

**Transforming Imaginations into Just Realities:
Preservice Teachers Make Real Differences with Their
Multicultural Education Course Service-Learning Projects**

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Abstract

This paper features the students' development as they observed their environment, imagined a service opportunity, assessed their capabilities, developed and implemented their ideas, and effected a celebration of their accomplishments. Their peer-response journals chronicled the development and implementation of their project and other critical incidents experienced. The journal entries reflected their thoughts, reactions, future actions, and information from the course that might be relevant to the incidents and experiences. Analysis of how the multicultural education course content related to the service experience, including key concepts that were used to understand or explain events or incidents during this experience are featured.

**Transforming Imaginations into Realities:
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Preservice and beginning teachers often talk of the importance of being able to respond to the diverse backgrounds, experiences, abilities, and interests of their soon to be students; yet, few understand or are prepared for the diversity that awaits them in today's classrooms. The reality is that demographic differences between teachers and their students are increasing (Grant & Secada, 1990; Hodgkinson, 1997). Over a decade ago Boyer (1989) reported on the frustrations of teachers with the numbers of students who come from physically, socially, emotionally, and financially stressed homes. Traditionally, teachers have been prepared to work with middle-class children from the dominant cultural group (Gollnick & Chinn, 1998). As the shift in cultural diversity in the United States continues, teacher candidates must be prepared to function in diversified school and classroom environments. This mandate is not only spelled out, but required according to the newest *National Council for Accreditation of Teacher Education* (NCATE) Professional Standards (2002).

In many multicultural education courses, the course work and time is spent focusing on the development of cultural awareness and cross-cultural sensitivity. Gay and Howard (2000) admonishes, "Although these understandings are critical, developing them is not exclusively the task of the college of education professors. Our responsibilities lie more with the application of culturally diverse knowledge and sensitivities to various aspects of the educational enterprise (p. 9)." Ultimately, the development of multicultural pedagogical knowledge and skills should be integrated seamlessly throughout the teacher preparation program. Heeding such an

admonishment could be challenging for most teacher education programs. This paper will describe how service learning was utilized to provide a practical experience for preservice teacher candidates enrolled in a multicultural education course.

Multicultural Education and Service Learning

The tenets of multicultural education as a philosophy and/or methodology are sometimes difficult for preservice teachers to conceptualize. As described by Boyle-Baise (2002) multicultural education as a philosophy is intended to “foster regard for human dignity, respect for cultural diversity, support for cultural pluralism, and furtherance of social justice” (p. 5). The multi-dimensionality of multicultural education has been categorized into five dimensions of content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowerment of school culture (Banks, 2001). The dimensions of multicultural education is when

Cultural information is integrated into subject matter, knowledge is viewed as a social construction, democratic attitudes and values are supported, academic achievement for culturally diverse students is facilitated, and school environments are revamped to empower marginalized students (Boyle-Baise, 2002, p. 5).

As a system and effort for empowerment, a multicultural education is understood to be what Sleeter (1996) refers to as a social movement for social change.

Likewise, service learning, has many varying definitions. Silcox (1995) summarizes the National Service Act of 1993’s definition of service learning as a method:

- Under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community.;
- That is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- That provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- That enhances what is taught in school by extending students' learning beyond the curriculum and into the community and to foster the development of a sense of caring for others (p. 25).

In Dorothy Day's biography, Coles (1987) quoted her by saying, "There is a call to us, a call of service—that we join with others to try to make things better in this world" (p. xxiii). Service learning brings an experiential component to multicultural education that help students to not only apply classroom learning but, helps them to feel empowered to create change. The marriage of multicultural education and service learning serve to fulfill several learning objectives. The service learning experiences should empower students to be able to: (1) examine why and how to bring about social change; (2) examine why there is a need for the particular service; (3) identify cultural assumptions and learn about different cultures and communities; (4) gain knowledge of community resources and institutions and how to work effectively with them; (5) build an ethic of service; and (6) garner a sense of self-efficacy.

The *Multicultural Education* Course

The Multicultural Education course examines the context of teaching and learning through a number of readings, activities, and projects, all centered on the development of intercultural competence. The purpose of this course is to explore the theory and knowledge base that supports multicultural education and develop an awareness of diversity within American society. Topics include the critical study of issues as they relate to race and ethnicity, social class, exceptionality, language and dialect, religion, gender, and age.

