

Highlights

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*The Tulane Service
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The Inside Track



Service Learning at Tulane University

Tulane Service Learning Pioneer, Director to Retire at end of current academic year

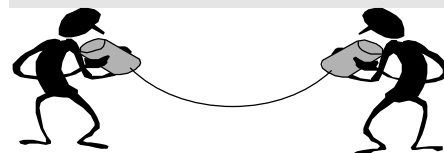
From the Director

When I was asked to write for this newsletter, I was told to "Take as much space as you want." What will I say, with as much space as I want? This is not so far from my thinking these days about my life, as I look forward to retirement on June 30: A time for looking forward – what space will I occupy, where will it be, what will I include in that space? This is also a time for looking back. I tell people that Tulane has been a "good home" for me, and, indeed, membership in this community for the past 32 years has been even more than that. Tulane has provided me a wealth of opportunities for growth, through experiences in the Department of Psychology, in interdisciplinary efforts, with the CAP program's work in the New Orleans community, and for the past six years, as a member of Tulane's Office of Service Learning. I will not even attempt to name everyone who mattered over the years or to honor the students whose work since graduation amazes and delights me, but I do want to thank my valued colleagues in Service Learning, Psychology, and Upward Bound. You know who you are and please know that you mean a lot to me!

I am delighted that Professor Molly Travis is going to become Director of Service Learning. Professor Travis will be an outstanding spokesperson for the program, as she and the staff move service learning in new directions, to bring students, faculty, and community together into a new vision for the city, the state, and the world. I wish her, and you, great success and joy in all of your work.

~ Barbara Moely
Director

Contact Information



Office of Service Learning
1332 Audubon Street
New Orleans, LA 70118
phone: (504)862-8060
fax: (504)862-8061
<http://www.tulane.edu/~ServLrng>

Amanda's Space

Ask me why I am having trouble finding time to restore my historic home and pursue my Ph.D, and I will ask you to keep reading! Even after five years, I still get over-engaged in these New Orleans-based Service

Learning projects with some of the most interesting Faculty Members, Community Partners and Students.

Students in Professor Elliot's **Race in the Urban Labor Market** work with the *Urban Conservancy* to assess the needs of local businesses, particularly along St. Claude Avenue. They are working to create a pictorial summary and map of the area of interest, as well as compiling demographic statistics for the area, interviewing business owners, and using the information gathered to make programmatic recommendations. The group presented their work at the Housing Urban Development Office of University Partnerships 10th Anniversary Conference in New Orleans on April 2nd at the Green Project.

Students in Professor Frickel's **Environmental Sociology** course are working with the *Louisiana Bucket Brigade* and a resident group to develop a report on the economy, culture, and environment in Chalmette, LA, a community that has suffered from its chemical refineries. The group met with attendees from the Gulf South Summit Service

Learning Conference on March 25th at the Neighborhood Gallery.

Students in Professor Murchison's **Introduction to African American Popular Music** work at multiple sites in the New Orleans music community. Students at the *Neighborhood Gallery* help to coordinate monthly Blues and Jazz performances at the Gallery by contacting local musicians and introducing them to the Gallery. Students assist with outreach and media coverage of scheduled events. At the *International Music and Cultural Foundation (IMCF)*, students assist with arranging artist interviews, planning special events, and preparing submissions for publication. Students who work at the *Music Business Institute* are developing the Cutting Edge Music Business Conference, the Indie Magazine and the Roots Music Gathering.

Theatre and dance students from **Dance Performance II**, taught by Professors Hayley, Hammons and Michel, serve in area schools and organizations. At *McNair Elementary School*, Service Learning students work with small groups of children on dance and theatre activities during their after-school program. One student is assisting Dance and Theatre teachers at *Audubon Montessori*. Two students work on-campus with the *Tulane-based Shakespeare Festival*. Students work with *New Orleans Ballet Association* in a number of ways this semester. A small group of students work with *NOBA's Moving Van* program, which brings dance performance into local housing developments, and with *NOBA's Step-Up Program*, which takes place at Tulane on Saturdays. They assist the staff dance instructor by giving the young dancers individualized attention, feedback and instruction during the rehearsals. Two students assisted *NOBA* when the Rennie Harris Group came to town to visit area public schools and hold master classes for community members. Students at *ArtSpot Productions* are working as stage managers while students at *UrbanHeart*, an after-school program at

Douglas High School, are working as teaching assistants.

Students in two courses taught by Professor Amy George-Hirons, **Introduction to Latin American Studies** and **Indigenous Religiosity in Mexico**, along with students from an **Honors** section of **Introduction to Latin American Studies**, taught by Professor Jimmy Huck, are doing service at community sites serving New Orleans' immigrant population. At the *Hispanic Apostolate*, students help conduct ESL/ISL classes and give one-one-one language instruction. They also assist with placement testing, Spanish GED and Citizenship classes. Students who work at the *International School of Louisiana* mentor, read with, and participate in creative projects along with Spanish emersion ESL/ISL students. At *Mensaje*, the Archdiocese's Communications Department, students compile demographic information about the local Hispanic population based on Festival participation. Another group of students is documenting discussions between a Catholic priest, Father Nunez, and community residents, which will be made into a book addressing subjects such as Catholic faith, fear of death, marriage, abortion, divorce, etc. Students edit materials in Spanish and format the information for the book. Students working with the *International Music and Cultural Foundation (IMCF)* are conducting outreach to local cultural organizations as well as local congregations serving the New Orleans Hispanic population in order for IMCF to better serve the local immigrant population. Finally, three Service Learning students work with the *Maryknoll Mission* before they travel to Latin America for an alternative spring break experience involving an agenda grounded in service and civic engagement.

