

Fall 2005

## 2004-2005 HCCP Year-End Summary

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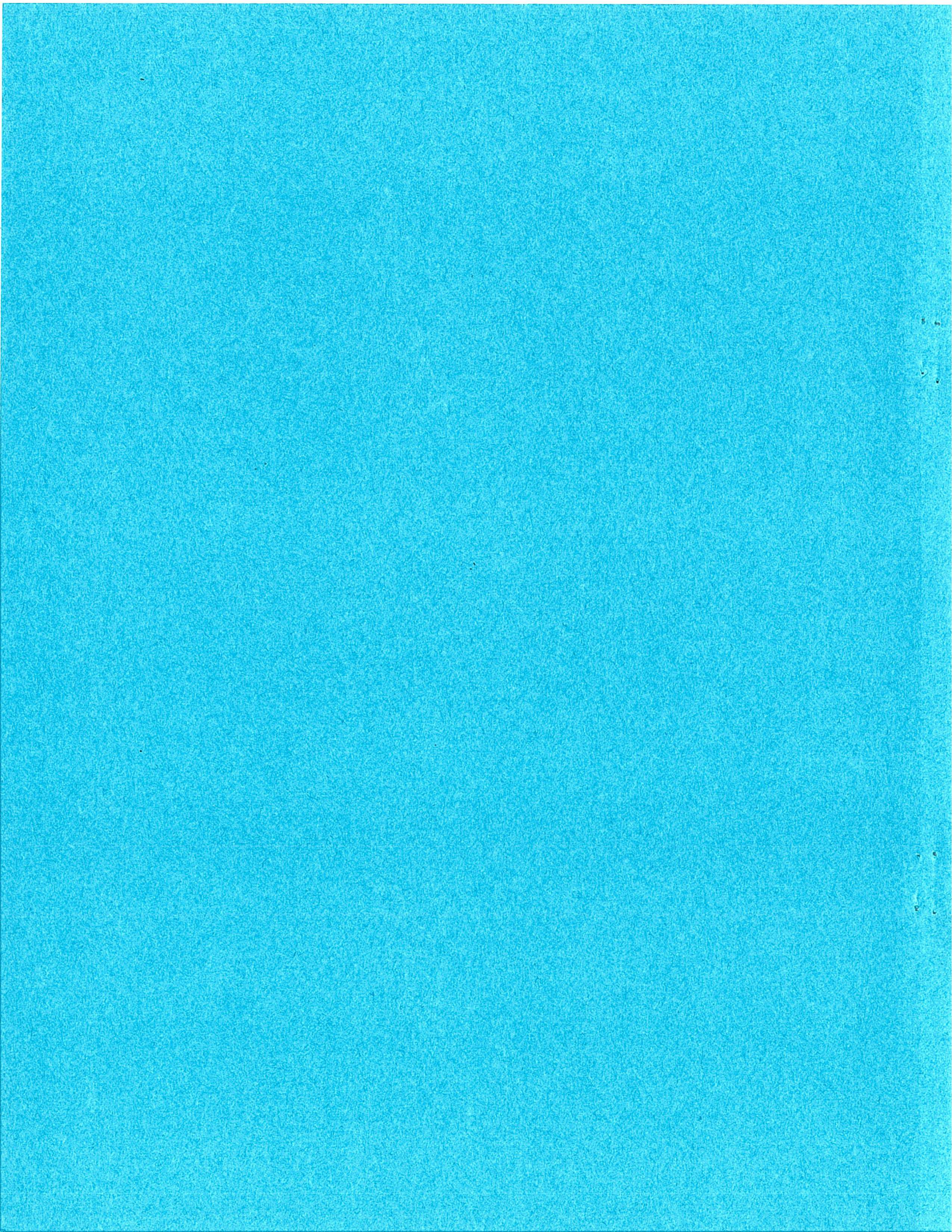
# Service-Learning at Bates



Bates College, Lewiston, Maine

2004–2005

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## Introduction

This has been another banner year for the Bates College Center for Service-Learning. During the 2004-05 academic year, we worked with 29 faculty members who incorporated service-learning into 34 different courses. Bates students gave almost 35,000 documented hours of service through academic service-learning projects, while 136 different institutions and community agencies were involved with these projects.

The quality of our partnerships with these agencies deepens as we strengthen our ties to partners like the Lewiston Housing Authority and embrace new connections such as the Oral History Project that Anthropology and American Cultural Studies service-learning students worked on with Museum L/A. Service-learning is found throughout our curriculum and within the various disciplines. Projects range from Professor Beverly Johnson's Introduction to Hydrogeology students' work on cleaning up the Androscoggin River to English Professor Lavina Shankar's students' work in primary-level classrooms in connection with a course on Sociocultural Approaches to Children's Literature.

Many Bates students were actively engaged in community-based research. Senior Biology majors, for example, did research for organizations like the Maine Childhood Lead Poisoning Prevention Program and Lewiston's B Street Health Center, while Psychology and Sociology majors did theses involving the local District Court. Other work involved joint faculty-student projects, such as Professor Patti Buck's work with the Somali population and the Lewiston Adult Learning Center in her Ethnographic Approaches to Education course.

Students also took an active role in the election of 2004, with two of our students winning a state award for their outstanding work in registering students to vote.

Over 200 Bates alumni, parents, students, staff, friends, and prospective students in cities all over the country contributed over 1,000 hours of service in the College's first ever National Day of Service on April 30. Bates students, through the leadership of the Bates Volunteer Fellows, gave 13,290 hours of documented volunteer service to the community. Marty Deschaines, our Volunteer Program Coordinator, received the Campus Civic Stewardship Award for her commitment to promoting and supporting civic engagement on and off campus.

Our community work-study program enabled students to tutor in local schools as part of the America Reads/America Counts program as well as to work in local organizations such as the Lewiston Public Library and the local homeless shelter for youth. We are proud that we were able to use this federal funding to enable 12 students to work for various community agencies during the summer, with ten of these students choosing to stay in Maine to work. Other summer funds administered through the Center sent students throughout the world to work on a variety of service-learning projects. We

continue to be grateful for the grants and endowed funding we have to help support the outstanding service-learning our students do during the summer and academic year as well as the excellent work our faculty members are engaged in.

We are proud to have been one of 81 institutions of higher education to be included in the Princeton Review's *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement*. We are also proud of the community-Bates partnerships, like the Bates-Lewiston Housing Authority collaborative, that have received national and state recognition.

We are particularly excited about the successful conclusion to the search for the founding director for the Harward Center for Community Partnerships. Dr. David Scobey, founder of the Arts of Citizenship Program at the University of Michigan, has been hired to lead the Harward Center, which will coordinate, oversee, and initiate programs that connect the College to the community. The Center for Service-Learning, which is being renamed the Service-Learning Program, will become a part of the Harward Center.

As has been true since the founding of the Center for Service-Learning nine years ago, the success of our program continues to rest with the willingness and desire of many faculty to integrate service into their teaching; the eagerness of Bates students to engage in the larger world; the support we receive from the College; and the generosity of the members of the Lewiston-Auburn community and beyond who have been so welcoming to the Bates students. The Center is very grateful to all of these people for making our work possible.

*Peggy Rotundo*  
*Director*  
*August 2005*  
*786-8273*  
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## Statistics for the Center for Service-Learning 2004-2005

34,829 documented hours of service were given by Bates students through service-learning projects. (This figure does not include hours of service through volunteer service.)

14,334 of these service-learning hours were given in connection with the public schools.

632 students participated in academically-based service-learning from the fall of 2004 through the summer of 2005.

34 courses included a service-learning component; in addition, there were numerous independent study projects and senior theses that involved service-learning.

15 different departments and programs in the College were involved in service-learning projects.

29 faculty members were involved in some type of service-learning. Of these faculty:

7 were full professors;

6 were associate professors;

9 were assistant professors or instructors;

4 were lecturers;

2 were instructors;

1 was a learning associate.

13,290 documented hours of volunteer service were given by Bates students during the academic year. Of these, 1,260 were hours of mentoring done in the local schools. Over 210 students participated in a volunteer activity that required a consistent time commitment and over 993 volunteered in a one-time opportunity.

