

Fall 2004

2003-2004 HCCP Year-End Summary

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Recommended Citation

Cloutier, Kristen S., "2003-2004 HCCP Year-End Summary" (2004). *Year-end Summaries*. 7.
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Service-Learning at Bates



Bates College, Lewiston, Maine

2003–2004

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Introduction

For the past eight years, the Center for Service-Learning has focused on integrating service into the academic and intellectual life of the College and enhancing Bates's connection to the community. While our office serves as an umbrella for most of the service that takes place through Bates in the community, our resources and energy have been spent primarily on the development of service-learning connections that are intellectually rigorous and meet community-defined needs. This past year service projects that were done as part of an academic course ranged from the production of a mural in downtown Portland to research for the Maine Legislature on the effects of NAFTA on the state economy.

We continue to encourage students when appropriate to take part in community-based research. This year exciting research took place through a variety of departments. As examples, an Environmental Studies major did testing on soil for lead in three local urban community gardens; a Biology major worked with a Lewiston cardiologist on an NIH-funded study; and an Anthropology major did a thesis on the interactions between Somali secondary migrants and physicians in Lewiston.

We have worked hard to develop trusting partnerships with the community and have taken pleasure in seeing these deepen and grow over the years. We hope that the quality of the service and work that our students provide these organizations has improved with greater attention paid by the College to learning goals and partners' needs.

We invite you to learn more about the service-learning and volunteer work that Bates students undertook this past year by reading this report. (You will find the service-learning section listed by department at the front of the report.) Ultimately the success of the Center rests 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
September 2004
786-8273

Statistics for the Center for Service-Learning 2003-2004

40,414 documented hours of service were given by Bates students through service-learning projects. (This figure does not include hours of service through volunteer service.)
13,204 of these service-learning hours were given in connection with the public schools.
13 different departments and programs in the College were involved in service-learning projects.
27 faculty members were involved in some type of service-learning. Of these faculty:

- 5 were full professors;
- 7 were associate professors;
- 6 were assistant professors or instructors;
- 6 were lecturers;
- 1 was an instructor;
- 2 were learning associates.

32 class presentations were made by Center staff.

10,202 documented hours of volunteer service were given by Bates students during the academic year. Of these, 1,998 were hours of mentoring done in the local schools. Over 180 students participated in a volunteer activity that required a consistent time commitment and over 406 volunteered in a one-time opportunity.

Approximately 120 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
- Androscoggin Land Trust
- Appalachian Mountain Club
- Apprenticeships in Science and Engineering at the Portland State University
- Auburn Home for Aged Women
- Auburn Housing Authority
- Auburn Public Schools
- Bayside Neighborhood Association
- Big Brother/Big Sister Program
- Boston Aquarium
- Boston Living Center
- Calvary Methodist Church
- Central Maine Adaptive Sports
- Central Maine Medical Center
- Chico Basin Ranch
- City Kicks
- City of Lewiston
- Cloisters Museum
- Community Gardens in Lewiston
- Curecanti National Park
- Denison Pequotespos Nature Center
- Dirigo Place
- Dorothy Day Apartments
- d'Youville Pavillion
- Eastern Sierra Internship
- Environmental Rights International
- Farm Fresh Connection in Maine
- Franco-American Heritage Center
- Frick Art Museum
- Gallery in Portland, Maine
- Genesis House
- Girl Scouts of Kennebec County
- Good Shepherd Food Bank
- Great Falls TV
- Haley House of Hospitality
- Head Start and Child Care
- Institute for Global Ethics
- Kennedy Park in Portland, Maine
- Kenya Medical Research Institute
- LA Arts
- Lewiston Adult Learning Center
- Lewiston Even Start Literacy Program
- Lewiston Housing Authority
- Lewiston Multi-Purpose Center
- Lewiston Public Library
- Lewiston Public Schools
- Lewiston Recreation Department
- Literacy Volunteers of America
- Little Brothers, Friends of the Elderly
- Maine Center for Justice, Ecology and Democracy (JED)
- Maine Charter School Study Committee
- Maine Children's Cancer Program at Maine Medical Center
- Maine Coalition against Sexual Assault
- Maine Migrant Health Project
- Maine People's Alliance
- Maine Rural Workers Coalition
- Maine State Childhood Lead Poisoning Prevention Program
- Maine State Legislature
- Maine State Museum
- Maine State Office of the Governor
- Maine Time Dollar Network

- Maison Marcotte
- Margaret Murphy Home Autism Program
- McLaughlin Foundation
- Montello Heights
- Mt. Ararat High School
- Natural Resources Conservation Service
- Nature Conservancy
- New Beginnings
- New England SCORES
- Ocean State Action
- Pathways Early Learning Center
- Pinelands Preservation Alliance
- Police Activities League Youth Center in Portland, Oregon
- Portland/Lewiston Collaborative Refugee Project
- Portland Museum of Art
- Preble Street Resource Center
- Preventionworks
- Rebuilding Together Lewiston/Auburn
- Renaissance House
- RiverKeeper
- Rosie's Place
- Rural Community Action Ministry
- Russell Park Manor
- Sabattus Elementary School
- Seeds of Peace International Summer Camp
- Sandcastle Pre-School
- Schools in Lewiston/Auburn and surrounding areas
- Sexual Assault Crisis Center
- St. Francis House
- St. Mary's Regional Medical Center
- Seniors Plus
- State of Maine District Court
- Tracknature Montana
- TRC Omni Environmental Corporation
- Trinity Soup Kitchen
- University of Southern Maine's Center for Prevention of Hate and Violence
- U.S. Environmental Protection Agency
- Volunteer Lake Monitoring
- Volunteers of America Juvenile Justice Day Reporting Center
- Willow Pond Farm
- Winthrop Rehabilitation Center
- YMCA Child Care Center
- YWCA Day Care

Course-Related Service-Learning

American Cultural Studies

- Students in Professor Margaret Creighton's Fieldwork in American Cultural Studies did various service projects in the community. The service-learning component of the course placed students in culturally and economically diverse settings that informed their academic work in the classroom.

Placements included:

- Literacy Volunteers of America
- Dirigo Place
- Pathways Early Learning Center
- Rural Community Action Ministry
- YMCA Childcare Center

Anthropology

- During Short Term, Lecturer and Maine State Archaeologist Bruce Bourque once again taught an Introduction to Archaeological Fieldwork, which engaged students in fieldwork at a site, occupied between 3,500 and 1,000 years ago, along the Androscoggin River. Students explained their work to site visitors as well as provided archaeological information necessary for the state-sponsored survey. The dig took place in conjunction with work at the Maine State Museum.
- Professor Eames taught Anthropology/Women's Studies 275, Gender Relations in Comparative Perspective. 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 which gave them exposure to varied races, cultures, social classes, age groups, and/or genders. Students worked in the Portland/Lewiston Collaborative Refugee Project; Auburn Family Development; Head Start; Great Falls TV; Seniors Plus; Lewiston Multi-Purpose Center Prime Time After-School Program; and Lewiston Adult Learning Center.
- Professor Eames's Anthropology 339, Production and Reproduction, examined economic principles from a cross-cultural perspective. Students worked with the Maine Time Dollar Network, the City of Lewiston, and the Portland/Lewiston Collaborative Refugee Project on financial literacy for immigrant populations.
- Professor Eames's Anthropology s10, Encountering Community: Ethnographic Fieldwork and Service-Learning, introduced students to anthropological research. Service-learning included work with clients of the Adult Learning Center, Rural Community Action Ministry, Lewiston Housing

- Authority, and the City of Lewiston. In each case, clients and students identified a local need and attempted to plan an event to address it.
- Adam Kayce '07 participated in an independent study project with the Lewiston-Auburn Education Advisory Committee and Literacy Volunteers. He worked with area educators and Somali residents to create a video orienting new immigrants to the public school system. This project grew out of an earlier service-learning project and was advised by Professor Elizabeth Eames.

