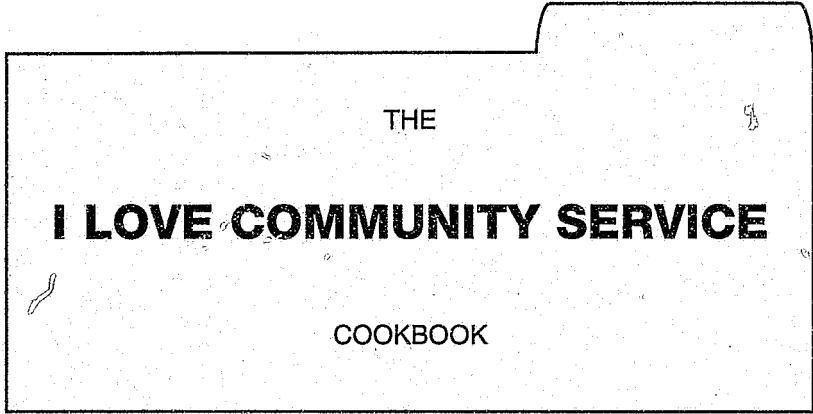


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# I Love Community Service Cookbook

Helping  
One  
ANOTHER



THE

**I LOVE COMMUNITY SERVICE**

COOKBOOK

Easy-to-do recipes for community service  
that combine service-learning with  
Youth as Resources projects.

This publication is made possible by  
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YOUTH RESOURCES OF  
SOUTHWESTERN IN

"Helping others really gave me a warm feeling. It really opened my eyes to the poverty that's right around me. It's not just in New York and L.A. — it's here in Evansville.

Aislin Arney  
Harrison High School  
History Class Project with Christian Life Center

"One thing I'm going to do differently because of the Helping Hands project is to help people who are in need, and not look down on them."

Jamie Benefiel, Harrison High School

"It [the project] made me feel happy. I helped someone."

Jamila, Caze Elementary School  
First Aid From the First Grade

"The hardest part was doing the work after school, but the best part was going to the day care center to work with the kids. It made me feel good."

8th Grader, McGary Middle School

"I got a lot of pleasure watching how well my Exploring Childhood students worked with children. We were all touched by the hugs and 'I love yous' when we left each place. I was troubled to learn of the number of hours some children spend away from their families. I will never forget one child in particular who had been dropped off at a day care center at 5:30 a.m. and would be there until 8:00 p.m. We gave him some extra love!!"

Mrs. Karen Kendall  
Harrison High School Teacher

"The books [we wrote] helped the little kids understand about drugs, alcohol, and child abuse."

8th Grader, Plaza Park Middle School

## FORWARD

"Youth Resources of Southwestern Indiana has taken a pioneering step — one that holds extraordinary promise for the youth service field as a whole. By combining the Youth as Resources model with service-learning, this initiative links communities and schools in a new, mutually advantageous way. As the notion of service-learning takes hold in schools across the country, there is a growing need for information and tools to implement service programs in the community. Teachers charged with starting service-learning programs are often unaware of the community resources available to assist their efforts, or if they do know of them, they are often unsure how to access them. The Youth as Resources/Service-Learning merger represents a natural and extremely effective way to bring schools and community-based organizations together for a common cause — to provide young people with opportunities for personal growth, to see themselves as contributing members of society, and to get real work done. Youth benefit, schools benefit, and the community benefits. Youth Resources of Southwestern Indiana has created a win-win situation for Evansville and has provided a model for the rest of the United States."

— John A. Calhoun, Executive Director  
National Crime Prevention Council  
Washington, D.C.

"The Youth as Resources/Service-Learning pilot is an excellent example of how community organizations and schools can collaborate to meet the social and academic needs of the community's youth."

— Scott Bauserman, Consultant, Office of  
Program Development  
Indiana Department of Education  
Indianapolis, Indiana

"There are groups that say they do good, and groups that actually do good, hands-on. Youth as Resources is one of the latter, and their Service-Learning pilot program is a good example of that — it put real people in real situations where good things resulted."