Approximately 136 community agencies and institutions were involved with Bates service-learning projects. A sample of these agencies and institutions would include:

- Abused Women's Advocacy Project
- Advocates for Children
- America Coming Together
- American Heart Association
- Androscoggin County Head Start and Child Care
- Androscoggin Historical Society
- Androscoggin Valley Council of Governments
- Auburn Housing Authority
- Auburn School Department
- B Street Health Center
- Big Brother/Big Sister Program
- Calvary Methodist Church
- Central Maine Adaptive Sports
- Central Maine Medical Center
- Child Health Center
- City of Lewiston
- Coastal Enterprises Inc.
- Coastal Soccer Club
- Community Teamwork Inc.
- Dirigo Place
- d'Youville Pavillion
- Every Child Matters
- Facing History and Ourselves
- Family for ME
- Farm Fresh Connection in Maine
- Franco-American Heritage Center
- GLTBQ Alliances
- Genesis House
- Good Shepherd Food Bank
- Governor's Council on Physical Fitness, Sports, Health and Wellness
- Great Smoky Mountains Institute at Tremont
- H2O 4 ME
- Hogar Nuestra Señora de la Paz
- Initiation for Social Action and Renewal
- Lake Auburn Equestrian Center
- Lake Sunapee Protection Association
- Lewiston Adult Education
- Lewiston Even Start Family Literacy Program
- Lewiston Housing Authority
- Lewiston Multi-Purpose Center
- Lewiston Public Library
- Lewiston School Department
- Lewiston Recreation Department
- Lots to Gardens
- Maine Center for Justice, Ecology and Democracy (JED)
- Maine Charter School Study Committee
- Maine Department of Conservation
- Maine Department of Environmental Health
- Maine Department of Marine Resources
- Maine District Court
- Maine People's Alliance
- Maine State Childhood Lead Poisoning Prevention Program
- Maine State Housing Authority



- Maine Time Dollar Network
- Margaret Murphy Home
- Maria Mitchell Association
- McLaughlin Gardens
- Montello Heights
- Museum L/A
- New Beginnings
- Nezinscot Farm
- Pathways Early Learning Center
- Penobscot Partners
- Pineland Therapeutic Riding Program
- Pine Tree Legal Assistance
- Poland Regional High School
- ProPeru
- Rebuilding Together Lewiston/Auburn
- Renaissance House
- Riverkeepers
- River Valley Village
- Rural Coffee Cooperative
- Rural Community Action Ministry
- Sabattus Elementary School
- Saco Museum
- St. André's Home
- St. Joseph's School
- St. Mary's Regional Medical Center
- Sandcastle Pre-School
- Sexual Assault Crisis Center
- Somali Second Generation
- Spindleworks
- Trinity Soup Kitchen
- U.S. Chemical Safety Board
- University of Southern Maine's Center for Prevention of Hate and Violence
- Visible Community
- Volunteer Bolivia
- Volunteer Lake Monitoring Program
- Volunteers of America Juvenile Justice Day Reporting Center
- Willow Pond Farm
- YMCA Child Care Center
- YWCA Day Care
- Youthbuild/ACE
- YWCA Day Care

# Course-Related Service-Learning

## American Cultural Studies

- Fieldwork in American Cultural Studies, ACS 220, Margaret Creighton  
Students did individual service projects in the community in addition to interviewing retired mill workers for the Museum L/A Oral History Project. The service-learning aspect of the course placed students in culturally and economically diverse settings that informed their academic work in the classroom. Placements included:
  - Youthbuild/ACE
  - Dirigo Place
  - New Beginnings
  - Trinity Church Jubilee Center
  - Blake Street Towers

## Anthropology

- Encountering Community: Ethnographic Fieldwork and Service-Learning, ANTH s10, Heather Lindkvist  
During short term, students were very involved in the Oral History Project at Museum L/A. Each student interviewed four retired mill workers and documented their stories through writings, photographs and presentations.
- Production and Reproduction, ANTH 339, Elizabeth Eames  
Service-learning projects supported the students' examination of economic behavior from a cross-cultural perspective. Some students provided technical support, public awareness, and development activities for the Lewiston Time Dollar Network and others worked with the Androscoggin Valley Council of Governments as they attempted to address transportation needs of local immigrant and working-class populations.
- Gender Relations in Comparative Perspective, AN/WS 275, Elizabeth Eames  
This course covered the ways in which masculinity and femininity manifest themselves in different cultures, age groups, and settings. The service-learning component was intended to place students in a context where they could interact in situations that gave them exposure to varied races, cultures, social classes, age groups, and/or genders. Students interviewed and recorded narratives from retired mill workers for Museum L/A. They joined the interviewees at a reception at the mill and presented their work.

## Art and Visual Culture

- The Art Department had nine student interns who worked in the Bates Museum during the academic year. Students' work included:
  - Designing an evaluation of the Thousand Words Project's new on-line teaching module
  - Researching artist D.D. Coombs
  - Organizing an exhibition of early French photography
  - Researching "green" architecture and artists for a future exhibition
  - Creating condition reports on early Coptic textiles
  - Researching Chinese propaganda techniques
  - Designing an outreach website dealing with propaganda images for Lewiston Middle School eighth-graders.

## Biology

- Learning and Teaching Biology, FYS 311, Lee Abrahamsen (First-Year Seminar)  
First-year students studied biological concepts and worked with area science teachers to adapt the concepts to classroom lessons. This was an extension of the multifaceted Howard Hughes Science/Math Education Partnership Project.
- Animal Development, BIO 106, Joe Pelliccia  
Thirty students opted to do a "school project" from a list of alternatives. The project involved bringing 30 sixth-graders from Auburn's Webster School to campus on two different days. Working in groups of three, students presented some aspect of Animal Development to the sixth-graders, which supported the school's science curriculum.
- Bacteriology, BIO 315, Lee Abrahamsen  
One student worked with a first-grade teacher to develop and publish an age-appropriate unit on infectious diseases and how they are spread.

### Service-Based Thesis Work in Biology:

- **Anna Sleeper '05**  
*A Study to Determine Patterns of Diurnal Eyelid Swelling*  
This thesis included research work with ophthalmologists to complete clinical trials of two hyper-osmotic agents as treatments for eyelid swelling.  
Advisor: Lee Abrahamsen
- **Kathryn King '05**  
*The Implementation and Evaluation of the Group Health-Visit Model*  
This year-long, service-learning thesis focused on creating a group health-visit program at B Street Health Center for female patients who have or are at risk of developing type II diabetes. The student monitored and evaluated the

efficacy of the group health-visit program and assessed the sustainability of the program at the health center.

Advisor: Karen Palin

- **Elise Duggan '05**

- ***Designing a Survey to Investigate Factors Associated with Elevated Blood Lead Levels of Maine Children***

This year-long thesis collaborated with the Maine Childhood Lead Poisoning Prevention Program, the Maine Department of Environmental Health, and the Maine State Housing Authority to research patterns of lead poisoning in Maine and to develop a survey that will be used by the MCLPPP to understand the difference in the housing profile of lead-poisoned children as well as other risk factors for and sources of lead poisoning among Maine children. This information will be used to target public health resources and to educate more effectively for populations most at risk.

Advisor: Karen Palin

## Dance

- Dance as a Collaborative Art, DANC s29, Marlo Stoutenburg Welsh. Twenty-one dancers created a dance entitled "Recess." The company toured the area presenting to nearly 2000 children in the following schools. In addition to school-wide performances, dancers also provided classroom-based dance workshops.

- Farwell School in Lewiston
- Hall-Dale Elementary School in Hallowell
- HB Emery School in Limington
- Martel School in Lewiston
- Wales Central School in Wales
- Durham Elementary School in Durham
- Libby Tozier School in Litchfield
- Manchester School in Manchester
- Readfield School in Readfield
- Winthrop Grade School in Winthrop
- St. Joseph's School in Lewiston
- Leeds Central School in Leeds
- Russell School in Gray
- Mt. Vernon Elementary School in Mt. Vernon
- Wayne Elementary School in Wayne
- Carrie Ricker Elementary in Litchfield

## Economics

- Environmental Economics, ECON 222, Lynne Lewis  
For the fifth year in a row, Lynne Lewis's class successfully bid on, purchased and retired permits to emit sulfur dioxide. Over the years, students have acquired allowances for nearly 20 tons of sulfur dioxide that will now never turn into acid rain in Maine.

# Education

All of the courses given through the Education Department require field-based experience and a service-learning component. Nearly 200 students completed 30-hour practicum experiences this past academic year. Student teachers also taught in the local schools. All work done through the Education Department in the schools is fully aligned with the State of Maine's Learning Results standards.

The field-based components of education courses included:

- Perspectives on Education, EDUC 231, Marcia Makris, Anita Charles, Patti Buck  
As students studied historical and philosophical perspectives, they also worked in local classrooms. This experience supported the academic study of theories of education and issues in education in the United States today. Placements were shaped to address the expressed needs of the local teachers.
- Gender Issues in Education, EDUC 240, Marcia Makris  
Students assisted in various ways in classrooms as they studied how gender, race, class, and sexual orientation affected students' ways of knowing and learning.
- Literacy in the Community, EDUC s27, Patti Buck  
In this class, students met with professionals throughout the greater Lewiston-Auburn community in order to gather helpful information with which to supplement ESOL curriculum at the local center for adult learning. Students spoke with financial service, social service and health care providers as well as with employers and educators. Students then created learning activities that help ESOL learners to acquire pertinent vocabulary, skills, and knowledge needed to navigate more easily in their surrounding community.
- Basic Concepts in Special Education, EDUC 362, Anne Dodd  
Placements focused on needs of diverse learners and involved action research on a question that students developed with their host teachers. Students tutored special needs and limited-English students and developed relevant lessons to assist teachers.
- Exploring Education through Narratives, FYS 300, Anne Dodd (First-Year Seminar)  
Students visited senior citizens at Blake Street Towers, a public housing facility, and wrote and published the elders' "stories of schooling." They also worked in K to 12 classrooms assisting teachers, tutoring and generally helping when needed.
- Literacy in the Preschool and Early Elementary Years, EDUC 245, Anita Charles  
Students supported classroom literacy instruction as they learned about defining and teaching literacy in the early years, from emergent literacy in the home through elementary school.
- Ethnographic Approaches to Education, AN/ED 378, Patti Buck  
Service-learning and research emphasized the need for reciprocity in ethnographic work. Students tutored and observed in the local center for

adult learning. This year the class conducted a study of the center geared toward gathering multiple perspectives—including those of ESOL students, teachers, administrators, prospective employers, and family members—on the strengths and needs of the center's ESOL program. Students presented the results of their study to faculty and staff at the center.

