



## Education Leaders Discuss Impact of Federal Role in Education

*Ann Mulrone*

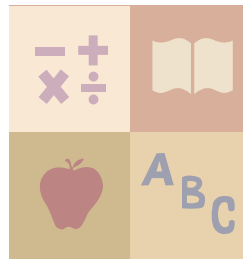
At our October general meeting, we will host a panel of four speakers:

**Pat Burk, Associate Professor, Graduate School of Education, PSU.** Dr. Burk has been a leader in the Oregon and Portland education community for many years. He served as a teacher and administrator in Portland Public Schools for 26 years. In 2002 Dr. Burk was appointed Associate State Superintendent for Federal Programs. In 2003 he became the Chief Policy Officer for the Oregon Department of Education. Dr. Burk joined the PSU faculty in 2009.

**Gwen Sullivan, President of the Portland Association of Teachers (PAT),** has been teaching in Portland Public Schools since 1995, including positions at Chapman Elementary School, West and East Sylvan Middle School, and Whitaker Middle School. Ms. Sullivan has served two years as Vice President of PAT, and as Chair and member of the Advocacy Committee.

**Charlene Bassine, Assistant Principal of David Douglas High School,** was appointed to the David Douglas High School position from her post as principal of Ron Russell Middle School in the David Douglas School District. Ms. Bassine has also served five years as an elementary school principal.

### October General Meeting



#### The Impact of the Federal Role in Education on Teaching, Schools, and the Education Environment

Tuesday, October 11, 7:00 pm  
Board Room, Mult. County Building,  
501 SE Hawthorne Blvd, Portland

#### Speakers:

- **Dr. Pat Burk**, Associate Professor, Department of Educational Leadership and Policy, Graduate School of Education, Portland State University: *An Overview – The History of the Federal Government’s Role in Education in Oregon and the Obama Administration’s Plan for the Future*
- **Gwen Sullivan**, President, Portland Association of Teachers: *The Impact of the Federal Role in Education on Teaching in the Portland School District*
- **Charlene Bassine**, Assistant Principal, David Douglas High School, David Douglas School District: *The Impact of the Federal Role in Education on Schools*
- **Mark Hansen**, Steering Committee of Portland Area Rethinking Schools: *Rethinking Schools – A Perspective*

Parking: Ample street parking.

Transit: Plan your route with TriMet’s Trip Planner at [www.trimet.org](http://www.trimet.org).

**Mark Hansen is a member of the Steering Committee of Portland Area Rethinking Schools.** Rethinking Schools is a nationwide organization and has a 25 year history of supporting progressive reform in public schools. He is also the co-director of the Oregon Writing Project at

Lewis and Clark College. Mr. Hansen is a third- and fourth-grade teacher at Peninsula K-8 School in Portland, a parent of a first-grader in Portland Public Schools, and a member of the PTA at two different schools.

## President's Column

Mary McWilliams

### VOTER REGISTRATION AT MONTHLY NATURALIZATION CEREMONY

For quite a number of years, several LWV of Portland members as well as a Portland City Club member, and Republican and Democratic representative, have provided voter registration assistance at the monthly Naturalization Ceremony at the Mark O. Hatfield U.S. Courthouse for the District of Oregon located downtown Portland on SW 3rd Ave., between Main & Salmon Streets. I attend the ceremony as an observer on August 25th and these were my impressions.

The one and a half hour ceremony is as impressive as the building it is held in, 16 stories with sweeping views of the city and elegant marble and wood interior features. The ceremony is attended by the families of soon to be citizens, and on this day, many from Mexico and others from eastern Europe/Russia, Asia and India. During the ceremony the presiding judge addresses the audience, asks each person being sworn in to state his or her country and name, and then after the swearing in everyone pledges allegiance to the flag, the "Star-Spangled Banner" is sung and other people address the audience.

The actual assistance with voter registration takes place as each soon to be new American citizen (78 on this day) takes their seat in a special section of the beautifully appointed

courtroom. Before sitting down they give up their green cards and sign their names (often a slightly changed new name) with the Immigration Service staff. This step in the process can take about 45 minutes and is when our volunteers help individuals fill out the voter registration form by supplying a pen and answering questions about the form that may be unclear. A large percentage of forms are given to the League representative, who then takes them to the Multnomah County Elections.

