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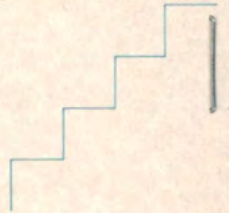
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PHILADELPHIA • **Futures**

Marcie Mattleman

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Strangers' Generosity Steers Young to College

By MICHAEL deCOURCY HINDS
Special to The New York Times

PHILADELPHIA, Aug. 20 — In the midst of starting a computer consulting business, renovating a kitchen and planning a spring wedding, Stuart Bogom and Dorel Shannon made a five-year commitment this year to act as mentors to an unknown teenager and to help pay his college tuition.

"Ever since I heard about Eugene Lang adopting a class of kids in New York and promising to send them to college, I've always wanted to do something like that," said Mr. Bo-

In Philadelphia, 'adoption' can mean paying for an education.

gom, who is 36 years old and taught sociology in college before turning to computers several years ago.

Mr. Bogom and his wife, Ms. Shannon, a 31-year-old social worker with Planned Parenthood, have joined a new program here that matches busy, middle-class sponsors with students in an effort to help more inner-city teen-agers go to college.

The Commonwealth Fund, a New York philanthropy, originated the idea as a way to expand Mr. Lang's 10-year-old "I Have a Dream" program, in which very wealthy individuals adopt an entire class of students and shepherd them through high school to college, with the help of hired social workers.

The fund gave a \$100,000 grant to Philadelphia Futures, a three-year-old nonprofit educational organiza-

tion here, to start the new program. The group, which was also inspired by Mr. Lang's program, has been recruiting and coordinating about 1,000 volunteer tutors, mentors and speakers in public schools in addition to running the new sponsorship program.

"There are relatively few millionaires around who want to sponsor classes," said Thomas W. Maloney, senior vice president of the Commonwealth Fund, who dreamed up the program. "But there are probably hundreds of thousands of families who can afford to sponsor a single student."

Mr. Maloney said that if the Philadelphia program significantly affected students' grades and attitudes, the fund hoped to help start similar efforts in the nation's 10 largest cities within a year or two.

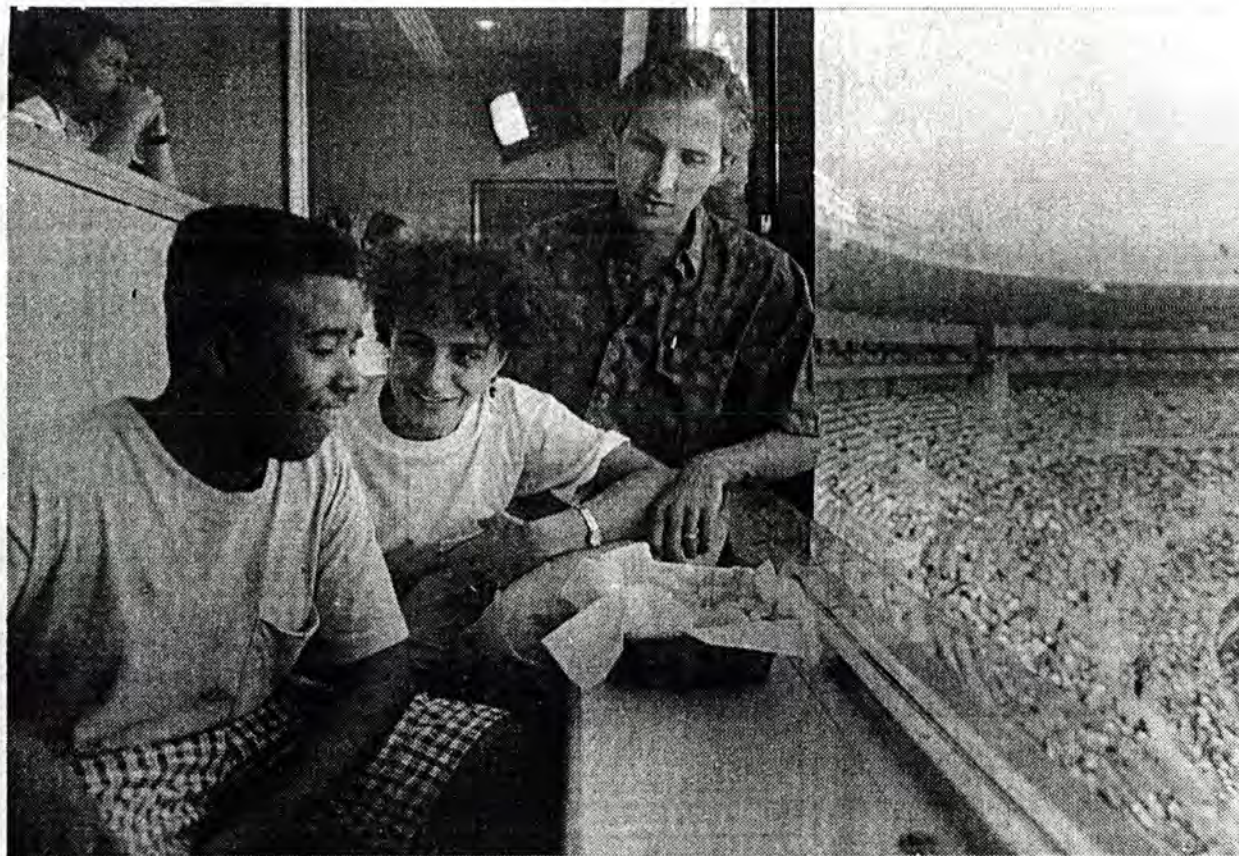
Mr. Bogom and Ms. Shannon are among the first group of 77 professional people to participate in the new program, which pairs a single sponsor or sponsoring couple with an individual ninth-grade student, in this case Ollie Tansimore 3d.

"I'm feeling pretty lucky," said the ninth grader as he sat with Mr. Bogom and Ms. Shannon in Veterans Stadium the other night, taking in a Phillies game. "Most kids like me don't have no scholarships and mentors to back you up."

Ollie, who gives his age as "15 going on 16," says he wants to become an architect.

The program has some corporate donors, which provide both money and volunteer mentors from their staffs. There are also a few wealthy donors, including Sam Katz, a financial consultant who recently ran unsuccessfully for mayor.

"We have four kids, so having one



Bill Cramer for The New York Times

Sponsor-a-Scholar, a Philadelphia program that pairs a single sponsor or sponsoring couple with an individual ninth-grade student, has united Ollie

Tansimore 3d, foreground, with Stuart Bogom and Dorel Shannon. The couple will serve as a mentor for Ollie, 15, and will help pay his college tuition.

more isn't so much you notice," Mr. Katz, who was also at the ball game, said with a smile. He shares the responsibility of being a mentor with his wife, Connie.

The program, Sponsor-a-Scholar, has no data on sponsors' incomes, and those interviewed declined to say how much they earned. But they did acknowledge that participating was a significant expense. "It still hurts me," Mr. Bogom said, referring to the first \$1,500 check for college tuition, the first of four installments to students.