Community-Based Thesis Work in Anthropology:

Jesse Lewin: Interactions between Somali Secondary Migrants and Physicians in Lewiston, Maine: An Ethnographic Field Study in Refugee Healthcare and Cultural Competency. Lecturer Heather Lindkvist advised.

Julie Gage: Acculturation of Somali students in the ELL Classroom at Lewiston High School. Lecturer Heather Lindkvist advised.

Laura Cody (Interdisciplinary): Use of a Health Report Card and Body Mass Index (BMI) Reporting for Edward Little High School Health Center. Professor Elizabeth Eames advised.

Art

The Art Department had 11 students involved in museum internships during the academic year and summer. Students worked in:

- The Bates College Museum of Art
- The Cloisters Museum
- The Frick Art Museum
- The Gallery in Portland, Maine
- The Portland Museum of Art

For her Art 318/Photography II project, Dana Lee '07 did a photography portfolio of children at Longley School. The photos will become part of a permanent exhibit at the school.

Biology

- Professor Abrahamsen oversaw an independent study in which Tamara Helfer '04 worked with Lewiston cardiologist Dr. Dervilla McCann '77 on an NIH-funded double-blind study of chelation therapy and cardiovascular disease.
- Numerous school groups from Minot and Norway, Maine, visited the College's greenhouse and were given tours by staff and Bates students.
- Lecturer Karen Palin, in her Epidemiology course, offered service-learning projects as an option to students who wanted to study certain aspects of disease- and health-related effects on certain populations. Three groups of

students worked with medical staff at the B Street Health Center in Lewiston to address specific projects suggested by the medical director. These projects included:

- Researching the implementation of group health visits
 - Researching and creating a comprehensive packet for medical staff serving the Somali population
 - Creation of a health report card for individuals
 - Researching and reporting on the possible link between lead exposure and the need for special education services
- Senior Aron Bell presented information on diabetes, its causes and prevention, to a local high school science class.
 - Students in Professor Joseph Pelliccia's Human Genetics and Biotechnology class prepared a series of activities related to the course content and presented these activities to groups of 5th graders from Webster School in Auburn over a two-week span in March. The activities included games, posters, the use of manipulatives, and web-based presentations on topics such as inheritance, genetics, and how DNA controls traits. Bates students had to master the material they were presenting to make it both fun and educational for the visiting 5th graders. The structure of Biology 131 includes traditional lab demonstrations, experiments, papers, and exams in addition to the school project, allowing students diverse ways to demonstrate an understanding of the course content.
 - The Short Term's Internships in Natural Science (s26 and s46) involved several service projects. Students worked at Renaissance House; HealthSouth Sports Medicine; Pediatric Associates of Lewiston; Central Maine Orthopedics; Central Maine Heart and Vascular Institute; Women's Health Associates; and Central Maine Medical Center.

Chemistry

Under the supervision of Professor Rachel Austin, Dana DiGiando '04 worked in Portland during the summer, working on phytoremediation of lead and communicating associated risks to community members.

Classical and Romance Languages and Literatures

- Sienna Vorono '05 completed an independent study "Health Care and the Latino Community: Working with the B Street Health Center and Maine Rural Workers Coalition." Under the direction of Professor Lopez, she continued work begun by Jenny Blau '03. Sienna published bilingual materials for the agencies and developed a portfolio in Spanish and English.
- Professor Felicia Fahey worked with Portland's Kennedy Park social worker, Mark Wheeler, to support area youth in creating and producing a mural on Fox Street in Portland. The teens collaborated with Andrew Schoultz, a

renowned mural artist from San Francisco. The work became the basis for a Short Term course, Mural Art: Movements in Practice.

Economics

For the fourth year in a row, Professor Lynne Lewis's Environmental Economics class successfully bid on, purchased and retired permits to emit sulfur dioxide. This year the class received a challenge grant of \$1,200 from the Community Organization for Renewable Energy, enabling the class to raise matching funds that resulted in a bid on and purchase of 9 tons of sulfur dioxide. Over the years students have acquired 12 allowances for 12 tons of SO₂ that will never turn into acid rain in Maine. For more information on the project, see <http://www.epa.gov/airmarkets/auctions/2004/04spotbids.html>.

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 taught in the local schools. The field-based components of education courses included:

- **Perspectives on Education:** 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.
- **Education, Reform and Politics:** Advanced students identified and researched an issue, such as school funding, charter schools, and multicultural education, as they learned research skills and the process of policy development. Often questions were generated by earlier school experiences or through conversations with local educators and/or elected officials. For many students, this class is the beginning of their thesis work. Some topics investigated at the request of community partners included:
 - "No Child Left Behind" legislation
 - Lewiston High School's grade 9 integrated science program
 - Charter schools for the Maine Charter School Study Committee
 - Standards and English Language Learners
 - Voucher Systems for the State of Maine
 - Alternative Methods of Writing Instruction
- **Gender Issues in Education:** Students assisted in various ways in classrooms as they studied how gender, race, class, and sexual orientation affected students' ways of knowing and learning.
- **Ethnographic Approaches to Education:** Service-learning and research emphasized the need for reciprocity in ethnographic work. Students tutored

and observed in diverse classroom sites. This work created a context in which students were able to gather an “insider’s” perspective.

- **Race, Cultural Pluralism, and Equality in American Education:** Students explored issues of college access, aspirations and the multicultural classroom and curriculum as they completed projects for local schools. Service-learning work included: aspirations programming for Lewiston High school ninth graders; interdisciplinary work on diversity and multiculturalism for Team 73 at Lewiston Middle School; and support for adult and middle school English Language Learners.
- **Educating for Democracy:** Students researched, analyzed and prepared community resources on topics related to K-16 civic education. Among the projects were development of a web site that would assist teachers in incorporating the Fall 2004 election into their curriculum (<http://abacus.bates.edu/acad/depts/educ/ShortTerm2004/>) and preparation of a report for the College on the Harward Center for Community Partnerships. As Professor Smith was also a member of the State of Maine Task Force on Citizenship Education, students did research for that commission as well.
- **Ain’t I A Woman (First Year Seminar)** First-year students researched the educational history of women in their family and then did interviews with elderly female residents of Blake Street Towers and Maison Marcotte in Lewiston. Resulting interviews have been transcribed and submitted to the Franco-American Heritage Center for inclusion in their archives.
- **Literacy in the Community:** Students worked in kindergarten to adult education settings. This provided a framework for the study of literacy as a multidimensional societal issue. Sites included Lewiston Public Schools, Even Start, and Lewiston Adult Learning Center.
- **Basic Concepts in Special Education:** Placements focused on needs of diverse learners and involved action research on a question that students developed with their host teachers.
- **Critical Perspectives in Curriculum and Pedagogy:** Students worked on diverse projects including adult English Language Learners, science curriculum, and parent involvement of gay, lesbian, bisexual and transgender parents.

