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2001-2002 HCCP Year-End Summary

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Service-Learning at Bates



Bates College, Lewiston, Maine

2001-2002

Introduction

The Center for Service-Learning was established at Bates seven years ago to integrate service into the academic and intellectual life of the College and to enhance the College's connection to the community. Service-learning has grown significantly during this time. More than half the student body has engaged in a service-learning project, while a third of the faculty has included a service component in its courses.

While the primary focus of the Center for Service-Learning continues to be the connection of service to the academic work of students, the Center does serve as an umbrella for most of the community service which Bates students engage in. There is a continuum of student involvement which ranges from volunteerism, where the goal is simply to serve the community, to service-learning, where the service has an academic or reflective component. Student engagement ranges from those who are interested in a short, one-time service project to students who wish to build an entire senior thesis project around an extended service commitment. This report outlines the service-learning that has taken place this past year at Bates as well as the volunteer activities.

The Center's staff in recent years has worked very hard with faculty and community partners to assure that students are providing real service in the community and are learning in ways that significantly enhance their academic education. As a result the quality of the projects has been greatly enhanced. In addition, the leadership for several of the community-based programs has been taken over by students who originally were involved in the programs through a service-learning project.

An exciting milestone for the Center occurred this past year with the establishment of the Donald W. and Ann M. Harward Center for Community Partnerships. The Center will enable all on campus who work in and with the community to coordinate and connect their work, establishing a seamless fabric of community engagement and educational opportunity for students.

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 be of service and apply their learning to the larger world; the support we receive from the President of 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 these service opportunities possible.

Peggy Rotundo
September 2002

Statistics for the Center for Service-Learning 2000-2001:

55,725 documented hours of service were given by Bates students through service-learning projects. (This figure does not include hours of service through volunteer service.)

24,873 of these service-learning hours were given in connection with the public schools.

The Center counseled and helped place over 400 students in connection with service-learning projects.

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

41 faculty members incorporated some type of service-learning into their curricula. Of these faculty:

8 were full professors;

17 were associate professors;

7 were assistant professors or instructors;

7 were lecturers;

3 were instructors.

Over 70 members of our current faculty have involved their students in some type of service-learning over the past five years.

Approximately 140 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
- AIDS Action Committee
- Androscoggin Home Care and Hospice
- Arctic Borderlands Ecological Knowledge Co-op
- Auburn Housing Authority
- Bates Street Health Clinic
- Boston Medical Center
- Boston Mobilization
- The Burnley Workshop for the Developmentally Disabled
- Central Maine Transportation System
- The Christine Weeks Ovarian Cancer Foundation
- City of Auburn
- City of Lewiston
- Collaborative Refugee Services Program
- Downtown Neighborhood Association
- Environmental Protection Agency
- FrancoAmerican Heritage Center
- Friends of Scarborough Marsh
- Genesis Organic Community Farm
- Good Shepherd Food Bank
- Head Start and Child Care
- Ho Chi Minh City Center of Learning for Children
- Island Institute
- Justice, Ecology and Democracy (JED)
- LA Trails
- Lewiston Adult Learning Center
- Lewiston Housing Authority
- Lewiston Multi-Purpose Center
- Maine Department of Public Health
- Maine Fish and Wildlife Service
- Maine Global Action Network
- Maine Rural Workers Coalition
- Manomet Center for Conservation Sciences
- Massachusetts Audubon Society
- Military Toxics Project
- MUDPIES Children's Museum
- Nature Conservancy
- New Beginnings
- Public school districts throughout the State of Maine
- Rebuilding Together
- Sequoia National Forest
- St. Martin de Porres Residence for the Homeless
- St. Mary's Hospital's Behavioral Medicine Department
- Sexual Assault Crisis Center
- Thorncrag Bird Sanctuary

9,052 documented hours of volunteer service were given by Bates students during the academic year. In addition 3,540 hours of mentoring were done in the local schools. Over 100 students sought counsel through the volunteer program about a placement mentoring in a public school or in a community volunteer activity. Over 190 students participated in a volunteer activity at least once a week and over 290 in a one-time opportunity.

Adopt-A-School Partnership

The following activities took place between the College and the Lewiston Middle School through the Adopt-A-School Program. We continue to shift our focus in the Partnership to activities that are service related.

- During Youth Art Month, the Bates College Olin Arts Museum hosted a Lewiston Middle School student exhibit and opening reception. Sixty-two students exhibited.
- Bates students, faculty and Bates Dining staff supported a Multicultural Night for the entire middle school to welcome new Somali students and their families.
- Students from the Bates Leadership Academy ran for their third year a “Teen Lead” outdoor adventure program for 80 students crossing grades 7-8 and both middle school teams.
- Bates students have conducted action research on school-related projects.
- Bates students offered after-school homework help.
- Through the Big Brother/Big Sister Program, 30 Bates students mentored middle school students.
- The College provided a barbeque for one of the middle school academic teams.
- The College provided a graduation breakfast on campus for the entire 8th grade class.
- The College provided funds for the school library.

America Counts

The America Counts Program completed its third year as the math/science/technology counterpart to the America Reads Program. Three students first semester worked in the after-school homework help program at Auburn Middle School; second semester two students stayed on at Auburn Middle School; one student provided after-school math help at Montello Elementary school; and one student worked at Lewiston Middle School providing after-school math help. During Short Term two students stayed on at Auburn Middle School.

America Reads

The Bates America Reads Program sent 19 trained students first semester, 23 second semester and 5 during Short Term into the community to assist in a variety of literacy programs. Students participated in kindergarten Story Boost and Beyond Program (a program in which students were paired with kindergarten students identified as needing pre-literacy skill enrichment); tutored English as a Second Language (at Montello and McMahan Schools); tutored in an after-school program at the Auburn Housing’s Family Development

facility; tutored at the Lewiston Public Library (some students tutored ESL, one participated in the Library Book Buddies program); and tutored at Farwell and Montello Schools. Holly Lasagna from the Center for Service-Learning and Pettengill Elementary School staff also worked collaboratively to develop a model literacy intervention program, which developed intensive, individualized programs for each child. Bates students administered the programs.

American Cultural Studies

Students in Professor Creighton's course, American Cultural Studies Fieldwork, combined the examination of diversity in race, class and gender with service work at a local food bank, homeless shelters, transitional living facilities, family agencies and youth programs. Class speakers, readings and discussion helped students understand the context of their work.

AmeriCorps Education Award Program

Three Bates students participated in the AmeriCorps Education Award Program. Each of the Bates students completed 450 hours of service in the form of volunteer work, internships or other service activities. By completing the hours of service during the academic year, each student earned 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. Staff from the Center helps AmeriCorps volunteers reflect on the service that they provide the community.

Anthropology

- During Short Term, Professor Bourque, the Maine State Archaeologist, worked with 15 students to excavate an Androscoggin River site in Topsham, Maine. The dig, which is on a site occupied between 3,500 and 1,000 years ago, is taking place in conjunction with work at the Maine State Museum.
- In Professor Elizabeth Eames's course on Gender Relations in Comparative Prospective, students tutored, provided childcare for and supported Somali immigrants as they became part of the Lewiston community. Their work enhanced their study of gender relationships in a wide range of contemporary cultures.
- Students in Professor Eames's Anthropology course, Person and Community in Contemporary Africa, worked in a variety of agencies in support of immigrants from Somalia and refugees from Togo. Tutoring and program

development at local schools, work with the City of Lewiston and Collaborative Refugee Project, health care research, and teaching English to adults were among services provided.

- Students from Professor Eames's Short Term course on Somali Immigration and the City of Lewiston worked with local agencies on specific issues such as after-school programming, health access, English instruction, and community outreach. Their academic work allowed them to process their experiences through a variety of perspectives.

