

# Editorials

## Buried problems not solved

Seven students are attacked by a gang of students on their way home from a basketball game. Maybe the perpetrators of this cowardly act will not be found and punished, but does this mean that it should be forgotten?

Should an act of this sort just be buried in the back of people's minds with such insignificant things as what grades you earned in first grade, and when you lost your first tooth, or should it be brought out into the open, discussed, and perhaps solved?

The students who were involved in the gang incident don't seem to want to talk about it. This seems to be an indication of the way people in this age feel—they don't want to get involved in anything which might have harmful consequences.

But what about the man, believed to be a member of the Jefferson Dads' Club, who broke up the fight? Who knows what might have happened if he had held the same wish for non-involvement?

It is a very serious problem when there isn't enough concern about things of such importance as the well-being of students at school activities. What comes next—a knifing in center hall?

More police action isn't the answer. Neither is the curtailing of school-sponsored activities. The answer lies in solving the basic disputes behind gang outbreaks of this sort.

The black-white student discussion is one step in the right direction—the direction of understanding, and peace. But everyone must help to take the steps necessary to reach this desired goal, not just those who participate in these discussions. And the first step must be taken in each person's conscience.

## Past remembrances recalled by daughter of original principal

by Debby Liesch

Mrs. Lloyd Lillie, a former Grant student, revisited and reminisced on the days when her father, Mr. Fletcher, was the first principal of Grant.

Mr. Fletcher served as principal of Grant from 1925-1928, after being principal of Roosevelt High School. Mrs. Lillie, who now resides in Seattle, Washington, explained that both she and her younger brother attended Grant while her father was principal.

"I enjoyed being here because he was a well liked principal," commented Mrs. Lillie when asked what it was like attending school where her father was principal. Her aunt also taught English at Grant during this time.

Mrs. Lillie recalled such neighborhood scenes as sledding down 33rd hill in the winter. She explained that in 1929 there were only approximately 2000 students attending Grant. At that time, the original library was three adjoining rooms above the office. This "library" was later converted to three separate classrooms, when the new library building was made.

Mrs. Lillie also commented about the "odors" that drifted down the second floor hall during science classes. "It must be nice having a science wing to 'smell up,'" she smiled.

"Do you still have a May Fete?" Mrs. Lillie asked. When she was told that we didn't, she replied, "I used to love to go around looking at the concessions and the booths set up in the park."

She explained that along with other students, she originated the Drama Club. Also the Dolphin Club, a swimming club, and the band were started at this time.

## Student artwork . . .

### Murals to add life to gym walls

### . . . permanently displayed

"This is one of the first times any student art has been permanently displayed," commented Mahlon Read about the permanent mural-like paintings to be placed in the new gym.

The idea originated with Dennis Sullivan and the athletic department and was presented to Mr. Read and his art classes.

The drawings, five of which have been completed, are a semi-abstract showing of different sports including football, basketball, tennis, gymnastics, wrestling, swimming and baseball.

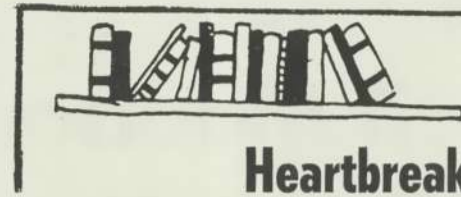
Spaces are left to the right side of each painting for scores of both city and state competition. It has not yet been decided whether they will be printed in ink or paint, or by the use of decals.

## The Grantonian

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## On The Shelf by Debbie Rovech

### Heartbreaking story told

Impersonality of a man who believes he has created a human being; a teacher's patient, loving understanding; and unaffected innocence in a seemingly hopeless mentally retardate compose the poignant story of Charlie Gordon in *Flowers of Algernon*, by Daniel Keyes.

IT MIGHT be said that the real story began in Charlie's childhood when his mother's inability to accept the fact that he was not like all the other children instilled in him a desire to "be smart like other pepul" so he could "have lots of friends" who liked him.

The experiment begins when Charlie, at age 32, has an I.Q. of 68, the level of a moron. He had enrolled at the Beekman School for Retarded Adults and had proved himself the best pupil in the class. He seemed to have outstanding motivation for someone of his intelligence.

HE IS chosen by Professor Nemur (the impersonal man) and his associates to be the "guinea pig" for a surgical technique which, if successful, could release from a mental "prison" millions of mentally retarded people throughout the world.

The technique had been used on many animals, including a certain white mouse named Algernon, who had become increasingly intelligent since his operation and had remained intelligent for a long period of time.

