Like many people, Sarah M. Harris ’11 is in search of deeper spiritual meaning. So when the opportunity to live in an environment surrounded by other students also looking for a faith-based connection presented itself, she jumped at the chance to be included.

The Interfaith Living and Learning Community debuted this year as a special interest residential option for students and is geared toward those who either associate themselves with a particular faith or are simply interested in conversations about faith, religion and spirituality. Students choosing to live on the Interfaith floor make a commitment to the experience of living together and learning from one another.

“The Interfaith Floor has definitely been helpful and taught me a lot about what faith really is and how we view it in our society,” said Harris, a cognitive science major. “Religion can be very divisive, but talking about what we believe with people we respect is beneficial to everyone and can be a really good way to bring people together.”

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The Interfaith floor went from an idea to a reality in just over a month last spring, said Kurt Nelson, multi-faith program advisor for the Tucker Foundation. Through Nelson’s work with the Multi-Faith Council at Tucker, the idea developed that students strongly connected to their faith or those seeking a connection might want to live with each other. With the support of the Office of Residential Life, the ground floor of Ripley Hall became the Interfaith Living and Learning Community.

"I had to make a lot of hard decisions," Nelson said. "I tried to get a good balance of traditions and genders. But it’s a good problem to have."

There are few hard and fast rules on the Interfaith floor but one definite no-no is any attempt to convert someone to someone else’s beliefs. However, none of the participants have crossed that line.

"I think most people have this misconception that the floor is ‘religious’ and that you have to be ‘religious’ in order to be on the floor," said Ahmad S. Nazeri ’11, a Muslim and the undergraduate advisor for the floor. "However, that’s not true. It’s a floor that welcomes and encourages ideas, thoughts and beliefs of a diverse student group. This term, we have students who range from agnostic to those looking for a religion to others like myself who consider themselves part of a specific religion."

Samuel M. Lloyd ’11 said being a member of the Multi-Faith Council played a key role in his decision to move to the floor. Although he grew up in a Christian household, he doesn’t associate himself with any one faith.

"I found so much value in the ability to hear others speak about their religious and spiritual experiences and how those have shaped their opinions and mental framework – because I could relate them to my own experiences," Lloyd said. "In my view, faith and spirituality are such intimate phenomena that the opportunity to live with others as interested in opening up to discuss these topics as I am was too perfect to pass up."

After a successful first term, there are no plans to expand the Interfaith floor to include more students, said Nelson.

"I think right now it is exactly where we want it to be," Nelson said.

Reprinted with permission from the Dartmouth Office of Public Affairs.
One of the benefits of my new job is that my new office has a window that allows me to gaze upon the grave of Eleazar Wheelock. William Jewett Tucker is buried in this cemetery as well, and, when the snow melts, I am going to find his grave. Now, this is not a funeral—though I do feel a bit like Tom Sawyer having the joy of attending his own funeral. It is rather a celebration of the continuing life of the Tucker Foundation. But the graves of Eleazar Wheelock and William Jewett Tucker remind me that our lives are brief, and, by the grace of God and our own courage, we may either make them stand for something good, or we may live them in the pursuit of things that do not matter. And the Tucker Foundation’s mission, in its various aspects, is to encourage students to think about things that matter, and to act upon them.

So, I am here because Eleazar Wheelock made a long trek up the Connecticut River. He was a man with a mission. His mission of training clergy for Christian evangelization, with special attention to Native Americans, has become controversial and somewhat problematic. It is not a mission that I can share, explicitly. But I can take from President Wheelock, and from President Tucker, the conviction that life has a moral purpose, and that our most important work is to realize and embody that moral purpose.

I have been reading a book about John Ledyard, the early American explorer who entered the college in 1772 and was one of Dartmouth’s most famous non-graduates. He and Eleazar did not get along well. Indeed, Ledyard made himself a canoe and navigated all the way down the Connecticut River to his home in Hartford, CT just before he was to be expelled from the college for, among other things, non-payment of his bill. Ledyard had already incurred President Wheelock’s displeasure by submitting a petition that the college curriculum should allow time “for stepping the Minuet and learning to use the Sword.” The same book reports that President Wheelock, in his annual report for 1772, stated that “I have not heard a profane word spoken by one of my number, nor have I reason to think that there has been one for three years past.” That is a record that probably would not stand now for three minutes. We live in a very profane culture. The problem with a profane culture is that it discourages conversation about what is truly good or holy. Indeed, it sometimes mocks such conversation. One of the Tucker Foundation’s jobs is to oppose profanity—necessarily in the narrow sense that President Wheelock apparently did, but in the broader sense of supporting Dartmouth students as they search for the good and true and holy in a culture that sometimes makes them doubt that there is any such thing.

