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Introduction

“What does it mean to be a Bonner Scholar?” We asked all 1,500 students participating in the program at 25 colleges and universities throughout the Southeast and Midwest to reflect on that question. As you will soon read, their responses are as varied and unique as the individuals themselves.

Stormy Gilispee was a member of the first class of Bonner Scholars at Berea College in 1992. She and Sarwat Chowdhury, another Bonner Scholar, were asked to be present at the inaugural meeting of eleven college presidents who were gathered at the Boone Tavern Inn in Berea, Kentucky to learn about this new service-based scholarship. Stormy was asked what it meant to be a Bonner Scholar. She responded that being a Bonner Scholar was “not merely a duty but a fulfillment.”

Stormy’s words helped launch a program that today involves more than 1,500 students serving one million hours of service annually. As of 2002, more than 3,000 student-volunteers are alumni of the Bonner Scholars Program. Ten years and ten million service hours later, we are still committed to setting students on a path to fulfillment.

The original intent of this exercise was to identify 25 “top” essays with an author from each of the schools. In the end, this approach was too limiting because it failed to capture the breadth of passion that students demonstrated in their attempts to be faithful to the mission of the Bonner Scholars Program, the heritage of their families as well as the passion, the commitment, the idealism, and the love in their hearts.

Without any prodding, students wrote about how the Bonner Scholars Program has impacted virtually every part of their lives. It has shaped career choices, influenced academic majors, complemented class work, challenged stereotypes, built self-confidence, strengthened faith commitments, inspired creativity, and built lasting friendships.

We hope that this publication will serve a variety of purposes for a variety of audiences. For example, this publication could encourage high school students to apply for Bonner scholarships; help first year Bonners use the program to shape their academic and extracurricular pursuits; educate a faculty member or a community leader about what students have done and can do; inspire a potential donor to fund service-based scholarships in order to preserve a legacy of public service for generations to come; or motivate a college president or administrator to establish a Bonner Leader Program on campus.

Since the Bonner Foundation has committed its funds to a limited number of schools on an ongoing basis, the foundation had—until recently—been unable to expand the program. The Bonner Foundation established the Bonner Leaders Program to help expand the mission and the outreach of the Bonner Scholars Program. Under this program, schools develop service-based scholarships using the Bonner Scholar Program design with other resources and tools developed by the Bonner Foundation. The Bonner Leaders Program on each campus is funded through a variety of different financial arrangements that may include AmeriCorps funding, work-study money, and/or institutional funds. Since 1998 more than 50 colleges and universities have established or are developing a Bonner Leaders Program and have joined with the Bonner Scholars to become a part of the larger Bonner community.

We have structured this publication so that it begins with a description of the Bonner Foundation and the Bonner Program. Following the first chapter are the student quotes. The book ends with an executive summary of the Student Impact Survey administered to all students participating in the Bonner Program. Statistics from that report are placed throughout this document.

If your experience with college students is anything like ours, you will discover that the Bonner Program has virtually no limits. If you are willing to help college students integrate service and creativity into a campus-wide service culture, including campus-community partnerships, then there is no telling how the lives of students and the communities in which they work will be effected. In this publication, we have asked students to translate their passions into words. Watch out! Individual lives are changed forever, campus cultures are transformed, and local communities are impacted. It reminds me of an old saying by a friend, Bill Hoogterp, “If you light a firecracker, you can expect a bang!”

WAYNE MEISEL
PRESIDENT, THE BONNER FOUNDATION

I. About the Bonner Foundation & Summary of the Bonner Scholars Program

Background

The Bonner Foundation is a national philanthropic organization based in Princeton, New Jersey. It was founded by Bertram F. Bonner and his wife Corella Allen Bonner. Bertram F. Bonner was a native of Brooklyn and had a successful career as a land developer, builder, and investor. His wife of more than fifty years, Corella Allen Bonner, was born in the mountains of Tennessee, grew up in the coal fields of West Virginia, and lived in the farmlands of Eastern Kentucky. Together they committed their talents, resources, and lives to establish the Bonner Foundation.

The Bonner Foundation serves several different functions that are united by the goals of supporting students, college campuses, and local communities.

Specifically, the Bonner Foundation:

- makes grants to colleges, universities, and other nonprofit organizations;
- oversees the Bonner Program, which includes both the Bonner Scholars and Bonner Leaders;
- serves as a consortium of colleges and universities committed to community service; and
- champions the idea of developing service-based scholarships at institutions throughout the country.

The Bonner Scholars Program

The Bonner Scholars Program was created with the belief that college students engaged in service have unique gifts and talents that bring energy, creativity, and hope to individuals and communities. It is based also on the belief that colleges and universities can and must be a “telling presence” in their local communities. In launching and supporting the Bonner Scholars Program, the Foundation has entered a partnership with participating institutions that have made a commitment to envision new possibilities for campus-community partnerships.

Since 1989, the Bonner Foundation has worked with colleges and universities to encourage high school students to enroll in college and to encourage college students to serve the community. In the first few years, 22 schools were identified to participate in this service-based scholarship known as the Bonner Scholars Program. Now at 25 schools, this program supports more than 1,500 students annually to be actively involved in community service and social justice issues. Each school supports a director and a coordinator who oversee the general operations of the Bonner Program. The number of Bonner Scholars at each school ranges from 20–100.

Once a student is selected and enrolls in the Bonner Program, she or he commits to a series of expectations. Each Bonner Scholar is expected to:

- arrive before the regular orientation for an orientation designed specifically for new Bonner Scholars;
- serve an average of ten hours a week at a community service site during the school year;
- complete at least one full-time summer service internship;
- develop a Community Learning Agreement with his or her agency supervisor and Bonner coordinator that both outlines his or her service and learning goals and describes the activities through which they will be achieved;
- attend regular group reflection, enrichment, and skill and leadership development activities;
- participate in a student developmental model that challenges and supports each Bonner to develop her or his skills, knowledge, commitments, and responsibilities;
- commit to working with a group of diverse but similarly engaged students; and
- recommit to the program at the end of each year in the program.

While any student can qualify and receive a Bonner Scholarship, the Bonner Scholars Program awards most of its scholarships to students with a significant amount of documented financial need.

The Bonner Leaders Program

After receiving numerous requests from other schools to be a part of the Bonner Scholars Program, in 1997 the Foundation launched the Bonner Leaders Program. The pilot effort with six new colleges was supported by a grant from the Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE). The Bonner Leaders Program has the same goals and similar program expectations as the Bonner Scholars Program. However, its funding comes not from the Bonner Foundation but from other sources. Most students participating in the Bonner Leaders Program receive financial support from a combination of Federal Work-Study stipends, AmeriCorps Education Awards (coordinated by the Bonner Foundation), and in some

instances additional institutional financial aid. The results have been overwhelmingly positive as evidenced by the growing number of colleges and universities throughout the country which have partnered with the Bonner Foundation to start a Bonner Leaders Program.

Goals of the Bonner Program

The Bonner Program is designed to transform not only the students who are directly supported by the program, but also the campus and community in which they serve and learn. The goals of the program are identified in four areas: students, community, campus, and higher education.

For the student:

- To provide access to a college education for students with high financial need.
- To afford students the opportunity to enhance and use their abilities, talents, and leadership to serve others while in college.
- To create a supportive community of students on campus whose common focus on community service gives them a sense of purpose and meaning.

For the community:

- To channel the energies of college students, faculty, and staff to continue to improve and expand upon the quality and nature of services offered to the community.
- To break down the barriers between town and gown leading to improved communication and greater collaboration between the two.

For the campus:

- To help recruit and retain a diverse group of students who might not otherwise be able to attend college.
- To challenge and support the college to create a culture of service where the stated mission of service is translated in such a way that every student, faculty member, and staff member is encouraged to serve.
- To support a core group of student leaders eager to build and strengthen the organizations on campus that promote a culture of service.

For higher education:

- To serve as a successful model to other colleges and universities which are interested in starting their own community service scholarship program.
- To form a consortium of diverse higher education institutions which share a common commitment to service.
- To provide leadership to a nation searching for ways to value and include young people in meaningful acts of citizenship.

Student Development: “Access to Education, Opportunity to Serve”

Student Development Model

Bonner Program students are part of a developmental model that attempts to identify, develop, and integrate service passions, career interests, and academic pursuits. Because the Bonner Program is a multi-year commitment, students are challenged and supported to grow and develop in their service work. As a result, students become more involved and take on additional responsibilities and leadership roles as they advance in the Bonner Program. The Foundation developed a student development curriculum known as “Service As Transformation” which articulates student development goals:

Expectation: Students apply and prepare for participation in the program.

Explore: First-year students are involved in a variety of service sites and activities including short-term service trips.

Experience: Second-year students are encouraged to focus on a particular issue within a single organization which enables Bonners to fully experience a particular agency and to develop a better understanding of community issues. This approach also offers agencies consistent and reliable support to help run and manage their programs.

Example: By the third year, Bonner students are expected to take on more expanded roles and responsibilities in the local and campus community. For many, this translates into leadership positions with a campus service organization and/or a community agency.

Expertise: The Bonner Program works to identify interests and skills on the part of students and match them

with community opportunities and needs. Students that have been involved in the Bonner Program are encouraged to integrate their academic pursuits and career interests with their service activities. As a result Sociology majors become involved in research projects, English majors write annual reports, or Communications majors assist with an agency's public relations.

The five "Es," as we like to call this curriculum, are meant to provide a common challenge that can be applied in appropriate ways to every individual who participates in the Bonner Program. It recognizes that students enter into the program at different stages of their college careers and move through their development at different rates. Advising students through this process is one of the key responsibilities of the Bonner Program staff on each campus.

Education Costs

While service is the major focus of the Bonner Program, it is also designed to provide financial assistance to individuals pursuing their educational dreams. Most students in the Bonner Program receive financial assistance either from the Bonner Foundation, Federal Work-Study, or other forms of need-based financial aid. What the Bonner Program seeks to do is ensure that the work expectation within the student's financial aid package is met through community service rather than a campus-based position.

Leadership Training

While the Bonner Scholars Program is not designed as a leadership program, it does expect participants to prepare and take on leadership roles in their service. Students are trained in skills that help them perform these leadership functions. Participants are expected to attend a two- or three-day orientation, regular meetings, enrichment and training workshops, and regional gatherings of students from different schools. In addition, many Bonner students attend and present at regional, national, and international conferences.

Community Involvement: "Change the Count"

The Bonner Program aims to change the way community service work is counted on college campuses. Instead of focusing mainly on the number of hours a campus dedicates to service each year, the Bonner Program strives to emphasize the quality and investment of relationships that exist when students make long-term, meaningful commitments to the community.

Comprehensive Placement Process

The Comprehensive Placement Process not only includes tools for quantifying the number of hours of direct and indirect service completed but also offers techniques for setting service and learning goals that can be tracked throughout the year. At the heart of this process stands the Community Learning Agreement. The program coordinator, individual student, and community partner work together to create this document. They discuss what the student hopes to accomplish and gain through his or her service as well as how the site will use the student's skills, passions, and interests. Throughout the year, the Community Learning Agreement is used to assess progress toward objectives, make adjustments, and create new program objectives. Community partners benefit from this process as they support the service of the students in ways that address the most pressing needs of the community.

Community-Based Research

The Bonner Foundation has provided financial and technical support to faculty members and students who participate in community-based research. These faculty members and students respond to requests from local nonprofit organizations which do not often have the technical skills or resources to conduct projects such as needs assessment, asset mapping, or program evaluation. These projects are usually incorporated into an academic course as a form of service-learning, but some projects have also become the focus of a summer internship or a Bonner service placement.

Community Fund

As students engage in their community activities, they often identify needs that will require financial resources to address. For every Bonner Scholar, \$100 a year is contributed to a school's Community Fund. From this fund, money is available to organizations and agencies that work with the students participating in the Scholars Program. Students and others are part of the application, reviewing, and awarding process.

Bonner Partners

Many organizations are interested in the Bonner Program for a variety of reasons. Some organizations would

like to see their young people go to college as Bonner Scholars; other groups are looking for summer interns. Many groups are trying to identify recent college graduates to employ in their organizations. There are also organizations that want to have a strong presence on college campuses. The Bonner Partners Program helps these organizations access the resources of the Bonner Program and the campus communities. The Partners Program offers information and access for Bonner students who are seeking opportunities to work and serve with service-minded organizations. More than 100 regional, national, and international organizations are registered partners of the Bonner Program.

Bonner Connection

The Bonner Foundation provides up to \$1,000,000 to support local congregational and faith-based coalitions seeking to address the needs within their communities. Specifically, the Foundation provides grants to help confront and overcome local issues of poverty; a particular effort is made to fund programs emphasizing hunger prevention. The Foundation gives priority to joint requests made by congregations and colleges and universities involved in the Bonner Scholar or Bonner Leader Program. Typical annual grants range in amount from \$2,500–\$10,000 and in many cases are renewable.

Campus Infrastructure: “Campus-Wide Culture of Service”

Many colleges and universities include in their mission statements an expressed commitment to serve society. The Bonner Program is designed to support these mission statements and to help a school develop an infrastructure that augments this culture. A slogan in the Bonner Program is “Everybody, Every Day.” While every individual on campus may not be involved in service on a daily basis, the goal is to present a challenge and to develop an infrastructure that consistently encourages and supports every member of a campus community to become involved in community service.

As a means of strengthening the campus-wide culture of service, the Bonner Program is intentionally designed to be a part of a school’s campus-wide community service operations. The Bonner Program is not meant to identify and then isolate a small group of individuals; rather, it is designed to support a group of students who will then disperse throughout the campus to help create and maintain campus-based service activities.

The Bonner Foundation encourages participating schools to consider developing a community service center that coordinates other campus service initiatives such as service-learning, community-based research, and student service groups. The Bonner Program can play an integral role in uniting these diverse service initiatives into a broad-based, comprehensive service program.

Higher Education Service Consortium

Schools that participate in the Bonner Program become part of a multi-campus service consortium. One of the strengths of the Bonner community is the diversity of schools that participate in the program. Schools collaborate on joint service projects, funding proposals, and academic and service exchanges. Students, administrators, faculty, and community leaders convene on a regular basis for training, information exchanges, and professional and personal development. As part of this consortium effort, the Foundation has created and supports a student Congress made up of Bonner students from each participating school. This group receives intensive training and convenes three times a year to plan activities and to provide feedback concerning current and proposed policies within the program.

Web-Based Reporting

The Bonner web-based reporting system allows for administrators to collect and submit data about students and their service activities. Administrators use the Internet to connect with databases and special software that the Bonner Foundation has developed. This web-based system serves as an effective tool for managing the program, tracking student progress, sharing data with campus faculty, and reporting information to grantors. It also offers students and administrators access to information about student participation and service site relationships, so that staff members can work with students to support them on their journeys through the Bonner Program.

Student Impact Survey

The Bonner Foundation has developed a survey instrument designed to determine the impact of the Bonner Program on its participants. These surveys are administered at the beginning, midpoint, and end of the program. A survey is also administered to individuals five years after they graduate from the Bonner Program. (A summary of this survey is included in the back of this publication.)

II. Access To Education, Opportunity To Serve

The Bonner Scholars Program offers a scholarship designed to provide students from all kinds of backgrounds access to higher education. Scholars come from all walks of life, including financial and academic backgrounds, that have created unique challenges for the students. The Bonner Scholars Program seeks to support students who may not have been able to attend college or perhaps not the college of their choice. The Bonner Scholars Program strives to identify worthy students and engage them in meaningful service activities that enrich their lives and the lives of others.

How strange and unexpected is this for me—to be in a position of serving others and effecting change in this world for the better. Me? Someone who remembers being in need of medical care that was out of reach for purely financial reasons; someone who only now fully understands how my mom struggled to raise two kids on a waitress's salary; someone who worked unfulfilling, part-time jobs just barely paying my rent and meeting my needs month-to-month; and someone who didn't think that college would ever be an accessible, or even desirable, possibility.

And yet now I know that there are people much closer to the edge than myself—people who won't luck out with a free ticket to college or the opportunity to do much more than simply scrape by. I've met them on the streets in Atlanta; heard them speak about their working conditions in the sweatshops of Haiti or Nicaragua or Saipan; and read accounts of their forced displacement from their homelands in Nicaragua and Chiapas. Yet as little as five years ago, my small world did not encompass such depths. My purview did not extend far beyond the very normal southern city of my origin. I was not able to hear the stories of the poor, the cries of the Earth; and not hearing, I was little compelled to act. And yet even hearing was not enough, not for an uneducated, disempowered young person who had been dumbed down into obedience (or at best very "mainstream" means of rebellion). I would not have believed, even if I had been told, that I could affect the lives of others in a positive way—indeed, that it was my responsibility to do so. I would not have believed that such huge problems as poverty, oppression, and environmental degradation could be addressed by individuals such as myself, much less that they are an integral part of who I am and my purpose here in this life.

But I hesitate now to fully describe those factors that have played so prominent a role in the sea of change that has taken place in my life these past few years. I hesitate because this change is still occurring, and because so many of my life's questions and hopes still remain incomplete. I might name those people, events, or experiences which have so affected me, and yet I would undoubtedly leave some out, and their specificity would be lost on the reader. I can only say that by whatever measure my life, my love, and my hopes have been expanded, they have done so as a direct result of my service to others. To the extent that I have been educated about the injustices of this world, and have been empowered with the understanding and ability to act, I have grown. To the extent which I have become aware of who my brothers and sisters are, and my responsibilities to them, my strength and passion have developed to a degree which my former life and self could never have known. The vigor of our community is greater than the forces which seek to quell us, and the joys of our struggle far outweigh the hardships that we have endured. I give thanks to those who are a part of this community, who are engaged in this struggle, and whose vitality has become my own, and mine theirs. May it be so.

—JASON FULTS,
BEREA COLLEGE

Of course, the most important aspect of being a Bonner Scholar is the opportunity it provides students to serve! Throughout my life, I have always been involved in serving others, and this has become a passion that I constantly long to fulfill. Through the Bonner Program I am able to do just that in ways I never could have imagined. Rather than spend my free time working at a meaningless, part-time job while I am here at college, I am able to form meaningful relationships with middle school kids and poverty-stricken families and, in doing so, make a positive impact on their lives, as they do on mine.

—AMANDA BLACKWELL,
CARSON-NEWMAN COLLEGE

Being a Bonner Scholar means a chance to go to college, an awesome opportunity to do service activities in the community, and finally the chance to meet people who are eager to serve and give back to communities that gave so much to them.

—HANNAH STEWART,
CARSON-NEWMAN COLLEGE

Day-by-day our character we make
Through decisions made and those foregone
The lives we live go on and on

A helping hand offered to one in need
May our eyes be opened so that we may see
That we are building day-by-day a foundation
That will always stay

A foundation built on service reaps
Character that we will always keep.

