



Archie Takes a Trip

by Archie Andrews, student, Vocational Village, Portland

It all started, I believe, October 7th, on a Monday. Similar to any Monday, I didn't really want to go to school. But I still went and when second period came around, my teacher, Maggie McSwiggen, just back from Washington, D.C., told the class that she had some good news. I thought she was elected president or something. Come to find out, she was told she could select one student from our school to be a part of the Civitas exchange program and to go on a trip to Croatia.

I think only four students from my class raised their hand. I was one of the four. But to go on the trip you had to meet the standard. The student needed at least 90% attendance, passing a majority of their classes. I met the standards and was told to come early the next day with a permission slip signed by my parents along with my birth certificate. Not knowing that I was going to be picked the same day Mrs. McSwiggen told us about the trip, I went to the library to do more research on Croatia. So if I did get picked, I would know a little bit about where I would be going. The next day, I came to school early with everything I needed to be able to go on the trip. I was the only one who came early like the teacher asked. But I had already been picked to go the night before at the staff meeting.

After a whole month of waiting, it was Friday, November 15, and the trip it was finally here. Because I was the only student from Portland, and everyone else was coming from Maryland, I had to meet them at the airport in D.C. I did not know for sure if I would find the director, Chip Adomanis. I had his picture but



Archie with Sandy High School teacher Bert Key in Zagreb.



U.S. teacher Lisa Hutchison with Croatian students working on lesson plan developed as a result of the US-Croatian teacher exchange.

the airport would be big, is what I told myself. When my flight came in, right when I got off the plane the first person I saw was Chip. We talked as Chip and I walked to meet the others at the gate. Our next flight took ten hours I think it felt more like ten days. When we finally made it to Croatia it was almost 1:00pm on Saturday.

The principal, head teacher, and the host families were there to greet us. As a group we went to a café restaurant and had drinks. I had a cup of coffee just to keep me up. While at the restaurant, everyone was having different

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LEXpress is a publication of the Classroom Law Project. The purpose of LEXpress is to inform educators, lawyers and community members of what is happening in Law Related Education. The underlying goal of Law Related Education is to help students develop a more positive attitude toward the role of law in our society. (For you non-Latin majors, LEX is Latin for law!) Reproduced at cost as a service of the Multnomah Education Service District.

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Teachers and students from Croatia's coastal city, Split.

conversations, I sat by the principal and the head teacher. We talked about many different things; for every question they had, I had one to ask them. After about forty-five minutes or so we all left to our homes or whatever the host family had planned.

The family and I went back to their home that was about five minutes from Zagreb city center. I took a shower then we ate one of the best home-cooked meals I ever had — mashed potatoes and chicken-fried steak, my favorite. The family I stayed with was a very nice family. It was only a family of four. That is two times smaller than mine. My host was seventeen and his little brother was fourteen — something I like because I could relate to both of them.

The trip in general was a lifetime experience. Just to be able to go overseas to learn

how other teenagers, not just teens but the country as a whole lives everyday life. The country is a beautiful place from the capital city of Zagreb to the coastline cities of Porec' and Rovinj. You would never know that there was ever a war a few years ago.

I feel that every student in America needs to go and visit another country. It could assist him or her in becoming a better person. It has helped me recognize that I don't need the best things in life. I just need to live my life pleased for what I have. Also every student in all the other countries needs to have an opportunity to do what I've done and what others do daily. I'm not saying, "come to America," but travel somewhere where it is different from what you see everyday, all day, twenty four seven.

2003 2003 Legal Citizen of the Year - Chief Justice Wallace P. Carson, Jr.

Save the Date: April 24

You will not want to miss the all star line-up slated to fete Oregon's Chief Justice on April 24. Following Governor Ted Kulongoski's lead, the evening will be jammed packed with well wishers from Justice Carson's days not only on the Supreme Court bench but also from the legislature and the Guard. To be held at Portland's Hilton Hotel, tickets are \$150 each. Contact Classroom Law Project for more information.

