

Meyer Memorial Trust Funds Whitman "I Have A Dream" Program



Above: Brian Detman is director of the "I Have A Dream" summer program at Whitman College.

Left: Michael Wooderson (left) and Marcus Shambry (middle), two students enrolled in the "I Have A Dream" program in Portland, worked their way through a series of science experiments last July during a summer program at Whitman College. Watching their experiment (at right) is Ray Price, a Whitman science student. Both Portland students are in the 9th grade this year.



Sara Wyman (center, a member of the art faculty at Whitman College, takes a quick look at a piece of artwork Brandy Russell created last July during the "I Have A Dream" summer program at the Whitman campus. Russell is a 9th grade student this year at Jefferson High School. Working on another piece of artwork was Sharhonda McCauley (left), a 9th grader this year at Madison High School. As many as 100 Portland students are expected to take part in the program this summer at Whitman.

The Meyer Memorial Trust of Portland, Oregon, has awarded a two-year \$110,000 grant to Whitman College to continue a summer educational program for middle school and high school students enrolled in the "I Have A Dream (IHAD)" project in Portland.

The summer residential program, which brings the Portland students to the Whitman campus for a variety of academic classes and activities, is designed to give students a taste of college life, encourage and inspire their dreams of pursuing higher education, and reinforce and

strengthen basic academic skills. Students live in campus residence halls and take classes taught by Whitman faculty members and teachers from the Portland public schools. Whitman students serve as residence hall counselors and mentors.

"Whitman is delighted to learn of this important grant from the Meyer Memorial Trust," Whitman president Thomas E. Cronin said. "The I Have A Dream summer program is a vital part of what Whitman does and we are pleased to host this valuable service program."

Support from the Meyer Memorial Trust has been critical to the success of the program, said Brian Detman, the IHAD director at Whitman. "We have had funding assistance from other organizations, and from the college itself, but the Meyer Trust has been our primary funding source from the very beginning."

Encouraged by several of its Portland-area alumni, Whitman began working with the Portland IHAD Foundation in 1992 on possible partnership programs. A two-year pilot project was launched during the summer of 1993, supported in large part by an earlier \$120,000 grant from the Meyer Memorial Trust. About 130

Portland IHAD students have spent from one to three weeks on the Whitman campus the past two summers.

"The Whitman summer residential experience has been of great value to all the Portland students who have participated," said Kenneth Lewis, a Portland businessman who sponsors one class of students currently enrolled in the Portland IHAD program.

"This program gives our students a very intense and beneficial introduction to college and higher education," Lewis added. "Our students look forward to going to Whitman each summer. We're elated the Meyer Memorial Trust has once again supported our program."

The Portland IHAD Foundation is part of a nationwide organization founded in 1981 by New York philanthropist Eugene Lang to support inner-city, economically disadvantaged students in their quest for higher education. Lang received an honorary degree and served as the keynote commencement speaker in May, 1993, at Whitman, a private, independent liberal arts and sciences college of 1,250 students. In his commencement address, Lang applauded the unique nature of Whitman's summer residential program, saying he hoped it would serve as a model for other IHAD foundations throughout the nation.

The first two summers of Whitman's IHAD program were a definite success, according to Detman. "From all indications, we're doing a very good job of getting these students excited about learning and excited about obtaining the greatest possible benefit from their overall educational experience," he said. "Many of the students were doing well in the classroom before they came to Whitman, and we try to encourage and reinforce that as much as we can, but these students also are starting to do well outside the classroom. Many of them are becoming student leaders and role models, and we think our program has had a major impact on them in that way."

Next summer, the program will provide five weeks of on-campus programming for as many as 100 IHAD students in three different classes. Students will range from the seventh through the tenth grade and stay on campus for one to two weeks.

Efforts to refine and strengthen the educational experience for the students are continuing, Detman said. "Some of the older students, in fact, have told us they think the program needs to be more academically rigorous. We have no problem intensifying the program in that way. We may

want to assign homework for some of the nights they are here, for example. This isn't to say these students haven't been involved in their classes the past few summers. As the students get older and closer in time to their college years, however, it's important for their academic experience here at Whitman to become increasingly more intense."