—JONATHAN ETRESS,
BERRY COLLEGE

Hearing my Bonner friends speak of the program convinced me that a Bonner symbolized responsibility, dedication, leadership, opportunity, and a Christ-like attitude.

—JEREMY KALLIN,
COLLEGE OF THE OZARKS

Someone wise once said, “Some people come into our lives and quickly go. Others come and stay awhile, leaving lasting footprints in our hearts, and we are never ever the same.” This quote rings true in several stages of my life, everything from high school to college friends. But it is especially meaningful when I think of the Bonner Program. Not only does it describe how I feel about my co-workers, but also in a way it describes what our mission is—to touch hearts and make a difference.

—ANGELA USSERY,
COLLEGE OF THE OZARKS

I could write whole books about my experience in the Bonner Program. It has allowed me financially to attend college (which has shaped my life). It has introduced me to several extraordinary individuals whom I will never forget. It has encouraged me to be “others-centered” instead of “self-centered”—the list could go on. Hopefully, I can take the spirit of service that I learned so much about from this program and this school and the individuals who make it all possible and let that spirit run my life after my college days are done. I shudder to think what might have happened, or what might not have happened, had this program not existed.

—WILL ELLIOTT,
CARSON-NEWMAN COLLEGE

Being a Bonner means seeing eyes light up when I arrive at my work station. I feel that my mission as a Bonner is to lighten people’s burdens and brighten their lives. I keep in mind that my life and my work may be the only impression people in the community have of the college.

—MELISSA M. HETLAND,
COLLEGE OF THE OZARKS

To serve in a place of utter fulfillment, joy, and honor
This is the place
This is my place
This is a Bonner

—EBONI WALKER,
DEPAUW UNIVERSITY

My eyes have been opened. I see not only the many areas of need in the local community, state, nation, and even in the world, but I also jump at the challenge of doing something about them.

—NATHAN HAND,
DEPAUW UNIVERSITY

The Bonner Scholars Program enables students to have a positive impact on other individuals while learning rewarding skills.

—MARSHALL JOHNSON,
DEPAUW UNIVERSITY

Love is a mother walking into a factory.

Forced into working class after a divorce, her love helps her walk into hell's gates day after day to support her children.

Her dreams slowly melt away as the grind of the workday steals all existence of youth away.

Her dreams were not those of waking up at 3:00 in the morning.

Her dreams were not those of depending on every paycheck to survive.

Her dreams were not those of crying herself to sleep every night.

I've never seen inside that hell.

She warns us like a preacher, preaching fire and brimstone.

She screams the importance of an education,

Hoping and praying to God each night her girls will rise above the blue collar and into a white collar world of happiness.

Her prayers were answered when a letter came and her oldest daughter's dreams began to come alive.

She had joined the ranks of a group of college students who cared, and because they cared received a scholarship called Bonner.

—BENITA JOHNSON,
EMORY & HENRY COLLEGE

Bonner to me is the ability to give back what has been given to you.

—STEVE SABO,
EMORY & HENRY COLLEGE

When I was awarded the scholarship, the package included a set of wings which have allowed me to fly places I never thought I could go and to grasp what seemed to be the unreachable.

—HEATHER FERRELL,
WAYNESBURG COLLEGE

III. Program

Bonner Scholars come to campus with a sense that they have a unique role to play while in school. The Bonner Scholars Program provides a context for these students in which to be challenged and supported in their roles as community service leaders both on campus and in the wider community. Many students enter the program with a sense of uncertainty, but the program quickly engages them in a process that highly values their idealism, talents, creativity, and determination. Bonner Scholars are introduced to the Student Developmental Model which identifies and articulates the high expectations of students in the Bonner Scholars Program. We find that the Student Developmental Model provides a clear paradigm for growth that most students achieve and even surpass.

A. Expectation

The transition between high school and college is one of the most exciting—if not anxious—times of a person's life. It is filled with possibility, apprehension, and bold dreams. Some students wonder if they will make an athletic team while others worry about first year English. Because the Bonner Program is part of the application and selection process, students become aware of their service activities and feel recognition and affirmation of their commitments to service. Therefore, when a student receives a Bonner Scholarship, there is an understanding and an expectation that community service will be a central activity and theme in his or her college experience.

When I applied for the Bonner Scholarship last year, I had only a tiny clue of what I was doing. The only words I knew associated with it were “community service.” The first day I walked into the classroom, I realized it would be much more than that. I made it a point to talk to Chelsey, who always walked with her head down and never talked to people. I made it a point to stop and listen to lectures on Pokemon and watch card tricks fall through. My greatest responsibility lay in finding a way to reach out to each person. When I least expected it was when the greatest impact was made.

—NICOLE LLOYD,
CARSON-NEWMAN COLLEGE

Bonner is a commitment to your community.
Bonner is searching for who you are.
Bonner is about conquering your fears.
Bonner is the journey each person should take.
To me, Bonner is not just a program
It is a chance to EXPERIENCE!

—JOSH NORMAN,
EMORY & HENRY COLLEGE

Being a Bonner Scholar means being a friend, a helping hand, and a listening ear. It means experiencing a five year-old child's contagious laugh; a 43 year-old, battered woman's touch of trust; a 98 year-old man's tear of appreciation. It means walking into a room and seeing someone's, anyone's, lonely face grow into a gorgeous, luminescent smile. Being a Bonner Scholar means, most of all, feeling that lump in your throat and the tears well up in your eyes when you see just how much you mean to someone and how much that person means to you.

—SUZANNE SPIKER,
HOOD COLLEGE

I have committed myself to a specific area of service. I have to admit that I was very nervous about this commitment at first, but I now feel that this commitment was the next step to take in making the most of my opportunities as a Bonner. Because I am committed to this one agency, I find myself more invested in every aspect of its operation. I am more curious about all of the “behind the scenes” work, and I have found myself researching and exploring the issues that MC Families confront. I feel free to express my ideas and concerns, and I've come to feel like a very vital part of the work that is done at MC Families.

—SHANNON WHITWORTH,

Being a Bonner Scholar to me means being a person who is not afraid to put community before one's self. A Bonner is someone who selflessly and willingly gives time and energy to any person, or group of people, who may need it. We are a concerned and devoted group of students who care about the future of the world, our communities, and our people. Most importantly, being a Bonner Scholar means being a unit of change.

—PORSHA CHILDS,
SPELMAN COLLEGE

Bonner: it means to give more than you have.

—B. JOHN JONES,
WAYNESBURG COLLEGE

If I were not a Bonner Scholar I would be working a job to pay for my education, in harsh reality, leaving little time for service. It is the structure, the aid, which gives me the chance to participate in significant aspects of service. I have had the opportunity to tutor kids, work with prison inmates, serve in a homeless shelter, work in a political info shop, serve in a multicultural resource center, and spend a semester in Guadalajara, Mexico. All of these experiences have given me a broader understanding of the world and myself.

—DEVENDER SELLARS,
GUILFORD COLLEGE

B. Orientation

Remember the first person you met when you arrived at college? Many of us do. For Bonner Scholars, that first person is usually another Bonner Scholar. Bonner Scholars arrive on campus before other students to participate in an orientation that is designed to help students understand and define their roles as servant leaders on their campuses and in their local communities.

As I entered Berry College this past fall, I was scared. None of my classmates or close friends were planning on attending college here, and for the first time I was anticipating becoming a nobody. I was leaving my home and my loved ones and going to a place that was new and alien to me. Fortunately, there was a family here that was waiting for me. Although this family did not look like the conventional model of a family, it was nonetheless a functional family. This family was the Bonner family. I admit that I was a bit skeptical of how close a group of students and faculty could be when I first became a Bonner, but I no longer have any doubts. Even though Bonner Scholars are not blood relations, we treat each other as if we were brothers and sisters.

—BURT RIDLEY,
BERRY COLLEGE

As a freshman, I embarked on a journey that many in my family have never faced. One of the few to be enrolled in college, I felt alone and out of place. As I glanced around the campus, I just knew that I couldn't relate to a group of people who knew nothing about me, my background or personality traits. But the first few days were an adventure, full of team-building, games and fun; a time to get to know one another before the classes had begun. By the end of the session, a bond was formed, a lesson was learned, and even friends were found. Through it all, somehow, we all found some common ground. This was all fairly new to me...this friendship that suddenly came to be, but over the years we have grown to be what we now call the "Bonner Family."

—KENISHA ELLIS,
BERRY COLLEGE

I was mad that I had to go to DePauw a full week early! I even fought with my mother over the phone, telling her that I would rather do work-study than have to go to school a week earlier than planned. I was so scared, yet everyone was so nice and willing to share some of their wonderful experiences as Bonner Scholars. Where would I work? When would I have time to study? What types of jobs would I be expected to do? The rest of the week I started to understand how lucky I was to be chosen for the Bonner Scholars Program. We had a great bonding week where we became a very close-knit group. It was a great way to make us familiar with the program. We participated in leadership workshops and discussions. The most amazing activity for that week was when we got to experience our first taste of service since we first stepped onto campus. Our group of 20

spent a full day building a house for Habitat for Humanity. It was such a great feeling to know that we were helping those in need of a home.

—SHANNON GINSBURG,
DEPAUW UNIVERSITY

C. Program

Like any campus program with high standards, the Bonner Scholars Program has certain expectations of all participating students. Some of these expectations include doing ten hours of community service a week during the school year, participating in at least two full-time summer service internships, attending regular gatherings of Bonner Scholars, engaging in a student developmental model, undertaking leadership positions in their service work, and traveling to gatherings with Bonner Scholars from other schools in the Bonner network. But these requirements only begin to tell the story of the Bonner Program. Students not only put in more hours than are required, but also, as you will see, put their whole hearts and souls into the program, the causes they believe in, and the community where they work.

If you talk to most Bonners, they will say that filling out time cards is the most boring thing in the world. Service is not really like that. When we were laying tile, we were there for three days straight through the night. We didn't get any sleep that weekend. It was not a time thing. It was what we wanted to do.

—JENNY CALHOUN,
DAVIDSON COLLEGE

I do not look at the time I spend with him as "getting hours." I consider the time we spend together as time I get to affect a kid's life the same way my parents affected my life. Realizing the commitment he was willing to make, I raised my level of commitment to a new level. In the beginning, my goal was to help him pass the test; but now my goal is to help him pass the end of grade test with flying colors and before the end of my four years, help him become one the top students in his classroom. My level of commitment has changed from seeing him only on Tuesdays to seeing him on Tuesday and Thursday afternoons and when my work load at school will allow.

—RICHARD DAVIS,
MARS HILL COLLEGE

I realized that going to college did not excuse me from my community service responsibilities. If anything, I had to get involved in community service because I was in a new place that would be my home for the next four years. I realized that I could not ignore the problems in Atlanta simply because I did not live there, but that I had to get involved in cleaning up the community because it was my new home. My decision to remain in the Bonner Scholar Program helped me realize the importance of remaining unselfish in a selfish world.

—DIANA VEIGA,
SPELMAN COLLEGE

Being a Bonner, serving with a heart that is willing and grateful to serve, is another way to define love. I appreciate the love I have received from this program.

—NANA OSEI,
DEPAUW UNIVERSITY

Service through teamwork is the key to changing ourselves, our program, our community.

—GINGER LANGFORD,
COLLEGE OF THE OZARKS

It seems as though the Bonner Program has a thousand invisible hands creating and guiding—all working to change lives. The hands are a thousand in number because their work is significant and complex. The hands are invisible because people may not even know about Bonner, yet they have been touched. Everyone who has felt the hands of the Bonner Program has also felt their warmth.

—BENJAMIN WILLIAMS,
EARLHAM COLLEGE

Being a Bonner Scholar is the best thing that has happened to me in college. I even got the chance to travel the world, see lots of new people and places, help build houses, plant gardens, teach kids, and put smiles on empty faces. But in this program, I'm not the only one so I know I'm not alone.

—KENISHA Y. ELLIS,
BERRY COLLEGE

Initially, I assumed being a Bonner Scholar meant I'd continue,
Continue to play the role of sympathetic savior-server,
A role I had only embraced when it was convenient,
Unchallenging, and self-gratifying.
Originally I thought community service would be just another activity.
I was wrong.

—FELICIA MCCRAY,
SPELMAN COLLEGE

D. Service Trips

One of the important features of the Bonner Program is a service trip in which students travel from their campuses to work at service sites. These trips may vary in distance from across the state to across an ocean. Some students work at sites near their hometowns and others spend several months in places such as Washington, DC, New York City, Mexico City, and McDowell County, WV. Service trips provide students with the opportunity to experience different communities and cultures while assisting community agencies in meaningful service work. Service trips invariably act as catalysts among participants for building relationships and bonding as a community.

Sometimes, students take these trips during the summer and engage in full-time service activities. Unlike school-year placements during which students are balancing academic, campus, and volunteer commitments, summer internships offer a full-time service experience. It is often these more intensive, focused experiences in which self-discovery and a deep sense of connection to others most consciously occur. Additional benefits often include exposure to national figures; valuable relationships with mentors; and increased knowledge and skill sets which augment school-year service, academic challenge, and future career exploration.

I feel like I'm more in touch with the difference I can make; because of that I take greater risks. If I had the option presented to me—OK, you can do a service trip to Turkey with earthquake victims freshman year—I probably wouldn't have taken it, because I would have been really scared. I wouldn't have known what I had to give, but now I have a firmer grip on my limitations, and my strengths. I feel that I can use them a lot better to serve people.

—CHRIS CHO,
DAVIDSON COLLEGE

This past summer, I was able to do a Bonner Internship. During the internship, I taught summer school at Hollister Elementary. I made many contacts through working with the Bonner Program. I have school principals asking me to come work for them after I graduate and others offering to write letters of recommendation. Because of the Bonner Program, I'm not worried about getting a job after graduation. I'm getting first hand experience and making contacts on a daily basis.

—CHRISSEY CASPER,
COLLEGE OF THE OZARKS

The summer after my first year proved to be another turning point for me, both intellectually and emotionally. I interned with the New England office of the American Friends Service Committee (AFSC). Volunteering with the Criminal Justice program, I spent nearly fifty hours a week filing papers, writing letters, calling legislators, and advocating for prisoners' medical and dental care within the Massachusetts Department of Corrections (DOC). To this day, I remember this summer as being the most invigorating and inspirational. I was able to do more and to grow more in four months than I had in the 12 months prior. I was given more responsibility than I had expected and I found myself loving it. As the challenge grew, so did my interest. I had found a cause that spoke to me, and an environment in which I could throw myself into my work.

—JONATHAN JONES,
EARLHAM COLLEGE

Being in Mexico taught me about a different culture, rich with life and impoverished at the same time. I realized that imperialism still exists in the form of cultural invasion and psychological subservience. Yet I encountered real people, not romanticized objects of liberal pity—real, complex, amazing people with so many differences and so many commonalities.

—DEVENDER SELLARS,
GUILFORD COLLEGE

Her name was Tatianna, but we called her Tati. I met Tati the second day I was in El Salvador working for King's Castle Compassion Ministry (my summer Bonner site). They have a clinic at the camp on Lago de Coatepeque called King's Paradise. On the tenth of every month they have a clinic for the people who live around the huge crater lake. Tati lives right next to the camp in a place that is translated the "Valley of the Damned." When Tati came in, she was somewhat apprehensive because I was a stranger to her, but as soon as Rebecca, the nurse, gave her a hug and a greeting, a huge smile lit up her dirty face. She was a beautiful four-year-old. She lived with her mom and four brothers in a small one-room hut. They were all malnourished, which was evident by their stunted growth and straw colored hair, because their drunken father would sell their food for alcohol.

Tati had an ear infection which had caused her eardrum to rupture because it had been unsuccessfully treated, and either due to the unsanitary conditions in which she lived or because of the lack of care her mother had used in administering the medication. Rebecca decided that we would take Tati home with us, clean her up, and take her to the doctor in town to see if he had any other suggestion that we had not already tried. I had the privilege of being Tati's mother for a week. During the week she often cried due to the painful infection. I tried to do what I could. She was a handful at times, but a joy to my soul. Her eardrum improved, but she had a long way to go to fully recover.

All summer we would set up in different towns around the country. Everywhere we went I saw thousands of people just like Tati. They were helpless children and adults who needed care but had no means of getting it. Every person who came to the clinic received vitamins and any medication that they needed, free of charge.

That summer I helped to make a difference in the lives of thousands in the little country of El Salvador. I also learned more about compassion and caring than ever before as I saw the malnourished babies rushed to the hospital (and sadly one died). I also saw a grandmother who could not stop thanking us and smiling because she could read now that she had simple reading glasses. Thousands smiled just because they had a chance of getting better. It rekindled my desire to devote my future medical career to helping meet the needs of others around the world and right here at home. I know that I cannot save the world, but I can make a difference one person at a time. I learned this truth from Tati.

—DIANA DUNCAN,
WOFFORD COLLEGE

E. Reflection

Our ability to serve well is significantly enhanced by an opportunity to reflect on that service. Students convene as a group on a regular basis in order to discuss, reflect on, and write about their service. Such reflection allows us to appreciate and understand what we just did, what we did not do, what we should do differently, and how to do so. The Bonner Program contains regular reflective components that range from the initial application and orientation process through recommitment exercises and senior exit-interviews. We want participants to pause, think, discuss, and write so that they might renew and refine their commitments and connection to service.

I am keenly aware that the merit of the program is not in its capacity to thrust 80 committed volunteers into our community. Instead, the strength of the Bonner Program is its ability to provide 80 volunteers with a construct that demands reflection on our service and thoughtfulness in our daily interactions with the community. As any other college student, I came to Davidson with a blind and noble desire to combat social injustice and purge poverty from our town equation. Through the Bonner Program I still strive toward social justice and equality; however, I have come to acknowledge my own humanity and fallibility. I do not mean to assert that the Bonner Program fosters complacency or subservience. Rather, I intend to argue that the Bonner Program compels me to thoroughly consider the possible consequences of each of my actions. The Bonner Program helps me to avoid that which I cannot—and should not—fight alone.

—ERIC KNOCHÉ,
DAVIDSON COLLEGE

Service is a very difficult thing. Service makes you probe the depth of your reasoning, morals, and the way you envision the world. Fundamentally, when you arrive at a “work site,” you have to ask yourself “Why am I doing this?” “What are my reasons for doing this?” “Why is this situation like this to begin with?” “Have I contributed to this?” “Am I a bad guy, and am I trying to right this by coming to this situation?” It really cuts to the quick, and it takes a lot for anyone who wants to start asking those questions. The Bonner Program, specifically the service programs at Davidson, and the people in the program, allow those questions to be asked and answered in a way that transforms one’s experience.

—JEREMY CAMPBELL,
DAVIDSON COLLEGE

Because the Bonner Program has encouraged and assisted me in reflecting on my service work and reflecting on how my classes and service work interact, I see that my role in social justice should be helping the poor break the cycle.