Besides this monthly naturalization ceremony, at which people come from all over Oregon, there are three or four smaller ceremonies each week at the Federal Building across from the downtown post office next to the Broadway Bridge. Eugene holds a quarterly ceremony. Sometimes there will be one in Medford or Bend and at special events such as Cinco de Mayo. At these other locations, each new soon to be citizen receives a packet that contains the voter registration form, but there are no volunteers to help them fill them out.

We should be proud of our involvement with voter registration at Mark O. Hatfield U.S. Courthouse naturalization ceremony. **Janine Settelmeyer** is the current chair of Voter Registration at the Naturalization Ceremony. **Lynn Baker** had been the previous chair and continues to help. Others this year have been or will be: **Mary**

Please turn to **President**, page 3

### Board of Directors

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**Voters' Guide Editor:** Peggy Bengry

**Nominating Committee:** Pat Osborn

**Endowment Committee:** Corinne Paulson

**Naturalization Ceremony:**  
Janine Settelmeyer

**Budget & Voters' Guide Distribution:**  
Barbara Stalions

**Voter** is produced 10 times a year by the League of Women Voters of Portland. We welcome your comments, suggestions, story ideas and submissions. Please contact Lynn Baker or Heather Drake at the League Office.

**October 2011**



The League of Women Voters of Portland  
310 SW 4th Ave Ste 520  
Portland, OR 97204  
Phone & Fax: 503 228-1675  
Email: info@lwvpdx.org  
Web: www.lwvpdx.org

Office Hours  
M-F: 8:15 am to 12:15 pm  
Closed on 4th Tuesday of each month

LWV Portland gratefully acknowledges  
this thoughtful gift:

*In Honor of*  
*Past LWV of Portland Boards*  
from Jeanne Steed

### President

Continued from page 2

**Bothwell, Mary Cammann, Doris Fong, Bill Harris, Diane Herrmann, Kathleen Hersh, Darleane Lemley, Corrine Paulson, Peggy Sanders, Joella Werlin, and Bev Wilson.**

#### *UNITS - Small Group Discussions*

A tremendous amount of organizing is done by seven Unit Leaders at the beginning of each new year and I would like to acknowledge them and their efforts: **Mary Hepokoski, Kathleen Hersh, Beth Johnson, Paulette Meyer, Ann Mulrone, Brenda Smith, and Jeanne Steed.**

Except for the online unit, the other units are small gatherings in a members' home or auditorium at Terwilliger Plaza (mornings, afternoons, or one evening) on a lively topic for discussion, for about two hours, once a month (Sept., Oct., Nov., Jan., Feb. March, and April). In September the Unit Leaders received a list of potential, past, and current unit members whom they contacted by phone or email to invite to each month's unit meeting. Then their task is lighter for the rest of the year as they coordinate materials and ask for volunteers to record comments or take on a short-term task. With everyone's help the unit gatherings are a warm and friendly place to be while keeping the mind occupied.

You can attend any unit that fits your schedule. If you missed a September unit meeting, please consider joining the virtual online unit or any other one for the October topic: LWVUS Education Study Consensus. All units and their hosts for October are listed on page 9.

#### *NEED FOR POWER POINT PROJECTOR AND LAP TOP*

Many of us have become accustomed to being able to see and hear presen-

tations and then being able to receive at home that same material over the internet. Except for a few League members who have shared their own personal equipment, the League has not been able to make presentations, especially at unit meetings, in this way. The 2011-12 projected budget approved at Local Convention has a line item of a \$1,000 for this purpose.

Our first step is to check with our members and friends to see if, perhaps, there is a power point projector and lap top at someone's home or office that is no longer being used because newer equipment has been purchased. LWV of Portland would be grateful for a donation of such equipment and would provide a letter for tax purposes. Please contact the office at 503-228-1675 (mornings M-F) or info@lwwpdx.org.