— Tom Tuley, Editor and President  
Evansville Courier

## INTRODUCTION

During 1993 and 1994, Youth Resources of Southwestern Indiana, Inc. and the Harrison Attendance District of the Evansville-Vanderburgh School Corporation of Evansville, Indiana, collaborated on a merger of the Youth as Resources (YAR) program and the service-learning initiative, both national models for community service by youth.

This partnership resulted in two National Community Service Act sub-grants awarded through the Indiana State Department of Education. The first award, for \$40,000, allowed the merger to begin in the spring of 1993. The second award, for \$25,000, provided for the continuation of the merger for the 1993-94 school year. Both demonstrations took place in the Harrison Attendance District which serves 5,285 students and is composed of one high school, two middle schools and four elementary schools.

The path to this collaboration emanated from six years of work through Youth as Resources, a program that began in 1987, in Indiana, as a pilot demonstration of the National Crime Prevention Council (NCPC). Evansville, a river town populated by 130,496 people, was one of the three original sites selected to involve young people in meaningful, youth planned and implemented community service projects.

Through these projects over 20,199 Evansville area youths, crossing social, economic and cultural lines, and ranging in ages from 10 - 19, reached out to others and their communities. From 1987 to 1994, 252 projects from non-profit organizations, schools, churches, or other agencies received approximately \$337,845 from Youth as Resources in grants ranging from \$100 to \$5000 per project.

In some of the early projects, young people aided foster families, the elderly, the handicapped and children of battered women. They raked, mowed and cleaned neighborhood yards. They filmed videos on safety belts, suicide, substance abuse and child abuse. Other projects produced live puppet performances against the use of drugs and alcohol, an original jazz production on how to resist peer pressure, a junior docent program on historic New Harmony, and fairy tales recorded on tapes for after school day care. Houses were constructed for low-income families, aviaries built for the zoo, boardwalks laid for a nature center, and Christmas toys made for needy children.

Since many of the early Youth as Resources projects enhanced academic learning, the transition to the merger between service-learning and the Youth as Resources model was easy and natural.

The following text presents recipes for duplicating the Evansville model. Please add to or subtract from these recipes in order to have the best design for your community.

## **Starter Recipe**

### **Ingredients:**

- 1 willing superintendent**
- 1 supportive principal per school**
- 1 "We Can Do It" liaison teacher per school**
- 1 lead teacher**
- 1 seasoned YAR community service organization**
- 1 committee of teachers (no lemons)**

### **Directions:**

**Mix 1 superintendent, 1 YAR board president, and 1 YAR director to begin process. Put YAR director with the committee of teachers to design program. Write a grant for money. When grant is awarded, have principals appoint liaison teachers. This must not be half-baked.**

Begin at the top by contacting your superintendent. If he or she is open to a service-learning pilot, ask the superintendent to designate the schools for the program. In Evansville, the superintendent selected the Harrison High School Attendance District for the experiment. This district of 5,285 students includes one high school, two middle schools, and four elementary schools.

Several meetings were held between Youth Resources and a committee of teachers and administrators from the high school to discuss how the proposal would look. A basic concept was accepted by the committee. The design that emerged engaged students, kindergarten through 12th grade, in youth planned and implemented community service that addressed a real community problem or need and enhanced learning within the school curriculum or academic studies.

The objectives of the design were to —

- o increase awareness of community problems or needs
- o change adult perceptions of youth from a source of problems to a resource for the community
- o provide a practical application to current curriculum or academic learning

- o provide an activity the students felt positive about
- o teach ways to help others and/or the community

Youth as Resources then wrote a grant proposal for funding and provided support materials such as a budget, RFP (request for proposals), rating instrument, evaluation instrument and teacher liaison job descriptions.

