

PATHWAYS

The Center for Civic Engagement Magazine

DAVIDSON COLLEGE
FREEDOM SCHOOLS

Special Anniversary Issue:

**BONNER SCHOLARS and FREEDOM SCHOOLS
CELEBRATE MILESTONES**

May 2015, Issue 1

PATHWAYS

**The Center for Civic Engagement
is grateful to the following individuals
for making *Pathways* possible:**

Shireen Campbell, Professor of English, Faculty Editor
Bruna Siqueira '17, Design & Layout

College Communications Office Staff

Gayle Fishel, Director of Design
Bill Giduz, Director of Photography & News Writer
Lisa Patterson, Director of Editorial Content
Angie Rice-Figueroa, Director of Marketing

The Center for Civic Engagement Staff

Stacey Riemer, Associate Dean of Students
& Director of the Center for Civic Engagement
Kristin Booher, Director of Community Service
and Bonner Scholars
Kyle Goodfellow, Program Coordinator
Christa Leimbach, Assistant Director for
Civic Engagement Programs
Mary Alice Katon, Director of the College Advising Corps
Sandy Poole, Staff Assistant
Ashley Sherrill, Director of Freedom Schools

**THE CENTER FOR CIVIC ENGAGEMENT
Suite 414 of the Knobloch Campus Center
Box 7181
Davidson, NC 28035-7181
704-894-2420**

The Davidson College Center for Civic Engagement promotes learning through engagement with the community. In partnership with public and nonprofit organizations, we connect students, faculty and staff with opportunities to build community capacity and impact positive community driven change. Our programs and events range from introductory service experiences to immersive summer internship programs, community-based learning courses, and leadership experiences.



PATHWAYS CONTENTS



2

Cultivating Leadership Born Out of Service by Paul Leonard '62



4

Culturally-relevant. Intentional. Impactful. 10 Years of Freedom Schools at Davidson College by Kaneisha Gaston '13



8

Bullying Prevention Troupe: A Pedagogic Experiment by Dr. Sharon Green



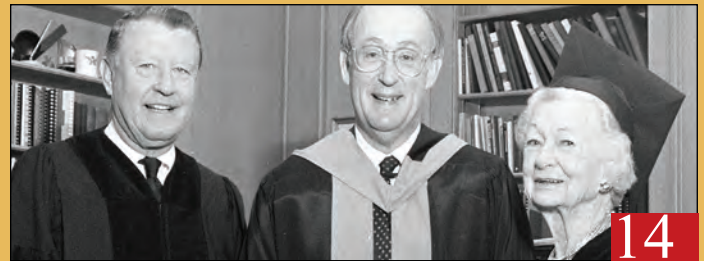
10

What I Learned Last Summer: A Conversation with Community Engagement Fellows by Lesley Alvarado '17



12

Alternative Breaks Inspiring Powerful Questions by Pablo Zevallos '16



14

Powerful Agents for Change: 25 years of the Bonner Scholars Program by Peter Kelpin '12



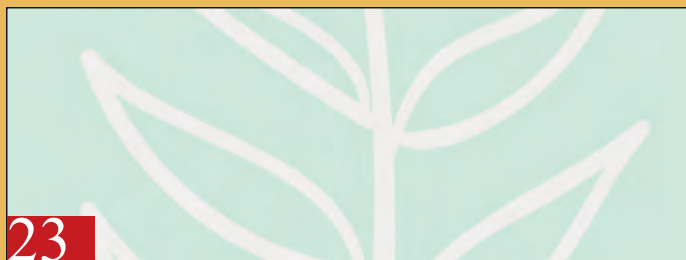
18

Speaking Up: A Conversation with Matt Shaw by Noah Driver '16



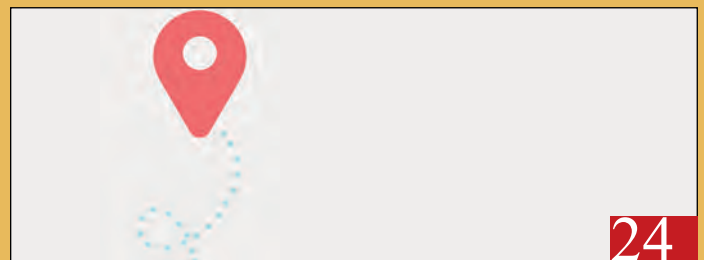
20

Empowering Youth Through Photography: The Story of YouthMAP by Max Feinstein '16 & Aly Dove '16 with YouthMap participants



23

Growing Good with SEED 20 by Kerry Honan '17



24

From Here to There and Why We Care by Rebecca Surratt '15

Cultivating Leadership Born Out of Service

PAUL LEONARD

During our twenties and early thirties, I served as a Presbyterian minister and leader of an affordable housing not-for-profit corporation, and my wife Judy was a nurse, teacher and community volunteer. However, we were 56 years old before we truly understood the deep global need for service in this world. We were in Manila to attend my first meeting as a member of the board of directors of Habitat for Humanity International. There we saw metal roofs held on by old tires, open sewers running beside the streets where children were playing, so much air pollution that most pedestrians wore make shift masks to cover their mouths and noses, and 18-year-olds with machine guns guarding stores and hotel lobbies. Through my involvement with Habitat for Humanity, this was only the first of multiple trips to developing countries where the sign posts of poverty and its impacts were unending. Judy was my companion on all of these adventures.

So in 2003, when David McClintock from Davidson College's Development office asked Judy and me to consider supporting student summer service grants, we were ready. We understood the world's need, and we also recognized the importance and potential of Davidson students experiencing and learning at 19 or 20 what we learned at 56. We could see student career aspirations changed, self-understanding increased and privilege revealed, and we embraced the hope that such service experiences could impact the world.

That was 12 years ago. The results of a recent survey with students involved in summer service projects over this time period conducted by The Center for

Civic Engagement show that these experiences strongly impact students' self-understanding, their career choices and deepening appreciation of other cultures. Davidson College continually affirms its commitment to leadership and service. Our survey demonstrates that in many instances, leadership is born out of service.

Here is what Jessica Ewing '14, wrote about her experience working with a business startup for women in Uganda in 2013. "One, hot sunny day in Uganda, I was interviewing Susan, one of the 1000 Shillings' newest women, and her best friend Jessica on their friendship. While sitting next to Jessica, without any visible space between them, Susan thoughtfully defined friendship. 'Friendship means you encourage one another. You move in unity. You build each other up and help them to be better. That's why we are friends and that's what we do for each other.' This answer, so honest and simple, spoke volumes not only on friendship, but ultimately on human relationships. This statement taught me the true definition of community and--without any over-statement whatsoever--changed who I am and how I think."

There could be no more powerful understanding of community to undergird a life of leadership and service. Isn't the world fortunate that Jessica came to this understanding during her college days and has a lifetime to fulfill her new vision of one of life's purposes?

I found equally compelling Luke Burton's '15 reflections on his 2014 summer service experiences teaching in Tanzania. Before going to Tanzania, Luke saw himself as a detailed, scheduled, driven individual. Here is what he learned. "As an

American student, a slave to time and to efficiency, I was forced to wait, to follow, to relax. Spending time with my Tanzanian friends taught me the value of trust." But even more importantly for his future, Luke reflected: "Many return from abroad with a superficial change in perspective or personally, and I had experienced this on past trips, but I knew and predicted that this adventure would be different. Ultimately I was right. My views on education and societal gender roles will never be the same... Five weeks in Tanzania proved to me that the classroom was my calling, not out of obligation or romanticism, but because I love it." And what future student of Luke's won't be empowered and changed by his new found love of teaching?

Trust me. The stories of Jessica and Luke provide only a glimpse at the deep and lasting impact the service grants and experiences awarded and administered by the Center for Civic Engagement are having on the students who choose to participate in service and more importantly on the impact they will have in this world.



Trustee Emeritus **PAUL LEONARD '62** is author of 3 books: *Music of 1000 Hammers: Inside Habitat for Humanity*, *Where is Church*, and *When the Spirit Moves*. With degrees from Davidson College, University of Chicago's Divinity School and Emory

University, he first served at Trinity Presbyterian Church and then founded a non-traditional church that focused on community action and service. He left the traditional ministry and worked for the John Crosland Company, becoming the company's president in 1984. After retiring, Paul served as chair of the Board of Habitat for Humanity International serving as Interim CEO from 2004-2005.



