

Erskine Bowles
Carousel Capitol
4201 Congress Street
S. 440
Charlotte, NC 28209

THE WHITE HOUSE

OCT. 21, 1996

Erskine -

Congratulations on the
debates. I wanted to make
sure you got your very own
souvenir t-shirt from the Rapid
Response War room. Can you believe
we had to make a run out? It was good
working with you. All the best, *Wade*

THE WHITE HOUSE

WASHINGTON

August 31, 1995

Jacqueline Scott
10309 College Square
Columbia, Md. 21044

Dear Jackie:

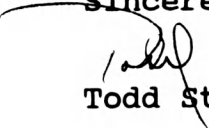
I wanted to thank you for coming down here to talk with me and Phil and to tell you I very much enjoyed meeting you. We are still in the process of interviewing people, but I did want to get back to you as soon as possible in view of your other outstanding job opportunity.

My candid assessment about the situation here is that it is less likely rather than more likely that this job will work out. Your resume is excellent and you are personally altogether impressive, but my guess is that we will end up going with someone who has a bit more political or Administration experience.

If you remain interested in working for the Administration, let me know, because I sometimes hear about openings and would be pleased to mention you favorably.

Once again, thanks very much for coming by.

Sincerely,



Todd Stern

MACK McLARTY

WASHINGTON, D.C.

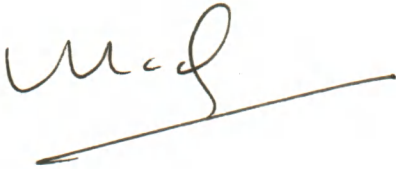
96 JUN 17 AM 11:16

June 14, 1996

To My Thoughtful and Competent Colleagues
in the Staff Secretary's Office:

Thank you for your birthday good wishes but, more importantly, for your day-to-day thoughtfulness and support. All of you are the epitome of professionals and are great neighbors.

Personally,

A handwritten signature in dark ink, appearing to read 'Mack', followed by a long horizontal line extending to the right.

9-20-96

Rick -

I just wanted to send a
note of appreciation for the
typically fine work you did on
the model of Freedom Citations. We
rely on you to be both excellent & quick
& you never let us down. ^{many} thanks.
Todd Stearn

TO

RICK

MURKIN

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

08-Jan-1996 11:49am

TO: Carolyn E. Cleveland
TO: Sharon E. Wagner

FROM: Todd Stern
Office of the Staff Secretary

SUBJECT: my notes

PLEASE SEE ME RE COVER NOTES I SOMETIMES ATTACH TO MATERIALS I SEND OUT. Those should not always be copied for our general files. I was startled to see one of those private notes (to Michael Waldman) in a pile of papers Phil was reviewing. You need to check with me before you copy these things. Thanks. todd

And please give me back copies of that Waldman note.

1/9/96

Sharon -

I pulled from chron - wanted you to see & then give to Todd - T.Y.

C.

1/16 C.
I have read

S.

CC Michael
Waldman

THE WHITE HOUSE
WASHINGTON, D.C. 20500

DATE: 1-3

TO: Michael

FROM: Staff Secretary

Please, please,
don't let this
(the no applause idea)
happen. I'm counting
on you. ~~Waldman~~
T. S. S.

THE PRESIDENT HAS SEEN

1-2-96

THE WHITE HOUSE

WASHINGTON

95 DEC 30 A10 : 45

December 30, 1995

MEMORANDUM FOR THE PRESIDENT

FROM:

to DONALD A. BAER *DA*

SUBJECT:

STATE OF THE UNION MEMORANDUM

Attached is a memorandum about the State of the Union which Guy Smith sent in at my request. I thought you would want to see it before you left for Hilton Head.

*I think this
is a good idea
is worth considering*
RB

21Dec95

MEMORANDUM

TO: Don Baer

FROM: Guy L. Smith

SUBJ: State of the Union Theme and Delivery Scenario

"There is no substitute
for American leadership
anywhere in the world."

"When you are a leader
you can never not lead."

THEME

It is my recommendation that the theme for this year's State of the Union address be leadership.

Leadership is a commodity the American people expect in their President. The budget battle, as unwieldy and unpleasant as it has been, has very strongly positioned the President as standing up firmly for what he believes in. Now, he must tell the American people where is going to lead them. And in telling them, he must remind them what American leadership has meant to progress for each American and what it has meant for the security of the world.

Leadership as a theme is not trite in an era when there is so much division in our society, so much discord, so much negative. A strong expression of leadership is needed, wanted by most Americans, most particularly the core Bill Clinton supporter...the truck driver from Lubbock, the nurse from New York City, the senior from St. Petersburg, the cop from Boise.

The address should, of course, set the stage of American leadership and develop a clear road map of American leadership during the coming year. Where, and how, is Bill Clinton going to lead us?

In the speech the President should articulate his vision of American leadership, both for foreign policy and domestic policy.

Each Administration success and proposal (only the broadest outlines) should be framed as a leadership action; each action worthy of mentioning, be it foreign or domestic, past, current, or prospective, should be framed within the leadership idea.

Examples:

Haiti...it was American leadership
The Mideast...it was American leadership
Bosnia...it is American leadership

The environment (a specific)...it is American leadership
Crime...and human services...and just a few others

This should not be a litany, but the communication of an idea...

- and that idea is that this President is a leader...
- and he is leading this nation into the next century in such a way that makes Americans believe him, support him, and trust him.
- This President makes leadership decisions based on what is the right thing to do!

PURPOSE

The American people respond to strong leadership. They respond to a leader standing firm for his core beliefs, his core values. As the election year begins, positioning the President as a strong leader with a clear idea of where he is leading the country communicates powerful and real emotions that will resonate with Americans.

Using a leadership theme permits almost all major policy ideas to be neatly wrapped into a consistent and coherent package (as contrasted to last year's address).

The leadership theme positions the President in the strongest possible manner at what is essentially the kickoff of the reelection campaign.

Also, it will greatly aid in dispelling the lingering commentary about the President's indecisiveness (e.g. the Securities legislation veto the other day).

DELIVERY SCENARIO

The President enters the House chamber as usual, makes his way to the rostrum as usual, enjoys the usual applause...but then, as he begins, he first begins with a preamble, delivered as a preamble..."Before I begin my formal report to the Congress"-type of comments. In this preamble he then advises the audience (which will be at least half filled with GOP partisans) and the television audience, that he has some very serious, very important, he believes, ideas to share and that he would respectfully ask that the members hold their applause until he is through (the language here should be solemn, formal, solicitous, and not humorous).

No one has ever done this before.

- It will set a very serious, very Presidential tone.
- It will eliminate the cameras panning during the applause of the President's partisans and the TV shots of the Republicans sitting on their hands looking sour (which is a reminder of division, not leadership).
- It will eliminate the TV commentators' ability to count the number of times the President was interrupted by applause.
- It will eliminate the distractions to the TV audience.
- And, it will permit the messages to come through to the TV audience, and to the journalists covering the speech.

With this high level of solemnity and dignity, the TV pictures will communicate a very powerful message about this President.

- That this President is serious.

- That this President is leading this country where I (the citizen who is watching) want it to go and I feel good about what and how he is doing it.
- That this President is, indeed, a leader, my leader.

After this preamble, the President begins, first with some meaningful and brief historical references about American leadership, both foreign and domestic.

Then he begins the foreign policy section. At this point the President holds up an actual launcher mechanism for a Soviet SS-22. He makes the point that because of American leadership no Soviet soldier is sitting in a silo with missiles aimed at our country. Using the actual launcher key will create a powerful picture and will vividly remind the audience (not the one in the House chamber) about exactly what kind of leadership this President is providing. This will also put the Bosnia mission into a clear perspective.

Then on to Bosnia, Haiti, the Mideast...but briefly...but with colorful and emotional oratory.

Then to domestic, again with the leadership theme for each area covered...and the areas covered should be very few.

- ✓• The speech should not exceed 20 or 25 minutes...25 minutes max!
- ✓• The speech should be heavy with emotion, patriotism, and reminders to Americans that they are, as a people, indeed leaders.
- ✓• The conclusion of the speech should combine the leadership theme with an articulation of the President's core beliefs that American government is an instrument of good...for every American...and for people around the world.

