

# Annotated History of Service Learning

1862 - 2002

**Source:** Peter Titlebaum, Gabrielle Williamson, Corinne Daprano, Janine Baer & Jayne Brahler from the University of Dayton, Dayton, OH, May 2004

For all those who use service learning in their teaching and don't feel they have a strong sense of its history, this comprehensive, annotated history of service learning list may be insightful. The current project is a combination of two excellent web sites:

**The University of Minnesota, Career and Community Learning Center**

[http://www.servicelearning.umn.edu/faculty/History\\_of\\_ServiceLearning\\_Nationally.html](http://www.servicelearning.umn.edu/faculty/History_of_ServiceLearning_Nationally.html)

**The National Service-Learning Clearinghouse**

<http://www.servicelearning.org/article/archive/36/>

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| <p><b>1862</b> Morrill Act establishes Land Grant Institutions</p>         | <p>First Morrill Act is passed and signed by President Abraham Lincoln, donating public lands to the several states, the sale of which is for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."</p>   |
|  | <p><a href="http://www.nasulgc.org/publications/Land_Grant/Chronology.htm">http://www.nasulgc.org/publications/Land_Grant/Chronology.htm</a></p>   |
| <p><b>1870 - 1930s</b> Chautauqua Movement in the United States</p>        | <p>John Heyl Vincent and Lewis Miller proposed to a Methodist Episcopal camp meeting that secular as well as religious instruction be included in the summer Sunday-school institute. Established on that basis in 1874, the institute evolved into an eight-week summer program, offering adult courses in the arts, sciences, and humanities. Thousands attended each year; for those who could not, there were courses for home study groups, and lecturers were sent out to supplement the material furnished from the organization's publishing house. Local reading circles flourished around the country.</p>   |
|  | <p><a href="http://reference.allrefer.com/encyclopedia/C/Chautauq-mv.html">http://reference.allrefer.com/encyclopedia/C/Chautauq-mv.html</a></p>   |
| <p><b>1889</b> Jane Addams and friends establish Hull House in Chicago</p> | <p>Miss Jane Addams, Pres. Hull House Society, Chicago. "I meant to have my title read "The college settlement" or rather the "social settlement idea as illustrated by Hull House." I, am always sorry to have the settlement regarded as an institution. You can live a settlement life whether you live on the west side of Chicago, or on the east side, if you provide yourself with the necessary ideas as well as the zeal for carrying out these ideas and if you hook yourself fast with your whole mind to your neighborhood, living in social relations with the, people among whom your life has been cast. The settlement is an effort to live among "all sorts and conditions of men" and insist that a life is not lived as it should be unless it comes in contact with all kinds of people. We all have dreams for our individual improvement; we all have our family life and we should endeavor in addition to our individual and family life to live a life that will bring us into a larger existence, and connect us with society as a whole."</p> |
|  | <p><a href="http://www.uic.edu/depts/hist/hull-maxwell/vicinity/nws1/documents/html/addams-hullhouse.htm">http://www.uic.edu/depts/hist/hull-maxwell/vicinity/nws1/documents/html/addams-hullhouse.htm</a></p>   |

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| <p><b>1890s-1910</b> peak of University Extension Programs</p>  | <p>Initially, the extension program concentrated on working with farmers and their families, which comprised the majority of the nation's population, to help improve their quality of life and standard of living. Extension workers demonstrated how to produce more and better varieties of agricultural commodities; how to benefit from better nutrition, clothing and housing; and how to work together to bring about major improvements, such as electric cooperatives.</p>   |
|   | <p><a href="http://outreach.missouri.edu/about/history.shtml">http://outreach.missouri.edu/about/history.shtml</a></p>  |
| <p><b>1903</b> John Dewey and develop the intellectual foundations of service-learning</p>                | <p>"Thought and its Subject-Matter," was published along with a number of other essays by Dewey's colleagues and students at Chicago under the title Studies in Logical Theory (1903). Dewey also founded and directed a laboratory school at Chicago, where he was afforded an opportunity to apply directly his developing ideas on pedagogical method. This experience provided the material for his first major work on education, The School and Society (1899).</p>   |
|   | <p><a href="http://www.utm.edu/research/iep/d/dewey.htm">http://www.utm.edu/research/iep/d/dewey.htm</a></p>  |
| <p><b>1906</b> Cooperative Education Movement founded at the University of Cincinnati</p>                 | <p>Cooperative education was founded at the University of Cincinnati in 1906 by Professor Herman Schneider. Its first period of growth from 1906 to 1942 was moderate but steady. Eight out of ten colleges and universities that began the program continued its operation, and by 1942 there were 30 successful programs in existence. Even the severe depression of the 1930's, when jobs were difficult to find, failed to halt the growth pattern. During the war years, most co-op programs were discontinued in favor of the emergency acceleration of academic programs. After the close of World War II, the second growth period in the cooperative education movement began in 1946. This second period, continuing to the present time, has been characterized by an acceleration of growth, as the total participating colleges and universities rose from 29 in 1946 to nearly 200 colleges and universities by 1970.</p>   |
|   | <p><a href="http://www.uwm.edu/CEAS/CareerServices/html/ceasCssStudentsCoop.html">http://www.uwm.edu/CEAS/CareerServices/html/ceasCssStudentsCoop.html</a></p>  |
| <p><b>1910</b> William James envisions non-military national service in "The Moral Equivalent of War"</p> | <p>American philosopher William James envisions non-military national service in his essay "The Moral Equivalent of War": "...instead of military conscription, a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against Nature, the injustice would tend to be evened out and numerous other goods of the Commonwealth would follow."</p>   |
|   | <p><a href="http://www.nationalservice.org/about/history.html">http://www.nationalservice.org/about/history.html</a></p>  |
| <p><b>1914</b> Smith Lever Act establishes Cooperative Extension Service nationally</p>                   | <p>SEC. 2.<sup>(7)</sup> Cooperative agricultural extension work shall consist of the development of practical applications of research knowledge and<sup>(8)</sup> giving of instruction and practical demonstrations of existing or improved practices or technologies<sup>(9)</sup> in agriculture, uses of solar energy with respect to agriculture,<sup>(10)</sup> home economics, and rural energy,<sup>(11)</sup> and subjects relating<sup>(12)</sup> thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution<sup>(13)</sup> of information in connection with the foregoing; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges or Territory or possession<sup>(14)</sup> receiving the benefits of this Act.</p> |
|   | <p><a href="http://www.reeusda.gov/1700/legis/s-l.htm">http://www.reeusda.gov/1700/legis/s-l.htm</a></p>  |
| <p>Circa <b>1915</b> Some Folk Schools in Appalachia</p>  | <p>The Scandinavian folk schools were created to instill national pride by preserving traditions and customs of native life. These Scandinavian schools were used as a</p>  |