For now, Philadelphia Futures is limiting recruiting to students like

Ollie Tansimore, who have good attendance records, passing grades and an interest in attending college. "As we get more experience, we can take kids with more difficulties," said Marcienne S. Mattelman, the organization's executive director.

Sponsors must provide up to \$6,000 to cover college costs, the so-called last-dollar costs that are likely to remain after considering any other financial aid the student may receive.

The program's guidelines suggest that sponsors meet with their students once each month and telephone or write once a month. Philadelphia Futures supports the sponsors by

providing practical information on higher education and guidance on dealing with students.

The program is specifically arranged for busy people, like Ms. Shannon, who already had her hands full at Planned Parenthood, counseling teen-agers and younger girls about pregnancy and sexually transmitted diseases. "For me, the decision to become a sponsor was motivated by my own experience," she said. "I was the first person in my immediate family to complete college, largely because of an English teacher, Barbara Pollard, who had a real personal interest in my future."



At conference (from left): Tamara Ford, Sharmil McKee, Kristie Campbell, Sherry Simpson



Sharmil McKee asks a question (left); Ira Sachnoff leads a session

SUSAN WINTERS / DAILY NEWS

Hope for freshmen: A mentor can help

by Renee Lucas Wayne

Daily News Staff Writer

Freshmen. Some have no problem adjusting to the academic, social and psychological pressures of high school. And then there are those who find the process only slightly less frightening than a Stephen King novel.

In the old days, these babes in high school's Brave New World usually considered a number of options: (a) keep their fears, anxieties, problems and frustrations to themselves and hope to survive on sheer willpower (totally unhealthy and way unproductive); (b) commiserate with other miserable freshmen (talk about the blind leading the blind); (c) pray some upperclassmen adopts them (a highly unlikely possibility); or (d) talk to their parents (usually considered a fate worse than death, given the hours of well-meaning — but irrelevant — "When I went to high school ..." stories that option would provoke).

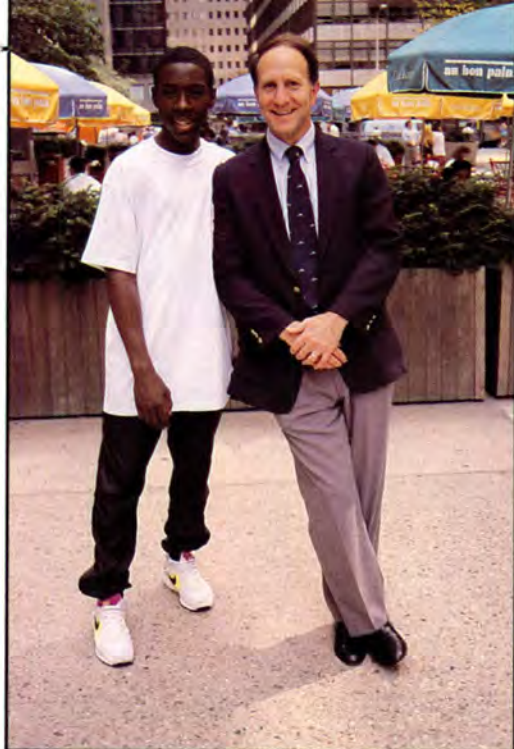
This year, an existing program that has been expanded to 13 high schools (Washington, Lincoln, Franklin Learning Center, King, Fels, Olney, William Penn, Girls High, Roxborough, Frankford, Strawberry Mansion, University City and Germantown) offers a much more viable alternative — the listening ear and firm shoulder of someone who's been there. Recently.

Sponsored by Philadelphia Futures, the Peer Mentors program pairs 11th-graders with ninth-graders in an effort to develop one-on-one relationships that will help the lower-classman successfully navigate high school's sometimes rocky waters.

Last month, a number of juniors who were recommended by their schools were trained as mentors during a three-day conference. That training included workshops on the art of listening, helping students through the problem-solving process and peer advocacy.

So if you're a freshman in trouble — or you just need a sounding board — consider a peer mentor. He or she may just be the person you need to help you help yourself.

If you think peer mentoring is a good idea, but your school hasn't instituted the program, have your principal or a teacher call Patricia Payne at Philadelphia Futures, 790-1666, to find out how you can get it. ■



THE POWER OF THE INDIVIDUAL

Philadelphia Lawyers Invest in the Future

by Sheilah Vance-Lewis

When the Barristers' Association gave Philadelphia Futures the Cecil B. Moore Community Service Award at its 16th Annual Scholarship and Awards Dinner, it recognized not only this youth mentoring program but also the many lawyers whose volunteer efforts make Philadelphia Futures' programs possible.

The great response of members of the Barristers' Association to Philadelphia Futures' call for successful adults to support young people in need is typical of the legal community. Numerous law firms and hundreds of individual attorneys have been involved in all areas of youth programs. The following is just a sample of some of the good things that members of the Philadelphia Bar Association are doing.

Mentoring

Last year, the Philadelphia Bar Association started a mentoring program. Roughly sixty lawyers and judges became mentors to local students as part of that program.

The mentors see a student once a month or more for at least a year. The goal of this one-on-one relationship is to encourage the student to stay in school, do well and prepare

for college and/or a career.

Shelley Winkler, a senior attorney in the City Solicitor's Office, has been mentoring Judy Mojica, a ninth-grader at Philadelphia High School for Girls, for a year and a half.

"I get so much from this relationship," Winkler says. "Judy's an energetic teenager who is excited about everything."

"She calls me once or twice a week. I think she considers me a friend of hers," Winkler says with pride. "She told me that her class saw a movie that had some incest scenes. I asked her if she told her mother. She said, 'No, I only tell you this kind of thing.'"

The two usually get together once a month for lunch or breakfast. Sometimes they go house hunting for Winkler or attend a sporting event.

Not all of Winkler's activities with Judy are entertaining, though. When Judy's grades started slipping, Winkler took it upon herself to call Judy's counselor and ask her to help.

"Judy tries hard and was very upset about her grades," Winkler says. "I just thought that I would try to get the counselor to do something."

Options for Opportunities

Last year, the Barristers developed the Options for Opportunities pro-

gram with Philadelphia Futures and the Philadelphia Youth Study Center. The program involves people from all walks of life talking to juveniles at the Youth Study Center about life and careers.

The program was the brainchild of Judge Kathryn Streeter Lewis, who also mentors students in the regular mentoring program. Judge Lewis thought the youth she saw daily in her courtroom desperately needed positive adult role models.

Participants are asked to speak at least twice a year. Sean Perretta, an associate at Schnader, Harrison, Segal & Lewis, has spoken at the center at least a dozen times.

"This program confirms my belief that these kids are not beyond help, irredeemable or just plain bad," Perretta says. "The kids are thoughtful, and they recognize that they've done wrong. They have potential and want to make something out of their lives."

"If the kids were hopeless, I wouldn't do it," he adds. "Speaking there is not a waste of time. It makes a difference."