Approximately sixty-five students from Professor Edmundson's **Business Ethics** course are involved

in service learning at community sites assisting with small business development, community enhancement, and education. At the *Kids Star program*, Tulane service learners work with children ages 8-12 at an after-school program, acting as supervisors and assistants for art classes. The art produced will later be used to beautify the community. Students at the *Levy-Rsoenblum Institute's Academics for Entrepreneurship Program* mentor high school students in Business classes at local High Schools. At the *Mirabeau Family Learning Center*, service learners participate in one-on-one tutoring, mentoring and group activities with elementary, middle and high school youth. Students working at *VITA* (Volunteer Income Tax Assistance) help local working families access Earned Income Tax Credit and learn about financial planning. *The Department of Economic Development*, along with a group called the *Commercial Real Estate Women (CREW)*, is working with students in New Orleans' Seventh Ward community to develop a How-To manual that will be made available to community groups to help them conduct research on commercial real estate in targeted inner city redevelopment areas. Students are also working with the locally owned and operated *Neighborhood Gallery*, helping with marketing and assisting with the promotion of local musicians and artists. Students are helping the art community by working with *Recycle for the Arts*, where they are updating a recycle pamphlet and an artist and teacher resource directory with information obtained by going to schools, art stores, art warehouses and studios. At the *Old Algiers Folk Art Zone*, students are conducting research that will inform the Board of Directors as they plan an ethnic museum. Students are also creating a membership brochure and working with the *Learning Center Kids* on folk art projects that will be sold in the local

community. A small group of students are working with the *LEAD lab*, helping to reduce lead poisoning in New Orleans by researching testing methods and coordinating remediation of local homes. At the *Green Project*, service learners are conducting a survey that will help the Green Project better understand who their customers are and why they shop there, identify potential customers, and identify customer needs. Students assist *Turtle Cove Research Center* by planting trees and other plants in the marshland during a series of visits in April. With *Job1 Youth Career Center*, students are assisting with the Mayor's Youth Employment Program application and intake process. Finally, students working at the *New Orleans Food Coop* are creating a suppliers' database, developing a business plan and structural analysis, as well as creating a Buyer's Club operation plan. As you can see, Professor Edmundson offers many service options in his Business Ethics course, giving students an opportunity to explore areas of interest while providing Community Partners assistance over the course of the semester.

It's a gust of community-based activity within the academic year. We all learn a lot through the process and empower civic participation across age groups and areas of interest. I want to thank those of you who have participated in the projects mentioned above and encourage everyone to engage, engage, engage! New Orleans needs you.

~ Amanda Buberger
Senior Program Coordinator

Rachael's Area

The Office of Service Learning has been extremely busy enhancing the learning experience for our students and the service provided for our community partners. Please take a moment to read about some of the ongoing projects for this semester.

The *CARE Center* is one of the sites hosting students from Mr. Michael Bibler's **Introduction to Women's Studies** class. Service learning students working with Ms. Kathy Kennedy at the homeless shelter for women and children are doing an outstanding job. They are organizing a reading program in which the children can participate; while some are learning how to cook with the women who prepare dinner. Other students in this class have been placed at dynamic sites like the *Leanne Knot Violence Prevention Program*, the *ARC*, and *Great Expectations*.

Urban Child Development, taught by Dr. Tanis Dasher, is a model of community and university partnership. Students in this class are mentors for *Upward Bound* students. *Upward Bound* is a program for high school students who will be the first generation in their family to attend college. Tulane students help the *Upward Bound* students establish goals and accomplish daily tasks like homework and studying.

Educational Psychology is taught by Professor Barbara Moely. Her service learning students are placed at a number of education sites including *Lafayette Elementary School*, *McNair Elementary School*, *Woodson Learning Academy*, and *Upward Bound*. Professor Moely has begun to do service herself at *Lafayette Elementary School*, where she is working with second graders through Monica Ponoroff's *For the Children* program. She hopes that her on-site service will enhance her service-learning course. I encourage other faculty members to structure their time to take on such an endeavor.

Ms. Linda McKee, from the Teacher Certification program at Tulane, is teaching **Introduction to Education**. In preparation for their careers as teachers, students are working as

classroom assistants at *McNair Elementary School*, *New Orleans Charter Middle School*, *Woodson Learning Academy*, and *McMain Secondary School*.