—JEREMY MARTINEZ,
MARYVILLE COLLEGE

F. Bonner Community

What is the best way for people to meet others? Service offers one of the best environments for people to connect and develop relationships. The Bonner Scholars Program not only offers students opportunities to serve but also an opportunity to build a community of students, administrators, faculty, and community leaders. Marked by deep friendships and lifelong bonds, the Bonner community has seen its members become college roommates, best friends, significant others, and even spouses. Through all the relationships generated by the program and its activities, a connection arises that we call “Bonner love.” Bonner love demonstrates how the passion to serve others is directly related to the passion to connect with others. Whether through serving at a site together, gathering at a retreat, or traveling across the country or world, Bonner love melds diverse individuals into a communal family. We are a community. We are a family.

Our “Bonner Bunch” has to be the closest knit group on our campus. We are definitely like one big family. We’re always there cheering each other on. Rain or shine, our Bonners are there no matter what. We value each other’s friendship.

—CHRISSEY CASPER,
COLLEGE OF THE OZARKS

I have to admit that I have finally met some of the least selfish, nicest, giving people in the world. I was beginning to wonder if they existed! The Bonner Program has even brought my husband and me closer to one specific couple in the program. Good friends are hard to find, but the Bonner scholarship made that much easier.

—MELISSA JASICK,
MARS HILL COLLEGE

The Bonner Program allowed me to meet other students who had desires much like mine. Through the interaction with other Bonner Scholars I formed friendships which will last a lifetime.

—KAI BAKER,
SPELMAN COLLEGE

The program provides students with both a tight-knit social opportunity on campus as well as a direct immersion to the community in which DePauw resides.

—MARSHALL JOHNSON,
DEPAUW UNIVERSITY

I believe that the only things that we take with us after our death are the friendships that we make throughout our lives. The best friendships are eternal. By doing a volunteer job as a Bonner Scholar, I had the great opportunity to meet special people, and to make special friends that have changed my life. However, I know that one day I will have to go back to my country and leave them. I will surely miss them, but even though they will not be physically with me, they will be in my heart.

—PAULO CANINEU NETO,
UNION COLLEGE

When performing community service I gained strength from the passage found in Philippians 2:3-4, which states, "Always consider the other person to be better than yourself, so that nobody thinks of his own interests first but everybody thinks of the other people's interest instead." I learned that as individuals we cannot be everything to everyone, but as a community, may I say Bonner community, we can indeed serve a great variety of needs.

—JENNIE KAGARISE,
WAYNESBURG COLLEGE

The community that Bonner creates on a college campus is unparalleled. The closeness of the students who participate in the program creates an immediate feeling of comfort in an otherwise somewhat frightening situation. Bonner helped me to meet others who were interested in many of the same activities. The family feeling of the Bonner community comforts me even as the years of college go by.

—STACEY CLARK,
WOFFORD COLLEGE

All my Bonner brothers and sisters have quickly become close friends of mine. I have already formed friendships that I am sure will last a lifetime. Everyone is genuinely excited to see each other and catch up on things. The Bonner family provided the support and love that I needed as an incoming freshman and without them I don't think that I would have been able to make such a smooth transition.

—BURT RIDLEY,
BERRY COLLEGE

My time at Carson-Newman as a Bonner Scholar would not have been complete if it hadn't been for a mentor such as Bonner Director Doug Renalds. He not only opened my eyes to the joys of serving but he allowed me to see the fun and excitement of life. Through the encouragement and assistance of Mr. Renalds, I was able to set and reach numerous goals. He made my visions for Community Connections come true (I'll never forget all of us painting the new office) and he constantly inspired our AmeriCorps group to continue thinking and continue reaching. Being a Bonner Scholar means self-realization and the rebuilding of strengths.

—DENAÉ D'ARCY,
CARSON-NEWMAN COLLEGE

After meeting the rest of the Bonners, I knew that this was the place for me. I had finally found a group of individuals that shared my desire to serve the community. I felt like for the first time that I fit into a group, and Bonners to me are like family.

—STEPHANIE COOPER,
WEST VIRGINIA WESLEYAN

There exists this great feeling that one feels (at least, that I feel) whenever one meets another Bonner. There is always a sense of solidarity and kinship as we hang out with each other. The greatest and most unique aspect of this family is that all members of the family are dedicated to serving humanity and making a difference.

—NANA OSEI,
DEPAUW UNIVERSITY

IV. Issues

People often ask, “What type of service activities does the Bonner Foundation want students to participate in?” The Bonner Foundation seeks to inspire individuals to identify their passions and to act on them. Rather than having the Foundation determine how students should live out their activism, we encourage them to do it themselves. Along with this principle, the Bonner Program has at its heart the belief that students have an ability and a need to participate in the life of the community. We will be there with them to make sure they are supported and challenged. As the next few pages demonstrate, the issues and activities that students focus on are as varied as the individuals themselves. This variety is a strength of the Bonner Program

A. AIDS

Being a Bonner Scholar has really shown me the good side of a bad situation. I was able to go to an AIDS awareness conference in Greensboro, NC this year sponsored by the Bonner Scholarship Foundation. For the first time to my knowledge I met several people with AIDS. The most amazing thing to me was how these supposedly nasty people with AIDS looked no different from me, and to some degree, probably even healthier. I did not realize that people with AIDS did not have lesions on their bodies or really frail and delicate bodies.

I hope that those people who poured their life stories out to us understand what is usually never said enough: their compassion was appreciated, enjoyed, and will always be remembered.

—STACY STAYLOR,
BEREA COLLEGE

I spearheaded a project with the local Head Start headquarters to teach HIV/AIDS education in Head Start classrooms. I created a curriculum with some other Bonner Scholars and some guidance from the Task Force. We developed a short presentation that would be appropriate for four to five year-olds, stressing the importance of germs and hygiene and a very simplistic introduction to the AIDS germ. Our goal was to introduce this topic in the most sensible and sensitive way, recognizing that the words HIV and AIDS will likely become part of these kids' everyday language in several years to come. My hope is that if children understand the truth about HIV/AIDS, revealed in stages throughout their development, they will have the best defense against contracting HIV. Too often, teachers, parents, community leaders, and religious leaders choose to ignore the spread of AIDS, misplacing their fear and anger against those living with the illness. Education, it seems, is the key to understanding HIV/AIDS, protecting oneself, and strengthening the community against both the epidemic and the prejudice and cruelty it often engenders in people.

—JONATHAN JONES,
EARLHAM COLLEGE

I spent thirteen days out of August 1999 at Birch Family Camp in New York State working with families coping with the HIV virus and AIDS. I cannot begin to express what this period of time did for me, but only hope that this passage will help you to understand.

I kept telling myself over and over again that if I held him long enough and tight enough I could absorb the sickness out of his tiny body. I wanted so badly to take all the emotional and physical pain out of him. Just as I thought it was possible, they yelled it was time to board the bus to Brooklyn. With eyes full of tears we both choked out our good-byes and I watched one of the most influential people of my life drive away. He was only five years old. As I walked away another counselor stopped me with a huge hug. How did he know that was what I needed most at that moment? The rest of the morning counselors spent getting in as many hugs, kisses, and words of encouragement out to everyone as they could before it was time for us to say good-bye to the place that had become so incredibly special in the last week. As I reflected over what Birch had meant to me, I realized that I had found the perfect world. For this short time race, ethnicity, health, and sexual preference had no influence over love. I was with family, and I truly felt at peace.

This was the last entry in my journal from Birch Family Camp. Without the Bonner Scholars Program I would have never discovered the special moments that I would revert to when I reach a point where I feel what I am doing is pointless or question why I am trying so hard and seeing so little results. The children, whether plagued with the HIV virus or dealing with the coming death of a family member, taught me to have more courage than I ever thought was possible. Each of their faces has become my guiding light. I have never learned so much so quickly in my entire life. Some of those who taught me couldn't even tie their own shoes. I thank the Bonner Scholars Program so much for believing that I was worthy of all the benefits of this program and opening doors that might have remained shut my entire life.

—DANA BRUCE,
WOFFORD COLLEGE

B. Crisis Line and Domestic Violence

This semester I started volunteering at the Piedmont Family Services Crisis Line. We get calls from victims of rape, domestic violence, and child abuse. The training was very intense, but in many ways it was just like numerous other trainings I have had. There was a manual, and we (the volunteers) check the boxes in the manual to figure out what our responses should be. "Are you at a safe phone? Is the abuser in the house? When did it happen? Has it happened before?" And so on. It all made sense until I left the building to get a ride back to Guilford.

As I walked out the door I realized what I was saying, what the words and phrases meant that were going around in my head. They were talking about real people, real places, real incidents, some ending in death. Like the story of the four-year-old child who was under the table with his Fisher Price tape recorder, recording his father yelling at his mother "Don't you ever do that again or I'm gonna kill you" for sixty minutes straight. It ended after sixty minutes because that is when the tape ran out. Two weeks after the tape was recorded that father killed the mother.

—BEYOND JOY,
GUILFORD COLLEGE

I don't like to say I volunteer to help people. I prefer to say I empower survivors to keep surviving. Domestic violence is such a sensitive issue. Sometimes, I leave crying, other times bubbling over with joy at knowing that perhaps I have provided at least a ray of hope in someone's life.

—PATRICIA REAGAN,
HOOD COLLEGE

I've heard a child cry from hunger—real hunger, not any of the kind I've ever known. His dark eyes, looking greedily at the food I offered, were the unlocked doorways to the innocence of his young soul, and I was drawn to how deep they were, struck by how vulnerable—not like adults' eyes, that are shut off just beneath the surface. And I've wanted to protect that boy from any more of how cold life can be, to draw a blanket around his fragile little shoulders, and whisper, "Shut your eyes now. You've seen enough pain already." I wanted to suffer the rest so as to salvage some of the hope I saw in the deep pools of his innocent eyes. Those eyes found a place in my heart and I carry them with me.

I've heard stories of a husband kindling the fire of his passion with his fist. I've seen a woman tremble in fear in a room of soothing voices and helping hands. I've seen her hands shake and her eyes dart to me or another only split seconds at a time so that every other moment they can scan the room. This is caution, I've learned. This is two years of keeping house and keeping quiet. This is two years of only one companion, one companion who has taught her well. I've heard excuses for the husband pour out of her mouth, as if they were a magical salve for this wound that has festered for too long, before she even admits the problem. Her courage is always in my mind.

I've wept for women who've only known painful love—the kind like the drug that only lets you fly the first time and ever after leaves you frantically stumbling to pull it back, tripping over the lies so much that you are blinded against the truth. I will always be astounded by their strength to stand again.

—LESHIA DIANE STRATTEN,
DEPAUW UNIVERSITY

C. Hospice

Through the Bonner Program I have also served with a Hospice. I served as a volunteer chaplain and hopefully

improved the quality of life for the suffering families I encountered. I feel like I made a difference in the life of one particular older lady who was terminally ill. She enjoyed the old hymns of the Baptist hymnal. I tried to tell her that my purpose of being there was not to increase her suffering with my singing, but she laughed and encouraged me to sing for her every time I visited.

I myself was ministered to by the Hospice program before I was accepted to Carson-Newman. My dad had colon cancer, and had it not been for Hospice the experience would have been unbearable. The Bonner Program helped to put me in touch with opportunities to help others in the same way that I had been helped, and I am thankful for that from the bottom of my heart.

—WILL ELLIOTT,
CARSON-NEWMAN COLLEGE

D. Housing and Homelessness

My first year working as a Bonner Scholar led me to serve at the Samaritan House, a local homeless shelter. As I sat at the kitchen table and listened to Liza tell me about a gripping crack cocaine addiction, I realized that this was only a drop of the storms facing our society.

This service position drove me closer to the thunder and lightning as I struggled to come up with solutions to such cycles. The most difficult discovery was to see that there is no easy, wipe-it-under-the-rug answer. One way to ease the pain and difficulties that those around me daily face is to take on some of the burden myself. How did I accomplish this? I cherished others for what they brought to the table: abortions, drugs, abusive pasts, sexual offenses, and the list goes on. Showing interest, love, and kindness is what most people are hungering for.

—DENA D'ARCY,
CARSON-NEWMAN COLLEGE

It is very frustrating at times working with Habitat for Humanity, because there are all these guys who don't think that I, as a woman, can do much. I have been able to learn immense amounts about building houses and being a leader from working with awesome women, though, so when I go out to the work site with a bunch of men, I can prove them wrong. It is just a matter of breaking the mold.

—BROOK KRAMER,
EARLHAM COLLEGE

Hope 2
Smells like smoke and hope
smoke and hope.
All I think about now is the hope.
Where can I get some?
Must be on the street.
Cause it sho' ain't at where I am.
Someone has to have it, seems like, Right?
Is it still true then what they say, you know about hope,
that anyone can have it?
I don't know.
I guess at least that's what some say.

The world and him
He looks. I stare.
We two are locked in a game.
His eyes are encompassing.
They speak himself to me.

He is interesting to me.

Someone once told me that everyone has a story.

—RODERICK OWENS,
BERRY COLLEGE

My best experience as a Bonner Scholar has been my involvement in the Ivy Ridge Community, a low-income housing development in Madison County. Two years ago, the Bonner Scholars in cooperation with Madison Counties Communities in Schools established a Learning Center for the children of the Ivy Ridge community. I have worked at the Learning Center for three semesters, and it has been one of the most rewarding experiences of my life. The Learning Center is one of the houses in the community, and its purpose is to serve as a safe place for the children after school. In my opinion, the most important thing that we do at the Learning Center is to listen to anything that the children have to say.

—JENNIFER PYATTE,
MARS HILL

E. Seniors

“I just want somebody to love me,” she sobbed heavily as I stood on her porch for the first time. Miss Mildred, a wrinkled old lady well up in her years, was not asking for much. She was most likely starving as I stood there that day. I am certain that her cupboards were bare, yet she pled not for food. She shivered as the chill of the wind chased its way through her meager clothing, yet she pled not for a coat or a blanket to ease the chill. Her body was worn with years of aches and worries, yet she pled not for medicine to calm her pain. I was glad of this, for I had no food, clothing, or medicine to offer that day. Even if I had, it would not have been enough. Miss Mildred’s greatest need could not be satisfied by mere possessions. I dried her tears and took her wrinkled hand in mine. It did not take much to make a difference in Miss Mildred’s life. A little love goes a long way.

—KISHA JACKSON,
CARSON-NEWMAN COLLEGE

All people who serve (not just Bonner Scholars) receive rich rewards, often in the form of satisfaction and gratitude. I remember visiting my elderly friend in the hospital (he was suffering from blood clots in his legs) about a year and a half into our friendship, and he kissed my hand and said, “Thank you for all that you have done for me. You are the reason that I am still here.” This elderly man, Mr. Schollar, had suffered from a stroke about 2 years earlier, and his family had left him (and forgotten him) in a small group home in the country. Over my two years with him, Mr. Schollar went from not being able to talk or remember things from one minute to the next, to having thought provoking conversations and attending church with me. In fact, after two years with him, people from the church that I was attending took over my position with Mr. Schollar, and the whole church started visiting the other fifteen residents at Mr. Schollar’s group home as well.

—JONNIE DEE,
CARSON-NEWMAN COLLEGE

I felt that I lacked a positive mentor, and I hoped to find an older female role model in Greensboro to spend time with. Through a Bonner site, Friends’ Homes at Guilford, my wish was granted. Helen, defying the weathering of her 90 year-old body, keeps up the woodland wildflower garden at her assisted living home. Legally blind, Helen knows all the paths and flowers by memory. As I began to work with her, being her eyes and hands, I began to discover an amazing soul. Helen never misses an opportunity to point out that flowers don’t bloom for us to see, but only to fulfill themselves. We must learn from the flowers, she says, and fulfill ourselves in all that we do. I like to think of Helen as a flower, fulfilling herself and inspiring others to fulfill themselves.

—PEARL MUELLER,
GUILFORD COLLEGE

I admit that I laughed, too. The image of Ruby running wildly in the street contrasted sharply from the depressed woman I had come to know. While I laughed, however, I realized that Ruby told me about her loneliness and hopes that I will one day offer a solution to end her pain. In fact, nearly all of the elderly people I deliver meals to every week suffer from loneliness. They yearn to be cared for in the way that they cared for their children—to be loved unconditionally in the way a child is loved unconditionally. They plead for me to stay as long as possible in order that they do not have to pass their time alone, but I can never stay long enough to fill their need.

As a society, we push the elderly into the background, frequently neglecting to pay them the respect that they deserve. Every time I failed to listen to the words that Ruby had to tell me, I disrespected not only the wealth of knowledge she has gained in her long lifetime but her worth as a person as well. As we look into the future we

tend to forget the people from our past, namely the people who now comprise the elderly community. We are who we are as a society because they chose to give up their time for us; lending our time to them is a necessary way of offering our thanks.

—LAUREN GLAS,
RHODES COLLEGE

Rush out the door
Grab nine generals & two diabetics with
seven 2%, two skim, one buttermilk, and an OJ.
Pop in some Widespread Panic
Place Mobile Meal Volunteer in dashboard
Arrival time 12 minutes
Mrs. Roberts waits with a smile and some cookies
She isn't fooled easily: 2 generals, a skim and a 2% please!
Next stop; Bailey St.—The Pruitts'
Sign reads "RETIRED and Proud of It!"
Cross the street
Who is Mr. Isham? Just a styrofoam cooler on a crooked front porch
Pass the snake handling church
You reach the yellow cabana
It's paradise to Mr. Halford; A tan body and glistening teeth.
He waves good-bye, thanks you, and says "Be careful."
Make 3 more deliveries all on Rowe
Greet the Black couple sometimes with a grin,
Visit Queen Vandiver with her two princess pups,
And surprise sassy Evelyn Driver who likes buttermilk.
Finally, you arrive @ Mrs. Crocker's (my favorite).
A vivacious, loving, and joyful lady
She reminisces about her deceased husband.
Mrs. Crocker thinks I give her hope and laughter.
To me she is an old quilt with lots of webbed stories that bring comfort and warmth.

—KYLEE JENNINGS,
WOFFORD COLLEGE

People come and go out of our lives everyday, but the ones who mean the most to me seem to live at this nursing home. It has come to my attention that I am a huge part of their lives as well. They have given me the opportunity to be a better person and the ability to achieve things that I felt at one point in time were impossible to accomplish.

—JULIE HEDRICK,
CONCORD COLLEGE

It was the end of my freshman year when I first met Marjorie Keiser. She didn't know me then, and she couldn't recognize me when I saw her for the last time a few weeks ago. But our friendship was renewed every time. Each time I'd step into her room I'd get to know her again. She couldn't remember my name but so what! Each time I'd step into her world, I'd grow a bit more fond of her. I have a grandmother back in Bangladesh. God knows I miss her in my own way. But she was also my friend. I treated her like I do my friends. I would argue with her, talk to her about girls and Gods. She was beautiful in her 96 year-old frame. She taught me a German word one day. "Wunderbar" means wonderful in English.