Sponsor-A-Scholar

Law firms and individual lawyers have responded overwhelmingly to Philadelphia Futures' newest pro-

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On the opposite page, William H. Ewing (right) sponsors Hakim Tucker in the Sponsor-A-Scholar program. Hakim, 15, attends Central High School in Philadelphia and plans to be a robotics engineer. At left, Judge Kathryn Streeter Lewis (left) mentors twin sisters Danielle (center) and Delvenya Davenport. Danielle wants to be a lawyer, and Delvenya wants to be an obstetrician.

Positive Role Models Now Make Successful Adults Later.

gram, Sponsor-A-Scholar. In this initiative, a person, organization or firm donates \$1,500 a year for four years to help pay the "last dollar" cost of a student's college education—typically the amount not covered by other sources of financial aid. In addition to this tuition guarantee, an individual agrees also to mentor the student from ninth grade through the first year of college—a year when up to forty-five percent of students drop out.

Many lawyers have made personal and financial commitments to young people in this program. Sponsors (those who have donated funds and serve as mentors) are Herman Mattleman, Brian Ortelere and Gretchen Santamour, Stan Wolfe, William Ewing, Lane Taylor, Harry Oxman and Curt Pontz. Fund donors are Joan Stern, George D'Angelo and Carl Schneider. Lawyers serving as mentors are Sean Perretta, Roosevelt Hairston, Alex Talmadge, Erica Giddiens, Alan Wohlstetter, Art Seidner and Ken Frazier. Each sees this program as a way of "giving back," of helping a young person who may not have made it to college on his own.

The law firms of Drinker Biddle & Reath; Cozen & O'Connor; Blank, Rome, Comisky & McCauley; Pep-

per, Hamilton & Scheetz; and Rudolph, Seidner, Goldstein, Rochestie & Salmon have donated money as sponsors. Legal and non-legal staff at the firms are serving as mentors.

Adoptions

Several law firms have adopted classes or established special relationships with schools. The law firm of Wolf, Block, Schorr & Solis-Cohen adopted a seventh-grade class at Strawberry Mansion Junior High School in 1989. Attorneys with the firm have acted as mentors, sponsored class events and established a scholarship fund of more than \$15,000 for the students, who are now in the tenth grade.

Dechert Price & Rhoads has a relationship with a class at the William Penn High School, and Schnader, Harrison, Segal & Lewis has established mentoring relationships with the McCall Elementary School.

Career Days

Law firms have been extremely supportive of opening their doors to young people for "career days." Some of the firms that have been involved in this effort are Vance, Jackson, Simpson & Vance-Lewis, Law Offices of Herbert Monheit, Dechert Price & Rhoads and Hangleby

Connolly Epstein Chicco Foxman & Ewing.

"The Career Day was a great day all around," says Michael Jackson, a member of the firm of Vance, Jackson, Simpson & Vance-Lewis. "The students each spent time with a lawyer, a paralegal and legal secretary.

"I do entertainment law, and they were especially interested in learning how they could meet with recording artists, listen to music in the office and still be doing the work that you are paid to do," Jackson says. In making the world of work concrete for young people, lawyers can help students understand careers and the need to stay in school.

The attorneys who work with Philadelphia Futures and other organizations supporting youth believe that a little bit of time invested with a young person now may be just what that person needs to lead a positive life in the future.

ABOUT THE AUTHOR

Sheilah Vance-Lewis is a partner in the firm of Vance, Jackson, Simpson & Vance-Lewis.



Traffic Court

continued from page 40

inability to verify claims, Cuffeld says. Judges regularly throw out cases because the accused's address or vehicle identification does not match up with information written on the ticket. Cuffeld says that 122,000 cases have been dismissed for these and similar reasons since he took office. "It's obvious that people have learned to get around the system," he says.

To solve this problem, the president judge has initiated discussions with the state police to provide at least one permanent, full-time officer to take notarized statements of those being charged and to advise those individuals that an investigation may be conducted. This practice would improve the current system in which the accused's statement is simply sent as a matter of record to the state police, Cuffeld says. "At least word will get out that a state police officer will be there to investigate," he says.

"If they do or they don't [investigate], the message will be there so people will have to come up with a new sham." The officer also would help confiscate licenses, Cuffeld says.

Another means of improving the court is the continuing legal education program that all six Traffic Court judges are undergoing at Wilson College in Chambersburg, Pennsylvania. The courses are designed to keep judges up to date on laws concerning evidence, judicial conduct and constitutional safeguards, Cuffeld says.

The morale of court employees also has improved, says the president judge. The low esteem employees once had for their jobs was due in part to the insecurity they felt from one administration to the next and to newspaper articles indicating the court was under suspicion. "The insecurity they felt over the years was never conducive to the workplace," he says.

But thanks to the elimination of political patronage jobs and the establishment of proper employee pay

increases in accordance with court and union negotiations, Traffic Court workers have respect for the jobs they come to each day. "People can now say with pride they work at Philadelphia Traffic Court," he says.

Cuffeld admits that he has gotten some of his ideas for reforming Traffic Court by looking at court systems in other cities. "We try to look for all of the new approaches so we can streamline this court and make it as efficient as we possibly can for the benefit of the driving public," he says.

This president judge hopes Philadelphia Traffic Court will one day serve as the model for the entire country.

ABOUT THE AUTHOR

Craig Giangliulo is assistant managing editor of The Retainer.



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Futures FEATURES

Volume 4, Number 2, Spring 1993

NATIONAL YOUTH SERVICE DAY HONORS 35 STUDENT VOLUNTEERS

The setting was wildly different from the students' customary community service venues -- a posh corporate reception room with delicious snacks on silver trays and an entourage of VIP's. Quite a far cry from the homeless shelter or the modest apartment of a low income senior citizen unable to get around independently where students volunteer each week. Philadelphia's commemoration of National Youth Service Day on April 20 at Mellon PSFS Bank was a festive celebration for 35 young people who make a difference in their communities.

Saluted by Mayor Rendell and Mellon PSFS Senior Vice President Paul Beideman, the students had been nominated by the civic agencies with which they work. The celebration was coordinated for the third year by Ellen Simon for Philadelphia Futures and was



sponsored by the U.S. Conference of Mayors, Youth Service America, the Jefferson Awards and the Points of Light Foundation nationally. Following the ceremony, honorees met with Philadelphia Futures' staffer Marty Young to discuss their ideas about community service. Former Phillies' player Dickie Noles also participated.

SCOTT PAPER FOUNDATION GRANT

A \$30,000 grant from the Scott Paper Company Foundation will enable Philadelphia Futures to recruit sponsors and provide technical support for the Sponsor-A-Scholar Class of 1997. We welcome Scott as a major partner in this unique endeavor.

To Sponsor-A -Scholar, call
790-1666

SUMMER ENRICHMENT PROGRAM AWARDS \$6,000

In the final year of a three-year grant from the Dolfinger-McMahon Foundation, Philadelphia Futures awarded \$1,000 grants to each of six high schools to provide tuition and transportation scholarships to financially needy students to attend summer enrichment programs at area colleges and cultural institutions. Our special thanks to Andrea Clyman (Gratz H.S.), Vivian Lotz (William Penn H.S.), Gerald Flynn (Furness H.S.), Robert Hawthorne (Dobbins H.S.), Jackie Ohls (Franklin Learning Center), and Dolores Coleman (University City H.S.). Project coordinator Debbie Weiner describes our high school partners as "a most dedicated group of professionals who spend all their time focused on the needs of their students--and none complaining about devoting hours to this effort without compensation."

