Community Service-Learning:
A Strategy for Preparing Human Service-Oriented Teachers

By Rahima C. Wade & Jeffrey B. Anderson

From Washington to Vermont, from Minnesota to South Carolina, colleges of education across the country are implementing community service-learning experiences in their teacher preparation programs. Supported by the increasing recognition of the value of experience-based practica in teacher education and impelled by the escalating needs of our troubled youth and society, teacher educators are creating new partnerships with community agencies to meet critical needs and to provide challenging learning experiences for our students.

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We contend that community service-learning—the integration of community service with academic skills and content—is a promising strategy for developing human service-oriented teachers who will work in schools with integrated services or in other social service settings. In the remainder of this paper we support this assertion through five efforts. First, we situate service-learning in the context of the need for human service-oriented teachers. Second, we present a definition of community service-learning, its current status in education, and a brief discussion of the research on student benefits of service involvement.

Next we provide examples of service-learning practice from four teacher education programs. Following these examples, we discuss why community service-learning is a particularly effective strategy for developing human service-oriented teachers and, finally, we raise some issues about the challenges of implementing service-learning in teacher education programs.

The Need for Human Service-Oriented Teachers

In the late 1970s and early 1980s, some teacher education programs began collaborating with human service departments on their campuses to better prepare teacher education students for the growing phenomena of teacher employment in businesses, prisons, social service agencies, and other community organizations (Brittingham & Kelly, 1980; Ducharme, 1980; Nash & Ducharme, 1978). In the 1990s, a new trend in the interface between educators and community agencies is emerging. Increasingly, teachers don't have to leave the public school setting to collaborate with human service agencies. Community professionals are setting up shop inside or near the school walls, providing counseling, medical, dental, and other human services to both school children and their families (Lawson, 1994; Pennekamp, 1992).

The development of schools with integrated services is a response to the growing social, emotional, and health needs of children and families. While planned and coordinated social services at school sites are currently the exception rather than the rule in the United States (Pennekamp, 1992), teachers in all parts of the country face the influences of social problems on students' academic, social, and personal development. Whether teachers are collaborating with an agency as part of a social services team, are seeking referrals on their own for a child in need, or are employed by human service agencies, they **all** require the knowledge and skills of the human services professional.

Essays from both the 1970s and the 1990s stress the importance of preparing human service-oriented teachers and recommend needed skills and attitudes (Lawson, 1994; Nash & Ducharme, 1978; Pennekamp, 1992); yet educators have proposed only a few concrete suggestions for change in teacher education programs. Hal A. Lawson (1994) and others have called for interprofessional preparation programs. Robert J. Nash and Edward R. Ducharme (1978) advocated placing student teachers in different types of educational institutions. John A. Bucci and Ann F. Reitzammer (1992) suggested inviting human service personnel on campus, arranging field placement or shadowing experiences in social service agencies, and making several modifications to the content of required teacher education courses. While all of these ideas have merit, we also believe that community service-learning is an especially promising strategy for preparing human service-oriented teachers.

Community Service-Learning

Community service-learning is the integration of meaningful service to one's school or community with academic learning and structured reflection on the service experience (Cairn & Kielsmeier, 1991). In developing service-learning projects, teachers and students must assess local needs and collaborate with social service agencies working on those needs in the community. Examples of service-learning in public schools include conducting oral histories with senior citizens as part of the social studies curriculum or baking bread for the local soup kitchen while learning math and language arts skills. Service-learning activities in teacher education programs might involve working with school children on the projects above, helping homeless children with academic and leisure activities, or tutoring children after school in math at the local YMCA. Service-learning is not an add-on to the curriculum; rather, it is a method that asks students to apply academic skills and content to the act of serving others in the community or school.