I didn't go to see her all of last year. Others did, but I knew I'd have to start spending more time with her this year. She had become so much thinner; she had shrunk into a tiny creature. She didn't recognize me once again but it didn't take too long for us to be friends. All I had to do was hold her hands. She held onto my hands with a strong grip. I had a feeling that these were her last days. I don't know anyone else as old as she and there wasn't a single mean bone in her body. One day we hardly talked and just held hands most of the time.

—NABIL AHMED,
GUILFORD COLLEGE

F. Special Needs

My “best buddy” is a fella named Hoey, and he is someone who has really brought out the best in me. By nature I am selfish, but Hoey, simply by reveling in my friendship, encourages me to rise above myself. My experiences with him broaden my world, and make life much more worthwhile to me.

—WILL ELLIOTT,
CARSON-NEWMAN COLLEGE

I began this organization, Singing Hands, after I became deaf in high school. It was a way for me to educate people about deafness and teach them sign language. It was like therapy for me as well, as I was able to make my deafness mean something for others.

Your foundation’s scholarship enables me to continue this work three years later. I now can pay tuition and continue to make a difference in my community at the same time.

Through the support system of the Bonner Office here at Hood College, I receive encouragement, advice, resource materials, and education which were never before available to me. I feel very lucky to be a part of this program. It’s opened my eyes to an entire world of service learning and education.

—SAMANTHA HALL,
HOOD COLLEGE

G. Tutoring

I go there twice a week and there has never been a time when I haven’t left there reeling with emotional and philosophical stress. Each time I go I am forced to confront head on the issues of why children are there, how are they being treated (and educated), and that part of human nature that makes us jaded, able to deal with a thousand sad stories and impartially churn them through the system.

—SRIRUPA DEADWYLER,
ANTIOCH COLLEGE

During one of our sessions a couple of weeks ago, he did a problem and got it wrong. I looked through his work and saw he simply added incorrectly in one of the many steps. I said, “It’s okay, it was only a careless mistake.” He said, “Why do they call them careless mistakes? I hate that. They’re not careless when you really do care.” This stunned me! I never thought of the implications of a saying that had been drilled into me by every math teacher I have ever had. I realized I had to be different from them and that this boy really had something to teach me.

—NICOLE FOREMAN,
DAVIDSON COLLEGE

I was under the impression when I started my Bonner work that I would be there to work and to serve. I did those things. But, little did I know, even at those times when I was teaching I was being taught.

—NATALIE LLOYD,
CARSON-NEWMAN COLLEGE

Recently, a nearby county, Yancey County, has been having tremendous growth in its Latino population. It is a very rural county in the mountains of North Carolina, so this has been quite a shock to the people of the area. Just a few short years ago, there were no Latino students in the school system, and now there are over sixty. Most of the teachers do not speak any Spanish and don’t really know how to teach those who do. The lack of communication has become a barrier to learning for all these new students. Since I am a Spanish major, I decided this would be a great opportunity. The kids need to learn how to read, but they need someone to be able to communicate between them and the teachers in order to be able to get that far. This was my chance to use my Spanish skills and satisfy my desire to aid in the literacy dilemma.

When the Mexicans started coming in, a lot of people there did not handle it too well. There are a lot of prejudices and stereotypes against them. While volunteering for ESL, I have witnessed many of these prejudices. The Mexican students got picked on all the time. They were called degrading names and would get shoved around. Some of the teachers were not interested in teaching these children, so they were left to sit in a corner and color all year. The teachers did not know how to get over the language barrier, so they did not try.

Fortunately, there are a few exceptional teachers in the county who do know how to work with them and have therefore done very well. Growing up in Harlem in New York City, I was the minority. I was the only white kid in my class for years, but I was never treated as anything less or different. We were just all kids trying to learn. I think that this should be the case everywhere.

—ANGELA DOLEZAL,
MARS HILL COLLEGE

Malaika had a big test on point-slope and slope-intercept equations coming up, and her tutor was struggling with the material. I was called over to help. It took some time for me to reacquaint myself with the material (I hadn't opened a math book in almost two years), but we were soon working away.

I noticed one of Malaika's biggest hang-ups was adding and subtracting when negatives were involved. I had struggled with the concept myself. I showed her a tip to help: drawing out a number line, and counting out the function. This had been my way of checking my work with negatives. She quickly adopted the technique. When I saw her after the test, she told me she earned an 87. I felt, and still feel, an incredible sense of fulfillment about this. The two of us had worked together, and I had helped her to gain a better understanding of the material. Just seeing the impact that I had, even if it was something as simple as passing on a number line, was a wonderful thing.

—JEFF CARMICHAEL,
GUILFORD COLLEGE

Volunteering at a local elementary school has reminded me of what is important in life. The children find fun in everything that they do during the day, which helps me to refocus my energy in a positive way. As a Bonner Scholar I have an exchange with the children where we both grow.

—MARY KATE ALLEE,
GUILFORD COLLEGE

H. Teen Pregnancy

The Bonner Program means more to me than the opportunity to go to school. It means the opportunity to give to the community my time and my compassion. When I began looking at possible sites, I looked for places that my heart broke for. I chose to work at a crisis pregnancy center for many reasons. As I read about the center I was filled with excitement. I wanted to be a part of such an incredible ministry that helps so many. I had never worked with pregnant teens before, and I wanted to expand my experiences. The center has changed my heart dramatically. I have learned numerous implausible facts that are unbearably real and true. The center has opened my eyes and shown me how close-minded and judgmental I was before. It has made me humble and more compassionate to those around me in the community. Through the center, I have met girls who are faced with huge decisions that I pray I never have to face. Seeing their strength gives me great comfort and encouragement.

—HANNAH STEWART,
CARSON-NEWMAN COLLEGE

I. Youth and Children

Many of the children we serve remind me of myself when I was a child. I see some of the families facing the same obstacles I faced. Maturing in a single parent and low-income family was trying and the resulting factor was that I developed a very low self-esteem. Having faced the same problems as these children, I feel as if I am able to associate with them on a different level through compassion and respect. It is comforting for me to understand that I may be making a difference in a child's life the way my mentors did for me.

—BILLIE DUNAWAY,
BEREA COLLEGE

I am learning a lot about myself through children. I have learned that I enjoy the energy of kids and the challenge of treating them as equals as well as young students. To treat children with respect and how to gain that respect by doing so for them. It is a remarkable thing to be able to shape the lives of others. It is even more remarkable to be shaped by those same others.

—NATE CLIFFORD,
EARLHAM COLLEGE

PIANO LESSONS

"Can I do piano lessons?"

"Elizabeth, I wanna do piano lessons!"

"You told me I could do piano lessons!"

Almost every day I've walked into the Main Elementary Boys and Girls Club for the past three and a half years, these phrases have echoed around me as children cling to every appendage of my body and beg to be taught piano lessons. I wish there were enough days in a week and pianos in the music room to accommodate all of the children, but unfortunately there are not. However, I've realized that it's not just the piano lessons that the children desire. It's that one-on-one time they have with a person they admire. The best relationships that I have developed with children have happened when we are alone for that fifteen to twenty minutes a day, and they have the opportunity to talk about their problems, and have someone to listen to them. Several times over the years, children have come to piano practice and we haven't even opened a book. They've been upset and needed someone to talk to or a shoulder to cry on. These are the moments where I really learn about problems facing our children today—not drugs or alcohol, but fear, anger, and insecurity. Many children just don't have someone that they feel is interested in them and their feelings. Being a Bonner Scholar has enabled me to discover what life is really about—relationships. By showing a child that you care for her or him, you are opening the doors to dispel fear, anger, hostility, and insecurity. And making a commitment to mentor someone is as rewarding to you as it is to the child—the most beautiful thing in the world is watching a child grow and mature and knowing that you may have had a small impact on what he or she will eventually become. It reminds me of a quote I have heard often, but never need to forget: "A hundred years from now, it will not matter what kind of car I drove or the sort of house that I lived in, but the world may be different because I was important in the life of a child."

—ELIZABETH STUMHOFFER,
BERRY COLLEGE

blank stares avoid my gaze
shiftless Eyes of a generation, unaware of hope
these are my children, I am expected to make a difference here

like the colors of the rainbow the youth are beautiful and diverse
mohawks, tongue rings, baggy clothes eyebrows pierced, colored hair
heavy makeup that hides the pain beneath
ragged t-shirts and chains that signify the bondage of soul
self-parented, self-taught, self-made

are they bad kids?
maybe
is the neglected rose garden evil for bearing no blossoms?
or can you see the beauty in the rough, beneath the surface, unseen.
honestly, they may have no excuse
and even opportunity to be normal, to excel, to fit in
but why? what motivation is there?
is dysfunctionality product or choice?
I can't say, but most likely it's both and neither
across gender, race and class—there are no boundaries here
a generation dying for love
finding only pain
and making all the wrong choices
popping pills to placate painful reality
finding fear more familiar than family
and definitely far more available
suffering souls seared tight against turbulent times
left adrift in the sea believing meaningless post modern axioms
and bleeding eyes do cry out to me
"Is it worth it?"

cry till dad doesn't come home or lose myself in the reality of the magical electronic box?
indulge lonely existence or find the fading fame of a new hair color?
slit my wrists or do my homework?

my children need a savior, a friend, a counselor
a lover, a father, a mother, an anchor
a buck-up-kiddo-it's-all-going-to-be-just-fine-cause-I'm-here
a steady voice crying for a generation
these things I'll never be
I'm only a beacon on the choppy sea of life
pointing, patient, loving, showing

these are my children, I am expected to make a difference here

—JON COLEMAN,
BERRY COLLEGE

I work with Abigail, a nine year-old who just moved from Mexico City, mostly as she struggles through the math problems of the day. She was put into a fourth-grade class, in the middle of the year, knowing no English and given a name that is not her own. The teacher, of course, doesn't know any Spanish, so the little Abigail gets some from Sonia, a classmate and friend who knows a little, and when I or another tutor are there. I sit with her in the dismal school that is focused on getting passing scores in the next assessment tests, and laugh with her at the stories she tells me in her own language.

Changing the structure of public schools can wait a little longer, now I am learning with my friend on many different levels. Right now it is about change, not of institutions, but of people, like me. It is about getting in there with others and caring. If that is not the basis, change is not going to do much good.

—BROOK KRAMER,
EARLHAM COLLEGE

I have had so many experiences over the summer and met so many children who stole my heart. I was amazed at their bravery and positive attitudes, even under the worst possible circumstances. I can't even imagine what it would be like to be eight years old and facing death. I heard children complain about being in the hospital, having to take treatments, missing their friends, and not being able to play like other kids. I heard them say their sickness wasn't fair. I saw fear, and I saw anger. But I also saw hope, and laughter, and strength, and courage. And these were the things which were impressed upon me the most.

—WYNNE PHILIPPE,
DEPAUW UNIVERSITY

"Aren't you Janelle Bonner?" I tried to suppress a smile as I looked down into those serious fifth-grade eyes and explained that "Bonner" was just my title. But as comical as it seemed at the time, this mistake was, in a way, also fitting. Being a "Bonner student" has come to be much more than just a title to me. In my two years of service in the Bonner Program, it has come to mean opportunities to have a positive impact in the lives of others, as well as numerous blessings in my own life.

—JANELLE RICHARDSON,
COLLEGE OF THE OZARKS

I decided to work at an after-school program for first- through eighth-grade girls called Girls Incorporated. I was fairly excited coming into the program, but I did not expect to run into the problems that I encountered. Many of the girls at the center have behavioral problems stemming from difficulties at school and home. I quickly became frustrated with phrases like, "You ain't my mom." I had never worked with children like this before. I also had never volunteered at a place where the parties receiving the service resented my presence. These girls have issues with trust, especially with adult figures, so they sort of press the staffs' limits with what they can get away with saying and doing.

I thought of nothing new and considered changing sites. It is not a site at which you often see the direct effects of your efforts. I was told that just being there consistently meant a lot.

I did some serious thinking and came to the conclusion that I would not learn or gain much from a site that did not challenge me. I am still working at the site and look forward to the semesters ahead.

—APRIL CROWE,
EARLHAM COLLEGE

I asked my child what he wanted to be when he grew up. And he replied, “Well since I live here, I want to be a dump truck driver.” I asked, “Is that what you really want to do?” And as the conversation progressed I was able to discover that he did not really want to be a dump truck driver but that he really wanted to be a meteorologist, but he thought since he lived in such a small community that college or trade school was out of the question.

I thought that this conversation was a very special encounter with my child. I was able to tell him and encourage him that no matter what community, background, culture, or family you come from there is still a way to get an education after high school. As I explained that these things did not matter and that there is way to reach all your goals and live out all your dreams, he became very excited.

—MARISSA SHELTON,
MARS HILL COLLEGE

If it wasn't for the Bonner Scholars Program, I would never have had the chance to make a difference in the children's lives...I would have never had the chance to make a difference at all.

—STELLA WILSON,
EMORY & HENRY COLLEGE

It is very apparent to me that the young girls I work with appreciate seeing a young lady who is very well-rounded. They are amazed by the fact that I am in college, I work, and I still manage to have a lot of friends who accept and respect me. These girls rarely see a black woman under the age of twenty who isn't pregnant, on drugs, or out of school. Children are easily influenced, and if the time I spend with them has changed or will in any way change their minds about some of the things they see on television, or the other negative images the media feeds them, then I know I have truly served my community.

—PORSHA CHILDS,
SPELMAN COLLEGE

Sometimes, I feel as if God has put me at this site for a reason. I understand some of what these children are going through. I survived, because I had someone telling me that I could do it and that person was my mother. My mother told me never to give up on what I wanted to do in life and she is the reason I am here today. I know that by helping one child at the program that I have given something of myself in life, which is what service is all about—the giving of yourself to help another person.

—JERVONIA LANDRUM,
SPELMAN COLLEGE

V. Personal Challenge/Personal Growth

Bonner Scholars are expected to make a significant commitment to their campuses and communities by involving themselves in meaningful community service activities. What exactly does that mean? For many students a one-time service project is enough. Others find the time to make a regular one or two-hour commitment each week. While these commitments are worthy in and of themselves, the Bonner Program is a bolder experience designed to engage students in an even more intense and significant way. Bonners are required to serve more than 500 hours during the school year and summer. As you can tell from the student quotes, they think the hourly standards are a poor way to describe their commitment.

A. Personal Growth

The college years are distinctly ones of exploration and personal transformation. The Bonner Program integrates service and learning in such a way that students develop as both individuals and as citizens. Such growth often occurs in the contexts of service sites where students encounter poverty, pain, and despair. Yet it is these same contexts—and the personal relationships fostered in them—which allow Bonner Scholars to experience the joys of service as they are inspired, enlightened, and encouraged. Through their work, students evolve and adopt these ideas and causes as central parts of their lives; they are forever changed.

It seemed like something was missing, the fact that our clubs were serving us, not others. I wanted to reach out to others with a caring hand. I wanted to be a part of a group that I knew was making a change. I soon realized that to help and to serve is simply our duty as human beings.

—JAMIE OWENS,
BEREA COLLEGE

Bonner has taught me so much about myself. I've learned to prioritize my work, how to be patient, how to be authoritative without being bossy, and how to be innovative without being arrogant. To be a Bonner Scholar means being able to seek out the good. It means working on an individual basis to make a significant change.

—NICOLE LLOYD,
CARSON-NEWMAN COLLEGE

My experience at Children's Hospital really helped me to reevaluate my priorities, and it made me realize that, all too often, I take my health and life for granted. When I wake up in the morning, my first thought is not gratitude for being alive. Instead, I grumble about all I have to do during the day.

When I feel myself getting stressed out about things I have to do or when I worry about my future, I think about the children I met over the summer, and I am reminded mainly of two things. First, so many of the things I worry about really aren't that important and won't affect me much five years from now. Second, I remember how important it is to keep a positive attitude, even when facing adversity.

—WYNNE PHILIPPE,
DEPAUW UNIVERSITY

When I look into the mirror, I see a totally different person from just a year ago; and I know that being a Bonner has created this different person.

—RICHARD DAVIS,
MARS HILL COLLEGE

I've felt that I've given to the community in a meaningful way. I also realize that I've benefited personally. From invaluable summer experiences that support my academic education to unique personal relationships within the local community, I see how my service work has influenced who I am. I often wonder how different my life would be without service. Most of these experiences were encouraged and facilitated by the Bonner Program. Bonner has benefited my character. It has changed my mind and molded my future.

—BENJAMIN WILLIAMS,
EARLHAM COLLEGE

For me, being a Bonner has meant learning to work with others. It gives me another kind of knowledge outside of the academic realm, and that is the knowledge of learning about others, their backgrounds, and the humanity through which we are all tied. It empowers me to communicate effectively, listen to others, and find confidence and strength in everyday things.

—MARY BREEDING,
HOOD COLLEGE

It was from these relationships that I began making the connection. I realized that my purpose was not simply to serve, but to serve thoughtfully.

—SELENA HILEMON,
MARS HILL COLLEGE

My experiences in this program have affected all aspects of my life including career choices, personality traits, and extracurricular activities. I have developed important qualities through my experiences in the Bonner Program. I have learned leadership and communication skills, but more importantly I have learned to care and give without a second thought. I've learned to treat people with respect and compassion. My eyes and my heart have been opened.

—JOETTE M. RUSSELL,
MARYVILLE COLLEGE

Through my service I have had the opportunity to experience new people, enrich myself through training, explore career options, apply the things I've learned in class, expand my knowledge through hands-on experience, and feel a heartfelt purpose in my life.

—SHANNON WHITWORTH,
MARYVILLE COLLEGE

The Bonner scholarship has certainly taught me how to balance my activities and has changed my life by making me prioritize the issues of service that are of greatest concern to me. It has taught me to appreciate the work that others do and that it is just as important as the work that I do. It has taught me to not be afraid of those who are different than I, but to embrace that difference and learn from it.

—CRISSY CODY,
RHODES COLLEGE

By being a Bonner Scholar I see issues differently than others might see them. I believe this is due to the fact that Bonner Scholars are out in the community trying to fulfill the needs of the community. In college I have met very different people who have very different views (or no views at all) concerning the community. I have come in contact with people who have never been involved in community service in their lives, the total opposite of a Bonner Scholar. Through this contact I learned that others are not aware or choose not to be aware of what happens in the communities around them. I believe that by being a Bonner Scholar I have obtained the qualities of awareness and compassion.

—NATASHA MILLER,
SPELMAN COLLEGE

The Bonner Scholars Program has taught me how to be in touch with my spirit, how to excel in scholastic responsibilities, and the true meaning of service. I have grown a great deal—mentally, and socially.