TAKE YOUR DAUGHTERS TO WORK

Judy Schaffer of Philadelphia Futures shared her expertise in planning career days with local organizers of *Take Your Daughters to Work* held on April 28. The highly successful national effort sponsored by the Ms. Foundation encouraged girls to learn about the wide range of career options open to them. CoreStates Bank President and CEO Rosemarie Greco hosted Sponsor-A-Scholar student Marilyn Rodriguez from Edison High School, who shadowed her for the day to learn about banking.



Marilyn Rodriguez, Alan Richman, president of Karl's Furniture, Meeka Outlaw, Kristin Tustin, of Sr. Maria Goretti H.S. and Rosemarie Greco.

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Marciene S. Mattleman
Executive Director

Debra S. Weiner
Project Director

To Sponsor-A-Scholar, call :
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There is at least one
teenager in this city
who may not make it
to college



without you.

PHILADELPHIA **Futures**

A great many capable young people never reach their full potential. Why?

Many lack encouragement from someone who cares.

Others simply can't come up with the "last dollar" they need to fill the gap between their financial aid package and college expenses.

Sometimes just a few thousand dollars — *or less* — can make the difference between having a college education — and the possibility of bright career prospects — or not.

You can sponsor a student who needs you.

Philadelphia Futures wants to make it easy for you to make a difference in one student's life.

As a participant in our new Sponsor-A-Scholar program, you will be paired with a motivated student from a Philadelphia high school who would not, under ordinary circumstances, have the mentoring support or the financial means to attend college.

"There is nothing more rewarding than helping a child with potential meet his or her goals. It is a heart-warming pleasure to help them."

Dr. Herbert Greenspan
Retiree

Here's how it works:

You (or your company or organization) make a tax-deductible contribution of \$1,500 annually for four years. 100% of your gift will be applied directly to your student's education and invested until it's needed for college.

In addition, you set aside at least two hours monthly to spend with your student.

While we would like a single individual to act as a Sponsor, a team approach is also possible, in which the financial and mentoring responsibilities are divided.

"Mentors are not paid... but mentoring pays off."

Denise James
Reporter

Whatever the extent of your participation, you *will* make a difference in one young person's life.

You provide the kind of guidance that makes a difference — the kind that so many successful people have had as they were growing up.

You work with your student from ninth grade through freshman year in college. You'll:

- Participate in a general orientation as you enter the program, and receive on-going assistance as you proceed.
- Receive information to share with your student about cultural opportunities, academic enrichment programs, summer jobs, college admissions, financial aid and group events.

How students are chosen

Students will be nominated primarily by the staff of the College Access Program of the Philadelphia Schools Collaborative from the city's comprehensive high schools.

Students will be selected on the basis of financial need, academic promise, tenacity, grades, school attendance, desire to attend college, and family permission.

When you give something back you are helping a student look to the future.

Philadelphia Futures is a non-profit organization that is dedicated to helping kids stay in school and prepare for college and careers.

Scholarship funds are administered by the Greater Philadelphia Urban Affairs Coalition (GPUAC). The Coalition manages more than \$8 million from public and private sources to develop programs to improve the quality of life and to provide educational and vocational services to low income populations.

"I didn't get where I am without help, so it's time to pass it along."

Bernard Lee
Attorney

Hundreds of your peers — people of all kinds — are already participating in Philadelphia Futures' programs.

They tutor, mentor and act as role models. They donate awards and achievement prizes.

With the Sponsor-A-Scholar program we're asking you to open a new chapter in the lives of Philadelphia's youth — youth who want and need a college education.

Without you they may not make it to college.

"It's nice to have an adult, not a parent, to be there for me — no matter what. She helps me decide things I have trouble figuring out."

Amber Woodson
Student

**You can give a
prize or scholarship,
be a tutor,
mentor or role model,
or host a career day...**

**or simply spend
a few hours
each month
with a kid
who needs you.**

Philadelphia Futures

The goal of Philadelphia Futures is to motivate students to stay in school and prepare for college and careers. Its major strategy is to mobilize public support for young people in Philadelphia's public and parochial schools. Philadelphia Futures is a facilitator that links individuals, corporations and groups—community, governmental, civic, religious and educational—with youth in schools and community based settings to help expose them to the options and opportunities of the region. Philadelphia Futures is affiliated with the Greater Philadelphia Urban Affairs Coalition.

Marciene S. Mattleman
Executive Director

PHILADELPHIA **Futures**

230 S. Broad Street, 7th Floor
Philadelphia, PA 19102
(215) 790-1666

Printing courtesy of Philadelphia Gas Works

**Philadelphia Futures
makes it easy
to make a difference
in one kid's life.**

PHILADELPHIA **Futures**

More than half the students in Philadelphia schools are growing up in homes with incomes below the poverty level.

That's a staggering statistic. And a seemingly unsolvable problem. But Philadelphia Futures is helping these students to beat the odds. Its volunteers motivate students to stay in school and prepare for college and careers.

You can help!

And, when you do, you won't be alone.

This is your chance to join many Philadelphia high school alumni and other concerned citizens and business people who are "giving something back."

They're giving scholarships, awards or summer jobs to encourage high school students to stay in school and pursue college and careers.

Or you can participate in a career day ... talk to or host a high school class to shadow careers at your worksite ... become a tutor or a mentor.

Philadelphia Futures is also enlisting the support and involvement of more corporate, governmental, civic, cultural, academic and community agencies to provide more opportunities and options for the youth of Philadelphia.

They are, after all, Philadelphia's future. And we can help shape their futures.

You can make a difference in shaping the city's future by helping to shape a young person's life. In fact, you could be the difference between whether a youth is lost and possibly on drugs ... or is preparing for a college education and a productive career.

What Can You Do?

You can:

- **Tutor** in a subject you enjoy. *Weekly.*
- Be a **mentor** by helping a student make personal and career decisions. *Monthly.*
- Be a **role model** and meet an entire class. *Monthly.*
- **Host** a career day. *Once or twice a year.*
- Create an **achievement prize** in a subject that made a difference to you. Give cash, a museum membership, or magazine subscription.
- Give **scholarship support** to help a student buy books or defray college loans.
- **Sponsor-A-Scholar** providing financial and personal support.

You can shake your head and shrug your shoulders.

Or you can get involved.

We live at a time when more children are in trouble than ever before. With both parents — or the only parent — working, and with the temptations of the streets, our young people need all the encouragement they can get.

If you'd like to get involved, please call Philadelphia Futures at (215) 790-1666. Or mail the attached volunteer form to us. Today.

I want to be part of Philadelphia Futures!