Independent study and thesis work:

Kurt Chapman '04: investigation of sources of the civil rights movement in the participation of African-American soldiers in World War II. The thesis became the basis of a standards-based high school social studies unit.

Meredith Katter '04: an analysis of multiculturalism in the Massachusetts curriculum framework including an executive summary and lessons for participating teachers.

Jennifer Loring '05, Ben Schipper '04: curriculum for special needs students

Meredith Katter '04: a review of effective school literature for the Longley School’s “School Improvement Team.”

Jen Troutman '04: English Language Learner case study.

Jen Tierney '04: schools' relationships with gay-lesbian-transgender-bisexual parents.

(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.)

Student teachers in the Education Department taught at:

- **Edward Little High School** : Abigail Blauvelt, Stephanie Borges, Jennifer Coty, Lauren Dubois, David Rabinowitz
- **Leavitt High School**: Kurt Chapman, Kenneth Whitney
- **Mt. Ararat High School**: Sarah Bryan

Environmental Studies

- Visiting Lecturer Theo Holtwijk taught Environmental Studies 365D: Principles of Town Design. This innovative course offered an overview of the principles underlying the form and function of traditional towns. Fifteen students chose different neighborhoods in Lewiston and explored them on a large and small scale. Students presented posters describing the neighborhoods they researched. Components included historical research, asset mapping, and oral history. Posters were presented at a community gathering and were also displayed as a part of the inaugural program for the new mayor of Lewiston, Lionel Guay.
- 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-hours of service. Sites included:
 - Androscoggin Land Trust
 - Appalachian Mountain Club
 - Bayside Neighborhood Association
 - Biological Husbandry Unit
 - Boston Aquarium
 - Chico Basin Ranch
 - Community Gardens in Lewiston
 - Curecanti National Park
 - Denison Pequotepos Nature Center
 - Eastern Sierra Internship
 - Farm Fresh Connection
 - Lots to Gardens
 - McLaughlin Foundation
 - Natural Resources Conservation Service
 - Nature Conservancy
 - Pacific Gas and Electric
 - Pinelands Preservation Alliance
 - Tracking

- Tracknature Montana
- TRC Omni Environmental Corp.
- U.S. Environmental Protection Agency
- Volunteer Lake Monitoring

Senior Service-Learning Theses in Environmental Studies

- Rachel Booty on Soil Lead Determinations in Three Urban Community Gardens in Lewiston
- Colin Schless on Two Roads Maine: A Study of the Nature in Healing
- Dana DiGiando who looked at lead in soils at the Bayside Neighborhood in Portland and tributyl tin in shells at Land's End, Bailey Island. (Dana looked at sources of the metals and ways of reducing their concentrations or eliminating their source altogether.)

International Service-Learning

The fall Colby, Bates and Bowdoin program in Quito, Ecuador, included service-learning as part of the Spanish language class. Many Bates students in other international study abroad programs had the opportunity to engage in community service as part of their programs.

Physical Education

Professor Purgavie's Methodology of Coaching course had 40 Bates students working in groups of four or five to plan cooperative, non-competitive play activities for local school playground programs. The students' work at the schools reflected their study in the classroom of coaching techniques and child development. Groups of students worked in all of the Lewiston elementary schools during Short Term.

Political Science

- Learning Associate Rachel Herzig taught Politics 422: Social Justice Internships. Students interned at Maine People's Alliance; The Maine Center for Justice, Education and Democracy; the Maine Rural Workers Coalition; and PreventionWorks.
- Professor Aslaug Asgeirsdottir taught Political Science 222, International Political Economy. Ten students researched data and polled Maine businesses on the effect NAFTA has had on these businesses. Research was done in partnership with an economist hired by the State of Maine to do a report on the effects of NAFTA on the state economy. The report, issued in January to the Legislature, contained the work of the students.

Susannah Dowling, under the sponsorship of Professor Leslie Hill, presented at the Mount David Summit on her community work-study experience at the Maine Coalition Against Sexual Assault and the Abused Women's Advocacy Project.

Psychology

- As an Independent Study project, Desirae Plourde worked with the Kennebec Girl Scout Council on the self-image program entitled "Turning Beauty Inside Out." She recruited other Bates students to help with the project.
- Students in Professor Low's Contemporary Psychotherapies Short Term course worked with behaviorally-challenged children in various programs and activities at St. Mary's Renaissance School.
- Professor Georgia Nigro's Developmental Psychology 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. These organizations included Head Start; Renaissance House; the Hillview Family Development and Auburn Family Development after-school programs; and the Montello Elementary School Reading Program.
- Early Head Start and Child Care staff trained students in Professor Rebecca Fraser-Thill's Infancy course to perform federally mandated infant cognitive and social skills assessments. Students then participated in assessments and wrote up results that became a part of the child's file. Students were able not only to see stages of infant development and behavior but were also able to learn about the federally mandated guidelines for measuring them.
- Six Bates students in Professor Fraser-Thill's Psychology and the Media course spent several hours meeting and getting to know residents at a local adult public housing community before embarking on a project to produce a newsletter that addressed issues of psychological health and well being that were important to the residents. The newsletter was then distributed to more than 450 area residents through the local Seniors Plus program.
- Psychology majors who elect to do a service-learning senior thesis 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, Merrill Hill Alternative School, Dirigo House, Maine Migrant Health Program, Lost Valley Adaptive Ski Program, Advocates for Children, Sandcastle Integrated Pre-School, the Juvenile Justice Day Reporting Program, and the Margaret Murphy Home Autism Program. Topics of study included:
 - "Early Onset Schizophrenia or Autism?"
 - "Literacy Education in a Transitional Living Program"

- “Transitioning To Employment: A Comparative Case Study of Two Juvenile Offenders”
- “Cultural Competency in Medical and Mental Health Fields: Outreach to Migrant Populations”
- First Year students in Professor Amy Bradfield’s course on The Psychology of Influence worked with the Abused Women’s Advocacy Project to collect and assess their public relations and educational materials. Students then presented their recommendations to the Advocacy Project staff to help them create more effective materials.
- Professor Kathy Low organized a campus-wide effort to bring Jean Kilbourne, a nationally acclaimed author, to Lewiston to present a slide show, “The Naked Truth: Advertising’s Image of Women.” In conjunction with this event, Professor Low trained 11 Bates students to present information on this topic to ninth grade health classes at Lewiston High School. The same group of students presented this information at a state-wide day for Girl Scouts.

Sociology

- A student in Professor Sawyer Sylvester’s Sociology 116: Criminology course did research for members of the State Commission to Improve the Sentencing, Supervision, Management and Incarceration of Prisoners.
- Students who opted for a service-learning component in Professor Emily Kane’s course on Race, Gender, Class and Society worked in the community with organizations such as Head Start, the Adult Learning Center, Auburn Family Development and Hillview Family Development after-school programs, the Lewiston Public Library Book Buddies Program, and the YMCA pre-school program. The field experience informed students’ introduction to different sociological perspectives.