William Jewett Tucker was, by all accounts, a more appealing and warmer figure than Eleazar Wheelock. His conceptions of religious commitment and social concern were broader, but his commitment to the moral and spiritual dimensions of education was no less firm. If the Presidents of Dartmouth College constitute the Wheelock succession, then I would propose that the deans of the Tucker Foundation constitute the Tucker succession, or perhaps the Fred Berthold succession. And as I gaze out of my office window at the snowy cemetery where the bodies of both presidents rest, aware as I am that we all will soon lie in a similar place, I vow to keep trust with them. They are why I am here in this place.

And so we conclude, and so we begin. Be blessed for having come. Be blessed in your going. Be blessed in your conversations, and in your silence. Be blessed in every moment of life, and be blessed in your death. Be blessed in all eternity, in the name of God. Amen.
In the early 1990s, the Class of 1959 was searching for a way to bring their class closer together. The class settled on the idea to fund community service internships for Dartmouth undergraduates and have each mentored by an alum. The Dartmouth Partners in Community Service, or DPCS, was introduced at the 35th reunion of the class in 1994.

The mentorship component makes the Dartmouth Partners in Community Service program a standout among like programs.

“We didn’t want to simply write a check from the class to the college,” said Doug Wise, marketing chair for DPCS’s Alumni Board. “Rather, we wanted to directly benefit the undergraduate experience at Dartmouth. DPCS was something in which we could all take pride and have the whole class rally around.”

This year the Class of ’59 celebrates not only its 50th reunion but 15 years of success with DPCS. Administered by the Tucker Foundation, DPCS participants enter into internships lasting 8-10 weeks at non-profit community service organizations (CSOs) across the country. Students receive a stipend to help defray living expenses that comes from funds raised by the Class of ’59 and 10 other alumni classes.

Mentors for the program can come from any class, as long as the alum either resides in close proximity to the student or works in a field related to the student’s internship. What makes the mentorship valuable is having someone the student can talk to and receive advice from about the internship or their personal lives.

“It’s an intriguing part of the program,” said Class of ’59 President Chris Cundey, talking about the mentor pairings. “It opens up all kinds of avenues for discussion. Some of these connections turn into friendships that last.”

Katherine Carey ’09, an intern last summer with one of the Children’s Aid Society summer camps in the Bronx N.Y., was mentored by Karl and Linda Holtzsche.

“Karl, Class of 1959, is one of the original founders of this program,” she said. “He and his wife were fantastic. I could not have asked for better mentors. As soon as I moved to NYC, they took me out to dinner and made me feel very welcome. They also had two DPCS get-togethers for all the interns and mentors in NYC last summer.”
DARTMOUTH COUNCIL

on Service and Engagement Answers Obama’s Call to Service

Dartmouth College responded to President Obama’s “Call to Service” on February 5, 2009 by convening its first Council on Service and Engagement. The charge to the Committee from Dean of the College Tom Crady and Dean of the Tucker Foundation Richard Crocker reads as follows:

Much good service and engagement work occurs at Dartmouth College, but efforts lack coordination and intentionality across the campus. Given Dartmouth’s mission to prepare students for a lifetime of learning and responsible leadership and in response to President Obama's “Call to Service,” the Council on Service and Engagement is charged with sharing information and best practices, coordinating efforts, determining possible new emphases and issues to address, and advocating for “high-impact” learning and assessment practices locally, nationally, and internationally.

The group meeting on February 5 represented Greek life, residential life, assessment, diversity programs, student activities, the women’s center, and, of course, the Tucker Foundation. Members shared the current work they do to engage students in service. Future topics for exploration will include how service is defined on campus, how to foster reflection, service experiences students bring with them from high school, how students get involved in service at Dartmouth, how to measure the effects of service on students, etc. The group will meet monthly.

President Obama’s Call to Service, January 2009:

“Every time our nation faces crisis, our national experience has shown that Americans will rise to the challenge. While government has an important role to play in helping rekindle our economy and addressing the problems of a distressed nation, President-elect Obama believes each of us, as Americans, have a responsibility to do what we can for our communities and fellow citizens. We are one nation.

The United States is once again at a crossroads and that is why the President hopes to rally our nation to commit to service in our communities. We are asking for your organization’s participation in meeting this challenge.”

Update:
The Class of ’59 Announces New Post-Graduate Program

In light of the success of the DPCS program, in the fall of 2009 the Class of ’59 will launch the Dartmouth Partners in Community Service Post-Graduate Fellowship Program. The program will place graduating Dartmouth students in year-long positions in public interest organizations in the United States.