Community service is a long standing tradition in American society that has recently engendered great interest in the educational arena. While the term "service-learning" was coined in the 1970s, the pedagogical notion of integrating service into the curriculum is solidly based on the work of numerous prominent educators in our nation's past including John Dewey, Ralph Tyler, and Hilda Taba. Their voices are joined by contemporary educators, such as John Goodlad, Ernest Boyer, and Ted Sizer, who have also recognized the benefits of students' active involvment in meeting community needs (Kinsley, 1992). Service-learning is philosophically consistent with current reform efforts such as site-based management, teacher empowerment, cooperative learning, shared decision-making, and authentic assessment. In teacher education programs, instructors have been able to connect service-learning with professional development schools, Goals 2000, integrated curricula, and constructivist teaching as well. While at times service-learning efforts may be in competition with some of the other reform efforts for limited financial and personal resources, in our experience we have found service-learning to be a convenient and practical vehicle for actualizing many of these reforms. For example, when conducting a carefully planned service-learning project, students are able to practice the use of higher order thinking, moral development, and cooperative learning within the context of activities that provide valuable contributions to the community as well.

A number of recent research studies and reports dealing with educational change have called for youth service initiatives (Carnegie Council on Adolescent Development, 1989; Hamilton, 1990; Sarason, 1991; William T. Grant Foundation, 1988, 1991). Prominent education organizations such as the Association for Supervision and Curriculum Development, the Council of Chief State School Officers, and the National Association of Secondary School Principals have strongly endorsed service-learning. These appeals have been supported by hun-

dreds of millions of dollars of federal funding for service-learning programs granted to schools, universities, and community-based agencies in 48 states since 1990 (Com-mission on National and Community Service, 1993). Service learning programs in every state in the nation will likely continue to increase in the coming years with technical and financial assistance from the Corporation for National and Community Service, established by the 1993 federal National and Community Service Trust Act.

While the research on service-learning is still in its early stages and results are far from conclusive, service-learning activities have revealed many potential benefits for students at all levels. Public school students have developed increased self-esteem and self-efficacy, enhanced motivation and interest in school, and greater academic achievement and social responsibility as a result of service-learning involvement (Conrad & Hedin, 1991; Greco, 1992; Harrison, 1987). Research on college students' involvement with community service has shown strong effects on students' personal development, career awareness, choice of a service-oriented career, and self-efficacy regarding the ability to help solve societal problems (Eyler & Giles, 1993; Salz & Trubowitz, 1992; Tuller, 1993).

The research on preservice teachers' involvement with service-learning activities reveals both personal and career-oriented benefits. While we have not yet studied the effects of service-learning involvement on future teaching, preservice teachers have evidenced learning as a result of their service involvement that is likely to contribute to their being more effective in the classroom, particularly with children from diverse or troubled backgrounds. Following participation in a service-learning course or internship, teacher education students have learned about the importance of being aware of community service agencies (Anderson & Guest, 1993), increased their knowledge of and commitment to working with culturally diverse student populations (Tellez & Hlebowitsh, 1993), and developed an awareness of how children's home lives affect their learning in school (Wade, 1993).

Why does service-learning have such transformative effects on students of all ages? Perhaps because experience is the best teacher. Cognitive theorists, beginning with Aristotle and Rousseau to Piaget and Dewey as well as Coleman and Kolb, have asserted that direct experience and reflection are essential to effective learning. "Real learning and intellectual development occur as the individual interacts with the environment, with experience serving variously as a source of knowledge, a stimulus for thought, and a guard against meaningless abstraction" (Conrad, 1991, p. 544). Studies by Gary Phillips (cited in Cairn & Kielsmeier, 1991) have revealed that retention of knowledge is connected to those senses that are stimulated in learning. While we only remember 10 percent of what we hear, 15 percent of what we see, and 20 percent of what we see and hear, we retain 60 percent of what we do, 80 percent of what is done actively with reflection, and 90 percent of what we teach others. Thus, the deep effects of service-learning are likely due to its experiential and reflective nature.