PRE-SPEECH BUILDUP

- Several days prior to the speech the President should visit the troops in Bosnia...as Commander-in-Chief.

- The day before the speech, in the evening, the President should hold a Clinton-style town meeting in Charlottesville on the campus of the University of Virginia,

but before the town meeting...

- The President should make a visit to Monticello...ALONE.

No aides, no gagging press corps, no family...nobody!

I want the entire mansion to be devoid of anybody except the President, the White House photographer, and one news photographer.

The President goes in, sits at Thomas Jefferson's desk or chair in his library, makes some finishing touches on his State of the Union address, stands at the window and looks out, thoughtfully regards the painting of Jefferson.

Essentially, he visits Jefferson's house and draws on, and from, Jefferson...

the imagery and comparisons will be powerful.

The photograph that the White House releases, for the morning papers the day of the State of the Union, will be very, very powerful. They will create a connection between the leader Thomas Jefferson and the leader William Jefferson Clinton.

This visit, almost literally with Thomas Jefferson, and the town meeting with the American people, will set the stage for leadership for the next evening for the formal delivery of the State of the Union.

Respectfully submitted,

Guy L. Smith

Schedule Proposal

Date: August 7, 1996

	<u> </u> ACCEPT	<u> </u> REGRET	<u> </u> PENDING
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TO: Stephanie Streett and Anne Hawley
Deputy Assistants to the President and
Directors of Scheduling

FROM: Todd Stern
Melanne Verveer
James A. Dorskind

REQUEST: Ceremony for awarding the Presidential Medal of
Freedom, followed by reception

PURPOSE: To honor Presidential Medal of Freedom awardees

BACKGROUND: Each year the President awards the Presidential
Medal of Freedom to a group of distinguished
persons. The Medal is the highest civilian award
in the nation.

PREVIOUS PARTICIPATION: Previous East Room ceremonies were held on November
30, 1993, August 8, 1994, and September 29, 1995.

DATE AND TIME: In the window from September 8-13, if possible,
since one of the recipients, Cardinal Bernardin, is
going in for surgery September 15.

DURATION: Approximately 45 minutes to an hour, plus a State
Dining Room reception for the awardees and their
families and guests

LOCATION: East Room (with reception to follow in State Dining
Room)

PARTICIPANTS: POTUS, HRC (optional), VP (optional), awardees,
their families, and invited guests

OUTLINE OF EVENTS: Guests assemble; POTUS meets with awardees; POTUS
and awardees arrive in East Room; POTUS speaks;
citations read by President's military aide;
reception in State Dining Room

REMARKS REQUIRED: Speechwriting will provide

MEDIA COVERAGE: Open press

RECOMMENDED BY: Todd Stern, Melanne Verveer, Jim Dorskind

CONTACT: Todd Stern

TODD STERN
2813 39th St., N.W.
Washington, D.C. 20007
(202) 965-4234 (h)
(202) 456-1648 (o)

EXPERIENCE

THE WHITE HOUSE

Assistant to the President for Special Projects March 1998 - Present

Manage all aspects of Clinton Administration's initiative on global climate change, including domestic policy, diplomatic efforts, communications, congressional relations and outreach.

Assistant to the President and Staff Secretary June 1995 - March 1998

Managed all paper flow to and from the President; coordinated Senior Staff comment on decision items; handled variety of special policy and political projects.

Deputy Assistant to the President and Deputy Staff Secretary January 1993 - June 1995

Similar duties at the deputy level.

SENATE JUDICIARY COMMITTEE June 1990 - January 1993

Senior Counsel to Senator Patrick Leahy -- Technology and Law Subcommittee.

Responsibilities included telecommunications, trade, intellectual property, antitrust, Supreme Court nominations, speech writing.

PODESTA ASSOCIATES Washington, D.C. 1989 - 1990

Vice President -- Media and public affairs; campaign consulting; government relations.

DUKAKIS/BENTSEN CAMPAIGN New York; Boston 1987-1988

Deputy Research Director -- General Election; *New York State Issues Director* -- Primaries.

ASSOCIATED MILLS/POLLENEX Chicago; New York 1985 - 1987

General Counsel -- Supervised litigation and general corporate matters.

PAUL, WEISS, RIFKIND, WHARTON & GARRISON New York 1979 - 1985

Associate -- General litigation including antitrust, securities, libel, intellectual property.

LEGAL AID SOCIETY -- Criminal Appeals Bureau New York 1977 - 1979

Staff Attorney -- Wrote and argued criminal appeals in state and federal courts.

EDUCATION

HARVARD LAW SCHOOL

J.D. Cum Laude, 1977

DARTMOUTH COLLEGE

B.A. Summa Cum Laude, 1973

Phi Beta Kappa

LANGUAGE French

PERSONAL Married; one child.

Todd Stern

Todd Stern, Assistant to the President for Special Projects, is principally engaged in managing the Clinton Administration's overall domestic and international effort on the issue of global climate change. He has formally been in this position since March 1998, but began work on the issue in July 1997, when he was asked to lead a public education and outreach effort on climate change and to participate in the formulation of domestic and diplomatic policy. He participated in the Kyoto Conference on Global Climate Change in December 1997 and the follow-up meeting in Buenos Aires in November 1998 as the senior White House representative on the American delegation.

Previously, from June 1995 until March 1998, Mr. Stern served as Assistant to the President and Staff Secretary. As Staff Secretary, Mr. Stern managed the flow of paper to and from the President and coordinated senior staff comment on decision memoranda and other presidential documents. This position required a working familiarity with the broad range of domestic and foreign policy issues addressed by the President. He also took on a number of special assignments on policy and other matters.

Mr. Stern joined the Administration as Deputy Staff Secretary, with duties similar to those he handled as Staff Secretary. He held this position from January 1993 until June of 1995.

From 1990 to 1993, Mr. Stern served as Senior Counsel to Senator Patrick Leahy on the Senate Judiciary Committee. His principal responsibilities there included intellectual property, telecommunications, trade, antitrust, Supreme Court nominations and speech writing. Before that, he was Vice President at Podesta Associates, a Washington, D.C. government relations and public affairs firm.

Before coming to Washington, Mr. Stern practiced law in New York, principally at Paul, Weiss, Rifkind, Wharton & Garrison, where he was a litigator. He also served as General Counsel to Associated Mills/Pollenex, a Chicago manufacturer.

Mr. Stern graduated from Harvard Law School (cum laude) in 1977 and from Dartmouth College (summa cum laude) in 1973. He is married to Jennifer Klein, a former Special Assistant to the President for Domestic Policy and advisor to the First Lady. They have a two-year old son, Jacob.

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ADMINISTRATIVE OFFICE

SUBJECT: REIMBURSEMENT FOR
PERSONAL CELLULAR TELEPHONE USAGE

This is to certify that the attached personal cellular telephone bill is being submitted for reimbursement of official business calls only.

Signature

Date

Attachment: Personal Cellular Telephone Bill

Total each column and enter on the front, subtotal line

STANDARD FORM 1164 Back (Rev. 11-7)

THE WHITE HOUSE

WASHINGTON

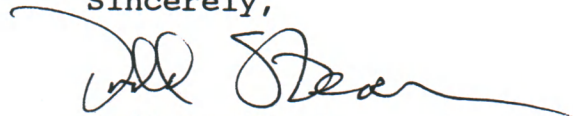
September 10, 1996

Dr. Lonnie C. Carton
The Learning Center
P.O. Box 204
New Town Branch
Boston, MA 02258

Dear Dr. Carton:

Thank you for the materials you sent on your proposed mentoring program. I'm sorry for the delay in getting back to you, but it has been more than a little hectic around here. I have passed along your proposal to the appropriate folks on the Domestic Policy Council. Thanks very much and good luck with it.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Todd D. Stern', with a long horizontal flourish extending to the right.

Todd D. Stern
Assistant to the President and
Staff Secretary



Mr. Todd David Stern
The Honorable Staff Secretary
THE WHITE HOUSE..WEST WING
Pennsylvania Avenue
WASHINGTON, D.C.