The DPCS Post-Graduate Fellowship program will be a collaborative program of the Tucker Foundation, Career Services, and DPCS. This new program will be made possible by the generous financial support of the Dartmouth Partners in Community Service Board, and staffing support from Career Services and the Tucker Foundation. In a time of strong budget concerns, we are especially pleased that DPCS has made it possible for us to introduce this new program!

"The United States is once again at a crossroads and that is why the President hopes to rally our nation to commit to service in our communities.”

Carey, a native of Duluth, MN, was out of her comfort zone while working in the Bronx, but the entire experience was a good one for her, she said.

"I feel like this internship challenged me exactly the way it should have,” Carey said. "I feel like I understand so much more about issues like poverty and the achievement gap now that I’ve directly seen them and how they affect people. You can only understand things like that up to a certain point if you have never even met anyone who is actually affected by those issues. It made the issues much more important to me and much more urgent.”

Approximately 400 students have been placed in DCPS internship programs throughout the country since the program’s inception, and more than 150 alumni have served as mentors.

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"Class of ’59 Celebrates Half-Century Anniversary, Hallmark Program” continued......
In less than a year’s time, the Dartmouth chapter of Habitat for Humanity has built a house from the ground up, relying largely on the efforts of student volunteers. On March 8th a dedication ceremony will commemorate the successful completion of this Habitat house built by Dartmouth for the Tremblay/Clark family of Lebanon, NH. Habitat for Humanity, however, is not Dartmouth’s only connection to Rhonda and Baleigh. For four years now, Dartmouth has played an active role in their family. Through the Big Brothers, Big Sisters program, Hanna McLaughlin ’09 has had the opportunity since her freshman year to serve as a mentor and role model for Rhonda’s daughter, Baleigh.

Through her involvement with Big Brothers Big Sisters as Baleigh’s mentor, Hanna McLaughlin has watched Baleigh grow from age six to age nine. From ice-skating and sledding to baking cookies and attending Baleigh’s basketball games, McLaughlin has remained involved in Baleigh’s life despite the obstacles posed by the busyness of college life in general and the D-Plan in particular. “Baleigh is an only child, so I think it’s great that I am able to be a role model for her and offer her the companionship of an older sister,” said McLaughlin.

Particularly touched by the time she was invited to celebrate Baleigh’s birthday with her and her family, McLaughlin reflected on how her relationship with Baleigh has helped to shape her overall Dartmouth experience. “My time spent as Baleigh’s Big Sister has probably been a more rewarding experience for me than for her. I have learned so much and never cease to be amazed by Baleigh’s mom, Rhonda. She is a phenomenal mom,” said McLaughlin.

From the start of the construction of Rhonda and Baleigh’s Dartmouth Habitat home last May, McLaughlin remembers the initial excitement, stopping by often to talk with the family about progress on the house and how things were going. Likewise excited for Habitat to be part of the Big Brothers, Big Sisters experience, Devin O’Connor ’09, co-chair of Habitat for Humanity, commented on the nice sense of community present in the building of the family’s home. “Through Dartmouth students, Upper Valley community members, and Hanna’s continued presence in Baleigh’s life, the construction of the home was a team effort,” said O’Connor.

The new home is the fourth housing project Dartmouth Habitat for Humanity has overseen. Dartmouth typically supplies both the funding and the majority of manual labor needed to see a house to completion. The selection process for Habitat for Humanity is a rigorous one, according to Dartmouth’s Upper Valley Habitat for Humanity Community Partner, Don Derrick. “First, there is a family selection committee responsible for determining if an applicant qualifies, and second, there is the issue of available land,” said Derrick.

Those deemed eligible to receive a house built by Habitat must be willing to adopt a set of conditions regarding partial repayment of the loan to build the house, proper conduct regarding maintenance of the house, and serving as unpaid, contractual labor as a form of payment regarding the actual construction of the house. “The Habitat philosophy is, ‘a hand up, not a hand out,’” said Derrick. “Habitat is for the long term. It’s about making good citizens.”

―continued on page 8
In the summer, we’ve sent our students off to the University of Massachusetts in Boston, Northeastern University, Harvard University, Sovereign University, and Babson College to supplement the September-June curriculum, but the summer program at Dartmouth remains the best of the best. It wasn’t easy to convince urban students to leave the familiarity of their neighborhood for a far-away college campus, unknown faces and the intimidating rivers, ponds and mountains of New Hampshire. Each year I promised them that they would love it and that they would return in July with tears in their eyes and I was always right. I never have to convince them again; after that first summer, they’re hooked. I’ve seen my students move to other schools and even other states before they graduate, but they won’t miss Hanover for anything.