Two texts are required for the course: *Multicultural Education in a Pluralistic Society* (Gollnick & Chinn, 2002) and *Human Diversity in Action: Developing Multicultural Competencies for the Classroom* (Cushner, 1999). The Gollnick and Chinn text is a comprehensive basal, framing the theoretical basis for understanding the major issues of multicultural education. All nine chapters in this text are required readings. The Cushner (2003) text, on the other hand, is an interactive workbook intended to engage students in “practical exercises that examine critical elements of the educational process that are influenced by culture” (p. xii). The exercises are designed to increase student awareness, knowledge, and skill in intercultural understanding. Additionally, Cushner explains that when students can discuss their experiences with others, they are “learning the benefit of reflection, dialogue, and collaboration” (p. xii). Even though only 18 of the 32 exercises in the workbook are assigned, students are encouraged to complete all of them.

Cushner’s (1999), “Activity 18: Structuring One’s Own Intercultural Experience: The Magic of Journal Writing” (p. 138-140) outlines a journal writing framework, that is

extended as a separate course assignment. Students are directed to follow the directives in the workbook activity and maintain a course journal. The course journal served as a way for students to systematically document their reflections, reactions, translations, and potential applications of all course activities and observations and experiences in the field.

The Block is a cluster of four courses blocked together to create a cohort of students, commonly referred to as *The Block*. The courses clustered for *The Block* are Multicultural Education (3 credits); Instructional Technology (3 credits), Reading and Language Arts in the Elementary Classroom (5 credits); and Children's Literature (3 credits). The latter two courses are taught together (by the same professor), on-site at the partnership school. Students voluntarily petition for this cohort with the understanding that it demands a significant time commitment. In addition to the rigors of the course work, students in *The Block* are required to participate in an extensive field practicum, clocking over 100 hours on-site in an elementary school.

The Setting

The Block is hosted by a central city, full-service, Title I elementary school. This school was selected because it embodies many characteristics unfamiliar to many of the preservice teachers in *The Block*. It should be noted that on average 99% of the *Block* students are White and middle-class and majority female. A large number of them attended either private or parochial schools. More important is that most of them come from almost all-white communities and have had very few cross-cultural or cross-racial experiences, if any. The partnership school is the lowest achieving school in the school district. It serves approximately 500 students from pre-kindergarten through fifth grades.

Around 90% of the students are eligible for free or reduced lunch and 65% are children of color. Moreover, the building administrator (principal) is a female of color, and nine of the ten teacher-mentors are White females.

The Service Learning Project

Service learning is used to not only support the students' learning of the course content but as a means of empowerment and self-efficacy. For the service-learning project titled: *The Culture of a School and Its Community* students were directed to focus their attention on developing an understanding the cultural attributes of social class, particularly poverty and its implications in and on the educational setting. Moreover, the issues of social justice and a just education were to be considered. For the project, preservice teachers were grouped either as a pair or trio and assigned to a teacher-mentor's classroom. The following directives were distributed as a handout:

During your field experience, you will focus your attention on developing an understanding of the culture(s) of the students, teachers, classroom, school, and community. This is a service-learning project, wherein you will perform a service that will benefit the student(s), teacher, school, and/or community. The nature of the service (identified need and benefits to recipients) must correlate directly with concepts and/or topics studied in this course. Remember that small things can make big differences; therefore there is no quantifiable measure for the significance or value of the services you will perform.

You are expected to keep a service-learning journal, during the development of the project and throughout your full-time field experience (the last 2 weeks from 7:00 a.m. - 3:00 p.m.) The journal should chronicle the

development and implementation of your project and other critical incidents experienced. The journal entries should reflect your thoughts, reactions, future actions, and information from the course that might be relevant to the incidents and experiences. Analyze how the course content related to the service experience, including key concepts that can be used to understand or explain events or incidents during your experience.

As a group, archive the project in a binder with the following sections:

- Information about the school in which you are doing your service-learning project. Include the names and phone numbers of key individuals, a description of the culture of the school, the school calendar, and any other background information you deem pertinent for your project.
- A narrative description of the identified need(s) which you can meet and how you determined it. And an outline of the plan for meeting this need. Make sure you include the training and/or supervision, that needs to be done; the steps of your project; and the time line for its completion.
- Resources (materials, money, people, agencies, organizations, etc.) that will be needed to implement the plan, their names, addresses, and phone numbers. Include reference to any professional literature utilized for this project.
- A detailed description of how you plan to evaluate the effectiveness of your project.
- A detailed description of the participants and how you plan to recognize or honor the efforts of the participants.
- Photos or other visuals

Individually, create a summative reflection piece which includes your thinking on the following questions:

- What were your impressions of your service-learning experience?
- How was this experience similar to or dissimilar from what you expected?
- How has your participation in this project changed your perspective on education and the cultures of children, teachers, schools, and community?
- What parts of the experience has been most challenging to you?
- What have you personally learned about yourself from this experience?

- If you could take away one photograph in your mind from this project that meant something to you, what would it look like?
- What changes would you recommend to enhance the experience and learning of those involved?
- Finally, as a group prepare an oral presentation of your project.