I'm interested in:

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| ☐ Mentoring | ☐ Giving Scholarship Support |
| ☐ Role Modeling | ☐ Sponsoring-A-Scholar |
| ☐ Career Days | |

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August 16, 1993

Ms. Susan E. Stroud
Senior advisor to the Director
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Dear Susan:

It was good to meet you last week and I was delighted to hear Eli Segal talk about the implications of National Service. In case you misplaced the article that I gave you I am enclosing another; it is indicative of my belief in this new national focus and offers one idea for service. I am also on the advisory board of a fledgling publication in this field and have long been an advocate of "giving back."

Philadelphia Futures is a non profit organization that I began in 1989 under the aegis of the Urban Coalition (now the Greater Philadelphia Urban Affairs Partnership.) Realizing that there is a finite number of people like Eugene Lang who can provide college tuition for a class of students, we developed a menu. It is our contention that everyone can and should do something about the plight of young people today and we see our role as facilitating those efforts. No red tape, no bureaucracy, any contribution makes a difference. Of course, if you are an affluent institution in the city and don't come up with an idea, we call you! For instance, when it became known that Rosenbluth Travel, based in Philadelphia, was celebrating its 100th anniversary, we contacted the CEO and the outcome was \$40,000 in scholarship aid for kids in public high schools and a mentor for each of the ten kids who received the money.

We have categorized our options under three categories: relationships, incentives and information. Those people who have "made it" have been helped in these ways. So, we recruit mentors, tutors and role models; solicit achievement prizes and scholarships; develop a college guide; organize a financial aid hotline; provide workshops on college in communities; and organize visits to colleges and workplaces. Volunteers are needed for all these activities and I believe that we have been so successful because we provide the choices and link the volunteers appropriately.

Our Sponsor-A-Scholar program combines all of the facets listed above and is a variation of the Lang programs. It enables people of more modest means to sponsor one student instead of an entire class. Each sponsor (individual, couple, small group, corporation) makes a tax exempt contribution of \$1500 annually for four years and mentors a student from 9th grade through the first year of college. The selected students are not the stars from magnet schools but those from comprehensive neighborhood high schools, who would probably not make it without the extra help. To date, we have recruited 165 sponsors.

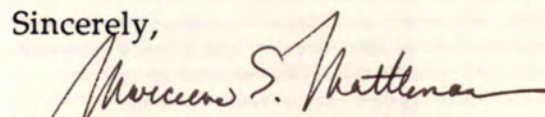
We developed this model from scratch and believe it is the only one of its kind in the country. As a result of much national publicity, we have received more than 700 inquiries and will hold a national conference in March, 1994, to assist those in other cities who are interested and have the capacity for replication.

Our record is fantastic. Why? Because people are worried about what's happening to kids and want to help. Time after time potential volunteers have told us that they always wanted to get involved, but didn't know how. We make it happen. To date, we have assisted kids in 211 public and parochial schools in these ways:

- raising more than \$990,000 for college from 165 Sponsors who also mentor students through the Sponsor-A-Scholar program,
- raising \$332,472 from individuals, organizations and corporations for incentives and achievement prizes,
- recruiting, training and placing 2222 mentors, tutors and role models who work with students on a regular basis,
- organizing career days at local businesses and human service institutions for 3063 high school students,
- publishing and distributing 90,000 copies annually of a Guide to college and financial aid to every public and parochial school student in 9th, 10th 11th and 12th grades and 5,000 copies to community-based settings,
- arranging visits to 24 area colleges for 1643 students from 15 high schools,
- presenting workshops on college admissions and financial aid to 8,278 students and parents,
- operating a financial aid hotline which has responded to 2332 inquiries.

I have enclosed many different kinds of materials with the intent of having you learn more about us. The important part is-- that we are excited about what you're doing and want to be a part of it. I look forward to hearing from you.

Sincerely,



Marcienne S. Mattleman, Ed.D.
Executive Director

A national service plan should include 'mentoring'

BY **MARCIENE S. MATTLEMAN**
and **JOSEPH P. TORSELLA**

This week, Congress finally passed President Clinton's national service initiative for college-bound youth. But the plan that passed looks a lot different from the one that — along with a companion proposal for refashioning the nation's student-loan system — showed up on Capitol Hill earlier this spring.

Needing votes, the Democrats drew back from the ambitious national-service proposals of candidate Clinton and compromised on a much more modest three-year pilot program.

We like the Clinton proposal, and we're glad it passed. But there is still a way out for the President to hold true to his original vision for widespread national service and to silence his critics. While bold new systems are being tested, the President should also refocus existing ones toward the promotion of a student-to-student mentoring program. Here's how it would work and why it's needed:

As originally proposed, there are two key components to the Clinton plan. First, the system of financing higher education through bank loans guaranteed by the government would be abolished in favor of direct lending by the government to students by the schools themselves.

Second, the new national-service legislation would eventually enable 150,000 young persons to receive money for college, which they could repay through two years of public service in schools, health clinics and police stations.

Both proposals sound simple enough, but each has its critics.

Many colleges, universities and especially banks are skeptical of the direct-lending proposal. One study says it would save money, another that it will lose it.

And the national-service plan has come under fire from all directions.

There's a simple way to create a meaningful national-service program, while meeting all objections to it. Keep the current system of financing loans. But as the price of the government's guarantee on every student loan, require each recipient to *mentor* one public high school student until he or she gets to college, too.

"Mentoring" is a concept that has been getting a lot of attention. Deservedly so, because too many low-income, low-opportunity young people face a "mentor gap" these days.

More and more children are born into single-parent households. Most adults are working harder, and have less time to spend with children — their own, or anyone else's. Success is often marked by moving out of the old neighborhood. This reality underlies many of the depressing statistics on the violence, poverty and anemic academic performance of American youth that have become so common.

A "mentoring movement" has sprung up across the country to combat these trends, and one of the most interesting new threads is something called "peer mentoring." Most think of mentoring as a successful adult matched with a struggling kid. But in Philadelphia, more than a dozen public high schools are pioneering a program that has 11th graders mentoring 9th graders to get across one simple message: stay in school. So far, the results have been encouraging.

Let's apply this model on a much wider national-service scale by asking every American college freshman who receives a student loan to mentor a high school freshman to graduation.

This proposal would not only meet the three major goals of the Clinton national service/college financing proposals — more American kids would make it to college; hundreds of communities would have the benefit of the energy and talents of our college-age youth, and the spirit of service would be rekindled.

Would it involve any new costs? None. Tax dollars already guarantee billions in student loans each year.

Would it build a vast new bureaucracy? Not at all. Existing volunteer mentoring efforts and public schools could administer the program.

Would it undercut wage markets or take away existing jobs? Not one.

Would it be make-work for the loan recipients doing the mentoring? Hardly. It's difficult to imagine a more urgent task than turning around our

*There is still a way
out for the President
to hold true to his
original vision.*

frighteningly high dropout rate.

Would it be tilted to the advantage of the middle class? No. Mentoring would focus attention and resources directly on the individuals and communities that need them the most. And on the other end, what could be more fair than demanding the same participation from every loan recipient, regardless of income level?

Would it be too small to make a real difference? On the contrary, with \$11 billion worth of federal Stafford loans guaranteed by the government each and every year, this proposal has enormous potential.