Dear Mr. Stern:

During our February visit in Florida, as guests of your Uncle Bob and Aunt Audrey, I learned about your prominent position in the Clinton Administration. We all agreed that you would be the appropriate person to contact in order to present the concept for community service/mentoring/juvenile crime prevention which I developed.(see enclosed)

While City Year and Americorps are excellent examples of enlarging the needed "village to raise a child", they are costly, not easily replicated and not of long enough duration to expose mentees to the NEW THREE "R'S" vital to their healthy development, i.e. "R"esponsible role models, "R"eliable information, and the "R"einforcement of positive values.

My four year prototype, targeted to span the difficult middle school years, from fourth to seventh, would provide a new, cost effective, easily duplicated, community service plank for the Democratic platform, a plank for "giving back to the system" by those who profited from it most. Moreover, this project targets the very problem of juvenile crime prevention (see enclosed data) in a solid, SUPPLY (college students) AND DEMAND (children needing mentors) way.

I trust the accompanying materials which serve to introduce my work, are not "overkill". My purpose is to familiarize you with the training, experience and commitment I bring to this project.

Thank you for your time and consideration of this concept.

Sincerely
Lonnie C. Carton
Lonnie C. Carton
June 16, 1996
617-332-7472

P. O. Box 204 ■ NEW TOWN BRANCH ■ BOSTON ■ MA 02258

Dear Ms. Carton:

Thank you for the materials you sent on your proposed mentoring program. I'm sorry for the delay in getting back to you, but it has been more than a little hectic around here. I have passed along your proposal to the appropriate folks on the Domestic Policy Council. Thanks very much and good luck with it.

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The Honorable Staff Secretary
THE WHITE HOUSE..WEST WING
Pennsylvania Avenue
WASHINGTON, D.C.

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Sincerely,

DATE: 5-10

TO: Jeremy Benham

FROM: Staff Secretary

This was sent to me by a friend of a friend. I haven't looked at it closely & have no idea if it's interesting or not, but

I wanted to at
least send it along
to DPC. Handle
as you wish &
you needn't get
back to me on it.

Thank

Daddy

The Educational Publishing Group, Inc.

HELPING FAMILIES MAKE A DIFFERENCE®

Dr. Lonnie Carton

- Senior Editor of *Education Today*, a nationally distributed publication for families of school age children
- Host of CBS radio's *In the Learning Center* feature, aired in 16 major markets across the U.S.
- Author and publisher of *No is A Love Word*
- Director of Family Support Services at Boston Partners in Education, training volunteer mentors from local businesses to serve as friends, role models, and tutors for at-risk youth
- Recipient of the National Media Award of the American Psychological Association for public recognition of her outstanding contributions to the advancement of psychology as a science, profession, and means of promoting human welfare
- Received a Ph.D. in educational psychology from Pennsylvania State University, MA in child psychology from the University of Maryland, and BS degree from The Johns Hopkins University
- Former Tufts University professor of educational psychology
- Listed in the 1995 edition of *Who's Who in America*

The Boston Globe

THURSDAY, MAY 13, 1993

Mentors' role in education is called vital

By Lisa Atkinson
CONTRIBUTING REPORTER

Heroes are vital to a child's education and "mentors are heroes in today's educational system," a noted educator said yesterday.

Thomas W. Evans, chairman of the board of the Columbia University Teachers College, told a group of educators and business leaders here that when a professional takes the time to talk to a child, that child tends to look up to that person and perhaps realizes that he or she, too, can be like them.

Evans was addressing the first Mathematics and Science Education Network Conference, an initiative of Boston Partners in Education.

Partners in Education, a nonprofit volunteer agency, brought together local business executives and university administrators with Boston public school teachers and administrators to discuss how to combat the dropout rate in the city's schools and to heighten student interest in math and science.

"America by the year 2000 should be first in the world in the area of math and science," said Evans, author of "Mentors: Making a Difference in Our Public Schools."

"I think it's going to be done by private citizens working with the schools," the keynote speaker added.

Partners in Education is trying to bring the community together to enhance the educational experience for children in Boston. "Our mission is to support education of children and work with teachers to do it," said Betsy Nelson, executive director.

Two new programs the agency has implemented are Masterminding Math and Science and AquaSMARTS. In the Masterminding program, mentors who have a background in math or science meet monthly with students. They also take field trips to the Museum of Science and other area institutions.

Dr. Carton does all the mentor training for Boston Partners In Education

**REINVENTING EDUCATION
COLLEGE STUDENTS/BOSTON PUBLIC SCHOOL STUDENTS
MENTORING PROGRAM
Draft**

Norman A. Brown, President of the Kellogg Foundation said it most succinctly with the following words: "The greatest need of young people today is not another program, but another caring, loving human being....as a mentor and role model".

GOAL

- ◆ To pilot a national model program to pair a University/College Freshmen with Boston Public School students through four years of college in order to improve the learning process for both through community service

This goal responds to demographic studies indicating that in the next ten years there will be a 20% (1) increase in the "teenage" population, and an estimated 50% (2) increase in juvenile arrests for violent crimes.

OBJECTIVES

- ◆ To select 2 to 3 schools to carry out program and prepare schools and teachers for up to 15 students per school; principals will be asked to appoint a school coordinator; B.C., a campus coordinator
- ◆ To select 30 to 45 college freshmen who will commit to tutoring and mentoring one or more students over a four year period; these students would be selected from a variety of departments including law and business, not just human services; if the mentor has to drop out of the program, a new mentor will be trained and placed with the mentee
- ◆ To provide a minimum of 26 hours of training and support for college students, including joint sessions with students, in year one and 18 hours in each of years 2,3,and 4
- ◆ To establish a network system among tutor mentors

(1) Kent Markus, Youth Violence Counselor to Attorney Janet Reno, cited recent studies showing that "Young people today are spending less time in the company of adults than ever before. There are not people there to draw limits or be praiseworthy, to be positive or negative."

(2) National Center for Juvenile Justice

OBJECTIVES (cont.)

- ◆ To provide orientation, training and support for teachers
- ◆ To involve parents in activities and training
- ◆ To conduct a program evaluation by a third party evaluator to be used for program expansion at a University/College and for dissemination and replication with other colleges and universities
- ◆ To disseminate for replication through the National Association of Partners in Education, Inc. and Jesuit College Network

PROGRAM

College students will provide tutoring and mentoring services to Boston Public School students for a minimum of 2 hours a week, approximately 1 hour in school and 1 hour by phone, letter or following through on a "shared venture" (separately) such as watching the same television show, listening to the same music, reading the same section of the newspaper, getting information from the library on Boston, past and present, etc., then discussing these things later.

Training sessions for tutor mentors will include, among other topics, orientation to the Boston Public Schools, tutoring techniques, phases of student development, mentoring practices, leadership and organizational skills and multi-cultural and family discussions. A written curriculum will be developed for subsequent groups of students by trainers and tutor mentors. Dr. Lonnie Carton, the conceptual architect of the proposal, will be the lead trainer for Boston Partners in Education, with guest trainers as appropriate from the Boston Public Schools and the community.

College students will meet a minimum of every other month for two hours for support and training. Individual support will be available on a regular basis through Boston Partners. Teachers will receive special preparation and be asked to keep track of the volunteer/student relationship, student progress and special anecdotes. Both teachers and public school students will be asked to participate in focus group sessions at least once a year.

College students will be encouraged to form a support network and will be asked to provide training and support to each other in progressive stages. Both they and their students will be asked to keep a log of their experiences. In years 2,3,and 4 some college students will participate in training of other college students. They might also be asked to speak to at least one other group each year and write one article for publication about the value of their experiences. These activities will help to recruit other students to be involved in subsequent years.

Parents will be invited to participate as appropriate and will be offered workshops in activities such as reading to your child at home, child development, and special opportunities to participate in mentoring program.