High School Teachers:

**Learn About the Bill of Rights
in Virginia Next Summer**

The Bill of Rights Institute is now accepting applications to its Third Annual Summer Institute for High School Teachers. This intensive, 45-hour professional development course for high school U.S. History and Government teachers will be held July 13-19, 2003 at George Mason University School of Law in Arlington, Virginia, just across the Potomac from the nation's capital. Tuition is only \$300 (estimated \$2000 value), and includes instruction, most meals, hotel accommodations, field trips, a reading resource book, and a 200-page teacher's guide and ten-part video set. For more information and application forms, go to:

<http://www.BillofRightsInstitute.org/redirect.php?id=187>

***We the People* News**

District Competitions

An unprecedented dual District event was held at Reynolds High School on December 5. John Garrow, Congressional District 3 Coordinator, and Susan Marcus, Congressional District 1 Coordinator, organized the competition. Teams from David Douglas, Grant, Marshall, and Reynolds high schools represented Earl Blumenauer's Third Congressional District. David Wu's First Congressional District was represented by Lincoln, Valley Catholic, and Westview high schools. The teams competed only against other schools within their district, but judges heard all the teams from both districts. From District 1, Lincoln High School advanced to state, and from Congressional District 3, Grant High School leads the charge.

Meanwhile Congressional Districts Two and Four were gearing up for their local competitions. Pendleton High School in Greg Walden's District Two, prevailed over two teams from Hermiston. Brian Johnson is the District Coordinator for District Two, and coaches the Pendleton team. And in DeFazio's District Four, coordinated by District Four Coordinator Gayle Faust, South Eugene advanced against Junction City for the second year in a row. And in Darlene Hooley's 5th Congressional District, three classes at Salem's McNary High School went up against each other for the right to represent their district at the state competition.

State Final Competition

The Capitol Building in Salem, December 12, was a busy place. Teams from Lincoln, Pendleton, Grant, South Eugene, and McNary, plus Valley Catholic in a wild-card slot, contended for the title. The day turned out to be Lincoln's as they reclaimed their first place slot from second place Grant. South Eugene was third. Students were judged by a stellar line-up of experts rivaling any that the winning team will encounter at Nationals. From Oregon's Supreme Court were Justices Thomas Balmer, Robert Durham, Michael Gillette, and Susan Leeson; from the Oregon Court of Appeals Judges David Brewer, Jack Landau, and Robert Wollheim; Sen. Cliff Trow from Oregon's legislature; Dr. Melody Rose, political science professor at Portland State University; Susan Marcus, retired teacher and consultant; and Roz Tucker and Barbara Rost, attorneys and CLP Board and staff, respectively. Lincoln will compete against schools from across the country in at the National finals in Washington, D.C. in late April.

Competition Not Required

Lest you think competing is required for participation in this award-winning program, think again. The curriculum is designed for upper elementary, middle school



We the People participants await the outcome of the competition in the House Chambers of the Oregon Legislature.

and high school students. Teachers are strongly encouraged to include a simulated congressional hearing their culminating activity. But the hearing, particularly at the younger grades, need not be competitive. From in-class hearings, to hearings with other classes, to an evening performance for parents, hearings come in many shapes and sizes. Knowledge and competence are emphasized, not competition. To learn more about how you can build simulated congressional hearings into your curriculum, contact Classroom Law Project.

Free Books

More than 162 Oregon teachers got a free set of books last year. Wouldn't you like to be one of them? Teachers of upper elementary, middle school and high school subjects like social studies, history, language arts, civics, government are using the *We the People - Citizen and the Constitution* texts in their classrooms. The *We the People* program is funded by an act of Congress. And Congress has allotted sets of texts for every congressional district. To see if there are remaining sets available in your congressional district, contact Classroom Law Project and you will be put in touch with the district coordinator assigned to your area.

Professional Development: How to Implement *We the People*

Teachers, curriculum directors, community resource officers and others interested in social studies, civics, government, and democracy education should take note. A stellar week-long training on how to effectively teach about the constitution and bill of rights using the critically acclaimed *We the People* series is being offered by Classroom Law Project. It will take place June 22-27 on the beautiful campus of Northwestern School of Law of Lewis & Clark College. More details may be found in the Summer Institute article in this issue.

