The Calvin College Service-Learning Center Newsletter • Spring 2005

The Apprenticeship Leadership Model in Calvin College’s Service-Learning Center

Jeffrey Bouman, Director of the S-LC

Each semester between 10 and 14 students take on leadership responsibilities as staff coordinators and interns in the Service-Learning Center. Their tasks range from the ordinary (phone calls, emails, photocopying) to the extraordinary (preparing extensive documentation on local agency partners, conducting research, presenting workshops, leading classroom orientations for service-learning, and facilitating large campus events). Prior to these paid leadership opportunities, there are a variety of ways for students to apprentice themselves in service-learning leadership.

StreetFest, our annual orientation event placing 1000+ first-year students into the Grand Rapids community for a half-day of service, utilizes 25+ students as group leaders for the three-day event.

In addition, each residence hall at Calvin is engaged in an on-going partnership with an established local agency, for which two sophomore students per residence hall are employed as Community Partnership Coordinators. Calvin’s federal work-study community-service program places between 15 and 20 students annually in local agencies in servant-leadership roles. Each spring semester between three and six alternative service-learning spring break trips each require one or two student leaders to coordinate and facilitate a trip for several peer students. Each of these leadership opportunities is accompanied by a training process designed to meet the needs of the respective leadership responsibilities.

For paid staff coordinators, training commences with a two-week experiential program in the late summer, and is followed by weekly staff meetings where relevant articles are discussed, regular one-on-one meetings with the director or associate director during the academic year, in addition to fall and spring retreats. The leadership model is designed to be progressive, to build on prior experience and training, and to dovetail with students’ classroom learning. An end goal of the program, stated succinctly, would be to enable student leaders to emerge from their Calvin College experience as “prime citizens” of God’s kingdom, a status that implies responsible citizenship in neighborhoods, families, churches, cities, states, nations, and the world.

Steven Garber writes in his book, The Fabric of Faithfulness that there are three elements essential for students to encounter a lasting connection between what they believe about the world and how they live in the world; a worldview that makes sense of things and is “sufficient for the questions and crises of the next twenty years;” a mentor who embodies the worldview and lives it out such that students can see it as a possibility for their own lives; and a community that lives out the worldview, and provides a “network of stimulation and support which shows that the ideas contained therein can be coherent across the whole of life.” At the Service-Learning Center, students encounter opportunities for each of these elements to begin and be nurtured.
The purpose of the Martin Luther King, Jr. Young Leaders’ Weekend is to expose fifty Calvin College students and fifty minority high school students from the Grand Rapids area to the Civil Rights Movement through training and volunteering. The Young Leaders’ weekend identifies all the students through a nomination process. These one hundred students participate in workshops on areas that Civil Rights activists addressed: voting, criminal justice, community organizing, economic development, and religious fidelity. From the workshops, they have community forums with past and present young leaders in the State of Michigan who do community activism in our city. Following that, they are broken up into groups riding public transportation (in memory of Rosa Parks) to volunteer their that are carrying out the movements goals, such as the environmental program “Get the Lead Out,” to helping a neighborhood church celebrate Martin Luther King, Jr. Day with local youth. Through these activities we hope to build community among Calvin students and minority high school students and train them young leaders learned to understand the important role they play in connecting neighbors to resources, and they began to understand the injustice of childhood lead poisoning. In Grand Rapids, as well as across the nation, childhood lead poisoning is significantly concentrated in low-income communities—most often communities of color. The young leaders learned the important role community-based organizations play in establishing trust with neighbors so that shared problems can be solved. The program ends by attending one of the local African American congregations to celebrate the effort they put in throughout the weekend. We intend for them to have more knowledge to lead and serve in their various communities.

Youth participating in the MLK Young Leaders weekend went door-to-door on a frigid January day, making sure low-income children are protected from childhood lead poisoning.

Joining forces with the Get the Lead Out! coalition, the young leaders made parents in three inner city neighborhoods aware of resources to protect children.

Incorporating Service-Learning into the MLK Young Leaders Weekend was a tremendous step forward in getting public resources to the people who would most benefit. These young leaders learned to understand the important role they play in connecting neighbors to resources, and they began to understand the injustice of childhood lead poisoning.

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Both to understand that their volunteering must be understood in the larger context of societal transformation.

As a Calvin Alumni, I was inspired by the commitment and esprit de corps exhibited by the students. The reflection time was a powerful opportunity to hear from them. They shared how much they benefited from serving the community. Many of the students made a pledge to continue their involvement in their schools and neighborhoods.