Community Service-Learning in Teacher Education: Four Programs

We describe four programs here to represent the range of service-learning activities currently in practice in schools, colleges, and departments of education at the higher education level in the United States. While diverse in geographical area and type of program, they all illustrate how community service-learning can provide teacher education students with the skills, knowledge, and attitudes needed by a human service-oriented teacher.

An Urban Community Experience: The University of Houston

Teacher educators at the University of Houston believe that urban teachers should receive their professional preparation in the urban environment. They hope to educate future teachers who will resist formulaic approaches to instruction and who will see their profession as integrally linked with the improvement of society. They want their students to understand the relationships among the dominant culture ideology, the disaffection among people of color, and the disenfranchisement of those for whom poverty is a way of life.

Initial efforts to raise student consciousness of these issues centered around an assignment to complete a community study of a neighborhood school. The Houston teacher educators, disappointed with the results of students' ethnographies, lamented, "many students wrote passages that showed little insight into the conditions of those they saw and often observed from the distance of their car windows" (Tellez & Hlebowitsh, 1993).

While unsure about whether their lack of success with ethnographic methods was due to their own explanation of the project or their students' wariness of urban neighborhoods, the Houston teacher educators searched for an alternate way to help their students appreciate the lived experience of inner-city youth and to better understand the social context of inner-city problems. Believing that "there was simply no substitute for experience," Kip Tellez and his colleagues decided to immerse the future teachers in social service work with community agencies.

With the help of the University's volunteer program, students were placed in Chicano family centers, YMCA afterschool programs, community health centers, homeless shelters, homes for crack mothers and their children, and other agencies meeting critical community needs. The assignment to volunteer, while an optional component of a four credit introductory "Learn to Teach" course, is chosen by over 80 percent of the course's 250 students each semester. Students must complete at least 20 hours of volunteer work with a culture with which they are unfamiliar; they reflect on their learning through both in-class discussions and the writing of a final report.

The success of students' experiences are revealed in their volunteer reports, where they are invited to respond to a few key questions: "What can schools do to

address the kinds of social problems that you saw during your volunteer experience? What surprised you and why? Would schools be different places if all educators shared your volunteer experience?" The depth of students' responses to these questions is enhanced by 45 hours of required public school observations during the same semester as the community volunteer work.

Student responses have revealed a new understanding of the connection between teaching and social services. One student wrote that teachers have "to act as a caseworker many times to try to find out what is really going on in the child's life" (Tellez, Hlebowitsh, Cohen, & Norwood, in press). Another student who volunteered in a shelter for battered women noted that "so many schools stress academics without considering the children's personal situations" (Tellez & Hlebowitsh, 1993). Many students encounter their misconceptions about cultural groups and people with low incomes, resulting in a new perception about the role of the teacher. One student stated, "I know teachers are there to teach all the content areas and all that, which is a lot of work, but they're also there for the child's psychological benefit" (Tellez *et al*, in press). Interviews with students have also revealed an internalized dedication to working with urban youth and the belief that volunteer experience can positively influence one's future teaching.

Intergenerational Service-Learning: The University of Iowa

Service-learning in the elementary teacher education program at The University of Iowa is the centerpiece of the required social studies methods course. Given that the goal of social studies instruction is informed and active involvement in the social and political life of the community (Barber, 1989; Engle & Ochoa, 1988; Rutter & Newmann, 1989), service-learning is presented as a means for both learning about social issues and agencies in the community as well as for actively engaging students in meeting critical community needs.

Through the Youth and Elderly in Service (YES) project, two teacher education students meet weekly with one senior citizen and one child from a single parent family for shared activities. The foursomes play educational games, write poetry together, go out for ice cream, feed the ducks along the Iowa River, talk about "the old days," or make craft projects. Project activities vary based on the ability level of the senior and the interests of all participants.