Roles and Responsibilities

Boston Partners in Education will be responsible for the overall program:

- Mentor training and support
- Teacher preparation, intervention and training
- Parent involvement
- Reports: financial and narrative
- Communication among all parties
- Assistance with funding
- Replication and dissemination

University/College will be responsible for:

- Recruitment of students
- Troubleshooting with students if necessary (ex: student doesn't show up for appointments)
- Fundraising
- Evaluation/documentation
- Overseeing student mentors record-keeping

Boston Public Schools will be responsible for:

- Selecting mentees
- Agreeing to long-term commitment
- Agreeing to teacher involvement, preparation, training
- Support for parent involvement
- Recording changes in individual students
- Logging mentor attendance

Additional Items to Consider

To offer college credit to college students

To publicize program through tutor mentors and students and college networks

UNIQUE ADVANTAGES OF THIS MENTORING MODEL

- ◆ The elongated time span of the mentor-mentee relationship provides the CONSISTENCY, CONTINUITY AND CONSTANT REINFORCEMENT which research tells us are critical elements in motivating boys and girls to succeed to their fullest potential. The four year impact also encourages the development of better understanding, trust and respect between mentee/mentor, mentor/parent, parent/school, and mentor/school personnel.
- ◆ The supply is almost limitless. Additionally, this program can be easily duplicated country wide at minimal cost.
- ◆ The probability of recruiting multi-ethnic participants from this college student group is very encouraging. Research reveals that while any caring, committed mentor can positively effect a child's life, the "role model" bond is strengthened when the mentor and mentee share the same culture.
- ◆ The closeness in age (a possible six to twelve year difference between mentee and mentor) and the fact that both are "in school", are factors which have been shown to enhance the attitudinal, motivational and social relationship between the two.

Specific benefits to the elementary school child (mentee)

- ◆ He/she has a solid, supportive "educational role model". Research indicates that particularly in urban school systems, children DROP OUT OF SCHOOL not at fifteen or sixteen, but at nine and ten as far as achievement and motivation are concerned. Their physical bodies may remain in the classroom until they reach the teenage years, but their effort, enthusiasm, and effectiveness do not.
- ◆ The mentee has someone "to listen" and some well-trained non-judgmental, non-threatening adult who will share with the child the knowledge, attitudes and skills needed by boys and girls to enrich their lives. Literacy is a major educational problem in America. Being able to talk to a caring, trusted mentor gives the child needed practice in speaking better, thinking more logically and developing or reinforcing the vocabulary, sentence structure and pronunciation skills, etc. required for successful reading.
- ◆ The youngster develops a stronger feeling of self esteem and self worth, because the mentoring process shows the child that he/she MATTERS. This "mattering" is exemplified in both work and deed in the time commitment of the mentor, the activities shared, and by the willingness of the mentor to LISTEN to the child and respect his/her ideas.
- ◆ The mentee learns that there is another value in life besides money. The value is social responsibility, or giving back to the system. In what might be called anew twist on "the golden rule", youngsters are exposed to the importance of "doing the good unto others that was done for you".

Specific benefits to the college student (mentor)

- ♦ His/her "citizenship literacy" is enhanced as he/she learns first hand the social, educational, economic, etc. problems facing the nation.
- ♦ The self esteem of the mentor is enlarged as he/she live out the adage that "It is better to give than to receive". Research indicates that the self worth, even of many college students, is in need of reinforcement. Being important to a mentee provides a solid way to feel good about yourself, a far better way, than turning to some of the other forms of recreation we know college students us in their search to "find themselves".
- ♦ The career choices of mentors may well be influenced by what they see in the real world of the schools. Hopefully, that experience will bring more talented students into teaching and into other child welfare and care giving professions where the need for them is so great.
- ♦ The mentor receives an important experience in service to country/social responsibility, one which is likely to become a regular part of his/her future life-style.
- ♦ Mentoring may prove to be crisis intervention for the college mentor, who, without a goal, without the feeling of importance and self worth which is gained when one feels necessary to someone else, may be less successful, also, in reaching his/her full potential.

Specific benefits to parents of mentees

- ♦ When parents see someone is showing an interest in their child, that youngster somehow becomes more valued in the eyes of his/her own family. The "ripple effect" of this valuing of the boy or girl has proven to be enormous, not only in terms of the parent's greater interest in and time spent with that youngster, but also in terms of the parent's self-esteem.
- ♦ Families often see the mentor as a resource. Many parents do not consider the school a friend, nor do they get involved enough in the school to realize what it offers in services. Family members are often more comfortable speaking with their child's mentor than relying on teachers for guidance.

Specific benefits to teachers/schools

- ♦ Teachers are able to get individualized help for the shy child, the "acting out" child, the underachiever, the gifted youngster, the average child.....any boy or girl.
- ♦ Teachers are exposed to new ideas and activities brought in as resources by a mentor.

DR. LONNIE CARTON

Dr. Lonnie Carton is a nationally known and trusted authority on family relationships and their impact at home, school, and in the workplace. She is also a certified mentor trainer, and the "conceptual architect" of the RE-INVENTING EDUCATION proposal.

For more than two decades, she has served as the primary consultant for Boston Partners in Education, in the training of college students, and volunteers from the business world, churches, social service agencies, etc. to mentor/tutor children of all ages in the Boston Public schools. As a private consultant, she has also developed and implemented numerous other trainings, workshops and seminars throughout the nation.

A CBS broadcast journalist since 1974, Dr. Carton researches, writes and presents her radio network program, IN THE LEARNING CENTER, heard by millions of listeners, coast to coast. Among her many prestigious awards are:

THE NATIONAL MEDIA AWARD of the American Psychologist society for "the best radio show in America exploring the what, why and how of human behavior, thereby increasing the public's knowledge of psychology as a science

THE SAN FRANCISCO STATE AWARD for the best "instructional" radio program in the country

THE MAGGIE (Margaret Sanger) AWARD for informational programs dealing with issues of human sexuality education

THE UNICEF AWARD for outstanding contributions to improving the quality of the lives of children/youth in the Greater Boston Community

THE SALESIAN SOCIETY'S DON BOSCO AWARD. "Friend of Youth, Champion of People"

Dr. Carton has taught at all levels of education,.. elementary, secondary, and for fourteen years on the faculty of Tufts University. She is the author of the book, NO IS A LOVE WORD and is listed in WHO'S WHO IN AMERICA.

BOSTON PARTNERS IN EDUCATION, INC.: ORGANIZATIONAL OVERVIEW (1996)
On the Horizon: Change, and a Celebration

During 1996, Boston Partners in Education will celebrate 30 years of service to Boston Public schoolchildren, their teachers, and parents.

Mission: to improve the academic experience of public schoolchildren

History: Founded in 1966 as School Volunteers for Boston, Boston Partners in Education, Inc., is a non-profit agency that has developed a broadly applicable process of matching community resources to school needs. The process yields individual volunteers, including parents; services to individual children and teachers and effective assistance to school administrators, teachers, parents, and external organizations in carrying out school reform.

The organization is singular in having an intimate understanding of the day-to-day operations of the Boston Public Schools, derived from nearly 30 years' involvement with partnership programs and placement of an average 3000 school volunteers annually.

Key Accomplishments:

- ♦ Boston Partners in Education generates an average of \$2.5 to 3.5 million worth of services for public schoolchildren each year--approximately 3 to 4 times its annual operating budget.
- ♦ Boston Partners has a history of innovation and responsiveness; for example, school volunteers established the libraries in Boston's elementary schools.
- ♦ In 1989, Boston Partners in Education was selected as one of 13 exemplary school volunteer programs in the nation, and was profiled in a 1990 study conducted by the National Research Council for the National Academy of Sciences at the request of the US Department of Education.
- ♦ Beginning in 1994, Boston Partners became part of a collaborative of 5 partner organizations which were awarded the contract to provide training and technical assistance for 117 school site councils in the Boston Public Schools.
- ♦ Boston Partners collaborates with many other organizations, some 400 each year. These include corporations, social service agencies, grassroots organizations, churches, universities, alumni groups.