Dr. Teri Davis is preparing pre-service teachers in **Emergent Literacy**. Students apply their learning at *Lafayette Elementary School* with children who are beginning to perfect their reading skills. Students from the **Psychology of Early Childhood**, taught by Ms. Gail Swan, work with children at *Crocker Elementary School* and the *Uptown Learning Center*.

Afro-Latin American Literature is a new course added to the Service Learning line-up this semester, taught by Dr. Marilyn Miller. Her students are working with *Interfest*, an organization that connects people with resources that reflect their culture and heritage.

If you would like information regarding a community partner and how you can work with them don't hesitate to contact one of the OSL staff members.

~ Rachael Thompson
Senior Program Coordinator

Cinda's Corner

I am glad to announce that the Service Learning Internship Program is back in place this spring! Junior and senior students majoring in English, Political Science, Psychology, and Sociology are dedicating 60-70 hours of their time this semester to organizations throughout New Orleans. Interns are working with community partners such as the *Fair Housing Action Center*, *American Routes radio program*, *New Orleans Outreach*, *New Orleans City Hall*, *the Anti-Defamation League*, *Children's Bureau*, *Charity Hospital Mental Health Services*, *Make a Wish Foundation*, and *the International School of Louisiana*.

At the *Anti-Defamation League*, an organization dedicated to ending discrimination against religious and

racial groups, a psychology intern is assisting with the planning and presentation of a Unity through Understanding Day for high school students. An English student interning with *American Routes*, a syndicated national radio program, is working with record labels and independent producers to set up artist interviews for the show, participating in artist interviews and assisting with editing, researching music selections for theme-based programs, and assisting with grant writing. An English/pre-law student is assisting attorneys at the *Fair Housing Action Center* with research about local predatory lending practices. The *Fair Housing Action Center* is an organization dedicated to eliminating housing discrimination and ensuring equal housing opportunities for everyone in the New Orleans community.

This semester I am also working with service learning students through Professor Ed Morse's **Sociology of Law** course. Students from this course are serving at *AIDS Law*, the *Pro Bono Project*, and the *Fair Housing Action Center*. These community partners accept students from Professor Morse's Sociology of Law course every spring because of the students' valuable contributions to the organizations and the powerful learning experiences service learners receive through their work at these sites. At *AIDS Law*, students are examining will and estate documents for proper execution, assisting in preparing affidavits, and doing other intake and assessment work. A service learner at the *Pro Bono Project* is reviewing outcomes assessments, evaluating surveys to determine client satisfaction and quantify results into narratives for internal and external grant writing purposes, and performing service follow up and tracking of volunteer attorneys. At the *Fair Housing Action Center*, service learners are assisting with research of city records for evidence of predatory

lending practices. They are also assisting attorneys with case research.

I am excited about the projects students are working with this semester and find that both service learners and interns are able to collaborate with community partners at a high level of involvement.

~Cinda Clark

Senior Program
Coordinator

COMMUNITY SPOTLIGHT: Crocker Elementary School

Fifty Tulane service learning students serve as "reading buddies" in a Tulane community outreach program called *For the Children*. They read with students at two uptown elementary schools in poverty neighborhoods not far from campus. Service-learning students each work with four to eight children on a weekly basis. Teachers and administrators give high praise to the contribution of the reading buddies. They see a distinct improvement in reading skills, self-esteem and behavior of the children who participate in the program.

We witness the delight in children's faces each time they spot their reading buddy and their contentment as they sit beside their buddy with their noses in a good book. But, what do the children say about their reading buddies? To find out we interviewed 3rd and 4th graders at Crocker School. Here are some of their responses.

A fourth grader named Larry said "my reading buddy and I are best friends. She taught me how to pronounce college words and other words. She is the best reading buddy ever and I am lucky to have her."

Other comments: "She understands me. I listen to her and she listens to me." "He makes me so happy." "We love to kid around." "I have a very interesting reading buddy who teaches

me about other places." "He is the best reading buddy in the world. He makes funny sounds." "She is fun to be with." "When she reads words she teaches me how to use expression." "I am surprised whenever I see her. I am surprised that I could be that happy."

The most succinct summary of the role reading buddies play came from Theodore, a 4th grader who took a deep breath and looked intently as he said "He is a great man. He is my role model."

From my View

If one were to walk into the office of Tiffany Brown, the *New Orleans Outreach* coordinator at *Charter Middle School*, and ask her what she thought about the program, chances are that she would start talking about all the "Experiences" she is working on creating for the kids. At *N.O. Outreach*, she would explain, everything is called an "Experience" instead of a program or activity. She would probably tell you about the Experience she organized where the eighth graders got to shadow a business professional for a day. Or maybe she would talk about Wonder Week, where each teacher gets to design the curriculum for a week around whatever they want, including the use of fieldtrips and classroom guests. There is always something going on in the N.O. Outreach office, and Ms. Brown will probably be excited about it.

The other thing you will probably see when you walk into the main office is kids—everywhere. There are kids getting files for teachers, running messages to classrooms, cutting, pasting, putting things in binders. The best part about all these kids being everywhere is that they raise the energy wherever they are. They will probably introduce themselves to you, welcome you to *their* school, and ask you a barrage of personal questions.