Two community agencies have been involved with YES from its inception, the local Retired and Senior Volunteer program and Big Brothers/Big Sisters of Johnson County. Coordinators from these agencies come to the methods class each semester to orient the teacher education student to: (a) the characteristics and needs of their clients; (b) the legal requirements for participating in YES; (c) the services their agencies provide for the community; and (d) the links between their agencies and the public schools. They also assist with recruitment and screening of YES seniors and children as well as help with "troubleshooting" throughout the semester-long experience. The implementation of the YES project has also been assisted

by funding from both the Iowa Department of Education and the Fund for the Improvement of Post Secondary Education.

Not all teacher education students start the semester enthusiastic about the YES project; many are apprehensive about how they will coordinate and plan positive experiences for all involved. One student confessed, "In all honesty, when we were first informed of this project, I didn't expect it to be very successful or even very fun. I never expected such a special relationship to develop between a child and a senior." Although some students have not had an entirely positive experience with the YES project due to conflicting personalities or flagging interests of some of those involved, most find it to be a valuable learning experience. Students reflect on their experiences through the creation of a portfolio and through in-class discussions.

Students have cited a wide range of insights from their YES participation. Some realize the value of community work and the importance of services provided by community agencies. Others develop an appreciation for their own families, grandparents, and lifestyles compared to others in their YES foursomes. Students make new observations about themselves as patient, flexible, or able to plan or communicate effectively; and they begin to understand the importance of these behaviors to their future teaching.

One of the most meaningful aspects of student learning focuses on the children's home lives. The YES project takes place after school; therefore, most of the students pick up and drop off the child at home. They begin the project with a home visit to meet the parent and child and also have frequent exchanges with the parent throughout the semester. One student wrote, "I have learned that a teacher must understand that not every child comes from a wonderful, nurturing family. This project has opened my eyes and has made me aware that when I become a teacher I mustn't forget about outside forces that can have an affect on the children in my classroom."

Many of the students write that they plan to incorporate service-learning, and in particular intergenerational activities, in their future teaching. This semester, 24 student teachers are completing service-learning projects in student teaching. In a related study, Wade (1993) found that many students continue to be actively involved in the community and to focus on social issues in their first year of teaching. As one confident student observed, "[Service-learning] will be so much easier to accomplish since I have experienced it first hand."

The Community Internship: Seattle University

The Community Internship, a two-credit course required of all prospective teachers in the Master in Teaching (MIT) program, is supported by Seattle University's Jesuit tradition emphasizing the nobility of the human person and relating to others in the community through service, love, and knowledge. MIT faculty believe that effective educational reform requires teachers to act as moral agents to

improve the lives of their students and the well-being of the school and community (Anderson & Guest, 1994; Goodlad, Soder, & Sirotnik, 1990).

The goal of the Community Internship is to facilitate teacher education students' understanding of the benefits of expanding schooling to involve collaborative efforts with the larger community. Through participation in the design and implementation of community service-learning projects in K-12 schools or through placements in community social service agencies, MIT students develop the knowledge, skills and attitudes necessary to work in concert with human service professionals to more fully meet the needs of children and families.

The internship consists of five distinct components: (1) an orientation to service-learning and the internship requirements; (2) the 25 hour internship in either a public school service-learning program or in a human services agency; (3) classroom instruction in service-learning as a teaching method; (4) a conference where all involved can reflect on their interprofessional collaboration; and (5) small group reflection sessions following the conference. These activities have been supported by a grant from the Corporation for National and Community Service.

In the course of completing the Community Internship, MIT students work closely with social workers, counselors, public administrators, nurses, occupational therapists, psychologists, clergy, law enforcement personnel, lawyers, and doctors. For example, two MIT students spent more than 40 hours helping to develop a service-learning project in a second-grade class in conjuction with a nearby public health clinic. After meeting with clinic staff to learn about the needs and problems of the agency, MIT students assisted the second-graders in bringing more preschool children to the clinic by "recruiting" neighbors and friends and creating posters stating the benefits of visiting the clinic. The MIT students also created lesson plans integrating the service activities with a unit on the human body, team taught with the public health nurse.