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| become work, service, and learning connected   | model for the creation of similar cultural education and preservation centers throughout Appalachia.  |
|  | <a href="http://www.library.appstate.edu/appcoll/research_aids/folk_schools.html">http://www.library.appstate.edu/appcoll/research_aids/folk_schools.html</a>   |
| <b>1931</b> Myles Horton establishes Highlander in Tennessee   | Highlander in relation to major movements and historical events and cover periods from 1931 until the early `60s when the State of Tennessee padlocked the Highlander Folk School and revoked its license. As Myles Horton observed, "You can't padlock an idea" (M.Horton, p. 237). Highlander is unquestionably among the most remarkable adult education institutions of the century—all the more remarkable because of its survival with vision intact for more than sixty years. Its history has been inexorably linked with the history of the South and specifically with the struggles of Southern workers and African-americans for equality, civil rights and justice. Highlander has, from its beginning, been well known-famous, in fact-, enduring a prominence it seldom sought since the enemies of this mountain school have been many and powerful. The most vocal of these, of course, have been those whose special privileges have been threatened by the demands of the labor or the civil rights movements. |
|  | <a href="http://www.nl.edu/ace/Resources/Documents/AEQ-Highlander.html">http://www.nl.edu/ace/Resources/Documents/AEQ-Highlander.html</a>   |
| <b>1933-1942</b> Civilian Conservation Corps created by Franklin D. Roosevelt. Millions of young people serve 6-18 month terms to restore and revitalize the nation and support their families | Professional foresters and interested layman raised these aims. In what would later be called "The Hundred Days," President Roosevelt revitalized the faith of the nation with several measures, one of which was the Emergency Conservation Work (ECW) Act, more commonly known as the Civilian Conservation Corps. With this action, he brought together two wasted resources, the young men and the land, in an effort to save both. He proposed to recruit thousands of unemployed young men, enroll them in a peacetime army, and send them into battle against destruction and erosion of our natural resources. Before it was over, over three million young men engaged in a massive salvage operation, the most popular experiment of the New Deal.  |
|  | <a href="http://www.cccalumni.org/history1.html">http://www.cccalumni.org/history1.html</a>   |
| <b>1935</b> Work Projects Administration established (needed public work for people who needed jobs)   | Executive order of President Franklin Delano Roosevelt as the Works Progress Administration; it was renamed the Work Projects Administration in 1939, when it was made part of the Federal Works Agency. Created when unemployment was widespread, the WPA—headed by Harry L. Hopkins until 1938—was designed to increase the purchasing power of persons on relief by employing them on useful projects.   |
|  | <a href="http://www.encyclopedia.com/html/W/WorkP1roj.asp">http://www.encyclopedia.com/html/W/WorkP1roj.asp</a>   |
| <b>1944</b> The GI Bill links service and education, offering Americans educational opportunity in return for service to their country   | It established veterans' hospitals, provided for vocational rehabilitation, made low-interest mortgages available, and granted stipends covering tuition and living expenses for veterans attending college or trade schools. Subsequent legislation extended these benefits to veterans of the Korean War, and the Readjustment Benefits Act of 1966 extended them to all who served in the armed forces even in peacetime. From 1944 to 1949, nearly 9 million veterans received close to \$4 billion from the G.I. bill's unemployment compensation program. The education and training provisions existed until 1956, providing benefits to nearly 10 million veterans. The Veterans' Administration offered insured loans until 1962, and they totaled more than \$50 billion. The economic assistance provided by the G.I. bill and the Veterans' Administration accelerated the postwar demand for goods and services.   |
|  | <a href="http://college.hmco.com/history/readerscomp/rcah/html/ah_036500_gibill.htm">http://college.hmco.com/history/readerscomp/rcah/html/ah_036500_gibill.htm</a>   |

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| <p><b>1960s</b> The Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program, and the Senior Companion Program are developed to engage older Americans</p> | <p>RSVP is an outgrowth of efforts by private groups, gerontologists, and government agencies over the past two decades to address the needs of retired persons in America. The White House Conference on Aging in 1961 called attention to the continuing need of older people for useful activity. One of the outcomes of the Conference was the passage of the Older Americans Act of 1965. In the same year the Community Service Society of New York launched a pilot project on Staten Island which involved a small group of older adults in volunteer service to their communities. It was named SERVE (Serve and Enrich Retirement by Volunteer Experience). The success of this program, which demonstrated beyond doubt the value of the services of older volunteers, led to an amendment to the Older Americans Act, creating the Retired Senior Volunteer Program in 1969.</p> |
|   | <p><a href="http://www.seniorcorps.org/research/history.html">http://www.seniorcorps.org/research/history.html</a></p>   |
| <p><b>1961</b> President John F. Kennedy establishes the Peace Corps, with authorizing legislation approved by Congress on September 22, 1961</p>                             | <p>The Congress of the United States declares that it is the policy of the United States and the purpose of this chapter to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to help the peoples of such countries and areas in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries, and to help promote a better understanding of the American people on the part of the peoples served and a better understanding of other peoples on the part of the American people.</p>   |
|   | <p><a href="http://www4.law.cornell.edu/uscode/22/2501.html">http://www4.law.cornell.edu/uscode/22/2501.html</a></p>   |
| <p><b>1964</b> White House Fellows program established</p>  | <p>The White House Fellows program, established by President Lyndon Johnson in 1964, gives outstanding Americans a one-year assignment in which they work with leaders in federal government. The fellowship year begins in September and is unaffected by changes in administration.</p>  |
|   | <p><a href="http://www.aero.org/news/current/lindsay.html">http://www.aero.org/news/current/lindsay.html</a></p>   |
| <p><b>1964-1965</b> VISTA (Volunteers in Service to America), a National Teacher Corps, the Job Corps, and University Year of Action.</p>                                     | <p>President Lyndon B. Johnson declared a "war on poverty" and signed the Economic Opportunity Act of 1964. The Act created Volunteers In Service To America (VISTA) and fulfilled President Kennedy's dream. The first VISTA members started in January 1965, and by the end of the year, more than 2,000 members were working in the Appalachian region, migrant worker camps in California, and poor neighborhoods in Hartford, Connecticut</p>   |
|   | <p><a href="http://www.americorps.org/vista/history.html">http://www.americorps.org/vista/history.html</a></p>   |
| <p><b>1965</b> College work-study programs established</p>  | <p>Colorado's "College of Opportunity," Metropolitan State College of Denver is the third largest higher education institution in Colorado and one of the largest public four-year colleges in the United States. Adjacent to the financial and artistic heart of downtown Denver, Metro State and its students reflect the city's rich mixture of ethnicity, economic background, age and culture. The college's accessibility is made possible through its modified open-enrollment policy, affordable tuition and financial aid awards.</p>   |
|   | <p><a href="http://www.msdc.edu/news/media/fact/fact_%20sheet_2003_04.pdf">http://www.msdc.edu/news/media/fact/fact_%20sheet_2003_04.pdf</a></p>   |
| <p><b>1966</b> "service-learning" first used</p>  | <p>Describing a TVA- funded project that linked eastern Tennessee college students with tributary development organizations in the area. However, the history of the practice of service learning dates back much further than the term itself (18).</p>   |
|   | <p><a href="http://www.geocities.com/jmn2duke/history.html">http://www.geocities.com/jmn2duke/history.html</a></p>   |