#### *NEED FOR VOLUNTEERS AT VOLUNTEER FAIR AT TERWILLIGER PLAZA*

Terwilliger Plaza is holding a Volunteer Fair on Thursday, October 13 from 12 noon to 4 p.m. LWV of Portland will have a table and needs a few volunteers to staff it. The table will be supplied and we will bring League material, including voter registration cards for changes of address. Please contact the office at 503-228-1675 (mornings M-F) or info@lwwpdx.org and we will get back to you.

#### *SILENT AUCTION TESTIMONIAL*

At our May 2011 Silent Auction **Carolyn Rundorff** offered a \$15 personal tour of Pittock Mansion in late August. It had been a long time since Bob and I had been there and this was a perfect opportunity to go again. What I didn't realize was how much we would enjoy this personal tour, mostly because it was led by one of our own League members. Carolyn is a long time docent at Pittock Mansion. She put a personal spin on the tour that was also attended by other League/family members.

After the tour I also realized how much I receive socially and in other ways by being a LWV of Portland member. Now I'm looking forward to the next Silent Auction and what new item I may bid on. Please be thinking of what service or talent you can offer for our May 2012 silent auction.

#### *MEMBER PERSONALS*

**Jessica Aiona** was married to Nick Pearson-Wood at Mt. Tabor Park on Friday, September 2nd. Jessica is a recent new member and is serving on the board in an appointed position. Jessica's mother is our Action Chair, Debbie Aiona.

Our sympathy is extended to the family of member **Joella Werlin**, whose husband **Robert Autrey II**, died on Sept. 4th.

### October Action Committee Meeting

**Topic: TBA**

Friday, October 28, 1:00 pm  
Room 433, Board of Trade Building,  
310 SW 4th Avenue, Portland

All League members welcome. Questions? Email or call Debbie Aiona.

## Voter Service Activities Heat Up for November 8 Special Primary Election

*Barbara Fredericks*

Work is underway for the Special Primary Election on November 8 for the nomination by the Democratic and Republican parties of their respective candidates for the office of Representative to the United States Congress from the First Congressional District.

As I write this, the Voters' Guide is getting ready to go to press. With a generous contribution from the League of Women Voters of Oregon Education Fund, we will print and distribute paper copies of the Voters' Guide to libraries and county clerk offices in all five counties in the First Congressional District (a small portion of west Multnomah County and Washington, Yamhill, Columbia, and Clatsop Counties). For easy printout on your home computer, the Voters' Guide will be available in PDF format on our website as well.

In partnership with the American Association of University Women, we continue the work to present a forum for candidates for the nomination of the Democratic Party, and a forum for candidates for the nomination of the Republican Party. Both forums will occur on Thursday, October 20, from 7:00 PM to approximately 9:30 PM in the Hillsboro Civic Center Auditorium, 150 East Main Street, Hillsboro.

The forums will be aired live on local access television by TVCTV in Washington County. Both TVCTV

### Candidate Forums

**US Congressional District #1**  
Thursday, October 20, 7:00 pm  
Auditorium, Hillsboro Civic Center,  
150 E Main St, Hillsboro

*Co-sponsored by the American Association of University Women*

Two back-to-back forums will feature candidates for the Democratic nomination and the Republican nomination for this office. All candidates have been invited to participate. The candidates will discuss their qualifications for office and respond to questions about current issues.

The forum will be aired live on TVCTV in Washington County and rebroadcast on local access cable channels in the district. Check the League website ([www.lwvpdx.org](http://www.lwvpdx.org)) for the schedule.

and Portland Community Media will replay the forums numerous times before election day. The playback schedule for Multnomah County and Washington County will be posted on the League of Women Voters website ([www.lwvpdx.org](http://www.lwvpdx.org)). TVCTV is also working to place the forums with local access television providers throughout the First Congressional District for multiple paybacks before Election Day.

We welcome volunteers to help with the forums. Please send an email to our Office Manager Heather Drake ([info@lwvpdx.org](mailto:info@lwvpdx.org)) if you wish to volunteer. Please also continue to email to Heather your questions for the candidates. The Voter Service team appreciates your help!