After completion of the project, one MIT student expressed that the experience was "extremely rewarding." She continued, "I felt that I served a genuine need and felt really proud of what I was able to pull together as a liason between the clinic and the school. It was wonderful when I was able to set up meetings between both parties and see the pieces start to come together."

MIT students indicate a number of benefits as a result of the Community Internship. First, they develop an appreciation for the educative role played by other professionals. Second, they increase their understanding of the importance of working with families, not just individual children. Students frequently cite greater comfort and ability to work successfully with students and families from cultures other than their own. They also come to appreciate the economic and logistical contraints placed on families and social service agencies. Finally, the students develop a heightened commitment and ability to work effectively with professionals from a variety of fields, while maintaining a strong professional identity as school teachers.

The Big Buddy Program: Queens College, Flushing , New York

In 1989, Queens College began a project aimed at ameliorating the devastating effects of homelessness on children. Recognizing that the problem of homelessness in New York City had grown to staggering proportions, Professors Arthur Salz and Julius Trubowitz developed a program simple to describe yet extensive in its effect on homeless children, their predominately single parents, and the college students involved.

In the Queens College Big Buddy program, a college student is paired with a homeless child and together they spend a full day each Saturday participating in a variety of educational, cultural, and recreational activities. The day begins at 10 a.m. when the student arrives at the hotel which houses the homeless families, chats briefly with the mother, signs out the child, and indicates their destination. Students take the homeless children on subways or buses to other parts of the city to tour museums, view performing arts or sports events, walk through the zoo, or simply eat lunch and play frisbie in a park. Grant funds provide each Big Buddy with $10 per outing to cover transportation and entrance fees. The program seeks to address both the affective and cognitive needs of the children by providing them with a mentor who serves as a friend, guide, confidante, and role model (Salz & Trubowitz, 1992).

Community members and faculty from the School of Education developed the program together. Social service agency members, local school district personnel, and parents in the homeless shelter have provided key perspectives to establishing a workable program. Following a campus-wide recruitment effort, potential Big Buddies are interviewed by Salz and Trubowitz and, upon acceptance in the program, attend an initial all-day orientation conducted by the faculty. Program participation is concurrent with students' registration in a year-long six-credit elective course offered through the School of Education. About 40 students each year, including many non-education majors, become Big Buddies. Students involved in the program attend a seminar every other week to brainstorm solutions to problems and discuss the relevance of their volunteer experience to their future careers. The Big Buddies also keep weekly journals to reflect on the impact of their experiences for the children and themselves.

As with many service-learning programs, considerable time and effort were involved in initial recruitment and development of the program. The Queens College faculty note that the hiring of two project coordinators has been critical to their success. Lynette Grate, assistant principal at Louis Armstrong Middle School in Queens, and Cheryl Marmon-Halm, supervisor of early childhood education for District #29 in Queens, supervise the pick up and drop off of the homeless children each Saturday, lead the bi-weekly seminars, and coordinate a supportive self-help group for single mothers at one of the three homeless hotels in the program.

The Big Buddy program has had numerous positive effects on the homeless

children involved, including improved attitudes toward and performance in school, a greater sense of security in a positive relationship, and the expansion of children's awareness of the world around them. The college students also benefit as they recognize the importance of making a difference in a child's life and gain firsthand knowledge of social service agencies and their role in helping homeless families. Some students attribute new meaning in life or important changes in themselves to the experience of being a Big Buddy. One college student shared, "I've gained a lot of patience, understanding, and compassion. Carlos has made me into a different person" (Salz & Trubowitz, 1992).

Community Service-Learning for Human Service-Oriented Teachers

Bucci and Reitzammer (1992) assert that teacher education programs should address three broad areas of change in preparing human service-oriented teachers: transforming teacher attitudes, extending knowledge of human services, and developing collaboration and referral skills. Following are the reasons why community service-learning can be an effective strategy for meeting all of these goals in teacher preparation programs. (Table 1 provides a summary of the benefits of service-learning for a human service-oriented teaching profession).