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| <p><b>1966</b> Urban Corps emerged, funded with federal work-study dollars</p>   | <p>Since its inception in 1966 as the NYC Urban Corps, over 100,000 students from more than 100 colleges and universities have participated in the program. Currently, PSC provides opportunities for Federal Work-Study and academic credit placements at a multitude of City government sites.</p>   |
|  | <p><a href="http://www.ci.nyc.ny.us/html/dcas/pdf/psc_factsheet.pdf">http://www.ci.nyc.ny.us/html/dcas/pdf/psc_factsheet.pdf</a></p>   |
| <p><b>1967</b> The term "service learning," was coined from educators Robert Sigmon and William Ramsey</p>   | <p>Developed the Manpower Development Internship Program, first coined the term in the early 1960s. They wanted a term that described the combination of conscious educational growth with the accomplishment of certain tasks that met genuine human needs</p>  |
|  | <p><a href="http://www.findarticles.com/cf_dls/m0822/2_102/82895539/p1/article.jhtml">http://www.findarticles.com/cf_dls/m0822/2_102/82895539/p1/article.jhtml</a></p>   |
| <p><b>1968</b> National Service Secretariat Conference on National Service held in Washington, D.C</p>   | <p>National service; a report.<br/>Donald J Eberly<br/>1968<br/>Book x, 598 p. illus. 28 cm.<br/>New York, Russell Sage Foundation</p>   |
|  | <p>WorldCat Record, OCLC: 451424</p>   |
| <p><b>1969</b> Atlanta Service-Learning Conference (sponsors included Southern Regional Education Board, U.S. Dept. HEW, City of Atlanta, Atlanta Urban Corps, Peace Corps, and VISTA)</p> | <p>One of the first formal attempts at defining the engagement between schools and community occurred when the Southern Regional Education Board (1969) defined Service Learning as the integration of the accomplishment of the tasks that meet human needs with conscious educational growth</p>   |
|  | <p><a href="http://www.ccbd.net/documents/bb/8to15Spring2001.pdf">http://www.ccbd.net/documents/bb/8to15Spring2001.pdf</a></p>   |
| <p><b>1969-1971</b> Office of Economic Opportunity establishes the National Student Volunteer Program</p>  | <p>Consolidated into ACTION, effective July 1, 1971, were domestic volunteer programs established in the Office of Economic Opportunity pursuant to the Economic Opportunity Act of 1964 (78 Stat. 508), August 20, 1964 (VISTA and National Student Volunteer Program); domestic volunteer programs established in the Department of Health, Education, and Welfare pursuant to the Older Americans Act of 1965 (79 Stat. 218), July 14, 1965, and the Older Americans Act Amendments of 1969 (83 Stat. 111), September 17, 1969 (Foster Grandparents Program and Retired Senior Volunteer Program); the international volunteer programs represented by the Peace Corps, established in the Department of State pursuant to EO 10924, March 1, 1961; and the volunteer action clearinghouse functions vested in the Office of Voluntary Action, Department of Housing and Urban Development, pursuant to EO 11470, May 26, 1969.</p> |
|  | <p><a href="http://www.archives.gov/research_room/federal_records_guide/action_rg362.html">http://www.archives.gov/research_room/federal_records_guide/action_rg362.html</a></p>   |
| <p><b>1970</b> The Youth Conservation Corps engages 38,000 people</p>  | <p>A summer employment program for young men and women age 15 through 18, from all segments of society, who work, learn, and earn together by doing projects on public land. Since 1970 the Youth Conservation Corps program has operated as a work-earn-learn program for youth. as provided for in Public Law 91-378, 1970, as amended. The program is administered by the U.S. Department of Agriculture - Forest Service, U. S. Department of Interior's Fish and Wildlife and National Park Service.</p>  |

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|   | <a href="http://www.fs.fed.us/people/programs/ycc.htm">http://www.fs.fed.us/people/programs/ycc.htm</a>  |
| <b>1970</b> Paulo Freire publishes <i>Pedagogy of the Oppressed</i>   | Paulo Freire argues that the ignorance and lethargy of the poor are the direct result of the whole situation of economic, social and political domination. By being kept in a situation in which it is practically impossible to achieve a critical awareness and response, the disadvantaged are being kept 'submerged'. In some countries the oppressors use the system of education to maintain this culture of silence, while in others the advance of technology has condemned many people, particularly the less well off, to a rigid conformity.  |
|   | <a href="http://www.niace.org.uk/Publications/P/pedagogy.htm">http://www.niace.org.uk/Publications/P/pedagogy.htm</a>  |
| <b>1971</b> Federal Agency ACTION established   | In this report are described projects and activities undertaken by ACTION's seven volunteer programs in 1972. After an introduction that overviews the year in general, a discussion of International Organizations gives an account of Peace Corps activities in Africa, Latin America, and North Africa, Near East, Asia, and the Pacific. The next section describes programs under the responsibility of the Office of Domestic and Anti-Poverty Operations: Vista, Older Americans Volunteer Programs, SCORE, and ACE. Regional program reports are provided for the 10 regions of the Domestic Operations programs. Responsibilities and/or accomplishments of these other offices are also reported: Administration and Finance, Citizens Placement, Congressional Affairs, General Counsel, Minority Affairs, Program and Policy Development, Public Affairs, Staff Placement and Training, and Voluntary Act Liaison. State summaries of active volunteers are provided for VISTA, University Year for ACTION, Retired Senior Volunteer Program, Foster Grandparents, and Service Corps of Retired Executives/Active Corps of Executives. (YLB) |
|   | ERIC Document Number ED209552  |
| <b>1971 circa</b> National Student Volunteer Program (became the National Center for Service-Learning in 1979) established. Published <i>Synergist</i> , a journal promoting linking service and learning   | <p>Working closely with other national, state and local organizations engaged in education, service and volunteer initiatives, the NCLC contributes to a collective public voice in support of service-learning and the contributions volunteers make in efforts to improve student learning.</p> <p>The NCLC provides leadership to help schools make quality service-learning opportunities available to all students. Chief state school officers and local superintendents have the chance to do, themselves, what they ask of students - make a contribution to their community in a way that fosters their own personal learning and growth.</p>   |
|   | <a href="http://www.ecs.org/html/projectsPartners/clc/CLCAboutUs.htm">http://www.ecs.org/html/projectsPartners/clc/CLCAboutUs.htm</a>  |
| <b>1971</b> White House Conference on Youth report full of calls for linking service and learning. Also, the National Center for Public Service Internships was established, and the Society for Field Experience Education (these two merged in 1978 to become the | <p>The National Society for Experiential Education (NSEE) is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. NSEE supports the use of learning through experience for:</p> <ul style="list-style-type: none"> <li>· intellectual development</li> <li>· cross-cultural and global awareness</li> <li>· civic and social responsibility</li> <li>· ethical development</li> </ul>  |