They won't be offended if you don't answer. There is an air of confidence about all the students that is matched only by the teachers, who are constantly in motion. Running from one hallway to the next, circulating around the classroom, and tossing out jokes to the students just as easily as demerits.

It is a bit intimidating walking into an atmosphere like this one. If you are a white person, you are definitely a minority, but that seems to go unnoticed for the most part. Though it may seem a bit much at first, the energy is definitely contagious. Soon even the shyest volunteer will be smiling and joking. As in all schools, the students have a hard time sitting still for long periods of time and focusing on a lecture or a reading packet, but for some reason it seems harder at Charter Middle School. Maybe it is the buzz of all that movement and energy, or maybe it is the vibrant yellow and purple of the walls, but either way, any help is vastly appreciated by the teachers. They let you know how helpful it is to have you there, and that makes the experience of volunteering that much more valuable and personal.

~Kristen Hall, Sociology Major,
Newcomb '05

From My View...

Every Monday and Friday this semester, I leave campus after a morning music class, park my car on Bourbon and mosey on over to 1118 Royal Street. Within walls bedecked with the Big Easy's finest and armed with a decidedly-not-your-top-40 musical selection, *American Routes* produces its public radio program (aired nationally in over 400 cities). Certainly not every undergrad gets the chance to bask in this kind of environment, a workspace charged

with culture, craft and character, even though 2004 is to be a year of few new productions.

But it's much more than the esoteric artwork and music (from blues, jazz, and roots rock to our very own Cajun tunes and beyond) that makes my experience so unique and invaluable. The staff of American Routes has been ever-welcoming and kind, taking the time to orient me to the entire operation, not just the specific projects I'll be working on these next few months. Scott McCraw, the site coordinator for my internship, is the program's editor and the former Senior Program Coordinator at Tulane's Office of Service Learning. He, along with the rest of the staff, has been quick to help, answering the most trivial of questions and showing me more of anything in which I may express an interest. Although I'm just a small fry, everyone at American Routes has gone out of their way to humor me!

Nick Spitzer, the show's head honcho (officially titled artistic director and host), is no exception to the benevolent and considerate attitude I have encountered at my site. Although being honored as Mellon professor at Tulane this semester, teaching courses in the Communication department and delivering a lecture to the university on April 28th, Nick is around much of the time and makes it a point to include me in the program's operations. Sitting in on a staff meeting one of my first days, I was pleasantly surprised to hear Nick introducing me over the speakerphone to their co-producer listening in on the meeting from New York. During this meeting, I heard more about the logistics of the radio show, from its funding to its production.

But don't worry, I have no illusions as to my importance at American Routes! In some of his first words to

me, Scott apologized for the overall lack of glamour involved in my responsibilities. So far I've worked on entering into the computer database the blues and folk portions of Nick's LP (record) collection. I'm also working on the transcription of a series of six tapes, from an interview Nick conducted in December 1988 with his former professor, acclaimed folklorist Archie Green. While the job is extensive and tedious, Archie Green (especially with Nick, his friend and student) is engaging. At one point during Archie and Nick's heart-to-heart, Archie stutters and chuckles as he recounts a story involving a young female he met during his years in the military, realizing his wife (who was present for the interview) had never heard about *this* part of his overseas experience before! It will be interesting to hear Archie Green recount his story and then look into him more on my own. I may even incorporate my transcription work into a final project.

The staff members have introduced me other aspects of the program besides my transcription and cataloguing work (such as taping and producing shows), while continually impressing upon me the helpfulness of my side projects. On February 11, I was invited down to the studio to listen to the live taping of an interview with Lucinda Williams. I have seen Lucinda in concert and am familiar with some of her music. She also has roots in Louisiana and Tennessee, the two states I call home. Though it was only a phone interview with Lucinda, I thoroughly enjoyed hearing the raw and unedited chunk of conversation between Nick and her before it could be condensed for a show.

When I got myself into this internship for the spring semester, I hoped to conciliate my post-graduation woes with some sobering "real world" experience related to my majors. In acquiring an internship at American

Routes, I gained the opportunity to work in a field that engages my academic *and* extracurricular interests—who'd have thought?!

~Jackie Hansom, English Major, Newcomb '05

From My View...

Sometimes, as a college student, you start thinking about how stressful life is. You've got three tests this week, you have to make it to work on time, but don't forget to go to the gym, then off to class, your roommate is annoying, the list goes on and on. Sometimes it feels like you've got it pretty bad. And sometimes, you want to just quit.

Since beginning my service learning at the *Touro Infirmary* I have found a new appreciation for the stresses of my life. At Touro I have been working in the *Brain Trauma unit*, as well as the *Rehabilitation unit*, where the concept of stress takes on a whole new meaning. The patients range in age and condition, from 18 year olds who were in motorcycle accidents, to eighty years olds who suffered debilitating strokes. These individuals have gone from a normal, independent life, to spending their days in a wheelchair or bed, unable to walk or even speak. The days are long, with a schedule full of physical therapy, occupational therapy, speech therapy, and group therapy. Sometimes a patient may be working to regain balance when walking backwards, while patients with more serious cases must learn to make even the smallest movements again. Still more must live with the reality that they may never walk again, working toward a goal of being as independent as possible within the confines of a wheelchair for the rest of their lives.