Changing Teacher Attitudes

It is a well-known fact that most students enter teacher education programs with a set of largely traditional views about teaching acquired through over a dozen years of schooling and that they often maintain these views despite teacher educators' efforts to change them (Diez, 1989; Hollingsworth, 1989; Kagan, 1992; O'Loughlin, 1988; Zeichner & Tabachnick, 1981). If preservice teachers are to view learning as more than an individualistic, academic activity, they must have direct experiences that help them become aware of the presence of social issues in children's lives and the importance of a team effort in addressing children's social and personal development as well as their academic growth. Based on the power of experiential learning, students' involvement in the community coupled with reflection on their experiences is likely to be a more powerful teacher than simply reading an article or participating in a class discussion.

In addition to the notions of schooling as primarily academic and individualistic, service-learning challenges another idea common among preservice teachers: that learning should take place predominately within the confines of the school. Preservice teachers who develop a commitment to service-learning come to recognize the importance of civic involvement in their students' development. In the process of planning service-learning activities, teachers must assess community needs, collaborate with agency workers, and take their students out beyond the classroom walls. While some teachers might initially get involved with service-

learning because it promotes academic achievement (Conrad & Hedin, 1991), they soon come to value the promise service-learning holds for students' social and personal growth as well.

Knowledge of Human Services

As preservice teachers work on community projects they learn about the services provided by local agencies, the children and families who receive those services, and the communication and problem-solving processes employed. Working alongside agency members to provide these services or address community problems brings additional insights that could not be obtained as readily or internalized as thoroughly through observation or shadowing. Preservice teachers working in community programs experience and reflect on the challenges, frustrations, successes, and failures of their efforts. Projects such as YES and the Big Buddy program enable students to develop firsthand knowledge of children's home lives as they meet and interact with children's parents or pick up the children at their homes for the service activity. In the programs at Seattle University and the University of Houston, students learn about and choose from a variety of human service agencies and in most cases work on-site at the agency for the semester. As preservice teachers reflect together in seminars and courses on their service-learning

Table 1

Benefits of Service-Learning for Preparing Human Service-Oriented Teachers

- Recognizing the influence of social issues on children's personal lives and school performance.
- Viewing schooling as a social and community-oriented endeavor.
- Believing that the role of the teacher encompasses attention to community issues and children's lives outside the school.
- Valuing students' social and personal, as well as academic, development.
- Becoming aware of social service agencies that work with children, families, and schools.
- Learning about the services provided by community agencies.
- Learning about different populations, including children and families, that receive social services.
- Learning about how community agency workers communicate and solve problems.
- Learning about the frustrations and joys of working as a team member.
- Understanding the importance of teamwork in meeting children's needs.
- Developing skills in collaboration, communication, planning, and problem solving.

activities, they also learn about additional community agencies and the challenges of working with different community populations.

Developing Collaboration and Referral Skills

Effective service-learning projects in teacher education involve collaboration with fellow students, community agency members, and faculty or graduate assistants supervising the projects. Students recognize from firsthand experience that they could not have met the needs of the individuals with whom they worked without the insights, knowledge, and support of all these partners. For example, in the YES project, students collaborate with a partner from their methods class, a child, a senior citizen, and their university supervisor as well as community agency members from the local Retired and Senior Volunteer Program and Big Brothers/ Big Sisters. These multiple collaborations reveal to students both the difficulties and the benefits of working as a team member.

The projects also call upon faculty to model collaboration with others in the community as they establish and maintain service-learning experiences; thus, faculty involved in coordinating service-learning experiences can speak directly about their frustrations and successes in networking with others. Faculty at Seattle University, for example, have made many agency visits and networked with community members to establish their program. Hopefully, both the modeling of these behaviors and students' direct experiences in collaborating with social service agency workers will enhance the likelihood of their willingness as novice teachers to seek out and make referrals to local agencies on behalf of their students.