In connection with its volunteer and partnership management, BPE is carrying out two major programmatic initiatives, literacy and

mathematics/science, and a major recruitment effort to attract older adult volunteers. These efforts have attracted funding from an array of sources, among them, Stearns, Citibank, The Boston Globe, Grimes-King, Farnsworth, the US Department of Education, the National Science Foundation, Cox, Hayden, State Street, Ronald McDonald Children's Charities, Dynatech and Millipore corporations.

The organization continues to enlarge its training and technical assistance services to assure that school reform in Boston is a community enterprise. BPE leadership has energetically and consistently worked to be among those who consider the "big picture" of public education. The agency plays active leadership roles in the Massachusetts and the National associations of Partners in Education. BPE's training and technical assistance arm has served school systems beyond Boston.

School Volunteers

Celebrating Character: Constancy through Change

Boston Partners in Education, since its founding as School Volunteers for Boston in 1966, has been unflagging and successful in its efforts to deliver individual volunteer help to students. In thirty years, the urgent needs of our young people have only intensified. No matter what service school volunteers perform--mentoring, tutoring, special presentation--the central message school volunteers deliver to children is the one they most need to receive: the community cares about its children.

In the intense press for systemic change and school reform, our children's urgent pleas for care and concern, for attention, are faint. We must hear them: Boston Partners in Education seeks support for its continuing effort to answer students' call for help through recruitment, placement, training and support for volunteers to work one to one with students.

Programmatic Initiatives

Creative Responses to Public Education's Needs

Since its beginnings, Boston Partners in Education has pioneered new program approaches, among these, English as a second language, school libraries for elementary schools, career education, intergenerational programming, reading aloud series.

Many of these pilot efforts have become institutionalized in the Boston schools. Today, Boston Partners programmatic initiatives include the on-going literacy initiative, Books and Kids and the Math/Science Initiative.

Books and Kids: The literacy initiative includes an array of language arts activities delivered by volunteers: reading aloud, language arts tutorials, reading readiness activities, library assistance, special classroom presentations, book giveaways, outreach to parents. The Books and Kids programs have reached roughly 50,000 children over the last five years.

The Math/Science Initiative: The Initiative is a network of projects which help to improve all students' interest and skills in math and science and encourage many to pursue advanced studies and careers in those fields. It includes:

- interdisciplinary, cooperative learning programs, grades 2-8, which engage students in hands-on activities with volunteer mentors; related field trips and special presentations, and family events;
- professional development for teachers to prepare them to plan for and manage needed community resources, including volunteers; an annual "Resource Expo," a collaboration of BPE, the Boston schools, and Northeastern University's Comprehensive Regional Center for Minorities, introduces inexpensive, relevant community resources available to enhance math/science instruction.

Both the Literacy and the Math/Science initiatives are fed and sustained by BPE programmatic partnerships. These partnerships provide teachers and students with a steady stream of volunteers and in-kind help that facilitate the long-term maintenance and institutionalization of BPE literacy and math/science programming.

Training and Technical Assistance

Experienced Organization...Best Teacher

As the needs of children intensify, so do the needs of public schools themselves increase. Realizing the goals of the Massachusetts School Reform Act in individual class rooms, schools, and school systems is a challenge for many of those charged with implementing change, individual administrators and teachers. They need the support of the community.

For nearly 30 years, Boston Partners has provided dozens of fledgling agencies and enterprises with consulting services that have facilitated their start-up. Today, BPE draws upon its depth of knowledge of public education state- and nationwide as well as in Boston to:

- assist schools and communities to work together for school reform
- provide consulting, training, and facilitation services for:
 - school site management
 - strategic planning for teachers, schools and systems, and community partners
 - volunteer, mentor, and partnership management
 - parent/family and community involvement

The Challenge

The challenge for Boston Partners in Education is to work

collaboratively with schools and the community to improve education for children. To do this, we need the support of the community to enlarge our direct services to Boston Public School students day to day **in the present** while helping schools to achieve needed long-range systemic change.

Partnerships are a strategy for developing and achieving school goals and systemic reforms whether they involve volunteers in one-to-one student activities, curriculum, professional development, strategic planning, parent involvement, or policy decisions.

The Who

In addition to a diverse, committed and active Board responsible for the vision, policies and financial health of the organization, Boston Partners has 12 full time professional paid staff members and special project consultants, a diverse group from a broad range of backgrounds and professions, including education, organizational development, business, parent and community involvement. An average of 3000 BPE volunteers annually provide services ranging from individual tutoring to volunteer management and strategic planning for thousands of children and parents, teachers and administrators, and corporations. Its annual operating budget is approximately three quarters of a million dollars which leverages four times that amount in in-kind services and volunteer support.

Budget

Boston Partners operates with a budget of \$800,000 annually with in-kind contributions of over \$2,000,000. The majority of its funding comes from foundations and business contributions; it has an annual contract with the Boston Public Schools for volunteer services.

BOSTON PARTNERS IN EDUCATION

FAMILY SUPPORT

The Listener Mentor Program

Boston Partners in Education's Listener Mentor Program responds to the needs of many children for more personal attention from concerned and caring adults than is possible in the classroom.

The program pairs volunteer mentors with Boston elementary school children on a one-to-one basis. Mentors meet with their proteges regularly during the school day to converse, listen, and share activities and ideas.

WHO ARE THE CHILDREN?

Youngsters who have been identified by their teachers as being at-risk and who usually have emotional or social problems that are obstacles to their succeeding in school.

WHAT DOES A LISTENER MENTOR DO?

Mentors serve as friends, listeners, advocates, role models, encouragers, and tutors. They work with youngsters to build self-esteem, promote self-confidence, and provide the vital personal attention such children need to cope more effectively with the challenges of their world. Often mentors share their own experiences and interests with their proteges as they build a bond of friendship and trust.

WHO QUALIFIES AS A LISTENER MENTOR?

Any caring, responsible adult who has a strong interest in helping students and is willing to commit the required time may become a listener mentor.

WHAT IS THE TIME COMMITMENT?

Listener mentors are asked to make a commitment for the school year, although the relationship may extend beyond that. During that time they meet with their students each week for one to two hours. The mentors often augment their meetings with post cards and friendly notes to their proteges.

WHAT KIND OF TRAINING DO LISTENER MENTORS RECEIVE?

Listener mentors must participate in two to three hours of training designed by a psychologist and education specialists prior to assignment. Boston Public School guidance counselors and teachers also contribute to listener mentor training and support. In addition, ongoing support workshops, facilitated by educational consultants, are provided throughout the year. Problem-solving and support on an individual basis are also available as needed.

DR. LONNIE CARTON IS THE DEVELOPER AND TRAINER FOR THIS PROGRAM.



BOSTON PARTNERS IN EDUCATION

"The whole people must take upon themselves the education of the whole people."— John Adams

A child's capacity to learn depends on more than the abilities of teachers or the quality of schools. Families and whole communities play a vital role. Boston Partners in Education (BPE) is a nonprofit organization dedicated to involving families and bringing community resources together to enrich the total educational experience of public school youngsters.

Volunteer services are the backbone of the organization which was founded 25 years ago as School Volunteers for Boston. Since then, BPE has expanded its services considerably to include professional management of grass roots programs, particularly those promoting literacy, math and science enrichment, and intergenerational understanding. Family support through parent workshops and events is another vital component of BPE's work. The organization also offers training and technical assistance to schools, community agencies, businesses, and individuals through its affiliate, Education and Management Consultants.

From a small cadre of 28 volunteers recruited, trained, and placed for service in three schools in 1966, BPE's volunteer corps has swelled to nearly 5,000 during 1990/1991 impacting an estimated 40,000 Boston School children each year.

Funding comes primarily from the private contributions of individuals, businesses, and foundations with some additional monies from governmental sources. These funders, as well as the community at large, have come to recognize Boston Partners in Education as an innovative leader in the development of tutoring, mentoring, and family programming.

Supporting it all is the ability to create and nurture grass roots school/community and school/business partnerships that enrich and strengthen the education of public school youngsters in Boston and beyond.

Training sessions will be lead by Dr. Lonnie Carton, an educational psychologist. Dr. Carton has taught at the elementary and secondary school level, as well as at the college level. She has worked with Boston Partners in Education, Inc. for over ten years.