- **Learning and Teaching: Theories and Practice, EDUC 343, Marcia Makris**  
Students developed and implemented curriculum units requested by host teachers. As this is an upper level course, most students were returning to classrooms where they had previously done service.

### **Service-Based Thesis Work in Education:**

(NOTE: All students who concentrate in education complete full requirements for an academic major in another department. If they choose to involve an education component in their thesis, they must also meet the other department's thesis requirements.)

- **Rachel Silver**

Rachel conducted an ethnographic study of the local center for adult learning for her honors thesis. Rachel's work was deeply engaged as she served as a tutor and teacher throughout her fieldwork. Rachel's thesis examined the purposes schooling serves for Somali refugee women and is a valuable example of the ways in which developing an insider's perspective can inform pedagogical practice.

Advisor: Patti Buck

- **Dora Plummer**

Dora examined the historical and political context out of which a local Even Start evolved. Throughout her research Dora worked for the Even Start Program bridging theoretical and practical contributions to the field.

Advisor: Patti Buck

- **Allie Dingman**

*"ManeStreaming: A Study on the Effects of Therapeutic Horseback Riding on Children with Autism."*

Allie did extensive research for her year-long thesis on autism and therapeutic riding, developed a program, and gave individual lessons to children with autism at a local stable with help from a Crafts grant. From data she collected, she analyzed the effectiveness of riding for the children.

Advisor: Anne Dodd

- **Meg Thornton**

Meg combined research and service as she analyzed the role of kindergarten within the broader context of elementary education, the question of where writing fits into the larger kindergarten curricular goals, and the process of interactive writing. The thesis explored this focus within the context of two experimental full-day kindergarten programs in Lewiston.

Advisor: Marcia Makris

- **Kelley Sinnott**

Kelley examined the development of kindergarten children with low literacy skills through an intervention of extra time in a small group on the goals and processes of guided reading.

Advisor: Marcia Makris

- **Adrienne Levin**

Adrienne did a service-directed thesis working with the facilitator of anti-bullying programs at Advocates for Children and the principal of a local elementary school. Its purpose was to engage the parents in discussion and intervention to strengthen a safe climate in the schools and on the streets between school and home.

Advisor: Marcia Makris

- **Diane Tolis**

Diane investigated the range of roles GLTBQ Alliances play throughout the landscape of Maine's public education system. She theorized that a dialectic relationship exists between local political culture and the relative viability of GLTBQ Alliances. Diane distributed her thesis to such organizations as well as to The Gay, Lesbian, and Straight Education Network in Maine, providing a valuable service for local organizers.

Advisor: Patti Buck

### **Short Term Independent Studies in Education**

Each of these independent studies allowed the student to continue a project that had been the basis of a senior thesis.

- Katie Franich provided the faculty at Lewiston High School with classroom support for non-native English-speaking students and the development of a multi-week curriculum to be implemented in the fall of 2005 to prepare students to take the TOEFL examination.
- Julie Hilliard assisted a middle school teacher with both writing workshop support and the development of a curriculum unit on writing with persuasive techniques.
- Meghan Thornton provided support for the teacher and developed a curriculum and the products for a storyboard that she donated to the class after teaching her curriculum.
- Kari Ording developed and implemented a marine biology unit for a fifth-grade elementary class in Phippsburg, Maine. It included a field trip to collect specimens at Hermit Island, a full day on the water with scientists collecting data on Maine fish population, and a highly developed lab class with stations in which the children explored marine animals and then wrote about the experience. This project was supported with Hughes funds.
- Carrie Garber planned, implemented and assessed the impact of an "Aspirations Day" for selected ninth-graders from Lewiston High School.

**Student teachers** in the Education Department taught at:

- **Edward Little High School**, Auburn, ME
- **Lewiston High School**, Lewiston, ME
- **Mt. Ararat High School**, Topsham, ME

## English

- Sociocultural Approaches to Children's Literature, ENG s25, Lavina Shankar  
Students worked in primary-grade classrooms, developing curriculum-related, age-appropriate learning activities involving fairy tales and fables. The students also conducted a "Read-In" at Longley School library, sharing award-winning books with children. Books were then purchased for the schools with grants secured by individual students and Professor Shankar.

## Environmental Studies

- Environmental Filmmaking in Theory and Practice, ENVR 365G, Melissa Paly  
Ms. Paly, Mellon Foundation Visiting Faculty Member, is the Principal of Cross Current Productions in Portsmouth, NH. This course combined critical studies in documentary filmmaking and environmental media with student productions of short documentary films. The students presented their work to the public at the end of the fall semester, and have entered two of their films in the student section of the annual Independent Film Festival in Waterville, Maine. The following films ranged from a historical perspective of Garcelon Bog in Lewiston to a comparison of large- and small-scale egg production in Maine:
  - "Garcelon Bog" by Dave Burns and Dustin Drury
  - "Fowl Play" by Currier Stokes, Nate Dorpalen and Sam Haaz
  - "For the Love of Small Scale" by Craig Saddlemire, Christina Maki, Ryan Sparks, and Josh Stoll; winner of the 2005 Maine Documentary Film Competition
  - "Eating like a Pig: A Look at Waste" by Colin Holliston, Takeshi Morita and Heather Kromer
  - "Turner, Maine: The Story of a Small Town" by Josh Kleinman, Aargan Dixit and Chet ClemA DVD of their films has been produced and is available for public viewing.
- Students from the Environmental Studies Program were involved with internships over the past calendar year (including academic, summer and Short Term) that required them to do 200-300 hours of service. Sites included:
  - U.S. Chemical Safety Board
  - Penobscot Partners
  - Volunteer Lake Monitoring Program
  - McLaughlin Gardens
  - Lots to Gardens
  - RiverKeepers
  - Great Smoky Mountains Institute at Tremont



- Nezinscot Farm
- B.U.G.S. Consulting
- Bowdoin College Environmental Coordinator's Office

### Senior Service-Learning Thesis in Environmental Studies:

- **Christina Maki '05**  
*The Spatial and Temporal Patterns of Conductivity in the Lake Sunapee Watershed, New Hampshire*  
 This thesis described the chemical analysis of tributary water samples in conjunction with the historical Lake Sunapee data previously collected. The data collected was requested by the Lake Sunapee Watershed Association to give them a greater understanding of the elements impacting the watershed and the anthropogenic activities potentially affecting the watershed.  
 Advisor: Holly Ewing

## First-Year Seminars

More detail on each First-Year Seminar is given under the academic department noted:

- Exploring Education through Narratives, FYS 300, Anne Dodd (Education)
- Volcanoes and Human Populations, FYS 298, John Creasy (Geology)
- Learning and Teaching Biology, FYS 311, Lee Abrahamsen (Biology)

## Geology

- Volcanoes and Human Populations, FYS 298, John Creasy (First-Year Seminar)  
 Students designed and presented lessons that supported science and social studies curriculum for classrooms at Montello Elementary School, Longley Elementary School, and Lewiston Middle School.
- Rock-Forming Minerals, GEO 223, John Creasy  
 Three students selected the course project option of designing and implementing science lessons for grade 5 classrooms at Farwell and Pettingill Elementary Schools.
- Introduction to Hydrogeology, ES/GE s37, Beverly Johnson  
 Students did water quality analyses and researched and testified at a legislative hearing on a bill related to upgrading water quality standards for the Androscoggin River. Additionally, they met with Maine's governor and policy makers, prepared a web site, wrote letters, and were interviewed by Maine Public Radio on their work.

## History

- The Wabanaki History of Maine, HIST s28, Joe Hall  
Students engaged in two kinds of service-learning activities during this Short Term course. Six students visited Lewiston Middle School to teach classes on Wabanaki history and current culture. In addition, all students conducted some primary research during the course that was compiled and sent to the tribal historians of the four Maine tribes.