Art History

Three students participated in the Museum Internship course and worked on a variety of projects including hanging an exhibition at the Bates Museum. One student focused on philanthropy.

Awards

- Jenny Blau '02 was one of five undergraduates in the nation to win the Howard Swearer Student Humanitarian Award from the National Campus Compact. Jenny won in recognition of the service-learning she did with Lewiston's Bates Street Health Clinic during her career at Bates.
- Jenny also received the St. Marguerite D'Youville Community Service Award from the Sisters of Charity Health Care System for her commitment to service that improved the quality of life in the community and beyond.
- Trung Huynh '02 was one of three undergraduates in the State of Maine to win the Maine Campus Compact Heart and Soul Award for his work in initiating and running the Portland-Lewiston Tutoring Program over the past four years. The program this year involved 45 volunteers, who tutored students at the Portland Education Center at the Riverton Park Housing Project in Portland. Trung's hope was that the Bates students would provide the same academic and language support to the international students at Riverton as Trung received there after he immigrated from Vietnam in 1989. Trung also helped organize a day this past year in which the students from Riverton visited Bates.
- Alexis Rubin '02 and Jenny Blau '02 won honorable mentions from the Maine Campus Compact for their work in the community.

Biology

- Professor Paula Schlax worked with Bates students to prepare a presentation and laboratory experience on stem cell issues to Poland High School students. Two of Professor Schlax's students also ran a lab on campus for some Poland High students and three of her students led a chemistry presentation at McMahan School for a second grade class.
- Five students from Professor Abrahamsen's bacteriology course worked with a biology class at Edward Little High School on issues surrounding bioterrorism and drinking water. Students presented the materials in a lab at Edward Little and then brought the students back to Bates to use the microscopes in the bacteriology lab. The Edward Little students returned to campus again to present their posters at the Mount David Summit. Students in the class also facilitated a workshop for 5th grade teachers on using the microscope as a teaching tool. (The work was supported by a Hughes Grant.)
- Three students in Professor Abrahamsen's virology course in the fall did an informational brochure on Hepatitis C for newly diagnosed patients. They worked with the local Hepatitis C support group as well as a Centers for Disease Control fellow in Augusta at the State Public Health Lab. One student continued the work during Short Term. Two students in the course created a brochure and workshop for parents and day care workers on antibiotic resistance and common childhood illnesses. They also gave a talk at 3 day care centers. Two students who were part of the Bates EMS team designed a web site to link with the tri-county EMS web site about the most common viral illnesses that EMTs are likely to encounter in the field.
- The Short Term's Internships in Natural Science (s36) involved two service-learning projects. One student researched and designed a health bulletin for the Maine Bureau of Public Health. Another student reviewed and listed books and websites to recommend to trauma patients and their families at the Central Maine Medical Center.
- Professor Joe Pelliccia's Biology 316 students pretested 5th graders from Webster School, planned and taught a series of lab experiences to them, and evaluated their learning and retention after the labs.

Chaplain

For the fifth consecutive year, the Chaplain sponsored two "urban immersion" programs for students.

URBAN IMMERSION PROGRAMS

Thirty Bates students and the College Chaplain participated in the two “urban immersion” programs in Boston, Massachusetts during the October and February recesses. 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 those two weeks, 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, 24 students worked in the Trinity Soup Kitchen during the two semesters. Fourteen students did housing repair and support for the Rural Community Action Ministry both semesters and Short Term.

Chemistry

Professor Matt Cote worked with Edward Little High School chemistry teachers on course development.

Classical and Romance Languages and Literatures

- Professor Lopez de Jaramillo taught two classes in Advanced Spanish: Texts and Contexts in which students worked for several agencies which had Spanish language needs. Some of the work involved translating pamphlets informing the Spanish-speaking population of services provided by agencies such as Rural Community Action Ministries, Advocates for Children, the Bates Street Health Clinic, Maine Rural Workers Coalition, Child Development Services, Sexual Assault Crisis Center, and Central Maine Transportation System. Some students assisted teachers with Spanish-

speaking children at the Head Start Program in the Turner Primary School and helped women living in the DeCoster Trailer Park pass their exam to obtain their U.S. citizenship.

- Professor Lopez de Jaramillo also taught a Short Term course entitled ESL for Spanish-Speaking Children. Students were assigned to teach English and cultural heritage through literature at Turner Primary School to one child or a small group of children whose first language was Spanish. After extensive research on multicultural literature and literacy acquisition, the students were asked to develop their own teaching philosophy, create their own models of instruction and implement them with the children under the close supervision of Professor Lopez de Jaramillo. They also secured a grant to purchase books for the children and school library that celebrated Hispanic culture.
- Professor Rice-DeFosse's French in Maine had two students work at the Franco-American Heritage Center at Lewiston-Auburn College. Eleven other students conducted oral history interviews, some with the elderly.
- Professor Rice-DeFosse's translation class worked with the Forum Francophone des Affaires. They translated from English to French introductions to area companies.
- Students studying French, Spanish and German delivered 6-week units to 16 area elementary classrooms again this year. Training and support were provided by the Center staff and Professors Kirk Read, Gerda Neu-Sokol and Dennis Browne. For the first time this year the program was organized by a student who had participated in the program in the past. A curriculum guide with related teaching resources was available to students. All lessons were referenced to the Maine Learning Results.

Education

All of the courses given through the Education Department require field-based experience and a service-learning component. Two hundred and fourteen students worked in classrooms. In addition there were numerous community-based theses and independent studies and 8 student teachers taught in the local schools.

The service components of education courses included:

- **Learning and Teaching:** A course through which students assisted in classrooms and did action research related to classroom issues. Nine students in the course designed and implemented a diversity workshop for Grade 9 students at Lewiston High School. Al and Jane Nakatani from the Honor Thy Children Foundation participated. The Lewiston High School

students were given the opportunity to analyze their own beliefs on differences and discussed ways to improve tolerance in their school.

- **Perspectives on Education:** An introductory course which sent Bates students into local classrooms. Most of the students did a traditional 30-hour placement (observing and participating as appropriate), but 12 of the students of Professor Kumashiro did one or two “diversity” workshops at Montello Elementary. Some students, as part of their 30-hour placements, did ESL tutoring at various schools. Placements were shaped to address the expressed needs of the local teachers.
- **Basic Concepts in Special Education:** Placements focused on needs of diverse learners.
- **Methods and Models of Good Teaching:** Students prepared curriculum units with an emphasis on tolerance, respect and diversity. The course fieldwork component was redesigned to address growing diversity in local school systems.
- **Race, Cultural Pluralism and Equality in American Education:** Students supported minority students in K-12 and adult settings. Thirty-five ESL students participated in a park clean-up with Bates students and their teachers.
- **Education, Reform and Politics:** Students researched policy issues in depth.
- **Educating for Democracy:** Students worked in a variety of settings that allowed them to engage in service-learning, civic education and citizenship preparation. One hundred and ten seventh and eighth graders at Auburn Middle School carried out their own service-learning projects under the direction of their teachers and “coaches” from this course.
- **Gender Issues in Education:** Students worked in classrooms assisting teachers and students as they considered the implications of gender, race, class and sexual orientation in curriculum and classroom practice.
- Working with Lewiston Middle School teachers Diane Bleakney and Chris Cook, Katie Burke '03, as part of an independent study project with Professor Makris, helped a group of 8th graders to organize a “Diversity Day” for 30 pre-schoolers at the Lewiston Middle School library. Students in Ms. Bleakney’s class wrote a book about diversity for the children visiting from Sandcastle and Lever’s day care centers. The students worked with Ms. Cook’s class to plan a day of activities.