MOCK TRIAL NEWS

Mini-Mock Rocks

PORTLAND, DEC. 6. - A record 40 teams argued their cases in Multnomah Circuit Court. This non-competitive event was organized by attorney John Lundeen who also coaches a team from Lake Oswego High School. Teams from throughout the Portland metropolitan area including SW Washington's Ridgefield participated. Lundeen reports that many teams used the December event as a warm-up for the competition later in this spring. Schools with large turnouts used it to help determine which students comprise the JV and varsity teams. Others found value in using it to determine which students should be attorneys and which should be witnesses. Still others admitted to using it merely as an opportunity to scope out the competition. Hats off to Lundeen. He is responsible for bringing together almost 500 students, before 120 judges, into 20 courtrooms for 40 trials of the mini-mock.

Tree Hugger or Building Burner?

A ski lodge burned and many suspect eco-terrorism. Syd Price swears that incriminating evidence was merely research for a class. Officer Benares sees it differently. The judge will decide.

This scene will be played out in courtrooms all over the state as hundreds of students argue the case of *State v. Price* in the 2002-03 Oregon High School Mock Trial competition. Regional competitions will occur in Grants Pass on Friday, February 28; and in Albany, Bend, Clackamas County, Medford, Multnomah County, Pendleton, Salem, and Washington County on Saturday, March 1. The top teams from each

regional will vie for the state title in Portland on Friday and Saturday, March 14-15. The winner will represent Oregon at the national mock trial competition in May in New Orleans, Louisiana.

Want a Copy?

Curious about the case? Want to see it for yourself? For a mere \$5 you may have your very own copy. Contact CLP, 503-224-4424 or office@classroomlaw.org.

Be a Judge

With competitions being held throughout the state on several different days, the opportunity to get involved is great. Literally hundreds of judges are needed to put on these competitions. A panel of three judges hears each case: two from the legal community, and one from the education community. An experienced attorney generally presides over the case, and the other two members of the panel assist him or her in judging the competition. An attorney-judge keeps an eye on the high school attorneys, and the educator or community representative watches the witnesses. So for those of you who may be counting yourselves out due to little or no legal background, count again. The educator/community rep. judge needs only to have a background of working with teenagers — in the classroom, ball field, church, or elsewhere. Could that be you?

Take a look at the days and locations of the competitions. If you would like to be a part of this great event, send the completed form to CLP. Questions? Give us a call.

Contact Information

Name: _____
Firm/Business _____
Address: _____
Phone: _____ Fax: _____ Email: _____

Competition Information

- Previous Experience Judging (circle: mock trial or the real deal)?
 Educator/Community Representative
- Attorney/Judge
 Are you willing to serve as a presiding judge?

Regionals: (check the appropriate box for your region)

Friday, February 28:

- Grants Pass

Saturday, March 1:

- Albany Bend
 Clackamas County Medford
 Multnomah County Pendleton
 Salem Washington County

State Finals:

Friday & Saturday, March 14-15:

- Multnomah County

Send completed form via Mail, Fax, or Email
(or simply give us a call): Classroom Law Project
620 SW Main St., Suite 102, Portland, OR 97205
Fax: 503-224-1721 • Phone: 503-224-4424
Email: office@classroomlaw.org

Youth Summit 2002 - Voting and the November Election

Teachers from as far away as Wallowa to the east and Pinehurst to the south brought students to Portland State University just before the November Election. The occasion was a Youth Summit, the topic was the election, and on the agenda was grilling spokespersons for then-candidates Kevin Mannix and Ted Kulongoski.

After studying a 4-week class curriculum on becoming a wise Oregon voter, approximately 120 students were selected to represent their schools at the Summit. First they heard from Susan Castillo, Superintendent of Public Instruction-Elect. There they formed mock legislative hearings and took testimony from candidates' representatives. The day concluded in a townhall including taking a vote.