CULTURALLY-RELEVANT. INTENTIONAL. IMPACTFUL.

10 YEARS OF FREEDOM SCHOOLS AT DAVIDSON COLLEGE

KANEISHA GASTON

AS I REFLECT ON MY connection with Children Defense Fund (CDF) Freedom Schools, I cannot help but do so from the perspective of a Freedom Schools scholar. Created as the Mississippi Freedom Summer Project in 1964 as a complement to the American Civil Rights Movement, this program seeks to instill in children a love of learning and community awareness through literature and meaningful interaction. In 2005, my mother enrolled me in Freedom Schools at Davidson College. At that time, I believed that Freedom Schools was limited to the three sites Davidson sponsored that summer in the town and in Mooresville. I soon learned that I joined a network of programs in 107 cities involving over 15,000 college students who were engaging in nothing short of a revolution.

It didn't take long for me to catch the vision of this movement. As a scholar benefiting daily from the energy of the college interns who surrounded me, I found heaven on earth that first summer. I consumed books that affirmed me by reflecting values and people I grew up with. I investigated the world I inhabited and learned ways of recognizing and addressing my community needs. I developed a voice. I can remember my mother smiling to herself as she drove my sisters and me back and forth between Charlotte and Davidson, listening to us tell her excitedly about what we were learning and how we viewed the world as it was before us and articulated how we wanted it to be. This was my experience every day for six weeks until I had to wait 323 days to do it all again.

At that time, I was pleasantly surprised that such a program existed at Davidson College, the not-so-far away yet seemingly inaccessible place where my relatives worked, like those of the many other children who filled Ada Jenkins' gymnasium with cheers and chants. But there was something beautiful about the assumed mismatch between what my young mind perceived as Davidson College's otherworldliness and the realities of the community it reached across the tracks to touch. Understanding the connection between the college and my neighborhood was my first lesson in community involvement. Freedom Schools at Davidson College exemplifies what uncompromising civic engagement should look like.

A Community Focus

Community responses are only effective if they respond to community needs, not what an agency or well-intended group perceives to be a need. Freedom Schools' community-based school model helps reinforce the values and ideals of the communities it serves. Likewise, Davidson's Freedom School site is housed in the Ada Jenkins Center, closer to the students in the program. CDF emphasizes that "culture and community conditions influence child learning" and that "appreciation and knowledge of





LW
LEARN WORKS

let the claws fly against

LEAD



one's culture engenders self-worth and the ability to live in community with others." Thus, I experienced first-hand the power of a culturally-relevant and intentional education that placed me, the community I cared most about, and the community's physical space in the center of the curriculum. Oftentimes, children enter primary, secondary, and higher education institutions either knowing or realizing that the curriculum does not acknowledge the value, or even the presence of, their culture. The physical distance of being away from what is familiar or comfortable adds to anxieties about school. This was my school experience as a student of color in the minority at an urban private school where I and my sisters joked about how we could count the other students of color on one hand just to cope with the feelings of invisibility that inhabited us. What a relief it was to open a book and then look into the face of an intern who affirmed that I existed and that my opinions about my experience were valid. That empowerment helped me enter the next school year more confidently than I had last school year, translating into better grades and better social experiences.

CDF Freedom Schools not only engages students in this way, but also parents. For CDF and Davidson, "parents are crucial partners in children's learning." Every time I speak with Freedom School parents, they begin to glow as they talk about how the program changed their children's experience with school. Their thankfulness reminds us that, at the very least, we are doing something right.

An Intentional Structure

The program's structure provided the ideal environment for identity development during my adolescent years. It is Afrocentric--each morning begins with Harambee, a Kiswahili word for "let's pull together." Scholars are expected to participate actively in the community from beginning to end. You find yourself in the collective, a foreign concept to many who are steeped in Western notions of individualism. Additionally, Harambee gives everyone the same starting point: we begin our day with positivity in spite of what may have transpired the night before. During Harambee, scholars, interns, and guest readers participate in a common act with common oral and physical languages. We sing "Something Inside So Strong" by Labbi Siffre, belting out the lyrics and pumping our fists in attempts to match the energy of our interns and encourage those who are unfamiliar with the purpose of our practice to do the same.

From that point onward, every minute of the day remains intentional. Servant-Leader Interns (SLIs) lead groups of 8-10 scholars from start to finish. Each intern delivers CDF's Integrated Reading Curriculum. CDF incorporates a variety

of texts (speeches, music, video, lyrics) as well as Common Core State Standards into each lesson, providing a classroom approach to learning that mimics scholars' lived experiences with learning outside of the classroom. When I was a CDF student, the interns were repositories of historic and contemporary knowledge. I never understood how watching a music video could be informative or that there was a connection between desegregation and academic underachievement among communities of color. Being in this type of intellectual space allowed me, in Langston Hughes' words, "To sit and to dream, to sit and read, To sit and learn about the world."

It is important that scholars read during the summer in order to prevent summer reading loss. Substantial research shows that the students who can least afford to lose ground as readers suffer most. The

loses add up so that by middle school, those who don't read in the summer are behind by their peers by as much as two years (<http://www.pbs.org>). Although local and national data validate Freedom Schools' demonstrated success in that regard, scholars are not reading for the sake of reading. Literacy is the main vehicle for creating the conversations that lead to questioning, and questioning leads to action. We read and discuss, read and analyze, read and problem-solve, and read as one body, focusing on the selected themes and current issues for each day. As a scholar, I was expected to respond to the call for social action at the end of each lesson and during the National Day of Social Action, when all Freedom Schools implement projects that address the summer's focus issue. The positivity that framed our morning transformed itself into the constructive thinking used to create solutions to the issues that affect our quality of life.

Demonstrated Impact

Each week is framed around the theme "I can and must make a difference." CDF believes that "as citizens, children and adults have the power to make a difference in their communities and be advo-

cates for themselves." Since 1995, CDF Freedom Schools has served over 125,000 youth across the United States. Davidson College has served over 300 scholars and families since its inception. Many families are devout participants, traveling from an hour away for fellowship with others who desire something far more valuable than academic rigor and advanced classroom technology: love. CDF Freedom Schools finds its power in the lives it touches, the intrinsic value of the people it both serves and uses to fulfill its mission. Imagine being told every day--in both word and deed--that you are loved and that you are important. As a scholar, coming from a school where I felt unloved and unimportant as a result of being invisible in my school's curriculum and the composition of the faculty and staff who delivered that curriculum, hearing those words meant the world to me. For my mother, knowing

their life's trajectory as fellow classmates and alumni at Davidson, each one upholds CDF's core beliefs and educational philosophy. Some, like David Poms '10, have worked for CDF in other capacities; some continue to inspire critical dialogue about our nation through journalism, like David Dennis '08, and others have sought advocacy and equality on a global scale, like Kwame Som-Pimpong '09 and Whitney Som-Pimpong '08 through their company Afara Global, and Darryl Childers '05 and Trenita Brookshire Childers '05 who served in the Peace Corps in the Dominican Republic. Each day, I look at the lives they are leading and ask myself, "Kaneisha, what can and must you do to make a difference?"

I am very proud of the Davidson program's 10th anniversary and, more importantly, CDF Freedom Schools' 20th anniversary. Nevertheless, I am deeply

MANY FAMILIES ARE DEVOUT PARTICIPANTS... WHO DESIRE SOMETHING FAR MORE VALUABLE THAN ACADEMIC RIGOR AND ADVANCED CLASSROOM TECHNOLOGY: LOVE.

that her children were attended to emotionally as well as mentally comforted her. In fact, many parents do not have that kind of peace when they send their children to school. For those six weeks, we were protected from what Langston Hughes calls the "too rough fingers of the world."