Would it work? Yes. Mentoring is no panacea. It is not sufficient for the most hard-core problem children. It does not meet the real needs — for decent housing, adequate nutrition, and accessible health care — in the lives of youth. And it is not a substitute for parenting.

But mentoring *can* provide one critical element that is sadly missing from many young lives: a wise and caring friend who will listen, gently guide, and serve as a living example that staying in school pays off.

Mentoring is not what we usually think of when we talk about national-service programs. But perhaps we — and the President — should change that.

Who better than someone who's been there to tell a skeptical, struggling high school freshman that the view from graduation makes it all worthwhile? And what better to ask of someone who made it to college because of a publicly guaranteed student loan than that she help someone else follow in her footsteps?

Marciene S. Mattleman is executive director of Philadelphia Futures.
Joseph P. Torsella is deputy mayor for policy and planning.

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EDITORIALS

Mentoring

*The next generation of Philadelphians
needs help — maybe from you*

Nick Wahl threw more gutterballs than strikes a few days ago at Boulevard Lanes, as his Big Brother — Lee Fisher — offered tips, such as how to stride less like a gazelle. But the low score didn't matter because their get-togethers aren't about scoring points. The idea is for Nicholas, 10, an only child who lives with his mother, to know an older guy he likes, trusts and looks up to. For more than a year now, Lee Fisher, 43, has filled the bill. At least once a week, they get together, often just hanging around the Fisher house.

These fellows are the picture of steadiness, not trendiness. After all, Lee Fisher has been a Big Brother since 1971, helping five boys. And the Big Brother/Big Sister Association of Philadelphia celebrates its 75th anniversary next year.

Yet these one-on-one relationships — also called "ment ring" — are becoming downright trendy. President Bush touts them. A new non-profit group called Philadelphia Futures is creatively expanding their numbers. Another sign that mentoring is hot and that 1980s-style greed is not: Some of the stars of *thirtysomething* are doing a public-service spot that will urge local viewers to help Philadelphia Futures.

Thus as the Helmsley-Boesky era ends, the fresh interest in serving youth is a reason for hope. Although there's no magic cure to the multiple problems of young people, especially in inner-city ghettos, one-on-one relationships can help kids in terms of maturity, academics and other challenges of adolescence. For example, one of Lee Fisher's Little Brothers — a teenager who had seemed unaffected by their relationship — stunned him one day by saying Lee probably was the difference between going to jail and going to college.

The big question is this: Can the number of these mentoring relationships be dramatically increased without trivializing the concept? Basically, Philadelphia Futures is trying to show that it can be done. So far, this new kid on the block is succeeding in terms of numbers, but it's too soon to judge the impact on the kids.

Let's look at the numbers. There are two organizations in Philadelphia that are affiliated with the national Big Brothers/Big Sisters. Altogether, they created about 200 one-on-one relationships in the last year (while overseeing hundreds of matches started earlier). Since January, Philadelphia Futures created more than 150 mentoring relationships. That's an impressive start.

One way Philadelphia Futures has pulled in new volunteers is by sheer pushiness. Its founder, Marcienne S. Mattleman, employs a range of roles, from a fence-painting Tom Sawyer to a press-agent-from-hell. And instead of waiting for volunteers to trickle in one by one, she succeeded at involving whole organizations, such as CMS Financial Services and the Pennsylvania Institute of Certified Public Accountants. Her program also has a lure for volunteers who might not feel up to the challenges of a one-on-one relationship: They can interact with kids in a group setting in school, which need not lead to a one-on-one relationship but often does.

One of the basic distinctions of Philadelphia Futures is that it's aimed at adults who feel they don't have enough time to meet with a kid once a week. The minimum commitment of a mentor in this program is to meet with the young person at least once a month, make contacts

such as phone calls in between, and stick with it for at least a year. Some participants go way beyond that, of course, but many do not.

Research and common sense make the same point about these relationships: The more frequent the get-togethers, and the longer the tie lasts, the more likely the young person will benefit. But the countervailing reality is that there aren't nearly enough volunteer mentors to meet the need. In the Big Brother/Big Sister programs in Philadelphia and its suburbs, for every three kids being helped, one boy or girl is on a waiting list. The need for more volunteers — which is especially acute for black and Hispanic adults — shows why it's important to test the impact of relationships less intense than weekly get-togethers.

This is shaping up as a time of creative competition for mentoring efforts in Philadelphia (home of the national headquarters of Big Brother/Big Sister of America). One hope is that Philadelphia Futures' excellent performance at recruitment will prod the established organizations to do better on that front. The big unknown is whether its less time-consuming mentoring — a key to luring volunteers among thirtysomething workaholics — will do much good.

Ideally, all of the organizations that do mentoring — and there are many — will benefit from a new degree of competition, innovation and cooperation. If that happens, the real winners will be thousands of kids who need help now.

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FOCUS ON: *Students*

In Philadelphia, Program Pairs Adult Mentors With Teenagers To Provide Money—and Time

By Millicent Lawton

Sixteen-year-old Warner Days and his mentor, Victor Deane Jr., may shoot hoops or gobble cheese steaks together, but neither activity is what the 10th grader considers their most important.

That would be studying.

And what was Warner, a student at inner-city Philadelphia's University City High School, most looking forward to this year as school got under way last week?

"To study hard," he declares, adding that he wants to make A's and B's instead of last year's B's and C's.

It may be surprising that a teenage boy would rank his schoolwork above girls or his beloved football and basketball, but that is just what Mr. Deane is hoping Warner will continue to do—with his help.

The pair was united last spring under the innovative Sponsor-a-Scholar program run by Philadelphia Futures, a nonprofit enterprise that offers programs and outreach to help kids stay in school and prepare for college and careers.

Matching students—at-risk or otherwise—with adult mentors is far from new, but Sponsor-a-Scholar puts a new twist on that relationship.

Not only do the adults give their time to develop a personal relationship with the students, they also make a tax-deductible contribution of \$1,500 each year for four years—or \$5,000 up front—to help pay for the student's college education.

Or, as in Mr. Deane's case, a sponsoring corporation such as his employer, the Arco

Chemical Company, puts up the money and then seeks volunteer mentors from within its ranks.

Sponsor-a-Scholar is meant to be an experimental adaptation of the New York philanthropist and businessman Eugene M. Lang's "I Have a Dream" project, says Thomas W. Moloney, senior vice president of the Commonwealth Fund, a New York City philanthropic group that last year provided the initial \$100,000 grant to launch Sponsor-a-Scholar.

Since 1981, when Mr. Lang promised to pay the college expenses of a class of New York City 6th graders if they finished high school, the "I Have a Dream" program has expanded to numerous cities where individuals and organizations have guaranteed the college tuitions of selected inner-city youths.

But knowing that there are only a few millionaires like Mr. Lang who can afford to donate all college costs for one student—let alone for a group of children—the Commonwealth Fund aimed to "try to make the concept available to hundreds of thousands of middle-income families" who could afford to contribute toward the expenses of a single student, according to Mr. Moloney.

Next year, he says, his organization hopes to have Sponsor-a-Scholar programs in 10 more cities.