Amidst all this pain and struggle, however, something amazing and inspiring is happening. At a time when most people would want to stay in bed

and wallow in self pity, these patients are motivated and determined to recover. They are optimistic, witty, pleasant, and cooperative; they embody a will and spirit that healthy people rarely exhibit on a good day. In recovery, there are no days off. Sleeping in or taking it easy is not an option. And quitting is not even considered.

I have had the privilege of working with some of the physical therapists, as well. I have been able to observe a variety of therapy methods, each tailored to the individual. Many times, the therapist will use the resources and materials on hand to create new way to treat a problem. They are tireless motivators and supporters, working with the patients day in and day out to try to help them regain their strength and mobility. While it may be true that doctors save lives, physical therapists are the people who make a life livable again.

Going through my daily routine feels different now. I may have to run between class and work, but I can RUN. I may have to give a presentation in front of a huge class, but I can TALK. I can walk, and dance, and see and hear, think and comprehend. I can live independently, go about, and do what I want. I no longer focus so much on what it is in my life I have to do, but rather what in life I am already able to do. Though it is the patients who are receiving care to live better, they have helped me to live better in the process.

~ Sara Dodrill, Neuroscience Major, Newcomb '05

From My View...

As a Tulane student, I am privileged to sit in a world-class institution among some of the most promising minds of tomorrow, debating, arguing, and pontificating about the problems and issues of our society. Inherent in this

privilege, I have found a feeling of detachment from the greater New Orleans community. That is where service learning comes in, as the link between campus and community, theoretical education and experienced reality.

I am currently in a women's studies class and many of the issues that we grapple with are potentially nameless and faceless statistics and stories. Service Learning is the bridge that grounds academia in the real world and allows us to draw on our vast resources at Tulane University. It allows us to personalize that which we learn and thus, allows us to become more effective students, citizens, and thinkers.

When I was assigned to complete my service at the *CARE homeless shelter*, I felt unsure and skeptical of what lay ahead. The inevitable questions arose: Why would these women trust me? What can I do to help? And ultimately, what is the point?

I soon found out. We were there to understand the women and their stories, to learn, to help, to inform, to share, and to interact.

To be homeless, I learned, was more than lacking a home. As one woman told me, "When I lost my home a few weeks ago, I also lost my voice, I no longer matter... no longer belong really anywhere." This feeling seemed to be shared by many. Thus, a group of us has begun working on a multitude of projects all aimed at giving the women their voice on a political, artistic, and personal level.

We recently held a discussion on the presidential candidates and their stances on women's issues. At the end, we assisted every woman in registering to

vote and distributed information regarding where and when to vote.

Currently, we are working on compiling recipes into a cookbook for the shelter's kitchen. This cookbook will ensure that each woman leaves a piece of her story behind.

Very soon we will be distributing cameras, purchased through a Tulane service learning enhancement grant, and will compose a photography exhibit. The exhibit will strive to express a day through the eyes of the women, ultimately giving each person her artistic voice.

I graduate in May and will be leaving Tulane and all my classroom experiences behind; however, my "education" in the truest sense of the word will travel with me. My experience at the CARE center and the relationships I have formed with the residents will surely not be forgotten.

~ Kate Earle, Anthropology Major, Newcomb College '04

From My View...

Like many students who are unfamiliar with service learning, I began my internship with the misconception that it would essentially be a "blow off

course, an easy three credits to be completed with a minimum of thought. At that time, I did not understand the unique value of a Tulane service learning experience. Through the service-learning program, students stand to gain invaluable personal benefits, including a change of pace from regular class work; an opportunity to evaluate the feasibility of entering into certain fields; and the possibility of creating new contacts.

But focusing on these personal benefits can obscure the key point of the whole program: it is service that truly matters. This is the message written on the faces of those we help, and in the actions of our site staff - it is the lesson that we must learn as interns. It is a lesson reiterated for me every time I serve as an intern at the *Greater New Orleans Fair Housing Action Center* under the supervision of Jeffery May and Jason Weil.

My service to the FHAC has involved a great deal of interaction with the New Orleans community. On a typical day, I write letters and complaint forms for clients, calling them and interviewing their witnesses to clarify case facts and handle their requests. I feel that the opportunity for direct interaction with the community has prevented me from experiencing disillusionment because I am able to have a one on one relationship with those who ultimately benefit from my service. If given the chance, I would recommend that future interns seek out sites and work that affords them the same unique and rewarding opportunities to serve members of the community directly.