## Mathematics

- Roller Coasters: Theory, Design, and Properties, MATH s45, Meredith Greer  
Three students chose a course project related to math education. They worked with a Lewiston Middle School teacher to bring much of the math and physics principles from the Bates class to five classes of eighth-grade science students. They taught two full days at the school.

## Physical Education

- Methodology of Coaching, PE s20, George Purgavie  
Thirty-six Bates students, working in groups of four or five, planned cooperative, non-competitive play activities for local school playground programs. The students' work at the schools reflected their study in the classroom on coaching techniques and child development. Each student put in approximately 6 hours per week at the following Lewiston schools:
  - Farwell Elementary
  - Longley Elementary
  - Martel Elementary
  - Montello Elementary
  - Pettingill Elementary

## Political Science

- The Impact of Globalization, POLS s50, William Corlett  
Nine students, under the supervision of Professor William Corlett, created a non-credit independent study project that combined academic and community-based learning to better understand the ways in which communities are coping with the impacts of globalization. Students received support from the Arthur Crafts Service Award fund to allow them to contribute supplies to groups in Nicaragua that helped with the students' research, including the Nueva Vida Sewing Cooperative, the community fund for the Rural Coffee Cooperative, and the community fund for the victims of

Nemagon (a pesticide that is a proven carcinogen and is used in banana and sugar cane production).

## Psychology

- Developmental Psychology, PSYC 240, Rebecca Fraser-Thill  
This course is a comprehensive introduction to current research in developmental psychology. Students spent time in community organizations that work with a variety of child and young adult populations. Organizations included Head Start, Renaissance House, the Lewiston and Auburn Housing Authorities after-school programs, and the Montello Reading Program among others.
- Diversity in Adolescence, PSYC 365, Susan Langdon  
Six students opted to work in community settings that served adolescents of diverse ethnicities and socioeconomic status. In addition the class researched, planned, and implemented a “Respect Day” for a sixth-grade classroom at Longley Elementary School.

Kathy Low worked with two students on independent study projects:

- Alicia Dessain analyzed health survey data for St. Mary’s Regional Medical Center.
- Meghan Mandeville analyzed statewide pedometer data for the Maine in Motion project of the Governor’s Council of Physical Fitness, Sports, Health and Wellness.

### Senior Service-Learning Thesis in Psychology:

- Senior Thesis/Service-Learning, PSYC 457B, Georgia Nigro and Kathryn Graff Low  
Psychology majors who elect to do a service-learning senior thesis in Psychology identify, through research and meetings with faculty and community organizations, a community issue around which they do an in-depth thesis-level study. Students in the Department’s Senior Thesis/Service-Learning Seminar do 60 to 80 hours of intensive work in the community. Community organizations in which they did thesis work included: Renaissance House, New Beginnings, Dirigo House, Lewiston High School, the Child Health Center, St. Andre’s Home, Head Start, Advocates for Children, Maine District Court, Sandcastle Integrated Pre-School, and the Margaret Murphy Center for Children. The following students did thesis work with Georgia Nigro:
  - **Kelsey Barrett**  
Investigating parental self-efficacy and academic self-efficacy in teen mothers at the child care room of Lewiston High School.

- **Siri Berman**  
Using sociometric analyses to understand the group dynamics of teenaged boys at Genesis House.
- **David Charron and Kerry McLaughlin**  
Helping to evaluate the R.O.A.D. Trip program at Lewiston High School, which is designed to raise the higher education aspirations of young people by taking sophomores to visit different colleges.
- **Kathryn Franich**  
Working in the TOEFL at Lewiston High School with Somali students, and conducting focus groups about their language experiences.
- **Sarah Johnsen**  
Studying the effects of therapeutic encounters with animals on preschoolers with developmental disabilities at the Child Health Center in Auburn.
- **Jessica Kubat**  
Investigating the role of empathy in preschool children's behavior at the Child Health Center in Auburn.
- **Jessica Matthiae**  
Observing the positive effects of writing on teens' adjustment at Dirigo House in Lewiston.
- **Elizabeth McColl**  
Surveying customers about their satisfaction with Classy Lady, a new clothing store for low-income women who are trying to enter the work force.
- **Samantha Pratt-Heaney**  
Studying the relation between joint attention problems and language acquisition in young children with autism at the Margaret Murphy Center.
- **Shaena Tucker**  
Working with a young mother at St. Andre's Home, to design an intervention to decrease a few of problem behaviors of her child who has Pervasive Developmental Disorders.
- **Christopher White**  
Investigating the transition from Early Head Start to the regular Head Start program.

## Sociology

The Sociology Department provides a unique opportunity for students to become involved with contemporary social issues and with community agencies in increasingly complex ways as they move through each level of the department's curriculum. Working across courses and culminating in thesis work, students were able to learn and apply research skills, data collection and analysis, program evaluation and implementation, and discipline-specific concepts in classroom and practical settings.

Courses from which students drew these integrated projects included:

- Research Seminar in Criminology, SOC 395C, Sawyer Sylvester
- Gender and Family, SOC 395I, Emily Kane
- Race, Gender, and Class in Popular Culture, SOC s22, Emily Kane
- Inequality and Public Policy, SOC 395H, Heidi Chirayath

Examples of students whose work culminated in service-based thesis research are:

- **Christina Alioto, '05**  
*Battered Women's Experiences Seeking Protection Orders in Rural and Metropolitan Maine Courts*
- **Adrienne Eaton '05**  
*Youth Advocacy at Abused Women's Advocacy Project*
- **Lindsay Yost '05**  
*Literacy and Multicultural Children's Literature at Head Start and Longley Elementary School*
- **Eve Wilder '05**  
*Programming for Children with Autism at Margaret Murphy Center for Children*
- **Deborah Opar '05**  
*Exploring Segmented Assimilation through the Somali Second Generation* (based on work with Somali teens in Lewiston and Boston)
- **Whitney Richey '05**  
*Family Drug Court and Child Protection Proceedings in the Lewiston District Court*

## **Other Service-Related Programs and Activities**

### **Adopt-A-School Partnership**

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership provides a dynamic context for a variety of academically-based service-learning and community service projects. In 2004-05, highlights included:

- Bates College's Center for Service-Learning, the Harvard Center for Community Partnerships, and the Dining Services Office hosted and supported the Lewiston Middle School's work with the University of Southern Maine's Center for Prevention of Hate and Violence.
- The "Math and Science Education Outreach" component of the Howard Hughes Medical Institute Grant provided a student fellowship and teaching

resources for science curriculum work with Dave LeGloahec, eighth-grade science teacher for summer, 2005.

- Seven Bates students enrolled in the Big Brothers/Big Sisters Androscoggin County school-based mentoring program and worked with individual middle school students.
- Bates Dining Services Office sponsored a celebratory promotion breakfast during the last week of school for all eighth-grade students.
- College students from geology, history, and math classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.

## America Reads/America Counts

America Reads/America Counts are federal programs that allow college students who qualify for work-study funds to earn money while tutoring children in local elementary and middle schools. Under the guidelines of the America Reads Program, Bates students work with children in grades K-3 and with family-based programs designed to increase literacy. America Counts provides support for children from grades K-9 in mathematics. Through these programs, Bates students work in classrooms during the day and in after-school literacy programs. America Reads/America Counts tutors receive general training and ongoing support from the Center for Service-Learning. They are trained and supervised by the school where they work.

This year, 23 different students worked in one or more of the following aspects of the programs:

- **School-day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **Targeted literacy programs:** Two elementary schools have developed programs specifically designed to focus on targeted learning standards. Bates students are trained in pre- and post-assessment and instructional strategies. The Pettingill Elementary Program focuses on reading fluency. The Longley School Program addresses reading comprehension and construction of verbal and written open-ended responses.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2004-2005, schools included were Governor James B. Longley Elementary School and Auburn Middle School.

# Awards

## NATIONAL RECOGNITION

- Bates was honored as one of 81 institutions in the country selected for listing in the Princeton Review's *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement*. "A college with a conscience," says Robert Franck of the Princeton Review "has both an administration committed to social responsibility and a student body actively engaged in serving society. Education at these schools isn't only about private gain: it's about the public good."
- The Center for Service-Learning and Lewiston Housing Authority won a National Award of Merit in Housing and Community Development from the National Association of Housing and Redevelopment Officials. The award recognized the project in elder socialization developed at Blake Street Towers.

## STUDENT AWARDS

- Katie King '05 received the St. Marguerite d'Youville Community Service Award from the Sisters of Charity Health System for her commitment to service that improved the quality of life in the community and beyond. Katie's thesis work with the B Street Health Center is detailed in the "Biology" section of this report.
- Stoyan Stoyanov '06 received the President's Fund Fellowship Award. He did an economic and community development internship with the City of Lewiston. Stoyan conducted market research in order to determine what the most dynamic market areas are for Lisbon Street. Results are being used to attract new businesses and revitalize this downtown area.
- The PILLARS (Philanthropy Innovation Learning Leadership Action Responsibility Service) Student Award of the Maine Campus Compact was given to Adrienne Eaton '05 for her work at the Abused Women's Advocacy Project, and to Matt Heffernan '05 for his work at Lewiston Public Library. This award recognized the support given by these students to the civic efforts of others and their leadership roles in addressing and finding solutions to issues that face their communities.
- The Unsung Hero Award was presented by Maine Campus Compact to 3 students who had shown a passion for civic causes and who had actively engaged, not just through leadership roles but through volunteering their time and services to address the cause. These awards were given to Erin Bertrand '05 and Chris Richards '05 for their work on voter registration; and Jason Rafferty '05 for his work in varied volunteer positions.