The SEAD students not only identify with Dartmouth after that first summer, but I find that the SEAD students’ college aspirations become internalized. It’s as if they’ve grown some kind of gyroscope inside; you can see ‘college’ in their new work ethic, their questions, and their goals when they return to us.”}

“Until this summer, I was an administrator in Dorchester High, one of the oldest public high schools in this urban district. I stumbled across SEAD in 2001 when a colleague told me that “some Dartmouth guy” was looking for students for a summer academic enrichment program in Hanover. Knowing that I had Dartmouth roots as well, she linked us up and I’ve been working with Jay Davis ever since. Our students were among that first cohort in summer 2001. Since then, we’ve sent students up to Hanover every year and Jay has visited our school many times as well.”

We have had many community partners at Dorchester. SEAD has endured, however, which is a testimony to the energy and personal dedication of the leaders. Between 2001 and 2009, my school went through major restructuring (one large school into three small schools) and, recently, a leadership transition. Nevertheless, SEAD has remained a valuable resource for our students. The leaders call throughout the year, entice our students to visit Hanover in the fall and spring, and send an intern down to spend six weeks volunteering at our school in the winter. We’ve made a lot of friends and often see their faces in June as the students graduate.

The students at Dorchester are Black and Hispanic, with a smaller number of Asian students. I can count the white students on one hand. They all come from typical city homes and commute daily by city bus or on foot through some of the most dangerous neighborhoods in Boston. At Dorchester, they struggle to acquire the skills they will need for college in a high school where the freshmen start two years behind their suburban counterparts, the building is 80 years old, and the classrooms are underfunded and overloaded with special need students and English language learners.

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Toni Pippy began her career at Dartmouth College working in the Controller’s Office. Due to her learning aptitude, proven ability to organize, desire for accuracy, ability to fearlessly solve problems, quick wit and strong work ethic, she rose to the position of payroll director. During her time as payroll director she was payroll lead to the Oracle HRMS and Labor Distribution computer system implementations. In 2004 Toni left the Controller’s Office to work in Computing Services as a Financial Manager.

Toni is an active member of the Dartmouth community and takes great pleasure in having made contributions that serve her colleagues. Toni served as a representative for non-exempt staff on the Affirmative Action Staff and Service Committee, the Affirmative Action Review Board, the ad hoc Childcare Evaluation Committee and College Benefits Council. She currently serves as a member of the Administrative and Professional Development Committee and the Martin Luther King Celebration Committee. Toni and her husband, Mark, have resided in the Upper Valley for 33 years.

Janet Testa is Assistant to the Dean and Office Manager at the Tucker Foundation. Before her relocation to the Upper Valley Area, Janet served as Vice President of Operations of the Greater New Haven Chamber of Commerce for ten years. Her responsibilities included overseeing the day-to-day operation of the Chamber, as well as working with businesses of all sizes to enhance the business climate in the Greater New Haven region. Her career includes working as a Program Coordinator at Yale University and, prior to that, she was a paralegal.

Janet was one of the founders of the Southern Connecticut Business Expo, the Long Wharf Business Association, Network for Entrepreneurial Women, and Successful Women in Business. This background enables her to bring managerial and project management skills to the Foundation. She has served on many Boards and Committees and is most proud of her association with Habitat for Humanity of Greater New Haven, Gateway Community College, Clifford Beers Child Guidance Clinic and The National Student Partnership. Janet is looking forward to continuing her efforts in the world of volunteering vicariously through students by providing support at the Tucker Foundation.

Rhonda Tremblay, an outstanding individual actively involved in both the life of her daughter and her community, could not be a more worthy candidate for the generosity of Habitat for Humanity. With construction nearing completion and the dedication ceremony on the horizon, all those involved buzz with excitement at the prospect of the spacious two bedroom, one bath, ranch style home being on the verge of completion. Intended for all those who made this Habitat House a possibility, the dedication ceremony on March 8th is expected to unite the greater Upper Valley community with the Dartmouth community. And representatives from both Habitat and Big Brothers, Big Sisters will proudly attend. For more than one group at Dartmouth has been responsible for substantially changing the lives of the Tremblay/Clarks, whether through McLaughlin’s mentorship or the Habitat chapter’s craftsmanship. The story of this new house is one of cooperative community service at its finest.
As the Fred Berthold Fellow for Faith and Service at Tucker, I’m often asked what, exactly, my job entails. It’s a difficult question to answer. The official job description leaves a lot of room for interpretation: “the Berthold Fellow is tasked with helping to organize programming or other opportunities for exploration in and around the themes of faith and service for Dartmouth undergraduates.”