Not Unlike Adoption

While the Philadelphia program is still reaching for its goal of 100 sponsors, it appears to be right on track.

Since recruitment began in January, personal contacts and some advertising in such venues as classical-music stations

have prompted 75 donors—51 individuals and 24 corporations or law firms—to come forward to offer their money and time for 82 low-income 9th graders, say Sponsor-a-Scholar officials.

The money is designed to be "last dollar" funding to cover the gap between the scholarship or financial aid a student may receive and that money which the family is expected to contribute, says Marcienne S. Mattleman, executive director of Philadelphia Futures.

The students who participate come from neighborhood high schools—not magnet schools—in the city of Philadelphia only, Ms. Mattleman says. They must also be eligible for free- or reduced-cost school lunches.

By and large, she says, the students are "average kids, but kids who already have good grades, good attendance, show some potential."

In order not to disappoint some students, the program does not take applications but instead receives recommendations from the Philadelphia School Collaborative College Access Program, which runs offices where students can obtain college-related information.

For their part, the mentors must commit to contact the students at least monthly for five years. The fifth year was included, Ms. Mattleman says, "because the first year of college is such an important step."

Originally aimed at an older audience, recruitment of sponsor-mentors has instead turned up individual sponsors who are largely in their 30's and 40's. And, Ms. Mattleman notes, "They're not wildly rich."

But, she says, they are people who are



Victor Deane Jr., standing, talks about the outings he has taken with Warner Days, the University City High School student he is mentoring. Seated next to Warner are his mother, Hattie Breazeale, and A. Philip Auerbach, also a mentor in Philadelphia Futures's Sponsor-a-Scholar program. The program provides high-school students with guidance as well as money for college.

Amy Hunt/For The Philadelphia Inquirer

influenced by the social activism of 1960's "and want to make some kind of personal commitment."

Because that commitment is not insignificant, it is perhaps not surprising that what Ms. Mattleman describes when she explains the Sponsor-a-Scholar program sounds a bit like the legal-adoption process.

A sponsor, for example, may request certain characteristics in a student, such as the ability to speak Spanish or a love of sports. When possible, those requests are honored, but Philadelphia Futures has also made a commitment that 50 percent of the program's scholars will be black males.

Following a meeting between the sponsor and the student and his parent, the sponsor signs a legally binding "pledge agreement" that details the financial commitment of the sponsor.

Later, the sponsor, student, and parent

sign a "statement of intent" that describes the terms of their relationship. As a group, all of the Sponsor-a-Scholar students also hear a talk on their responsibilities in the program.

As the pledge agreement states, if the student drops out of school, is suspended or expelled, fails to pass to the next grade, fails to graduate, or otherwise fails to merit the scholarship, Philadelphia Futures will use the scholarship money for other students in the program.

Helping 'Open Doors'

In addition to listing their more obvious contributions—the college dollars, the help with homework, the tours of corporate offices—mentors also speak of the less tangible assistance they hope they are giving their students.

They speak earnestly of providing "opportunity" or "guidance" and of helping the students "open doors" or "navigate the sys-

tem" so they might uncover special stipends or summer jobs or programs.

Participating in the Sponsor-a-Scholar program, Mr. Deane says, has helped him realize the importance of early intervention for all at-risk students.

For a teenager who might, say, be in a gang now, he says, "there was a point in a kid's life when he wasn't like that."

"If we get the proper guidance, [we'll get] going along the right road in life," says Mr. Deane, who is himself the father of two sons and, like Warner, hails from West Philadelphia.

Ms. Mattleman, herself a sponsor of a boy whose mother is raising two children on an \$11,000-a-year a custodian's salary, agrees. "Being around people who have access and know how to manage the system is as important as getting the [Scholastic Aptitude Test-preparation] courses and the financial aid," she says.

Even the smallest gestures by a men-

tor—acts that might be taken for granted in a middle-class household—can make a difference to a teenager from a less advantaged background, she says.

One sponsor, for example, rented a videocassette of the director Franco Zeffirelli's film version of "Romeo and Juliet," to watch along with his student, who was reading the play in school.

"What a difference for that kid," says Ms. Mattleman. "It is that kind of intervention that is so natural for people of means and know-how . . . that is so terribly important for these kids."

What is also important is the academic helping hand, according to Warner, Mr. Deane's student.

He calls the program "great" because of "the way they help me out in my studies and . . . [are] there for me if I need help."

"If there's something I don't understand, I call my sponsor and we go to the library" or to Mr. Deane's house, says Warner, who is considering Pennsylvania State University for college.

That is just what Mr. Deane likes to hear.

"I think at a point in life when you're thinking about sports and the opposite gender and dancing and the latest songs," he says, "what [Sponsor-a-Scholar] has brought and I've helped bring [to Warner] is an acknowledgment that education is going to be the most important thing in his life next to his family and his health."

Other mentors have also spotted changes, however subtle, in their students since their relationship began.

Antonia R. Neubauer, who is serving as a mentor jointly with her college-student daughter Melissa, said she has noticed in her student, 15-year-old Helia Trinidad, a "willingness not to be afraid to push a little bit harder on her [school] counselor" to get the best and most complete advice.

In the coming year, Mr. Deane says, he hopes to see Warner mature even more.

"I'm looking forward to Warner actually realizing his full potential, bringing in the grades he wants to bring in," he says.

"I want to see the look on his face when he gets something he strived for." ■

Guest Opinion

Grad Gives Something Back to Elementary Alma Mater



S. DAVID FINEMAN

The streets are often places to fear; many children don't leave their neighborhoods because of lack of carfare. The old-fashioned neighbors and moms who used to be at home or sitting on the step when we came home from school, have been replaced by families in which both parents work or by single-parent (or grandparent) families. But the caring, support and encouragement we can give to children is within the reach of all of us.

Philadelphia Futures was started in January and at its opening — in which Mayor Goode, the superintendents of the public and parochial school systems and the Pennsylvania secretary of education spoke — I got the idea for my scholarship. We heard a young Temple student from North Philadelphia talk about the value and the need for help as she shared her plans of becoming a physician. Maybe my scholar-

ship aid will help another young person achieve his or her goal.

As I stood before the graduating class at Pennypacker last month, I could hardly believe that I, who completed 6th grade in 1957, was the speaker. How good I felt telling that lovely group of children I am searching for my classmates to endow a fund for them. I was proud to be standing there with young Hasson Murphy, an outstanding senior from Martin Luther King High School and a Pennypacker alumnus who received the first \$500 to help him attend college in the fall. He was truly a role model for the assembled group.

The 6th grade class, led by their teachers and dedicated principal, Adrienne Carpenter, were my inspiration. Some members of the sixth grade class spoke about their dreams, and maybe my efforts will be of some help.

Marcienne Mattleman has been running all

over the city, telling community groups, lawyers, business persons and anyone who will listen that Philadelphia Futures can make giving easy. A \$30 membership to the Franklin Institute, a \$21 subscription to Seventeen magazine, a \$25 prize for the most improved math student at your old junior high is a small thing for most of us, but a big thrill to a youngster. It is encouragement, it is motivation and it says that achievement is rewarded.