- Sarah Williamson also did an Independent Study in music at Lewiston Middle School.
- Kate Olsen and Alexis Rubin did thesis work related to the arrival of immigrants in local schools.
- Lindsay White '02 and Lucas Kirkpatrick '02 spoke in the College's TGIF series on their service-learning projects in Education.

Student teachers in the Education Department taught at:

- Edward Little High School (Spanish and Social Studies)
- Mt. Ararat High School (German)
- Lewiston Middle School (English)
- Tripp Middle School (Social Studies)
- Leavitt High School (Social Studies)
- Lewiston High School (Social Studies)
- Oak Hill High School (Math)

English

Professor Shankar again offered her Short Term course on Socio-Cultural Approaches to Children's Literature. The course enables students to employ tools of socio-cultural and psychological analysis to examine the formation of gender, racial, cultural and social class identities through childhood literacy experiences. The course included learning about children, children's literature, social and cultural diversity in children's literature and children, and cultural constructions of children. Students did projects at Turner Head Start, Montello Elementary (as part of the Junior Great Books Program), and at Lake Street, Farwell and Pettengill Elementary Schools.

Environmental Studies

- Professor Bohlen's Short Term class on the Ecological Restoration of Scarborough Marsh worked on site on a report for the Maine Fish and Wildlife Service and Friends of Scarborough Marsh.

Students from the Environmental Studies Program were involved in service-learning internships this past summer and academic year in partial fulfillment of their requirements for the major. Students were involved with the following organizations and offices:

- Lakes Environmental Association
- Plymouth County (MA) District Attorney's Office
- Maine's Lakes Conservancy Institute

- Town of Phippsburg, Maine
- Princeton Geoscience
- Clean Water Action
- Leave No Trace, Inc.
- State of Montana Department of Natural Resource Conservation
- Lisbon Middle School
- Island Institute
- Community Gardens (2 students)
- Echo Hill Outdoor School
- Nature Conservancy
- Shaver's Creek Environmental Center
- Maine People's Alliance
- Sequoia National Forest
- Adirondack Council
- Environmental Protection Agency
- Bramble Hill Farm
- Sudbury Valley Trustees
- Phippsburg School

Faculty Grants/Development

- Professor Nigro, as part of a team from Bates, was invited to attend the conference at Oberlin College entitled For the Common Good: Liberal Arts and Civic Engagement.
- The Center for Service-Learning, through funding from the Maine Campus Compact, hosted an afternoon workshop on Fundamentals of Service-Learning Course Construction given by Kerri Heffernan of the National Campus Compact. Approximately 20 staff and faculty from Bates and surrounding colleges attended.

The Center for Service-Learning has grant money available to help faculty integrate service-learning into the curriculum. The following faculty members received grants this past year.

- Professor Andolina of the Political Science Department received funding from the Center for equipment necessary for his students to carry out community interviews for their Short Term course on Territoriality and Transnationalism.
- Professor Kolb received funding for his Short Term Unit on Architecture, Tradition, Innovation.
- Professor Shankar of the English Department received a grant to revise her course in "Socio-Cultural Approaches to Children's Literature."

- Filmmaker Dana Rae Warren received a grant for student work in Rhetoric 195.
- Professor Patricia Lopez de Jaramillo used funding to purchase children's books for the course she taught on Teaching ESL to Spanish-Speaking Children.
- Professor Low received a grant to attend the Northeastern Conference for Teachers of Psychology to present data on the service-learning seminar she teaches, information on portfolio use, and the role of such courses in undergraduate psychology curricula.
- Funds helped with the implementation of Professor Kumashiro's diversity workshops at Montello Elementary School which were given as part of his Perspectives on Education course.

Geology

Professor Johnson's Introductory Geology course wrote brochures for the community on urban sprawl and sludge issues after doing research and listening to panels of community experts present differing points of view on the topics.

German, Russian, and East Asian Languages and Literature

- Professor Ofuji supervised an independent study this Short Term. A senior taught Japanese language and culture at Exeter High School and Epping Elementary School in New Hampshire as well as at Montello Elementary School in Lewiston.
- Professor Dennis Browne assisted in the implementation of Bates student-taught foreign language units in the public schools.

Grants Received

The Bates College Center for Service-Learning received a grant from the Corporation for National Service's Community-Higher Education-School Partnerships program. The \$22,000 grant was administered through the University of Pennsylvania's Center for Community Partnerships. Benefits of the grant included:

- Funds for 3 part-time drivers for a College-owned shuttle to get students to and from schools and other community partnerships. Over 2400 student rides were provided.
- A partnership and mentoring relationship with Lewiston-Auburn College's service-learning initiatives.
- \$5000 for mini-grants to students and local schools to support service-learning. Mini-grants supported projects such as:

Laura Neff '03 (Anthropology 275) established multicultural book collections at Longley School. The books were chosen because they tell stories about cultures around the world.

Claire Brown '02 (Psychology thesis student) evaluated the Community Learning Center program at Auburn Middle School.

Students in Education 242 held diversity workshops at Montello School.

Stephanie Lampe '02 and Jen Blum '03 provided transportation for students from Martel Elementary School to attend Space Day at Bates College.

Anthropology 275 students provided transportation to Bates College for children involved in the Hillview Residential Complex After-School Program. Program emphasis was on increasing interaction between Somali children and others.

Advanced Developmental Psychology students used software to collect and analyze outcomes for children in local Head Start classrooms and provided teaching resources to support outcome-based activities.

Joe Reilly and student athletes held a Youth Sports Day at Bates on September 21, 2001.

Students in the Community Service House purchased supplies for the creation of the Haunted House at the Lewiston Multi-Purpose Center Halloween Party and provided transportation for Make a Difference Day.

Kathryn Ramer '02, Lindsay Little '05 and Lindsay Yost '05 purchased teaching resources for Childhood Enrichment Program at Lewiston Multi-Purpose Center.

Dora Plummer '05 provided transportation for English as a Second Language students at McMahan and Montello Schools to complete a service project at Range Pond State Park.

The Education Department provided assistance with a student workshop on teaching English as a Second Language.

- Laura Griffiths wrote and secured a grant for \$1000 for ESL teaching materials for Lewiston High School. The grant came from Laubach International's Book Scholarship Fund.
- The Center helped support other community work. Staff worked with the Adult Education Center on two Somali ESL support grants, one of which is an innovative program to incorporate Somalis into the civic life. Staff also assisted Lewiston Adult Education on a federal community technology grant, two family literacy grants and facilitated a year-long strategic planning process for family literacy, which involved over 100 community members.
- Three psychology students who designed a service project for 28 Head Start students that engaged Head Start with local senior citizens, secured a grant for literacy materials to supplement their classroom lessons.

Money from Dr. Helen Papaioanou's service-learning endowment funded:

- After-school activities run through a Bates service-learning project designed to build relationships between Somali youth and white youth living in the Hillview Housing Project.
- Supplies for quilts made by students for the Abused Women's Advocacy Project.
- Materials in English as a Second Language for students tutoring adult immigrants.
- Funds to produce a brochure and to hold workshops on the transmission of childhood diseases for area child care providers and parents (a service-learning project in the Biology Department).

Money from the Professor Leland Bechtel Fund went to support transportation to Riverton Housing in Portland for the multicultural mentoring program which was run by Psychology major Trung Huynh '02. It also supported the work of Claire Brown '02, a Psychology major who developed and implemented after-school programs for Auburn Middle School's Community Learning Center. (Claire did her thesis work evaluating the program and preparing statistics for future grant applications.)

HOWARD HUGHES MEDICAL GRANT

The Howard Hughes money which the College receives supports a variety of programs, some of which involve Bates students in service projects.