## STAFF AWARD

The Campus Civic Stewardship Award was given to Martha Deschaines, recognizing her commitment to promoting and supporting civic engagement both on and off campus.

## **AMERICORPS EDUCATION AWARDS**

Four Bates students are participating in the AmeriCorps Education Award Program. Each student, by completing 300 hours of service in a year, is earning a voucher payable to the College for tuition or to a student loan institution for payment toward loans. The program is administered through the Center for Service-Learning and SERVE NH/ME. Students participating in 2004-2005 include Michaela Carter '07, Caitlin Murphy '07, Katie Seamon '06 and Lauren Woo '07.

## **Campus-Wide Initiatives**

### **Annual Entering Student Orientation Program**

Four of the 2004 AESOP trips included service components.

- Ben Chin '07 and Rachel Herzig (Acting Director of the Office of the Chaplain) led a trip to the Morgan Bay Zendo in Surry, Maine and to the Good Life Center in Harborside, Maine. Participants assisted with maintenance projects and gardening.
- Lissa Moses '06 and Meghan Thornton '05 led a trip to Squam Lake, New Hampshire. The group cleaned out and painted one of the buildings at the nature center.
- Mary Locker '05 and Jill Jakimetz '05 led a local gardening trip. Their work involved harvesting at Willow Pond Farm (an organic farm), and weeding, watering and planting trees for Lots to Gardens.
- Larry Handerhan '05 and Adrienne Levin '05 led the "Got Service?" trip in Lewiston. They led games with children at the Hillview Family Development (a public housing development), volunteered at Lots to Gardens and served at the Trinity Soup Kitchen.

### **First-Year Orientation**

During the two-day orientation preceding the start of school in September, first-year students participated in a variety of structured and unstructured activities. A series of optional "interest" panels were offered. Ryan Heffernan '05 and Rachel Silver '05 participated in a panel discussion for 150 students on community service, service-learning, and community-based research and internships.

### **Parents and Families Weekend**

Two students presented posters on their summer community work-study fellowships. Christine Chmura '06 showed photos from her work with the Boston-based CityKicks program and Vanni Thach '06 presented materials from her time working in the Hillview community garden in Lewiston.

### **Campus Compact "Raise Your Voice" Campaign**

Civic Fellows are students from campuses across the state who work individually and in teams on issues of importance to them and their fellow students. They facilitate dialogues, advocate for social change and lobby their legislators. The



Bates team involved in this Maine Campus Compact initiative addressed Agent Orange Awareness and Advocacy for victims in Vietnam. Members included Ben Chin, Khoa Pham, Muhammad Saif Farooqui, and Trang Nguyen.

### **Martin Luther King Day**

The Center, in conjunction with the MLK Committee, sponsored a "Read-In" at Martel Elementary School in Lewiston. Thirty-six students and staff read to fourth, fifth and sixth graders at Martel School. Each child received a book with a multicultural theme. In addition, two Bates students read to children at East Auburn Elementary School.

### **Mount David Summit**

Service-learning was well represented at the Mount David Summit, an annual celebration of student research, service-learning, and creative work at Bates College. Each year students from all classes present their work to each other and to faculty, staff, family, and community members in a symposium format at the end of the winter semester. The Summit spotlights the rich and varied academic activities of Bates students across the disciplines, and honors the vibrant intellectual life of the College. Psychology, Sociology, Education, Biology, Environmental Studies, Political Science, and American Cultural Studies majors presented panels, posters, and exhibits that exemplified academic rigor and service to the community. A complete copy of the Mt. David program is available on the college's web site, <http://www.bates.edu/Prebuilt/mt-david-summit/schedule-2005.pdf>.

### **National Day of Service**

Over 200 Bates alumni, parents, students, staff, friends, and prospective students contributed over 1,000 hours of service on Saturday, April 30 in the College's first-ever National Day of Service. Participants spent their day in activities such as sorting donated food at food banks, preparing meals for the homeless at soup kitchens, building sheds and stairs, and painting and repairing houses. Events took place in 7 cities across the U.S.—Boston, Hartford, New York City, Washington DC, Chicago, Denver, and Lewiston. Forty-four people volunteered in the Lewiston group. They painted and did repair work on two different homes for Rebuilding Together L/A, a local branch of the national organization dedicated to ensuring that low-income homeowners are able to live independently in safety and warmth.

### **Harvard Center for Community Partnerships Search**

The Center for Service-Learning staff played an active role in the successful search for a director for the Donald W. and Ann M. Harvard Center for Community Partnerships. Dr. David Scobey of the Arts of Citizenship Program at the University of Michigan has been hired to lead the Center, which will coordinate and oversee programs that connect the College to the community.

## **Student Grant Programs**

Center staff provided support to and/or participated in selection committees for the following awards:

- Arthur Crafts Service Awards
- Helen A. Papaioanou Service-Learning Grants
- Student Volunteer Grants
- Phillips Fellowships
- Vincent Mulford Summer Service-Learning Fellowships
- Community Work-Study Summer Fellowships
- Harward Center Summer Service-Learning Fellowships
- Service-Learning Summer Fellowships
- Howard Hughes Math and Science Education Fellowships
- Student Volunteer Fellowships
- President's Fund Fellowship Award

## **Lewiston Housing Authority Art Exhibit**

The Center for Service-Learning, in partnership with the Lewiston Housing Authority's Youth Enrichment Opportunity Program, hosted a display of the art of 32 children in Chase Hall on the Bates campus during the Thanksgiving break. The Center hosted an opening reception for the artists and their families.

## **Chaplain**

- Once again, the Office of the Chaplain sponsored a first-year student orientation, or AESOP, multiple-day service trip prior to commencement of the school year. Eight first-year students, a sophomore co-coordinator and the Acting Director of the Office of the Chaplain spent an afternoon clearing trails, gardening and doing minor repairs at the Morgan Bay Zendo in Surry, Maine and an afternoon weeding, clearing and gardening in the sustainable agriculture project of the Good Life Center in Harborside, Maine. In both locations the students also spent days learning about principles of service, sustainability and community.
- Seventeen students in fall semester and 23 students in winter semester signed up to serve regular meals at the Trinity Episcopal Jubilee Center Soup Kitchen, which serves homeless and low-income communities in downtown Lewiston. Students prepared and served three meals a week each semester.
- The Hunger and Homelessness Committee, sponsored by the Chaplain's Office, served as administrative and advocacy support to community organizations working to end hunger and to promote sustainable development in Lewiston's most impoverished areas. They also sponsored educational events open to the public about issues of hunger and homelessness, including youth homelessness. They raised funds for local efforts to fight homelessness via a sleep out, a dance and money drives, and

conducted three food drives throughout the academic year. They also volunteered with the Lots to Gardens community gardening project.

- The Multifaith Council, sponsored by the Chaplain's office, held educational forums on the world's religious traditions open to the public. In particular, in coordination with the Hunger and Homelessness Committee, they hosted a series of concerts around the community designed to bring students and Lewiston residents from different social and economic groups together.

## Faculty Development/Grant Awards

- The Center with the support of the Harvard Center sponsored 3 luncheons for faculty to discuss issues related to community-based research. Among the topics discussed were: the interdisciplinary nature of the work, sustainability, ethics, archiving and research sharing, and providing support to students. Students who had done community-based thesis work attended the final luncheon to share their challenges and successes.
- The Center for Service-Learning provides grants to faculty to support the use of service-learning as pedagogy in new and/or existing courses. Generally funds cover such things as speakers, student assistants, travel, supplies, and community recognition events. 2004-2005 recipients included:

### **Education**

- Assistant Professor Patricia Buck, ED s27, Literacy in the Community  
Students in the course worked at Lewiston Adult Learning Center developing community-based learning activities for English Language Learners.
- Lecturer Anita Charles and Assistant Professor Patricia Buck, ED 231, Perspectives on Education  
Students participated in a bus tour of the community as part of their orientation prior to work in local schools.

### **American Cultural Studies/Women's Studies/Anthropology**

- Professor Margaret Creighton, ACS 220, Fieldwork in American Cultural Studies
- Associate Professor Elizabeth Eames, AN/WGS 275, Gender Relations in Comparative Perspective
- Visiting Instructor Heather Lindkvist, ANTH s10, Encounter Community: Ethnographic Fieldwork and Service-Learning  
Students in all three courses worked sequentially with Museum L/A, interviewing retired mill workers for museum archives, evaluating museum needs, locating resources, and, based on other museum visits, recommending museum presentation formats.

