



TROPHY WINNERS . . . Students and teachers from two Harbor area schools receive first-place trophies from Donald Primrose (right), regional director of the Sears-Roebuck Foundation, during the 14th annual Los Angeles Beautiful Planting Program awards banquet at the Hollywood Palladium. Accepting for Fleming Junior High in Lomita are (from left), agriculture teacher Ted Hirayama and student Joni Al-

ford. Accepting for Narbonne High in Harbor City are student Charles McKnight (center), and teacher Clarence Mann. Both schools won in the school garden division. The program is sponsored by Los Angeles Beautiful, in conjunction with the Sears-Roebuck Foundation, Women's Architectural League and the Los Angeles City Schools.

State Hikes Standard For Reading Ability

Minimum standards for high school graduation were set by the State Board of Education at its recent meeting in Sacramento.

The standards, the first of their kind in the nation, require that all California students show eighth grade competency in reading and mathematics before receiving a diploma.

"Students who reach this level of proficiency should be able to read newspapers and keep records for home finances," a report to the board from Dr. Max Rafferty, state superintendent of public instruction, noted.

ADOPTED AS an emergency measure, the regulations will be phased in next September

with a requirement that all graduates must complete the content equivalent of 190 period hours of work. This is increased to 200 hours in 1970-71.

In 1971-72 and thereafter, graduates must also "demonstrate competence in reading and mathematics at an equivalent of no less than 8.0 (eighth) grade placement as assessed at some time during grades 9-12."

Among other ways in which students may demonstrate competency are:

- "Satisfactory completion during grades 9-12 of a one-semester course in the subject focusing upon diagnostic and remedial instruction.

- "Passing district-selected examinations in reading or mathematics or both based on eighth grade state-adopted textbooks."

The requirements do not apply to mentally retarded or educationally handicapped students.

IF A SCHOOL district does not have the ability to provide 200 semester periods of course work, it may apply for a waiver of 10 hours, thus being required to provide only 190 hours.

Dr. Mitchell Voydat, chief of the bureau of elementary and secondary education for the State Department of Education, noted that the eighth grade level was chosen "with a view toward evaluating its appropriateness at a later date, and then changing it if necessary."

"We felt that when children leave high school though, the least we can expect is elementary school competency," he added.

THE SETTING of standards is required by Senate Bill 1 passed by the State Legislature in 1968. This law, often called the "Magna Carta for Education," gives local school districts much more freedom than in the past in selecting curriculum and the time-scheduling of courses. The law went into effect last November.

Program Honors Scholars

Twenty-seven Torrance students have been awarded certificates by Governor Reagan's Scholars' Program. Recipients include: Richard Lindel, William Davis, Haskial Hassan, Nathan Ucuozoglu, Linda Cohen, Michael Keberlein, Milburn Caparino, Johanna Drege, William Alpenfels, and Valeria Crawford of North High School; Kenneth Austin, Patricia Geddes, Ernest Gutter, Patricia Harris, Jeffrey Mar, Jeanette Money, John Peterson, and Debbie Purmort of South High School;

In his inaugural address in 1876, President Daniel Colt Gilman of Johns Hopkins University remarked: "I see no advantage in our attempting to maintain the traditional four-year class system of the American colleges. . . . It is a collegiate rather than a university method." Following this observation, the first announcement of the undergraduate program of Johns Hopkins included the statement, "Usually three years of study after matriculation will be found requisite."

Fifteen years later, in discussing the Johns Hopkins program, President Gilman wrote that "the number four has nothing sacred or mystical about it. It is an accidental, not an essential, limit. . . . There is really no reason but usage why the college course should not be eight or more years, as in the German Gymnasium."

THESE 11 attempts to modify the structure of American higher education are only the most important of a much larger number. No attempt will be made to discuss, for example, the failures of the Knox Plan for the organization of American education which won the prize of the American Philosophical Society in 1799; the three-year program with which the University of Virginia opened and which it later abandoned; the plan for the organization of education in the state of Georgia adopted in 1859 and dropped in 1862; the Johns Hopkins re-organization on a divisional basis in 1922; the unsuccessful efforts of President Edmund J. James at Pennsylvania, Northwestern, and Illinois to split the college into halves; the reports of the Committee on Standards of the National Association of the State Universities which recommended at the 1908 meeting of the association that the work of the first two years of the college course be sharply differentiated from that of the last two years; and the attempts at Chicago, Buffalo, and a few other institutions to bring undergraduate work to a conclusion by the granting of the associate in arts degree or certificate.