### A Warm Welcome to New Members!

**Brian Gjurgevich**

**Ted Kaye**

**Sally McCracken**

**Sunny Petit**

**Lauren Shapton**

### Directory Updates

**Barbara Kelly**

**Linda McDowell**

### Directory Updates

**Joella Werlin**

## LWVUS Education Study: Study Paper Summaries

*Lynn Baker*

LWVUS has prepared five background papers for its education study, “The Role of the Federal Government in Public Education.” The September *Voter* summarized one of the papers. Below are salient points of the remaining four. The original summary reports are available from your unit leader and online at [www.lwv.org](http://www.lwv.org). Please read at least one summary and be a resource person for your unit.

### Common Core Standards

At present standards for student performance vary widely by state, since education traditionally has been a local responsibility. Since the 1990’s there have been efforts to standardize core subject areas and assessments, so that students moving from one area of the country to another meet consistency in graduation requirements. In March 2009 the National Governors Association and the Council of Chief State School Officers launched the Common Core State Standards Initiative. Forty states, including Oregon, have adopted the Standards, while aligning them to their own state standards.

The assessment piece of No Child Left Behind (NCLB) in 2001 saw all states tested and assessed, yet expectations varied greatly. States publish Adequate Yearly Progress (AYP), required by federal law, but the meaning of terms such as “proficient” can vary greatly. Two coalitions won a U.S. Dept. of Education competition for federal aid to design comprehensive assessment systems aligned to the Common Core. Oregon has committed to the SMARTER Balanced Assessment Consortium, and is participating in assessment preparation.

Arguments heard against adopting these Standards are about cost of

changes and loss of state sovereignty and funds for K-12 education. The Dept. of Education feels that since state representatives are developing the Common Core Standards and proposed assessments, it is not a federal initiative; the 1965 ESEA prohibits a federal curriculum. To read the entire drafts of the Common Core Standards, go to <http://www.corestandards.org/the-standards>.

### Legislation and Funding for the Education of Children with Special Needs

Since 1965, federal legislation in one form or another has covered the requirements for educating children with disabilities. Funding requires adherence to federal mandates, and primary among them is that no child is turned away from services. States must submit plans for reimbursement to local agencies which will provide instruction. An Individualized Education Program (IEP) must be constructed for each child receiving services, demonstrating the delivery of a free and appropriate education (FAPE), and demonstrating the least restrictive environment (LRE) possible for the delivery of educational services.

The Education for All Handicapped Children Act of 1975 included legislation for funding local programs through state distribution of 40% of the cost. Full funding at 40% has never happened; in 2012 the US Dept. of Education budget lists 17 % as the current figure. Special education enrollment has grown from 3.8 million in 1973 to 6.6 million in 2011. Because of financial straits, states are increasingly applying for waivers, called Maintenance of Effort (MOE) waivers, to the federal spending requirement. Last year three states received them; they are pending in three more.

Currently, 95% of disabled children are educated in inclusive classrooms; the rest are in separate classes, institutions, or at home. Inclusion is less expensive, and is increasingly utilized, as districts seek to balance financial realities with the needs of children. It is critical to provide teachers with training to deal with special-needs children.

### A History—Where Have We Been and How Did We Get Here?

Since 1785 there has been recognition of the nation’s responsibility for an education system. Article 1, Section 8 of the Constitution, with its “general welfare” clause, was used to give government the power to initiate educational activity and work with states, agencies, and individuals, to do so. Early on, Congress ceded to states over 77 million acres of public lands as an endowment for the support of public schools. Later land grants and money were distributed to states which were used overwhelmingly for education.

Two constitutional amendments in particular have impacted public education. The 10th Amendment states that powers not granted to the federal government devolve to the states, and thus historically local and state governments took responsibility for instituting public education. The 14th Amendment granted to all citizens the rights and protections of the government, and no states were allowed to abridge those rights of any citizens.

### Public Education—Where Are We Now and the Impact Upon Early Childhood Education

Responsibility for education shifted

Please turn to **Summaries**, page 8

## LWVUS Education Study: Consensus Questions

*Ann Mulroney*

October is consensus month for the LWVUS education study. Please study the questions below to prepare for consensus units. Your unit leader will be asking you to read a report from LWVUS on one of the consensus issues and serve as a resource at your unit. Please respond YES. She will give you the report or you can access all of the reports at [www.lwv.org](http://www.lwv.org). Click on For Members, scroll and click to Projects and Programs; Education Study is listed in blue on the right side of the screen.