When notification was received that Evansville had been awarded the National Community Service Act sub-grants, school principals selected teacher liaisons from each school.

## **Survey Recipe**

### **Ingredients:**

**1 "I Love To Teach" teacher  
7-10 high school students of diverse ethnic, cultural, and economic backgrounds**

### **Directions:**

**Arrange 7-10 high school students in a room with a table & chairs. Have students list 20-30 problems for a school survey and design a questionnaire. Have teacher distribute the questionnaire to high school and middle school students. Tabulate results. Garnish with a press conference to announce 5 top problems.**

For the first and second grant cycles, the Harrison District created, distributed and tabulated a needs assessment, designed by a committee of Harrison teens. The assessment was taken by 2,138 high school and middle school students in the district. The top five problems identified were child abuse, teen pregnancy, alcoholism, lack of AIDS awareness, and abuse in relationships. In the second cycle, child abuse (physical and sexual), sexually transmitted diseases, alcoholism/drug abuse, drug dealing and teen pregnancy were rated by 1,350 students as the five most serious problems to the community. The needs assessment was the first step in having students think about community problems or needs.

## **Teacher Training Recipe**

### **Ingredients:**

**30-50 "I'll Go The Extra Mile" teachers**

**2 seasoned YAR trainers**

**Flipchart**

**Slides**

**Grant applications**

**Questionnaire results**

### **Directions:**

**Feed teachers. Have seasoned trainers show slides of existing community service projects. Place teachers in role-plays to learn how to be "facilitators." Fold in the concept that the projects must meet a real problem or need, be planned and carried out by students, and enhance academic learning. Give results of questionnaire to teachers and copies of the grant proposals.**

Training workshops were conducted by Youth Resources' trainers. A total of 91 teachers attended the trainings held for the two cycles. The trainings focused on the role of teachers as "facilitators," brainstorming with students about community problems, and following their lead in the design of the project. Examples of Youth as Resources/Service-Learning projects were given to help stimulate creativity. After the workshops, interested classes were given the results of the needs assessment to think about as they planned their projects.

## **Youth-Designed Community Service Project Recipe**

**Classroom**

**3 or 4 groups of students**

**1 leader per group**

**1 recorder per group**

**1 enthusiastic teacher**

**Questionnaire results**

**Grant forms**

**Newsprint or Chalkboard**

**Step 1 Place students in groups. Brainstorm community problems. Report results. Distribute questionnaire results.**



**(Youth-Designed Community Service Project Recipe - continued)**

**Step 2** Discuss, in groups, a service project that would help a specific problem and use an academic skill or the curriculum currently being studied. Share results.

**Step 3** Class selects project with the best ingredients. Teacher whips class into excitement about the project as they discuss the proposal, the needed supplies, the transportation, and the budget.

**Step 4** Class and teacher submit grant proposal by deadline.

## **Screening Committee Recipe**

**Ingredients:**

- 1 "We Can Do It" liaison teacher per school
- 7 or more high school students
- 2 seasoned YAR trainers

**Criteria**

Tally sheets

Food

Patience

Interviews

**Directions:**

Combine all ingredients with all grant proposals. Have liaison teachers read the proposals from their schools. Rate proposals on a scale of 1-10. Tally scores. Award money to the projects with the highest scores.

From the submitted proposals, a screening committee composed of teachers, Harrison teens, and Youth Resources' staff, selected thirty projects for funding during the first cycle and twenty-six projects for the second cycle. The funded projects ranged in creativity and service-learning application.

## **Evaluation Recipe**

### **Ingredients:**

**Students**  
**Teachers**  
**Reflection exercises**  
**Liaison teachers**  
**Seasoned YAR trainers**  
**Press releases**

### **Directions:**

Invite press to come when projects take place. Combine seasoned YAR trainers and liaison teachers for site visits. Take photos of the projects. After projects are over, have students reflect on the projects through pictures, narratives, and comments. Put together a display.