One way to strengthen the program's educational component is to focus heavily on basic skills such as reading, writing, spelling and vocabulary, Detman said. "We think we can give the older students more of a college preparation workshop and still maintain our general, thematic approach to the academic program. We want to drill them intensively in those important basic skills as part of

a curriculum that is still intriguing and grounded in our belief in multiculturalism and personal and political responsibility."

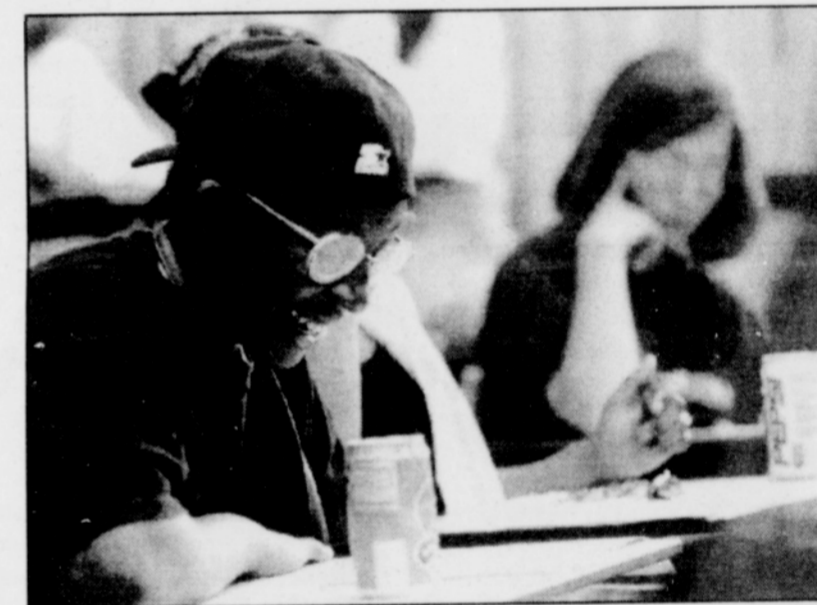
Detman said the IHAD students also expressed a strong interest in expanding the cultural exchange activities involving students from the Confederated Tribes of the Umatilla Indian Reservation near Pendleton, Oregon.

"The multicultural education we did last summer with the IHAD students, most of whom are black, and the students from the Indian reservation was extraordinary," Detman said. "We broke new ground. Those two groups of young people come from two different worlds, and bringing them together created a remarkable experience for both sides."



Above: Tara Barnett, a 9th grade student at Benson High School, follows the classroom discussion in a language arts class last summer at Whitman College in Walla Walla, Washington. She was one of about 60 "I Have A Dream" students who spent two weeks at the college, living in campus residence halls, taking classes taught by Whitman faculty and Portland Public School teachers.

Below: Theodore "Teddy" Freeman, a 9th grade student this year at Jefferson High School, enjoyed his reading material last summer in a language arts class at Whitman College. Freeman and other "I Have A Dream" students from Portland also took classes in science, music and fine arts during a two-week stay at the college.



The Year 1994: CSD Releases Trends On Adoptions

The Children's Services Division has just released the agency's adoption trends for the year 1994. CSD looks for adoptive homes for special needs children: those with physical or mental disabilities; some were born drug-affected; brothers and sisters who need to be placed together; minorities; children over eight years old.

"I am pleased to see that we found homes for 470 special needs children in 1994," said Jan Reed, CSD Interim Adoptions Manager. "At any given time about 200 kids are waiting for adoptive families and the majority of the children have been abused or neglected."

Key points in CSD adoptions in 1994:

- Adoption placements totaled 470, down slightly from 481 in 1993.
- More younger children are being adoptively placed; 31% are children under three years old.
- Foster parents became adoptive parents for 55% of children placed.
- Nearly 95% of CSD adoption placements continued without disruptions compared to other states where disruption rates can be as high as 30%.
- 67% of the children placed are white.

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