

VERNONIA HIGH LOGGERS

Winter Sports

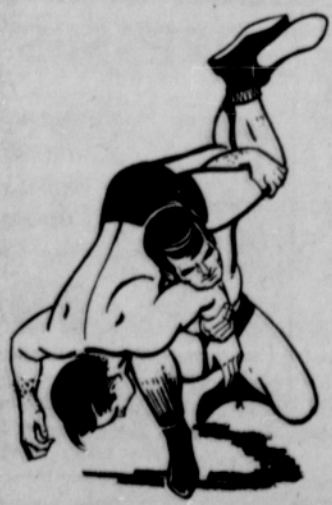
ROUND-UP

JOIN THESE LOGGER BOOSTERS - SPORTSFANS IN CHEERING THE VHS TEAMS ON TO VICTORY

- | | |
|-------------------------------------|-----------------------------|
| Alice's Timbernook | Claude's Saw & Service |
| Allied J&H Lumber Co. | Cliff's Sentry Market |
| Alpine Lanes and Chalet Flower Shop | Coffee Break |
| Bellingham Logging | C-Z Corp. — E.P. Stamm Farm |
| Bill Horn Ins. & Reeher Rlty. | Archie Dass Logging |
| Bob's Union Service | Davies Chevrolet |
| Bruce Berndt Excavating | Don's Auto Service |
| Brunsmann Hardware & Electric | Ellson Cedar Products |
| Buckner Land Salvage | Fabrics 'n Fashions |
| Busch Logging | F&E Logging |
| C&C Logging | Fisher's Electric |
| | General Telephone Co. |



VHS MATMEN will go on the road this week for a pair of matches—at Jefferson and Knappa. The Logger grapplers just put a third straight win over Neah-Kah-Nie January 8, and are looking forward to continuing their winning ways on the road trips.



WRESTLING

VHS at JEFFERSON Thursday, January 18

VHS at KNAPPA Thursday, January 25



BASKETBALL



JV AND VARSITY

VHS at PORTLAND CHRISTIAN Friday, January 19

CONCORDIA at VHS Saturday, January 20



CRAIG ELLIS cans shot against Knappa JV's in Friday night win over the visiting Loggers. Ellis' 10 points for the contest, gave him second honors to high point man Gordy Crowston, who netted 13.

- John D. Grimes
Gwin Logging
International Paper Co.
Keasey's Saw Shop
Dan Koch, Inc.
Lew's Restaurant
Lincoln Savings & Loan
Longview Fibre Co.
Mario's Pizzeria
Michener Reforestation
Miko's Tavern
Mist Shake and Ridge
National Public Service
Insurance—Dave Brunsmann
Olympic Forest Products
Ostrander & Son
Perry's Basketball Camp
Pine Cone
Ralph's Chevron Service
Sam's Food Store

- John Serafin Logging
Sew Simple Shop
Smejkal Logging
Smith & Hult Logging, Inc.
Standard Dairy
Sunnyside Service
Union Oil Company
Weller & Bernardi
Vernonia Branch
U. S. National Bank
Vernonia Chamber of Commerce
Vernonia Clinic
Vernonia Drug
Vernonia Eagle
Vernonia Golf Club
Vernonia Sanitary Service
Vernonia Variety
Wally's Exxon Service
Webb Logging
West Oregon Electric Co-op.

Installation of Officers Slated

Installation of officers for 1973 is scheduled by Vernonia Temple Pythian Sisters for next Wednesday evening, January 24, during the regular meeting which will convene at 8 p.m.

Leona Haverland will head the slate of officers as Most Excellent Chief, and the ceremony will be conducted by Martha Brady of Warren as installing officer. She will be assisted by Leta Garner of St. Helens as Acting Grand Senior and Cora Lange as Acting Grand Manager.

Other important business is also on the agenda, along with plans for the coming year and both the outgoing Most Excellent Chief, Faye Davis, and her successor urge all members to attend.

Rebekahs, Oddfellows To Install Thursday

Mt. Heart Rebekah Lodge and the Vernonia Oddfellows Lodge will conduct a joint installation of officers Thursday evening, January 25, at the IOOF Hall. The installation is slated for 8 p.m.

Serving as installing officers for their respective orders will be Les Galloway of Clatskanie, for the men's group; and Leona Haverland, for the ladies.

Vernonia Eagle

THURSDAY, JAN. 18, 1973



NEW ARRIVALS . . .

Mr. and Mrs. Morris Coville are the parents of a boy, Dennis, born January 14, in Bess Kaiser Hospital in Portland. The baby weighed 5 pounds 15 ounces at birth and was 18 inches in length.

Grandparents are Mr. and Mrs. Melvin Schwab of Vernonia, and Mr. and Mrs. Coville of Corvallis. Great-grandparents are Mr. and Mrs. Howard Peashall of California.

A first child, Alicia Suzanne, arrived January 15, at a Bellingham Washington hospital for proud parents, Mr. and Mrs. Steven Howell.