I often asked myself, "Why can't regular school be like this?" It can, and I believe CDF hopes for it to be. U.S. Secretary of Education Arne Duncan, believes in the power of CDF Freedom Schools to transform education for all students as well. He has described his visits to Freedom Schools as his "most inspiring and most memorable." Arne Duncan further states that "...it's not just the great outcome for students... but it's the pipeline of talent you bring into education...and Freedom Schools are helping to create that pipeline." I was consistently stunned by the genuine desire of my interns to form intentional relationships with every scholar in the site. I can remember asking them if they would come back to teach us again next summer, not fully understanding how growing up and graduating from college meant using your summers wisely. For the interns I still keep up with, or had the pleasure of watching them follow

concerned about the State of the Union. 50 years later, Brown vs. Board of Education is still as relevant today as it was then. 50 years later, black bodies are still targets, and police states still exist. 50 years later, citizenship remains a highly contentious issue. 50 years later, child poverty and systemic oppression are still a fact of life. When I see a Freedom Schools site, I see proof that someone, somewhere, is doing what's best for children and what's best for people. I know that among all the forces that helped shape who I am today, Freedom Schools had one of the most profound effects, confirming and affirming my self-worth in an increasingly complex world.



KANEISHA GASTON '13 is the site coordinator for the CDF Freedom Schools program at Davidson College and a graduate student in the English Language and Literature program at UNC-Charlotte.

As an undergraduate, Kaneisha was a Bonner Scholar, English major and ethnic studies concentrator. At graduation, she received the Algernon Sydney Sullivan Award for her contributions to the community specifically programs involving youth empowerment.



BULLYING PREVENTION TROUPE:

A Pedagogic Experiment

SHARON GREEN

DO YOU KNOW HOW Snapchat works? Have you been on YikYak? The relatively unmoderated terrain offered by these—and other—apps has created opportunities for bullying among teens that are hard for adults to detect. Whereas twenty years ago bullying may have involved social exclusion and teasing, today students can post insults—and photos—on a social media website and turn a private dispute into public humiliation quickly. While adults—parents, teachers, coaches—are digital “immigrants,” most teens are “digital natives” giving them greater fluency in these modes of communication and making it tougher for adults to truly know what and how their teens are communicating. Cyberbullying has become a pervasive and urgent issue: according to the website stopbullying.gov, 28% of students in grades 6-12 report experiencing bullying. The companion website for the documentary film *Bully* reports that three million American kids miss school

every month because they don’t feel safe there. LGBTQ youth—or, frankly, anyone perceived by peers as gender-queer—are at increased risk for bullying. Targets of bullying and perpetrators are at greater risk for mental health and substance abuse issues as well as decreased academic performance; the effects of bullying can be long-lasting, staying with a teen well into adulthood.

Four years ago, I shifted the focus of my own community-based art practice and pedagogy to focus on this issue. I was inspired in part by a series of high-profile bullying incidents (locally and nationally), some of which sadly resulted in suicides. I was also inspired by a student performance created as the culminating project for an introductory course I teach, which used the real-life monologues that were part of the “It Gets Better Series” pioneered by Dan Savage and aimed at LGBTQ youth. A faculty colleague who attended this performance, leaned over to

me afterwards and whispered, “My kid’s middle-school could really use to see that performance!” That comment, combined with the students’ originality and bravery, got me thinking of ways to integrate bullying prevention work into my artistic and pedagogic work at Davidson.

The following semester, with support from the Center for Civic Engagement and the Lake Norman Y, I designed a community-based learning component for students in my Theatre and Social Justice class. As students learned various tools and techniques for creating performances about social issues in collaboration with communities, they applied these skills to the design of a weekly workshop with middle-school students enrolled in the Y’s after school program. Focusing specifically on the students’ experiences of bullying as targets, witnesses, bystanders, unwitting participants, or perpetrators, we created performance material together.

This project led to a commission for an article in *American Theatre* about theatre artists across the country who are addressing the issue of bullying in their artistic and educational practice. Fortunately, this writing assignment coincided with a sabbatical leave, and thus I was able to immerse myself in learning about programs and projects—from Newark, New Jersey, to Seattle, Washington—that combined theatrical performances with theatre-based workshops to explore the experiences and consequences of bullying with goals of

prevention. My research introduced me to passionate artists and educators whose work reignited my own passion for innovating ways of connecting the creativity and artistry of theatrical practice with issues that are most urgent and important to us as human beings. In the midst of this research, I began wondering how could I bring some of these programmatic ideas back to Davidson.

The answer to that question was a project made possible by the support of a Davidson Innovation Grant. The Davidson College Bullying Prevention Troupe, was created by combining two separate efforts: a touring production of a play about cyberbullying, *IRL*, by R.N. Sandberg, and a course I team-taught with Tanya Chartier, adjunct professor in the Education Department. The class combined research (of schools' demographics, bullying policies, broader impact of bullying, and more) with workshop design and implementation. With a truck rented from the College, props and portable set pieces stored inside, and a big bag of breakfast sandwiches, we set off each day of spring break, often at the break of dawn,



of bullying, the participants were asked: What will happen to these characters in five days? Five weeks? Five years? They were asked to “answer” through the creation of images made with the bodies of the actors. Our experiences suggest that interactive-theatre techniques can get young people to consider the short and long-term impact of those bullying behaviors, and give them the opportunity to practice standing up to bullies.

PARTICIPATION IN THE DESIGN AND IMPLEMENTATION OF A COMMUNITY-BASED PERFORMANCE PROJECT MAY NOT BE ESSENTIAL TO LEARNING ABOUT THIS FIELD OF PERFORMANCE, BUT IT DOES CHANGE THE KIND OF LEARNING THAT OCCURS.

to perform at area schools. As cast members changed into costume and warmed up for their performance, members of the class erected our portable projection screen, rehearsed the interactive post-show forum which offered strategies and resources for dealing with bullying, and danced to our pre-show music.

In the weeks that followed, the class discussed each performance and used what they had learned about the school and its students to refine the design of their follow-up workshop. Using interactive theatre techniques learned in class, we returned to each middle school and facilitated workshops focused on generating ideas and implementing strategies for preventing or responding to bullying behavior. After the performance of a short skit in which one character is the target

Artistic and education directors I interviewed during research for the article all referred to theatre's unique ability to engage young people in a consideration of different perspectives by showing them how bullying makes people feel. Further, conversations about bullying behavior can be about the characters on stage, rather than those in their classrooms. Data collected from post-workshop surveys indicated that the Davidson College bullying prevention troupe was successful in this regard: over 90 percent of participants reported that they considered a situation from a different perspective during the workshop and/or performance.

Participation in the design and implementation of a community-based performance project may not be essential to learning about this field of performance,

but it does change the kind of learning that occurs. Working within other institutional structures, community-based artists must be ready to adapt so that the project always serves the community, rather than the reverse. With well-designed workshop plans in hand, students learned that flexibility, improvisation, and cooperation are keys to successful facilitation because sometimes things do not go according to plan! Moreover, the students gained confidence in themselves and their skills by confronting challenges, getting support from classmates, and debriefing with the class. More than 95 percent of the middle-school workshop participants reported that the performance of *IRL* and follow-up workshop positively impacted their future decision-making regarding cyberbullying. Davidson students clearly made a difference in the lives of these teens, a difference which will have ripple effects in their communities. This project was a unique experience in my teaching career at Davidson; I hope to use what I learned to refine and reconfigure this project, finding deeper ways to make a difference in my community.



DR. SHARON GREEN

is associate professor and department chair in the Theatre Department at Davidson College. Her academic research and most of her productions involve theatre as a vehicle for social justice. She served as the conference planner

for the Theatre and Social Change (TASC) focus group within the Association for Theatre in Higher Education (ATHE) from 2000-2003, and continues to be a member of ATHE and TASC. She has a Ph.D. from the Graduate Center of the City University of New York.

What I Learned Last Summer:

A Conversation with Community Engagement Fellows

LESLIE ALVARADO

THE COMMUNITY Engagement Fellows Program has been at Davidson for several years, beginning as a partnership (known as the CARE Internship) between the Lilly Programs and what was then the Community Service Office. The Center for Civic Engagement now facilitates this summer program, which places students with nonprofit organizations in the local community for capacity-building internship experiences. Through a combination of direct service, community living, and shared readings, interns explore what it means to be engaged and informed citizens.