Community-Based Research

- Three students in Professor Emily Kane’s Sociology of Gender Seminar wrote papers on service-learning they did in the community. Paper topics included: the effects of abuse on children as researched for the Abused Women’s Advocacy Project; the effect of a middle school learning lab on the success of boys versus girls; the experience of high school aged Somali females.
- Sarah Petan ’04 worked with Professor Heidi Chirayath on a thesis assessing the impact of Lewiston Middle School’s Writing Lab program.

Theater and Rhetoric

Carol Dilley of the Bates College Dance Program worked with 20 Bates students who toured elementary schools in the state, teaching dance and performing for

about 2000 children. The schools they visited included:

- H. B. Emery School (Limington)
- Martel School (Lewiston)
- Farwell School (Lewiston)
- Wales Central School
- Hall-Dale Elementary School (Hallowell)
- Durham Elementary School
- Governor Longley School (Lewiston)
- Libby Tozier School (Litchfield)
- Minot Elementary School
- Manchester School
- Readfield School
- Winthrop Grade School
- St. Joseph's School (Lewiston)

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 the past year:

- All eighth graders came to Bates and participated in activities designed to promote college awareness and the need for early responsible decision-making.
- During Youth Art Month (March) the Olin Arts Museum sponsored a month-long exhibition of middle school art.
- Bates Education students worked with Team 73 on their diversity project. Among other activities, they designed and implemented a series of team-building days at the Lewiston Armory.
- Bates Center for Service-Learning, Dean of Students Office, 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 and the Seeds of Peace Camp.
- For the second year, a Bates thesis student collected and analyzed data related to the school's efforts to meet writing standards through the Literacy Lab program.
- Thirty-two Bates students enrolled in the Big Brothers/Big Sisters Androscoggin County school-based mentoring program and worked with individual middle school students.

- Over 300 eighth grade school students participated in the Thousand Words Project at the Olin Arts Museum. (See “Museum of Art.”)
- Bates Dining Services Office sponsored a celebratory promotion breakfast during the last week of school for all 8th grade 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 and America Counts

America Reads and 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 directly trained and supervised by the school or agency where they work.

This year, 20 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 school staff. Pettengill, McMahan, and Longley Elementary Schools all requested and hosted tutors.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2003-2004, schools included were Governor James B. Longley Elementary School and Auburn Middle School. Students also worked for Auburn Family Development providing homework help, English language support, and learning activities for school-age children.

Awards

Several undergraduates were recognized for their outstanding service-learning.

- Elizabeth Irvine-McDermott '04 received the Benjamin E. Mays Award, which is given to the Bates senior who most exemplifies Dr. Mays in academic excellence, service to others and moral leadership.
- Meghan Thornton '05 received the Maine Campus Compact Heart and Soul Award in the spring. She was recognized for her involvement in youth

programs at Hillview Family Development. She coordinated an after-school program, co-led a Girl Scout Troop and coordinated a summer program for the children. The Heart and Soul Award is presented annually to undergraduates who have demonstrated a depth and breadth of involvement in community service, service-learning and activism. Aron Bell '04 received an honorable mention for his service to the community.

- Rachel Booty '04 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.

Campus-Wide Initiatives

Annual Entering Student Orientation Program

Three of this year's AESOP trips included service components. The Center for Service-Learning assisted 3 student-led trips in developing service components.

- Rose Hely '04 and Kelly Bachman '04 led six first-year students on a trip to the Rural Community Action Ministry in Leeds. They stayed at the Bates lean-to and helped RCAM with home repair for elderly clients, including small carpentry jobs, painting, and insulating. They also delivered firewood.
- The Exploring Lewiston trip was led by Nate Stambaugh '06 and Nicole Moraco '06. Their trip included five first-year students and they spent two days working at the Trinity Soup Kitchen in Lewiston, helping to set up the dining area, prepare food and greet guests.
- Ben Kercksmar '04 and Rebecca Kushins '04 led a FarmSOP trip with 6 first-year students. They harvested the Wood Street garden and delivered the food to the Trinity Soup Kitchen. They also harvested crops at Willow Pond Farm in Sabattus and helped with the children's garden at the Hillview Family Development in Lewiston.

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. John Scott Johnson '04, Sarah Hardy '06, Meghan Thornton '05, and Chris Casey '06 participated in a panel discussion for 150 students on community service, service-learning, and community-based research and internships.

Parents and Families Weekend

- During the fall Parents and Families Weekend, the Center for Service-Learning had a roundtable discussion with students talking about their service history at Bates and presenting some specific community and service-learning projects. John Scott Johnson '04 spoke about his community volunteer experience with Rebuilding Together, Elizabeth Irvine-McDermott '04 spoke about working with the Maine Migrant Health Project as a part of

her thesis research, and Jessica Celentano '04 spoke about her summer community work-study position with an arts organization in Santa Fe.

- Two students presented at the poster session for parents during the fall Back-to-Bates weekend. Kim Whipkey '06 showed photos of her community work-study position at Preble Street Resource Center in Portland and Lauren Fisher '05 did a presentation on her community work-study project in public health in New York City.

Campus Compact “Raise Your Voice” Campaign

Raise Your Voice: Student Action for Change is a national initiative of Campus Compact to increase college student civic engagement. Over the past two years, Maine Campus Compact, as a part of Raise Your Voice, has offered numerous leadership and training opportunities for Maine college students. Events have included a student conference on service, leadership and activism, trainings on organizing dialogues and alternative break trips and a celebration of civic engagement at the Maine State House. The year-long Civic Fellows program helped students bring about change on important issues such as hunger, homelessness, diversity, organic farming, sexuality, child care and fair trade. The Maine Campus Compact Student Leadership Team advises MCC on student programming and this year took on a statewide initiative on hunger in Maine.

Bates College students were extremely active in the 2003-2004 Raise Your Voice programming, both in one-day events and year-long initiatives. Bates students took part in the Making Waves Conference as well as the event at the State House: Students on the Maine Stage. Bates had four Civic Fellows this year: Adrienne Eaton worked on hunger and homelessness; James Getomer worked on a living wage campaign; and Ryan Conrad and Hannah Johnson-Breimeier worked to improve town/gown relations. In addition, Chelsea Tryder participated in the Student Leadership Team and organized an event on campus for the statewide Hunger Projects.

Martin Luther King Day

Each year the College organizes several days of activities in connection with the Martin Luther King Day holiday. The Center provided logistical student support and, in conjunction with the MLK Committee and Education Department, sponsored a “Read-In” at Martel School in Lewiston. Forty-two students, staff, faculty, and community members read to 4th, 5th, and 6th graders at Martel School. Each child received a book with a civil rights theme. The children at the school created posters, drawings, and writings that were displayed at campus MLK events. In addition, 3 students visited East Auburn Elementary School and read books about Martin Luther King, Jr.’s life and work.

Mount David Summit

Bates students shared their service-learning projects at the Mount David Summit, which celebrates student academic achievement.