The training session is an opportunity to learn more about working with students, ask questions, and problem solve. All BPE volunteers must attend this training to enhance the quality of volunteer service.

Sign up for training sessions will take place at the end of this orientation. If you are unable to sign up today, call our office at 451-6145 to do so.

145 South Street • Boston, MA 02111 • (617) 451-6145

✧ PROJECT EXCEL ✧ ✧ PROYECTO DE EXCELENCIA ✧

Ronald R. Jackson, Principal
Susan Klaw, Project Excel Coordinator
(617) 567-3967

Boston Partners in Education
145 South Street
Boston MA 02111

January 17, 1992

Dear Dr. Carton,

Thanks to your mentor-listener program, and the Boston Partners in Education/Project Excel collaboration, during the fall semester we had 16 mentors here at the Donald McKay school in East Boston, helping needy children and teachers for a total of 45 hours per week. Mentors worked with individual children, identified by teachers and the Student Support team, and provided classroom assistance which allowed teachers to better individualize instruction.

The program has been very successful, so much so in fact that teachers have constantly been asking for additional mentor time. In a school like the McKay, which has a particularly disadvantaged student population, one would ideally have a mentor for every student, and it has been hard to prioritize need. I have been especially pleased with the fact that some teachers, not used to opening up their classrooms to assistants or volunteers, have come to see the advantages of additional adult support for their students. A number of teachers have reported seeing either a growth in academic self confidence, or general self esteem, as a result of a particular student having a mentor.

The mentor-listener model is a well thought out one. The children with mentors looked forward to their arrival every week, proudly showed me letters they received from their mentors over

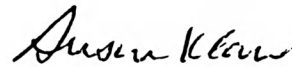
NADA HAY MAS IMPORTANTE QUE UN NIÑO

Christmas, and were very disappointed that some of their mentors would be leaving at the end of their college semester. This, in fact, was the only drawback in the program. Many of our mentors were education majors doing internships which ended in December, just as their relationships with students and classroom teachers were becoming solidified. Some of our mentors had become so attached to the children they were seeing and the classes they were assisting in that they are now trying to work out time in their new schedules to return. However, given their school and work schedules, I am sure it will be hard for many to continue. A year long commitment would obviously be better for the students and teachers.

The Mentor program provides a valuable experience for the mentors, as well as the mentees. My feeling is that all of us, whether or not we are teachers, whether or not we are parents, must become involved in the education and development of our children. As Mentors worked with disadvantaged Boston children this fall, they became more aware of pressing social problems and hopefully will become more involved in helping to advocate for children and for urban schools.

On behalf of the principal, Ronald Jackson, and the McKay staff, I would like to thank you very much for the mentor recruitment and training you have done. There is no question in my mind that the program has been very beneficial for students, teachers, and the school community as a whole.

Sincerely,



Susan Klaw, Coordinator
Project Excel

✓
**Helping
Educating
Revitalizing
Organizing
Energizing
Serving**

**YOUTH
HEROES**
C O N F E R E N C E

May 1, 1993

**Boston Latin School
Boston, MA**

✓

Mission: "Improv"able **Room 8**
Noelle Celeste and Ayano Strickland, City Year

Tired of discussion groups? Come to a workshop that is guaranteed to make you laugh and get you moving. We will play improvisational games that will teach you fun new ways to express yourself. NO EXPERIENCE NECESSARY.

**Be a "Mentor-Hero":
Save a Child's Life** **Room 9**
Lonnie Carton, Boston Partners in Education

In this workshop, we will use role playing and discussion to explore the social, emotional, and academic needs of children. Through understanding we can be better prepared to mentor/tutor elementary-school-age boys and girls to make a significant difference in their lives.

**Becoming an Advocate
for Young Children** **Room 10**
Maura Wolf, Campus Outreach Opportunity League (COOL)

Come to discuss ways young people can work with young children to address issues like racism, education, healthcare, and opportunity. Strategize about roles young people can play as advocates for children, such as board members, community organizers, and legislative advocates.

**Public Speaking Without
the Trauma** **Room 11**
Lori Tsuruda and Ian Agranat, People Making a Difference

Do you fear public speaking more than death? If so, you are not alone. Join us as we explore ways to make public speaking easier and even enjoyable. We will cover the basics of public speaking and then focus on facilitation and presentation skills. Be prepared for some fun, practicing together!

Bridging the Generations **Room 12**
Bob Giannino, MAGIC ME/Boston

What do kids hanging out on a street corner and elders hanging out in the lounge of a nursing home have in common? Very little you may think. In fact, they have quite a bit in common. They can do great things together and help each other tremendously. Come hear how one program is building strong ties and community between these groups.

Youth Entrepreneurship **Room 13**
Glynn Lloyd, Youth Entrepreneurship Program

Come discuss what is needed to start a socially conscious business or project. We'll examine the Fair Foods Youth Entrepreneurship Program, which trains youth to run their own food co-ops in Boston neighborhoods.

**AIDS: It's Not Going Away
and You Can Still Do
Something About It** **Room 14**
*Laurie Jo Wallace, Medical Foundation
Prevention Center*
*Rachel Jean-Marie, Angela St. Charles, Valencia
St. Charles, Judith Nazaire, Haitian American
Public Health Initiative (HAPHI)*

This workshop will provide fresh information about AIDS and refresh those who already know a lot about this sexually transmitted disease. We will share some games, fun activities, and creative ideas which can be used as stimulating ways to teach others about this much-discussed topic. Resources will also be provided for youth interested in working in AIDS education or in Peer Leadership Preventing AIDS.

**How to Start a
"Health Club" in Your School** **Room 15**
*Kerri Larocque and Francesca Verri, University
of Massachusetts Lowell*

"Healthy" means being substance-free, knowing how to deal with peer and family problems and everyday stress from school and work, and being physically and emotionally fit. You will be taught how to set up and run the club. Also, there will be examples of plays and skits written, directed, and performed by students.

**Combating Prejudice
and Stereotyping** **Room 16**
*Marc Boucher and Gary Rodney, National
Conference*

This workshop will lead participants through a series of interactive exercises focusing on issues of prejudice and intolerance in our community. Issues of racism, sexism, ableism, ageism, heterosexism, classism and antisemitism will be addressed. Discussion of issues and action plans will also be incorporated into the session.

W E L C O M E

Dear H.E.R.O.E.S.:

Welcome to the first annual Youth H.E.R.O.E.S. Conference!!

People, especially youth, from all over the state of Massachusetts have been working hard to make this event a huge success. We offer you a day of excitement, inspiration, and energy.

Our communities are in need of service, commitment, and excellence from people like you, and thousands of other HEROES from schools, community organizations, and corps programs across Massachusetts. Everyday, we are surrounded by HEROES. These HEROES are ordinary people doing extraordinary, wonderful things. Climbing ladders, painting signs, reading stories to children, smiling at a homeless woman on the street. HEROES know that change happens one person at a time, and they believe in that change.

Today is a day to reflect upon the HERO inside of ourselves, and to feel appreciated for the service we do. No one can single-handedly wipe out the problems in our communities. That is why we are here together to celebrate each other.

We are all H.E.R.O.E.S.: Helping, Educating, Revitalizing, Organizing, Energizing, and Serving.

"A genuine hero is not a paragon who has no fault; he or she is a real—hence flawed—human being who does heroic deeds despite personal limitations. Such a hero is someone ~~youth~~ might actually be inclined to emulate.

adults

—Fred R. van Hartesveldt

Here are some suggestions for a great day:

Have fun!

Encourage yourself and others!

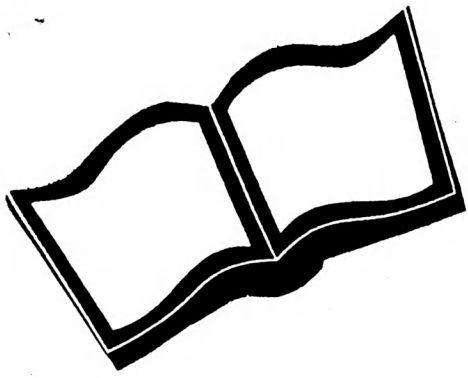
Respect views that may be different from your own!