Foretelling the election that occurred the following week, students elected Mr. Kulongoski to be Oregon's next governor.

The Youth Summit program was designed in cooperation with the League of Women Voters. Middle and high school

teachers were invited to participate. They attended two professional development seminars in addition to the Summit itself.

The Youth Summit program and materials were provided free of charge. The program enjoys the support not only of the League of Women Voters, but also Oregon American Jewish Committee, Oregon Education Association, Oregon State Bar, Portland State University, US Dept. of Justice - Youth and Justice program, and others.



Rep. Steve March testifying on behalf of Ted Kulongoski during a mock-hearing.

Project Citizen News

Chehalem Valley's Terry MacElligott Joins CLP as Project Citizen Regional Coordinator

No, Terry MacElligott, affectionately known to her students as Ms. Mac, has not given up her day job. She has just added to it.

During the summer 2000 Ms. Mac attended a professional development session on Project Citizen. (See below for your opportunity to attend.) Convinced that the curriculum would give her students a boost in comprehension on the Constitution, Bill of Rights, government and the role they play in it, she introduced the curriculum that fall. In the spring her students took first place in the Oregon Project Citizen Competition and their winning portfolio went on to Nationals. Last year, same thing; except at Nationals their portfolio was named one of the top four in the country.

Ms. Mac is ready to share her ups downs, ins outs, and how-to's with others. And CLP is proud to include her among its regional coordinators. If you are a teacher in the Congressional District 1 (David Wu's district), Terry is your contact for Project Citizen Training, and with training comes a free classroom set of texts.

Project Citizen:

Just the Stuff for Middle Schoolers

Project Citizen is an interactive, fun and real-world whole-class project that weaves public policy with service learning. It was developed for 5-8th grades by the Center for Civic Education, funded by the US Department of Education, and is administered in Oregon by Classroom Law Project.

The culminating activity is the creation of a portfolio that is displayed with those from other schools at the state capitol. Portfolios are comprised of four panels of poster board depicting a problem in their community and how to solve it. Last year's winning entry explored the problem of a dangerous intersection near the school. Eighth graders from Chehalem Valley Middle School learned about key players (school district, local, county, and state), their public policies, and what they could do to change them. Their teacher, Terry MacElligott, said that Project Citizen was, "a lot of work but I got kids involved in this activity that wouldn't get involved in anything else."

?Habla Espanol?

Project Citizen texts are available in Spanish. Classroom sets, Spanish or English, of *Project Citizen* are available free of charge to those teachers participating in training.

Free Books with Training

Teachers attending training are entitled to a free classroom set of books. Project Citizen workshops for teachers are being held in January, February, and March, so there is still time! If you are interested in having the workshop after school in your building, contact Classroom Law Project. CLP is anxious to provide more training in more locations throughout the state. The host site need guarantee only six teachers (grades 5-8, from any school in any District) to attend. To learn how you and your class can participate, 503-224-4424 or office@classroomlaw.org.

How to Get Rich on the Street

by Maneesh Varma, Student, Northwestern School of Law of Lewis & Clark College

Street Law is a seminar available this year at Lewis and Clark Law. I took it because the description in the course book caught my attention:

“...[T]each law to high school students...”

I thought the opportunity would be fantastic. At the time, however, I didn't realize that Street Law would take so much out of me, but fill me up with a whole lot more.

Fast forward to now. I've spent several nights until 2am preparing lesson plans. I've taught myself material so that I could stand in front of a bunch of high school kids and sound halfway intelligent about certain areas of the law. To date, we've talked about Freedom of the Press, Freedom of Speech, Freedom of Religion, the Right to Die in Oregon, Right to Privacy, Drug Testing, Search and Seizure, and we're going to talk about a whole lot more. I've lectured and I've played games for 3 credit hours. It's been one hell of a ride.