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| National Society for Internships and Experiential Education)                              | <ul style="list-style-type: none"> <li>· career exploration</li> <li>· personal growth</li> </ul>   |
|   | <a href="http://www.apsanet.org/PS/organizations/related/nsee.cfm">http://www.apsanet.org/PS/organizations/related/nsee.cfm</a>   |
| <b>1971</b> Higher Education Consortium for Urban Affairs (HECUA) established             | Since 1971, the Higher Education Consortium for Urban Affairs (HECUA) has been developing off-campus educational experiences in urban affairs and social justice issues. With programs in the U.S. and abroad, HECUA examines the systems that create inequality and the ways that social change is made. HECUA's programs address the changing global economic systems with a multicultural perspective. The content and approach provide an integrated set of learning experiences and appeal to all majors.  |
|   | <a href="http://www.stolaf.edu/depts/spanish/programs_and_opportunities/hecu.html">http://www.stolaf.edu/depts/spanish/programs_and_opportunities/hecu.html</a>   |
| <b>1976</b> California Governor Jerry Brown establishes the California Conservation Corps | Modeled after the original Civilian Conservation Corps created in 1933 by President Franklin Roosevelt, legislation for today's California program was signed into law by Governor Jerry Brown on July 7, 1976. Governor Brown envisioned the program as "a combination Jesuit seminary, Israeli kibbutz, and Marine Corps boot camp."  |
|   | <a href="http://www.ccc.ca.gov/cccweb/ABOUT/HISTORY/history.htm">http://www.ccc.ca.gov/cccweb/ABOUT/HISTORY/history.htm</a>   |
| <b>1978</b> The Young Adult Conservation Corps  | The Young Adult Conservation Corps (YACC) program has received federal approval of a \$3,351,000 grant, according to Gov. James R. Thompson. Eligible for participation in the program are any unemployed persons, age 18-23. Participants will work on conservation projects in public lands and waters and need no prior experience to apply. Modeled after depression-era Civilian Conservation Corps, the program's major goal is to reach all 102 counties providing worthwhile jobs for unemployed young men and women in each area. Persons hired in the program can participate for up to 12 months. Enrollees will be permitted to work a standard 40-hour week and will be paid the current federal minimum wage. Work crews will consists of 10 to 60 individuals based at each camp site. |
|   | <a href="http://www.lib.niu.edu/ipo/ii780732a.html">http://www.lib.niu.edu/ipo/ii780732a.html</a>   |
| <b>1979</b> "Three Principles of Service-Learning" published in the Synergist             | Service learning focuses on both those being served and those serving. Sigmon's three principles of service learning are the following: those being served control the services provided; those being served become better able to serve and be served by their own actions; those who serve also are learners and have significant control over what is expected to be learned.  |
|   | <a href="http://csf.colorado.edu/forums/service-learning/jul00/msg00011.html">http://csf.colorado.edu/forums/service-learning/jul00/msg00011.html</a>   |
| <b>1981</b> National Center for Service-Learning for Early Adolescents established        | National Center for Service-Learning in Early Adolescents. The Center offers technical assistance, training and program development, and a variety of resources materials for middle educators and policymakers. They have an extensive database of middle/junior high school programs from throughout the country. NCSLEA, CASE/CUNY, 25 W. 43rd St., Ste 612, New York, N.Y. 10036-8099. 212/642-2947, Fax: 212/354-4127.   |
|   | <a href="http://www.servicelearning.org/article/archive/71/">http://www.servicelearning.org/article/archive/71/</a>   |
| <b>1983</b> National Youth Leadership Council established                                 | The National Youth Leadership Council (NYLC) helps to prepare future leaders and has pioneered youth leadership initiatives. NYLC was the first organization to champion a meaningful new vision of learning that addresses a dual purpose: educating America's K-12 and college-age students through thoughtful and  |

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|  | practical service, while at the same time benefiting the communities in which those young people live. This is the essence of service-learning   |
|  | <a href="http://www.nylc.org/">http://www.nylc.org/</a>  |
| <b>1984</b> Campus Outreach Opportunity League (COOL) established as the first national student-led community service advocacy group | COOL has served as a resource to campuses in their student service engagement since 1984. Its national programs and accessible resources have propelled growth not only in individual students' leadership but also in campus' infrastructure for civic engagement. COOL's Founders saw service as an avenue for building healthier communities and strong democracy.  |
|  | <a href="http://www.cool2serve.org/about/about.htm">http://www.cool2serve.org/about/about.htm</a>  |
| <b>1984</b> David Kolb publishes <i>Experiential Learning: Experience as the Source of Learning and Development</i>                  | David A. Kolb's model of experiential learning can be found in many discussions of the theory and practice of adult education, informal education and lifelong learning. We set out the model, and examine its possibilities and problems. The Learning Style Inventory describes the way you and how you deal with ideas and day-to-day situations in your life. As this instrument is copyrighted please contact Ginny Flynn at 1-800-729-8074 for licensing information. The learning style inventory, and associated terminology are based on the work of John Dewey, Kurt Lewin, Jean Piaget, and J. P. Guilford.   |
|  | <a href="http://www.infed.org/biblio/b-explrn.htm">http://www.infed.org/biblio/b-explrn.htm</a><br><a href="http://pss.uvm.edu/pss162/learning_styles.html">http://pss.uvm.edu/pss162/learning_styles.html</a>   |
| <b>1985</b> National Campus Compact formed by college and university Presidents  | In 1985, the presidents of Brown, Georgetown, and Stanford universities along with the president of the Education Commission of the States joined together to form Campus Compact, a coalition of college and university presidents whose primary purpose is to help students develop the values and skills of citizenship through participation in public and community service.  |
|  | <a href="http://www.compact.org/aboutcc/retrospective/retrospective.html">http://www.compact.org/aboutcc/retrospective/retrospective.html</a>  |
| <b>1985</b> National Association of Service and Conservation Corps, which helps replicate youth corps in states and cities           | <b>The Second Wave: Urban Conservation and Service Corps</b><br>The California local corps were strengthened by passage of the California Bottle Act in 1985, which earmarked funding for local corps' recycling projects. Just a year later, New York City established the City Volunteer Corps and added a new dimension to the corps field by engaging young people in the delivery of human services as well as conservation work. During the mid-1980s, despite the absence of federal support, new state and local corps continued to spring up across the country. Many of the early local conservation corps began to add human services projects to their portfolios. |
|  | <a href="http://www.nascc.org/history.htm">http://www.nascc.org/history.htm</a>  |
| <b>1986</b> Youth Service America, through which many young people are given a chance to serve                                       | Founded in 1986, YSA's mission is to strengthen the effectiveness, sustainability, and scale of the youth service and service-learning fields. A strong youth service movement will create healthy communities and foster citizenship, knowledge, and the personal development of young people. YSA envisions a powerful network of organizations committed to making service and service-learning the common expectation and common experience of all young people in America   |
|  | <a href="http://www.ysa.org/about/aboutus3.cfm">http://www.ysa.org/about/aboutus3.cfm</a>  |
| <b>1988</b> New England  | Affiliated with the Graduate College of Education, NERCHE, founded in 1988, is   |