Taking Up the Challenge: Incorporating Community Service-Learning in Teacher Preparation Programs

Changing the nature of teacher education programs toward preparing human services-oriented teachers is no small challenge. Human service education programs can suffer from slapdash efforts to organize courses or internships and lack of faculty consensus that the program is valuable, resulting in small, overworked staffs or fuzzy program goals (Nash & Ducharme, 1978). The tendency toward separatism in professional educational programs on university campuses has been well-documented (Kirst, 1991) and, indeed, some integrated services schools thrive without even the awareness, let alone the collaboration, of the local university (Lawson, 1994). Perhaps the greatest challenge to preparing human service-oriented teachers lies in the universities' support for the traditional view of schools as "stand-alone institutions for children's cognitive-academic development in which educators do everything and do it alone " (Lawson, 1994, p. 70).

Community service-learning is certainly not exempt from these contextual issues; teacher educators must consider them in constructing sound programs. We

have just begun to learn how to effectively develop service-learning programs in teacher education. Evaluation and research on both program process and results are relatively limited at this time; it is critical that we build the time and expertise into service-learning projects to not only coordinate the activities successfully but to monitor our efforts and systematically research project outcomes. We also need to make sure that service-learning activities meet both important needs for the community **and** essential learning goals for our students.

Service-learning projects take time, yet there are many places they can be integrated in teacher education programs. Methods courses, electives or independent studies, and practicum or student teaching experiences all provide suitable opportunities for the infusion of service-learning. Service-learning should be viewed as a method for teaching course content, rather than a subject area in itself. For example, in Wade's social studies methods course and related practicum, service-learning is a practical vehicle for bringing about students' understanding and commitment to the major goal of the social studies: active citizenship.

While our efforts to infuse service-learning in teacher preparation involve multiple challenges, there are four factors specific to service-learning that may assist teacher educators in this pursuit. First, community service-learning is not only a means for developing a human service orientation among teachers. It is also an effective teaching strategy for K-12 classrooms. Thus, even teacher educators who do not feel strongly about preparing teachers for working in schools with integrated services may support service-learning involvement as a teaching strategy for enhancing student motivation, self-esteem, social responsibility, and academic achievement.

Second, there are a number of local, state, federal, and private sources of funding for establishing service-learning programs in higher education. Over the past two years, we have been able to obtain funds through community agencies, state departments of education, the Corporation for National Service's Learn and Serve Higher Education program, and the Fund for the Improvement of Post-Secondary Education. We strongly recommend that teacher educators interested in getting involved with service-learning seek support and ideas from these organizations and particularly the service-learning coordinator at their state department of education. Also, the Council of Chief State School Officers (1995) recently published a monograph on service-learning in teacher education that provides helpful ideas for getting started.

Third, service-learning programs often engender support from local social service agencies because they place community needs at the center of their efforts. Gardner (1992) recommended that any interprofessional education program pass the test of providing useful assistance to local service providers, coalitions, and community-based organizations. Community service-learning programs pass this test with flying colors and, at the same time, provide effective learning experiences for teacher education students.

Finally, there are a number of professional organizations that support service-learning program development through technical assistance and publications, notably the National Youth Leadership Council in Minneapolis, Minnesota, and the National Society for Experiential Education in Raleigh, North Carolina. Both of these organizations hold annual national conferences to highlight new research developments and effective program practice in community service-learning.

While service-learning will always require the time and energy of committed faculty to maintain successful programs, we have been continually inspired and rejuvenated by both the learning for our students and the benefits to the community that service-learning provides. Our resolve in a community-based approach to teacher education has also been strengthened by the sincere efforts of many community agencies to work with us in developing programs for their clients and our students. Service-learning is grounded in the belief that it is everyone's duty to help improve their communities. As teacher education students engage in service-learning activities, they develop an ethic of caring and collaboration that, in the long run, will benefit themselves as well as the familes and children of their future school communities.

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