I must confess, at first I was scared big time. For a kid that used to get picked on, it was completely nerve shattering to be back in a high school atmosphere. And when I had to stand up for the first time in front of my class, I felt the sweat drip underneath my arms. Yeah, not cool. Thankfully, I was received warmly and I kept my composure well enough to gain some initial respect. That first day was quite a breakthrough for me. I guess I should mention I've got a fear of public speaking, like half of the general public. It's weird, I'm comfortable being a total jackass in front of an audience, but to be serious makes my heart stop. I took Street Law to get over that fear and I've been facing it ever since. I keep reminding myself that it's a good thing, and everyday I get more and more comfortable. Taking Street Law has given me a wealth of courage.

To teach a class for Street Law, I have to explain complex legal material to high school students. As law students, we've been trained to think a certain way. Things like the court system, the elements of a crime and parts of a contract have become (hopefully) second nature to many of us. We take the simple things for granted. Imagine explaining these types of concepts to people who have never really thought about them. It's not that easy. What was taught to me over the course of my first semester or year, I have to cover in about 90 minutes (or 180 if the class carries over to the next time). Talking about law in such a way that you hit upon the important points without getting too bogged down in the intricacies is a skill that has to be honed. It's similar to explaining the law to a jury of lay(wo)men. I'm honing as you read this and I've become richer in the art of communication each time I teach.

I think, however, the most rewarding aspect of Street Law has been the kids. To see their faces light up with intrigue or concern is such a powerful sight. At times I can almost hear the gears turning. Every once in a while I can even see some smoke start to rise. I'm lucky enough to have a class that wants to learn. They constantly question what they are being told and they come up with some of the wackiest hypotheticals, but the best thing is they enjoy themselves, and I enjoy myself. I remember after my first great class (because there are bad ones) I felt extremely high. I had the greatest feeling inside of me and it showed because I was smiling bright. Just the thought that I had stimulated the minds of a group of students left me in awe. The days that weren't so great, I felt it, but I pushed myself to do better the next time. Playing the role of an educator has been a truly wealthy experience, one that has taught me that I don't need money to be rich.

Teachers to Be Honored

American Lawyers Auxilliary Requests Nominations • Entry deadline: April 10

The American Lawyers Auxilliary is seeking nominations for two honors it will award later this year. One is its annual Teacher of the Year award to be presented to both middle and high school teachers. The second will recognize the work of one elementary teacher and his or her student for their work on the *Laws Rights & Responsibilities* lesson.

For over forty years, the American Lawyers Auxilliary, affiliated with the American Bar Association, has been active in its support of public education, citizenship awareness, and various public service programs. Recognizing the vital role that teachers play in law-related education, the Auxilliary is sponsoring these awards.

Its Law-Related Education Teacher of the Year Award is open to both middle and high school teachers. Last year a middle school teacher from Florida, and a high school teacher from New York were honored. Oregon teachers are doing exem-

play work in law-related education and, therefore, could find themselves in the limelight this year. Each teacher will receive a \$1000 cash award to be presented at the annual meeting of the American Lawyers Auxilliary, Saturday, August 9, 2003, in Washington, D.C.

The Auxilliary will also honor elementary teachers who have taught the American Lawyers Auxilliary Law-Related Education Teaching Unit: *Laws, Rights & Responsibilities*. Teachers may order the unit by sending their name, school name, home address, phone, and email address to American Lawyers Auxilliary/15.3, 541 N. Fairbanks Court, Chicago, IL 60611-3314, phone 312-988-6387, fax 312-988-5494.

Entry deadline for the awards is April 10, 2003. Get an application and other information from Jane Moisant, American Lawyers Auxilliary (above), or visit the website: www.abanet.org/publiced/ala.

***We the People* - Constitution Summer Institute for Educators at Northwestern School of Law of Lewis & Clark College**

SAVE THE DATE: June 22-27, 2003

This one is a keeper. You want to put CLP's annual Summer Institute at the top of your list for ways to boost your Professional Development Units count this summer.

Educators consistently give this Institute high marks. They like the intellectual stimulation, collegial setting, breakouts by grade level, plus a bag full of reference books for themselves and full set of texts for the classroom. They like it because it is challenging, stimulating, and relevant, in short, it is worth their time.