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| Resource Center for Higher Education founded at U-Mass Amherst   | dedicated to improving colleges and universities as workplaces, communities and organizations.   |
|  | <a href="http://www.umb.edu/research/centers/">http://www.umb.edu/research/centers/</a>  |
| <b>1989</b> Wingspread conference leads to the establishment of Principles of Good Practice in Combining Service and Learning                              | This final product was created at the 1989 Wingspread Conference, hosted by the Johnson Foundation. The principles are the cumulative best practice wisdom articulated by experienced practitioners and have been adopted by service-learning professionals across the nation as the foundation for effective programs in schools and on campuses.   |
|  | <a href="http://web.wm.edu/sharpe/faculty/principles.php">http://web.wm.edu/sharpe/faculty/principles.php</a>  |
| <b>1989</b> MN Legislature begins funding the post-secondary service-learning grants program   | In 1989, the program was housed at the Minnesota Higher Education Coordinating Board. At that time, the money was allocated "TO HIGHER EDUCATION COORDINATING BOARD FOR COMMUNITY SERVICE GRANTS" (direct quote from the bill). Internally MHECB titled their request "Incentive for institutions to promote community service."   |
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| <b>1989-1990</b> President George Bush creates the Office of National Service in the White House and the Points of Light Foundation to foster volunteering | While the Foundation does not directly mobilize or coordinate specific volunteer initiatives within local communities, we do support the efforts of Volunteer Centers and other agencies that are responsible for coordinating volunteers. We believe that a sustained (long-term) commitment by volunteers is the best way to make a significant difference in the lives of others. Episodic, occasional or one-time volunteering is also important, but may not develop the appropriate long-term knowledge or experience necessary for volunteers to solve today's serious social problems. |
|  | <a href="http://www.pointsoflight.org/about/about.cfm">http://www.pointsoflight.org/about/about.cfm</a>  |
| <b>1990</b> Ernest Boyer publishes Scholarship Reconsidered: Priorities of the Professoriate   | ...to move beyond the debate about `teaching versus research' as faculty priorities, and to give scholarship a broader, more efficacious meaning...we propose a new paradigm of scholarship, one with four separate yet interlocking parts: the discovery of knowledge, the integration of knowledge, the application of knowledge, and the scholarship of teaching.   |
|  | <a href="http://ultibase.rmit.edu.au/Articles/june97/glass1.htm">http://ultibase.rmit.edu.au/Articles/june97/glass1.htm</a>  |
| <b>1990</b> National and Community Service Act of 1990   | National and Community Service Act of 1990 (42 USC 12401; 104 Stat. 3127) -- Public Law 101-610, signed November 16, 1990, authorizes several programs to engage citizens of the U.S. in full- and/or part-time projects designed to combat illiteracy and poverty, provide job skills, enhance educational skills, and fulfill environmental needs. Several provisions are of particular interest to the U.S. Fish and Wildlife Service.  |
|  | <a href="http://laws.fws.gov/lawsdigest/natlcon.html">http://laws.fws.gov/lawsdigest/natlcon.html</a>  |
| <b>1990</b> Combining Service and Learning: A Resource Book for Community and Public Service published, edited by Jane Kendall et al.                      | Combining service and learning : a resource book for community and public service / Jane C Kendall<br>1990-<br>Book v. <1-2 > ; 22 cm.<br>Raleigh, N.C. : National Society for Internships and Experiential Education,   |

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|   | National Society for Internships and Experiential Education (U.S.) ; Mary Reynolds Babcock Foundation. ; Charles F. Kettering Foundation.   |
|   | WorldCat Record; OCLC: 22006709   |
| <b>1992</b> - Maryland is the first state in the nation to require high school students to engage in service-learning activities as a condition of graduation                             | <p>The Maryland State Board of Education adopts mandatory service requirement that becomes effective in 1993 and affects the graduating class of 1997 and beyond.</p> <p>Each of the 24 school districts in Maryland implement the service-learning graduation requirement differently, because they tailor the specifics of their program to their local community.</p>  |
|   | <a href="http://www.mssa.sailorsite.net/history.html">http://www.mssa.sailorsite.net/history.html</a>   |
| <b>1993</b> Association of Supervision and Curriculum Development endorse the importance of linking service with learning   | <p>ASCD Mission Statement</p> <p>A diverse, international community of educators, forging covenants in teaching and learning for the success of all learners.</p>   |
|   | <a href="http://www.ascd.org/cms/index.cfm?TheViewID=342">http://www.ascd.org/cms/index.cfm?TheViewID=342</a>   |
| <b>1993</b> Corporation for National Service established as a result of the 1993 National Community Service Trust Act   | The National and Community Service Coalition along with member organizations, American Youth Policy Forum, State Education Agency K-12 Service-Learning Network (SEANet), Youth Service America (YSA), and Campus Compact, convened a policy dialogue with Leslie Lenkowsky, Chief Executive Officer, Corporation for National and Community Service (CNCS), and legislative aides from the U.S. House and Senate. The purpose of the dialogue was to help audience members follow the progress of the HR 4854 Citizen Service Act of 2002 through Congress, and to understand the goals of the Corporation's leadership. The Citizen Service Act is the House of Representative's bill to reauthorize the National and Community Service Trust Act of 1993.  |
|   | <a href="http://www.aypf.org/forumbriefs/2002/fb062002.htm">http://www.aypf.org/forumbriefs/2002/fb062002.htm</a>   |
| <b>1993-1995</b> National Service-Learning Listserv established by University of Colorado & Service-Learning network on the internet, via the University of Colorado Peace Studies Center | The purpose of this site is to serve as a virtual guide to, and library of, service-learning. Its primary focus is service-learning in higher education. In the Spring of 1993, before the world wide web existed, Robin J. Crews created this internet site and the Service-Learning Discussion Group (or "SL List") as a service to those in higher education interested in service-learning. The idea came from having done the same for the field of peace studies a year-and-a-half earlier. "It was my hope that the site and discussion group would enhance communication, information-sharing and learning across large distances, and help to nurture a new national service-learning community. At the time they were created, and for quite some time afterwards, this site and the SL List were the only internet/web site and national discussion group on service-learning. I continue to manage the web site and discussion group on a volunteer basis in my capacity as a founding editor, list owner and web site developer of Communications for a Sustainable Future (CSF), which is hosted by the University of Colorado at Boulder." |
|   | <a href="http://csf.colorado.edu/sl/about-this-site.html">http://csf.colorado.edu/sl/about-this-site.html</a>   |
| <b>1994</b> Michigan Journal for Community Service-Learning established as  | The Michigan Journal provides a venue to intellectually stimulate educators around the issues pertinent to academic service in higher education, as well as a venue to publish scholarly articles specifically for a service-learning audience.   |