When I started, I thought it would be simple enough. I would help faith groups engage in service, and encourage students involved primarily in service activities to reflect on their motivations and experiences. Those are important parts of my work here, but it’s more challenging than I had initially expected. At the same time, through my involvement with Tucker and the inspiring people who work here, I’ve learned more than I expected about the Foundation itself and its potential to enhance the average Dartmouth experience. Perhaps because my job title explicitly includes the words “faith” and “service” in the same breath, I find myself reflecting on the Foundation’s unique situation at Dartmouth. Unlike many other resources on campus, Tucker not only provides the opportunities for active community involvement, but also encourages students to engage in serious, thoughtful, reflection about that involvement, and also about their daily lives. Tucker provides students the resources and guidance to develop not just their resumes, but also their character. These two goals, in fact, are seen as intertwined and rightly inseparable by the people who make Tucker the special place that it is.

Why do students get involved with Tucker? What motivates us to give our time and energy to volunteer and help other people? I would assert that “faith,” broadly defined, is somewhere behind every decision we make. In the time I’ve been working with Tucker, however, I’ve found that many people are wary, if not openly hostile, to the idea that “faith” informs their daily lives. We don’t want to talk about faith. Why is this?

Faith, it seems, would be defined strictly and precisely as a set of specific religious beliefs. If you’re a person of faith, then, you must follow a religious tradition, believe in God, and live your life according to a set of rules or traditions set before you. And, in fact, many people find incredible fulfillment and peace in their lives through adherence to this type of “faith.”

On the other hand, many people, especially young adults exploring their identities at a place like Dartmouth, find it difficult to consider themselves people of faith in this way. We may want to help others, be involved in something bigger than ourselves, and search for meaning in our lives, but please don’t call it faith!

I would counter that every person is a person of faith. We all have a set of convictions, whether we recognize it or not, that informs our daily actions. As part of my work, I attend the weekly dinner meetings of the Multi-Faith Council (MFC) here at Dartmouth. It’s a wonderful experience, talking about and exploring diverse traditions, and also individuals’ experiences with faith. I’ve found that hearing opinions and beliefs different from my own often strengthens my own convictions.

The MFC is explicitly welcoming of students of all backgrounds, including seekers,agnostics, and atheists. However, even here, I’ve heard atheism described as a lack of faith. I’ve used the same phrase myself, and it’s hard not to fall back into this narrow definition. But atheism is simply the faith that there is no God. We need to get beyond narrow definitions of faith in order to truly discuss it, share our experiences, and understand each other.

This work isn’t limited simply to the “religious side” of Tucker. The dichotomy that I perceived before working with Tucker doesn’t really exist; rather, students are rightly encouraged to reflect on their motivations and convictions throughout all the programmatic areas of the Foundation. Whether that reflection is influenced by religious doctrine or not, we all have faith in something. I hope that more students will take advantage of the unique opportunity at Tucker to engage fully with these issues; it will only make life at the College that much more fulfilling.
As a consequence of the Gaza conflict in the Middle East, around the world relief efforts have been launched to address the ongoing humanitarian crisis in the region. Here at Dartmouth the efforts have been notable because they have united groups that might not otherwise collaborate or get to know one another. The students of the Muslim Student Association, Al-Nur, and the Jewish Student Organization, Dartmouth Hillel, have joined forces to provide relief to those suffering because of this conflict.

Already, Al-Nur and Hillel have been successful in raising money through a bake sale and by selling bracelets featuring the words “Shalom, Peace, Salaam,” which are the words for peace in Hebrew, English and Arabic. All of the proceeds will be going to the Mercy Corps, a Christian organization helping out in Gaza.

Tafaoul M. Abdelmagid ’11, a member of Al-Nur and one of the key organizers of the relief effort, pointed out that the objective for both Hillel and Al-Nur was to set aside religious differences to provide humanitarian aid. At the suggestion of Laura Yasaitis, Berthold Fellow for Faith and Service at the Tucker Foundation, members of Al-Nur contacted Dartmouth Hillel to brainstorm on how to help out in the region. After some investigating, it was clear that raising money was the best option. As a result, the student groups came together to work on a bracelet and bake sale. “Working with Hillel has been a great experience,” said Abdelmagid. “They have been very cooperative and receptive.” He also thanks Eliana Fishman ’11 and Chiara Klein ’10 of Dartmouth Hillel, who have been instrumental in the success of this effort. “We hope to work with Hillel again,” said Abdelmagid.
STUDENT SPOTLIGHTS: “Engineering Students discover value of Tucker Fellows”

Three engineering students have served as Tucker fellows this year. The profiles below are drawn from those announcing their acceptance into the program.