I recently sat down to share a meal with a few of the past Community Engagement Fellows (Noah Driver '16, Will Vaughn '15, Lydia Bickell '17, and Remy Jennings '17). What follows are a few highlights of our conversation.

>> What do you think you learned during your summer as a Community Engagement Fellow?

REMY: I learned a lot about the business side of a nonprofit. I think there is this common misconception that anyone can run a non-profit. There is a belief that all you need are the right intentions because it's not about making money, so it shouldn't take a lot of business skill. While working with Vickie Traynum, Executive Director of the Mooresville Soup Kitchen, this summer, I realized that it takes a lot of behind the scenes work to run a non-profit.

LESLIE: Fellows are immersed in a non-profit and not only interact with client-partners but also get a glimpse into the world that many people don't even know exists. The knowledge we garner from that glimpse carries into our next service sites and our academics.

WILL: It was incredible to place faces on a problem that we normally don't place faces on. Just being able to talk to people one on one and ask them about their lives and experiences allowed me to see that we're all different.

NOAH: It's one thing to volunteer and just be

there for a few hours a week. It's a completely different thing to be there over the summer. Seeing Matt whose career, job, and livelihood--his everything--has been put toward fighting homelessness in Charlotte changed how I feel about non-profit work. I saw him carrying this weight about this issue that he feels so passionate about, and I was just taken aback because it can't be easy.

>> Do you feel like you changed from the beginning of the summer to the end of the program?

NOAH: I thought I was the best person ever before Speak Up; I could really empathize with people and it came so naturally to me. It was just so dumb and ignorant of me to think I had everything figured out at 19. I walked into one interview about a guy's life with my own idea of how the interview was going to go. The fact that I boxed somebody up without having met them made me feel incredibly foolish. The fellowship helped me grow, of course, but at the same time there were a lot of realizations that knocked me down in the best kind of way.

LESLIE: The fellowship allows the students involved to question not only the world around them but also question ourselves and our actions. Growing because you're learning new things about the community and non-profit work is one thing, but the program does more. Through their work, the students sometimes come to the realization that the way they have thought about certain issues in the past or the way they've behaved in certain situations has been wrong. That realization knocks them down, as Noah says, but the community formed by the Fellows lovingly builds us back up—better, stronger and more cognizant than before.

WILL: I think I'm a lot more critical about myself and of volunteering in general, not that it's a bad thing. I think that it's important to be very aware of what your role is and not going in saying "I'm here...you're welcome." With volunteering taking on this critical attitude is what really brings out the power in serving.



LESLIE ALVARADO '17 was a Community Engagement Fellow during the summer of 2014 working with Barium Springs Home for Children in Statesville, North Carolina. Through her role as a Bonner Scholar, she continues to work at Barium Springs during the academic year. She is a math and computer science major.



LYDIA: I learned that we should be going into non-profits and asking them what they need of us in order to make their mission possible, not just waiting for them to tell us what to do. We need to take that initiative, ask that question.

REMY: So just being that friend, that smile, that community is really important to the people we serve, and at the Soup Kitchen, being present for others served as much of a function as the food did. It changed the way I looked at nonprofits. You don't have to be there to fix every need. You're there as a support for people and sometimes that's what they need.

LESLIE: It seems sometimes that so many people walk into non-profits, thinking, "I will be of most help here" and never ask the non-profit "Hey where do you need me, the most?" The fellowship makes the fellows ask that second question; it makes us think in that critical attitude where we question what we're doing and our true impact.

>> Did hearing from other Fellows during our weekly discussions change your perspective at all?

REMY: I just enjoyed hearing about other nonprofits. Each Fellow got a good feel of how that organization operates, the people the organization served, and their supervisors. Hearing about those different experiences really increased my knowledge of the different ways non-profits are run and the different social issues they address.

NOAH: I think I loved the meetings possibly too much. I mean, looking back, I feel like we were really getting somewhere—and not to say we didn't get somewhere—but at the same time, imagine if this program and these meetings with these other great fellows just continued for another year or another four years. I thought the conversations we were having were conversations that all of our non-profit directors wish they could have because it made me feel a lot smarter and better prepared every week.

LESLIE: Our assigned readings and the discussions are where we learn a lot about each other and about ourselves. The dinners allow an open space to talk about an issue and get the opinions of the other fellows or to share a funny story and laugh. Noah loved the conversations and everyone nodded as he spoke because there is something almost magical about the conversations we had every week. You went in having an idea of where the conversation was going to go, and you walked out with this knowledge that you didn't have before. It was a great opportunity to just talk about issues and nonprofits and come away educated, having heard opinions from all sorts of different people. That was one of my favorite parts of the fellowship.

>> Would you recommend this fellowship to others?

NOAH: Selfish Noah would say don't do it so I can do it again, but I would rec-

ommend it so highly. The conversations you hope to have at Davidson, like those super awesome conversations that you'll remember forever... I think the fellowship sets you up to have those conversations. There is no guarantee you'll have them, but if you do, you'll be ready.

REMY: The biggest take away for me is my relationship with Vickie. I talk to her a lot and visit her every few weeks. I still feel very much a part about what goes on at the soup kitchen. You build this relationship with this non-profit in your community. You're not just in that community for a summer; you're there for years, it's your home, and the fellowship allows you to form relationships that you can keep up even after the summer is over.

LESLIE: I didn't realize at first, but looking back on all the discussions and memories, I now realize how much impact this experience had on me and how meaningful it is going to be in my life. We change throughout the summer in the best ways possible. The Community Engagement Fellows Program challenges Fellows but helps us grow as people and volunteers. Noah is right; all of us would say don't do it only so we could have the opportunity to do it again. What does that say about the program?



Alternative Breaks Inspiring POWERFUL QUESTIONS

PABLO ZEVALLOS

FOR SPRING Alternative Break 2013, the trip offerings were compelling: a “homeless challenge” in Washington, D.C., where all participants simulate a forty-eight hour homeless experience in the nation’s capital; a program with Boaz and Ruth, a Richmond, Virginia, not-for-profit dedicated to assisting ex-offenders transition back into society; and a program dedicated to environmental service. I had no idea that I could wrestle with these mammoth-sized societal issues during spring semester of my freshman year in college, and I was excited to find out that I was selected for the trip to Boaz and Ruth.

I wish, however, that excitement could sustain itself during and after the trip. Boaz and Ruth was my first exposure to issues relating to the criminal justice system, and the plight of those who lose their rights after serving time for a felony appalled me. I did love meeting the staff members, whose optimism and dedication after decades of giving themselves to this work was inspiring. However, my experience at Boaz and Ruth left me wanting more, and I realized that after our trip, I had more questions than answers. Why weren’t more efforts in place to help former offenders? What was the public policy outlook on this is-

The trip also forced me to ask myself new questions about my commitment to my community. I have been devoted to the political process since I was a child, but I had never considered what all of politics was really supposed to be about...

Few questions of public policy are so tangible as those that pertain to the four walls we’d like to surround us...

sue? How could we all do better?

The trip also forced me to ask myself new questions about my commitment to my community. I have been devoted to the political process since I was a child, but I had never considered what all of politics was really supposed to be about: how policies can touch lives and empower the underserved, and how other policies can hurt them. My alternative breaks experience beckoned me to wrestle with these questions and other thoughts on the political process.