Collaboration with area schools and teachers

Tobin White, of Stanford University, and Adrienne Gustafson '02 hosted an afternoon workshop to share the results of math tutorial software she had, through a grant from the Hughes Science Education Fellowship last summer, piloted in an Upward Bound summer program for Maine high school students.

The 10 area middle and high school teachers who attended participated in a hands-on session that considered questions such as: How do you navigate the pedagogical pros and cons of using technology in teaching math? How do you select software? What do you do with the software once you have it?

Hughes Science Education Fellowships

- Adrienne Gustafson '02 used her Hughes funded summer work which involved developing a math curriculum in which classroom pedagogy could be enriched by technology-based tutorials in a Maine Upward Bound program. She, along with her teacher mentor, Tobin White, gave a workshop on their findings to area teachers. The work framed Adrienne's senior thesis in math.
- Janice Lewis '03 has spent the summer working with Professor Ambrose in Alaska on part of a large interdisciplinary study using SEK (scientific ecological knowledge) and TEK (traditional ecological knowledge) of the Inupiaq to elucidate the near shore of Kotzebue Sound, Alaska, ecosystem. Janice will continue to work on clam growth histories and ecosystem change in a year-long senior thesis in collaboration with Professor Retelle.
- Elizabeth Cohen '03 has spent the summer conducting research in preparation for her senior thesis in geology at Seawall Beach, part of the Bates-Morse Mountain Conservation area. She studied the different phases of beach erosion and the accretion of sediments in relation to local and regional environmental conditions.
- Amanda Devine '03 conducted research in preparation for her senior thesis on the nature of vegetative recolonization in Scarborough Marsh in Maine. She worked with Curtis Bohlen, Assistant Professor of Environmental Studies.
- Hannah Gaines '03 spent the summer working with researchers at the Manomet Center for Conservation Sciences to study the effect of commercial logging on biodiversity in Maine and the possible benefits of patch retention to maintain biodiversity.
- Lydia Petell '03 spent the summer in the famous Cloud Forest Preserve of Monteverde, Costa Rica, assisting researchers on long-term projects addressing behavior, evolution, patterns of biological diversity, species, interactions, communities and ecosystem processes. Specifically she studied the lifestyle of the small insects known as treehoppers.
- Andrew Rahedi '03 worked with Physics Professor Hong Lin manipulating different factors affecting the liquid crystals in the form of refraction, diffraction, and polarizability of light. Part of Andrew's work helped show how simple and inexpensive set-ups can be used in introductory science education courses to explain the electro-optic and thermo-optic nature of liquid crystals to students.

- Stephen Feiss '03 spent the summer working with Tina Vanasse, chair of the Mathematics Department at Edward Little High School, on a curriculum development project that will provide all the ESL students with a basic foundation in conceptual development and computational skills needed to meet the standards established by the Maine Learning Results and local graduation requirements. Stephen helped to find diagnostic assessment tools to evaluate students' levels of mathematics understanding and helped to develop individualized remediation programs that will eventually be overseen by the high school teachers and Bates student tutors in a "math lab" environment. Stephen will continue his work during the 2002-2003 academic year, when he will student teach in math at ESL.

Hughes Student Travel Fund

- The fund provided support for Lori Massa '02 to attend the Society of Behavioral Medicine's 23rd Annual Meeting in Washington, DC, where she presented her research on the psychological impact of the insulin pump based on interviews with adolescents (she had done her research under the supervision of Professor Kathryn Graff Low in the Psychology Department).
- The fund also provided support for Jaime Sawler '02 who after student teaching high school mathematics attended the Annual Conference of the New England Educational Research Organization in Northampton, Massachusetts, where he presented his work on student teachers as public intellectuals (he had done his research with Professor Smith of the Education Department).
- The Bates Student Research Fund provided support for a variety of service-learning projects. Examples include the work of Naira Arellano '05 to complete a community health-care internship at Boston Medical Center with emphasis on Latino outreach, pediatric emergency programs, and the introduction of the arts to pediatric patients (she worked with Professor McCormick in Psychology/ Neuroscience); Laura Allen '02 to explore efficient and inexpensive groundwater remediation technologies (she worked with Professor Eusden in Geology); and Charles Rodda '05 to identify and research the stakeholders in issues of waterway preservation in relation to the Androscoggin River as well as the Penobscot River in Maine (he worked with Professor Rogers in Environmental Studies).

Hughes Faculty Development

- The Science Education Group met every other week throughout the year to plan programming and to discuss ways in which to build lasting, productive partnerships among the Bates science, math and education faculty, and among Bates faculty, Bates students and area teachers and school administrators. The group sponsored several programs that focused on the College's role in pre-college science education. Some of these programs included Professor Lillian McDermott and Paul Heron of the Physics Education Group of the University of Washington who presented a workshop

to 33 people from the science and math departments at Bates and Edward Little High School on “Preparing Teachers to Teach Science and a Process of Inquiry.”

- Professor Abrahamsen of the Biology Department attended the American Society of Microbiology Undergraduate Microbiology Education Conference, where she presented a paper on her science education course, Biology 104: Learning and Teaching Biology, which brought 40 Bates students, mostly first-year students and sophomores into Lewiston Middle School classrooms to teach biology units designed by them and aligned with the Maine Learning Results.

Hughes Science Outreach Grants

- In January a gathering of 7-16 Science and Math Educators (35 total) and 2 Bates students addressed the challenges in science and math education. The purpose of this meeting was to share resources, common issues and build collaboration.
- The Bates Science Education Outreach Grant Program is designed to enhance science education in under-resourced K-12 schools in Maine, while at the same time cultivating ongoing collaborative relationships among K-12 teachers, Bates faculty and students. Some of these projects include a project with Bates students and the Auburn Middle School to create a model environmental advocacy program using investigation, analysis and media outreach (middle school students selected an environmental problem of local concern, collecting data through field-based observations, and then high school students analyzed the data and based on their conclusions advocated for the implementation of best management practices. Bates students worked with Bates Physics Professor Wollman and Susan Martin from the Center for Service-Learning to use technology for traditionally underserved student populations at the King Middle School in Portland to support physics instruction and assessment.
- Bates students, supported by Eric Wollman, Gene Clough and Rob Nicholas, designed and implemented a Space and Astronomy Day with children from Longley and Martel Elementary Schools.
- Biology Professor Ambrose, Susan Martin and Biology Professor Schlax worked with three Bates students and sought to enhance the experience of students at Poland Regional High School by providing them with opportunities to meet and interact with researchers, college students who are studying science, and real-world scientists who were focusing on genetic technology.
- Professor Pelliccia from the Biology Department worked on Phase Two of a Science Lab Project with two of his students and Amos Woodward, a science teacher at Durham Middle School. The project enhances science education

for the 7th and 8th graders by integrating the use of computer hardware, software, and sensors into the laboratory. Bates students worked with the teacher to support the laboratories and to evaluate the project.

- Professor Abrahamsen of the Biology Department is continuing the work begun with the Lewiston School Department and Bates students to align its science curriculum to the Maine Learning Results, the state-mandated common vision for knowledge, skills and attitudes that Maine children should possess upon high school graduation. Bates students in biology and education along with school staff have furthered the development of the Life Science Unit, identifying concepts, performance examples, assessments and lessons for the science standard—Classifying Life Forms K-6. The grant also supported the outfitting of Lewiston elementary schools with the necessary equipment, 38 microscopes, six mobile lab storage cabinets, and six projection microscopes for teachers to address the Maine standard performance indicators.

Bates College continues to be a partner to the **Lewiston High School Science Fair**.