## **Recognition Recipe (Formal)**

### **Ingredients:**

**All projects**  
**Buses**  
**Principals**  
**Superintendent**  
**Displays**  
**Food**  
**Slides**  
**Large auditorium**  
**Prizes**  
**"Big Wig" speakers**  
**Mayor of city**

### **Directions:**

Line halls with project displays. Invite all participants, principals, school board members, school administrators, and city officials. If possible, excuse students from school. Celebrate how the students have helped others and the community.

## **Recognition Recipe (Informal)**

### **Ingredients:**

**All projects**  
**Principals**  
**Superintendent**  
**Buses**  
**Pool/Recreation Site**  
**Sack lunches**  
**Prizes**

### **Directions:**

**If possible, excuse students from school for a day of swimming.**  
**Provide great sack lunches.**

It's important to celebrate! For the first cycle, a large event was held to recognize the 1,855 students involved in the projects. Display tables with photos, quotes, art work, and reflective pieces lined the hallways of the auditorium. An informal event was proposed for the 1,061 students participating in the second cycle.

## **SUMMARY**

The YAR/SL experiment demonstrated that the blend of these two concepts worked well. The service projects provided a practical application to curriculum studies as well as experiential activities better suited to some types of learning styles. Through the process, leadership styles, useful skills, problem solving, and concern for humanity were taught. Students learned they could help solve societal problems and educators learned to listen to young people in a different way ... as facilitators.

The school-community partnerships that emerged helped young people better understand the concerns of the elderly, the handicapped, and the environment. And as the youth provided services to the recipients of their projects, the recipients began to see youth as a valuable resource.

Because of programs like the Youth as Resources/Harrison District Service-Learning merger, or programs you may start, volunteerism may once again become an important part of American life. If this happens, strong citizens will emerge from the young people who learned to care for others and their community by participating at an early age in meaningful community service.

## SAMPLE RECIPES OF SUCCESSFUL PROJECTS FUNDED DURING THE PILOT



### ALL DRESSED UP

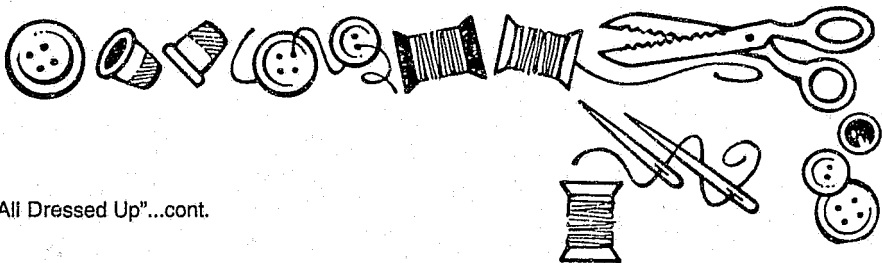
*Courier photo by KEVIN SWANK*

Ashonda Cartes, left, waved to a classmate in the audience as she sat on the edge of a porch that doubled as a stage at the Enterprise Zone Day Care Center on Thursday morning. Ashonda, dressed as someone from the Far East; Jasmine Hailey, center, dressed as an Indian maiden; and Yinesha Bryant, right, dressed as a graduate, were all modeling "dress-up clothes" made for the center by the McGary Middle School Home Economics class under the direction of Mrs. Bonnie Beckham.

By Herb Marynell,  
Courier staff writer

When McGary Middle School home economics teacher Bonnie Beckham recently received a grant from Youth as Resources, she asked her children what project they wanted to do.

**SAMPLE RECIPES OF SUCCESSFUL PROJECTS  
FUNDED DURING THE PILOT (cont.)**



"All Dressed Up"...cont.

The goal was to do something for the children at the Enterprise Zone day care center that serves boys and girls ages 2 to 5.

An early idea was to sew fairy-tale costumes for the children. But one of Mrs. Beckham's students who had been in a Head Start program suggested the clothes should be of different occupations.