Project Samples

Four of the 10 semester-long projects were selected to be exemplified for this paper. Each project met the need for one of the four target areas (a student, teacher, school, and community-at-large) outlined in the directives. Students had been admonished to use their first few weeks at the school to observe the target areas in order to identify a potential need and imagine ways in which they could fulfill them. This experience is grounded in what Dewey (1916) advised as a way to realize that their observations and ideas will be much keener and more extensive if they were formed under conditions of a vital experience which require them to use judgment and to hunt for the connection of the thing being dealt with. The following sections will describe the service project, how it was developed, outcomes of the service, and excerpts from student reflections. The narratives have been extrapolated directly from the students' project portfolios. All names have been changed to protect the identity of the school participants.

Service that Benefit a Student

Project Summary: *Will Russell*

Our first day at the elementary school we noticed an extreme need for one little boy, Will. He would come to school with really dirty clothes on and his shoes were about three sizes too big. Will never had on any socks, and was never bathed properly. We would observe Will on a daily basis. Everyday it

seemed as if there was another problem, dealing with bodily hygiene. He is very withdrawn from the rest of the students in Ms. Jacobi's third grade class. We knew after the first couple of days of observation that our Service Learning Project was going to be based around Will and his needs.

Emily and I went around and collected money from people on campus. We collected \$70.00. We then went to Home Depot and they gave us a flashlight, butterfly house, toolkit, birdhouse, cooler, and some glue. We got two clothing donations (from private sources). We went to Wal-Mart. . .and bought two pair of shorts, a tank top, two pair of shoes, underwear, socks, scissors, a ruler, crayons, an art box, erasers, soap, shampoo, conditioner, deodorant, and a football.

We gave all of the donations and the things we bought at Wal-Mart to the office. . . . We did not want to give him stuff in front of the class because we did not want to single him out and embarrass him. The office sent the things home with him. Will does not know who donated the things, but he is very appreciative of it.

The day after Will received the gifts he came to school with a new outfit on; however, he still had on his old tennis shoes. All we can do now is hope he wears and takes care of his new things. . . . We are very pleased that Will's family accepted this donation. We hope this open their eyes to bodily hygiene and cleanliness. We do not feel we stepped over the boundary by providing Will with new things because it can only benefit him. It is now up to Will and his family to make the best of this donation.

Summative Student Reflection – Emily

I'm not sure exactly what I expected from this project. I guess I kind of thought I was going to solve all of Will's problems. That of course is an unrealistic goal. Many of the children in the class made fun of Will and I thought that I was going to end this also. So I guess this experience wasn't exactly what I thought it would be. I mean yes we gave Will some nice clothing but I don't know how much we changed his social situation. We did see an improvement in his sleeping habits while we were at the school. When we first started at the school Will would hurry and finish his work so he could take a nap. The last week that we were there he didn't take a single nap. I don't know that we had anything to do with this, but I would like to think that we did.

I grew up in a small town. My elementary school had about 450 students, This is a school of all white children. I am talking about no diversity whatsoever. For me to go to a school like this is a complete culture shock. I can't imagine what the home life is like for some of these students. . . .I have also learned that some of these students have serious problems going on at home, that I can't even imagine. I need to look deeper than the surface. If things go wrong at home the children will come to school upset. I need to take these things into consideration.

For me the most challenging part of the project was watching Will come in each day. It was really sad. Also it was hard for me not to be mad at his parents. I guess I don't fully understand the financial problems that his parents have and I shouldn't judge. But on one day, Will came in with a pair of sweatpants on. There

was a hole on his bottom and he had no underwear on. This made me very upset with his parents. I just think this was wrong.

I felt so good about myself throughout this project. . . . I felt that I had accomplished something. I never knew that I could get so much joy out of helping this young boy. To me this best thing of all was seeing Will come in with his new clothes on. We gave this as an anonymous gift, so he has no idea that it was us. One day he was telling us about all the nice things he had received and it made me feel great! I feel that this is one of the most important projects that we have done all semester. I would never have imagined that I would learn so much about myself by doing this project.

Summative Student Reflection – Mandy

I was somewhat confused as to what was expected of us, but once we were placed in the field I soon learned the possibilities were endless. This is a need for almost every child in some way or another. It was hard for Emily and I to pick one specific need; however, we saw the greatest need in a young boy named Will.

I felt so good about myself and our performance after completing this project. This project has changed my perspective about children and the world that surrounds them. I learned that there is a basic need of all students in today's society. Some needs are more prevalent than others, and some are to a greater extent. I also learned that no matter what cultural background a child comes from there is always a need of some sort. This project has made me more aware of the needs of my students. I find myself striving to fulfill all of the students'

expectations of me as a teacher; therefore, I must be aware of everything that goes on in and outside the classroom.