- Faculty and staff collaborated with teachers to refine the judging and project assessment rubric.
- A community work-study student and environmental studies intern provided 460 hours of logistical work, student support, and documentation.
- Seventy-two faculty, staff and students served as fair judges and evaluated 425 projects.
- Robert Pallone of the Bates Development Office and a science fair judge presented awards for the best science projects at Lewiston High School Night of Excellence.

History

- Dean Carignan's First Year Seminar on Slavery in America involved service-learning projects at the Lewiston Multi-Purpose Center, Hillview Housing, and St. Martin de Porres Residence for the Homeless.
- Dean Carignan also supervised two independent study courses during Short Term. One involved work in experiential education, and the other took place at Camp Kieve.
- Christopher Beam, Director of the Muskie Archives, taught History 271, The United States in Vietnam, 1941-1975. The final writing assignment of the

course offered the option of conducting an oral history interview with a Vietnam veteran. The interviews that students did were donated to the Bates College Special Collections and the Maine Folklife Center at the University of Maine at Orono.

International Service-Learning

Fourteen Colby-Bates-Bowdoin students (5 from Bates) who participated in the CBB Semester in Ecuador in Fall 2001 were involved in community service as part of their semester educational experience. Students in Quito worked in a nursing home, a public school, a hospital for children from low income families, a center for working girls, a non-profit institution dedicated to assisting low-income terminal and/or cancer patients, and a church project which provided hot meals to children of the streets.

Leadership Academy

Dean Carignan oversaw 15 students who ran a leadership program, which involved an adventure-based curriculum for Lewiston Middle School. The Academy is also working on an arts festival for the fall of 2002.

Martin Luther King, Jr. Day

- Thirty-two students, staff and faculty participated in a Read-In for 4th, 5th and 6th graders at Martel School. They read books with a civil rights theme and gave books to each student and classroom. Sarah Jessee '05 and Cresa Pugh '04 organized the read-in.
- Twenty-nine middle and high school students from Lewiston High School and Auburn Middle School Civil Rights Teams planned educational programs for their peers and presented their work at the Bates College Martin Luther King, Jr. Day Celebration. The work was led by one Psychology and two Education students from Bates who had worked with the teams as part of their course work at the College.

Mentoring

Seventy-two Bates students volunteered this year to be mentors in the Lewiston/Auburn Public Schools, contributing over 3,500 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. The age for mentees ranged from 1st graders to high school seniors. At the Longley School 37 Bates students were mentors to 5th and 6th graders. This included a commitment of 1 hour per week. Also included was a willingness to help supervise 3 field trips during the year where both the mentors and their mentees were on campus to play interactive games, go to the planetarium, and take meals in the Bates Commons. The mentees were also taken bowling off campus and performed a group community service activity. The rest of the Bates students mentored in the Lewiston middle and high schools, Edward Little High School, Pettengill, Farwell, Martel and the McMahan School. These students worked through the Big Brother/Big Sister program.

Museum of Art

The Bates Museum of Art continues to run a program entitled “The Thousand Words Project” which is designed to use art in the Museum as the stimulus for written expression. Hundreds of students from area schools have been coming to the museum once a month throughout the academic year to view the art exhibitions and use them as a basis for their writing.

Muskie Archives

- The Edmund S. Muskie Oral History Project, begun four years ago through the Muskie Archives, had 8 Bates students working on it during this past year. To date, the project has completed 355 interviews. The focus of the students’ work shifted this past year from interviewing to editing transcripts, which includes creating subject indices, biographical outlines and name lists of each interview.
- Director Chris Beam once again taught “Maine Politics and Government, 1945-Present” for the Androscoggin Valley Regional Program for the Gifted and Talented. The course ended up focusing on state security policies and programs after September 11th. They worked with the Deputy Director of the Maine Emergency Management Agency and visited the State Legislature.
- Mr. Beam also again offered the summer Muskie Scholars Program in History, Politics and Government which provides instruction in post-World War II history and use of the special collections that the College owns. All the guest lecturers were from the Bates College faculty.

Neuroscience

In Professor Kelsey's course in Psychopharmacology, five of the students worked with a clinical psychologist (Dr. Kathy Low) at the Renaissance School and one student worked at D'Youville Pavilion examining the nursing home's pet therapy program.

Other Milestones

- The Bates College Trustees created and endowed the Donald W. and Ann M. Harward Center for Community Partnerships, which will support community research, the work of the Center for Service-Learning and LA Excels, a community-based strategic alliance founded in 1998.
- The first annual Mount David Summit was held this past winter to showcase student research. Seventy students and 23 faculty advisors from 14 departments and interdisciplinary programs participated. Much of the research was service-learning. Presentations of student summer research had been made at the annual Parents Weekend poster session in October.
- A new program, "Student Volunteer Fellows," was designed by student leaders and service-learning staff. The College will fund 4 student positions that create community service work by increasing student-driven initiatives. The fellows met in August 2002 to develop a strategic plan and a plan of work for 2002-03.

Philosophy

Professor Kolb's Short Term course on Architecture Tradition Innovation focused for three weeks on a study and plan for the reuse of the Great Falls School in Auburn as a community arts center, with the students presenting their final report and recommendations to the Auburn Mayor and City Council at one of their meetings.

Physical Education

- Professor George Purgavie's Short Term course in the Methodology of Coaching involved Bates students working in groups of four or five to plan cooperative, non-competitive play activities in the local schools. Bates

students then implemented their plans on the school playgrounds. Students worked with all of the Lewiston elementary schools, serving grades 1 to 6.

- Bates College hosted two Special Olympics events in the spring. The state swim meet was held in April and the regional track meet took place in May. Students from Professor George Purgavie's Methodology of Coaching course helped assist students, time events and present awards.

Physics

- Students in Professor Wollman's Short Term course in Planetarium Production created and held several new planetarium shows for the public.
- Stephanie Lampe '02, a physics major, planned and implemented a Space Day for 6th grade students in November of 2001. She wrote and was granted a Howard Hughes Science Education Outreach grant for materials and classroom resources. With the assistance of Jen Blum '04, the entire day was directly correlated to Lewiston School Department curriculum and Maine Learning Results. She worked with local teachers to conduct pre- and post-classroom activities and an extensive evaluation. Eric Wollman, Rob Nicholas and Gene Clough all of the Physics Department worked with students extensively on the planning for Space Day.
- Professor Wollman worked with a physics teacher at King Middle School in Portland on a project that connected to the Hughes funding and involved Bates Physics students during Short Term. Two Physics majors, Anne Wrigley and Jeff Levinson, hosted a group of the middle school students for a physics lab activity on sound and waves. Rob Nicholas, the Assistant in Instruction, helped construct the activity.

Planetarium

Students and faculty gave a total of 33 planetarium shows throughout the year to approximately 710 people from the community. The audience ranged from pre-school children to adults. Scouts, school groups, special needs adults and adult education students attended. Schools and programs represented included: Pettengill, Gardiner High School, Brailsford Montessori (North Yarmouth), Lewiston High School ESL class, St. Peter's and Sacred Heart School, Montello, Leeds Central, W.T. Morse Elementary, Lisbon Falls Christian Academy and Farwell School. Also represented were Androscoggin Head Start, Hillview Housing After-School Program, Bates Staff Lunch and Learn Program, New Beginnings, Dirigo Place, W.T. Twarog Center Day Program, Temple Shalom pre-schoolers and an Adult Education class from Bath, Maine.