—STACI ADAMS,
SPELMAN COLLEGE

The Bonner Scholars Program has provided opportunities...
For growth, development, and transformation.
No longer am I the person who entered the gates in fall 1998.
Committed community service has helped me to free myself.
From self-pity, selfishness, and preoccupation with an image,
Material possessions, or acclaim.
Giving of myself at the various service sites I have served has brought a change.
The somebody that I thought I wanted to be has changed.
As a Bonner Scholar,
I am now on my way to becoming the woman I was created to be.

Somebody who places the needs of others before my own.
Somebody who gives of herself without expecting any recognition.
Somebody who knows that self-value comes from placing value on the lives of others.

—FELICIA MCCRAY,
SPELMAN COLLEGE

Community service isn't real until you step into it, until you dive in and don't hold anything back, until you truly care and let yourself see the true need in the world and reach out your hand for someone else to grab.

—JENNIE KAGARISE,
WAYNESBURG COLLEGE

Bonner has influenced the way I think mentally, act socially, and conduct myself morally. I look at the world differently than others because my eyes have been opened.

—MARK LYNN,
WOFFORD COLLEGE

B. Majors/Coursework

A familiar adage states, "Don't let your schooling get in the way of your education." In the Bonner Program, many students learn to integrate their service experience and coursework. Such integration may happen formally through a service-learning course or informally through self-initiated connections between service and class work. The Bonner Program is intentionally designed to help students connect their service work to their academic planning and focused areas of study. As a result of this process, many students either change majors or reaffirm their choice of major in light of the influence of the Bonner Program and its activities.

We have learned to put others before ourselves. Being a Bonner Scholar is equivalent to a four-year course in empathy, human services, social services, and humility. By helping others, we are making a positive impact on the community and being molded into the kind of people who will make a positive difference in this area, state, country, and even world.

—CARRIE BUSH,
WAYNESBURG COLLEGE

It has really gotten me hooked on service. In fact right now it's really changed what I want to major in. I'm trying to create a major in Poverty Studies, and I'm quite sure I wouldn't have done that without the Bonner Program. If that major goes through, then I'm sure it will have an immediate impact on my future after college. I think at the very least the program creates a sense of awareness in you of what's going on in the world—that you don't live in a microcosm. As for myself, I'm hoping to do something that will be beneficial—service-like—after graduation from school. I can't say for sure what that will be, but I'm thinking that the Bonner Program will have a big part to do with that—a huge part.

—ADAM BROWN,
DAVIDSON COLLEGE

In a sense, the Bonner Community Service Program provides "labs" for the classes in the major fields of study offered at the college.

—JEREMY KALLIN,
COLLEGE OF THE OZARKS

The most important aspect that being a Bonner Scholar has brought into my life is the connection between my education and my life's work. I am a student, a scholar, a daughter, a sister, a wife, a leader, a community member; but if I cannot connect what I have gained through my education with my roles in life, then how has my education been improved? Without this connection I have only learned to serve myself and to ignore the world around me.

—SELENA HILEMON,
MARS HILL COLLEGE

Being a Bonner means something more than being an ordinary college student. Bonners are a unique lot, spending their time with local and global issues ranging from Music Education to Health Care to Environmentalism. College students spend their time learning from textbooks and labs. Bonners spend their

time learning with their peers, but they take what they learn in the classroom and apply it to their service in a profound demonstration of learning by doing. Premed major? Volunteer at a hospital and observe firsthand how the facility works and what your future job in it could be. Marine biology major? Help with a beach cleanup and explain to beachgoers what their effects on local ecology are. Education major? Teach someone hungry for knowledge how to read. Computer Science major? Show someone in search of a sustaining job how to find a list of viable job opportunities on the Internet. What Bonners learn, they take to the world, showing that education is a global process. Bonners learn in service.

—PAULA ELAINE SANDUSKY,
WAYNESBURG COLLEGE

One of the things that I like about the Bonner Program is the encouragement to serve while keeping your major in mind. I am a Computer Science major and I am using my talents to serve the community by developing websites for nonprofit organizations. These websites will help in furthering our cause—the cause of humanity worldwide as the Internet transcends political and social borders.

—VISHAL BADIANI,
CONCORD COLLEGE

C. Careers

“What do you want to be when you grow up?” This is a difficult question at any age! While the Bonner Foundation does not promote any one type of career, we believe that everyone’s life work should contribute to the community. We have found that service offers a powerful and effective means of exploring career interests and defining career paths. Occasionally, Bonner Scholars find out what they do not want to do after engaging in a service project; more often, they find that their service experience shapes and molds their life plans.

When I first came to DePauw University in the fall of 1996, I knew for certain what I wanted to do with my life. I wanted to be a woman CEO of a major corporation, breaking the glass ceiling and trampling the boys’ club. I was a member of the prestigious Management Fellows program in addition to being a Bonner Scholar. My goal in that program was to learn the working of the business world and to learn how to manage people to the maximum profit level.

Something went wrong with my plan, however. I was also a Bonner Scholar, taking a class that studied the injustices of society and the work of volunteers to alleviate the problems associated with those injustices. My sophomore year, I took a new placement at the Hartman Center as a civic intern. Suddenly, I found myself learning skills that were leadership based, not management based. I began to question the Management Fellows Convocations and realized that a great majority of them focused on the accumulation of money for personal gain. On the other hand, I was attending Bonner Convocations that talked about saving the world one person at a time.

The end of first semester sophomore year was when it happened. Bonner changed me. Maybe, on the other hand, Bonner Scholars was able to bring out who I really desired to be. I quit the Management Fellows Program, citing a conflict of ethics and continued in Bonner. At that point, I knew that I wanted to work in the nonprofit sector. It was not until that summer, however, that I found my true calling. The culmination of working at the Hartman Center with student volunteers, interning during the summer with the Bonner Foundation, and completing training as a COOL Leader made me realize that I wanted to work with college students for the rest of my life. It also provided me with the skills to be effective as the president of DePauw Bonner Scholars.

—LEE ANN LUXENBERGER,
DEPAUW UNIVERSITY

As a prospective teacher, I have had many opportunities to experience the classroom firsthand. I have seen up close good (and bad!) techniques in teaching and have been able to develop my own strategy of what works with children. Networking and getting to know teachers and staff in the local schools has been an added benefit. Having a positive impact on lives and learning in my field of study have been life-changing experiences.

—JANELLE RICHARDSON,
COLLEGE OF THE OZARKS

When I get out of college, I want to be a cancer researcher. Being in this program and helping out in the

oncology unit was the opportunity of a lifetime. It's a great way to get more experience with cancer and to be one-on-one with cancer patients. This experience has motivated me to do the best I can to find a cure.

—SARAH FRANKS,
HOOD COLLEGE

Bonner has truly changed my life forever. I decided that for my service I would tutor children and I went every day for a whole semester. While tutoring these children I realized that I really wanted to become a teacher. When the next semester came, I decided to change my major from Biology to Education. Without Bonner I would have never made this decision, and I would have missed out on the greatest opportunity of a lifetime.

—STEPHANIE COOPER,
WEST VIRGINIA WESLEYAN COLLEGE

Asking what it means to be a Bonner Scholar is like asking what it means to be a student. Both become a part of your learning, living, and loving. We learn from our service sites and projects, we live it as it becomes part of our weekly routine, and as we grow and develop with our service, parallel to our formal education, we find ourselves loving it. The Bonner Scholar Program has had more impact on my life than any other during my college career has, so much that I know I will continue with service beyond my completion of the program.

—CARRIE BUSH,
WAYNESBURG COLLEGE

Working with children is my passion. Through the Bonner Scholars Program I have gained experience that will prove to be invaluable when I start teaching in the public school system.

—JENNIFER PYATTE,
MARS HILL COLLEGE

I hadn't declared my major and had little idea of what I was going to do. I wasn't involved in any groups on campus so I had a lot of time and very little to do with it. My first experience with being a Bonner was during initiation week. One of the prouder things of my life is being in the founding Bonner group at Union. Once I got through the first week the real work began. I really enjoyed my first year as a Bonner. It was my first taste of true service work. It gave me a new outlook on life. I learned that being a Bonner isn't just about the scholarship; it was about a lifestyle that included service. It made me rethink my values and has made me want to go into a career that will be rewarding not for the money but because I can make a difference. I've decided to become a teacher.

—CHRIS HOWARD,
UNION COLLEGE

I am amazed at how the Bonner Scholars Program has shaped my major, my activities, my personal focus, my ideas about so many things, and my goals for the future. I used my Bonner placements to explore career interests and several different aspects of working with children that I might be interested in.

—SHANNON WHITWORTH,
MARYVILLE COLLEGE

Throughout my life I have always known that I was going to contribute to society's greater good, but it is only recently that I found out that my contribution wasn't going to be through the field of science. Being a Bonner Scholar has changed my life passion from science to service. It has been through my service in Memphis that I have realized that my future lies in helping people through social change and not scientific achievement. It may seem like a big switch, from science to service, but in reality both had the same intention—helping others. With science I had planned to fight in the war against diseases. With service I plan to create a better world.

—TIM MORELAND,
RHODES COLLEGE

Thanks to the Bonner Foundation Grant that enabled me to work with senior adults, I have found my passion. My major is Child and Family Studies with an emphasis in Nutrition/Dietetics. After obtaining my B.A. I plan to do an internship and become a Registered Dietician. Then, I am very interested in getting my M.S. in geriatrics and working with diabetes patients in Eastern Kentucky. It's amazing what two months, a grant, a wrinkled face, and a little help from the Man upstairs can do! Praise God for being faithful even when I was not and introducing me to the Bonner Foundation!

—DANIELLE NICOLE TACKETT,

BEREA COLLEGE

My Bonner work has shown me the power of community connections, and the value of taking initiative. I moved to Carson-Newman as an insecure, rather scared freshman, and now I leave a well rounded, confident senior. My tree trunk has grown thicker and my branches are longer. I am approaching the door of the green house, and I will move through this door upon completion of my medical training. I will be transplanted to a community where I am needed (perhaps in Mozambique or Zimbabwe), and I will send down my roots deep into the earth and provide shade for my weary and oppressed people.

—JONNIE DEE,
CARSON-NEWMAN COLLEGE

D. Leadership

The Bonner Scholars Program is not explicitly designed as a leadership program. Nevertheless, we expect leadership qualities and activities from Bonner Scholars. "Servant leadership" is the familiar label that we have adopted to describe the form of leadership which the Bonner Program attempts to advance. It is our hope that through the Bonner Program students not only will engage in issues and ideas that compel them to undertake certain responsibilities but also will work simultaneously to enhance the interests of other individuals and organizations.

I believe I am able to handle these leadership roles because the Bonner Program taught me (and is still teaching me) the necessary skills I need to achieve my goals.

—LINDSAY MORTON,
FERRUM COLLEGE

The Bonner Program has challenged me to great lengths. It has challenged me to be a servant daily, no matter where I am. It has taught me the meaning of servanthood and compassion. My eyes have been opened to issues the world faces, and I have learned how I can make even a small difference. Edward Everett Hale simply states, "I am only one. But still I am one. I cannot do everything, but still I can do something. And because I cannot do everything, I will not refuse to do the something that I can do." I believe this quote truly reflects the Bonner Program and the purpose that it maintains.

—KATHERINE CASEY,
CARSON-NEWMAN COLLEGE

To be a Bonner, we take a firsthand approach in encouraging our brothers and sisters that they are in fact somebody and that they are worthy of respect. As servant leaders, we have to promote the belief that no matter if an individual works as a custodian or a professor, there is no such thing as "big I's and little U's." We all should be treated with a degree of decency and understanding.

—ADAM DICKSON,
CARSON-NEWMAN COLLEGE

Being a Bonner is a way of living outside the box—a point outside the box worth running towards. As your box begins to expand, you want to bring other people with you on your journey. You want them to know your frustration, and hard work, and your hardships and trials. But, you also want them to see your joys, the rewards, the smiles and bright eyes that you bring to others' eyes.

—MANDY STEVENSON,
HOOD COLLEGE

I have had a lifetime of exercise at being a follower. Now with the Bonner Scholars Program and the pure exposure to explicit areas of service, I can find something in which I am specifically talented and allow myself to relax and be a leader.

—JENNIFER BAIRD
MARYVILLE COLLEGE

I guess the most significant thing about being a Bonner would be making the program what I want it to be. The first year is basically getting to know the community, getting to know the school, getting to know the people, and getting to know the processes. I've gone from doing a service project that was basically planned for me to starting a program for middle school students that will be here on campus with a \$20,000 budget. So the path that I got to choose and the support that I received along the way has really been the most significant thing about the Bonner Program for me.

—CODY RUXTON,
DAVIDSON COLLEGE

My experience as a Bonner Scholar gives me the leadership skills and enthusiasm to work with and connect with the kids. Through this program I am able to show them that, despite what society may say, or what others may say, it is okay to be black, intelligent, strong, and to manage the temptations of the world with insight and maturity.

—PORSHA CHILDS,
SPELMAN COLLEGE

I trained 12 facilitators over the midterm break. The process of writing and revising a proposal for the ICC grant, planning the training, and following through has given me a good feel for how much work goes into nonprofit organization. It was enormously satisfying to create a team of facilitators and to help them in their personal growth. At the end of the training I felt as though this is the kind of work I could continue to do. In my time here, I have recognized a need for leadership development in the Earlham community. Now I feel as though the work I have done has enabled me to meet that need. This program has done so much to shape my life.

—JOSINA COOPER,
EARLHAM COLLEGE

E. Justice and Social Change

Two of the most common mottos of the Bonner Program are (1) "Give a man a fish and he eats for a day; teach a man to fish and he eats for a lifetime" and (2) "If you want peace, work for justice." Through reflection, discussion, and renewed involvement, students learn to identify and address larger systemic issues that plague our societies and cultures. By doing so, students learn to view their work of serving soup, picking up trash, or tutoring a child within a larger context, and the issue of social justice becomes a tangible goal for which to strive. Bonner Scholars are required both to meet immediate needs and to explore and develop long-term solutions to entrenched social problems.

Encouraged and inspired by the potential power of education I witnessed in Senegal, I now feel compelled to try and tackle the widespread ignorance I have found in the U.S. However, more and more I realize that American society is not only challenged by a widening gap between rich and poor, a social service and public education system that is poor in comparison to other wealthy, industrialized nations, but also by a widespread willful ignorance. The question then becomes not simply how to educate people, but how to convince people that they need to be educated—that their ignorance and apathy doesn't just wound, it kills.

—JONATHAN JONES,
EARLHAM COLLEGE

To be a Bonner and a young person committed to justice and policy, I must remain hopeful that our agenda—an agenda of understanding, environmental equity, peace, and inclusion—sweeps the country and world like a "mighty rushing wind." Our hope ought to rest in an awareness of important issues that we can make positive reforms. Trust, dignity, and hope are three qualities that should define a Bonner.

—ADAM DICKSON,
CARSON-NEWMAN COLLEGE

Through meetings, workshops, and the service I've done, Bonner has made me deeply explore the meaning of service. I've realized that the ultimate goal of service is social change. Bonner played a big part in pointing me towards viewing work and career as opportunities for service. Service is the means to make a difference in this world.

—PRAIRIE HALE,
EARLHAM COLLEGE

A friend of mine said to me recently, “I didn’t think you were political.” Some people may not recognize how revolutionary it is to sit with a child and teach him the history of his people, or to show a girl how to tell time, or to model conflict resolution and respect. Many of the children that I work with may have parents in jail, may have drug and alcohol abuse in the home, or may have suffered from physical and sexual abuse. I have heard some of them say that they do not expect to succeed or to go to college. Watching their faces light up when we come, I know that their lives are touched by the presence of Earlham tutors. I know that we are only with them for a few hours out of the week, but during that time we are giving them hope, love, and faith that their lives are special. The inner transformation that takes place can help them make positive choices that will contribute to the necessary structural transformation of our society.

—JOSINA COOPER,
EARLHAM COLLEGE

Throughout the past four years, my service has allowed me to investigate different avenues of social change, to see the possibilities of growth within myself and the larger community. Now, I realize social change must begin in the hearts and minds of people, not simply in corporate boardrooms and the halls of government. While policy change is an essential part of this process, it cannot promise a healthier society by itself without the support of individuals and communities. Education is our best bet for realizing any of these larger visions. My service has led me to believe that I can be a part of this social change as an educator. It has shaped my last four years of college and my dreams and goals.

—JONATHAN JONES,
EARLHAM COLLEGE

The problem with poverty, as I see it, is that it seems to be an endless circle. A child is born into poverty, grows up in poverty but does not really understand it, and then grows to have children who will live in poverty. The role I am trying to take at the Boys and Girls Club is one of empowerment.

—JEREMY MARTINEZ,
MARYVILLE COLLEGE

F. Faith

When Bonners are asked what motivates them to serve, many Bonner Scholars identify their faith traditions and commitments as the impetus for their actions. In addition to the predominance of Christianity, other faith traditions such as Judaism, Islam, and Hinduism represent the religious diversity that all find expression in service. Through the course of the Bonner Program, the connection between faith and service often becomes clearer and stronger, and students have regular opportunities to explore their spiritual lives in deep and meaningful ways.

The Bonner Program has given me the chance to express myself through faith and service. I am grateful for that opportunity, for even as I grew and changed in my own faith, the program was always flexible, supportive, and open enough to change with me.

—REBECCA ESSAH,
DAVIDSON COLLEGE

I’ve prayed a lot. And I’ve listened hard, trying to hear the pulse beneath the words that tells the real story—the story of where they hurt and how deep the wound is. And I’ve talked some. But have I really done anything to lift some of the hurt out of this sadly diseased world? I don’t know. I just know that I’ve met a lot of people who have, through their eyes, or their fear, or their words, shared part of themselves with me. They gave to me. I did nothing honorable. I like to think I’ve grown a little wiser. I know my faith is deeper still. And if I’ve helped numb pain for a moment, or made one woman see just an ounce of the strength she carries inside of her, I know it could never amount to a tenth of what they’ve given me.

—LESHIA DIANE STRATTEN,
DEPAUW UNIVERSITY

I pray for challenges and I pray that I approach them honestly. I hope that first I might listen to myself and always listen to others. If I make decisions, I hope that reflection upon my experiences compels me to make sound ones.

—ERIC KNOCHÉ,
DAVIDSON COLLEGE

In the Bonner Program, you definitely begin to think about what service means. I think with religion, you ask some of the most meaningful questions. What do you believe? Why do you believe? In the Bonner Program you ask those similar questions. What is service? Why do you do service?

—JENNY CALHOUN,
DAVIDSON COLLEGE

G. Diversity

By any definition or criteria, Bonner Scholars are a diverse group. Our students represent numerous ethnicities, backgrounds, cultures, ideologies, and political perspectives. But despite obvious (and sometimes rather inconspicuous) differences, Bonner Scholars are united behind their common commitment to service. Indeed, it is often within their service that students encounter differences, are challenged to see beyond stereotypes, and overcome their fears to respect and value diversity.