That would help the children to "live in the real world," Mrs. Beckham said.

Her 35 eighth-grade home economics students now are completing the sewing project. There are costumes representing different cultures, from African to Native American.

Other outfits include those of a beautician, mailman, chef, repairman, ballerina, doctor, nurse, police officer, movie star, firefighter and cafeteria caterer, she said.

The outfits can be used by day-care instructors when they discuss different future jobs children may consider.

They plan to take the clothing to the center for a May 6 style show to be put on by day-care children, she said.

The McGary students also will send along accessories that go with the outfits. The businessman's outfit will include glasses, a briefcase and a portable play telephone, she said. The zoo keeper's outfit includes a hat, a pail and straw, she said.

Students, led by Monte Simonton, also laminated photographs and magazine pictures of animals that the center can use when discussing the lives of animals. And the home economics class also is making 10 stuffed animals during classes.

The project helped the middle schoolers learn various sewing skills. "They had lots of experiences they never had before," she said.

There's another costume in the collection - that of a graduate. "We want them (day-care children) to role play as a graduate from high school or college," said Mrs. Beckham. "That", she said, "should be a goal of all the children."

**SAMPLE RECIPES OF SUCCESSFUL PROJECTS  
FUNDED DURING THE PILOT (cont.)**

## **HELPING HANDS USED AT SOUP KITCHEN**



By ANNE SCHLEPER  
Courier staff writer

A GROUP OF STUDENTS from Harrison High School were good neighbors Saturday as they served beef stroganoff, baked ham and all the trimmings to those who ate at the soup kitchen at St. Paul's Episcopal Church.

"It was", said freshman James Hogan, "a nice way to help other people."

Hogan and his cohorts called themselves the Helping Hands, sporting T-shirts with a double "H" to identify themselves.

The Helping Hands are students of Harrison teachers Diane Triplett and Cathy Sternberg, who helped the students plan the meal, shop for it and serve it.

The teachers used part of a \$1,300 grant provided for Helping Hands. It's part of a \$40,000 National Community Services Act federal grant awarded by the Evansville Youth as Resources organization to Harrison students.

Other groups in the school and in Harrison's feeder schools have planned service projects that will use the rest of the grant money.

Mrs. Triplett said one goal of the program is to show students it's easy to volunteer and it's important to give to the community.

The students said they learned the lesson well.

"I learned not to take life for granted - to get an education and do the best at what I do," said Chris Duran, a freshman.

Monique Bunting had similar thoughts.

"I'm going to get an education, so I won't get hungry."

As she served rice, sophomore Cricket Johnson said she didn't realize there were so many less fortunate people in the world.

"I'm going to respect the food on my plate. I don't always eat it all, but now I'm going to."

**SAMPLE RECIPES OF SUCCESSFUL PROJECTS  
FUNDED DURING THE PILOT (cont.)**



*Courier photo by ANNE SCHLEPER*

Monique Bunting, Chris Duran, Cricket Johnson and James Hogan help out at a soup kitchen run by the House of Bread and Peace.

The folks the students served were happy to see the young people.

Betty Baker of Evansville said she eats at the St. Paul's soup kitchen almost every Saturday.

"We always hear the bad things about kids, and we never see the good, but look at these kids standing there working so hard. It's really great to see them," she said.

Janie Demonbreun of Evansville also eats frequently at the soup kitchen.

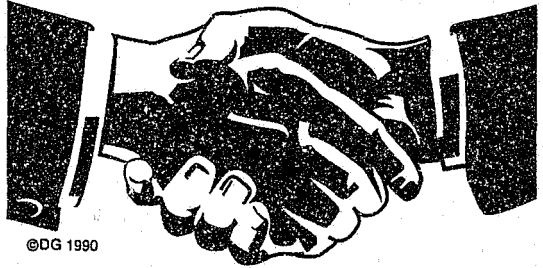
"I meet a lot of people here, and everybody's so nice. I think the kids are great, and the food was good, too."