We are living at a time in history when the social agenda, important to many of us, has gotten lost, or at least submerged. The Bush budget for education is smaller than the Reagan budget, and whatever the numbers, the schools can't do the job alone.

When I attended Pennypacker, I dreamed I could do almost anything I wanted, and in many ways, my dreams have come true. Many of us have been lucky, and I think it's our turn to help all the youngsters in Philadelphia dream. Philadelphia Futures can help make that happen.

S. David Fineman is a Philadelphia lawyer. Readers are welcome to submit proposed "Guest Opinion" columns to Editorial Dept., Daily News, 400 N. Broad St., Phila., Pa. 19130.

We in Philadelphia are fortunate in that there are among us individuals willing to think in an innovative fashion. Marcienne Mattleman, in forming Philadelphia Futures, has given Philadelphians an opportunity to give a little bit back to our community.

Philadelphia Futures has provided us a chance to think about how we can join hands with other Philadelphians in helping our city. Nothing is more precious than instilling in children the belief they can succeed.

In memory of my parents, Harry and Annette Fineman, I began a scholarship fund at Samuel W. Pennypacker Elementary School, from which I graduated. It is our obligation as human beings to form a bond with others.

What I have done can be repeated by individuals and companies across Philadelphia. Why can't all of us who graduated from an elementary school in Philadelphia start a small scholarship fund which others will join, to give hope to our next generation? It's easy to do, it's fun, but most importantly, it's rewarding to know you are contributing in a positive way to the futures of our children.

When we were kids, life was lot less complicated. Drugs were not even spoken about, let alone a temptation, or an apparent means to instant wealth and success. Needless to say, things are different today.

Eyeballing the Eye Service

March, 1991
Volume 11, Issue 3

To most kids from West Philly High, Scheie Eye Institute is just a building on the way to somewhere else. But recently 36 freshmen were invited in

By Eileen Wallens

Peeering through the OR window, the kids were full of questions: Does it hurt when they stick the needle next to his eye? Is he asleep now or does he know what's going on? How long do you have to go to school to be an OR nurse? How much money does that doctor make an hour?

It was career day at Scheie Eye Institute for 36 freshmen from West Philadelphia High School, and as part of their tour of the world-famous ophthalmology center they were getting a first-hand look at delicate eye surgery in progress.

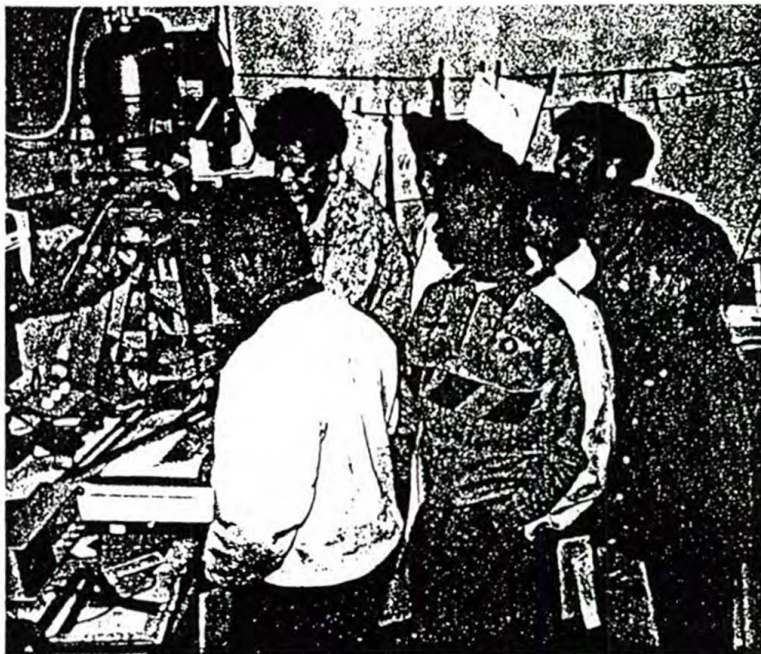
The four-hour visit on a recent gusty day was sponsored by Philadelphia Futures, an organization with a challenging goal: to encourage children to stay in school and prepare for the future.

The operating room, even though a star attraction, was by no means the central focus. One of the aims of the program was to demonstrate that there's more to a medical service than doctors and patients.

To get the message across, Acting Chairman of Ophthalmology at Penn, David Kozart, MD, in his welcoming remarks, drew an analogy between the surgery the students had observed and the Superbowl. "Think how much work it takes to put that event together," he said.

"Someone's got to provide the uniforms, arrange for a place for the players to stay, make sure all those guys have enough to eat, and prepare the stadium — the players are only a small part. In the same way, there are so many parts of a hospital you never see, from the page person who makes the appointments over the phone to the people who send out the bills."

The teenagers got a firsthand look at eight behind-the-scenes parts of the "game" that make a high-powered ophthalmology department tick. From the



Valerie Greene, a photographer in Scheie's Ophthalmic Photography Department, demonstrates the photo enlarger to the goggling group.

WILLIAM NYBERG

darkroom of ophthalmic photography to the office of medical records, they crowded around Scheie staff to hear what their jobs were like and what kind of training it takes to get there.

Divided into groups, each student visited one service for nearly an hour, and then switched to another one for the next tour. Their "guides" included a research lab technician, medical photographer, patient care representative, and personnel from medical records, purchasing, public relations and bookkeeping.

But the kids did more than watch and listen — this was also a hands-on experience. In the sterilizing room, they donned masks, bonnets and booties, and helped technicians label bags of surgical instruments.

Down in the photography department, they stared through cameras into each other's eyes, took a picture from a negative, and developed it in the big vats of chemicals lined up on the dark-room sink.

"To me, this is fascinating work," medical photographer Valerie Greene told one group about her job. "Each eye

you look at through that lens is different, and so beautiful — just like a painting." One girl staring through a slit lamp at her friend's eyes compared the view to a road-map. "Is this the kind of stuff you do all day?" she asked. "This is fun!"

Even departments that looked less "glamorous" at the outset wound up piquing the students' interest. "When one boy first found out he was in my group, he said, 'Oh no, Medical Records — I don't want to go there,'" related Vernell Morales, manager of appointments and records.

"But when he saw the files, and realized that each one told the medical

history of a person, complete with pictures, he got so involved he wasn't ready to leave at the end of the session."

Following the tours, students ate a lunch of pizza and soda, and had a chance to speak further with department representatives. "I'm having a ball!" said Lynne Broome, Nurse Manager of the OR. "I really feel like I have the kids' full attention, and they're asking some good questions. In fact, several have expressed an interest in coming back to work here this summer."

Such hands-on experiences are just one method through which the Futures program hopes to keep teenagers in school. It also arranges for them to get scholarships, college guidance, museum memberships and mentoring. This was the group's first career day, but judging from the enthusiasm it generated, it won't be the last.

In fact, when Lea Bramnick, Scheie's director of marketing, asked the students for feedback during the wrap-up discussion, their main suggestion was to make the sessions longer — and serve more pizza. □

HUPdate