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| <p>the first refereed service-learning journal</p>  | <p>The MJCSL aims to widen the community of service-learning educators, to sustain and develop the intellectual vigor of those in this community, and to encourage research and pedagogical scholarship related to service-learning. Furthermore, it strives to contribute to the academic legitimacy of service-learning and to increase the number of students and faculty who have a chance to experience the rich teaching and learning benefits that accrue to service-learning participants.</p> <p>MJCSL publishes papers that pertain to the theory, practice, pedagogy, and/or research of academic service-learning in higher education. Contributing authors are associated with a wide range of academic disciplines and professions.</p>                                |
|   | <p><a href="http://www.umich.edu/~mjcsl/about.html">http://www.umich.edu/~mjcsl/about.html</a></p>   |
| <p><b>1994</b> Minnesota Campus Compact established</p>   | <p>Under the theme of The Engaged Campus, Minnesota Campus Compact envisions a state where: Every college and university is engaged in reciprocal, sustained partnerships that mobilize a wide variety of resources in order to strengthen children, families, campuses and communities; and Every college and university graduate is well-prepared not only for a career, but also for informed and active citizenship.</p>   |
|   | <p><a href="http://www.mncampuscompact.org/">http://www.mncampuscompact.org/</a></p>   |
| <p><b>1994</b> National Service Bill passed to establish AmeriCorps program</p>                                   | <p>AmeriCorps is a network of national service programs that engage more than 50,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment. AmeriCorps members serve through more than 2,100 nonprofits, public agencies, and faith-based organizations. They tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run after-school programs, and help communities respond to disasters. Created in 1993, AmeriCorps is part of the Corporation for National and Community Service, which also oversees Senior Corps and Learn and Serve America. Together these programs engage more than 2 million Americans of all ages and backgrounds in service each year.</p> |
|   | <p><a href="http://www.americorps.org/whoweare.html">http://www.americorps.org/whoweare.html</a></p>   |
| <p><b>1994</b> US Department of Housing and Urban Development launches Community Outreach Partnership program</p> | <p>Few institutions can contribute more to rebuilding America's communities than its colleges and universities. They not only create and transmit knowledge, they are also economic engines, applied technology centers, major employers, investors, real estate developers, and populated with creative and energetic people. COPC is a 5-year demonstration program designed to help universities harness these resources in the service of nearby communities.</p>  |
|   | <p><a href="http://www.hud.gov/progdesc/copc.cfm">http://www.hud.gov/progdesc/copc.cfm</a></p>   |
| <p><b>1994</b> Invisible College members meet at Highlander for the first time</p>                                | <p>It was decided that we would identify an initial group of twenty to be the first group in the Invisible College, that we would have a simple governance structure of a chair and steering committee, that we would ask the Highlander Center if we could hold our meetings there--because we wanted to associate ourselves with Highlander's tradition of participatory education for social justice--and that we would call ourselves the Invisible College.</p>   |
|   | <p><a href="http://www.e4ce.org/pages/history.htm">http://www.e4ce.org/pages/history.htm</a></p>   |
| <p><b>1994</b> Congress passes the King Holiday and Service Act of 1994, charging the Corporation</p>             | <p>With the passage of the King Holiday and Service Act in 1994, transforming the MLK Holiday into a national day of service, citizens have the opportunity to live Dr. King's legacy through volunteerism.</p>  |

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| for National Service with taking the lead in organizing Martin Luther King Day as a day of service  | The MLK Holiday of Service has become a truly national movement to bring diverse groups of citizens together on the King holiday to actively celebrate Dr. King's legacy of promoting social justice and helping others. These citizens embody King's belief that each individual has a responsibility to his or her community. He said it best: "Everybody can be great because anybody can serve."   |
|   | <a href="http://www.dc-cares.org/volunteers/special_days_of_service/mlk_holiday_of_service/AboutMLK.aspx">http://www.dc-cares.org/volunteers/special_days_of_service/mlk_holiday_of_service/AboutMLK.aspx</a>  |
| <b>1994-1999</b> California State University Monterey Bay founded as the 1st comprehensive state university requiring service-learning for graduation | In April 1999, Governor Gray Davis called for a community service requirement for all students enrolled in California's public institutions of higher education. This was formalized in a letter to each of the leaders of the public systems of higher education on July 15, 1999, calling on them to work toward the development of a community service requirement for graduation.  |
|   | <a href="http://www.calstate.edu/CSL/programs/servlearn_call.shtml">http://www.calstate.edu/CSL/programs/servlearn_call.shtml</a>  |
| <b>1995</b> Invisible College sponsors the first National Gathering on service-learning   | How can service learning enhance students' learning? What are the links between scholarly research and service? How can educational institutions collaborate with community based organizations to create partnerships for social change? The Invisible College, the Campus Compact, and the Feinstein Institute for Public Service are looking for educators who have been asking these questions to share their inquiries and findings with their peers at a National Gathering on service learning on May 11 - 14, 1995 at Providence College.  |
|   | <a href="http://csf.colorado.edu/forums/service-learning/94/0079.html">http://csf.colorado.edu/forums/service-learning/94/0079.html</a>  |
| <b>1995</b> National Thomas Ehrlich Faculty Award for Service-Learning established  | Campus Compact recognizes and honors one faculty member each year for contributing to the integration of community or public service into the curriculum and for efforts to institutionalize service-learning. The award is named in honor of Thomas Ehrlich, past chair of the Campus Compact executive committee, President Emeritus of Indiana University, and currently a senior scholar at the Carnegie Foundation for the Advancement of Teaching. One award of \$2,000 will be granted to a faculty member from a Campus Compact member institution. Ten finalists will also be selected and recognized.  |
|   | <a href="http://www.compact.org/ccawards/ehrllichaward/ehrllichaward-info.html">http://www.compact.org/ccawards/ehrllichaward/ehrllichaward-info.html</a>  |
| <b>1995</b> Engineering Projects In Community Service (EPICS) program founded at Purdue University  | EPICS is an innovative program at Purdue University that creates partnerships between teams of undergraduate students and local community not-for-profit organizations to solve engineering-based problems in the community. This partnership provides many benefits to the students and the community alike.  |
|   | <a href="http://epics.ecn.purdue.edu/about/overview.htm">http://epics.ecn.purdue.edu/about/overview.htm</a>  |
| <b>1996</b> Journal for Higher Education, Outreach and Engagement established by the University of Georgia  | The Institute of Higher Education and the Office of the Vice President for Public Service and Outreach of the University of Georgia are pleased to announce the publication of the Journal of Higher Education Outreach and Engagement, formerly the Journal of Public Service and Outreach. JHEOE seeks to serve as a forum to promote the continuing dialogue about the service and outreach mission of the University and its relationship to the teaching and research missions and to the needs of the sponsoring society. Published three times per year (fall, winter, and spring/summer), JHEOE is a peer-reviewed journal that casts a wide net and |