Reflections of who we are in statements of their past
Images of who we'll be in their aspirations of the future
We are in dreams of King, Hamer's little light, Jessie's "somebody," and the ones who will take Rosa's seat on the bus when she reaches her stop.

Born to follow, raised to love, and living to lead
The hot blood of youth burns our collective vein removes us from the seat of complacency into the arms of glory
We caress the heavens providing hope for the unborn and faith in the future for the living.

We are the unknown authors of optimism crafting tales of unity
We are the balladeers who compose sweet melodies of peace
We conclude our selections with these words:
"Love lives on through anti-racism service."

—NATALIE KAY HODGE,
GUILFORD COLLEGE

I learned about racism. This process began for me when I attended a short "Undoing Racism" training required for all Bonners at Guilford. After the six-hour training, our discussions and readings in the Bonner class continued this learning process. Reading Jonathan Kozol's *Savage Inequalities* and *Our America* by LeAlan Jones and Lloyd Newman gave me facts and true stories to go along with the analysis of racism that I was learning. In October of this year I participated in an Undoing Racism Workshop facilitated by the People's Institute for Survival and Beyond. The three-day workshop changed how I saw everything, my whole life, the communities where I have lived, the schools I have attended, and the choices and experiences that I have made. Bonner has made it possible for me to do this by first requiring me to attend that short training and supporting me through my continuing learning process.

—ROSE WILSON,
GUILFORD COLLEGE

This is what it means to be a Bonner Scholar: to use the rich diversity in the world to somehow make everyone feel as one. I plan to use the diversity within my classroom to bring out the positives in which everyone can feel accepted. That is what community is all about, and service is a way to start with connecting smaller units of the community which in return begins to shape and mend the world.

—SONYA STALLINGS,
MARYVILLE COLLEGE

Working with men at Weaver House, a homeless shelter, and McClainsville Prison showed me the reality of people, mostly black men, currently in downtrodden positions. Stereotypes shattered when these men were not ruthless, not hateful, not ignorant, not menacing, not feeding off the state. These men taught me about life, a seemingly ironic situation coming from a disregarded person by society.

The humanizing aspect of personal service puts a face and a person in front of the statistic and label of a black man, white child, Latina woman, incarcerated man, Mexican woman, poor woman, young man, etc. Real people with real problems and real hopes and joys. The names are sometimes difficult to remember. Many of

the faces are solidified into my brain. But all of the experiences are there. The knowledge and wisdom passed on to me has made me a better person, and a more capable person to serve.

—DEVENDER SELLARS,
GUILFORD COLLEGE

One way that I have been personally touched is in the area of interpersonal relationships through developing “people skills.” I’ve noticed that my ventures in community service have given me the ability to communicate and relate to people on a higher level. The multitude of people with whom I have interacted while doing Bonner service has allowed me to develop and grow in this area. I’ve developed more confidence and skills to effectively communicate with others. The ability to communicate effectively with different people is invaluable. It allows one to better embrace similarities and differences.

—BENJAMIN WILLIAMS,
EARLHAM COLLEGE

VI. Program Summary

Students talk about personal transformation, and community leaders note the remarkable contributions of students. These things do not just happen. They are the result of effective leadership, well thought out and well designed programmatic structure, and meaningful experiences that challenge people to participate, serve, and lead. While students come to the program filled with energy, passion, idealism, and creativity, there is a need to inspire, cultivate, harness, and make connections among these noble, courageous, and important qualities. This need is why the Bonner Foundation spends so much time offering leadership training, designing and implementing programs, and ensuring that students are motivated, sustained, challenged, nurtured, and engaged in a community of people while reflecting on a personal **level**.

Issues of educating those who do not want to be educated are pressing and stressful and far too easy to ignore (like so much else in the world). These things and many others are always kept prominent in my mind due to the Foundation and its attendant responsibilities. In short, even if I wanted to stop thinking about the frustrating state of affairs at the school (as well as, really, the world), I could not. For they are kept right in front of me. I have no opportunity to give up, for I must constantly act.

—SRIRUPA DEADWYLER,
ANTIOCH COLLEGE

If I could reflect on anything, it would be love, devotion, patience, peace, and understanding. It is my opinion that these things are lacking in the hearts of many people today. What good is it to have a kind heart if it never shows, or a spirit of giving if you never give? For this I enjoy the Bonner Scholars Program. From the head of administration down, the program wraps the students and children with love and support.

—JESSICA JOHNSON,
SPELMAN COLLEGE

I think the program itself really focuses on developing you as a person, and not necessarily you as a person who performs community service, or as a person who is a community leader, but as a person as a whole...the Davidson College Bonner Scholars Program really focuses on making individuals ask difficult questions about where they want to be, what they want to be doing, and how they will be most effective in life.

—DAVID FARNUM,
DAVIDSON COLLEGE

The benefit of experience as it helps my future is of great importance, but the moments I remember and cherish most are the moments in which I feel appreciated. I could not have possibly found time to involve myself in so many areas of ministry without the Bonner Community Service Program; and the fact that the Bonner Foundation provides this service as a work site is incredibly beneficial. I have much to be thankful for, and I am indebted to the Bonner Foundation for offering such a program.

—JEREMY KALLIN,
COLLEGE OF THE OZARKS

The program has humbled me to give more and take less, praise more and complain less, appreciate more and dread less. When I graduate in a few weeks I know that whether I take anything else in life, I have learned that the most important things in life involve service and a genuine desire to help mankind and the environment.

—JESSICA SINE,
BERRY COLLEGE

Because of this program, I have found my passion—that one thing that has brought some calm to the uncertainty of facing graduation. I want to touch just one person and help him understand service, activism, and advocacy in the big picture. I want to change just one student's life through reflection of her service so that she will go out into the world and make a difference in her chosen field by standing up for people instead of the bottom line.

—LEE ANN LUXENBERGER,
DEPAUW UNIVERSITY

The Bonner Scholars Program has had an impact on me that will affect the rest of my life in a positive way. Being a Bonner helped me each day to keep my focus on serving God and serving others.

—HEATHER BARKLEY,
COLLEGE OF THE OZARKS

We are grounded in service whether through direct contact, indirect support, or any other means. The Bonner philosophy is to stretch out our arms with rolled up sleeves.

—GINGER LANGFORD,
COLLEGE OF THE OZARKS

The Bonner Scholars Program is directly responsible for many positive influences in my college experience. The program has allowed me to further my desire to serve, create friendships and bonds throughout the Greencastle community, gain an extensive level of leadership experience, and foster community among my peers.

—MARSHALL JOHNSON,
DEPAUW UNIVERSITY

I pause from my work and realize that my life as a Bonner Scholar has shaped me as much as my major has. Over these four years, I have developed my interpersonal skills, strengthened my commitment to social change, and recognized my strengths and weaknesses. I am prepared for a life of service.

—JOSINA COOPER,
EARLHAM COLLEGE

The Bonner Scholars Program has helped me in so many ways. It gave me the chance to go to a college of my choice, be part of a new community, make new friends in a new place, and make a difference in other people's lives.

—STELLA WILSON,
EMORY & HENRY COLLEGE

If I were not a Bonner, I probably would have missed out on one of the most meaningful experiences of my life.

—KIM HILL,
EMORY & HENRY COLLEGE

Being a Bonner means being unique. It means responding to more directives, celebrating different joys, mourning different sorrows, and understanding more of society than do many of my classmates. Being a Bonner means holding honor in a prominent position and living by it, recognizing that while ambition is a valuable propulsion, duty and integrity are vital to the solution of problems faced through service at specific sites. Being a Bonner means having respect for humanity in times of joy and trial and being willing and able to extend whatever assistance possible to reduce those times when the face of humanity could look better. All of this is what being a Bonner means to me.

—PAULA ELAINE SANDUSKY,
WAYNESBURG COLLEGE

Each student helps our local community in a minute way with personal acts of kindness. Yet, when we come together, the tally of lives changed and souls renewed seems infinite. We, as individual components of the Foundation, can together tilt the axis of the world so that it can revolve in a new way.

—Yael EDELSTEIN,
HOOD COLLEGE

While we were placed in this community to carry out the tutoring and mentoring that is so desperately needed, in the end I believe that we could all claim that the people of this community have taught us a much greater lesson; they have taught us connection. Entering into college, I used to believe that my goal in life was to finish my education so that I could follow the American dream, make more money than my family needed, have a job in a large city, and do things that my mother and father could not do. My goal was to achieve something that I didn't even need. Through my experience specifically at Ivy Ridge, and as a Bonner Scholar, I have been enlightened as to what I believe to be everyone's purpose in life.

—SELENA HILEMON,
MARS HILL COLLEGE

I can see the world in a different light now, not simply as what it is, but as what it can be.

—ELENA BUSH,
HOOD COLLEGE

VII. Longer Reflection Pieces

The editors of this publication decided early on to make this publication a collection of short quotes rather than short stories. Some of the essays could not be edited. Without removing them completely, we decided to create a section near the end of the book for the reader to reference.

A. Program

The Bonner Program has opened my eyes to a lot of situations that I had never faced before. As part of my service I went to Park Hills Elementary School to do in-class tutoring through the America Reads Program in Spartanburg. I gained a close relationship with one of the teachers at the school, Ms. Schachner, during my service there. She opened my eyes to situations that I would never have expected children as young as first- and second-grade to be exposed to.

There were several students in her class whose situations were unimaginable for me. One little girl and her mother had been living at the Safe Homes Rape Crisis Center but had moved out and were living out of their car. The little girl was as thin as a rail; it was apparent that she wasn't getting enough to eat. I can't even begin to imagine the things that this little girl must have had to deal with. Another little boy in the class was sexually molested last summer. And a few years ago after the Christmas holidays one little boy told her that Santa had not visited him that year. I almost started crying as I listened to these heartbreaking stories. The worst thing about the situation is that it doesn't even seem to bother them. They all seem like the happiest little kids and all of this stuff is just normal to them. That in itself crushes me.

No child should have to deal with things like this. I wish there were something that I could do for all of these kids, that I was able to take them all home with me and show them that that isn't how life is supposed to be. It really made me look at all of the things that I have in my life and how fortunate I am. I can't even begin to count the number of things that I have to be thankful for and have taken advantage of all of these years. I am not even half the person that some of those kids are because they get up every morning and deal with the hand that life has dealt them. I think it is fair to say that many adults could not handle these situations as well as these kids have. And this is not because they are unaware of what is going on, not in the least. These children are very aware of their surroundings and what is happening around them.

I don't think that I could handle being a teacher in a place like Park Hills. It would be really hard to only have eight hours a day with these kids in order to battle the other sixteen that they have at home where they are exposed to all of this horrible stuff. I think that one of the best things that I have gotten out of my Bonner Service this year is the realization of how lucky I am to have lived such a good life. I feel the need to work to make life as good for these kids as it has been for me.

—AMANDA FARRIS,
WOFFORD COLLEGE

And when he was come into the house, the blind men came to him: and Jesus saith unto them, Believe ye that I am able to do this? They said unto him, Yea, Lord. Then touched he their eyes, saying, According to your faith be it unto you. And their eyes were opened. (Matthew 9:28-30)

Over spring break, I traveled to Nicaragua as a member of the group sponsored by the Office of the Chaplain and the Davidson United Methodist Church. Though it perhaps sounds akin to a mission trip, this excursion was radically different; we fancied it a reverse mission trip because we went to Nicaragua with the expectation not to teach, but to learn. We traveled there to find the Christ that already existed in Nicaragua, in the lives of the poor, in their joy, in their sadness, and in their suffering. We willingly and eagerly became the students of the poor.

Some integral parts of this sojourn were the various sites we worked at for three of the mornings while we were there. We split into four groups, and each group worked at its respective site each morning. My first placement was at a community center run by a group of nuns; this community is one of the poorest barrios in Managua—the unemployment rate here is 80%, and 60% of the houses have a single mother as the head, trying to raise several children. The children's program there is both a schooling program, helping the students who have fallen behind catch back up, and an anti-malnutrition program, fighting the lack of food these children have at home.

I was at this community center for the first two mornings. My fellow workers were Rob Spach, Liz Shaffer, and Emily Metzloff. Rob and I began by working in the library with a Cuban woman so full of life, energy, and fun that one could not help but smile when looking at her. We then went to play with the kids and feed them

lunch. The second day was much the same—Rob and I began in the library and then moved to playing with the kids again. I found Christ in those children—in their excitement, joy, mischievousness, curiosity, friendliness, poverty, and optimism. In them, I saw them hope for the future that Christ offered and still offers everyone, with an unbridled energy and passion for existence, and enjoying existence just because it exists.

For some reason that I now cannot pinpoint or fathom, I decided that I wanted to go to a different service site for the third and final morning. The Powers That Were for our trip (Andy Baxter, Rob Spach, and Michelle Markey) decided that I should go to the dump for the last service morning. I cannot think of a better way to state this—it basically shocked me, changing my life in several ways that I have yet to discern.

Andy Baxter, Carlos Lacayo, Eric Knocke, and I arrived at the community center next to the dump early in the morning, and I met Eddie, the man in charge of this particular community center. He said that 106 families lived in the dump, subsisting off the garbage, living entirely off what other people throw away. First, Eddie took us to visit this community in the dump. To get there, we had to cross a chemical cesspool made by chemical plants dumping toxic chemical waste on the shores of Lake Managua, the huge lake adjacent to the dump. After jumping across this toxic mire, we made our way to the community. I had never imagined poverty as extreme as what I saw there. The shacks constructed entirely of trash amazed me and broke my heart. None of the clothes people were wearing fit their emaciated frames, and no one in the community was smiling. No water was anywhere to be seen, no sense of pride or dignity, and no sense of hope for the future, no hope that tomorrow will even come.

We met a few of the families as Eddie told them about an upcoming event at the community center. One in particular struck me—they were a young couple with a baby and a 2- or 3-year-old daughter. The baby was bouncing and playing on its mother's lap, just enjoying life and being a baby, unaware of the poverty and harshness of life around her. Next to the mother sat the 2 or 3-year-old daughter in a car seat the family must have found. She had her arm over her face and seemed not to notice our presence. Her stomach was bloated and her hair was not black but more of a brownish color, both signs of second or third degree malnutrition. She made no effort to swipe at the flies that crawled over her entire body. Now I understood—how could this community have any hope for the future if the children were forced to live under such deadly conditions?

We then went into the dump itself. The dump is a huge plateau of garbage 30-50 ft. tall and 400 hectares big. The place seemed a surreal landscape, amidst the tons of garbage; many animals have learned to survive. A horse grazed with its colt; a herd of cows numbering 50 beasts wandered among the fresh garbage; pigs wallowed in the toxic pools; hundreds of vultures moved about restlessly on the plain, a throbbing patch of darkness. As we were hiking up the cliff of refuse, Eddie told us to put our cameras away. He then asked if we wanted to see the dead man; we didn't really know what he was talking about, so we did not say anything and just kept following him where he continued walking.

He brought us to the dead man; he was there, a man, a corpse, lying among the garbage. The authorities were already there taking pictures, but they made no effort to conceal anything that was happening. The man's face was bloody, looking as if someone had beaten it with a large blunt object. Half his face was burned, probably from being thrown in the garbage after being murdered; the garbage is often lit on fire because burning makes the garbage easier to push around the dump. His pants were undone, probably because the killer had tried to rape him either before or after the deadly attack. When the authorities flipped him over, I saw two stab wounds on his back, near his kidney regions. Here is my theory on his death: the families usually join with two or three others so that they can have someone in the dump working 24 hours a day. The dump trucks come in throughout the day and night. The workers have huge long metal rods with sharp spikes on the end so that they can jump on the trucks and hurl the garbage to the ground so they can start sorting through it faster. The man probably got into an argument with someone else over a piece of garbage, and the man beat him and stabbed him in the back with one of those huge metal spikes.

I could not look at the man for more than a few seconds, so I began to look around on the ground nearby, and my eyes fell upon an Orange Fanta bottle. During the trip, I had probably drunk an entire case of Orange Fanta. Suddenly, from nowhere, a quote from Friedrich Nietzsche came into my mind, from a report I did in tenth-grade—"God is dead! God remains dead! And we have killed him!" Suddenly I understood what I was seeing. He was another Christ in Nicaragua—the one lying before my feet. Here was Christ in every detail: bloodied face, dressed in rags, dead, stiff from rigor mortis, arms outstretched, lying crucified on a cross of garbage to which I had nailed him. There he was, laying before me, the Christ that I had killed. I, as part of the 5% of the world that consumes 65% of its resources, had placed this Christ in this position, in this poverty, by consuming much more than my fair share of the world's wealth. Because I had four pairs of shoes, he had none. Because I have thirty shirts, he had one. Because I did not know any better and in ignorance chose to live my life through consumption while returning little to the earth, he had no life beyond that which I threw away, and that existence killed him—I put him in that situation, I pressed the spike to his ribs, I poisoned his drinking water; I may not have stabbed him or made him drink, but I created the condition. It was I; I did it, I

did it.

We then finished walking around the dump, but my mind never left the dead Christ. I was in pall for the next thirty-six hours—the dump had hit me extremely hard, and I had no idea where that experience was supposed to take me, as both a Christian and a member of the human race. This Thursday was towards the end of the trip, and we were to have our final speaker on the next day, Friday. I was not in the mood for another lecture on the plight of the poor in Nicaragua. I had seen poverty's face of death and needed something, but I didn't know what—I just knew that another lecture wasn't it.

The speaker turned out to be a Moravian minister from the Eastern coast. He said something that gave me back my hope. He began talking about how the gospel of Mark doesn't really have an ending. Almost every scholar agrees that Mark 16:9-20 was never part of the original text and that the original text either ended in a conjunction or was lost. This priest interpreted this to mean that the story is not yet over; the end of the story will be. The dead man was Christ crucified—we will decide whether there is a resurrection for him and his people. Since God has so blessed us, we bear the responsibility of that wealth; we bear a responsibility to our fellow human to share what we have; we cannot allow them to live like animals because they are our brothers and sisters, both in Christ and in humanity. We must remember, "And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me" (Matthew 25:40).

—GRANT LOVELLETTE,
DAVIDSON COLLEGE

B. Issues

When the Elementary Principal, Mrs. Wallace, told me that I would be teaching art at the Berea Community School, I laughed. She said they haven't had the budget for an art teacher for the elementary in twenty years and it would be so wonderful if I could teach. It seemed that I was going to do something that I knew nothing about. Not only was I a freshman Biology major with hopes for medical school, but I had never had a formal art class. One would never imagine someone with my experience teaching art. In fact, the only qualification that even applied was being the oldest of five children.

My first step in approaching this need was to address the needs of the primary teachers at the Community School. After talking with them, they all told me they wanted art class and that forty-five minutes to an hour was a good length. Suddenly I had a new problem. Time! I only had Tuesday and Thursday afternoons to work, so only seven hours of teaching time were possible each week. How would I get my ten hours? How would I teach eleven Art classes when time only permitted me to teach seven?