Accepted Student Reception

Center for Service-Learning staff were present at the Accepted Students Reception on April 26, 2004 where they spoke to potential Bates students and their parents about the resources offered by the Center for Service-Learning. Approximately 200 families attended.

Affirming the Community

Each year, during the first week of Short Term, the campus community comes together with the local community to celebrate being neighbors. Food, music, and activities are offered. Bates student mentors assisted local children in preparing garden bulbs to be distributed to community members. Through the efforts of the Center and our partner, Longley Elementary School, many families were bussed to the event.

Blaine House Conference on the Creative Economy

A member of the Center for Service-Learning staff was on the local organizing committee for the Blaine House Conference on the Creative Economy held in the Bates Mill Complex in May. The committee produced an activities calendar of local arts events for the 700 attendees, planned tours of local points of interest including artists' work spaces in the Bates Mill, the Franco-American Heritage Center and the Bates College Art Museum. Center for Service-Learning staff also participated in the conference.

Harvard Center for Community Partnerships Search

The Center for Service-Learning staff played an active role in the search for a director for the Donald W. and Ann M. Harvard Center for Community Partnerships. Established by the Bates College Trustees in 2002, the Center 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
- CAPHAE Grants
- Phillips Awards
- Vincent Mulford Service-Learning Fellowships
- Community Work-Study Fellowships
- Service-Learning Summer Fellowships
- Howard Hughes Math and Science Education Fellowships
- Student Volunteer Fellowships

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 36 children in Chase Hall and hosted an opening reception.

Chaplain

For the seventh consecutive year, the Chaplain sponsored an “urban immersion” program for students. Nine Bates students and the College Chaplain participated in this “immersion” program in Boston, Massachusetts during the February recess. Each day, they worked in a variety of community agencies that serve the poor and marginalized of the city; each evening, they held seminars on a variety of topics related to the pursuit of justice in the American urban context. The seminars were led by community leaders whose activism is rooted in their spiritual commitments. Every day ended with an evening ritual and reflection led by the students. During the week, students worked at the following community agencies:

- Haley House of Hospitality: A Catholic Worker soup kitchen serving homeless men; it also supports a network of community housing initiatives and cooperative economic endeavors with and for the urban poor.
- Little Brothers, Friends of the Elderly: An organization that engages in outreach to isolated elders in the community, enabling them to remain in their own homes as long as possible.
- Rosie’s Place: A multi-service center for homeless and poor women and their children.
- The Boston Living Center: A drop-in multi-service center for adults living with HIV and AIDS.
- St. Francis House: A day shelter and multi-service center for homeless and poor women and men.

Through the Chaplain’s Office, 34 students worked in the Trinity Soup Kitchen in Lewiston during the two semesters. Seven students helped with gardening for the Rural Community Action Ministry. The Hunger and Homelessness group worked with the Chaplain’s Office to host a community potluck dinner with the Many and One Coalition. They also brought in speakers for a panel discussion on homelessness.

Faculty Development

- In August of 2004 the Dean of Faculty’s Office sponsored a meeting of faculty interested in learning more about community-based research concerning Somali-Lewiston residents. The luncheon provided the opportunity to learn about work that has already been done and approaches that were successful. Peggy Rotundo and Sue Martin from the Center for Service-Learning discussed how their office could facilitate community-based research. City officials attended to talk about research currently going on in the city and additional work they would like to have done. Approximately 40 faculty members attended.

- Professor Lee Abrahamsen published an article on teaching and learning partnerships with local schools, "Learning Partnerships between Undergraduate Biology Students and Younger Learners," in *Microbiology Education*, May, 2004.

Faculty Service-Learning Grant Recipients

The Center for Service-Learning provides grants to faculty to support their integration of service into their curricula. Grants for this year included:

- Funding for Felicia Fahey to develop a Spanish course, Mural Art: Movements in Practice, on muralism and the production of mural art offered during Short Term. The Bates students worked with students from the Bayside community in Portland to create a mural in that neighborhood.
- Funding for expenses related to student interviews of Maine business leaders. These interviews, conducted by students in Aslaug Asgeirsdottir's Political Science course on International Political Economy, were done as part of a study for the Maine State Legislature on the effects of NAFTA on the Maine economy.
- Funding to support service-learning projects, collaborative teaching efforts between Bates students and local teachers, and participatory/action research in local public schools for Stacy Smith's courses, Education 242, Race and Equality in American Education and Education/Sociology 380, Education Reform and Politics.
- Funding for Psychology professors Georgia Nigro and Rebecca Fraser-Thill to attend the national conference on Head Start research, the focus of many Psychology service-learning projects.
- Funding for Marcia Makris's Education Department First Year Seminar to publish narratives collected by her students from elderly residents of Blake Street Towers in Lewiston.

Grants Received

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

- Money from Dr. Helen Papaioanou's service-learning endowment helped to send two students to the COOL Idealist National Conference in Philadelphia. Students acquired skills to help organize volunteers more effectively and to bring new ideas back to campus for after-school programming in the community. Students also returned with new website resources for students interested in careers in non-profit work, which are being developed in conjunction with the Office of Career Services.
- Money from the Professor Leland Bechtel Fund supported the work of four psychology majors.

- **Katherine Papadonis**
“Assessing Infant and Toddler Development at Early Head Start: Two Comparative Cases” The student examined, using the comparative case study method, archived standardized assessments for four children at Early Head Start. She compared two assessment methods, cognitive (an old method) and social-emotional (a new method), for each child over time. Her comparisons were used to determine the efficacy of each method in determining the child’s success in reaching federally mandated standards.
 - **Christian Rogers**
“Transitioning to Employment: A Comparative Case Study of Two Juvenile Offenders” The student worked with two young adults in the Juvenile Intervention Program. He created job hunt materials, worked on personal and professional skills building, and did one-on-one job search skills activities with participants and then tracked their efforts in looking for work.
 - **Lauren Holmes**
“Down Syndrome: The Behavioral Effects of Increased Caloric Intake” The student worked one-on-one with a Down Syndrome child in an integrated preschool program. She followed the course of therapies that the child participated in, focusing specifically on how to address the child’s food phobias and how these were related to her low facial tone due to Down Syndrome.
 - **Elizabeth Irvine-McDermott**
“Cultural Competency in Medical and Mental Health Fields: Outreach to Migrant Populations” She worked with the Maine Migrant Health Program by participating in the delivery of effective programs to provide basic health services to migrant populations in south central Maine. The program worked with mainly Hispanic populations that were permanent residents and migrant Jamaican populations and documented the differences in care and effective delivery of services.
- A private donation created a one-time fellowship so that a Bates student was able to spend the summer working with children living in downtown Lewiston. In conjunction with Calvary Methodist Church, the student designed and implemented an ongoing children’s program. Bates students will continue to be involved in the program during the 2004-2005 school year.
 - For the past three years Bates has received funding from the Consortium for the Advancement of Private Higher Education which has linked student research projects to a specific community development or enrichment goal identified by LA Excels, a Bates-LA economic development partnership. Bates students, working with a community advisor and a Bates advisor, have been asked to tackle a wide range of interdisciplinary research questions. The results of student research over the past three years of the grant have been used by LA Excels in the planning and/or executing of some of its projects. This final CAPHAE Community Research Fellowship was awarded to Elise Duggan '05 to continue research on the relationship between lead exposure and special education needs. Elise was supervised by Karen Palin, Lecturer in Biology, and Mary Ann Amrich, Director of the Maine State Childhood Lead Poisoning Prevention Program. The work will provide supply data to the State of Maine and Lewiston School Department.