### General Questions

Question 1. The current role of the federal government in public education is:

- Much too small    Too small    About right    Too large    Much too large

Question 2. What should be the role of the federal government in public education? (Rank)

\_\_\_ To ensure that all students preK-12 receive a quality education.

\_\_\_ To develop accountability measures that will study the progress of all students so that they achieve adequate yearly progress.

\_\_\_ To mandate Common Core Standards for all students K-12.

\_\_\_ To monitor state efforts for funding

\_\_\_ To measure teacher effectiveness through test data.

Question 3. A quality public education is important to perpetuate a strong and viable democracy.

- Strongly agree    Agree    No consensus    Disagree    Strongly disagree

### Common Core Standards

Question 4. Currently the governors and state education officers have developed Common Core Standards that are national but not federal. Should the standards be mandated of the states in order to obtain federal funding? (Choose one)

- Special grant programs such as Race to the Top    All programs under Elementary and Secondary Education Act where the needs qualify for funding.    All programs receiving federal funding from any source    All of the above  
 None of the above

Question 5. Should there be a national assessment aligned with the common cores standards?    Yes    No

*If Yes,* Should implementation be voluntary or federally mandated? (choose one)

- Voluntary    Mandated    Mandated, if fully funded

*If No,* what other accountability measures might you suggest? (choose one)

- Continue to allow the states to develop their own assessments.    Suggest that the local education districts use their own assessments or adopt one that is a nationally norm-referenced assessment such as the Stanford Achievement Test or Iowa Test of Basic Skills.    Suggest that districts use a portfolio type of assessment where student projects and activities would be scored holistically.

Question 6. National standards should lead to: (choose one)

- A nationally mandated curriculum to be aligned to the national standards and assessments.    A national curriculum that is only suggested but not mandated.    A suggested structure for states and local education agencies to develop their own curriculum.    No national curriculum.

Question 7. What role should the national assessment consortia play in student evaluation? (Rank order)

\_\_\_ Provide an assessment system that is aligned to the Common Core Standards.

\_\_\_ Provide comparison data showing progress toward reaching Common Core Standards.

\_\_\_ Provide criteria for determining readiness for college and careers.

\_\_\_ Provide information to students, parents, teachers and school districts about student achievement.

\_\_\_ Provide diagnostic information on each child.

## Education Consensus

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Question 8. Data from the national assessments are often difficult for parents, teachers and others to understand. If we have a national assessment, what information is most important to be reported to parents, teachers, students and the community? (choose one)

- Data should be “norm referenced” (where students are ranked) for district comparison only.
- Data should be “criterion referenced” and clearly informative so that teachers, parents, and students know how individual students have mastered criteria established at a national level.
- Data should be used to determine “cut” scores knowing if students have mastered requirements for special grade levels.

Question 9. Information from nationally required assessment data should be used to (Choose one):

- Sanction schools not measuring up to the specific levels
- Reward schools that achieve high scores
- Rank teachers based on student test score data
- Reward teachers who have exemplary scores
- Inform districts how their population compares to others similar to theirs.

### Funding and Equity

Question 10. In the past most of the Elementary and Secondary Education Act (ESEA) funding has been non-competitive based on need. All/Any Schools that prove they fall under the federal guidelines for funding receive those funds. However, competitive grants are now being proposed to states/districts who meet certain federal requirements, such as Race to the Top. Which would be appropriate: (choose one)

- Non-competitive funding for all applicants meeting requirements
- A combination of non-competitive and competitive grants
- Competitive grants only
- No federal funding

Question 11. If the federal government’s role is the concern of the “common good” then: (choose one)

- Mandates only should be sanctioned.
- Mandates and funding should both be provided.
- Funding should be provided through grants only.
- A combination of funded mandates and grants should apply.
- No mandates should be required and limited grants for innovation available.

