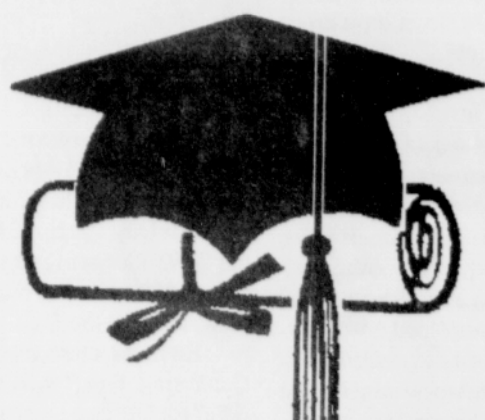


# OBSERVER

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### Washington Corrections Officer Claims \$100,000 Powerball Prize

Tom H. Field Jr. said he couldn't stop shaking when he discovered he had matched all five regular numbers (white balls) in the Wednesday, July 7, Powerball drawing. The 50-year-old Dayton, Washington resident was quite a bit more calm today, however, when he and his friend Trudy Montgomery visited Lottery headquarters to claim his \$100,000 prize. With steady hands, Tom accepted his check for \$72,000, after 28 percent was withheld for federal taxes.

Tom said a friend was making a trip to buy Powerball tickets for the July 7 drawing, when the jackpot was estimated to be \$100 million. "My friend asked if he should buy some for me," Tom said, "and I said, 'sure, buy me \$10 worth.'" The Quick

Pick ticket was purchased at Blevins Villa Mart in Milton-Freewater on July 6.

Tom and Trudy were boating the day after the drawing and didn't check the paper until Friday, July 9. "I started shaking when I saw the numbers," Tom said, "and then I began matching them one by one." Trudy said he looked at the numbers for a very long time, and it was about two hours before he was able to contact the store to verify that the numbers in the paper were correct.

Tom has been a corrections officer at the Washington State Penitentiary in Walla Walla for nine years. For the past four years he was president of the Washington State Corrections Employees Association.

Tom is the father of two grown

children and the grandfather of four. In his spare time, Tom enjoys boating, hunting, fishing, and all sports.

The prizewinnings will be invested for retirement, and some will also be added to his vacation fund for a trip to Nevada later this summer with family members. "My brothers said we can now be high rollers instead of low rollers on our vacation," laughed Tom.

Since April 1985, more than \$885 million in prizes has been awarded to Oregon Lottery players.

Over the past eight years more than \$450 million has been earned for Oregon's economic development and job creation in Oregon. Fund recipients estimate that more than 38,000 jobs have been saved or created through these projects.

### Museum Facts

Maryhill Museum of Art is open from 9 a.m. to 5 p.m., daily, March 15 through November 15. General admission is \$4, seniors \$3.50 children six through 16 \$1.50, and five and under are free.

The Museum is located at the east entrance to the Columbia River Gorge on Washington State Route 14. Maryhill is 100 miles east of Portland, Oregon.

Highlights include: Auguste Rodin sculpture and watercolors; Queen Marie royal furnishings; Native American basketry and artifacts; international chess sets; Sam Hill photographs and memorabilia; European and American paintings; Loie Fuller memorabilia; 19th-century french art glass; 19th-century Russian icons; and the Theater de la Mode mannequins and sets.

Cafe' Maryhill Museum serves gourmet coffee, beverages and food daily from 10 a.m. - 4:30 p.m. Indoor and patio seating available. The Museum Store sells books, jewelry, and other items. Maryhill Museum membership offers a variety of special benefits and privileges.

Stonehenge is three miles east of the museum--at the original Maryhill townsite--is Sam Hill's replica of England's Stonehenge. Hill built the structure as a World War I memorial. The monument is open 7 a.m. - 10 p.m. every day. No admission is charged. Hill's crypt is directly south of Stonehenge, overlooking the Columbia River.

In the event, cultural identification is deemed appropriate for inclusion in a story, such identification shall follow the subject person's individual preference. See example below.

Oregon State University style suggests a preference for nation-specific identification rather than generic identification, again subject to the individual preference of the subject person. Japanese American or Thai American is preferred usage rather than Asian. The terms black, white, Native American, Hispanic, Latino and Chicano are also considered generic cultural identification. The term Oriental should never be a generic identification.

### Cultural Identification Guidelines

Individual identification by race or culture is rarely required in news stories prepared for distribution by Oregon State University. In some stories, however, cultural-identification of individuals may be necessary to bring context to the story being communicated. These guidelines are intended to help writers use such identification in a consistent manner and in a way that best reflects cultural sensitivity and personal pride.