Grandparents are Mr. and Mrs. John Bergman of St. Helens, Robert Howell of Morton, Washington, and Cora Mae Howell of St. Helens. Boasting her first great-grandchild is Mrs. Wm. Pringle of Vernonia. Other great-grandparents are Mr. and Mrs. Eric Zatterberg of St. Helens.

"Our Special" Children

(fourth in a series of eight)

Exceptional Children-Part Two

The term "exceptional" is used to describe those children whose pattern varies from the majority of children—mentally, physically or emotionally—those who require special services or training in certain areas.

Exceptional children fall into such a wide range of categories, not all of which need help academically, but may need aid in adjusting socially and emotionally to their peers, that it is hard to make a general statement on the subject.

For example, both the child who suffers from cerebral palsy and the child with a superior intellect may be unable to gain social acceptance due to their "difference"; and both children may suffer from the school materials presented in regular classes; the one may be slow, while the other is so far advanced as to be bored by everyday classes.

Eight percent of the average school population is considered "exceptional." At Washington Grade School, these children attend a special class while carrying on with their regular grade assignments; a class which also reaches those children of junior high age who suffer from severe reading disabilities. It tries to cover a great many areas, from the child who is a disruptive influence to the one who can add but can't learn to divide—a tremendous challenge to any teacher.

Miss Anna Beevor is the teacher assigned to the teaching of exceptional children. Although her salary is paid by the state of Oregon through the Columbia County IED funds under the TMR (Trainable Mentally Retarded) program, she functions mainly as a remedial teacher for those whose problems are not related to IQ as much as chronic health or physical problems, emotional or social maladjustment, or inability to learn in certain areas.

If these exceptional children are to be fully accepted by the community and their schoolmates—without being stigmatized by the fact that they attend special classrooms, it becomes important that people become familiar with the needs, both educationally and socially, of the many different types enrolled in these classes, of which, only one percent falls into the classification of educable mentally retarded.

Since Miss Beevor was employed under the TMR program, this will be the first area of exceptional children touched on.

Mentally Retarded (educable)
For years authorities have sought to define the term "mental retardation" and have traded it off for others more socially acceptable, only to find that by any other name, the stigma of mental retardation, in a western civilization that prizes mental intellect so highly, is the same. Today the term is once again mentally retarded.

People cannot be labeled mentally retarded simply because they were slow to talk or walk, or because they have trouble learning or have a low IQ score. There may be many other reasons behind any one of these—therefore schools consider a child mentally retarded if he is both sub-normal in general intelligence and has trouble in learning. And this only after many interviews and tests which leave little doubt as to the child's intellectual ability.

Too many children in prior years, labeled carelessly by laymen, were found to suffer from poor eyesight,

deafness, or other physical or emotional problems, to identify a child as mentally retarded without due consideration to all phases of development, not merely IQ.

If all those who scored poorly on IQ tests were suddenly to be labeled mentally retarded, there would be a few red faces and angry people since the percentage would triple over the present rate. Even Einstein was considered rather "slow" as a boy, particularly in math.

The educable mentally retarded comprise roughly two percent of the majority of students in school, although as high as five percent have been found subnormal through regular IQ testing, but a good percentage of these are able to keep up in the classroom and have made a good social adjustment.

An educable mentally retarded child is one, who, although he will fall behind academically, will be able to become a literate self-supporting individual, able to read the daily newspaper, able to write simple letters, and able to enjoy the average cultural fare offered by magazines, books and TV.

By special training he will probably achieve a mental age of eight to 12 years, and authorities agree that the broad goal of these children should be to develop independent living skills, the same aid as is hoped for the average child. Most individuals in both groups will marry, raise families and become independent through gainful, competitive employment in society.

Trainable Mentally Retarded
Since 1950 the growth of special day classes for the trainable mentally retarded has been remarkable. Where once such children were hidden in attics, put away in institutions or overly protected, now they have the chance to learn to be self-sufficient to a certain degree. This resulted mainly from the demands of these children's parents, rather than from the desire of educators to assume responsibility for them. Prior to this movement, these children were usually excluded from school by school laws or regulations because they were not considered of educable mind.

The trainable mentally retarded child lacks sufficient intelligence to acquire the necessary skills to become literate. As adults they—with few exceptions—will neither read a newspaper or other written material for pleasure, nor will they be able to care for their monies they may earn or acquire.

They will, however, have sufficient ability to develop self-care skills in dressing, eating, etc., learn to talk and carry on simple conversations, to guard themselves against common dangers in a protective environment or familiar community setting, and to perform simple chores in a sheltered environment.

As adults they will seldom become independent, socially or economically, nor will they usually marry or raise families as a rule since they are unable to set up an independent living. For this reason they need some care and supervision all their lives.

Great strides forward have been made in providing environments compatible to their ability in such places as sheltered workshops but there is still a great deal more to be done in this area, if they are not to be an economic burden on their families and society.

The next in this series will cover those children who suffer physical impairments, in hearing, vision and speech, areas which, without special training, can cause serious educational lags.

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