- 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 Summer Fellowships:** For the third year, paid summer fellowships, ranging from 2 to 5 weeks in length, allowed Bates students to work with area teachers to develop technology, curriculum, and learning resources. Four projects were funded for the summer of 2004.
 - **Curriculum Alignment with Interactive Web Tools**
Mary Beth Galway (Edward Little High School) and Laura Tomaselli '05
 - **Math Program Evaluation**
Tina Vanasse (Edward Little High School) and Meryl Glicksman '05
 - **Biotechnology Model Program**
Karen Boucher (Edward Little High School) and Naira Arellano '05
 - **Forces and Motion: From Catapults to Rockets**
Kristina Moniz (Tripp Middle School) and Nate Stambaugh '05
 - The annual **7 to 16 Math and Science Educators Roundtable**, held in September 2003, spotlighted summer 2003 projects and provided a structure for Bates faculty, staff, students and local 7-12 teachers to build effective partnerships.
 - The **Central Maine Physics Alliance** was supported for its third 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** of \$8,900 was awarded to Karen Boucher at Edward Little High School for curriculum development to include biotechnology in advanced biology. She worked 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 4000 science fair projects. Their input continues to refine the evaluation process. Faculty and staff from math, science, and education courses teamed with the Center for Service-Learning, the Dean of Faculty's office and the Bates Communication and Media Relations office to support this collaboration.

Mentoring

Sixty-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 24 Bates students were mentors to 5th and 6th graders. This included a commitment of 1 hour per week in the school as well as a willingness to help supervise 3 activities during the year. The mentors brought their mentees to visit the campus and to share a meal in the Bates Commons.

The mentees provided community service by packaging bulbs for the Bates College Affirming the Community Day.

- Forty-two Bates students mentored in the Lewiston Middle School, Pettingill and McMahon Elementary Schools, Sabattus Elementary School and Russell Park Manor. These students worked through the Big Brothers/Big Sisters program.

Museum of Art

Using a substantial grant from an anonymous donor, the museum positioned the Thousand Word Project as the focal project for outreach directed toward Lewiston and Auburn Middle Schools. Every 7th-grader from Auburn Middle School and every 8th-grade student from Lewiston Middle School (for a total of over 600 students) visited the museum to view works of art and to perform writing exercises based on the visits. The Auburn Middle School project was paired with a project for 5th-graders in the Auburn system offered by LA Arts under the umbrella of a district-wide visual literacy campaign. The Auburn project focused on creative writing and culminated in the form of an anthology of poems gleaned from the students' work. (Isabel Galassi '04 worked with the project second semester, compiling the poetry anthology entitled "A Phone Rings in the Ether.") The Lewiston Middle School project explored the Six Traits of Writing by comparing the writing processes and components to those of painting. To serve as a further resource, the museum placed on its website images of collections that had been viewed during the Thousand Word Project sessions. Anecdotal evaluation from Lewiston Middle School was overwhelmingly positive, and response from Auburn Middle School with particular regard to the poetry anthology was similar.

Planetarium

During the academic year, planetarium shows were given to approximately 200 pre- and grade school children, 150 Girl Scouts, about 40 students from the Central Maine Community College astronomy class and an adult education class from Bath.

Theme Houses

- The Center for Service-Learning worked with the Community Service House. The twenty students living in Davis-Leadbetter House worked individually with mentoring programs, Central Maine Adaptive Sports, the YWCA day care at St. Mary's Regional Medical Center, area farms, and Trinity Soup Kitchen. They recruited an additional 15 students to help with group volunteer

projects, including help at Willow Pond Farm, Make-a-Difference Day, the Longley School Haunted House, the Advocates for Children Holiday Festival, and the Love Party (a benefit that raised \$250 for PreventionWorks for HIV prevention).

- The Cooking House worked with the Student Volunteer Fellows to prepare two dinners for the residents of Blake Street Towers.

Volunteer Program

Student Volunteer Fellows Program

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

- Elizabeth Jackson '04 took responsibility for children's programming. She worked closely with the Longley Elementary School Mentoring Program and the Montello Elementary School Reading Club coordinators in running these programs.
- John Scott Johnson '04 focused on orientation and development. He organized presentations at Orientation activities and helped to implement the Volunteer Fair in the fall and the Volunteer Showcase in January. John Scott also served on the Board of Directors for Rebuilding Together Lewiston-Auburn and worked to raise \$30,000 in grant funding over the past year. He attended the national conference for Rebuilding Together, which was held in Washington, D.C. An endowment fund at the agency, the John Scott Johnson Founder's Fund, was established this year to provide funds for a board member to attend the national conference each year.
- Chris Casey '06 helped develop opportunities for student groups including the initiation of a variety of programs for older residents at Blake Street Towers.
- Katie Seamon '06 planned all the one-time group events including Make-a-Difference Day each semester with multiple volunteer activities.

The Fellows met weekly to update each other, exchange ideas, and plan for future events. Marty Deschaines, the Volunteer Program 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 Program on campus. They wrote articles for the student newspaper, maintained a bulletin board in Chase Hall and they encouraged people to sign up for the communitylinks listserv. Their efforts more than doubled the number of people subscribed, making this listserv a highly effective way to recruit volunteers. The Fellows also managed a volunteer mini-grant account, which provided up to \$50 each for eight student volunteer projects.

Other Volunteer Activities

The Volunteer Program, 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. Some of these

opportunities require extensive training; others very little. Examples of the work Bates students did include:

- Eight Bates students volunteered to read and play games for a couple of hours each week with children at St. Mary's Regional Medical Center.
- The Bates Buddies program involved 35 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.
- Twelve Bates students volunteered at d'Youville Pavillion. They spent two hours a week providing company for the people in the nursing home through activities that included talking with them, playing games, reading, and knitting.
- The Women's Resource Center at Bates mentored students from Poland Regional High School. Four Bates students met biweekly with 12 high school students. Activities included helping to decorate for the Lewiston Recreation Department Easter event, touring the Bates Art Museum, attending the Bates Harvest Dinner, traveling to Poland for a spaghetti and Christmas cookie dinner, playing interactive games, and going to a Bates sporting event. Activities were followed by dinner together in the Bates Commons.
- Two students volunteered with the Lewiston Even Start Family Literacy Program. One worked on literacy activities with a child while his mother attended a parenting class; the other put together literacy units for the program and assisted a teacher during the Parents and Children Together teaching hours.
- An art major visited the Winthrop Rehabilitation Center once a month to present art demonstrations for the residents.
- Two students did face painting at the Foster Family Community Dinners held at Bates College several times a year.
- Nine Bates students visited with residents of the Auburn Home for Aged Women throughout the year.
- Computer tutors worked with the elderly and disabled at Blake Street Towers.
- Three students spoke in local elementary schools about their experiences studying abroad.
- Bates students responded to many requests for child care services during the academic year.
- Seven Bates students volunteered through SeniorsPlus, helping with several workdays as well as visiting the elderly.
- Students volunteered regularly at Rural Community Action Ministry in Leeds, providing services such as raking, basic carpentry, cleaning, and winterizing for their clients. A group of students helped weekly with the Assistant Chaplain, Rachel Herzig. Fourteen students worked at several weekend workdays during the academic year. One student volunteered regularly during Short Term.
- Eighteen students volunteered twice a week at Montello Elementary School, reading with second graders after school. The program's goal is 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.