Question 12. Equity in public education means equitable access to: (Rank order)

- \_\_\_ High quality teaching/learning
- \_\_\_ Adequate and current learning materials
- \_\_\_ Clean and well maintained physical facilities
- \_\_\_ Food and health care
- \_\_\_ Safe and secure neighborhoods
- \_\_\_ Secure housing

Question 13. Currently Elementary and Secondary Education Act (ESEA) funding is considered “categorical” rather than for general use. This means that it can only be used with special populations for special purposes. ESEA should remain targeted toward poverty and special needs.

- Strongly agree
- Agree
- No consensus
- Disagree
- Strongly disagree

Question 14. The federal government has a role in supporting early childhood education, birth to 5, for all children?

- Strongly agree
- Agree
- No consensus
- Disagree
- Strongly disagree

Question 15. Federal support for early childhood education programs ( e.g.Head Start, Title I, Special Education, Early Start) should include funding for parent education and support regarding child development, child health and nutrition, and access to other supportive services, such as mental health as needed.

- a.  Strongly agree
- Agree
- No consensus
- Disagree
- Strongly disagree

- b. This funding should be extended to:  All children
- Only those with special needs
- Special needs first

## Summaries

Continued from page 5

from local to state control since the early debates on public schools. Now the federal government is controlling many of the standards. Congress currently debates reauthorization of the No Child Left Behind Act of 2001, with accompanying disagreement over the purpose and role of the federal government in public education.

Those favoring its reauthorization feel that an increased federal role ensures equal education opportunities. Historically there has always been federal distribution of funds to state and local districts for specific needs in order to increase consistency. Those opposed feel that education has traditionally been a state and local issue and should remain so. An increase in the role of the federal government will add to the number of unfunded mandates, and decisions at the local level best serve the needs of local students.

Head Start began in 1965 and was funded by the U.S. Dept. of Health and Human Services to provide children from low-income families, at-risk children, and those with disabilities free access to early education. Those in favor of federal involvement in early childhood education point to research showing that inequality in children's development produces negative social and economic outcomes, and that this can be remedied by early investment in the education of those children most at risk of educational failure, with the resultant cost in later health and economic outcomes. Reasons against federal involvement come mostly from child care providers, private preschool owners, and legislators, who argue the expense of this involvement and the fear it will take money from K-12 education.

## New Member Orientation & Social Event

*Debbie Kaye*

The Membership Committee sponsored a New Member Orientation and Social gathering on August 24, attended by six new members and the committee, with Ann Mulrone and Portland League president Mary McWilliams. New members told us about themselves, Ann presented very engaging information about the upcoming program year, and Carol Cushman developed a Lingo Bingo game so that new people could have fun learning to use League vocabulary. We even had prizes! Thanks to the new members (Jenny Greenleaf representing Oregon Commission for Women, Stephanie Harper, Yvonne

Kuzma, Dorthea Peterson, Lisa Wilcke, and Tia Wulff) for attending and bringing their ideas and perspectives, and to the committee for providing refreshments and expertise.

Our Portland League continues to gain members; some are new to our organization while others are members who have relocated to Portland. Each brings experiences and interests that merge with and support our work. Welcome! As one new member noted, the League attracts people who care about ensuring good government for everyone. We encourage you to invite people in your circles of acquaintance and community organizations to join, too.

### *In Memoriam*

**E. Kimbark MacColl, Sr.**, a warm and kind man of many facets, died August 31 at age 86. He was a historian, teacher, civic leader, author, friend, and beloved husband and father. Kim joined the League around 20 years ago, according to his wife, Leanne, herself a lifetime member.

The MacColls moved to Portland in 1953 when Kim joined the Reed College faculty. He was head of Catlin Gabel School 1958-1966 and continued teaching ancient history until beginning his next career as an author. As Portland's "resident historian", he wrote three major books on Portland's history and advised many elected leaders on city planning, transportation, parks, and other issues central to Portland's values and development. He was a president of both the Urban League and the World Affairs Council, and strongly supported Leanne's considerable work with the League.