The students shopped carefully for the meal, Mrs. Triplett said. They spent one day a couple of weeks ago comparison shopping at several stores, trying to find bargains. The students also were able to get donations.

Schnucks Markets supplied baked goods and pastries, from bread to pies.

Zeidler Florists provided fresh flowers for the tables, and the people who ate there were able to take the flowers home. They also received socks and toiletries the students had purchased.

**SAMPLE RECIPES OF SUCCESSFUL PROJECTS  
FUNDED DURING THE PILOT (cont.)**



"Helping Hands"...cont.

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The soup kitchen is sponsored by The House of Bread and Peace. Several churches take turns supplying food, and volunteers to operate the kitchen.

It was the Methodist Temple's turn Saturday, but they were happy to turn over the operation to the students.

"I'm thrilled to see the kids want to be part of this," said Shirley Windbigler of Newburgh, a Methodist Temple volunteer.

"People should start caring more for one another. Food is something a lot of people take for granted, but it's a real essential thing," she said.

Harold Shourds, another Methodist Temple volunteer, helped the students organize their cleanup.

"They are pretty good workers," he said.

Other helpers included Mrs. Triplett's husband, Tim, their daughters Katie and Claire, and Mrs. Triplett's parents, Don and Bev Gore.

The Triplets plan to volunteer at the soup kitchen regularly, figuring it's a good way to show their children that helping others is important.

Some of the students said they will be back, too.

"We weren't here a half an hour before the kids were asking when we were going to do this again," Mrs. Triplett said.

"I'm going to come down every time Mrs. Triplett does," Hogan promised.

Other students who helped were Melody Harberson, Eltoro Rankin, Shawn Williams, Jamie Benefiel, Tina Marshall and Schrelle Ellington.



**SAMPLE RECIPES OF SUCCESSFUL PROJECTS  
FUNDED DURING THE PILOT (cont.)**



**READING LESSON**

*Courier photo by KEVIN SWANK*

Cara Seal, a Plaza Park Middle School eighth-grader reads a book she wrote with fellow student Andy Dishman to Stockwell Elementary School kindergarten students, from left, Elise Oldham, Joey Haynes and Adam Williamson. The book, "Bill & Ted's Bogus Journey" is about alcoholism. Twenty-four students from Terri Murphy's reading class at Plaza Park visited Carol Dishman's kindergarten class Friday to read the books they had written.

## MORE WINNING RECIPES!

Fourth grade students collected gallon milk jugs, cleaned them, and cut holes in the sides. Clean, recycled bags were put into each milk jug. The jugs and a potted flower were given to apartment dwellers in the neighborhood.

Fourth and fifth grade students assembled and distributed baskets to children in the pediatric ward of Welborn Pediatric Center.

Fourth and fifth grade choir students presented music programs at two nursing homes. They also visited with each patient and presented favors.

First grade students assembled basic first aid kits. The children personally delivered "First Aid from the First Grade" kits to neighborhood homes.

Kindergarten students prepared and delivered school supplies to children living at the Goodwill Family Center.

Fourth graders planted an acre of prairie grasses at Wesselman Woods Nature Preserve.

First and third graders and a multiple handicapped class interacted with the senior citizens at the Rathbone Retirement Community.

Fifth grade students interviewed charities for need, then adopted four charities. They bought needed items and delivered these items.

Third grade students performed "Mother Goose on the Loose" at a nursing home and prepared foods mentioned in the nursery rhyme.

Student council members became pen pals with nursing home residents. They created cards, favors, and gifts for their pals. Students planned and presented a "Show of Talent" when they went to meet their pals.

Seventh grade students were pen pals with elementary 3rd graders.

Middle school students cleaned, repaired, improved, and beautified a picnic area at Mesker Park Zoo.