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|  | welcomes submissions from a broad range of scholars, practitioners, and professionals.  |
|  | <a href="http://www.uga.edu/jheoe/about.htm">http://www.uga.edu/jheoe/about.htm</a>   |
| <b>1996</b> Campus Community Partnerships for Health founded   | Community-Campus Partnerships for Health (CCPH) is a nonprofit organization that promotes health through partnerships between communities and higher educational institutions. Founded in 1996, CCPH is a growing network of over 1000 communities and campuses. CCPH has members throughout the United States and increasingly the world who are collaborating to promote health through service-learning, community-based research, community service and other partnership strategies. These partnerships are powerful tools for improving health professional education, civic responsibility and the overall health of communities.  |
|  | <a href="http://www.futurehealth.ucsf.edu/ccph.html">http://www.futurehealth.ucsf.edu/ccph.html</a>   |
| <b>1996</b> The national early literacy initiative, America Reads, launched by the US Department of Education  | <p>When President Clinton framed the America Reads Challenge in August 1996, he set in motion a series of events that were designed to culminate in a national commitment to a shared goal of helping children to acquire basic reading abilities by the end of third grade. This section briefly highlights three points: first, the significance of the goal as a call to action; second, ongoing activities in support of America Reads mobilizing existing resources; and third, the legislative proposal designed to attract additional resources.</p> <p>The goal that all children shall read well and independently by third grade has profound implications for the education of children in America. To a greater extent than heretofore, a benchmark goal for the schools has been set that calls for combined efforts of the total society if it is to be achieved. The challenge makes explicit the need for partnership efforts that combine the energies of parents; Head Start, child care and preschool programs; the public schools; and libraries, museums and other community groups.</p> |
|  | <a href="http://www.ed.gov/pubs/RoadtoRead/part5.html">http://www.ed.gov/pubs/RoadtoRead/part5.html</a>   |
| <b>1997</b> AAHE publishes first volumes of Service-Learning in the Disciplines monograph series   | <p>AAHE has undertaken a multiyear initiative to enrich service-learning practice. The primary activity of the initiative is an eighteen-volume monograph series released over 1997-98 entitled "AAHE's Series on Service-Learning in the Disciplines."</p> <p>As its title implies, the distinguishing characteristic of the Series is that the contributors to each volume are scholars writing for peers in their own discipline. This disciplinary context is critical to making service-learning work — and to interesting faculty in trying the pedagogy. Across the volumes, theoretical essays illuminate issues of general importance to educators interested in a service-learning pedagogy; pedagogical essays discuss the design, implementation, and outcomes of specific service-learning programs.</p>   |
|  | <a href="http://aahebulletin.com/public/archive/bringle_and_zlotkowski_interview.asp">http://aahebulletin.com/public/archive/bringle_and_zlotkowski_interview.asp</a>   |
| <b>1997</b> The Presidents' Summit for America's Future, chaired by General Colin Powell, brings together President Clinton, former Presidents Bush, Ford, and Carter, and Mrs. Reagan to recognize and expand the role of | <p>The summit, chaired by Army general (retired) Colin L. Powell, centered on the promise that by the year 2000, two million additional children and youth will have access to the following five basic resources summit leaders say are essential to make it in today's world:</p> <ul style="list-style-type: none"> <li>* an ongoing relationship with a caring adult -- a mentor, coach or tutor</li> <li>* safe places and structured activities during nonschool hours to learn and grow</li> <li>* a healthy start and a healthy future</li> <li>* a marketable skill through effective education</li> <li>* an opportunity to give back to their communities through their own service.</li> </ul>  |

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| AmeriCorps and other service programs  |  |
|  | <a href="http://www.wfn.org/1997/06/msg00261.html">http://www.wfn.org/1997/06/msg00261.html</a>  |
| <b>1997</b> Ernest Lynton Award for Faculty Professional Service and Academic Outreach established                                     | The annual Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach recognizes a faculty member who connects his or her expertise and scholarship to community outreach. Unlike traditional service-learning awards that focus on the link between teaching and service, the Lynton Award emphasizes the connection more broadly to incorporate professional service and academic outreach.   |
|  | <a href="http://www.nerche.org/Lynton/lynton.html">http://www.nerche.org/Lynton/lynton.html</a>  |
| <b>1997</b> National Service-Learning Clearinghouse for K-12 funded by Corporation for National Service at the University of Minnesota | Faculty touch both directly and indirectly the lives of thousands of children, pre-teens, and teens every day. As scholars, they study relationships and social behavior, learning and perception, developmental psychology, and the intersection of learning with race/ethnicity, class, and gender--issues at the core of K-12 education--and they contribute their findings to the public policy discussions and decisions that shape our educational system and its schools. As teachers, they actively reach out to help teachers teach and help students develop language and other skills. As artists in the schools, they teach children the joys and challenges of artistic creation.   |
|  | <a href="http://www2.cla.umn.edu/outreach/prek12_programs.html">http://www2.cla.umn.edu/outreach/prek12_programs.html</a>  |
| <b>1999</b> Fourth of July Declaration on the Civic Responsibility of Higher Education published                                       | The seeds for "Political Education and the Modern University" can be traced to a statement issued in July 1999 by Campus Compact billed as the "Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education." Responding to concern about "the disengagement of college students from democratic participation," the statement challenged higher education to "reexamine its public purposes and its commitments to the democratic ideal." DePauw President Robert G. Bottoms, with a grant from the Mellon Foundation, responded by inaugurating a series of faculty discussions on religion, leadership, and civic responsibility to probe the opportunities and implications of the Campus Compact challenge.                        |
|  | <a href="http://www.collegenews.org/x2077.xml">http://www.collegenews.org/x2077.xml</a>  |
| <b>1999</b> Wingspread Declaration Renewing the Civic Mission of the American Research University published                            | The concern of the USA academic community on the matter of citizenship within higher education institutions is expressed through the Wingspread Declaration on Renewing the Civic Mission of the American Research University (December 1998) and the Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education (Presidents' Leadership Colloquium convened by Campus Compact and the American Council on Education at the Aspen Institute on 29 June-1 July 1999).<br><br>As a result, two parallel projects were launched in Europe and in the United States under the responsibility of the Higher Education and Research Committee of the Council of Europe and a consortium of US researchers and institutional representatives. |
|  | <a href="http://www.coe.int/T/E/Cultural_Co-operation/education/Higher_education/Archives/Sites_of_Citizenship.asp">http://www.coe.int/T/E/Cultural_Co-operation/education/Higher_education/Archives/Sites_of_Citizenship.asp</a>  |
| <b>1999-2000</b> Clearinghouse and National Review Board for the Scholarship of  | The National Review Board considers the Scholarship of Engagement as a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. In essence, it is a scholarly agenda   |