-- *Debbie Kaye*

## Household Memberships

*Debbie Kaye*

Organizations around the United States are working hard to attract and retain members. This is true for the League of Women Voters, too. An incident in my home last week caused me to recognize a membership opportunity: our house mates! My husband was helping me with a League-related activity and asked me if he should join. I had never invited him! We now have a household

membership costing \$105.00: \$70 for the first member and \$35 for the second. We will receive one copy of the VOTER and other mailings. The benefit to the League is additional members with lower costs.

Please invite your roommates, partners, adult children living at home, and spouses to join the League of Women Voters of Portland. We will all be greater for their participation.

## Calendar

| October 2011 |    |    |    |    |    |    | November 2011 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  | S             | M  | T  | W  | T  | F  | S  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |               |    | 1  | 2  | 3  | 4  | 5  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 | 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 | 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 | 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 30           | 31 |    |    |    |    |    | 27            | 28 | 29 | 30 |    |    |    |

|   |   |
|---|---|
| <p>5: <b>Executive Committee</b><br/>12:00 noon, Room 520</p> <p>11: <b>General Meeting</b><br/>7:00 pm, Board Room,<br/>Multnomah County Bldg</p> <p>13: <b>Board Meeting</b><br/>3:30 pm, Room 433</p> <p>14: <b>Media / Voter Deadline</b></p> <p>19: <b>Voter Registration<br/>Deadline</b></p> <p>20: <b>Naturalization<br/>Ceremony</b></p> <p>20: <b>Candidate Forum</b><br/>7:00 pm, Auditorium,<br/>Hillsboro Civic Center</p> <p>22: <b>LWVOR Fall Work-<br/>shop</b><br/>9:30 am, Eugene</p> <p>25: <b>Office Closed</b></p> <p>26: <b>Mailing Party</b><br/>10:00 am, Room 520</p> <p>28: <b>Action</b><br/>1:00 pm, Room 433</p> | <p>2: <b>Executive Committee</b><br/>12:00 noon, Room 520</p> <p>8: <b>General Meeting</b><br/>7:00 pm, Board Room,<br/>Multnomah County Bldg</p> <p>10: <b>Board Meeting</b><br/>3:30 pm, Room 433</p> <p>11: <b>Media / Voter Deadline</b></p> <p>17: <b>Naturalization<br/>Ceremony</b></p> <p>18: <b>Action</b><br/>1:00 pm, Room 433</p> <p>22: <b>Office Closed</b></p> <p>23: <b>Mailing Party</b><br/>10:00 am, Room 520</p> <p>24-25: <b>Office Closed</b></p> |
|---|---|

## October Unit Meetings

### LWVUS Education Study Consensus

**Unit #1-Southwest-Evening**  
**Monday, October 24, 7 pm**

Leader: Ann Mulrone  
Host: Kathleen Hersh

**Unit #2-Southeast**  
**Monday, October 24, 10 am**

Leaders: Paulette Meyer AND Beth Johnson  
Host: Mary Ann Schwab

**Unit #4—North/Northeast**  
**Thursday, October 20, 1 pm**

Leader: Brenda Smith  
Host: Cathy Crawford

**Unit #5—Terwilliger Plaza**  
**Monday, October 17, 3 pm**

Leader: Jeanne Steed  
No Host: Convene at Terwilliger Plaza  
Auditorium A, 2545 SW Terwilliger Blvd

**Unit #6 Southwest/Northwest Hills**  
**Friday, October 21, 9:30 am**

Leader: Mary Hepokoski  
Host: Jan Wolf

**Unit #7—Vermont Hills**  
**Monday, October 17, 9:30 am**

Leader: Jeanne Steed  
Host: Ethel Noble

**Unit #8—Online**

Leader: Kathleen Hersh  
Location: <http://groups.yahoo.com/group/LWVPDXVirtualUnit/>

### Calendar Location Key:

**Room 520** and **Room 433** are located at our office building:  
Board of Trade Building, 310 SW 4th Avenue, Portland.  
(4th Avenue between Stark and Oak Streets)

The **Multnomah County Bldg** is located at 501 SE Hawthorne  
Boulevard, Portland. The Board Room is located on the first floor.

The **Hillsboro Civic Center** is located at 150 E Main Street,  
Hillsboro.



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