In addition to fulfilling my desire to serve the community, my experience at the FHAC has solidified my interest in a legal career. I am currently working on five cases involving housing discrimination and/or harassment. On March 16th, I began devoting 3 hours a week to an intern driven census-tracking project under the supervision of Dr. Bill White. I am excited to begin a new project and learn new computer skills (such as census mapping on XL) from an expert in applied sociology. As a result, my internship has broadened my skills while allowing me to directly serve and better the New Orleans community. In this last respect, I feel that service learning could potentially be an effective vehicle for introducing

new students into the New Orleans area, perhaps as a means of addressing the "brain drain" issue that Louisiana has been concerned with of late.

A permanent staff of two attorneys, two sociologists, and an executive assistant runs the site itself. The site operates with the goal of insuring fair, non-discriminatory housing practices in New Orleans under the auspices of the Fair Housing Act. To facilitate this goal, the FHAC works closely with HUD. The FHAC also hosts an annual national conference comprised of Fair Housing agencies from across the U.S. For future interns, I would make the following recommendations. First, read the course readings before going to service hours each week and think about their message as it relates to your internship. If possible, organize your schedule so that you can work for one full day (9:30-4:30) at your site each week. This allows you to become part of the staff and tackle more interesting and complex work. Finally, focus on the quality of the service that you provide, rather than the personal rewards that it imparts to you. After all, our job as interns is to give the best service possible, and in the end, the greatest reward that we can hope for is the knowledge that we have given of our time and effort selflessly.

~Ross Williams, English Major, Tulane College '05

Outstanding Service Learner Awards

The Office of Service Learning would like to congratulate Emilie Gazeau and John Roger Bell for being recipients of the Outstanding Service Learning Student Award for the Fall 2003 semester. Emilie was nominated by Cindy Fromherz at the Office of Economic Development. John Roger

was nominated by Scott McCraw at American Routes. Both Emilie and John Roger wrote essays describing their experiences and what they gained from participating in service learning.

Enhancement Grants

The CARE Center has been awarded \$180.00 to create a cookbook with contributions from the CARE Center residents, publications to provide topics for group discussion sessions, supplies to complete a photography exhibit and resumes. The students participating in these projects are from Mr. Michael Bibler's Introduction to Women's Studies class.

Lafayette Elementary School's For the Children reading program has been awarded \$180.00 to provide pizza party's for the classes who excel in reading chapter books this semester.

Crocker Elementary School's For the Children reading program has been awarded \$180.00 The classes who excel in reading chapter books will be treated to a local field trip.

McNair Elementary School teacher Ms. Sanchez and service learning student Ashley Conwell have been awarded \$180.00 to add technology to the classroom. Software for the classroom computers has been purchased to enhance the math and reading curriculums.

McNair Elementary School service learning student Danielle Richard has been awarded \$180.00 to enhance the science curriculum for pre-kindergarten students. Science boxes focusing on space, seasons and weather, environment, as well as health and safety have been purchased for hands on learning.

Are You "Cultural Friendly"? Service Learners work with the Directors of the *International Music and Culture*

Foundation to build awareness and membership. Funds will be used for promotional materials which will help students reach out to people in the City of New Orleans during upcoming events.

Kid Star and *Gulf South Hits the Backstreet*. A school bus will be chartered to take Service Learning Students, Kids Star Program Youth, and Gulf South Summit Conference attendees on a tour to the Backstreet Cultural Museum where they will learn about the history of Mardi Gras and Second Line Culture in the city. The tour will be followed by a hotplate dinner at St. Augustine Church in the Treme.

What is Going On at the *Neighborhood Gallery*? Business students working at the Gallery will help get the word out about upcoming events by searching for and purchasing a marquee that will be hung on the side of the gallery.

Students working with the *Folk Art Zone in Old Algiers* on the West Bank will use their Enhancement Grant funds to purchase art supplies that will be used by the Learning Center Kids on art projects on pieces of old slate which will be sold to raise awareness and money for the program.

Students working with the *Hispanic Apostolate's* ESL/ISL classes will utilize new books that were purchased through a Service Learning Enhancement Grant.

Service Learning Enhancement Grant funds brought 80 McNair Elementary School and Woodson Learning Academy students to a professional dance performance by Rennie Harris Company at SUNO which was sponsored by the New Orleans Ballet Association.

ArtSpot Production received \$180 worth of materials to support Service Learning work surrounding the *To Flee, To Flee this Sad Hotel*

performance, based on the work of Tennessee Williams, which took place during March and April at the Contemporary Art Center.

Alternative Spring Break: An International Service Learning Experience

Professor James Huck in the Latin American Studies Department, in collaboration with Mr. Matt Rousso of the *Maryknoll Mission Education Office*, one of Tulane's Service Learning Community Partners, organized and led a small, select group of students on an alternative Spring Break field experience in El Salvador, as part of Prof. Huck's **Latin American Studies 101-07H Service Learning** course. Consistent with the service learning objectives of the course, the field trip was structured and organized around the themes of social justice and solidarity. Participants in this program not only experienced the reality of life for the majority of El Salvador's marginalized urban and rural populations, but also reflected on and discussed the contemporary implications of El Salvador's troubled history, especially with regard to the legacy of El Salvador's recent civil conflict and the current issues of social justice that have surrounded this legacy.