- Five students served as translators for the Auburn School Department.
- The annual Volunteer Fair was held on September 10. Sixteen local agencies and six Bates groups were represented.
- Five students volunteered to prep and paint a building at Great Falls for the Auburn Heritage Association.
- Seven Bates student musicians performed at the opening of the B Street Community Center in October.
- Sixteen students, including students who lived in the Cooking House, volunteered to prepare and serve 2 meals for Blake Street Towers residents. The students also performed music for and played games with the residents.
- Fifteen students, including those living in the Community Service House, organized and ran the Longley School Haunted House at the Multi-Purpose Center's Halloween Party.
- One student volunteered at the Farwell Elementary School Halloween Pumpkin Festival.
- Twenty-one students volunteered to run activities and serve food at the Advocates for Children Holiday Festival. Three of these worked at the Even Start table.
- Several projects were organized for the annual Make-a-Difference Day in October.
 - Eight students helped accept and load clothes onto a truck for the Girl Scouts "Stuff the Semi" event. They also ran activities centered on diversity and acceptance for the Girl Scouts who were there to help.
 - Twenty-five students participated in the fall harvesting at Hillview Gardens. They helped get the gardens ready for winter and prepared and served lunch for the children.
 - Seven students helped with Blake Street Towers Make-a-Difference Day events. They played games, served lunch and one student played the piano.
 - Eight students helped with yard clean-up and window repairs through SeniorsPlus.
 - Fourteen students volunteered at the Trinity Church Soup Kitchen, sorting donations and cleaning the kitchen.
- A Volunteer Showcase was held in Chase Hall Gallery on January 20. Representatives from a number of Bates volunteer programs were on hand to encourage students to become involved.
- Twelve Bates students sold 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.
- Four Bates students participated in the Lewiston Public Library Book Reach program, traveling to private day care centers and reading to pre-school children on a weekly basis.
- Two students attended the COOL Idealist Conference in Philadelphia in March.

- Forty people volunteered at the Morgan McDuffee Memorial Race, which had over 600 participants and raised over \$11,000 for Morgan's Fund for Youth Violence Prevention (administered through the Maine Community Foundation).
- The Friends of Fair Labor worked with the Fellows to sponsor Rock Your Clothes Off v2.0. Admission to this concert was reduced for those who contributed clothing to this drive. Clothing collected was donated to the Rural Community Action Ministry clothing closet.
- Eight students volunteered at the Lewiston Recreation Department Easter Festival, running activity tables. 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 *Where the Wild Things Are* based on the book by Maurice Sendak. Twenty-nine Bates students were involved in the play, which was performed for 16 classes from 4 elementary schools in Lewiston. Each class received a copy of the book.
- Fifty people from Bates worked with people from the community to renovate 7 area homes on May 1 through the organization Rebuilding Together Lewiston-Auburn.
- Chelsea Tryder was involved in the Maine Campus Compact Raise Your Voice campaign. (See "Campus-Wide Initiatives.")

Students contributed to many community cultural activities:

- A guitarist, Aaron Putnam, played for a staged reading from the Franco-American novel *Papa Martel*.
- Through the Lewiston Public Library's Hooked on Books youth group, two students from China shared their perspectives on a book about a Chinese girl's struggle to adjust to life in America.
- Ten Bates students from the International Club and Freewill Folk Society performed folk dances for the public as part of a concert by the Russian folk quartet, Sattuma.
- Two Bates folk musicians provided entertainment for two gatherings of the Association Canado-Américaine, Chapter 52.
- Bates students conducted a workshop for youth at the Lewiston Public Library on the art of Japanese paper cutting.
- Student instrumentalists from the Freewill Folk Society and singers from the choral group Northfield joined Bates international students in a fundraiser for community youth arts programming.
- International students taught a workshop for local youth in Japanese folk dancing and later performed as part of World Dance Day.
- Bates fiddler Jessie Gagne-Hall and step dancer Renee Blacken performed as part of a multi-generational celebration of the French heritage, which raised money for youth arts programming. Renee also performed at a concert by famed Canadian fiddler Natalie MacMaster.
- Bates students led a workshop in Shape Note singing at the 2004 Down East Country Dance Festival.

In addition,

- The Bates Volunteer Office hosted 5 meetings of the Androscoggin Volunteer Association.
- Ladd Library sponsored a program called "Food for Fines." The library waived fines of almost \$400 in exchange for donations of food, toiletries, diapers, etc. for Good Shepherd Food Pantry.
- The Bates Center for Service-Learning joined the Lewiston Housing Authority's Youth Enrichment Opportunity Program in displaying the artwork of 36 students for three weeks in Chase Hall in late November. Bates hosted an opening reception for the public.

Arthur Crafts Service Awards

The Arthur Crafts Service Awards provide funding to qualified students who design a service-learning project with a non-profit organization during the academic year or summer or who undertake an academic research project which will provide service to the community. Crafts funds are intended to cover the additional expenses that such an experience might incur. Crafts recipients for 2003-2004 include:

FALL 03

- Carrie Garber '05
Research project on the feasibility of charter schools as a form of alternative education in Maine.
- Elizabeth Irvine-McDermott '04
Thesis research on cultural competency in the context of dispensing health and mental health services to migrant farm workers in Maine.
- Oi Yen Lam '05
Participation in a fundraising event for Haley House, an organization in Boston dedicated to addressing the needs of the homeless.
- Elle McPherson '04
Translation of report on NGOs and political participation for a community and NGO in Brazil.
- Sarah Sherman-Stokes '05
Internship with Adult Education program at Maine Rural Workers Coalition.
- Meghan Thornton '05
Coordination of the after-school program at Hillview Family Development.
- Ann Wachnicki '06
Volunteer art demonstrations at Winthrop Rehabilitation Center.

WINTER 04

- Ryan Conrad '05
Volunteer internship with the Lewiston-Auburn Time Dollar Exchange.
- Cynthia Freeman '06
Volunteer benefit for Prevention Works.

- Sarah Hardy '06
Coordination of the after-school program at Hillview Family Development.
- Katherine Lantz '04
Thesis work with Advocates for Children on the long-term effects of childhood abuse.
- Katherine Larrabee '05
Work in the Bates College costume shop making baby quilts for Advocates for Children.
- Rachel Silver '05
Teaching a citizenship course at the Adult Learning Center in Lewiston as an education class placement.
- Sienna Vorono '05
Volunteer work with the Bates Buddies at Longley Elementary School.
- Sienna Vorono '05
Independent study course work with the Maine Rural Workers Coalition and the B Street Health Clinic.
- Chelsea Tryder '06
Volunteer work with the Maine Campus Compact Leadership Team around issues of hunger in Maine.