Oluwatoyin Adegbite Moore, Mentor and Calvin Alumni
**Education**

**Coordinator:** Deborah Lim

**Education 202: Education and the Diverse Learner**
Professor R. Sipperdza and Professor L. Dekker
Wellerwood Early Childhood Center
Ridgemoor Park Elementary
Brookside Elementary
Campau Park Elementary
Godfrey-Lee Early Childhood Center
Central Woodlands 5/6 School
Dickinson Elementary
Lake Michigan Academy
Ottawa Montessori
Oakdale Christian School
Glenwood Christian School
Sherwood Park Elementary School
Creston High School
Grand Rapids Christian High School
Iroquois Middle and High School
Northern High School
Park School
The Potter's House High School
Ottawa Hills High School

**Interdisciplinary 205: Societal Structures in Education**
Professor D. Isom

**Natural Sciences and Mathematics**

**Coordinator:** Dieter Bouma

Math 222 A, B: Math for Elementary School Teachers
Professor J. Koop
Dickinson Elementary School
Madison Park Elementary School
Oakdale Christian School

**Biology 112 A, B: Biology for Elementary School Teachers**
Professor K. Bergwerff
Calvin Christian School

**Biology 356 A: Investigations in Restoration Ecology**
Professor R. Van Dragt
CEAP (Calvin Environmental Assessment Program)

**Biology 333 A: Immunology**
Professor J. Bonnema
MS Chapter
Lupus Foundation
AIDS Chapter

**Biology 111 A.B: Biological Science**

Professors S. Mathiesen and D. Dornbos
Catherine’s Care Network
Second Harvest Gleaners
Creston Neighborhood Association

**Spanish**

**Coordinator:** Grace Miguel

**Spanish 202 A: Intermediate Spanish II**
Professor M. Bierling
Southwest Community Campus

**Spanish 310 A: Hispanic Culture in the United States**
Professor L. Rodriguez
Emmanuel CRC
Southwest Community Campus
Adelante High School

**Spanish 202 B, C: Intermediate Spanish II**
Professor C. Slagter
Buchanan Elementary

**Spanish 202 D, E: Intermediate Spanish II**
Professor L. Rodriguez
Campfire at Burton Heights

**Spanish 202 F, H: Intermediate Spanish II**
Professor K. Holleman
Hispanic Center

**Spanish 202 G: Intermediate Spanish II**
Professor D. Ten Huisen
Campfire at Burton Heights

**Spanish 202 I, J: Intermediate Spanish II**
Professor J. Polonoski
Homework House

**Spanish 202 K: Intermediate Spanish II**
Professor R. Allen
Campfire at Burton Heights

**Spanish 301 A: Advanced Grammar, Composition, & Conversation I**
Professor M. Rodríguez
Hispanic Center
Southwest Community Campus
Spanish 301 B: Advanced Grammar, Composition, & Conversation I
Professor E. Miller
Hispanic Center
Southwest Community Campus

**Spanish 302 A, B: Advanced Grammar, Composition, & Conversation II**
Professor D. Zandstra
Roosevelt Ministries
Grandville Avenue Academy
Southwest Community Campus

**Spanish 302 C, D: Advanced Grammar, Composition, & Conversation II**
Professor M. Rodríguez
Roosevelt Ministries
Grandville Avenue Academy
Southwest Community Campus

**Spanish 302 E: Advanced Grammar, Composition, & Conversation II**
Professor O. Leder
Roosevelt Ministries
Grandville Avenue Academy

**Literature, Language Arts and Contextuals**

**Coordinator:** Paul Vliem

**Art Education 315: Elementary Art Education**
Professor J. VanReeuwyk
Grand Rapids Art Museum

**Communications Arts and Sciences 141: Visual Rhetoric**
Professor K. Groenendyk
CEAP
Communications Arts and Sciences 303: Community-Based Drama
Professor L. Welker
Grace Episcopal Church/Sudanese Episcopal Church

**English 101: Written Rhetoric**
Professor G. Fondse
Homework House

**Music 103: Understanding and Enjoying Music**
Professor D. Reimer
Music Department at Calvin
Student Activities Office at Calvin
St. Cecilia Music Society
Opera Grand Rapids
Franciscan Life Process Center

**Music 238 A, B: Music and Community**
Professor Dale Topp
Campau Park Elementary
Ottawa Montessori Academy
Grace CRC
Roosevelt Park CRC
Calvin CRC
Gerontology Network
Arbor Circle
Lincoln Development Center
Alexander Elementary School

**Religion 252: Introduction to Missions**
Professor D. Obenchain
Burton Heights CRC

**Interdisciplinary 394: Gender Studies Capstone**
Professor C. DeGroot
Madison Square CRC

**History 238: Latin American History**
Professor Dan Miller

**Social Sciences**

**Coordinator:** Ryan Kruls

**Psychology 201 A, B, C: Developmental Psychology: Lifespan**
Professor W. Joosse
FACTS Reading Program
Holland Home
United Methodist Community House
Hispanic Center