At first I tried teaching all of the classes for only thirty minutes each, but it didn't take me long to realize that by the time the children got settled and I gave them directions it was time to go to the next class. My next approach was to divide the classes up by sections and teach half one week and half the next. This worked, but there always seemed to be confusion about which week I was coming to the classes. Finally, I just taught one section for a month and then the other section for a month. That plan was great until the semester ended and I got a new class schedule.

The approach I took to getting my hours in practically solved itself. Once I became a teacher, lesson plans were necessary, not to mention all the reading I had to do just to learn how to teach art. First semester especially was very time consuming while I got the hang of things, after teaching for seven hours, attending a Bonner meeting, and planning/studying to teach art, my ten hours was usually well spent. For about a month or so, I went to an art education class on Fridays with Professor Pierce. The other students in that class were not only receiving credit for it, but also they were all senior education majors. At that point, I had already had more hours of direct teaching than they had all together while student teaching.

While teaching, I found that I didn't have a budget for art supplies and the teachers didn't have many supplies either. The Bonner Community Fund solved this problem. With the help of the Bonner Program I was able to purchase all the supplies needed to do some really fun projects with my students. The \$100 didn't go as far as I expected though. I had eleven classes with about twenty students each. That meant I had over 220 students, less than fifty cents per child for supplies. It served my purposes well enough and I learned the value of bulk shopping and how to cut corners.

—JACQUELINE PRICE,
BEREA COLLEGE

I've been blessed the most by going to Beverly Health Care Retirement Home three days a week. Ever since I was a little boy, I've hated going to nursing homes. The smell made me gag, the old people scared me, and it always seemed like an unhappy place. The last thing I wanted to do in life was spend six hours a week talking

with people with wrinkled faces and bad breath. What then made me choose Beverly as a service station? I didn't want to go through life always seeing nursing homes as places to avoid. I didn't want to cringe and sweat every time I walked through their doors. I knew Bonner would help me get over this fear by giving me the push I needed to spend my time among people four or five times my age. I'm so thankful Bonner gave me the opportunity to see nursing homes through different eyes. If I hadn't gone to Beverly, I would have been missing the six hours which are a highlight of my week. Where else do I get to spend time with Rosie—a woman who sews quilts by hand and keeps me up to date on her family? I wouldn't get to play Rummy with Cliff—a man who used to race horses. I wouldn't get to watch "Murder, She Wrote" with Lessie, listen to Roy complain about smoking, or see the excitement on Petey's face when he wins Bingo. I've learned that most people housed by a nursing home just want to be listened to, even when they can't be understood. Wilma, one of the most bitter women I have ever met, has been going through an attitude change ever since I began talking with her. I'm probably the only one who takes time to listen to her for an hour and I've seen her change immensely. She smiles now when she sees me and she has even said she loves me. Those are experiences which are priceless to me. They mean more to me than anything else in the world. I see nursing homes in a different light now. I see them as an opportunity to make people happy, and I have Bonner to thank for that.

—JON HETZEL,
COLLEGE OF THE OZARKS

Through discussion with fellow Bonners, a first year meeting about working with kids, and ongoing experience with the children, I'm coming to realize that sometimes learning goals or social change are something far in the future and depending on the kids there has to be a more immediate goal of just having a good experience. I've realized I can't get caught up in my goals. I can't worry too much when things don't go as planned. The trick is to channel the children's energy and their interests into a good experience. I'm realizing more and more that the most important thing is for everyone in the group to have a good experience, not necessarily to complete the activity but to interact in a healthy way. If improving the community is my goal, then interactions between me and the kids I'm working with within the smaller community is of fundamental importance. My job needs to be to facilitate and demonstrate healthy interactions, communication, and cooperation, and to help everyone to feel good about themselves. That's what I want to be about. I don't necessarily want to be remembered as "that girl who took us to the arboretum, or the nursing home," as much as "someone who made me feel good about myself."

This has really made me think about how I interact with people. What image do I project? How are the kids responding to me? While my attitude and the image I project is one of the most powerful tools, I've also learned not to take things personally. Something I do may cause a child to react negatively, or act out and I have to look at what I may have done, but often times that acting out is the result of something else going on in the child's life. I have to be sensitive to this.

It's the little steps on a long and bumpy road that lead to change. Providing a good experience is the first step to gaining the trust that will allow me to teach effectively and make connections with people.

Kim, a first-grader who's in the club, was naming all the things she wants to be one day. After naming numerous careers including doctor, lawyer, store owner, get a college degree, work in a hospital, she says she wants to be "one of you" referring to my co-leader Emily and me. I guess I hope Kim becomes "one of me" when she grows up, only if it means caring about the well-being of others, and spending some of her life helping others feel good about themselves. I embrace the idea that one has to fundamentally care about oneself in order to help others most effectively and promote the same self-love in them.

—PRAIRIE HALE,
EARLHAM COLLEGE

FACES

Their faces are like nothing I have ever seen
So full of joy and excitement, pain and stress all at the same time
At any given moment
They can sing to you or hug you or cry on your shoulder like they've known you forever

They love you, they hate you
They just want to be your friend
They think it's so cool because you're older and you still want to take time to be there for THEM
They are so honest

Their talent and love for what they are doing is amazing
Sometimes they just break down though, and that's when you really have to be strong
For their sake

When they do something right, finally breaking through the difficulty of the song or those lines they were having trouble with,
It makes you want to cry for joy and jump up and down
Other times when they just won't quit goofing off, you want to shout at them so loudly they'll never forget it
But they just look at you and you know they are trying and probably just really tired from a bad day,
Problems with teachers or friends, and you just can't help but love them anyway

Sometimes the goofing off is a good break for you and even though you know it's wrong you can't help but join them and wish that you were still 13 and
wondering who thought you were cute and if you could stay up late on the phone that night to find out

They are so sincere
They are helpful, they are maddening
But they are absolutely wonderful
Faces of children, but so many with experiences of adults
I love these children; their faces mean so much to me
Smiling faces, crying faces, excited faces, exhilarating faces
I wouldn't trade them for all the riches in the world

—KINSEY STOUT,
BERRY COLLEGE

In times of difficulty and trouble, I have found that hope can be as vital a nourishment as oxygen or food. Hope is all that some have, and all that others need. Hope has often been the only thing I can give, as well as the only thing I wanted to receive. There was a time when I thought there was not much left to fight for, school had become impossible, my commitments were almost completely forgotten, and hope was the farthest from my mind. I was twenty-one years old and I had been diagnosed with cancer. Even though it was detected early and would be easy to treat, every day seemed like torture and self-pity was eating me alive. I was selfish and uncaring; no one mattered but me, myself and I, until it passed. I was left feeling vulnerable, alone and sad. As time passed, I began to recover and yet the emptiness and questioning had become so great. I asked my doctor for advice, and he suggested putting my volunteer efforts into a new direction. My first day volunteering with American Cancer Society I was so scared that I stayed only fifteen minutes, ran out, and cried the whole way home. Each day for weeks after I stayed a little longer, but I cried just as hard on the drive home. The women in the office were warm and friendly, but just being there reminded me of operations, doctor visits, sickness, and sadness. I saw no hope and no reason to fight. I only saw sadness, but I didn't give up. As I became stronger and more involved in the office my feelings started to change. They seemed to have sensed my returning strength and asked me to put my time into a new project that took place in the community, rather than in the office. This new project helped me fight cancer in an entirely new way. By simply driving patients and talking to them I began to see cancer as something small and less threatening, that was being fought bravely by so many people rather than the evil monster in my head.

Through my volunteer work I have learned that thanks to advances in medical research, many cancers, which were once fatal, can now be treated successfully. For every patient there is a long and difficult road to recovery ahead, and there is no reason for anyone to have to do it alone. Road to Recovery is a program offered to help patients get to their appointments when they are not capable of driving themselves, and there is no one else able to take them. Some patients have no transportation or cannot afford it themselves. Many have to be treated five to six days a week for six to seven weeks. The road can be so long and so difficult for these patients to have to endure. The program focuses on being a companion to people in need, to help them get to their appointments while giving them hope. I pick them up at their homes, drive them to their appointments, sit and wait with them, so that there is someone there when they come out. Some treatments take twenty minutes, while others can take two hours. Some patients are very ill, while others appear to be in perfect health.

On Fridays I am given a list of the appointments and names of those I need to drive for the upcoming week and I prepare by calling each one to introduce myself and tell them what time I will be there to pick them up. In the beginning it was hard; I would cry while I waited for them, and I would cry after I dropped each patient off. After a year in remission and driving for this program, I still cry after I drop each patient off, but I am getting better. Many don't know that I too am a survivor; many don't understand why someone so young

would want to take time from schoolwork and social activities to drive them. For many, I am the same age as their children or grandchildren, but for many more I am hope and I am the help that they need. It is such a small effort to make a huge difference in these people's lives. By providing transportation to cancer patients, the stress of worrying about transportation is alleviated for them and their families. Helping each patient has taught me how to be courageous and strong.

The impact this program has had on me is immeasurable. Financially, it would be impossible for me to get involved in this program if it were not for the Bonner Scholars Program. I would never be able to afford the gas or the time if I was forced to have an after school job to make money. I never would have been able to have the courage or the strength to look past my sickness and see hope in the world.

This program has brought hope to me through morning drives and chats with the most courageous people in the world. I love driving and Bonner has given me the opportunity to do this, but with a purpose behind it—one that is so wonderful and special that I am thankful every time for the chance to take part and provide hope to each patient that sits beside me.

Since coming to Guilford, and becoming a Bonner Scholar, my life has changed so much. My path has never been smooth and I have stumbled and fallen many times in the past three years, but hope has made me go on for myself and for others. Every morning I smile and not only give, but also get, hope from people who depend on me for a ride to their therapy or radiation treatment. I talk to them quietly in the car or the waiting room, or we sit in silence and just breathe heavy sighs. In the car we listen to the oldies station, and talk about music, Greensboro, and their families. We travel together as warriors. Our battle is different and difficult, but it is not without optimism. I know now that I don't have to fight alone and so do they. By being able to do this wonderful work for the American Cancer Society, I am so thankful and so strong.

—LYNDSEY ELIAS,
GUILFORD COLLEGE

C. Personal Growth

Negative stereotypes are quite ugly and harmful, especially when they are directed toward an entire race. They stem from ignorance and a lack of knowledge and exposure to diverse people and situations. Thankfully, there is a remedy and that remedy costs nothing but a little time. I have found that the best way to fight off the disease of negative stereotypes is simply through education. This type of education does not have to take place in the classroom. It can be done simply by people getting out of their comfort zones and talking with one another. This is such a simple and elementary idea, yet powerful in its effects.

On the first day of my placement, I walked into the door of the band class and immediately I sensed every eye in the room turn toward me. I greeted the band director and he introduced me to the class as the new assistant band director. The students all welcomed me by all yelling, "Hello, Mr. Mitchell!" I took my place at the back of the room and observed the band for the rest of the class period.

After the class was over, all the students lined up by the door to leave the room and they all passed me one-by-one before they left. The last student approached me with his hand extended and said, "All right, homey. I'll catch you on the other side, G. Give me some skin, playa." My first reaction was to get offended. I honestly felt I had the right to do so. This child obviously had a limited view of blacks and assumed that I fell in the small population of blacks that talk in such a manner. Instead of getting angry with him, though, I simply took the situation and used it as a learning opportunity for both the student and myself.

I first asked him why he confronted me in such a manner. He responded by saying, "Isn't that how your people talk? I'm just trying to make you feel comfortable." I then asked him how he knew "we" talked like that, and he revealed to me that the black people he had seen on television all talked that way; therefore, he figured every black person in the world talked the same way. I asked him whether or not all white people talked the same and he became quiet in deep contemplation and remorse. From there, we sat down and after a short conversation, he began to see the dangers of taking a single representation of people and using it to determine his feelings, thoughts, and actions toward that entire group of people. After we finished talking, he walked out other room, paused when he came to the doorway, turned to me and said, "See ya next week, Mr. Mitchell." From that day on, he referred to me as "Mr. Mitchell" and we were able to have a wonderful semester with each other and he even improved his trumpet playing.

—MILTON MITCHELL,
DEPAUW UNIVERSITY

Upon entering college, I was invoked with something called "service," although I didn't call it that; my family told me that is what it is called. I just knew I was involved with several community groups doing various things. Such groups had helped my family, so it only seemed right that I also help out. (Dorothy Day often noted that

the poor are the most generous with what they have.) There wasn't much thought to it. Wednesdays were soup kitchen days; Fridays I baby-sat; Mondays I taught English to Latino children. They were things that needed to be done and I seemed to have the time and could work it into my schedule. In this way, I really stumbled into this thing called "service."

In my first year at Guilford, I was leading a double life. On the one hand, there were things that I was doing with my church, while on the other, service. They were pretty much unconnected. At first this didn't seem too strange to me. After all, no one else in the Bonner Program seemed to be talking about his or her spirituality. As time went on, however, it wasn't that easy to have the two lives simultaneously. I felt my life lacked integrity.

All the while I was feeling a discontinuity in these areas, there were other inconsistencies of which I was not aware. Soon, these would present themselves so plainly that I would forever be shaken by them. In one enormous episode, whose details need not be discussed here, my entire world was changed. I was confronted with the hideousness of my own racism naked and open for all—and especially me—to see. In the whirlwind that followed, it was the two staff folks who worked with the Bonner Program that eldered me the most. Then, as quickly as it all stirred up, it died down and I was in China for a semester abroad.

While abroad, I was able to catch a small glimpse of what these two mentors, in particular, were showing me. In the solitude, I found the connection between my faith and community involvement that I had desired so much. Upon my return to the States, I participated in a series of offerings by the Office of Internships & Service Learning that changed my life, and watered the seeds that had begun to sprout in the Middle Kingdom ("China" in Mandarin literally means "the Middle Kingdom"). "Service" was broken down into charity and justice, a model that helped me finally begin to reflect substantively on the work in which I was engaging. Anti-racism workshops, further religious studies in feminist and black liberation theologians (via my Religious Studies and Peace & Conflict Studies majors), among others, all helped me find some sort of handle on the paradigm shift that had forced its way into my life.

Through it all, what I found was a world of connections that bridged the compartments of my old lives and the antidote for those discontinuities that haunted my life even while beyond my own vision. Liberation became the connecting force. It stands at the center of my spirituality and I am continually seeking ways to make it the center of my community work. In this way, the Bonner Program has laid the groundwork for a lifelong search for integrity.

In no way do I consider these lessons complete. In fact, I consider most of them still in their fledgling stages. Nonetheless, as I look back over the past four years, I cannot help but note the powerful influence the Bonner Scholars Program, and especially the people in it, have played in my life.

—JOHN R. ROBICHAUX,
GUILFORD COLLEGE

It would have been much clearer if in a blinding flash of light, a voice had sounded from above: "Ben, you are to become a doctor." Born nearly 2000 years late for such a Damascus road conversion, I didn't hear the call to a career in medicine until one steaming summer day in 1993, sheltered from the hot sun in the brick auditorium of our church in Harare.

I am 15 years old and the world is different over here in Zimbabwe, two years and thousands of miles from the friends I left behind in Ann Arbor. The young doctor Steve Griffeths stands before the enthralled congregation with his wife, telling stories about what goes on over the border in Mozambique where he runs a mission to cure thousands of people suffering from leprosy.

He laughs when I tell him of the inspiration he instilled in me that morning at Northside Community Church. It is several years later, the first summer of my Davidson career, and we are jammed together on a crowded Transportes Virginia, Lda. bus rocketing its way through the barren high country of Western Mozambique towards the town of Beira on the Indian Ocean. From there we fly the most unsafe airline in the world to Pemba, a small provincial capital where he lives and works.

"It's an exciting life, and I love it," he confides encouragingly, in his strong Rhodesian accent.

The doctors who inspired Steve as a boy were killed at his boyhood home by guerrilla fighters during Zimbabwe's war for independence. The place is Elim mission, in the low country north of Inyanga. Hot, dusty, dry, and heart-wrenchingly beautiful to me, the stores and houses of Elim flash past my eyes as the Land Rover lurches and bounces toward Regina Celli. I am crouched uncomfortably next to my mother, and we are on our way to pick up a frail, 60 year-old Amai and her grandchildren. This Amai has lost all her children to AIDS; her grandchildren, four and six, are AIDS orphans. She can no longer work her land and the village fears she may soon die, leaving them to care for the children. Not wanting this responsibility, the village headman has told her to leave. She cannot weigh more than sixty pounds as I help lift her gently into the back of the Land Rover. Her grandson I secure tightly on my lap as we roar away to where relatives will look after them. Her granddaughter is HIV positive, the nurses tell me in English.

No doctor in the world can save these children from their destinies, but fortunately this is not the case for all those suffering from health problems in the world. Perhaps it is ironic that crossing the boundary beyond which modern medicine has found no cure should have pushed me further down the road to a medical degree. Somehow the effect was to underline the need for physicians to make a positive impact in this and other parts of the world—where they can. I keep in mind that AIDS is actually preventable, and leprosy is even curable, as Steve's tee-shirts proclaim in Portuguese.

Life has added a great many new experiences to me since I first seriously considered medicine as a profession. Reflection has brought me closer to understanding why I want to become a doctor. I know now that this is the right path for me, though I have agonized a great deal about the choice, since the demands made upon one pursuing a medical degree are so great. Coming back to Davidson after a year of experiential learning in Germany on a junior year abroad program, however, I feel I am finally at peace with my decisions, and the rigors of the path leading to my goal. I am prepared for the sacrifices I will have to make because I am sure they lead to the most rewarding career for me.

A high school fascination with biology seemed to fit with my early medical aspirations, but I have since developed additional motivations. Over time, my expanding worldview has been matched by a conviction that a medical career would allow me to draw upon all of my passions. My focus on rational science has been complemented by a true zeal for the arts. I play the violin as a creative outlet, both solo and in an orchestra, continually honing a skill begun at the age of four. I use photography as a visual form of expression, always with a bow to the artistic inspiration gleaned from countless hours in area museums around the globe. Literature and art studies in both German and English let me see the world through the analytical lenses of metaphor and symbolism. These new tools help me untangle the complicated and unique ways in which People express themselves. I know I can use both my African experience and my recent practice operating in the German language and culture to help me better understand those whose experiences differ from my own. I am anxious to employ my energies where my skills are the greatest, choosing medicine precisely because I want the greatest good to result from my life.

I have been fortunate to spend a good deal of time performing service in a health care context and this has strengthened my conviction that my future lies in this field. Volunteering over summers and breaks from school at the Johnson City Downtown Clinic for the Homeless and Indigent in my current hometown provided a good preview of what serving underprivileged populations would be like. I feel a close kinship with the nurses and doctors at the Medical Clinic of the Uptown Men's Shelter in Charlotte, where I currently serve three hours a week. The medical realities of urban life in America are much clearer to me after two years of weekly volunteering in the emergency department of the Carolinas Medical Center in downtown Charlotte.