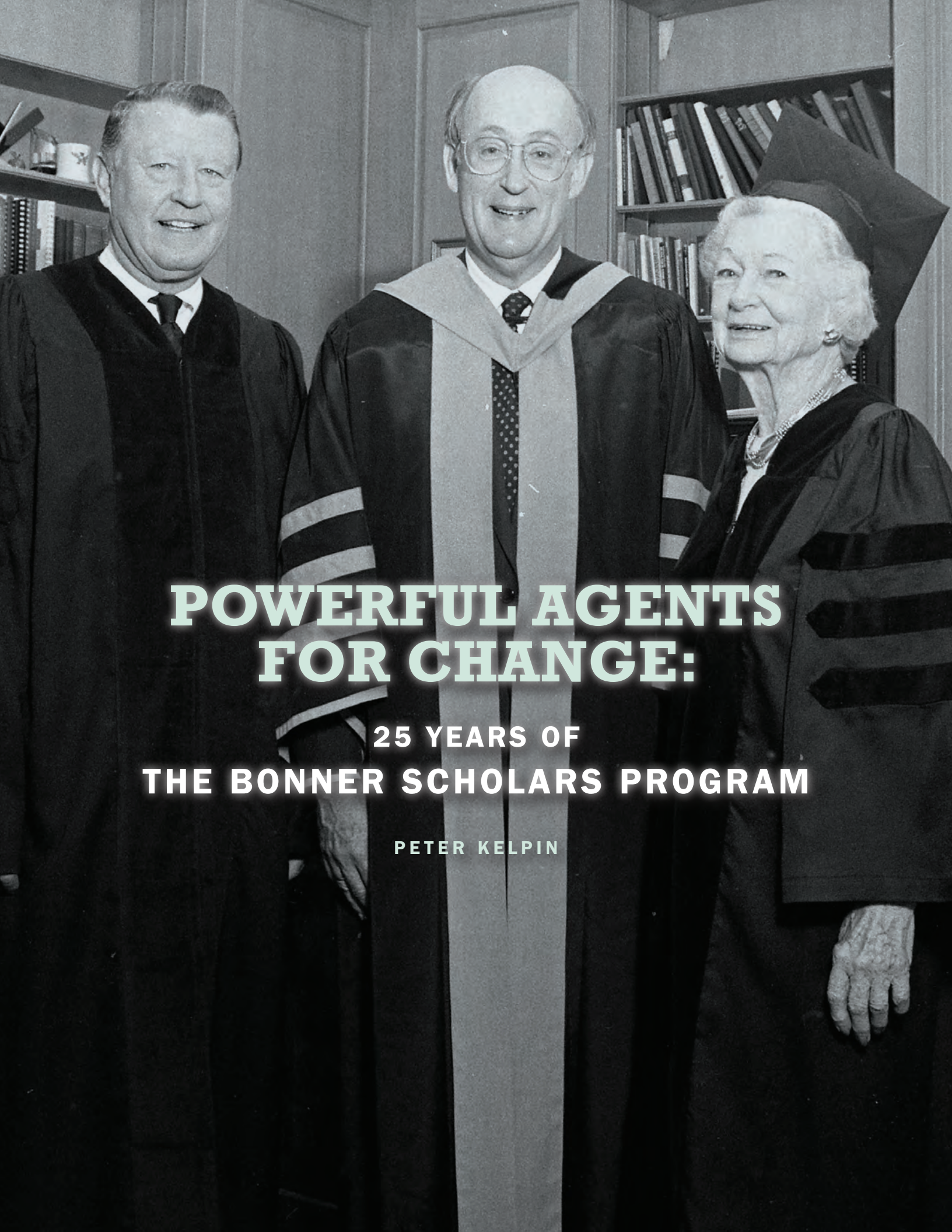
Post break, I also determined that I needed to spend more time on the ground and in the community. That summer I served in my home community assisting local parishioners with issues related to affordable housing. Every day I was challenged to the bone, whether through the desperation of some of the people whom I saw, or through the dire disparities between incomes and rental prices, or through the shortage of government-supported affordable housing. Even so, I was able to help forty parishioners make progress in finding an affordable home for themselves. This is an opportunity I would never have considered engaging in without my Alternative Breaks experience.

During my sophomore year, I doubled down on my commitment to Alternative Breaks and co-led the Homeless Challenge. Mindful of my experience with Boaz and Ruth, I knew that, now able to lead a trip, I would go out of my way to have my participants immerse themselves in the issue we would explore as a group. The Challenge allowed me to interact with people in housing insecure commu-

nities on a more personal level, even as I navigated through the necessary and problematic aspects required of someone who needed to pretend to be homeless. It also gave me a chance to prepare my participants to learn about the affordable housing shortage in the United States through articles, video clips, and presentations. Most importantly, our reflections as a group had to be as grounded in reality as possible among people who knew nuances of this problem. One year later, I returned to the Alternative Breaks program and co-led a trip to City of Refuge, a Christian shelter for women and children in the most impoverished neighborhood of Atlanta. Our focus was to be with the residents and learn from them while sharing meals, not to do acts of transactional service for them. During this experience, we managed to get our participants engaged with the issue of homelessness and the issues that intersect it (pay equity, child care, education, domestic violence, and more). Our participants responded to the totality of their experience enthusiastically, and I was particularly proud of what we all did together.

My involvement with Alternative Breaks has guided the questions I ask myself regarding my own future particularity related to the issue of housing. Going forward, as I continue to engage my long-term commitment to public service and the political process, I want to find ways to create a reliable constituency to force housing to be one of the premier issues in campaigns and elections. Inequalities in housing are hardest on the poor and the marginalized, but these hardships and the policies that can perpetuate them also find ways to undermine middle class families seemingly far removed from such circumstances. Few questions of public policy are so tangible as those that pertain to the four walls we’d like to surround us or the roof we hope to have over our head. Without a doubt, I cannot be grateful enough to the Alternative Breaks program for the courage it has given me to immerse myself in housing and encourage others to find issues of social justice that resonate with them

PABLO ZEVALLOS '16 has held numerous roles with the Alternative Breaks program from participant to trip leader. Pablo has been involved in the program throughout the duration of his Davidson career focusing on numerous social issues in the Southeast region. He is a political science major.



POWERFUL AGENTS FOR CHANGE:

**25 YEARS OF
THE BONNER SCHOLARS PROGRAM**

PETER KELPIN

NERVES SET IN as I stare at the blank screen of my Lenovo T420. Everything is wrong. The dimly lit counter of my Upper East Side Starbucks is wrong. The coffee slicked keys of my “Education=Freedom” emblazoned laptop are wrong. Even my headphones are wrong.

As I begin the seemingly insurmountable task of capturing the spirit of a program that has defined the civically engaged leaders of Davidson College for almost 25 years, I’ve come to a shocking realization. I am no longer a Davidson College student.

Roughly three years ago, I was sitting in my E.H. Little Library carrel frantically preparing for the rush of pre-Easter exams and papers. I was sipping burnt Union Café coffee and vacillating between starting a Creative Non-Fiction assignment and spending just ten more minutes on Facebook.

But that reality is no longer my life. Tonight, I will go to sleep at 9:00 p.m.. Tomorrow, I will wake up at 5:00 a.m. and leave for the B52 bus by 5:45 a.m.. On the bus, I’ll read *Call of the Wild*, my student’s current class-novel, and then work on my lesson plans. When I get to work at 6:30 a.m., I’ll have a cup of coffee and immediately begin sorting through weekend emails. At 7:25 a.m., my 7th graders will begin to arrive to homeroom and my “work-day” will truly begin. By noon, I’ll already have been at work for 5 hours. By 6:30 p.m., when I usually leave the building, I’ll have been at work for 12 hours.

No part of my “formal” Davidson education (i.e. class, papers, tests, etc.) could have prepared me for the exhaustion that I will feel tomorrow at 7:00 p.m.. All at once, I’ll be physically, mentally, and emotionally spent.

But, I won’t complain. I’ll decompress, ruminate on the broader lessons of the day, and reflect on how I can continue to grow. This process of critically evaluating the impact of my work can be attributed to Davidson College. But, it’s not something I learned in a class. Nor is it something that I learned from a textbook. At 7:00 p.m., after a long day of teaching, I’ll critically reflect and, subsequently, leave my apartment at 5:45 a.m. the next day energized and impassioned because of an experience that I and more than 400 alumni shared at Davidson College.

I’ll continue to commit my body and

soul into fighting educational inequity because of the Bonner Program.

THIS PROCESS OF CRITICALLY EVALUATING THE IMPACT OF MY WORK CAN BE ATTRIBUTED TO DAVIDSON COLLEGE. BUT, IT’S NOT SOMETHING I LEARNED IN A CLASS.