J. Watson Sallay ’08
Major: Engineering
Engineering World Health
Dodoma, Tanzania
Kevin I. Sullivan ’54
Tucker Fellowship Recipient

When Watson arrives on-site in Tanzania, he will be trained in the repair and installation of the medical equipment utilized by clinics and hospitals in the region. He will also be trained in basic Swahili. He will then be deployed to a specific hospital where he will work as a site engineer for equipment repair. “In some cases, a device may need my immediate attention in order for a patient to be treated. The work I do through EWH will also have a long-term benefit as well. Training the staff in proper orientation and maintenance of the equipment means that they will be able to continue using it long after I have left. Additionally, I plan to come back with ideas for projects and products that could be started at Thayer School.”

Manaure Francisquez Rodriguez ’11
Major: Physics and Engineering
CSO - EcoSystems Pvt. Ltd
Kathmandu, Nepal
Fall 2008

Manaure will be traveling to Nepal to work with EcoSystems as they develop their transport and energy systems for rural communities. These systems include PedalPower70—an initiative that provides two weeks of electricity for just half an hour of manual pedaling, and WireBridge—an inexpensive bridge that allows people to traverse ravines, rivers, and similar barriers to transport. His motivation to join the Ecosystems project stems from recognition of the fact that “these places without electricity also have overwhelming need for health care, which small clinics could meet if they had the round-the-clock electricity supplies.” As a Fellow, Manaure will be providing the labor needed to increase the production of these systems while facilitating improvement on their designs. Part of his work will require meeting with community members to address their needs and evaluate the efficacy of the bridge and power systems. Manaure believes this experience will “really help build up my knowledge in sustainable solutions for rural electrifications and builds on my experience working with water systems in Rwanda.”

Michael Wood ’10
Major: Engineering
CSO - EcoSystems Pvt. Ltd
Class of 1981 Fellow
Kathmandu, Nepal
Fall 2008

Michael will be joining Ecosystems Pvt Ltd in Nepal to provide transportation and electricity solutions to rural villages. Ecosystems has developed two widely used projects: PedalPower70 and Wire Bridge. Michael’s input and experience will be used to further develop these programs while lowering the costs of construction. In addition to his engineering background, Michael brings a variety of skills and interests to this fellowship—he is an EMT-Basic and has volunteered in the DHMC Emergency Department; has taught self defense techniques to the Bethel, VT community; and is interested in alpinism. Michael’s current involvement with the Dartmouth Humanitarian Engineering Leadership Project (HELP) has taught him about foreign development and the various techniques to assess both the immediate and long term impact of development efforts.

Dartmouth’s Alternative Spring Break Service Trips

The Tucker Foundation hosted a send-off on March 12 for all of Dartmouth’s Alternative Spring Break Service Trips in March; over 75 students, faculty, and staff served in communities all over the world. Here Annie Rittgers ’09 shares details of her service trip to Honduras, part of Dartmouth’s Global Leadership Program. Tucker-sponsored trips, made possible in part by generous donors, include those serving in Hyden, Kentucky; Immokalee, Florida; San Francisco; the Cheyenne River Sioux Reservation; and the Dominican Republic.
What does the Tucker Foundation look like today? When Dean Crocker asked me to speak at his installation, he told me I’d be talking about what Tucker looks like today. This seemed like an easy enough task at first, but then I began to think and, of course, it became clear to me that if you asked ten people what Tucker looks like today, they might give you ten different answers.

So, how can I paint you an accurate picture of Tucker? Well, let’s start with the basics. The Tucker Foundation today has two key components: Religious and Spiritual Life, which includes Hillel, and second is Service and Education. These two areas of Tucker are not mutually exclusive; rather students are invited to find the connections between the two, to make their own connections, and in so doing, to seek intellectual growth and character development.

Today there are eighteen wonderful men and women who work at Tucker and Hillel and there are nearly thirty students who work at Tucker as Student Directors or Civic Interns. By my own guess nearly all students interact with Tucker in some way during their time at Dartmouth.

But back to those 10 people—I’d like to elaborate on what Tucker is to them. One might tell you that Tucker is where they’ve been able to explore their faith, to explore other faiths, to explore religion and to ask the big questions that we don’t answer in the classroom. On the Multi-Faith Council, students find support for this exploration as well as a diverse and close-knit community. All members partake in an engaging dialogue about faith at Dartmouth—this is what Tucker looks like.