### **Dance**

- Assistant Professor Carol Dilley, DANC s29, Dance as a Collaborative Art Students prepared and presented a dance performance and toured area elementary schools, performing and giving workshops.

### **Physical Education**

- Associate Professor George Purgavie, PE s20, Methodology of Coaching Students planned and supervised cooperative activities on elementary school playgrounds.

### **History**

- Assistant Professor Joe Hall, HIST s28, Wabanaki History in Maine Students conducted primary research that they shared with tribal and/or environmental coordinators of four Maine tribes. They also presented to classes at Lewiston Middle School.

### **English**

- Associate Professor Lavina Shankar, ENG s25, Socio-Cultural Approaches to Children's Literature Students prepared and implemented literature-related learning activities in area classrooms and conducted a read-aloud session at a local library.

## **Grants Received**

The Center for Service-Learning was the grateful recipient of numerous grants this past year.

- The **Professor Leland Bechtel Fund** supported the outstanding work of two psychology majors:
  - Kathryn Franich for her thesis work regarding the cultural sensitivity of English Language Learning classrooms and cultural bias in the Test of English as a Foreign Language that non-native English speakers are required to take for college admission.
  - Jessica Matthiae for thesis work in PSYC 457B at a local transitional living facility for adolescents. She designed and facilitated expressive writing sessions and studied their impact on participants.
- The **Dr. Helen Papaioanou Service-Learning Fund** awarded funds to the following students for service-learning projects:
  - Caroline Bullock to purchase math supplies for the English Language Learning class at Lewiston High School. This supported Caroline's education and anthropology coursework.
  - Ariel Childs and Jillian Murphy to attend the Feminist Majority Foundation's National Collegiate Global Women's and Human Rights Conference. This supported their women's studies coursework and their leadership roles in the Bates Women's Resource Center.
  - Adrienne Levin to support a community event related to her thesis on School Bullying Prevention. Adrienne's thesis work was done at the request of Longley Elementary School and Advocates for Children.

- Jessica Matthiae for supplies to support an expressive writing program at Dirigo Place, a transitional residential facility for adolescents. The work was part of a thesis project.
- Dora Plummer for children's books to support her thesis work with the Lewiston Even Start Family Literacy Program.
- Craig Saddlemire for film supplies for a film about the Visible Community, a Lewiston grass roots effort to save low-cost downtown housing. The work was part of a film studies thesis.
- The "**Math and Science Education Outreach**" section of the **Howard Hughes Medical Institute Grant** funded a variety of grades 7 to 16 math and science education activities. Highlights included:
  - **Hughes Student Fellowships:** Two students had school year fellowships to work with Lewiston High School staff on the school's science fair. Another student worked on a Science/Technology project with a Lewiston Middle School science teacher in the summer of 2005.
  - The annual **7 to 16 Math and Science Educators Roundtable**, held in September 2004, spotlighted summer 2004 projects and provided a structure for Bates faculty, staff, students and local grades 7-12 teachers to build effective partnerships.
  - The **Central Maine Physics Alliance** was supported for its fourth year. High school physics teachers, Bates faculty, Bates assistants in instruction and Bates students met monthly to discuss topics of mutual interest and to access resources.
  - A **Science Education Outreach Grant** was awarded to Karen Boucher at Edward Little High School to support and implement a high school science course, "Current Issues in Biotechnology," in the 2005-06 school year. She is working collaboratively with Lee Abrahamsen, Associate Professor of Biology.
  - For the fifth year, HHMI supported **the Lewiston High School Science Fair** by providing two student fellows to help organize and run the event. In addition, 87 members of the Bates community and the community at large were trained and evaluated over 300 science fair projects.

## Mentoring

Thirty-six Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing almost 2,000 hours of service. Mentors visited their mentees once a week for at least 1 hour at the child's school for the full academic year.

- At the Longley School, 20 Bates students were mentors to sixth graders. This included a commitment of one hour per week in the school as well as a willingness to help supervise three activities during the year. In November, the mentors brought their mentees to visit the campus for an intramural soccer game and to share a meal in the Bates dining hall. The Women's

Soccer Team assisted with this. In March, mentors and mentees watched a Longley basketball game and then dined in Commons. During Short Term, the mentees provided community service by decorating placemats for the Meals on Wheels program.

- Sixteen Bates students mentored in the Lewiston Middle School and Pettingill Elementary School. These students worked through the Big Brothers/Big Sisters program.

## Planetarium

Planetarium shows were given to approximately 400 children ranging from pre-school age to sixth graders, from local schools and scouting groups. Professor Eric Wollman presented to older children and a student presenter did the shows for the very young children and for about 30 disabled and mentally challenged adults from Pathways and Tri-County Mental Health. Lecturer Gene Clough also gave his show specially created for Girl Scouts from all over the state; 800 girls saw the show.

## Staff Presentations

- New England Campus Compact Regional Meeting. Holly Lasagna presented a workshop entitled, "Aligning Resources for Student Development and Community Outcomes: Using Local History as a Tool." The workshop focused on work-study, thesis and service-learning projects in Lewiston that incorporated work with the Lewiston Public Library archives and the Museum L/A Oral History project. By aligning the various resources available to students around specific projects, students, faculty and community partners were able to realize a greater, more sustained impact in the community and on the development of students academically and as leaders.
- Maine State Task Force on Citizenship Education's Higher Education Subcommittee. As a member of the subcommittee, Holly Lasagna researched various campus asset mapping tools and recommended an instrument based on the American Democracy Project that will be used by selected Maine colleges and universities to articulate where they are in incorporating citizenship education on their campuses. The selected institutions will use this tool as part of an on-campus program that will help them to focus their citizenship education activities.
- Deliberative Dialogue Training at Middlebury College. Holly Lasagna participated in a two-day training in Deliberative Dialogue with the intention of using this method to create sustained dialogue on campuses around issues of civic education. This was sponsored by the Maine Task Force on Citizenship Education.

- Great Maine Schools Spring Conference Forum in Portland, Maine  
Coalition of Essential Schools National Forum in San Francisco, California  
Sue Martin presented with Lewiston High School staff and students on the Lewiston High School Early College Initiative and the LHS/Bates College Aspirations Partnership. The partnership supported the LHS Early College Initiative and a focused program for ninth graders. Bates students did thesis research and course work that resulted in data analysis and programming for the school.
- Both Sue Martin and Holly Lasagna presented at and assisted with numerous academic courses throughout the school year.

## Theme Houses

- The Cooking House worked with the Student Volunteer Fellows to prepare a dinner for the residents of Blake Street Towers, a Lewiston Housing Authority facility.

## Volunteer Program

### **Student Volunteer Fellows Program**

For the third year, four students worked together to lead the volunteer program at Bates. They each took responsibility in different areas, though their work often overlapped.

- Meghan Thornton '05 took responsibility for children's programming. She worked closely with the Longley Elementary School Mentoring Program, matching Bates students with Longley sixth graders, planning campus visits for the Longley students, and gathering mentors once a semester to discuss their experiences.
- Ryan Conrad '05 focused on orientation and development. He organized presentations at First-Year Orientation activities and helped to implement the Volunteer Fair in the fall and the Volunteer Showcase in January. He also spearheaded work around the 2004 election and developed opportunities with Recycle-a-Bike.
- Sara Gips '07 helped develop opportunities for student groups including the initiation of a variety of programs for older residents at Blake Street Towers. She also involved athletic teams in volunteer programs such as a Family for ME "Meet and Greet" event and a newly developed program with Poland High School boys.
- Brooke Miller '07 planned all the one-time events, both established and new activities, including Make-a-Difference Day with multiple volunteer opportunities, and food drives to benefit the local food pantry.

The Fellows met weekly to update each other, exchange ideas, and plan for future events. Marty Deschaines, the Volunteer Office Coordinator, met with them once a month. In addition to their day-to-day work, the Fellows worked hard to increase the visibility of the Volunteer Office on campus. They maintained a bulletin board in Chase Hall and they encouraged people to sign up for the communitylinks listserv. At year end over 425 people were subscribed, making this listserv a highly effective way to recruit volunteers. The Fellows also awarded \$2660 to other students from the volunteer grant account, which provided up to \$100 each for student volunteer projects (see Service Awards).