Part of the challenge of conducting a service learning class on another region of the world is making the local service learning experience relevant to the course. Service learners in the class are working locally with the *International School of Louisiana*, the *Mensaje Festival*, and with the *Maryknoll Mission Education Office*. In each of these projects, students have the chance to connect with issues and individuals that are related to the local Latino (and thus, by extension, Latin American) reality. *The Social Justice Field Program* in El Salvador exposed participants to many of the social realities and daily injustices in a Latin

American country that parallel many of the social realities and daily injustices that shape the lives of many people in the City of New Orleans. The program in El Salvador also helped students to relate the reality of the lived experience in El Salvador to the reality of the lived experience among the populations with whom they are working in their local service learning projects.

The Students' Yard Sale

We feel like we belong somewhere when we feel we are a part of the community. If a sense of philanthropy is inside of you, then giving back to *your* community is extremely important. As I leave Tulane University I am planning to leave something great behind as my legacy. I wish to leave behind an opportunity; a chance to do exactly what I was able to do.

My name is Miriam Lipson, and I am hosting a Yard Sale on Friday, April 30th. The Students Yard Sale will allow Tulane students to sell their goods to fellow classmates and members of the community. In doing so, they will help create a Tulane University scholarship for high school graduates of the Upward Bound program.

Because of programs like Service Learning and CACTUS, I have always actively pursued helping the community around me. These programs have helped create positive outlets for students to reach beyond their campus through teaching, mentoring, and volunteerism. I believe this scholarship will be a reflection of the impact that such interactions have on the community.

As I look back on my college experience, I identify my studies as a combination of classroom learning and work I have accomplished as a

volunteer and advocate with people in greater New Orleans.

With graduation fast approaching I find myself excited for my future and ready for the adventures ahead. I look ahead with such confidence because of my experiences, and the network of individuals with whom I have had these experiences. By serving my community I have helped bridge the New Orleans community with Tulane University, and this scholarship will be an affirmation of this.

With the financial support of the community, I hope to give New Orleans public school students the opportunity to utilize one of the greatest resources in New Orleans. I hope to give local students the opportunity to study at the same institution where I will soon be receiving my degree, and with the help of the community, I will see this scholarship come to fruition.

I know others believe in my vision, and I strongly believe that this opportunity will enable more bright and talented minds to enter and strengthen the Tulane University.

If you would like to donate your energy or help fund this Yard Sale and/or the scholarship please contact me.

~Miriam R Lipson,
mlipson@tulane.edu, 862-3818

Fall 2004 Service Learning Courses

Service Learning Required (3Credit)

- BMEN 403-01 Team Design Projects I; *Rice*
- EDLA 200-01 Intro to Education; *McKee*
- EDUC 350-01 Methods of Early Childhood Education; *Davis*

- EDUC 380-01 Methods of Reading Instruction; *Gittlin*
- EDUC 381-01 Practicum and Reading Assessment; *Riedlinger*
- EDLA 500-01 Secondary Methods; *McKee/Tift*
- ENLS 485-01 Narrative and Community; *Koritz*
- ENLS 552-03 Title: TBA; *Mark*
- PSYC 320-01 Educational Psychology; *Dasher*
- RBST 432-01 "Tribal" New Orleans Cultural Identity and Urban History; *Reese*
- WMST 290-01 Introduction to Women's Studies; *Staff*

Service Learning Option (3 Credit)

- CELL 413-01 Embryology; *Muneoka*
- CELL 799-01 Research *Grisbaum*
- ENLS 552-01 Feminisms in an International Frame *Nair*
- GMGT 414-01 Business Ethics *Edmundson*
- PSYC 331-01 Introduction to American Psychology *Cunningham*
- WMST 399-01 Feminist Theories *Nair*

Service Learning 4th Credit Optional

- BMEN 405-01 Beyond Design *Rice*
- CELL 471-01 Molecular Biology of Cancer *Burdsal*
- DANC 201-01 Performance I *Trask*
- DANC 201-02 Performance I *Staff*

DANC 352-01 Intermediate
Composition
Pascal Escher
PSYC 367-01 Brain and Behavior
Wee
SOC 609-01 Sociology of

Morse
SPAN 412-01 Social Problems in
Latin American
Culture
Shea
THEA 201-01 *Schierhorn*
THEA 201-02 *Schierhorn*

Fall 2004 Internships

Fall 2004 Internships
Available for
Psychology, Sociology, Political
Science, English, and Women's
Studies Majors

Requirements

Junior or Senior Major with Minimum
3.0 GPA
60-70 hours on site
Participation in weekly one-hour
seminar
**Receive three 400-level credit
hours**

For more information or to receive an
application by email contact:
**Cinda Clark, Internship
Coordinator, Office of Service
Learning 862-3356 or
cinda@tulane.edu**

Call for Outstanding Service Learning Student Award

The **STUDENT AWARDS PROGRAM**
identifies and recognizes service
learning excellence by awarding
students who have made a significant

contribution and have embodied the
best practices of service learning. The
recipients are honored at the Office of
Service Learning year-end celebration.