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| Engagement established  | that integrates community issues. In this definition community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.   |
|   | <a href="http://www.coe.uga.edu/scholarshipofengagement/about/FAQs.html">http://www.coe.uga.edu/scholarshipofengagement/about/FAQs.html</a>  |
| <b>2000</b> Kellogg Commission of the Future of State and Land-Grant Universities issues Renewing the Covenant: Learning, Discovery and Engagement of a new age and Different World       | <p>Washington, D.C., March 21, 2000: A university-reform commission has called for a renewal of the historic "covenant" between the American people and their public colleges and universities. Winding up three years of work, the Kellogg Commission on the Future of State and Land-Grant Universities is calling for passage of new federal legislation, a Higher Education Millennial Partnership Act, to serve as the Information-Age equivalent of 19th century legislation that promoted the founding of public universities.</p> <p>In return, the 24 state university presidents and chancellors on the commission lay out a series of commitments that public universities are willing to make to uphold their part of the covenant. These include providing genuinely equal access to students of all ages and backgrounds, as well as "conscious efforts to bring the resources and expertise at our institutions to bear on community, state, national, and international problems in a coherent way."</p> |
|   | <a href="http://www.nasulgc.org/Whatsnew/Press_Releases/Kellogg%20Covenant.htm">http://www.nasulgc.org/Whatsnew/Press_Releases/Kellogg%20Covenant.htm</a>  |
| <b>2000</b> The <u>Annie E. Casey Foundation</u> provided pilot funds for the award   | Provided pilot funds for the award in 2000 and is supporting Minnesota Campus Compact's replication of the Carter Award in Minnesota.  |
|   | <a href="http://www.kairospublishing.org/mcc/carteraward/sponsor.html">http://www.kairospublishing.org/mcc/carteraward/sponsor.html</a>  |
| <b>2001</b> The Learn and Serve America National Service-Learning Clearinghouse, funded by the Corporation for National and Community Service, is awarded to ETR Associates in California | In August 2001, the National Service-Learning Clearinghouse [ <a href="http://www.servicelearning.org">http://www.servicelearning.org</a> ] is awarded to ETR Associates in Scotts Valley, California. The purpose of the Clearinghouse is to collect and disseminate information and materials related to service-learning. Topics include service-learning in: K-12 schools; institutions of higher education; community-based organizations; Indian Tribes and U.S. Territories; especially Learn and Serve America grantees and subgrantees; and AmeriCorps, Senior Corps and other programs and projects involved in service-learning.  |
|   | <a href="http://www.augsburg.edu/education/aacte-ssg/newsletter/SSG_Newsletter_8-0103.html">http://www.augsburg.edu/education/aacte-ssg/newsletter/SSG_Newsletter_8-0103.html</a>  |
| <b>2001</b> First International Conference on Service-Learning Research held  | In October 2001, the long awaited First Annual International Conference on Service-Learning Research was held in Berkeley and brought 350 researchers, policymakers and others interested in service-learning research together to share and hear about new findings, research agendas and explore research interests. This year, we will convene the Second Annual International Conference in Nashville, Tennessee to build on this work. International scholars and practitioners who are actively engaged in service-learning research are invited to present their most recent breakthroughs in research findings, methodological approaches and theoretical advances at all levels: K-12 education, teacher education and higher education. We are also particularly interested in presentations from researchers in related fields whose theoretical or methodological approaches have something to offer to the service-learning research field.   |
|   | <a href="http://www.learningindeed.org/research/">http://www.learningindeed.org/research/</a>  |

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| <p><b>2001</b> Wingspread conference on student civic engagement held</p>   | <p>The Wingspread Summit on Student Civic Engagement was held on March 15 – 17, 2001 at the Johnson Foundation in Racine, Wisconsin. The participants included a group of thirty-three juniors and seniors representing twenty-seven colleges and universities from across the country. These students were nominated by faculty and community service directors and asked to participate for two days in a candid group discussion focused on their “civic experiences” in higher education.</p>   |
|   | <p><a href="http://www.compact.org/wingspread/default.html">http://www.compact.org/wingspread/default.html</a></p>  |
| <p><b>2002</b> The New Student Politics is published by National Campus Compact</p>   | <p>In 2002, Campus Compact published The New Student Politics: The Wingspread Statement on Student Civic Engagement. This volume articulates political and civic engagement as outlined by students at the 2001 Wingspread Summit, examining contemporary models of service and engagement and offering specific suggestions for how campuses can increase their commitment to this activity. The New Student Politics has been distributed to more than 5,000 students across the country. The New Student Politics Curriculum Guide, developed as a faculty companion, has been piloted in 15 courses around the country and will be distributed widely in the next academic year.</p>  |
|   | <p><a href="http://www.compact.org/students/2002review.html">http://www.compact.org/students/2002review.html</a></p>  |
| <p><b>2002</b> Invisible College group establishes itself as a 501c3 and renames itself Educators for Community Engagement</p>                    | <p>Educators for Community Engagement (formerly the <u>Invisible College</u>) is a national membership organization of educators who promote service-learning to build and strengthen community on campus and in society. Georgetown University has been involved with the Invisible College (now ECE) since its inception in 1994, through the work of Patricia E. O'Connor, one of its founding faculty and its Chair from 1999-2000. Many Georgetown faculty, students, staff and community partners are active members. Georgetown University hosted the National Gathering of the Group in 2000. Since its inception, national offices for the Invisible College have moved from Campus Compact in Providence, RI to Portland State University in Oregon, to Georgetown University. As the ECE organization changes to 501c3 status, it will relocate in Indianapolis.</p> |
|   | <p><a href="http://socialjustice.georgetown.edu/teaching/ece.html">http://socialjustice.georgetown.edu/teaching/ece.html</a></p>  |
| <p><b>2002</b> National Campus Compact receives funding thru March 2004 from Pew Charitable Trust for the 'Student Civic Engagement Campaign'</p> | <p>With generous support from The Pew Charitable Trusts, Campus Compact is undertaking a two-year campaign to increase student participation in public life and document the role of young people in working to meet national and community needs. The campaign began in fall 2002 on campuses across the nation with more than 41,000 students participating in civic events, ranging from voter registration drives to forums on community issues. Over the course of the full two years we plan to involve more than 200,000 students in civically related activities.</p>   |
|   | <p><a href="http://www.compact.org/students/2002review.html">http://www.compact.org/students/2002review.html</a></p>  |