Kuykendall’s Call to Action

Davidson College’s service revolution began in the fall of 1984, during the inauguration speech of Dr. John Kuykendall ’59.

On that October morning, Dr. Kuykendall opened his address with a promise; a promise to “speak plainly, candidly and with all necessary fervor about things that matter.” Particularly, Kuykendall vowed to speak candidly about “the basic presuppositions that [would] undergird the days [he spent] in this job at Davidson.” Kuykendall’s presidency would focus on two ideas: “scholarship and servanthood.”

Scholarship, according to Kuykendall, was “a vocation that is directed to the welfare of other people.” Davidson was purposed to ensure that “scholarship is never an end in itself.” He proposed, “Education, in our tradition, is – or should be – an act of servanthood.” Kuykendall called on the Davidson community to understand that “the message is servanthood: servanthood in the classroom and in the courtroom, in the wards of hospitals and the corridors of power...The graduates of Davidson College in the years to come, as in the years now past, will be able to make a difference in this world to the extent that they are willing to give of themselves.”

Kuykendall and the Bonners

In 1956, Bertram and Corella Bonner arrived in Princeton, NJ. Because of their

success, in spite of impoverished roots and the Great Depression, the pair landed in New Jersey with the intention to “give back to the Lord what the Lord [had] given [them].” At the Nassau Presbyterian Church, the Bonners began an ecumenical crisis ministry program purposed to provide community-based hunger relief.

Over the course of the next 30 years, Bertram and Corella Bonner’s work and vision grew. In 1989, the Bonners founded The Corella and Bertram F. Bonner Foundation with the mission to “improve the lives of individuals and communities by helping meet the basic needs of nutrition and educational opportunity” through “sustained partnerships with colleges and congregations.” In the fall of 1990, the first iteration of the Bonner Scholars Program began at Berea College.

The Bonner Scholars Program, a four-year service-based college scholarship, was designed to impact not only the participating students, but also the campus and its connected communities. Since its founding, the program has driven students, colleges and communities to critically engage in work that builds a “culture of service” in its associated parties. The Bonners believed that “college students engaged in service have unique gifts and talents that bring energy, creativity, and hope to individuals and communities.”

Davidson’s Program

Over the past 24 years, Davidson College’s Bonner Scholars program has grown from 20 scholars in 1991 to include over 400 alumni in addition to the 80 students. As of writing, Davidson College Bonner Scholars have served more than 800,000 hours. The impact of the program has been, and continues to be, tremendous.

The beauty of the Bonner Scholars Program, at Davidson and nationally, is that while Bonner Scholars are tied together by six common commitments (Community Building, Civic Engagement, Diversity, International Perspective, Spiritual Exploration, and Social Justice), each scholar’s path to explore and understand these commitments is unique. During their tenure at Davidson, Bonner Scholars meet weekly to skill-build, develop community-based thinking, and expand their capacity to serve by learning from and analyzing critical issues. These meetings are differentiated by class year and allow Bonner



THE DAVIDSON COLLEGE BONNER SCHOLAR PROGRAM TRANSFORMS TERRIFIED COLLEGE FRESHMEN INTO POWERFUL AGENTS FOR CHANGE.

Scholars to reflect on their work in a developmentally appropriate way.

First Year Bonner Scholars, for example, use these meetings to define and deeply understand civic engagement, while Fourth Year Bonner Scholars use these meetings to put their three previous years of service work into context as they explore career paths. This experience aware approach to imparting knowledge allows Bonner Scholars to develop a mature understanding of the common commitments and how they impact community-based work.

In her senior year, Hadley Finley '14 Bonner Scholar noted that the leadership training and Bonner meetings "furthered [her] devotion to service" by allowing her to "hear about and discuss the ways our problems are (or are not) being ad-

ressed and why they persist in a society often seen as progressive." These conversations motivated Finley to "get involved whenever [she sees] people in pain or at a disadvantage" and pushed her to devote her professional career to the practice of medical service.

Because a Bonner Scholar's civic development and education is so individualized, the work takes many forms. Bonners engage in direct service (hands-on work with a community-based organization), indirect service (work in support of community-based organizations, such as fundraising), and advocacy (work promoting or highlighting social change). Though Bonner Scholars are required to do 280 hours of community-based work per year, where and how the commitment is met is a Bonner specific decision.

Keri Register '16 fulfills her service commitment at a hospice site near Davidson. The flexibility of the Bonner commitment allows her to "pursue [her] passion in end-of-life care." The Bonner Program also enabled Keri to further her knowledge of end-of-life care during the summer of 2014. Bonners are required to spend two of their three college summers engaged in 280 hours of additional service. During her 2014 summer of service, Keri traveled to Zambia, where she researched the health care of the elderly in a local hospital. The experience "led to both professional and personal growth."

Skill-based growth is a hallmark of the Bonner Scholars Program. Austin Crouse '17 spent his 2014 summer of service as a Forest Foundation Fellow with FUEL Education, a college access program

centered on helping entire families prepare for higher education. Working with FUEL, Crouse “gained experience in research, grant writing, curriculum development, and in bringing programming into the community.” Crouse was “engaging in a way that allowed [him] to provide the greatest impact to a cause.” The work he did moved “beyond simple volunteerism.” Crouse “learned how to truly take advantage of the limited time I have with an organization.” This idea of resource maximization, which underscores the work of Bonner Scholars, attracts community-based organizations to the program.

Rena Cairns ‘14, now working for Sow Much Good, a Charlotte based urban farming initiative, highlights the role that the Davidson Bonner Scholars Program plays in sustaining local organizations. Of the Bonner Scholars that work with Sow Much Good, Cairns praises their “initiative, critical perspective, and reliability,” which makes them “not only valued volunteers but stewards of our larger mission and the urgent work we are doing.” Bonners “not only help Sow Much Good achieve its day-to-day operations but also design and implement educational programs and community outreach” and research “best practices and the local, regional, and national landscapes surrounding food access and security.” The work of the Scholars at Sow Much Good is “essential to the work of our organization.” Independent of Sow Much Good, Cairns notes that Bonners grow “into powerful agents for change not only within our food systems but greater communities here in Charlotte and beyond.”

Powerful Agents for Change

As these stories suggest, the Davidson College Bonner Scholars Program transforms terrified college freshmen into “powerful agents for change.”

In June 2014, the U.S. Department of State awarded Richmond Blake ‘09 the Human Rights and Democracy Achievement Award for his work overcoming “Bolivian government hostility and intimidation tactics to advance key U.S. human rights priorities.” According to the Department of State media note, Blake “spearheaded the development of a 21-episode radio soap opera to raise awareness about human trafficking and through a series of creative low-cost initiatives he modeled



how embassies can promote the rights of members of marginalized populations.” Five years earlier, in a 2009 Presbyterian Outlook editorial, Blake noted the transformational nature of his tutoring at the Ada Jenkins Center through the Bonner Scholars Program. Tutoring Lexus, a nine-year old from an at-risk neighborhood, instilled in Richmond an understanding of “racial issues and poverty.” Working with Lexus, Richmond noted that he “found [his] voice.” The Bonner Scholars Program, according to Blake, “[had] been a source of tremendous growth and spiritual renewal” for him.

Richmond Blake’s transformative experience with the Bonner Scholars Program is not unique. According to Vanessa Williams ‘13, “Bonner has given me the opportunity to explore my passions in ways I could never have imagined!” Davidson Bonner Scholars work in public policy, investment in developing nations, as doctors in underserved locales, and in both national and international government. Bonner Scholars are perpetually called to actualize the guiding principle of the program, that those chosen to serve “have unique gifts and talents that bring

energy, creativity, and hope to individuals and communities”.

So, while I may never again have the opportunity to finish a paper at 2:00 a.m. in the 24 Hour Room, this aspect of Davidson will never leave me.

Always, I will be a Davidson College Bonner Scholar.



PETER KELPIN ‘12 is a teacher at Achievement First Bushwick Middle School in Brooklyn, New York and has an M.Ed. from the City University of New York. As an undergraduate, Peter was an English Major, Bonner Scholar, and Chair of the Civic Engagement Council.