### **Other Volunteer Activities**

The Volunteer Office, which is part of the Center for Service-Learning, helps Bates students find ongoing volunteer opportunities at local agencies and also provides opportunities for one-time service activities. Much volunteer work is done independently or in response to requests posted on our listserv, making it difficult to track. Students contribute many hours to local agencies sorting food, preparing and serving meals, translating, caring for children, etc. Some examples of work students did through the Bates Volunteer Office include:

- The Bates Buddies program involved 15 Bates students who visited with Longley Elementary School students for one hour per week. Buddies sat with a group of first- through third-grade students as they ate lunch and then accompanied them to recess.
- Eight Bates students ran an after-school program at Hillview Family Development, a Lewiston Housing Authority facility.
- The Women's Resource Center at Bates supported a group of female students from Poland Regional High School. Bates students met biweekly with 16 high school students. Activities included helping to decorate for the Lewiston Recreation Department Easter event, attending the Bates Harvest Dinner, playing interactive games, and going to a Bates sporting event. Activities were followed by dinner together in the Bates Commons.
- Two Bates students worked with three non-English speaking parents in the Lewiston Even Start Family Literacy program to help them study for their driving test written exams. All of the women who were tutored passed their driving exams.
- Five students volunteered through Rural Community Action Ministry in Leeds, raking leaves for their clients.
- Ten students during first semester and 16 students during second semester volunteered twice a week at Montello Elementary School, reading with second graders after school. The program's goal was to improve children's reading levels. Montello students came to Bates at the end of each semester to walk around campus with their Bates student and to attend an ice cream party.
- The annual Volunteer Fair was held on September 20. Fifteen local agencies and five Bates groups were represented.
- Four Bates students volunteered at the American Heart Association's Heart Walk in September, helping to set up and to provide entertainment for children.



- One Bates student helped to build the playground at Sabattus School in September.
- One hundred and seventy students volunteered their time to help with the 2004 election, canvassing neighborhoods to get out the vote, driving people to and from the polls, and assisting seniors and disabled people.
- Five students worked with Every Child Matters to assemble and distribute materials in their Treat Kids and Vote project. They put together over 2000 Halloween bags with information on which election issues were most important in benefiting children. They delivered these bags to 9 day care centers and schools in the Lewiston/Auburn area.
- Fourteen students from the Environmental Coalition volunteered at the polls to collect signatures for the H2O 4 ME campaign.
- Six members of the Bates Men's Soccer Team met biweekly with a group of 10-12 boys from Poland Regional High School. The Bates students served as role models to the high school boys, helping them to realize their academic potential and to see college as a possibility.
- Three Bates students ran an after-school program at Auburn Family Development.
- Students from Bates International Club worked with Lewiston High School students who were preparing to take the Test Of English as a Foreign Language. They met with high school students once a week during the fall semester.
- Three members of the Juggling Club at Bates performed for a Boy Scout Troop in Greene and followed up with a juggling workshop.
- Thirty students took part in the CAMPAign against Hunger and Homelessness. They camped on the college quad for the month of November, raising awareness of the issues surrounding a city proposal for changes to the downtown area and raising funds for the Visible Community, a group of concerned citizens organized to address these issues.
- The Women's Varsity Soccer Team worked with the Coastal Soccer Club to set up a practice with them and local soccer teams for girls, ages 6-17.
- Fifteen students helped create Longley School Haunted House at the Multi-Purpose Center's Halloween Party.
- Thirty students volunteered at the Advocates for Children Holiday Festival. Students helped to put up posters in the surrounding area. At the Festival, volunteers helped children with crafts and games. Other students volunteered to provide music.
- Eighteen Bates students and staff members participated in the St. Mary's Regional Medical Center's holiday party for children at Genesis and Renaissance Houses. People helped by purchasing and wrapping gifts, and by helping to distribute gifts to the children.
- Several projects were organized for the annual Make-a-Difference Day in October.
  - Two students volunteered to help with Lots to Gardens.

- Six students visited with the residents of Blake Street Towers, playing cards and helping make Halloween decorations for the hallways and dining area.
- Two students helped at Trinity Soup Kitchen, cleaning out before winter and helping to serve food.
- Seven volunteers helped refurbish space at the Recycle-a-Bike program and the Howe 2 Time Exchange Center. Work included cleaning, sanding, and painting.
- Seven Bates students performed fair market housing testing in Lewiston through Pine Tree Legal Assistance.
- Three Bates students worked through Coastal Enterprises to winterize homes of low-income residents in the greater Lewiston area.
- A Volunteer Showcase was held in Chase Hall Gallery on January 13. Representatives from a number of Bates volunteer programs were on hand to encourage students to become involved.
- Eight Bates students sold over 300 roses for Valentine's Day. Proceeds allowed the group to purchase and deliver roses to residents of Montello Heights and to donate \$130 to the Montello Heights activity program.
- The Fellows ran a Food Drive in February to benefit Good Shepherd Food Bank. They worked with the Filmboard to arrange for food donations in exchange for admission fees. They also worked with the Hunger and Homelessness Committee to sponsor a Dance-a-Thon. They collected 10 boxes of food as well as financial donations. In addition, they sold bracelets in May to benefit the Food Bank.
- Thirty Bates students, including members of the Men's Basketball Team and the Ultimate Frisbee Team, volunteered at the Family for ME "Meet and Greet" gathering in April, an event that allows teens who are in foster homes to meet with prospective adoptive families.
- Eight volunteers spent an afternoon in May working in the Wood Street garden.
- The Women's Volleyball Team hosted 9 children from the Hillview After-School Program for an afternoon of indoor and outdoor games at Bates.
- A group of Bates students worked with leaders of the Lewiston-Auburn community to organize a day-long art festival in March.
- Groups of Bates students worked with Lewiston Housing Authority staff to organize events at Blake Street Towers in March, April and May. Forty students prepared and served an Italian meal in March, with 10 students providing entertainment. Many of these students were members of organized groups on campus: the Merrimanders, Hillel, the Italian Club, the French Club, the International Club and the Cooking House. Six students helped serve the meal in April, with the Merrimanders providing music. Ten students organized a Sock Hop in May.
- Fifteen students volunteered at the Lewiston Recreation Department Easter Festival, running activity tables and doing face painting. A group from the Bates Women's Resource Center and Poland Regional High School helped to decorate for this event.

- The Robinson Players presented a production of “The Paper Bag Princess” based on the book by Robert Munsch. Twenty Bates students were involved in the play, which was performed for 14 classes from 3 elementary schools in Lewiston. Each class received a copy of the book.
- Twenty Bates students participated in the Central Maine Adaptive Sports program at Lost Valley. Students worked with disabled children using adaptive equipment to help them learn cross-country skiing, alpine skiing, and snowboarding.

In addition,

- Ladd Library sponsored a program called “Food for Fines.” The library waived fines in exchange for donations of food, toiletries, diapers, etc. and delivered 368 items to the Good Shepherd Food Pantry.
- The third annual Morgan’s Run was held on April 3. Over 500 people from Bates and the community participated in this event held in memory of Morgan McDuffee. Over \$10,000 was raised to help fund programming that helps young people embrace non-violent lives.
- Four Bates students were accepted as Maine Campus Compact Civic Fellows. Trang Nguyen, Benjamin Chin, Khoa Pham, and Muhammad Saif Farooqui worked as a team on issues of advocacy for the victims of Agent Orange in Vietnam.
- Forty members of the Men’s and Women’s Track Teams hosted the Yuletide Dash for Hunger in December. The “entry fee” was a non-perishable food item. One hundred fifty pounds of food were collected. The teams led local children in a mini-clinic on various track and field events as well as a one-lap race and relays.
- Five lacrosse players volunteered with a Lewiston Parks and Recreation league.

## Service Awards

### ARTHUR CRAFTS SERVICE AWARDS

Arthur Crafts Service Awards provide funds for students who design an academically-related service-learning project. Arthur Crafts funds are intended to cover the expenses that might arise in a project, such as supplies, fees or research expenses. Awards are competitive, are granted without regard to financial need and are available to students in all disciplines and classes. Crafts recipients for 2004-2005 include:

#### FALL 04

- David Charron '05, *Lewiston High School, Lewiston, ME*
- Katherine Creswell '05, *Farm Fresh Connection, Lewiston, ME*
- Alexandra Dingman '05, *Lake Auburn Equestrian Center, Auburn, ME*
- Elise Duggan '05, *Maine Bureau of Health, Augusta, ME*

#### **DECEMBER 04**

- Christina Maki '05, *Lake Sunapee Watershed Association, Sunapee, NH*
- Emily Parker '05, *State of Maine District Court, Lewiston, ME*
- Meghan Thornton '05, *Montello Elementary School, Lewiston, ME*

#### **FEBRUARY 05**

- Colin Hollister '06, *Niamey School System, Niamey, Niger*
- Dana Lee '07, *Longley Elementary School, Lewiston, ME*
- John Phelan '06, *People in Need, Usti nad Labem, Czech Republic*
- Lindsay Yost '05, *Longley Elementary School, Lewiston, ME*

#### **SPRING 05**

- Adrienne Eaton '05, *Abused Women's Advocacy Project, Auburn, ME*
- Michelle Gomperts '05, *Pettingill, Longley and Farwell Elementary Schools, Lewiston, ME*
- Laura McConaghy '05, *Building Alternatives in a Global Economy: From Maine to Nicaragua*
- Sarah Mengel '06, *Hillview Family Development, Lewiston, ME*
- Brooke Miller '07, *Danang Friendship Union, Quang Nam, Vietnam*
- Gabriela Munoz '07, *Live and Let Live Farm, Chichester, NH*
- Lauren Pluchino '08, *Lewiston School Department, Lewiston, ME*