Open yourself to new ideas!

Educate your mind!

Share your commitment!

Enjoy the day!



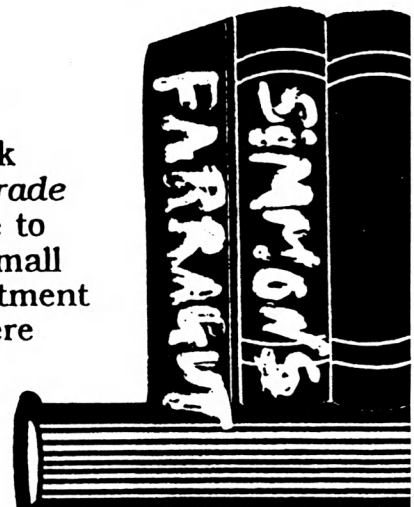
Interested in Volunteering for Read Boston?

Then please sign up for one training session on either March 13th or March 14th. Both sessions meet from 12:00-1:30 in S-309.

Please call Monica at x2320 or Marie at x2258 to register.

Dr. Lonnie Carton of Read Boston will be presenting the training sessions.

Read Boston, launched by Mayor Menino, is a "citywide family, school, community campaign to increase public awareness about the importance of literacy, and to work toward ensuring: *that all Boston children will read at grade level by the end of third grade.*" Read Boston would like to encourage volunteers from Simmons to read aloud to small groups of children at the Farragut School. The commitment is usually one hour a week, but this can be flexible. There are tutoring opportunities as well.



Volunteers begin to make a difference

By Karen Avenoso
GLOBE CORRESPONDENT

Sixty at-risk teen-agers have launched a book drive to put Dr. Seuss and friends on the home bookshelves of second-graders.

Eighty trained volunteers are conducting story hours and one-on-one reading sessions in Boston elementary schools.



**READ
BOSTON**

the library.

These are the earliest, most concrete results of Read Boston, a campaign launched in October by Mayor Thomas M. Menino to get all of the city's schoolchildren reading at grade level by the end of third grade. Though officials concede their ambitious literacy goal may not be reached for years, they now have something to show for four months of planning.

To date, Read Boston has not announced its budget or timetable, and has raised only enough seed money to support a small staff. The program's new director, Margaret Wil-

'We've provided a common ground for people to come together to discuss the issue of literacy without worrying who's getting what piece of the pie.'

MARGARET WILLIAMS
Read Boston director

liams, said she will release a strategic plan for Read Boston in two weeks, and expects to begin funding pilot projects in June.

Much of Read Boston consists of formalizing existing but scattered literacy programs. So far, many organizations have responded to Menino's call for the city to join the campaign by launching or expanding their own literacy initiatives.

The at-risk teen-agers, for example, already were tutoring younger students in reading when they heard Menino discuss Read Boston — and the fact that book-starved children often face a dreary, jobless fate. The teen-agers, enrolled at an East Boston High School alternative program, concluded that their young pupils needed good books at home to encourage good reading habits, according to their program's director, George Stack.

Since December, they have set up book boxes at community centers and local stores and hope to present hundreds of gift-wrapped children's

classics to second-graders at East Boston's Bradley Elementary School in April, Stack said.

On their own, the public housing youth workers also had been trying to boost children's reading skills, as well as running programs on drug and crime prevention. But the mayor's announcement of a citywide literacy initiative made them accentuate the reading component, said Gerald Casey, manager of the Boston Housing Authority's Youth on the Rise program.

On March 15, the youth workers will receive training through Read Boston in reading aloud to children and encouraging them to read for pleasure on their own.

"People assume that kids in public housing don't achieve and we want to set the example that reading and education are important," Casey said.

The story hours and tutoring sessions are part of a larger program by the Boston Partners in Education, which has been placing volunteers in

schools for 30 years. Following the start of Read Boston, offers to read to children increased substantially, organization officials said.

"Read Boston has helped us by attracting more people and high-quality people," said Katherine Baublis, who recruits volunteers for Boston Partners in Education.

Read Boston officials said such efforts are just the start of a long-range collaboration between many organizations, including churches, community groups and corporations, as well as schools.

"We've provided a common ground for people to come together to discuss the issue of literacy without worrying who's getting what piece of the pie," said Williams, who added that 70 groups already have become involved.

In June, Williams said, she will present a budget for the project, as well as several new literacy initiatives and benchmarks for achieving the mayor's goals.

But while many educators praise the program's wide-ranging goals, others say they're eager for more immediate results.

Councilor at Large Peggy Davis-Mullen, chairwoman of the council's education committee, said her constituents are still waiting to see actual improvements in reading.

"The mayor's long-range vision is very important but people are looking for a reason to stay in the city right now," she said.



BANK OF BOSTON

To Whom It May Concern:

Dr. Lonnie Carton is a dynamic, engaging speaker who has annually conducted volunteer training sessions for the Bank of Boston/John W. McCormack School Tutor volunteers. Over the years participants have commented on what they learned in Dr. Carton's training sessions about adolescents, family issues and volunteerism. This year we had over 60 participants from all levels of the corporation attend her training program. The participant evaluations of her presentations have consistently been very good or excellent. I highly recommend Dr. Carton as an accomplished speaker.

Sincerely,

Robin Roman Wright
Bank of Boston Partnership
Program Manager

July 17/95

WILLIAM O. TAYLOR, *Chairman of the Board and Publisher*

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Criminal facts

The murder rate in New York City has dropped to its lowest level in 25 years. In early July, Seattle, with a population of 516,000, reported no homicides for the previous 30-day period. Closer to home, Lowell trumpeted a murder-free 12-month period, although the recent findings of a medical examiner regarding an infant's death may strike that record. Homicides, rapes and robberies all dipped in Boston during the first three months of 1995 compared with last year. Figures collected by the FBI from 16,000 state and local police agencies show small but steady decreases in all crimes since 1992.

Reasons for the downswing range from a dip in the number of young adults to the rejection of frenetic drugs like cocaine and the resurgence of soporifics like heroin. Community policing has certainly contributed to the drop in crime. So have longer prison sentences. The source of the crime drop is most likely found at this confluence of demographics and public policy measures.

James Fox, dean of the College of Criminal Justice at Northeastern University, predicts rougher waters ahead. The act of murder, he says, is reaching down into the 14- to 17-year-old age group. By the year 2005, when the number of teenagers in the nation increases by more than 20 percent, mayhem will probably rise. Lawmakers and policy makers can't control demography, but they can and should be preparing now for such spikes in the crime rate.

That's what's happening at Boston's Dorchester District Court, which has jurisdiction over a high-crime area. While it is difficult to establish precise correlations, pieces of the crime puzzle are coming together in ways that are worthy of study and repetition.

Workers from the church-based Ten Point Coalition can be found in the court lobby with offers of job training or other help for probationers. They serve in the capacity of the ward bosses of 40 years ago who often scouted the courts, looking to put in a good word for redeemable kids. Ward politics have diminished in Dorchester, but church groups like Ten Point have sagely stepped into the role of

tion officer, and several of his colleagues are also applying doses of old-fashioned discipline. Probation officers in Dorchester, Roxbury, East Boston and elsewhere are teaming with officers of the Boston police antigang unit on Operation Night Light. Several nights each week they scour the streets or make unannounced visits to mostly youthful probationers to ensure compliance with curfews and other terms of probation. In the past, probation terms often ended in practice at 4:30 p.m. when the staff went home. No longer.

"From a probation standpoint, we're starting to flex our muscles again," says Stewart. One young curfew violator recently came home to find his bed turned down. On his pillow were a default notice, Stewart's business card and a candy lifesaver. "Just like the Red Roof Inn," quipped Stewart.

Some probation officers see the new technique as intrusive and a violation of trust. Stewart says it is legal and sends the message that probationers are no longer out of reach of the law. One consequence is that peer pressure among gang members has weakened. Now young probationers who genuinely want to get off the streets can use the program for cover without fear of mockery.