Veterans Use New GI Bill

The education and training program of the New G.I. Bill is attracting veterans at a faster rate than its predecessor, the Korean G.I. Bill, according to Mort Webster, manager of VA's Southern California regional office.

Noting that June marks the third anniversary of the program, Webster said that in the past three years more than 1,184,000 veterans and 83,000 servicemen nationwide have entered training.

By comparison, he noted, in 13 years of its existence the Korean G.I. Bill was used by 2,391,000 veterans for education and training.

training this spring were 165,000 veterans and 32,200 servicemen.

Veterans entered this spring in on-the-job training totaled 45,000; some 58,000 since this benefit went into effect Oct. 1, 1967.

To be eligible for this post-Korean G.I. Bill education and training a veteran must have had at least 181 days of service, part of which was after Jan. 31, 1955, and have received an other than dishonorable discharge.

THE NEW (Vietnam Era) G.I. Bill gives a veteran one-

and-one-half months of educational assistance entitlement for each month of service.

There is a maximum of 36 months entitlement except for veterans eligible for VA educational aid under two or more VA programs. They have an aggregate entitlement of 48 months.

VA educational assistance under the three-year-old post-Korean G.I. Bill ranges from a monthly allowance of \$130 or more (depending upon the number of dependents) for full-time institutional training to payment of only the actual cost of correspondence courses.

VETERANS who have not completed high school may receive full VA educational assistance while earning their high school diploma without having any of this time charged to their maximum entitlement to follow-on college training.

The VA urged all veterans interested in post-Korean G.I. Bill education and training to contact their local VA office. And post-Korean and Vietnam era veterans were reminded that they must complete their training by May 31, 1974, or eight years after separation from service, whichever is later.

AT THE current rate, this Post-Korean G.I. Bill usage will exceed the total of the Korean War G.I. Bill in less than half the time.

Some 697,000 veterans and 25,000 servicemen are enrolled in college-level training, Webster said.

Three hundred and ninety-four thousand veterans and 58,000 servicemen entered schools below the college level.

This spring 565,000 veterans and 40,000 servicemen were enrolled in G.I. training. This is an all-time high for the three-year-old Post-Korean G.I. Bill, Webster said.

Red Cross to Host Events for Retarded Children During July

Red Cross is inviting young people 15 years old and over to train as volunteers for the inaugural Western Special Olympics for Retarded Children scheduled July 26 at Memorial Coliseum.

Volunteers will serve on the field as couriers, guides, timers, or as assistants to the officials, or at Red Cross first aid stations.

Sponsored by a partial grant from the Joseph P. Kennedy Foundation, the Special Olympics program hopes to create opportunities for sports training and athletic competition for all retarded children.

"MOST OF the competitors have never participated in organized athletics, and many will be leaving their homes for the first time," said Don Long, Los Angeles Red Cross Youth board chairman.

"After months of disciplined training, participants will come from throughout California, Arizona, Colorado, Hawaii, New Mexico, Nevada, and Utah," Long said.

Events will include the standing broad jump, 50-yard dash, softball throw, high jump, 300-yard run, and swimming. Participants will also take part in how-to-learn

sports clinics in an Olympic atmosphere.

THREE volunteer orientations will be held throughout the city: Saturday, June 28, at the Red Cross Service Center, 1499 W. First St., San Pedro, from 9 to 12 p.m.; Saturday, July 12, at the Red Cross Service Center, 14717 Sherman Way, Van Nuys, from 9 to 12 p.m.; and Wednesday, July 16, at the Los Angeles Red Cross Chapter, 1200 S. Vermont Ave., from 7 to 9 p.m. Students interested in volunteering for the project may call Red Cross for more information.

Tourism Industry

Tourism is reported by National Automobile Club to be Oregon's third largest industry.

MORE THAN 356,000 of these veterans and 7,500 servicemen were enrolled in institutions of higher learning. Taking below college-level

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