SPEAKING UP: A Conversation With Matt Shaw

NOAH DRIVER

In 2011, Matt Shaw left his job as a high school English teacher to found Speak Up Magazine, a nonprofit street magazine that is sold by homeless and vulnerably housed micro-entrepreneurs in Charlotte, NC and Traverse City, MI. The magazine is filled with profiles of innovative nonprofits and inspiring, deeply personal stories from the streets. Recently, the organization has moved toward printing the Speak Up ‘Zine, a small-form monthly publication written exclusively by people who have experienced life on the streets. As Speak Up’s sole employee, Matt has spent the past four years gathering a group of dedicated volunteers who believe in the continued success of Speak Up and its vendors.

And I’m one of them. I have worked with Speak Up as a Community Engagement Fellow in the Summer of 2015 and continue my work with them today as a Bonner Scholar and co-founder of the Speak Up Chapter on campus. Matt’s work has been the turning point in the lives of many people. He has a way of believing in people and meeting them at their level (which is quite a feat, considering he is 6’6”). I have seen people who are living through some really challenging situations walk into the office. But it never takes more than a few minutes before they are smiling and cracking up at Matt’s terrible puns and constant self-deprecation.

Simply put, he makes people feel better about who they are and what they’re going through. When he is in the room, good things always feel much closer. That may sound hard to believe, so come by the office if you don’t believe me!

I was lucky enough to steal a few minutes of his time recently and learn more about Matt’s motivations and goals.

ND: *Why did you first move from teaching and into service work?*

MS: I was inspired by the concept of a street newspaper. The concept that homeless people can go, in just a few days, from being beggars who are depending on everyone else to being micro-entrepreneurs in control of their own futures. I was also inspired by a Bible verse that said, “Speak up for those who cannot speak for themselves.”

ND: *What was that transition like?*

MS: Really great and really bad (laughs). When I tried to do everything on my own, things were tough. Creating a magazine on your own is a yearlong task. But with the support of a lot of people leaning in and believing, we are able to do that kind of thing monthly. That’s the big lesson I’ve learned: having a solid team leads to more realistic longevity and better ideas—and honestly, it’s more fun.

ND: *What was the transition like for you personally?*

MS: Well, I quit my job. I didn’t have any money. That was the hardest part. I went from having a regular income to: “We’ve got this idea. Now what?” I didn’t have experience. Never made a magazine before. Never worked with homeless people before. Never ran a business before. And two years were spent laying the framework for Speak Up.

I worked odd jobs, did construction, built websites. Keeping the family afloat while creating the magazine. If I had sought out more help from the beginning, I think we would have had a happier start. But these are lessons that have definitely been learned, if painfully learned (laughs).

ND: *When did it “click”? When did you feel Speak Up was really going to make it?*

MS: Publishing the first magazine was a huge milestone. And then, we got to see the first vendors. They had been penniless days before selling the magazine, but now they had money in their pockets. It was a “wow” moment. We can do this. It’s possible. No matter what happens, people have benefited from our work.

Then, we printed the second magazine, and we thought, “Okay, we didn’t give up!”

ND: *What innovations has Speak Up needed to keep going?*

MS: Our most recent pivot was the move toward the ‘Zine format, a smaller monthly form of the magazine that sells quickly on the street. Now, we are monthly in Charlotte as well as Traverse City. We are in talks with homeless organizations in Asheville, too. It’s a new birth for Speak Up. It isn’t difficult for people to get excited about the idea of empowering homeless people, and we see every reason for other communities to buy into and benefit from Speak Up.

ND: *What is that benefit? Why is Speak Up’s work important?*

MS: Someone who is walking into this office is not walking into a factory or stepping onto the production line. Those are great income sources, but Speak Up vendors have to look at themselves in a different way. They are small business owners. That comes with a certain amount of pressure and responsibility, which can be unbelievably important for someone living on the streets.

And Speak Up creates a dialogue between the homeless and their communities. A public conversation exists in our city that homeless individuals simply are not invited to. Homelessness is far too complex to be understood in a single article, a single magazine. That is why the ‘Zine is written exclusively by people who are living or have lived on the streets. It’s an honest, meaningful perspective. If someone’s only interaction with homelessness is reading a few stories every month from homeless people in their city—that is a step toward understanding. There is an increase in empathy.

ND: *Switching gears: what’s your favorite thing in the office?*

MS: I like the whiteboard (laughs). A lot. Scribbling big ideas up there and brainstorming. And occasionally drawing silly pictures...

ND: *What has the involvement of Davidson students meant to your organization?*

MS: Davidson students and Bonners have been huge for Speak Up. They have moved into a lot of key areas of responsibility. They are hard-working, creative, smart, and dynamic students. I don’t know if we would be where we are without our partnership with Davidson.

ND: *What keeps you going?*

MS: The expectation and the hope that Speak Up is on the verge of something great. We see glimpses of it in the lives of individuals who transform from sad and sour-faced to excited about waking up to a new day and working toward financial independence. How do we get there? I don’t know yet. But we will continue to pivot and innovate until we do. We are always looking for a better way. If we stick with our core values, I consider that expectation a reality.

For more information on Speak Up or ways to get involved, visit speakupmag.org or e-mail noahdriver@speakupmag.org



NOAH DRIVER '16 started his work with Speak Up Magazine through the Center’s Community Engagement Fellows program during the summer of 2014. As Bonner Scholar, he continues to work with Speak Up and has started a chapter on campus. He is an English major.

EMPOWERING YOUTH THROUGH PHOTOGRAPHY: The Story of YouthMAP


MAX FEINSTEIN & ALY DOVE
WITH YOUTHMAP PARTICIPANTS

Spring Break 2013 Aly Dove and I spent the week “homeless” in Washington, D.C., interested in a first hand-account of what living on the streets would be like. We found the experience difficult, frustrating, and immensely marginalizing. During the week, we also stumbled upon an arts and crafts collective run by a group of homeless women. Aly and I were shocked by the impact this community and opportunity for a creative outlet had on these women, who were living in challenging circumstances. We immediately knew we had to bring something back to Davidson, and Aly had already had experience working with similar projects abroad.

Searching around Davidson, we identified Barium Springs Home for Children as the prime partner for our program. Barium Springs is an organization that provides a “safe home for children through group homes, therapeutic foster care and adoption programs.” We additionally decided to focus solely on photography, a medium that is relatively quick to learn and offers profound measures of expressiveness. We taught our students how to use a camera, discussed its value as a method for self-expression, and explored with them how to make a difference in their community through their work. After three months, we invited our students to show their work publicly at a gala YouthMAP hosted for them, and found the evening full of personal growth and deep emotions. From our first gala, one moment that sticks out in our minds was seeing a student, Carlos, show his photography to his family. They cried, absolutely shocked that their child could create such dramatic, striking images.

Often, people see the kids’ images and assume that they were taken by college students; it is always exciting to respond with the story of YouthMAP and see disbelief on the patrons’ faces. When our students show their work, it gives them a sense of empowerment, able to challenge expectations the public may hold against youth who grew up disenfranchised and socially isolated.

Starting with a team of just six students a year ago, YouthMAP now has over 30 members, shown over 300 photographs, formed community partnerships with framing companies, is in the process of becoming a non-profit, and plans to expand nationally in the next five years under Aly Dove’s post-graduation involvement. We hope to continue this momentum, so that we may provide moments similar to those Carlos’s family experienced for a much wider audience.



◀ **FLOWER** - Juliet, a Barium Springs student from our first course, took this brilliantly composed shot. This week’s assignment involved marketing a product, and Juliet was given the “role” of working for a florist. Juliet came up with the concept herself and independently directed this shot, from the lighting to finding the flower itself.



◀ **BUILDING CARS** - Corey, another Barium Springs student from our first course, took this picture on our “Favorite Object” day. When asked why he liked this toy convertible, he said it reminded him of building cars with his father. This was one of the most poignant moments in YouthMAP’s history, and we were amazed with Corey’s ability to use photography as a tool for story-telling and self-expression.