Many parents like it, too. "You have to let the kids know that crime is no joking matter," says one Dorchester mother whose 17-year-old recently received an evening curfew check. As she spoke in front of her Columbia Road apartment, a special officer from New World Security strolled by with several youngsters walking at his side. The presence of well-trained private security officers in several Dorchester locations is helping to restore confidence. The rent-a-cops of old are being replaced with skilled officers who respect residents and receive respect in return.

The Boston police recently completed the first phase of a comprehensive community policing plan. The pace has been frustrating, but Commissioner Paul Evans expresses determination to see it through. Still, with the projected upturn in the adolescent population, the public must remain

Number of Juvenile Murderers Is Soaring

Crime: The total tripled in the last decade, Justice Dept. study finds. The use of guns quadrupled, underscoring the role of firearms in the violence.

By RONALD J. OSTROW
TIMES STAFF WRITER

WASHINGTON—The number of young murderers in the United States has tripled in the last decade, exceeding 26,000 in 1994, a U.S. Justice Department unit reported Thursday.

Over the same 1984-'94 period, the number of juvenile murderers using guns quadrupled, underscoring the part that availability of firearms appears to be playing in the mayhem.

The report, released by the Office of Juvenile Justice and Delinquency Prevention, gauges in numbers the horror that many cities are experiencing in their streets and emergency rooms—more teenagers armed and ready to pull the trigger than ever before.

An update of a study issued last September by the National Center for Juvenile Justice indicated that an earlier estimate that juvenile arrests for violent crime will more than double by the year 2010 may prove low.

"These figures threaten the success we've had in bringing overall violence down nationwide," Atty. Gen. Janet Reno said in announcing the report at a White House-convened conference on youth drug use and violence. "Congress must step forward and keep its promises to help us put new police on the streets, put hardened young people behind bars, send first-time offenders to drug courts and boot camps and keep kids out of gangs. We can only save our future if we act now."

The report found that in 1994 the states of New York, Florida, California, New Jersey and Maryland had the highest juvenile violent crime arrest rates. But beyond breaking down those rates by offenses, the study gave no other state or local data.

Based on arrests per 100,000 juveniles ages 10 to 17, California had a "violent crime index" for that age group of 760, compared with a national index of 514. The index combined the four offenses of forcible rape, robbery, aggravated assault and murder—nonnegligent manslaughter.

Aside from the firearms correlation, the update made no attempt to analyze the causes of the surge in youth violence.

Kent Markus, counselor to the attorney general for youth violence, cited recent studies showing that young people are spending less time than ever in the company of adults. . . . There are not people

there to draw limits or be praiseworthy—to be positive or negative," Markus said. In Senate testimony last week, James Alan Fox, dean of the college of criminal justice at Northeastern University, said that a 14-year-old carrying a gun "is far more menacing than a 44-year-old with a gun."

"Although juveniles may be untrained in using firearms," Fox told the Senate Judiciary subcommittee on youth violence, "they are more willing to pull the trigger over trivial matters—a leather jacket, a pair of sneakers or no reason at all—without fully considering the consequences."

Demographics are expected to make the problem of youth violence worse, with the number of teenagers ages 14 to 17 expected to increase by 14% by the year 2005, according to Fox. He said that the increase will be even larger "among people of color—17% among black teens and 30% among Latino teens. Given the difficult conditions in which many of these youngsters grow up—with inferior schools and violence-torn neighborhoods—many more teenagers will be at risk in the years ahead."

Testifying before the same subcommittee, Alfred Blumstein, a leading authority on crime rates, cited the role of drug markets as a primary factor in the youth violence surge. Noting that crack markets began their explosive growth about 1985, he said that youth, primarily African Americans in central cities, were recruited into the markets and relied on carrying a gun to protect themselves and the crack.

This led to a broader diffusion of guns into the larger youth community, primarily for self-defense but also for status, according to Blumstein, now a professor at the H. John Heinz III School of Public Policy and Management at Carne-

gie Mellon University.

Turning to victims, the study done for the Justice Department found that the number of juveniles murdered increased 82% between 1984 and 1994. While most of the juvenile murder victims were teenagers, the murders of very young children also increased.

More children are being killed by parents, while more older juveniles are killed by strangers and acquaintances, the study found.

Juveniles were murdered at a rate of seven a day in the United States in 1994, compared with five a day in 1980, the study said.

The arrests of female juveniles for violent crimes jumped to more than 21,000 in 1994 from 9,000 in 1985, paced by the sharpest increases in the high-volume crimes of robbery and aggravated assault, which doubled between 1984 and 1994.

President Clinton, meanwhile, told a White House conference on drugs and violence at a Greenbelt, Md., high school that the effort to stop drug use and related violence among the young cannot be done by law enforcement alone. He said that drug treatment, school and community action and millions of individual decisions not to use drugs are needed.

Civil rights leader Jesse Jackson also spoke at the conference, which was beamed to more than 100 schools around the country by satellite.

SITUATION

The number of teenagers in the United States is on the rise. Census Bureau projections suggest that the number of 16-year-olds will increase seven percent by the year 2000; 18 percent by the year 2010. As the youth population increases, we can expect the intensity of youth issues to increase as well. Indeed, these rapidly changing demographics are a call to action for every parent, educator and other concerned adult who wants to help our next generation of teenagers make smart choices -- from resisting negative peer pressures, to respecting the law, to avoiding drunk-driving tragedies.

Among the myriad of recommendations that will surely be made to help address the impending growth of the teenage population, none may be more significant than this: *Shore up parent-child communication during the early years of adolescence and the years immediately prior.* Research suggests that substantive "bonding" experiences between parents and children -- before/as children enter their adolescence -- is an important and much-needed step in the developmental continuum ... an essential bridge between infancy bonding and the tumultuous young adult years.

Further, these "middle-school years" are something of a "final frontier" for parent-child communication. As children enter those years, they are still (largely) receptive to adult guidance -- while parents are still optimistic about, involved and included in their children's lives. As the teen years progress, however, the communications/bonding "window of opportunity" diminishes. Striving to establish their independence, young adults listen less to mom and dad. In turn, their parents' optimism is filtered through the harsh lens of day-to-day struggles -- while, simultaneously, they gradually relinquish direct involvement with their teenagers, out of respect for their necessary and irresistible drive toward self-realization.

Unfortunately, this pre- and early-adolescent (or middle-school) period -- while critical -- is largely "under-served." Experts rush to help parents address what seem to be more compelling challenges on either side of this period. As a result, there is a dearth of resources and guidance for parents of children ages 10 to 14.

The Middle-School Challenge: Are You and Your Child Ready?

Middle school can be a confusing, even frightening, experience for our children. There are many new things to get used to – lockers, multiple classes, different teachers and classmates. Plus, our children are experiencing physical and emotional changes. The middle-school years represent a critical time in parent/child relationships – the final opportunity to bond with our children before they enter high school and move on to become more independent. Interested parents are invited to attend a discussion led by Boston-based family therapist Dr. Lonnie Carton as she offers practical advice on parenting and communicating effectively with children during this crucial and decisive period.

In The Middle

A Program for Parents of Middle-School Children

Presented by Dr. Lonnie Carton

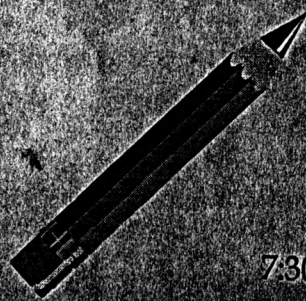
7:30 to 8:30 p.m.

Tuesday, May 7, 1996

Roberts Middle School

35 Court Street

Medford, Mass.



7:30 p.m.

Introduction

*Roy Belson, Superintendent,
Medford Public Schools*

7:35 p.m.

"In The Middle"

Dr. Lonnie Carton

8:20 p.m.

*Questions and Answers
Audience*

Dr. Lonnie Carton is a Boston-based family therapist and senior editor of *Education Today*. She is the host of "In the Learning Center" on the CBS Radio Network, the author of *No! Is a Love Word*, and a member of the Anheuser-Busch "Family Talk About Drinking" advisory panel. She also serves as director of Family Support Services for Boston Partners in Education.

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