SHORT TERM 04

- Christina Alioto '05
Internship with the Institute for Global Ethics in Camden, ME.
- Muznabanu Bachani '05
Thesis research at the Kenya Medical Research Institute on the use and effects of anticonvulsant drugs in cerebral malaria.
- Holly Bales '06
Work related to environmental education at the Phippsburg Elementary School.
- Tracey Begley '06 and Lily Scott '06
Creation of a women's circle at Blake Street Towers through Anthropology s10.
- Rebecca Castle '04
Work with residents of Blake Street Towers through Psychology and the Media s35.
- Saida Cooper '04 and Ben Prevas '04
Theatre production of Where the Wild Things Are for area first and second graders.
- Sarah Hardy '06
Coordination of the after-school program at Hillview Family Development.
- Oi Yen Lam '05
Internship with Jannagraha, a leading citizen's movement in Bangalore, India, which is committed to increasing citizen's voices in the local government.
- Jeff Levinson '04 and Chris Urban '04
Experimental College course to gather and disseminate information regarding the use and distribution of energy at Bates.
- Sarah Mengel '06
Work with a summer program for local children run by Calvary United Methodist Church.

(Arthur Crafts Service Awards, continued)

- Hallie Preston '06
Internship with RiverKeeper, an environmental organization located in New York near the Hudson River.
- Jenna Vendil '06
Study of art and expression in Filipino communities.

Vincent Mulford Service Internship & Research Grants

The Vincent Mulford Service Internship and Research Fund provides support for students to work in the summer in service-learning projects or do research in social service agencies, governmental agencies or with individuals that are involved in addressing the needs of society.

Recipients of Mulford grants for the summer of 2004 include:

- Ainur Begim '07
Internship with Head Start in Lewiston, ME.
- Theresa Conk '07
Internship in the summer children's program at Dorothy Day Apartments in New York City.
- Matthew Heffernan '05
Internship as archivist at Lewiston Public Library.

Service-Learning Internship Grants

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

- Jennifer Loring '05
Internship as facilitator in the development of arts and education at the Franco-American Heritage Center in Lewiston.
- Sarah Mengel '06
Internship with the Calvary United Methodist Church Summer Recreation Program in Lewiston.
- Dora Plummer '05
Internship with the Lewiston Even Start Family Literacy Program exploring early literacy initiatives.

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 2003-2004 academic year or for the 2004 summer:

FALL 03

- Rachel Booty '04
Youth coordinator for the Lots to Gardens program through Sisters of Charity Health System in Lewiston
- Kim Bouris '05
America Counts tutor with the Auburn School Department
- Suzannah Dowling '05
Internship with the Maine Coalition Against Sexual Assault
- Sarah Hardy '06
America Reads/America Counts coordinator
- Matthew Heffernan '05
Internship as archivist at Lewiston Public Library
- Jessica Kubat '05
America Reads tutor with the Auburn Family Development
- Kelly Larsen '05
America Reads tutor with the Lewiston School Department
- Jessica Matthiae '05
America Reads tutor with the Lewiston School Department
- David Squires '06
America Reads tutor with the Lewiston School Department

FALL 03 AND SPRING 04

- Nicholas Bartlett '06
America Reads tutor with the Auburn Family Development
- Katrina Bergevin '05
America Counts tutor with the Auburn School Department
- Kathryn Clark '06
Program aide with the Multi-Purpose Center in Lewiston
- Jennifer Hanley '05
America Reads tutor with the Auburn Family Development
- Amanda Harrow '06
America Reads tutor with the Lewiston School Department
- Rachel Philio '06
America Counts tutor with the Lewiston School Department
- Emily Trono '06
America Reads tutor with the Lewiston School Department

(Community Work-Study Projects, continued)

- Chelsea Tryder '06
America Reads tutor with the Auburn Family Development
- Kimberly Whipkey '06
America Reads tutor with the Lewiston School Department
- Nachele Wiegman '06
Intern at Blake Street Towers in Lewiston

SPRING 04

- Erin Beirne '05
America Reads tutor with the Auburn Family Development
- Devon Carroll '06
America Counts tutor with the Lewiston School Department
- Michaela Carter '07
America Reads tutor with the Lewiston School Department
- Christine Fletcher '07
America Reads tutor with the Lewiston School Department
- Sarah Hardy '06
Coordinator of the after-school program at Hillview Family Development
- John Karass '05
Intern in the Office of the Governor in Augusta, ME
- Cassandra Nehring '07
America Counts tutor with the Lewiston School Department
- Katy Seager '04
America Reads tutor with the Lewiston School Department
- Katie Seamon '06
Intern with Environmental Rights International in Amherst, MA
- Melanie Shaw '04
Dental intern at the B Street Health Clinic through Sisters of Charity Health System

SUMMER 04

- Holly Bales '06
Garden/educational intern at McLaughlin Gardens in South Paris, ME
- Erin Beirne '06
Intern with Advocates for Children in Auburn, ME
- Ryan Brennan '07
Assistant in the Consumer Advocacy Project at Preble Street Resource Center in Portland, ME
- Christine Chmura '06
Collaborative intern with City Kicks in Cambridge, MA and New England SCORES in Jamaica Plain, MA
- Katy Clark '05
Community art intern with L/A Arts in Lewiston, ME
- Katherine Creswell '05
Intern with Farm Fresh Connection in Lewiston, ME

- Suzannah Dowling '05
Special Project Assistant with the Sexual Assault Crisis Center in Auburn, ME
- Katherine Gatti '06
Intern in case management with the District Court in Lewiston, ME
- Sarah Hardy '06
Advocacy intern at Ocean State Action in Cranston, RI
- Amanda Harrow '06
Intern with Massachusetts Commission on the Status of Women in Boston, MA
- Josef Kijewski '05
Intern with the Montana Human Rights Network in Helena, MT
- Caliandra Lanza-Weil '06
Program assistant in Apprenticeships in Science and Engineering at the Portland State University Saturday Academy in Portland, OR
- Joseph Maurey '05
Youth Coordinator of Lots to Gardens through Sisters of Charity Health System in Lewiston, ME
- Nathan Miley-Wills '06
Youth Outreach/Recreational Assistant at the Police Activities League Youth Center in Portland, OR
- Christopher Petrella '06
Archivist assistant at Androscoggin Historical Society in Auburn, ME
- Alexandra Porr '06
Director of the summer children's program at Hillview Family Development in Lewiston, ME
- Katie Seamon '06
Intern with Environmental Rights International in Amherst, MA
- Vanni Thach '06
Intern Garden Coordinator at Hilltop Community Gardens in Lewiston, ME
- Kimberly Whipkey '06
Summer Playground Program Supervisor at the Multi-Purpose Center in Lewiston, ME

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. The following Phillips Student Fellowship involved service-learning:

- Rachel Silver '05 lived, taught, and conducted research in Ebukhaya, Kenya, a rural Luhya community in Kenya's Western Province. There she worked at a Harambee school to gain a better understanding of how Kenyans define the purpose of grassroots, community-based Harambee education, as well as how they distinguish these schools from standard, government schools. In particular, she explored the tensions between the vestiges of colonialism and the egalitarian values on which Harambee schools are built.