YouthMAP encourages agency and self-efficacy by providing mentorship, a creative outlet, and a chance for civic engagement through photography. The students provide the energy, vision, and amazing photography. Above all, YouthMAP believes in the autonomy of young individuals, who can redefine their own circumstances, if given encouragement and opportunity.



◀ **CONFIDENCE** - Michael, a Barium Springs student from our Spring 2014 course, was the most avid outdoorsman YouthMAP will ever see! Michael found ways to incorporate wildlife into almost every lesson, and for one of our last sessions, a mentor brought her pet turtle. Michael captured the turtle in its “natural” environment, exuding confidence we thought representative of the photographer himself.



YouthMAP IN ACTION

Our semester long courses conclude with a gala, where our students exhibit their work to the public for an exciting evening. Patrons have the opportunity to see all the hard work of students, and our students get to engage the community with their wonderful personalities and photographs.

During our weekly lessons, students work one on one with a Davidson College mentor, and explore the expressivity of photography through technical mastery of the cameras and a strong command of photographing theory.



MAX FEINSTEIN '16 is co-founder of YouthMap which is a student organization through the Civic Engagement Council. In 2013, the Youth Map team took first place in the Center for Civic Engagement's Ideas of March Social Innovation competition. Max is a biology major with minor in neuroscience.



ALY DOVE '16 is co-founder of YouthMap which is a student organization through the Civic Engagement Council. In 2013, the YouthMap team took first place in the Center for Civic Engagement's Ideas of March Social Innovation competition. Ali is an anthropology major.

Growing Good with SEED 20

KERRY HONAN

As Rachel Humphries walked onto the stage, smiling and confident, at the final round of the 2014 SEED20 competition, I felt incredibly proud. Watching her launch expertly into what was by then a well-polished presentation on Refugee Support Services (RSS), I recalled the first day that our team had met at the SEED20 orientation about eight weeks before. Rachel - the Executive Director of RSS - the two coaches assigned to her, and I, had begun to discuss the state of RSS and the support it would need to progress further. Having started the organization in 2006, Rachel already had an impressive breadth of knowledge about the refugee population in Charlotte. My job, and the job of the coaches, was simply to help her take that knowledge and condense it into a three minute pitch, or what many would call an “elevator speech.” Our hope was that, by having a clear and organized response to any inquiry she might receive about her work, Rachel would be able to more effectively promote RSS and get other members of the Charlotte community involved with refugee resettlement.

SEED20, an annual competition hosted by Social Venture Partners (SVP), offers existing nonprofits like RSS, as well as “dreamers ready to make a move into the nonprofit world,” the opportunity to gain support and recognition. After an initial application process, SVP chooses twenty nonprofits, or aspiring social entrepreneurs, to participate in SEED20. Each of the organizations or individuals is then assigned a team of two coaches from the professional world, and a student ambassador like myself. Over the course of two months, teams work on solidifying a concise and effective presentation of their organization to share with donors and the wider community.

Leading up to the competition, coaches and student ambassador(s) complete research for their nonprofit partner, help them edit their pitch and perfect a visual aid, and advise them on basic presentation details, such as how they should hold themselves on stage. Eventually the organizations participate in a preliminary competition through which SVP chooses ten participants to present in the final round. While I was fortunate enough to be part of a team that made it to the final ten, every member of the SEED20 class (which includes all twenty organizations) benefits greatly from competing. The founder or director of each nonprofit not only receives important professional advice on how to present their work to the public but also (regardless of where they place in the competition) their participation grants them an abundance of publicity and monetary support from members of Charlotte’s business and social entrepreneurial community.

Personally, I found participating in SEED20 as a student ambassador to be a truly valuable experience. Working in the nonprofit world has been a major part of my college career as a Bonner Scholar and is something that I will undoubtedly delve further into after graduating. That said, I would suggest SEED20 to any Davidson student. First, working intimately with Charlotte-based professionals enabled me to form connections that will likely aid my eventual job search. Second, despite what I already knew about nonprofits, working intimately with Rachel and our team throughout SEED20 granted me an entirely new understanding of the process of gaining 501c3 status, as well as the intricacies involved in nonprofit organization. In some ways, observing the amount of energy and time Rachel commits to growing RSS made me doubt my own ability to do nonprofit work. At the same time, seeing the abounding love that every SEED20 participant has for his or her work was both encouraging and inspiring. By the end of my time with Rachel and Social Venture Partners, I had formed many positive relationships and understood the nonprofit sector on a much deeper level. Above all else, getting to know Rachel and other passionate entrepreneurs made me realize that I too hope to one day have a career that gives me energy, makes me feel content, and contributes to the ongoing effort to make the world a more just and healthy place.



KERRY HONAN '17 was a student ambassador with the Social Venture Partners SEED 20 program working with Refugee Support Services in the spring of 2014. As a Bonner Scholar, she works with International House.



From Here to There and Why We Care

REBECCA SURRATT

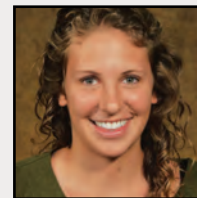
Although I wasn't aware of the scope of the issues or even how to name them at the time, I first encountered contemporary slavery and human trafficking while living in Alajuelita, Costa Rica. Thanks to an increased awareness about the issue of human trafficking in recent years, many more people are familiar with the estimate that 30 million individuals live in bondage around the world. As an eighteen-year-old hearing about the lives of women while making bracelets and playing jacks at a drug rehabilitation center, however, I was shocked at what I learned. Not every woman at the center came from a circumstance of slavery, and even fewer had been trafficked into bondage. But all of these courageous women survived lack of opportunity, abuse, and addiction. I learned of the swanky hotel joints in San José and the massage parlor brothels on the outskirts of the capitol. I heard of the lies that women were told in order to convince them to leave their homes in Nicaragua for the big city in Costa Rica. I didn't call it sex trafficking or label it slavery, but I was angered that it hurt my friends.

Only after I came to Davidson and was talking to Ellie Hooper '14, one of the leaders of the Davidson International Justice Mission chapter, did I begin to connect the dots between the women I knew and a much larger issue. Ellie introduced me to the International Justice Mission and the work that the organization does all over the world to end human trafficking and slavery. Ellie thought of the problem in a very different way than I did, being familiar with the systemic, structural realities that facilitate exploitative relationships. With this fuller picture as a background, Ellie approached issues from a policy and legal standpoint. With my experiences, I was familiar with fighting on an individual level. I have since realized that people who are passionate about IJM have all come into contact

with the issues on which it focuses in different ways and have personal motivations that inspire them.

One previous coordinator heard about IJM from a speaker in his high school. Another coordinator comes from a family with experience in advocacy. The two current coordinators both got their first taste of IJM while at IJM's annual Global Prayer Gathering in Washington, D.C. last spring. Some of our members seek out the IJM table during the overwhelming first-week Activities Fair because they had a chapter in their high school, while others hear about it for the first time at an event like Stand for Freedom or a documentary showing. At the beginning of each semester, I like to hear how members heard of IJM and what drives them to be a part of the chapter on campus.

I have often struggled to connect the activities IJM organizes at Davidson with the names and faces of my friends in Costa Rica. But, they motivate me and remind me why I believe in what IJM does. And, I am encouraged to see people getting involved after being moved by a speaker or hearing a member explain IJM through a two minute elevator pitch. I like knowing that when IJM sells fair trade chocolate around Halloween, for example, that each member sitting at the table has his/her own reasons to be passionate for justice.



REBECCA SURRATT '15

is a current member and former co-President of the International Justice Mission on campus. She is a Latin American Studies major.





*[Twitter.com/davidsonserver](https://twitter.com/davidsonserver)
[Facebook.com/davidsonserver](https://facebook.com/davidsonserver)
[Instagram.com/davidsonserver](https://instagram.com/davidsonserver)
www.davidson.edu/civicengagement*

THE DAVIDSON COLLEGE CENTER FOR CIVIC ENGAGEMENT

DAVIDSON

THE CENTER FOR
CIVIC ENGAGEMENT

Box 7181

Davidson, NC 28035-7181

In the past 25 years, DAVIDSON COLLEGE BONNER SCHOLARS
have provided more than 800,000 hours of service.



PATHWAYS