Another person might live in the Upper Valley and have children who are mentored by Tucker volunteers in Big Brothers, Big Sisters. Her home was made ready for this winter by volunteers from the Dartmouth Greek system and this was made possible by the Tucker Foundation; mentoring and warm homes...this too is what Tucker looks like.

Next, you might meet one of the Tucker volunteers who is a mentor to local children through the DREAM program which meets on Friday afternoons throughout the term; she also went on a trip with the older children to NYC this weekend. Chaos, counting to see if everyone is there, exhaustion, hugs and tremendous reward is Tucker to her.

Among those ten might also be students actively fundraising for their Alternative Spring Break trip to the Dominican Republic. Today, Tucker sends students to the Dominican Republic, to Kentucky, to Florida, to South Dakota, to San Francisco and to Nicaragua on service trips. Building community, rebuilding homes, new cultures and understandings, learning, challenge and bonding—this is what Tucker looks like today.

And, of course, there’s my own story. I volunteered at an elementary school in Vermont twice a week during my first two years at Dartmouth. I also spent one term in Kenya as a Tucker Fellow, becoming part of the community of Kibera. I learned how to cook for an entire orphanage, how to teach in Swahili and I realized that we don’t need to speak the same language to understand each other. That’s what Tucker looks like to me.

But see now, we’ve only met five of these ten people I told you about and already this picture of Tucker today is a rich mosaic constantly expanding and shifting. For so many, Tucker is a source of tremendous personal growth; it is a foundation that supports learning more about ourselves and more about each other. And maybe this all sounds very cliché...I’m ok with that because what Tucker looks like cannot be conveyed with just words.

Posted in in our seminar room on the first floor of the Foundation is Tucker’s mission statement, but a sign next to it says something more important—it says “William Jewett Tucker Foundation: Nurturing the Heart and Soul of Dartmouth College.” I think this is the best way to explain what Tucker looks like today. I know that I speak for many Dartmouth students when I say that Dartmouth can be hard, rough and really cold—sometimes we just want to go home. But, there are parts of Dartmouth that soften the challenges, that bring us back year after year, that warm us up... maybe it’s just a feeling that we can’t really describe... but for more students than I can count, Tucker is that feeling and that place...nurturing our hearts and souls but also...it is home.
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’09 Senior Job Jam !!

Career Services is aggressively developing a pipeline for entry-level jobs for our graduating seniors. Help us identify non-profits, companies, government agencies. Reach out to friends, associates - anyone in your network!

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Questions: Monica Wilson
Associate Director-Employer Relations
603-646-2665 | monica.wilson@dartmouth.edu

“Experiencing the Inauguration Through Song” by Kimberly Kruege ’09

My name is Kimberly Kruege, and I am a senior Creative Writing major and Studio Art minor. Currently I am working on my honors thesis, for which I am writing a poetry manuscript. I work at the Tucker Foundation as a Student Director for Local Service.

In addition to working at the Tucker Foundation as a Local Service Student Director, I participate in the Dartmouth College Gospel Choir, a group which has allowed me several incredible opportunities, most recently participating in an inaugural event. The choir performed at the Gospel Brunch on the Sunday morning before the presidential inauguration. The brunch was held for the ministers of finance, and we had the pleasure of hearing from several great speakers, including the prominent civil rights activist John Lewis. We also had the opportunity to sing with Grammy winners Yolanda Adams, BeBe Winans, and Carole King. In addition to this performance, we were able to attend the actual inauguration, a hugely inspiring event. I think we all felt as if we were taking part in a significant moment in history standing on the National Mall with 1.5 million other joyous onlookers. One of the most notable aspects of Barack Obama’s inaugural address was his call for responsibility from the American people. I believe that this responsibility directly correlates to what we do at the Tucker Foundation by giving time and consideration to our community through our service.

Home Away from Home

Cinnamon Spear ’09 was co-leader of the Cheyenne River Sioux Reservation Alternative Spring Break Trip. She was profiled on the Dartmouth Web Page while she was away:

At Dartmouth, Cinnamon Spear ’09 worked to become “a force in, and for, Indian Country.” When the acceptance letter from Dartmouth arrived five years ago, Cinnamon says she had to decide whether to stay in Montana or take a chance and “close my eyes and fly across the country.”

Leaving home for the unknown took courage. “Coming to Dartmouth took me away from important things,” she says. As a Cheyenne, she explains, her identity is deeply connected to the land. Now, in her last term at Dartmouth, Spear has made the College as much her home as the Northern Cheyenne Reservation where she grew up. Since the seventh grade, Spear has hoped to work for the Indian Health Service. Witnessing her small community’s health-care hardships, she committed herself to becoming a “Cheyenne person who helps Cheyenne people.” She came to Dartmouth intending to study science, and to prepare for medical school.