**Psychology 204/CCE: Developmental Psychology: Child**
Professor M. Gunnoe
Headstart

**Psychology 212 C: Psychopathology**
Professor C. Kok; Chaka Holley
Creston, Baxter/Madison, and Burton Heights Neighborhoods

**Psychology 310 A, B: Social Psychology**
Professor M. Bolt
Park School
Holland Home
Domestic Assault Response Team

**Social Work 240 A, B: Introduction to Social Work and Social Welfare**
Professor S. Hoeksema
Heartside Ministries
North End Community Ministries

**Social Work 320 A, B: Social Research**
Professor F. De Jong

**Economics 335 A: Labor Economics**
Professor G. Monsma
Jubilee Jobs
Goodwill Industries

**Business 160 A, B: Introduction to Business and Organization Management**
Professor M. Sampson
Junior Achievement

**Economics 221 A, B: Principles of Microeconomics**
Professor J. Tiemstra
Junior Achievement

*In addition to all of these sites, the Nursing Program is active in many other hospitals and agencies in the Grand Rapids community.*
Our Partnership
Lauren Boylan, Director of Education
Grand Rapids Art Museum

Each year, the 3rd graders of Grand Rapids Public Schools visit the Grand Rapids Art Museum free of charge as part of GRAM’s commitment to enrich our community through interaction with authentic works of art. Prior to their visit, the GRPS students prepare with materials provided by the museum, and on the day of, they are led through the exhibition by knowledgeable, friendly docents. Last summer, GRAM’s Education Department and Calvin Professor Jo-Ann Van Reeuwyk developed a plan that has resulted in a win-win situation for GRPS 3rd graders and Calvin College art education students.

For each semester of this academic year, Professor Van Reeuwyk’s students have developed an art lesson for the GRPS 3rd graders based on the current GRAM exhibition. The Calvin students take time out of their busy days to teach these lessons to the GRPS students at GRAM immediately following their tours.

In light of the current state of arts education in the schools, Professor Van Reeuwyk and her students’ contribution takes on even greater significance.

Art Education and Academically-Based Service-Learning

Beneficial Transactions
Jo-Ann Van Reeuwyk, Assistant Professor of Art

Recently the Rand Corporation, a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world put out a report that addresses Arts Education Partnerships. It includes the following quote:

“Arts Education is facing some tough challenges in the nation’s… schools despite strong public support for arts education… the No Child Left Behind Act of 2001 does not require schools to be held accountable for teaching the (se) curriculum standards for the arts… These latest policies, combined with the recent budget crises in many states, have resulted in increased instructional time in tested areas and decreased instructional time in non-test areas, such as the arts. One of the strategies adopted by schools to address this problem is to tap the expertise of community arts organizations…”

Two very fine institutions in the Grand Rapids area have responded to this need that school children and their teachers are experiencing. They are the Grand Rapids Art Museum and the Grandville Arts Academy. However just as the schools are struggling to address their own needs, these two institutions are struggling financially to provide consistent and high quality arts program for their constituencies.

The partnerships that have been developed between the Grand Rapids Art Museum and the community and between Grandville Arts Academy and its neighborhood Latino community are necessary, but suffer financially just as the schools do. They need teachers and the funding to provide these teachers.

Calvin College Education students, particularly in the arts and special education, can help provide for these needs and in the process meet their own.

In order for a partnership to be vital and strong, both parties need to benefit from the transactions. We here in Calvin College Art Education have become partners with GRAM and GAAH in order to help them serve the needs of the community and also to gain invaluable experience in teaching young children, specifically in the fine arts.

The State of Michigan Education Department has increased hours required in the classroom in order to obtain certification. Through arts education methodology courses we have become these teachers at no cost for these institutions and have been bolstering education students’ hours in the classroom.

This type of partnership reminds me of a quote that I have kept close at hand for several years. It is by Leela, an Aboriginal Australian. “If you’ve come to help me, don’t bother. But if you’ve come because your liberation is tied up with mine, let us join forces.”

Education and its opportunities, specifically in the arts, are “tied” up with our community’s “liberation,” if you will. Through these service-learning opportunities, education students who take courses in Art Education, serve and are being served.

