probably a pretty good sampling of attitudes at Grant," Steve concluded.

Letters to the Editor

To the Editor:

The Grantonian, I hear, is run by a teacher, not by the students. Why aren't the students running the paper. Isn't it suppose to be the voice of the students. What does the "A" rating mean to the reader. There are too many facts and not enough enjoyable reading. Why not lose the "A" rating and improve the paper?

Dissatisfied reader,
Merle Johnson

Dear Merle,

The Grantonian, like every other organization and body in Grant High School is advised by a teacher. All copy appearing in the paper is written by junior and senior students, unless stated otherwise.

The ratings provided by Columbia Scholastic Press and National Scholastic Press Associations give us an incentive to work harder on our publication and improve wherever possible.

We thank you for your interest in the Grantonian and invite you to make any constructive criticisms which would better your publication.

The Grantonian Staff

The Grantonian

Published weekly by the advanced journalism class of Ulysses S. Grant high school, room 203, 2245 N.E. 36th Avenue, Portland, Oregon 97212. Phone 288-5975. Printed by Modern Typesetting company with a circulation of 3200. Second class postage paid at Portland, Ore. Subscription cost \$2.00 per year.

Vol. 74, No. 1 — February 14, 1969

Editor June Ammon
Page 1 Editor Martha Ojard
Page 2 Editor Marlene Feves
Page 3 Editor Bruce Fishback
Page 4 Editor Jan Kelley
Reporters Debby Liesch, Katherine McGregor, Kathi Robinson, Debby Rovech, Joyce DeMonnin
Photographer Joyce DeMonnin
Advertising Manager Kathy Walton
Circulation Manager Kathy McGregor
Circulation Staff Margaret Hadden
Mary Ann Hutton
Advisor Willard Mohn