A course during her freshman fall made her rethink that plan. Spear took a Native American studies course with Colin Calloway, professor of history and the Samson Occom Professor, her first term at Dartmouth. “After taking that class,” she recalls, “I realized there was so much I didn’t know about my own history. I knew Cheyenne history and surrounding tribal histories, but not the entire country’s American Indian history.”

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Community-Based Learning Update

The effort to support faculty in incorporating service continues at Tucker. Director of Service and Education, Helen Damon-Moore met with the faculty Committee on Instruction in January; the presentation was well-received and courses featuring community-based learning components will now be designated as such in future editions of the course catalogue. Helen is consulting with individual faculty members and academic departments on potential projects and courses. Excerpts from her presentation to the Committee on Instruction:

Community-Based Learning through the Tucker Foundation

The Tucker Foundation offers assistance to faculty members interested in featuring community-based learning.

Why incorporate service into courses?

- Engage learners
- Deepen student learning
- Further the Dartmouth and Tucker Foundation missions of preparing students for a lifetime of learning and responsible leadership
- Make a difference in the community
- Make use of the innovative features of the Dartmouth curriculum

What are the features of a community-based learning course?

- Some or all of the course activity occurs in or for the community
- Course content is created in partnership with the community and helps to meet real community need
- Service activities are closely tied to course assignments
- The course is sometimes discipline-based, sometimes inter-disciplinary
- The course features clear learning goals and assignments to assess learning, including critical analysis, written reflection, and/or oral presentation
- Occurs on a continuum from limited/optional/supplemental to all-inclusive/mandatory/integrated

Resources through the Tucker Foundation

- Consultation with Helen Damon-Moore, Director of Service and Education and other Tucker program officers on community opportunities; best practices on course planning, assignments, grading, and course assessment; logistical assistance
- Peer workshops co-sponsored with DCAL
- Community-Based Learning Small Grant Program through the Tucker Foundation (up to $2000/term for one course)
- Educational seminars through New Hampshire and Vermont Campus Compact
- Discipline-based conferences and journal articles
- Opportunities to connect with faculty at other institutions

Members of an Engineering class present their “Net Zero Energy” house ideas to community members, faculty, staff, and students.
GOOD NEWS
Each of the 2009 Dartmouth Martin Luther King Social Justice Awardees has ties to the Tucker Foundation, including:

- DREAM (Directing Through Recreation, Education, Adventure, And Mentoring), Dartmouth Chapter, newly Tucker-recognized student organization
- Kul Chandra Gautam ’72 (winner of the Tucker-and Dickey-sponsored Lester B. Granger ’18 Social Justice Award);
- Ricki Stern ’87, member of the DPCS Board of Directors;
- Milton Ochieng ’04 and Fred Ochieng ’05, inspired by the first CCESP Nicaragua Trip to create a clinic in Lawala; the Ochieng brothers were also honored as ABC’s “Persons of the Week” the night of the Social Justice Award ceremony
- Dartmouth students, faculty, and staff participate in “Books and Blankets: Dartmouth Gives Back” on January 19 to make quilts for refugees around the world and to help sort and pack donated books for area schools.
- Professors Ivy Schweitzer and Pati Hernandez conduct their community-based learning course, “Inside out,” at Valley Vista Drug Rehabilitation Program in Bradford, VT in the fall term. Hernandez is contracted to continue the performance art program that will continue to incorporate Dartmouth students as learners and facilitators of the program.
- Four Dartmouth faculty members and two Tucker staff members attend the Vermont Campus Compact Institute on Problem-Based Learning at Middlebury College in January. They present their learning at the Center for Teaching and Learning which sponsored the faculty participation.
- An 11-year-old girl is overheard in a line waiting to pay at a store: “I can’t wait to grow up so that I can volunteer to help with SEAD the way that my mom does.”

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Tucker Points Goes Electronic
In an effort to reduce the cost of printing Tucker Points, we will be emailing notice of future issues. If you wish to continue receiving Tucker Points in the mail, please detach this section of the newsletter, including the mailing label on the reverse side, check the proper box below, put it in an envelope, and return it to us at Tucker Foundation | 6154 South Fairbanks Hall | Hanover NH 03755

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Devin O’Connor ’09, Co-Chair Dartmouth Chapter of Habitat for Humanity, speaks at the dedication ceremony for the newest Upper Valley/Dartmouth College Habitat home, 3/8/09.
Live a Life Examined, 
a Life COMMITTED