AM At GRAM
Elizabeth Ward, Art Education Student at Calvin College

I share the position of instructor for A.M. at G.R.A.M., a Saturday morning program that takes kids on a journey to different parts of the world and encourages them to explore different art forms. This program has given me insight into the difficulties and blessings that come with teaching. My major here at Calvin College is Art Education, making this work study program more than just a fun job for me, it has helped shape me into a person who is increasingly more passionate about education. Not only has my passion for education grown but I have also witnessed first hand the necessity to unite education with the arts and multicultural awareness.
What Does Service-Learning Really Mean?

Janelle Vandergrift, Student Staff

I regularly have the conversation about what service-learning really is. Curious family members and friends will inquire about what my job at the Service-Learning Center actually is and what service-learning really is. It is often tempting for me to blurt out, “Oh, it’s just another word for volunteering, so it’s like the volunteer center on campus.” But, I bite my tongue quickly because if I was to limit it to the word “volunteer,” I would be neglecting a large part of the entire pedagogy of Service-Learning.

This diagram is a model of what the Service-Learning Center at Calvin College and other colleges and universities are getting at when they say the word “service-learning.” We are working towards developing a paradigm that includes enhanced academic learning, relevant and meaningful service with the community and purposeful civic learning.

Service-Learning in its most effective form, intentionally encompasses each of these criteria.

In my own experience, I have come to understand the inclusive relationship of service-learning. I took an education class where every week I observed and aided in a classroom. Not only did I observe the role of a teacher, I was able to assist students with their reading skills.

In addition, I now have a better idea of the difficulties associated with an unequal education system and a generally unjust society. These realizations will affect the choices that I make in the rest of my life: where I live, what I choose to support or protest, and what my vocation is and may be.

An important aspect of service-learning is the reflection that makes us aware of the connections between enhanced academic learning, relevant and meaningful service with the community, and purposeful civic learning. Without the verbal and mental discourse during and after service-learning, we close ourselves off to the learning that must occur for service-learning to be a practical tool for continued learning and for service now and in the future.

Spotlight on ... Federal Work-Study Program

What is Federal Work-Study?

Nathan Tonlaar, Federal Work-Study Coordinator

The Federal Work Study program is funded by a government grant to colleges that enable students to work for community organizations at a minimum cost to the organization. Calvin, through the Service-Learning Center, places students to work in community agencies around Grand Rapids. The program is a great opportunity for students to learn, gain experience, and make money as well as improve their resumes and graduate school applications.

A Federal Work-Study Student’s Perspective ...

Hello! My name is Christi Sprague; I am a junior and a Communications Major. Currently, I am working as the Administrative Assistant for Garfield Development Corporation, a non-profit housing developer that buys and renovates homes in the Burton Heights Neighborhood. This position has provided many opportunities for a variety of tasks, but there are other things that I have learned by serving in this community. First, I have learned so much in my job that I would not have been able to learn anywhere else. I am confronted by my own opinions and prejudices against people and places. Working in Burton Heights has made me ask some tough questions of myself and this world. This is how I am serving to learn. Second, there have been many moments at GDC where I feel like we are “plowing the ocean.” But in the midst of all the frustrating situations there are glimmers of progress that help readjust perspective to the real mission of why we exist. I remember that I am an Agent of Redemption and this is how I am learning to serve.

“College is a time for gaining knowledge and experience. Thus, to fully utilize the opportunities available during college, students need to maximize the amount of learning they do and the experience they gain outside the classroom.”

Nathan Tonlaar, Student Staff
WE RECOMMEND...

Jesus and the Disinherited: Howard Thurman
Katie Timmermans, Student Staff

“\textbf{In a society in which certain people or groups—by virtue of economic, social, or political power—have dead-weight advantages over others who are essentially without that kind of power, those who are thus disadvantaged know they cannot fight back effectively, that they cannot protect themselves, and that they cannot demand protection from their persecutors}” (Thurman, 38).

In his book, \textit{Jesus and the Disinherited}, Thurman explores the effects of oppression upon people, looking specifically at African Americans and issues relating to racism. Thurman speaks prophetically about Christianity as it relates to oppression and the ways in which Jesus has a profound message surrounding this issue.

One of Thurman’s main purposes for writing the book was his recognition of a group of people who were largely ignored by Christians and for whom Christianity was unappealing. He termed this group “the disinherited,” loosely defining it as the poor, the ignored, the marginalized, and those experiencing injustice. Throughout his book, he continually asks and explores the critical question, “What does our religion say to them?” (13).

The book is divided into five concise chapters beginning with “Jesus: An Interpretation,” “Fear,” “Deception,” “Hate,” and “Love.” Author Vincent Harding describes Thurman’s book as, “the centerpiece of the Black prophet-mystic’s lifelong attempt to bring the harrowing beauty of the African-American experience into deep engagement with what he called ‘the religion of Jesus.’”

We recommend this book as a fitting introduction to a Christian response to racism.