Political Science

- Professor Corlett and Learning Associate Rachel Herzig offered a course in Social Justice Internships which involved students in several community organizations that deal with problems of racism, heteronormativity, gender inequity, and economic justice. Students worked on projects in policy areas such as health care, environmental justice and HIV prevention. Students read and wrote about community organizing, action research and public policy.
- Professor Corlett and Ms. Herzig also offered a course in Environmental Justice which provided a critical examination of environmental thought at the intersection of contemporary arguments on political rights, social equality, and economic development. Students participated in a variety of internships in the community. These internships took place at Justice, Education and Democracy (JED) in Greene, the Maine People's Alliance, the Maine Rural Workers Coalition, and the Maine Global Action Network.
- Ms. Herzig was also involved in helping students find summer internships with the Rural Community Action Ministry, the Military Toxics Project and the Downtown Neighborhood Association, the national Sierra Club, and non-profit agencies in Latin America and Great Britain as well as other positions in environmental justice work and public interest law.
- Professor Baughman oversaw the congressional internship program through which Bates students work in the local offices of the Maine Congressional delegation during the academic year.
- Professor Andolina in his Short Term course on Territoriality and Transnationalism had students explore how world politics affects conceptions of community (identity and place) and how this in turn affects popular experience and opinion as well as the rhetoric and actions of political leaders. Examining the effects of September 11th, students interviewed local residents to learn more about public opinion and experience. Students interviewed local residents on what it means to be an American, what it means to be secure, and what it is that challenges those notions for them.
- Professor Baughman's class on Political Participation in the United States interviewed different lobbyists who work with the Maine Legislature.

Psychology

- Professor Low taught the Service-Learning Seminar for senior majors in the fall. Students continued the Department's long-standing partnership with St.

Mary's Hospital's Behavioral Medicine Department and their Renaissance House and Renaissance School. The Bates students worked in a clinical setting to support children and their academic work. One student focused on a tutoring program he established in Portland. Professor Nigro taught the course second semester and had students working in the Poland Community School, the Renaissance House (doing recreational therapy), New Beginnings Transitional Living Home and the early Head Start program.

- Professor Rich's students in his First Year Seminar on Positive Psychology each did 20 hours of service over the semester. Professor Rich supervised groups of students as they worked in an after-school program for youth at Hillview Housing Complex and in a project for the elderly in local public housing.
- Students in Professor Nigro's Advanced Developmental Psychology course assisted the local Head Start program in meeting the federal mandate to assess outcomes for all children. They developed instruments and collected data on children's progress. They used data to design activities and purchased appropriate educational toys for children. Finally they organized performance data for teacher and agency use.
- Students in Professor Nigro's Action Research course undertook research questions for local schools and agencies related to children and the environment.
- Professor Nigro's Developmental Psychology course involved students in the Abused Women's Advocacy Project; the after-school tutoring project at Auburn Housing; the Merrill Hill Alternative School run through the Auburn School Department; the Child Development Center's KIDS Corner; Dirigo Place; Genesis House; the after-school tutoring program run by the Lewiston Housing Authority; Mary's Place and the Montello School Reading Program.
- Three psychology students designed a service project for 28 Head Start students that engaged Head Start with local senior citizens. The Bates students secured a grant for literacy materials to supplement their classroom lessons.
- A psychology thesis student conducted an evaluation of the Auburn Middle School's Schools for the 21st Century Community Learning Center. Her work included research and working with 32 middle school students who designed and staffed an after-school café. The evaluation is an integral part of grant applications for the school's Community Learning Center.
- Under Professor Low's supervision, Johanna Fierman did an independent study with Tri-County Health on contraceptive counseling.

Religion

- Professor Bruce's Short Term course, Religion and the City, focused on the way in which religious groups and social agencies define themselves and their sense of mission in relation to their immediate community. Students were challenged to think critically about their different conceptions of religious faith and civic responsibility that they encountered during their on-site visits. Students were required to do 15 hours of a service-learning project with one of the organizations to gain a better understanding of how group identity and the stated mission develops and evolves on a daily basis. The course made field trips to religious and social organizations in the Lewiston and Auburn areas and in Portland. They visited, among other places, Temple Shalom, Trinity Episcopal Church, the Good Shepherd Food Bank, Community Concepts, a Buddhist Temple in Portland and Catholic Charities in Falmouth. Most students chose to work at the Good Shepherd Food Bank, Trinity Episcopal Church and Community Concepts. This year the course was connected with the Benjamin E. Mays Institute, a yearly week-long program that brings together students and faculty from Bates, Morehouse and Spelman Colleges in Atlanta, Georgia. Students and faculty visited churches, civil rights organizations and institutions in Georgia, the Sea Coast Islands and Alabama that are committed to educating, inspiring and challenging local communities to strive for the goals of social and political equality.

Service Pre-Orientation Program

Twenty-six incoming first-year students spent two days volunteering in service projects in Lewiston. The program started with a bus tour of Lewiston given by Political Science professor Douglas Hodgkin. On the first day, one group worked at the Multi-Purpose Center planting trees, painting the deck, and building and planting flower boxes for the deck. Another group worked to clear a lot on Birch St. as part of the Lots to Gardens program. The entire group worked at the gardens of Hillview Apartments on the second day. The students were led by five returning students: Kathryn Ramer '02; Kristen Brock '03; Doug Aho '03; Serita Fellows '04; and Jordan Chase '04. Kirsten Walter '00 supervised the work. The program ended with a reflection and lunch on August 31.

Throughout the academic year, staff from the Center for Service-Learning worked to help move this program into the student-run AESOP (Annual Entering Student Orientation Program). The service pre-orientation program in August 2002 was entirely student run and directed.

Staff Presentations

Center staff visited over 25 classes during the past academic year to talk about service-learning and the students' service projects in the community.

Staff made presentations at the following programs:

- the Northern New England Chapter of the American Planning Association (presentation topic: Effective Use of Service-Learning Students in City Planning)
- the Colby-Bates-Bowdoin Diversity Conference Panel (topic: College/Community Interactions)
- the New England Educational Research Organization (topic: Layers of Service: Layers of Learning)
- Collaborative for Integrated School Services, Harvard University.

T.G.I.F.

Numerous students who were involved in service-learning thesis work spoke about their work in the Dean of the College's T.G.I.F. Series. Among those students were Dominick Pangallo '03 "Is This the Future?: Capitol Hill On and After September 11th"; Lindsay White '02 and Lucas Kirkpatrick '02 "Improving Secondary Education in Maine: Teaming at Lewiston High School"; Volkan Stodolsky '02 "Islam in China: The Other Children of the Son of Heaven"; Margaret Edmonds '02 "Vermont Civic Unions: Lessons for Social Change."

Theater and Rhetoric

- Costume Mistress Kathy Peters again worked with students from the costume design class to make a total of 6 twin size quilts for the Abused Women's Advocacy Emergency Shelter. Hannah Gaines '03 also received a Crafts grant to make fleece hats under the same project.
- Students in filmmaker Dana Rae Warren's course, Documentary Production, produced a series of films between 5 and 15 minutes in length, which addressed social issues and concerns.

Theme House

- Members of the Community Service House worked on the following service projects as a group:

- The Multi-Purpose Center's Haunted House
- October Make-a-Difference Day
- April Make-a-Difference Day
- A Cappella Concert Benefit for the Abused Women's Advocacy Project
- Projects at Rural Community Action Ministry
- Love Party (benefit)
- Support for the Bates Buddies program
- Bates students from the Spirituality House organized 120 fourth and fifth graders to create and display Chinese art related to a school-wide theme of Chinese literature. The College and local newspaper hosted a local visit by Ji-Li Jiang, author of *The Red Scarf*.
- Members of the Fine Arts House recruited students to help with activities at the Advocates for Children Holiday Festival.

Volunteer Program

The Volunteer Program helps students to find ongoing volunteer opportunities at local agencies as well as providing regular one-time service activities. Some of these opportunities require extensive training; others very little. Monthly lunches provided students with an opportunity to reflect on their service experiences with service-learning staff.