### **HELEN A. PAPAIOANOU SERVICE-LEARNING GRANTS**

Helen A. Papaioanou Service-Learning Grants are awarded on a competitive basis to students who seek up to \$100 to carry out an academically-related service-learning project in the community during the academic year. Students may submit a proposal at any point during the semester to the Center for Service-Learning. Papaioanou recipients in 2004-2005 include:

- Ariel Childs '08, *Feminist Majority Foundation's National Collegiate Global Women's and Human Rights Conference, Washington, DC*
- Jillian Murphy '05, *Feminist Majority Foundation's National Collegiate Global Women's and Human Rights Conference, Washington, DC*
- Adrienne Levin '05, *Longley Elementary School and Advocates for Children, Lewiston, ME*
- Jessica Matthiae '05, *Dirigo Place, Lewiston, ME*
- Dora Plummer '05, *Even Start Family Literacy Program, Lewiston, ME*
- Craig Saddlemire '05, *Visible Community, Lewiston, ME*

### **VOLUNTEER SERVICE GRANTS**

- Ryan Conrad '05, *Lewiston Area Time Dollar Network, Lewiston, ME*
- Jonathan Duchette '06, *Central Maine Adaptive Sports, Auburn, ME*

## **VOLUNTEER SERVICE GRANTS, CONTINUED**

- Alexandra Porr '06, Allegra Poggio '06, Nakeisha Gumbs '07, *Hillview Family Development, Lewiston, ME*
- Nick Klinovsky '06, *Recycle-a-Bike, Lewiston, ME*
- Jess Kubat '05, *Auburn Family Development, Auburn, ME*
- Kate Larrabee '05, *Longley Elementary School, Lewiston, ME*
- Jill Murphy '05, *Poland High School, Poland, ME*
- Trang Nguyen '07 and Khoa Pham '07, *VietAbroad Conference, Ho Chi Minh City and Hanoi, Vietnam*
- Gabe Plourde '07, *Poland High School, Poland, ME*
- Jason Rafferty '05, *Longley Elementary School, Lewiston, ME*
- Jason Rafferty '05, *Art Festival, Auburn, ME*
- Irene Restrepo '07, *Advocates for Children, Lewiston, ME*
- Craig Saddlemire '05, *Visible Community, Lewiston, ME*
- Meghan Thornton '05, *Longley Elementary School, Lewiston, ME*
- Sienna Vorono '05, *Longley Elementary School, Lewiston, ME*
- Irene Yartey '05, *Osu Children's Home, Accra, Ghana*

## **Summer Grants**

### **VINCENT MULFORD SUMMER SERVICE-LEARNING FELLOWSHIPS**

The Vincent Mulford Summer Service-Learning Fellowships provide funding for academically-related service-learning projects that address a wide range of social issues. Working with a supervisor at a service agency site, the student designs an eight- to ten-week project, outlines job responsibilities, and identifies some of the social issues that the work will address. Recipients of Mulford grants for the summer of 2005 include:

- Mirka Hlavacova '07, *New Beginnings, Lewiston, ME*
- Aliza Luft '06, *Facing History and Ourselves, Brookline, MA*
- Sarah Mengel '06, *Hillview Family Development, Lewiston, ME*
- Eliza Roberts '06, *Initiation for Social Action and Renewal, Washington, DC*
- Alexandra Wenger '06, *ProPeru Service Corps, Calca, Peru*

### **SERVICE-LEARNING GRANTS**

The Center was able to provide additional support for students to work in summer service-learning projects.

- Jonathan DeCarlo '06, *Maine People's Alliance, Lewiston, ME*
- Sarah Mengel '06, *Hillview Family Development, Lewiston, ME*
- Anna Schechter '06, *Spindleworks, Brunswick, ME*

## **CLASS OF 2000 SERVICE-LEARNING GRANTS**

The Class of 2000 endowed a fund to provide annual financial support to two students (one male and one female) for either a local or global community service project that the student has created. Recipients in 2005 include:

- Jonathan DeCarlo '06, *Maine People's Alliance in Lewiston, ME*
- Katherine Gatti '06, *State of Maine District Court, Lewiston, ME*

## **Community Work-Study Projects**

Community work-study funding is awarded through the Center for Service-Learning for exceptional service-learning projects, which are designed for the academic year and for the summer.

The following community work-study projects were funded for the 2004-2005 academic year or for the 2005 summer:

### **FALL 04**

- Amanda Harrow '06, *Abused Women's Advocacy Project, Auburn, ME*
- Alexandra Porr '06, *Hillview Family Development, Lewiston, ME*

### **FALL 04 AND SPRING 05**

- David Charron '05, *Lewiston High School, Lewiston, ME*
- Cassie Herbert '07, *Advocates for Children, Auburn, ME*
- Matthew Heffernan '05, *Lewiston Public Library, Lewiston, ME*
- Jessica Kubat '05, *Auburn Family Development, Auburn, ME*
- Dora Plummer '05, *Even Start Family Literacy Program, Lewiston, ME*
- Ben Umiker '07, *Lewiston Multi-Purpose Center, Lewiston, ME*

### **SPRING 05**

- Erin Beirne '06, *Advocates for Children, Auburn, ME*
- Nakeisha Gumbs '07, *Hillview Family Development, Lewiston, ME*
- Marsha Larned '07, *Lewiston Multi-Purpose Center, Lewiston, ME*
- Jenna Vendil '06, *New Beginnings, Lewiston, ME*

## **AMERICA READS/AMERICA COUNTS**

Christine Chmura '06, Program Coordinator

*Auburn School Department*

- Katrina Bergevin '05
- Christine Fletcher '07

**COMMUNITY WORK-STUDY PROJECTS, (AMERICA READS/AMERICA COUNTS),  
CONTINUED**

*Lewiston School Department*

- Devon Carroll '06
- Michaela Carter '07
- Meghan Creedon '08
- Diana Gauvin '06
- Elizabeth Greenwood '07
- Ryan Griffin '07
- Victoria Haymes '08
- Marissa Johnson '08
- Natasha Klaiber '05
- Kelly Larsen '05
- Jessica Matthiae '05
- Caitlin Murphy '07
- Alison Pennelli '05
- Julia Plumb '05
- Rachael Pool '07
- Katie Seamon '06
- Shaena Tucker '05
- Jacqueline Smith '07
- Kim Whipkey '06
- Lauren Woo '07

**SUMMER 05**

- Christine Beckwith '06, *New Beginnings, Lewiston, ME*
- Emily Bright '07, *Hilltop Community Gardens at Hillview Family Development, Lewiston, ME*
- Thomas Burian '08, *Androscoggin Historical Society, Auburn, ME*
- Michaela Carter '07, *Advocates for Children, Auburn, ME*
- Benjamin Chin '07, *Maine People's Resource Center, Lewiston, ME*
- Jonathan Duchette '06, *State of Maine Department of Conservation, Augusta, ME*
- Jessica Dumas '06, *Saco Museum, Saco, ME*
- Christine Fletcher '07, *Maria Mitchell Association, Nantucket, MA*
- Amanda Harrow '06, *Abused Women's Advocacy Project, Auburn, ME*
- Benjamin Reed '08, *River Valley Village, Lewiston, ME*
- Ann Speers '07, *State of Maine Department of Marine Resources, Augusta, ME*
- Lauren Woo '07, *Community Teamwork, Inc., Lowell, MA*

## Phillips Fellowships

The Phillips Student Fellowships provide funding to students to design exceptional international or cross-cultural projects focusing on research, service-learning, career exploration, or some combination of the three. This year 2 of the College's 4 Phillips Student Fellowships involved volunteer work or service-learning:

- **Jacob Bluestone '07**  
Huntington, New York  
*The Honesty of Broken Language*  
Jacob Bluestone went to Cochabamba, Bolivia, where he spent eight weeks in a volunteer position organized by Volunteer Bolivia. He taught and worked

with disadvantaged children in a school-like setting. While there, he also documented his work and the community through photography. An accomplished student photographer, Jacob Bluestone focused in his photographs on community life, especially portraiture. He armed his students with disposable cameras, taught them about photography, and set them off to record life in their neighborhood in Cochabamba.

- **Chelsea Tryder '06**

Fryeburg, Maine

*Accessing the APOS: Hogar Nuestra Señora de la Paz, Chile*

Chelsea Tryder spent the summer in Santiago, Chile, working at Hogar Nuestra Señora de la Paz, an orphanage for girls. At the orphanage she served as a volunteer, living in the volunteer house while assisting with the day-to-day responsibilities of the orphanage. In addition, she offered dance classes to the girls and created a wall mural using a combination of paint and donated tiles. The orphanage is one of a network throughout the city, and she also directed an art committee for volunteers in orphanages throughout the city.