Associated Press Style guidelines specifically address identification by race. Those guidelines indicate that identification by race is pertinent in biographical and announcement stories when they involve a

feat or appointment that has not routinely been associated with members of a particular race, when it provides the reader with a substantial insight into conflicting emotions known or likely to be involved in a demonstration or similar event, (or) when describing a person sought in a manhunt.

At Oregon State University, cultural identification is appropriate when such identification is necessary to recognize a particular feat or accomplishment that is germane to the story, when it helps to distinguish unique perspectives or elements germane to the story, or when it may help to locate a person needed to be found by relatives or campus officials.

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### Trained Teachers And High Expectations Help Children Learn

Across the country, the inner city and rural education story for poor students is a grim read. Public school systems leave students from the poorest families to learn in schools in the worst physical condition, where they are taught by the systems' least experienced teachers.

Youngsters in these schools sit in classrooms under leaky roofs, paint flaking ceilings, unusable light fixtures, broken windows, scarred blackboards taught by new, often unprepared and overwhelmed teachers. The result is too often students who produce the lowest results on math and reading tests and have the lowest daily attendance rates.

One school in New York stands out in this scenario. Even though it is in a community beset by drugs, crime, unemployment poverty, and single parenthood, rigorous teaching and high expectation learning does take place daily. New York's East Harlem

Public School (P.S.) 171 at 103rd and Madison Avenue is a living study of an educational learning environment which students and parents utilize aggressively.

In the 93-year-old school building with corridor walls of peeling paint, there are 536 African-American and Hispanic students. Some 67 percent receive free breakfast and lunch.

Despite the odds against these students, they rank first in their District 4 in standardized reading scores, with 53.9 percent reading at or above grade level. Almost 77 percent perform above grade level in math and also rank first in the district. These statistics place them in the top 30 percent of elementary schools in the city.

The 21 classroom teachers at the school engage their students by imparting information through the modern classic method. Teachers first pre-

pare detailed lesson plans for introduction of new subjects. When they teach, they stand at the front of the classroom facing students seated at desks. In daily and weekly reviews with rapid fire questions, students give answers on what they have learned.

Teachers have identified 10 areas that help maintain the chemistry of its excellent teaching environment. Those areas include:

- Top notch school management by principal
- Excellent classroom management by teachers.
- School wide discipline.
- High expectations of teachers for students.
- Willingness to try new ideas.
- Reading enrichment-nonfiction books
- Sustained silent reading
- Taking reading books home
- Ample problem solving in math
- Teachers devoted to teaching

and children.

- Well prepared and detailed lessons.
- Good student-teacher relationships.
- Support from supervisors.
- Communication with parents through monthly report cards and orientation meetings.

The modern classic teaching method at P.S. 171 is predicated on research and the belief that it is the responsibility of each generation to pass on its knowledge to the next, thereby sustaining and progressively improving civilization. The overarching concern is academic learning not only for its own pleasure and applicability in the pursuit of happiness, but its educative value in developing in each student a sense of self worth and confidence that comes from knowledge and conscious understanding.

In addition to good student-

teacher relationships, the third component of this triumvirate are dedicated and caring families. Ms. Skeen and P.S. 171 teachers ask the support of families primarily through an orientation program for families at the beginning of each year. And they utilize a monthly progress report.

Maintaining such an excellent teacher environment depends on hard work and dedication to the profession. The principal and teachers engage their students every day. Student attendance is the highest in the district and teacher absenteeism is never a problem. Teacher selection and training are paramount. New teachers are recommended by P.S. 171 teachers. Support is given during the transition period which can last as long as two years. During that time, the principal and more experienced teachers give advice on such topics as classroom management, curriculum, lesson planning, techniques for en-

couraging students to focus and concentrate, and the importance of study and homework.

Unless those of us involved in education see getting children to high levels of achievement as our responsibility--and unless we are equipped with the skills to do so, our children will simply never make it. No matter how wonderful the staff in special programs they cannot compensate in 25 minutes per day for the effects of watered-down instruction the rest of the school day.

There is ample evidence to show that under optimum teaching and learning conditions--those with high expectations and skilled instruction--children will learn at high levels.

Chapter 1 money will be more wisely spent on building schools like P.S. 171. We know how to teach all students successfully; there can be no excuses anymore for continued failure to do so.