- Twenty-four agencies and 5 campus groups had tables at the Volunteer Fair, which was held on September 12.
- Ten students participated in the newly-formed Student Volunteer Advisory Group, which met monthly to help service-learning staff determine how best to support students who are serving in the community.
- One student and one staff member attended the Campus Outreach and Opportunity League (COOL) social justice conference at Dartmouth College.
- Coaches Joe Reilly and Gwen Lexow designed and implemented a Family Sports Day on September 22. Sixty-two athletes and 14 athletic department staff delivered skill instruction clinics for area children. Student leaders recruited and trained participants from 12 out-of-season teams.
- The WRBC Robinson Players production of "King Lear" was broadcast on May 11th over WRBC. Two of the members of the company, Louisa Jensen '02 and Jamal Smith '03, volunteered to meet with area high school English classes to discuss the project and the play.

- The Robinson Players staged an original play written by Saida Cooper '04. The fourteen students staged four free community showings for area children. Three were at Bates. One was at Montello School in Lewiston.
- Ladd Library sponsored a program called "Food for Fines." During the month of November the library encouraged students to pay their library fines with a donation of a food item for the L/A Food Pantry.
- A Bates student made two presentations to the Passport Club at Longley School.
- Four students assisted the leaders of the Girl Scout Troop at Longley School. Among other activities, they planned a trip to the Boston Museum of Science for the girls and their leaders.
- The women's volleyball team and the men's club volleyball team hosted an adoption party with A Family for ME in November. Twenty students led activities such as crafts, face painting and basketball games for children who are eligible for adoption and potential parents. They also toured the College and had dinner in Commons.
- The after-school Montello Reading Club continued this year. Each semester 14 students were trained and each spent 19 hours with a first grader at Montello School supporting his/her reading development. Caroline Coffey '03 secured funding for books and developed a take-home family reading component.
- Eighteen Bates students, led by the Community Service House, built and staffed a "haunted house" at the Lewiston Multi-Purpose Center for their annual community Halloween Party.
- Four students and one staff member ran sessions introducing children at Longley School to healthy leisure time activities.
- Several student-led volunteer opportunities were offered during the year. Eleven students and 2 staff members helped to sort food at the Good Shepherd Food Bank. The Fine Arts House recruited students to help with the Advocates for Children Holiday Festival. Seventeen students and three staff members helped to refurbish the Art House, a space on Lisbon Street that was being developed to showcase local artists.
- Ken Whitney '04 assisted with the Auburn Middle School cross-country team.
- Grace Coulombe (the Math Center Director) recruited math majors to volunteer at the Lewiston Adult Learning Center.

- Education students, the Bates Music Department, the Office of Special Projects, and the Center for Service-Learning assisted Lewiston High School, Poland Regional High School, and community members in organizing a concert performing Vivaldi's "Gloria" with a six-piece orchestra and organist at the Bates Chapel.
- Lacrosse players at Bates helped out with the fall "come to Bates for a day of home games" event. A number of students (Ben Clements, Joe Cleary, Jon Fador, Scott Duddy, John Sullivan, James Quinn) worked all year with students at Genesis House. Coach Peter Lasagna participated in the reading program in an area school for one day and worked with 3rd, 4th and 5th grade boys lacrosse players in the spring.
- The Dump and Run Sale grossed over \$8685 this spring. The proceeds were distributed among the Maine Center for Justice, Ecology and Democracy (founded by Bates alumni Matt Schlobohm and Ethan Miller), Androscoggin Home Care and Hospice, and the non-profit organization Dump and Run, Inc. More than 1200 area residents visited and 316 pounds of food were donated to Good Shepherd Food Bank and remaining items went to Goodwill and the White Dove Agency in Greene.
- The Bates Buddies program continues to provide early elementary school children at Longley School with positive, lasting relationships and prepares them for the mentoring program in later years. The program attempts to encourage cooperative play during recess. Approximately 30 Bates students were involved this past year, each spending 1 hour a week for the duration of the semester. The program sponsored a book give-away during the holidays and provided many new games and toys for the children.

DEPARTMENTS, FACULTY AND STAFF COMMUNITY VOLUNTEER INVOLVEMENT

A sample of staff volunteer involvement include:

- This past spring, Theresa Arita in the Development Office taught Spanish to students in Bates alumna Anne Behnke's 4th grade class in Webster School.
- Bryan McNulty in College Relations taught children with various disabilities how to use adaptive equipment for skiing at Lost Valley.
- Kimberly Hokanson in the Development Office volunteered in her children's classrooms.
- Charles Bonney taught Junior Achievement to a fifth grade class in Readfield.

- Rose Pruiksma, Lecturer in Music, introduced fifth grade students at Farwell School to gamelan playing.
- Alison Hart from the Dance Festival mentored a 14-year-old girl.
- Bates Dining Services routinely donated food and their services to community organizations. This past year they donated meals to over 20 local groups.

Arthur Crafts Service Awards

Crafts Awards provide funding to qualified students who design a service-learning project with a social service 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 2001-2002 include:

FALL 01

- Jenny Blau '02
Barriers to Access and Utilization: Health Education in the Latino Community
- Jennifer Blum '04
National Middle School Association Conference workshop presenter
- Trung Huynh '02
Riverton Tutoring project
- Stephanie Lampe '02, Kristen Brock '03, Elizabeth Ormsby '03
Space and Astronomy Day
- Natalie MacDonald '02, Jennifer Sall '02
Educational outreach on childhood illnesses
- Cate Murray '03
After-school program at Auburn Housing Authority
- Laura Neff '03
Multicultural literature at Longley Elementary School library
- Lauren Rosenberg '05, Sarah King '05, Kelton McMahon '05
Positive psychology project at Hillview

SPRING 02

- Emily Bisson '02
Internship in recreational therapy at the Renaissance School
- Hannah Gaines '03
Fleece hats for children
- Kate Olsen '02
Study of the experience of teachers with Somali students in the Lewiston elementary schools

- Jason Rafferty '05
Urban Immersion trip—service trip to Boston

SHORT TERM 02

- Naira Arellano '05
Community Healthcare Internship at Boston Medical Center in Boston, Massachusetts
- Ellery Brown '03
Islesboro Groundwater Research at the Island Institute in Rockland, Maine
- Noah Buffett-Kennedy '02, Maggie Helms '04, Meghan Thornton '05, Elle McPherson '04, Leslie Shages '04
Diverse relationships between different cultures within the Hillview Residential Complex community in Lewiston, Maine
- Collin Eaton '03
Student intern with Boston Mobilization, a small student-run organization working for peace and justice, in Boston, Massachusetts
- Kate Larrabee '05
Making quilts for the Abused Women's Advocacy Project in Auburn, Maine
- John Daniel Lichtman '02
Educating through a Farm—independent study at the Morris Farm in Wiscasset, Maine
- Leah McDonald '02
Creating a trail guide at the Bates-Morse Mountain Conservation Area in Phippsburg, Maine
- Elizabeth Morrill '04
Environmental Issues and Biodiversity for 5th graders at Phippsburg School in Phippsburg, Maine
- Marcus Owens '05
Intern with the English Language program at Zespol Szkol in Siennica, Poland
- Sandy Rubin '04 and Laura Cody '04
ESL for Somalis at Lewiston Adult Education

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 2002 include:

- Laura Cody '04
Internship in client services with the AIDS Action Committee in Boston, Massachusetts.
- Sarah Gilman '03
Internship with the Abused Women's Advocacy Project in Auburn, Maine.