The 40+-hour class focuses on how to use the acclaimed *We the People* curriculum in the classroom. Participants experience "learning by doing" as they work in groups to put on simulated congressional hearings on the Institute's last day. In the days leading up to the simulated hearings, participants get mornings full of substantive information about the Constitution and Bill of Rights from the Institute's scholars. In the afternoons they break into grade-level groups and explore new strategies and teaching techniques. This makes for a learning experience that balances brain-stretching lectures and research with practical classroom application.

The cost is \$275 for individuals. Teachers from member districts (Beaverton, Portland, Reynolds, Riverdale) pay only

\$200. Group rate 10% off the individual or member rate (3 or more participants from one District must submit registrations together to qualify) Late fee of \$50 applies to registrations received after June 6, 2003. Registration includes Sunday and Wednesday dinner, plus lunch and continental breakfast Monday-Friday, not to mention all those books.

For those seeking additional college credit, Lewis & Clark will certify 3 semester hours, (ED 648, degree applicable) \$204 (payable to Lewis & Clark College by separate check on first day of class). For participants doing a simulated congressional hearing with their students their classrooms, one Independent Study credit is also available for \$68.

You may register by sending your contact information including name, home and business address and phone and fax numbers, email address, and your check. Registration is on a first-come, first-served basis but with preference given to teachers from member districts. Please send your information and check to Classroom Law Project/Summer Institute, 620 SW Main, Suite 102, Portland, Oregon 97205.

Lesson Plan - Gideon Turns 40

On March 18, 2003, America will celebrate the 40th anniversary of the landmark 1963 U.S. Supreme Court decision in *Gideon v. Wainwright*, in which a poor Florida prison inmate caused the single biggest change in the history of the U.S. criminal justice system. Before *Gideon*, persons accused of crime could be sent to prison without any representation by a lawyer unless they were wealthy enough to hire one. As a result of *Gideon*, the quality and fairness of the justice system, and its ability to guard against conviction on the innocent, have been vastly improved.

The National Association of Criminal Defense Lawyers has put together a lesson rich with content, extensions, resources, and links to help teachers mark the anniversary of *Gideon* on March 18. Here is just one excerpt to get your class going ...

Opening Activity

Before class begins, confidentially ask two students to role-play an officer and suspect. At the beginning of class, have the "officer" enter the classroom and "arrest" the "suspect." Instruct the suspect to say "I want a lawyer," and the officer to respond, "According to a new Supreme Court decision, we cannot let you

talk to your lawyer until we finish with you, and if you can't afford a lawyer, that's too bad." Start a discussion about students' reactions to this "new Supreme Court decision" that you are not entitled to a lawyer. You may want to ask students to compare what the officer in the classroom scenario said to what students see on television shows involving arrests. Students will likely comment that on television, police officers usually recite the Miranda warnings: You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney before questioning, If you cannot afford an attorney, one will be appointed to represent you." Ask students why the right to a lawyer is so important that it is the first thing said to a suspect upon arrest.

The lesson goes on to offer various options for presenting the case of *Gideon v. Wainwright* including using the actual Supreme Court decision, a script, or excerpts from *Gideon's Trumpet*. Language arts teachers will be pleased to find ties not only to *Gideon's Trumpet* but also to *To Kill a Mockingbird* and *The Scottsboro Boys*. Teachers can find everything that they need, from scripts to links to the decision itself, by going to www.nacdl.org/gideon.

2003

CLASSROOM LAW PROJECT Calendar of Events

2003

Teacher consultations, lending library, and other workshops are ongoing throughout the year.

February 28, March 1

High School Mock Trial Regional Competitions

March 14, 15

High School Mock Trial State Finals Competition

April 24

Legal Citizen Dinner - Portland

May 1

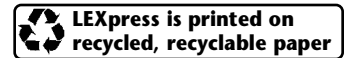
Law Day Conference - Portland State University

Late May

Project Citizen Competition (Grades 5 - 8) - State Capitol

June 22-27

Summer Institute for Educators - Northwestern School of Law of Lewis & Clark College, Portland



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