Student nominations may originate
from a faculty member, a student, or a
community site supervisor.
Nomination materials are available at
the Office of Service Learning or by
contacting Cinda Clark at
cinda@tulane.edu or x3356. The
student award nomination form along
with supporting materials should be
completed and mailed to Cinda Clark,
Program Coordinator, Office of
Service Learning, 1332 Audubon
Street, New Orleans, LA 70118 or
faxed to her at (504) 862-8061.

Nominations should be based on the
following criteria: Commitment,
compassion, cooperativeness,
leadership, initiative, professionalism,
communication skills, an
understanding of community needs
and the ability to get the job done. In
addition, students should be able to
connect service activity with course
material and show depth of reflection
(oral and/or written) and overall
engagement with the service activity.
Students with higher GPA's and more
service learning experience are more
likely to be selected.

Students who are nominated will be
asked to submit a 2-3-page essay
providing a history of their
community service involvement and
service learning experience at Tulane
University, the impact made as a result
of their service learning experience,
and reflection on how well the
connection was made between their
coursework and the community site.

The awards selection committee will
review the nominations and choose at
least one junior and one senior to
receive the awards. The Student
Development Sub-Committee of the
Service Learning Committee will serve
as the awards selection committee.

The committee is comprised of
faculty, student and community
representatives.

**Nominations for Spring 2004
outstanding service learning
students are due by April 26.
Student essays will be due by May
6.**

A Pacesetter Retires



Barbara Moely, Founding Director of
the Office of Service Learning and
Professor of Psychology will retire at
the end of the academic year.
Professor Moely's tenure at Tulane has
been nothing short of a phenomenal
experience. She has helped to lead
the university through her scholarly
and service contributions. Her
contributions have run the gamut of
local campus organizing to
participating in international
conferences that weave scholarship,
research, and learning together.
Presented below is her chronological
history at Tulane; a note on her
scholarly contributions to the field of
psychology follows; and finally a note
on her contributions to the university
is presented.

Professor Moely joined Tulane
University's Psychology Department
in 1972. Like many new colleagues,
she started as an Assistant Professor.
She received tenure and was
promoted to Associate Professor in
1975 and promoted to Professor in
1988, which is the rank with which she
will retire. In every aspect of her
professional career, she has
continuously worked hard on behalf
of children and families. Additionally,
she has mentored numbers of
undergraduate and graduate students.

In fact, she has directed 35 Doctoral Dissertations, 23 Masters Theses, and 20 undergraduate Honors Theses.

The dedication to students is matched with professional service. She has served on the editorial boards of two of Developmental Psychology's most prestigious journals: *Monographs of the Society for Research in Child Development* and *Child Development*. Additionally, she has served as President of several professional organizations (*The Southwestern Society for Research in Human Development*, *Phi Beta Kappa - Alpha Chapter of Louisiana at Tulane University*, and Tulane University's Chapter of the *American Association of University Professors*). This dedicated service has been officially recognized as well. She has been listed on several *Who's Who* lists. She was received *Professor of the Year Award* in 1998 from *Tulane University Women in Science*. More recently she was the 2001 recipient of the *Dr. Karlem Riess Award for service to the Tulane community* and was a finalist for the *2002 Thomas Ehrlich Faculty Award for Service Learning*

Professor Moely's service has been recognized with scholarly and service related grants with a career total of over 2 million dollars to support research and scholarly activities that focused training teachers, preventing teen pregnancy, recruiting superior graduate students, educational enhancement in public housing communities, and developing/sustaining Service Learning. The grants are matched with over 100 peer-review publications and presentations.

Leading the university in major endeavors to partner with the local New Orleans community has highlighted the last decade of Professor Moely's Tulane career. As leader of the Educational Enhancement component of the *Tulane-Xavier Campus Affiliates Program* she was instrumental in laying the

foundation of what is currently known as *Service Learning* at Tulane as well as other programs such as the university's *Upward Bound* program. While these professional contributions are stellar and deserve honor, recognition, and salutation, Professor Moely is equally a phenomenal woman.

The last verse of Maya Angelou's poem, *Phenomenal Women*, explains her well.

“Now you understand
Just why my head's not bowed
I don't shout or jump about
Or have to talk real loud
When you see me passing
It ought to make you proud.
I say It's in the click of my heels
The bend of my hair
The palm of my hand
The need for my care.
'Cause I'm a woman
Phenomenally
Phenomenal woman
That's me.”

Barbara Moely is truly a pacesetter and phenomenal woman. While she is retiring at the end of the academic year, she will continue to promote Service Learning to other universities and here at Tulane. Happy retirement and thanks for your dedicated service, thoughtful scholarship, and sincere mentorship!

~ Michael Cunningham, Associate Professor, Psychology

From your OSL family

Barbara - You have been a wonderful supervisor, mentor, and friend to all of us and we will miss you. We cherish all the wonderful memories that we shared with you and we hope that as you retire you continue to be part of our lives. We love you!

– Amanda, Cinda, Denise, Devi, Donald, Heather, Megan, Ms. Viola, Rachael, Vincent, and Yvette