(VINCENT MULFORD SERVICE GRANTS, *CONTINUED*)

- John Scott Johnson '04
Project involves initiating Rebuilding Together Lewiston-Auburn, a national rehabilitation organization for low-income homeowners, rehabbing over 8,000 houses a year, primarily for elderly, disabled and families with children.
- Meghan Johnston '04
Project involves living and working in Haley House in Boston, a Catholic Worker community that ministers to the needs of Boston's poor.
- Chi Nguyen '05
Project involves researching summer programs for girls in Vietnam with the Hanoi Center of Learning for Children and the Ho Chi Minh City Center of Learning for Children.

Service-Learning Internship Grants

- Sarah Barnes '04
Project involves work with New Beginnings, a shelter for homeless teens, in Lewiston, Maine.
- Andrew Himsworth '03
Project involves working in the Volunteer Office at Androscoggin Home Care and Hospice in Lewiston, Maine.

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 2001-2002 academic year or for the 2002 summer:

FALL 01

- Kim Bosse '02
Tutor with New Beginnings, Lewiston, Maine.
- Alana Burns '03
America Counts tutor with the Auburn School Department, Auburn, Maine.
- James Dachos '04
America Reads tutor with the Auburn Housing Authority, Auburn, Maine.
- Adam Hume '03
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Laura Medina '02
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Leana Nordstrom '03
America Reads tutor with the Auburn Housing Authority, Auburn, Maine.

- Morgan Perlson '03
America Reads tutor with the Lewiston School Department, Lewiston, Maine.

FALL 01 AND SPRING 02

- Erin Beirne '05
America Counts tutor with the Lewiston School Department, Lewiston, Maine.
- Katrina Bergevin '05
America Counts tutor with the Auburn School Department, Auburn, Maine.
- David Charron '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Adrienne Eaton '05
Community educator with Abused Women's Advocacy Project, Auburn, Maine.
- Elisabeth Frost '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Christopher Jones '05
America Counts tutor with the Lewiston School Department, Lewiston, Maine.
- Ian Jones '04
Program aide with the Multi-Purpose Center, Lewiston, Maine.
- Danielle Matteau '03
America Reads tutor with the Auburn Housing Authority, Auburn, Maine.
- Serita Mattei '02
Community educator with Abused Women's Advocacy Project, Auburn, Maine.
- Catherine Murray '03
America Reads tutor with the Auburn Housing Authority, Auburn, Maine.
- Helen O'Donnell '04
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- James Quinn '04
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Rayann Richard '02
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Julia Richardson '02
America Reads tutor with the Auburn Housing Authority, Auburn, Maine.
- Nan Bryan Schreitz '02
Community educator with Abused Women's Advocacy Project, Auburn, Maine.
- Eve Wilder '05
Program aide with the Multi-Purpose Center, Lewiston, Maine.

SPRING 02

- Claire Brown '02
America Reads tutor with the Auburn School Department, Auburn, Maine.
- Mary Alice Cornog '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Margaret Edmonds '02
America Reads tutor with the Auburn Housing Authority, Auburn, Maine and Lewiston Public Library, Lewiston, Maine.
- Collin Eaton '03
America Reads tutor with the Auburn Housing Authority, Auburn, Maine.

(COMMUNITY WORK-STUDY PROJECTS, CONTINUED)

- Laura Gross '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Sarah Johnsen '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Natasha Klaiber '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Jessica Kubat '05
America Counts tutor with the Lewiston School Department, Lewiston, Maine.
- Jessica Matthiae '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Sara Linehan '02
America Reads tutor with the Lewiston Public Library, Lewiston, Maine.
- Meredith Maller '05
America Reads tutor with the Lewiston School Department, Lewiston, Maine.
- Julia Plumb '05
America Counts tutor with the Lewiston School Department and the Lewiston Public Library, Lewiston, Maine.
- Anna Plumer '04
America Counts tutor with the Lewiston School, Lewiston, Maine.
- Julia Richardson '02
America Reads tutor with the Lewiston Public Library, Lewiston, Maine.
- Melanie Shaw '05
Survey work with the Lewiston Public Library, Lewiston, Maine.
- Jennifer Stankiewicz '02
America Counts tutor with the Lewiston Public Library, Lewiston, Maine.
- Jessica Thomashow '03
America Reads tutor with the Lewiston Public Library, Lewiston, Maine.
- Alene Wilmoth
America Reads tutor with the Lewiston School Department, Lewiston, Maine.

SUMMER 02

- Hilary Benson '03
Internship with Hilltop Community Gardens in Lewiston.
- Erin Bertrand '05
Internship with the Housatonic Valley Association in Cornwall Bridge, Connecticut.
- Rachel Booty '04
Internship with the City of Lewiston Community Development Lead Program in Lewiston, Maine.
- Elizabeth Christian '03
Internship with the The Christine Weeks Ovarian Cancer Foundation in Longmeadow, Massachusetts.
- Caroline Coffey '03
Research internship on bereavement with the Jason Program in Cumberland, Maine.

- Collin Eaton '03
Internship with Boston Mobilization, a group that organizes students and communities to take grassroots action for peace, justice and democracy in Boston, Massachusetts.
- Kathryn King '05
Internship with the Collaborative Refugee Services Program in Lewiston, Maine.
- Erin Russ '03
Museum research consultant at MUDPIES Children's Museum in Buffalo, New York.
- Rebecca Seifers '04
Administrative intern with the Massachusetts Audubon Society in Easthampton, Massachusetts.
- Kathryn Stevens '04
Program aide for the Lewiston Multi-Purpose Center playground program in Lewiston, Maine.
- Heather Tompkins '04
Co-director and administrative assistant at Aroostook Teen Leadership Camp in Caribou, Maine.
- Andrew Walsh '03
Intern with the Stanton Bird Club in Lewiston, Maine.
- Eve Wilder '05
Intern with the Samaritans of Boston, an organization that strives to reduce the incidence of suicide in Boston, Massachusetts.

Otis Fellowships

Otis Fellow Richard Morrill '03 will spend the summer in a village in the Northwest Territories. He will volunteer for the Arctic Borderlands Ecological Knowledge Co-op, an organization that seeks to combine local, indigenous knowledge and Western scientific knowledge in order to better understand the region's environment and how it can best be managed.

Phillips Fellowships

Phillips Fellow Caitlin Cook '03 plans to conduct, transcribe and interpret interviews of the Jewish community in Mexico City. Through her interviews she will continue her studies of the Holocaust and its aftermath by learning about the experiences of European Jews who fled Nazi-dominated Europe for Mexico.

Community Research Fellowships

- With ongoing funding support from the Consortium of the Advancement of Private Higher Education through the *Engaging Communities and Campuses* program, Bates College and LA Excels continued to sponsor student research by Bates students and Bates advisors on research questions directly related to the LA Excels community development project in Lewiston and Auburn. Each research project also continues to have a community advisor from an LA Excels partner agency.
- Sophomore Mashfique Haque, in association with LA Excels Executive Director Rebecca Conrad and Associate Dean of Students James Reese, spent the summer investigating “Higher Education Opportunities in Maine: Where Are the Gaps?” Haque developed a matrix of higher education opportunities in Maine and presented his findings to senior government and higher education officials at a conference sponsored by the Maine Development Foundation.
- Senior Daniel Barsky worked with Linda Hertell, president of Richardson Hollow Associates, and James Hughes, Associate Professor of Economics at Bates, on “Downtown Revitalization: What Works/What Doesn’t.” Barsky created a report of several communities similar to Lewiston-Auburn where downtown revitalization has been effective.
- Senior Ben Newcomer worked with Michael Lecompte, president of LA Trails, and Camille Parrish, an Environmental Studies Learning Associate at Bates, on a study on “Community Trail Organizations: What Are the Best Models?” LA Excels has focused community attention on recreational trail development, and Newcomer’s report examines several communities similar to Lewiston-Auburn that have successfully funded trail organizations.