CHARLIE HAS the operation and in about three months, his I.Q. jumps to 185, the level of a genius. He finds himself able to absorb the printed page in a second, and learns many foreign languages, among them: Russian, Chinese, Portugese, Hindi, and Japanese. He learns more in those three months than a normal person learns in a lifetime.

But as Charlie's intelligence rises, his faith and love of mankind lower. He feels that Professor Nemur and his associates are frauds because he believes they led him to think they were geniuses before the operation, and he had left them far behind.

THE PROFESSOR believes that Charlie "did not really exist before the experiment" and credits himself with creating a human. Charlie contends that he was a person in the days before the operation, with a mind and memories just like everyone else.

Charlie's emotional level remains that of an adolescent until he makes a rediscovery of his early life. He falls in love with his teacher, Alice Kinnian, who has inspired him. But as his intelligence soars, they find they can no longer communicate.

THE ONE flaw in an otherwise perfect experiment is that it is not known how long the high intelligence will remain. Charlie's and everyone else's question is answered as they observe Algernon's progress and, later, his regression.

Charlie's case follows Algernon's pattern, and through his own research he learns his fate is the same. His life after this point keenly illustrates the importance of awareness and understanding of man.

This science-fiction novel has won the hearts of many, including those who have produced the motion picture "Charly," which is based upon the book.

## Generalities

Dr. Roy Malo will attend the National Principals' Conference to be held in San Francisco March 1-5 as one of Portland's representatives. Sessions will include a study of youth education in the large cities.

Carolyn Lumber, graduate of '66, has been invited to play in the Long Beach tennis tournament.

## Letters to the Editor

Editor,

I would like to express a deep concern about the double standards employed by Grant's faculty and administration. It deals largely with the different treatment given to black and white students, mostly by the hall patrol, but also by the rest of the teachers.

On February 20, a number of black students were loitering in front hall, near the doors. They ostensibly worked at Textronics, but when questioned closely by a sole teacher attempting to keep them in check, a number admitted that they did not work there at all. They, at least those who did not work, were obviously cutting the assembly or cutting class. Should not one of the teachers in the hall have taken some action? Would white students have been let off in this manner?

After observing this scene for a while, I ventured down the hall to my locker. However, before I had ventured very far, I was asked for a hall pass by one of the hall patrol. I tried to make a few excuses, but before I had gotten to any valid ones, the teacher warned me that "if I wanted to stay out of trouble," I'd show him my hall pass, which I quickly did.

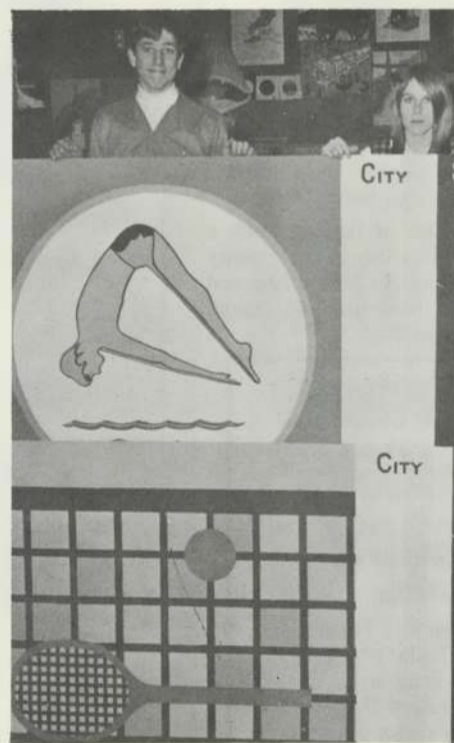
However, the thought struck me that while I was being checked, many others, within eyesight of me, were going unchecked, unquestioned.

Were the blacks being questioned? Were they being lectured on how to stay out of trouble? Were they humiliated or even asked as to intentions? NO.

Is Grant a pluralistic pseudo-society that caters to some students because of fear of racial tension or for fear that they will bring in the Civil Liberties Union to plead their case and bring unwanted publicity? Cannot all be treated with the same type of action, for the same broken rules? How can they be so afraid? Or must we make separate rules for a minority?

Is Grant one school or two? This situation is out of hand.

Sincerely,  
Dave Jory



Adrian Kalil, Denise Lesley

Three students are primarily responsible for the murals: Gail Merritt, Denise Lesley, and Adrian Kalil, who may be found working on them at least two hours a day, including before and after school.

The athletic department has provided the plywood and paint for the brightly colored paintings and both departments hope to have all seven murals gracing the walls of the new gym by the end of this school year.