High school history students interviewed older people at the Christian Life Center about the 1930's and 1940's. They then did a variety of services for the center including cooking for the soup kitchen, renovating the nursery, planting shrubs, cleaning, and entertaining during meals.

High school home economics students made 1000 pillows to be distributed to recovering heart patients at three local hospitals.

High school students helped organize a German Volkslauf (5K race) to benefit special olympics.

High school teens made art projects with children in the hospital.

High school students taught French to second graders, one on one.

## MORE WINNING RECIPES!

Teens prepared and served a meal for the homeless and painted a fence at a shelter for women and children.

On "Wonderful Wednesday" students went to six day care centers and provided two-hour after school programs based on the Exploring Childhood curriculum.

Through "Kid to Kid," kindergarten students prepared bags and trunks of supplies which were delivered to homeless children.

Third and fourth grade students wrote and illustrated original stories. Those, as well as popular stories, were recorded for distribution at a shelter and hospital.

Fifth grade students studied traffic patterns around their school, made a video, and visited the City Planning Commission with recommendations on how to solve the problem of speeding near the school.

Fifth grade students made two lap quilts each for nursing home residents. Students worked on the quilts before and after school and at recess.

Fourth and fifth grade students read literature on mental illness and toured the State Hospital. They were given names of hospital residents to whom they wrote cheerful notes and gave gifts.

Third grade students sent letters and cards to nursing home residents, put on a skit for them, helped them make art keepsakes, and served refreshments.

Second graders purchased books and tape recorded stories for visually impaired and pre-school children.

Kindergartners gathered canned goods to donate to the local food bank. Before delivering the canned goods, the cans were used for math and reading activities. The students attended age-appropriate lessons on community needs at the public library.

Elementary student council students put together boxes based on wish lists and needs from several family crisis agencies in the area.

Fourth and fifth grade choir members studied music of the 1930's and 40's and presented a musical Valentine program for the residents of a retirement home. The students also made Valentine gifts for the residents.

Second graders shopped for a ham and a turkey, made breads and cookies, held a can drive, and purchased toiletry items for the local food bank. The students delivered the items to the food bank.

Third graders and multiple-handicapped students made, purchased, and delivered Christmas treats to residents at local family shelters.

## **AND MORE WINNING RECIPES!!**

Fourth graders made monthly visits to a nursing home, treated the residents to lunch, and put on a talent show.

Second graders wrote and illustrated books to take to children who are temporary residents at family shelters.

Middle school art students provided original art works for Habitat for Humanity homes. Habitat residents were invited to the school to select their art work.

Middle school science students prepared a 10-part questionnaire to promote environmental awareness and then completed an environmental awareness activity.

Seventh grade students served as positive role models by preparing and sharing "Share a Book" kits with 3 - 5 year olds at a day care center.

Eighth grade students wrote original books and donated them to day shelters.

Middle school students taught Chinese to elementary students.

Eighth grade students designed and made quilts, constructed hide-away drawers, and purchased linens for one room at a family shelter.

Eighth grade art and home economics students researched, planned, and built an historically accurate model of the original log cabin home of Hugh McGary, one of Evansville's founding fathers. The model has become part of the permanent exhibit in the museum of the city's Old Courthouse.

Advanced middle school language arts students wrote and performed educational and informative skits and short speeches.

High school drama/acting students wrote and performed worthwhile children's theater productions for first, second, and third grade.

High school SET (Students Exploring Teaching) students took twenty underprivileged students from elementary schools on an educational field trip to the museum.

High school concert choir students sang at various hospitals and homeless shelters during the holiday season.

## APPENDIX

For more information on Youth as Resources/Service-Learning,  
please contact any of the following:

Phyllis Kincaid, Executive Director  
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This booklet was written by Phyllis Kincaid and edited by Tom Tuley. Layout design  
was created by Judi Mills, Jim Bye, Ron Wall and Vicki Hempfling.

Cover artwork was created, and not signed, as a reflection exercise by two Harrison  
District students upon completing their service-learning project.