Since I'm not yet medically trained, I have focused my energies in other directions as well; I try to contribute to the world with the skills that I now possess. Pursuant to my Bonner Scholarship, I've completed at least ten hours of community service per week since enrolling at Davidson. This has proved a wonderful opportunity to see how I can make a positive impact on other people's lives, as well as a chance to try out different career directions. Working with kids in the role of tutor/mentor showed me the rewards of compassion and exhilaration I feel when helping people to live up to their own potential. There are several kids still sleeping in the streets of Harare who can add, subtract, multiply, divide, and even speak and read some English because of my efforts. If this new knowledge alone does not serve them well in the lives they live, I know that the additional fact that I cared and was there for them can only have made life better. I'm not sure I could have influenced them half as much as they did me, though, by helping me towards a vocation where my spirit, interests, and skills come together.

I am often amazed at how everyday experiences can transport me to places from my past. I don't expect a simple trip on the interstate to hold any great meaning, but suddenly I am struck by the contrast between this world and Steve's. Instead of the undulation of unforgiving African slopes, the never-ending stream of American traffic demands my attention. I briefly wonder what Steve will think when we meet again sometime in the future—as peers.

—BEN BUXTON,
DAVIDSON COLLEGE

VIII. Student Impact Survey

Executive Summary: How the Bonner Scholar Program, a Four-Year, Co-Curricular Service-Learning Program, Affects Students

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February 2002

Purpose

In 1997 we began a research program aimed at yielding a comprehensive portrait of the effect of the Bonner Scholars Program (BSP) on its student participants. The BSP, located at twenty-five colleges and universities, provides scholarships to students who have high financial need and a commitment to service. It adds value to students' education by asking Bonner Scholars on each campus to engage in ongoing service work while helping them to develop the tools, knowledge, and practices necessary to make that work effective and meaningful. The BSP requires that participants commit to ten hours of service per week while providing participants support through such things as mentoring, site supervision, ongoing reflection and dialogue, team building, leadership development, and financial resources for summers of service. Campus programs range in size from 20 to 100 scholars, and most participants begin the program with freshman orientation and continue until graduation.

Method

We administered three distinct surveys, designed to gather data at onset, mid-course, and conclusion of participation in the BSP. The development of survey questions has been informed by individual interviews and focus groups with Bonner Scholars, a thorough review of relevant literature, and consultations with Foundation and campus personnel involved with the program. Responses to the open-ended queries at the end of the surveys suggest that the questions asked on the survey are congruent with central experiences of the respondents.

Principal Findings

- Consistent on the three surveys is a 60/40 balance of female to male respondents. A modest skew toward females may result from two campuses being women's schools, while one campus is all-male. Racial balance is consistent across the three surveys, with 66% to 68% being Caucasian, 22% to 25% African-American (about 40% of African-Americans come from two historically black colleges), 3% to 4% Hispanic, 3% to 4% Asian American, 0% to 2% American Indian, and 0% to 2% biracial.
- The scholars are selected based on merit and financial need. Indeed they are an exceptional group of students. When compared to incoming freshmen at four-year private colleges across the country (as measured by this year's Higher Education Research Institute's [HERI] survey), in their senior year of high school incoming Bonner Scholars averaged six hours or more of community service at four times the national rate and were involved in student clubs and activities (a minimum of six hours a week) at three times the national rate. They spent more time studying, engaging in athletics, holding down paid jobs, and socializing than was characteristic of incoming freshmen in the HERI survey. Seniors who graduated from the BSP reported higher than average rates of study when compared to students nationally, an especially impressive profile for busy, emerging leaders. In 2001, 85% of seniors graduating from the BSP were leaders on their campuses outside the BSP, and this figure has been increasing (75% in 1999, 80% in 2000). Moreover, 75% of first semester junior BSP participants reported campus leadership roles outside the BSP.
- Service had already been a part of the lives of 98% of the incoming freshmen. When asked what aspects of their service work are important, very important, or most important for them to develop in the context of the BSP, 97% pointed to respecting and embracing diversity; 95% to building community on and off campus; 85% to furthering faith development while respecting others' practices; 83% to working for social justice; 73% to developing an international perspective; and 70% to maintaining or developing civic engagement. Other studies of service-learning have noted a significant gap between community engagement and civic engagement, so picking up a similar pattern in our data is not surprising. Nevertheless, it is possible to interpret leadership on one's college campus as an authentic form of civic engagement for undergraduates, a point the civic engagement literature often rushes past. Moreover, 71% of seniors completing the BSP report that influencing the political structure is important to them, and 60% of the

juniors and seniors in our surveys reported voting in the 2000 presidential election at a rate twice that of 18 to 24 year-olds nationally.

- The Bonner Scholars seem to make many gains in skills needed in civic engagement, such as listening carefully to others, helping groups overcome differences of opinion, and skills needed to do effective service and leadership. For 69%, an important or very important aspect of the BSP has been the opportunity to work for social justice, a concern that will be hard to pursue without entering into the larger civic arena.
- Freshmen, juniors, and seniors place studying at the top of their priority lists. All three groups would like more connection between their service and studies. While freshmen are notorious for changing majors, it is interesting that 60% of them think their service interests are at least somewhat similar to their career interests. About 63% of the juniors desired more connection between their service and course work. And 80% of the seniors would have liked to have tied in their summer of service with their career exploration and tied in their service with their majors, while 60% would have liked more service-learning courses. Just under half the seniors had taken service-learning courses.
- Entering Bonner Scholars are unlike average college students in terms of their values, using UCLA's HERI survey results as a means of comparison. While 75% of this fall's college students nationally value raising a family as very important or essential and 65% feel the same about being well off financially, 62% of entering Bonner Scholars value raising a family and only 34% value being well off financially. About 64% of our entering Bonner Scholars want to development a meaningful philosophy of life, compared to 45% nationally. They are four times more likely to value influencing political structures, and two-thirds of them see this as important.
- Some of the gains of the program are reported equally by juniors and seniors, suggesting that the final 18 months of participation in the BSP may be more about consolidating experiences and applying them to one's future plans, rather than making new discoveries about oneself or the community. For instance, similar numbers of juniors and seniors report that the program has positively or very positively affected their ability to listen carefully to others, their skills to do effective service, their sense that they can make a difference, their appreciation of their own relative good fortune in life, and their sense of meaning and purpose for their lives. The seniors in both 2000 and 2001, however, are more likely than juniors to report that the program has helped them manage time better, think more about course material, help groups overcome differences of opinion, and understand a person from a different background, indicating that significant development takes place in the final 18 months of the Bonner experience.
- There has been a movement among the seniors toward seeking more meaning in careers and less interest in being well off financially, and more focus for the freshmen on personal growth and development. From a list of six values, the seniors selected "developing a meaningful philosophy of life" as most important. Twice as many of this year's seniors compared to last year's feel that the BSP has changed their career plans (22% versus 43%). Ten percent more (88%) of the seniors of 2001 versus 1999 feel the BSP has positively or very positively affected their sense of meaning and purpose. Seniors in 2001 were less likely to value being very well off financially (28%) than were seniors in 1999 (32%) or 2000 (40%).
- Scholars in all three classes are spiritual, if not religious, in orientation. While 71% of the freshmen and 56% of the seniors are religiously affiliated, 18% of the freshmen and 26% of the seniors are spiritual, but not affiliated. About 29% of the freshmen and 25% of the seniors have spent six or more hours a week in faith development and religious activities. Around 85% of the freshmen feel that it is important, very important, or most important to them while they are Bonner Scholars to further their faith development while respecting others' practices. Approximately 51% of the seniors say that an important or very important aspect of the BSP was the opportunity to follow through on their faith commitments.
- What is the financial impact of the Bonner Scholarship on BSP participants? The clearest is the 79% of incoming freshmen who tell us they would have to earn more money and therefore would have less time for service if they didn't have the scholarship. The most dramatic impact is on the 18% of incoming freshmen who say the scholarship made the difference in their being able to attend college at all, and on the additional two-thirds of Bonner Scholars who tell us that the scholarship enables them to attend the college they are entering.

- Another key value delivered by the Bonner Scholarship is access to support for summers of service, including financial support for full-time service experiences, usually lasting seven weeks or more. Without the support for summer of service, most Bonner Scholars would have to spend this time in less relevant paid jobs. Because the summer of service entails more concentrated time on task, it can yield a more in-depth experience than is afforded by the more part-time service engagement characteristic of the academic year. Therefore, it is not surprising that 52% of the graduating seniors and 71% of juniors perceived a greater impact on themselves than their academic year service. (The juniors were surveyed in the fall, when the impact of the summer of service was fresher, and the seniors are in a better position to assess overall impact from all components over four years.) On the whole, the summer of service seems to be an effective means of delivering goals central to the BSP. A majority of graduating seniors felt they had had their greatest impact on the community in this format. They also valued reflection and journaling more in the context of the summer of service. It should be noted that the Bonner Scholars entering their summers of service have already been involved in extramural academic year service and benefited from the mentoring, site supervision, reflection and dialogue, skill and team building, and leadership development afforded by their campus program. That is to say, they are exceptionally well positioned to make constructive use of their seven-week in-depth experience.
- Earlier we noted that 73% of incoming Bonner Scholars looked forward to developing an international perspective in the context of the BSP. Of course, there are many ways for undergraduates to develop international perspectives in the course of matriculation. But to the extent that the BSP seeks to foster such development, the summer of service may prove a particularly fruitful avenue—especially because international service contexts can promote cross-cultural encounters that are more authentic and extended than is the case in many study-abroad programs. Currently, 10% of the graduating seniors report participating in an international summer of service, suggesting further development of international summers of service.
- What effect does the BSP have on grade point average? Reports from graduating seniors vary. Around 56% identify no effect with regard to BSP, while 24% estimate negative impact and 18% judge the impact as positive. Campus-based focus groups indicate that most Bonner Scholars feel that if there is any negative impact it is more than compensated by the skills and experiences they gained from the BSP which they associate more closely with their future potential than they do their grade point average. Moreover, because the BSP makes it possible for participants to replace campus work-study jobs with service, there is little evidence that these graduating seniors would have exceeded their already exceptionally high levels of study if they had not been in the BSP.

We wish to express our appreciation to the Center for Assessment and Research Alliances at Mars Hill College for their comments on the survey drafts and work in receiving completed surveys and preparing the data for analysis.

IX. Campuses Participating in the Bonner Scholars Program

ANTIOCH COLLEGE

Mr. Robert Devine, President

Dr. Cheryl Keen, Bonner Scholars Program Director

BEREA COLLEGE

Dr. Larry Shinn, President

Betty Hibler, Bonner Scholars Program Director

Heather Schill, Bonner Scholars Program Coordinator

BERRY COLLEGE

Dr. Scott Colley, President

Dr. John Heneisen, Bonner Scholars Program Director

Laurie Chandler, Bonner Scholars Program Coordinator

CARSON-NEWMAN COLLEGE

Dr. James S. Netherton, President

Doug Renalds, Bonner Scholars Program Director

Susan Kay, Bonner Scholars Program Assistant

COLLEGE OF THE OZARKS

Dr. Jerry C. Davis, President

Jerri Arnold-Cook, Bonner Scholars Program Director

CONCORD COLLEGE

Dr. Jerry L. Beasley, President

Bonnie Dorsey Shorter, Bonner Scholars Program Director

Kathy Ball, Bonner Scholars Program Coordinator

DAVIDSON COLLEGE

Mr. Robert Vagt, President

Ruth Pittard, Bonner Scholars Program Director

Rosie Molinary, Bonner Scholars Program Coordinator

DEPAUW UNIVERSITY

Dr. Robert G. Bottoms, President

Sarah Hershberger, Bonner Scholars Program Coordinator

Jean Everage, Bonner Scholars Program Coordinator

EARLHAM COLLEGE

Dr. Douglas C. Bennett, President

Sharlene George, Bonner Scholars Program Director

Marcie Roberts, Bonner Scholars Program Coordinator

EMORY & HENRY COLLEGE

Dr. Thomas R. Morris, President

Talmage Stanley, Bonner Scholars Program Director

Scott Sikes, Bonner Scholars Program Coordinator

FERRUM COLLEGE

Dr. Jerry Boone, President

Lydia Odell, Bonner Scholars Program Director

Sue Hager, Bonner Scholars Program Coordinator

GUILFORD COLLEGE

Dr. Donald W. McNemar, President
Judy Harvey, Bonner Scholars Program Director
Nikeena Boyd-Kearsey, Bonner Scholars Program Coordinator

HOOD COLLEGE

Dr. Ronald Volpe, President
Dr. Teresa Ankney, Bonner Scholars Program Director
Yvette Webster, Bonner Scholars Program Coordinator

MARS HILL COLLEGE

Dr. A. Max Lennon, President
Stan Dotson, Bonner Scholars Program Director
Cindy Frost, Bonner Scholars Program Coordinator

MARYVILLE COLLEGE

Dr. Gerald W. Gibson, President
Anne McKee, Bonner Scholars Program Director
Jennifer West, Bonner Scholars Program Coordinator

MOREHOUSE COLLEGE

Dr. Walter Massey, President
Jacqueline Miles-Johnson, Bonner Scholars Program Director
Kevin Chancy, Bonner Scholars Program Coordinator

OBERLIN COLLEGE

Dr. Nancy S. Dye, President
Beth Blissman, Bonner Scholars Program Director
Angela Logan, Bonner Scholars Program Coordinator

RHODES COLLEGE

Dr. William Troutt, President
Billy Newton, Bonner Scholars Program Director
Jessica Anschutz, Bonner Scholars Program Coordinator

SPELMAN COLLEGE

Dr. Audrey Forbes Manley, President
Felicia Pearson-Smith, Bonner Scholars Program Director
Cynthia Roberts, Bonner Scholars Program Assistant

UNION COLLEGE

Dr. David Joyce, President
Lisa Jordan-Payne, Bonner Scholars Program Director
Lee Ann Luxenberger, Bonner Scholars Program Coordinator

UNIVERSITY OF RICHMOND

Dr. William Cooper, President
Robb Moore, Bonner Scholars Program Director
Grace Holcomb, Bonner Scholars Program Coordinator

WARREN WILSON COLLEGE

Dr. Douglas Orr, President
Carolyn Wallace, Bonner Scholars Program Director
Katherine Daven, Bonner Scholars Program Coordinator

WAYNESBURG COLLEGE

Mr. Timothy R. Thyreen, President
Pat Delaney, Bonner Scholars Program Director

Rachel Volpe, Bonner Scholars Program Coordinator

WEST VIRGINIA WESLEYAN COLLEGE

Mr. William Haden, President

Lee Ann Brown, Bonner Scholars Program Director

WOFFORD COLLEGE

Dr. Benjamin Dunlap, President

Mark Line, Bonner Scholars Program Director

Hunter Phillips, Bonner Scholars Program Coordinator

X. Students Quoted in this Book

Adams, Staci
Ahmed, Nabil
Allee, Mary Kate
Amaral, Marcio
Anglin, Danise
Badiani, Vishal
Baird, Jennifer
Baker, Kai
Barkley, Heather
Bautista, Adrian
Bixler, Tammy
Blackwell, Amanda
Breeding, Mary
Brown, Adam
Bruce, Dana
Bush, Carrie
Bush, Elena
Buxton, Ben
Byrd, Brooke
Calhoun, Jenny
Calhoun, Soosan
Campbell, Jeremy
Cancio, Valentine
Carmichael, Jeff
Carter, Rosemary
Casey, Katherine
Casper, Chrissy
Chandler, Joslyn S.
Childs, Porsha
Cho, Chris
Clark, Stacey
Clifford, Nate
Cody, Crissy
Coleman, Jon
Cooper, Josina
Cornwell, Joey
Crowe, April
D'Arcy, Denae
Davenport, Angele
Davies, Stevie
Davis, Richard
Deadwyler, Srirupa
Deas, Debbie S.
Dee, Jonnie
Deniker, Charlene
Dickson, Adam
Dolezal, Angela
Dunaway, Billie
Duncan, Diana
Edelstein, Yael
Elias, Lyndsay
Elliott, Will
Ellis, Kenisha Y.
Etress, Jonathan
Farnum, David

Farris, Amanda
Ferrell, Heather
Fielder, Tiffany
Foreman, Nicole
Franks, Sarah
Fults, Jason
Ginsburg, Shannon
Glas, Lauren
Graves, Kirk
Green, Lucas
Haase, Jessica
Hagar, Gretchen
Hale, Prairie
Hall, Samantha
Hand, Nathan
Hedrick, Julie
Hetland, Melissa M.
Hetzel, Jon
Hilemon, Selena
Hill, Kim
Hodge, Natalie Kay
Howard, Chris
Jackson, Kisha
Janney, Erin
Jasick, Melissa
Jennings, Kylee
Johnson, Benita
Johnson, Jessica
Johnson, Marshall
Jones, Ashley
Jones, B. John
Jones, Jonathan
Joy, Beyond
Kagarise, Jennie
Kallin, Jeremy
Karel-Adamski, Jude
Kessee, B. Nathaniel
Knoche, Eric
Kramer, Brook
Landrum, Jervonia
Langford, Ginger
Lloyd, Nicole
Logan, David
Lovellette, Grant
Luxenberger, Lee Ann
Lynn, Mark
Martinez, Jeremy
McCray, Felicia
McKinney, Pam
Meadows, Edha
Miller, Natasha
Mitchell, Milton
Moffitt, Brandon
Moreland, Tim
Morita, Shiori
Morton, Lindsay
Mueller, Pearl
Nease, Jessica

Neiheisel, Liz
Netherton, Sarah
Neto, Paulo Canineu
Norman, Josh
Osei, Nana
Owens, Jamie
Owens, Roderick
Philippe, Wynne
Pleasant, Jamie
Porter, Marquita
Pressnall, Amanda
Price, Jacqueline
Pyatte, Jennifer
Reagan, Patricia
Rebert, Holly
Record, Alfred
Richardson, Janelle
Ridley, Burt
Robichaux, John R.
Russell, Joette M.
Ruxton, Cody
Sabo, Steve
Sandusky, Paula Elaine
Sellars, Devender
Shelton, Marissa
Sine, Jessica
Slusher, Alison
Spiker, Suzanne
Stallings, Sonya
Staylor, Stacy
Stephenson, Jeanne
Stevenson, Mandy
Stewart, Hannah
Stout, Kinsey
Stratten, Leshia Diane
Stumhofer, Elizabeth
Summers, Andrea
Tackett, Danielle Nicole
Taylor, Alyssa
Thompson, Laquawn
Thorpe, Joe
Ussery, Angela
Veiga, Diana
Voundy, Vanessa
Walker, Eboni
Whisler, Deborah
Whitworth, Shannon
Williams, Benjamin
Williams, Tommy
Wilson, Rose
Wilson, Stella
Wong, Destiny