If I could take away one memory from the project it would be when Will came to school in his new clothes on. He had a special glow to him. Will was more talkative that day and he just seemed happier. I so happy am that I could create a service from a particular need, learn from it, and feel so good about myself in the end.

I would not change anything about the project. At first I felt as if we had no direction, but I think that made us work harder. If we would have had specific guidelines then all of our projects would have been similar.

Service that Benefit a Classroom teacher

Project Summary: *December Diversity*

In this project, we are educating the children and their teacher about diversity around the world. These children live in a low-income community and they have not had the opportunity to be introduced to many differences. Diversity Around the World is so important for them to learn because there will come a time in the future when they will be faced with people who come from a different culture than them. We believe the sooner the children learn this, the sooner they will eliminate negative stereotypes that could be developed from their lives.

Being that it is December, we decided to educate them on different religions and holidays in this month. We found through discussion that a lot of the children were only aware of the Christian version of Christmas. Since we have learned skills in the multicultural course that helped us keep non-biased and

equal thoughts about people who are different, we wanted to pass this on to the children. We want the children to develop an awareness of these holidays and events so when they see them being practiced or celebrated, they will understand them rather than criticize them.

This service learning project, "December Diversity," will also be helpful to our host teacher. The project entailed creating a teaching unit about holidays celebrated around the world in December. We developed the lessons, purchased the materials and supplies, and taught each lesson in order to educate the teacher and students about the different types of holidays. For one week the students learned about Las Pasadas, Kwanzaa, Hanukkah, Diwali, and Christmas.

Summative Student Reflection – Melissa

The success we accomplished the first day of our service learning project was enough for me to know that the children were learning something new. I was slightly worried that our idea would be ineffective, but I learned quickly that we were making a difference in each child's life. I was surprised to see this outcome. I did not expect for the children to learn or remember what we had taught them. The final review, at the end, of this project made me extremely happy.

From this experience, I learned that children are never too young to learn about diversity. . . . This project also taught me that even low-SES children are capable of opening their minds to differences. If the children continue to do this, hopefully it will eliminate some of the negativity they have. . . .

I found it difficult to know what was and was not appropriate to say regarding the religious holidays. It is so hard not to cross that very fine line (separation of Church and State), and that is definitely a skill I need to work on as a future educator. . . .

The faces on the children and their beautiful smiles will never be taken away from me. I will always have a photograph in my heart of their ability to love.

Summative Student Reflection – Kristina

I enjoyed teaching our “December Diversity” lessons. . . . I was impressed by how well Melissa and I worked together on this project. Together we created lesson plans, gathered resources, and came up with ideas for hands-on activities that the students can do during the lessons. This project gave me practice in writing out formal lesson plans.

Throughout this experience, I have learned that elementary education is what I want to major in for sure. . . . I realized that I take the simplest things in life for granted. I never imagined that a child would be thrilled by being able to get his picture taken with a poinsettia. . . . If I were to teach this unit again, I would bring in a menorah, shamash, kinara, and other materials for the children to see. I would also bring in people who actually celebrate the holidays.

Service that Benefit the School

Project Summary: *Sharing Stories*

We noticed that the students in our classroom were reading at a low level. As time progressed and we came more involved in the student’s lives, we realized that they had shockingly inadequate amounts of reading material in the

home. We then decided that our service learning project would somehow involve getting books into students' homes. According to a statistic received from the Children's Literature course, children from the lowest income bracket have access to .4 books in their homes. This alarming statistic led us to the creation of Sharing Stories. The goal of Sharing Stories was to get books into the hands of the children who need them most.

After some thought, we came up with the idea to organize a book drive. During which, we would collect as many new and used books as possible via donation, and then distribute the books as needed. Our plan for obtaining donations was to talk to individuals and businesses community-wide and find willing benefactors.

Summative Student Reflection – Danielle

My first impression of the service learning project, Sharing Stories, was how great it would be to give away books to students who were in need. My partner and I had this vision in our minds and we followed through with it. We knew what we wanted to accomplish. I had expected that our book drive would provide at least one book each to the students who were in need. Little did we know that the donors would be so generous! Between the Goodwill, Salvation Army, Book and Music Exchange, Willard Library, the Evansville Public Library, and a good friend, we were able to distribute over 500 books! EVERY first, second, and third grader received at least one book, some received two books.

I know now how wonderful it is to help someone who is in need. It makes you want to do so much more. It feels so good to give to others. . . . I want to be

able to help more people. I need to develop a mindset that can see what different areas people may be I need. . . . I never knew what I was capable of until I did this project.

Summative Student Reflection – Kristina

At first I had absolutely no idea what we should do for a service learning project. I had heard that one group was doing a toothbrush drive and another group was making reusable bingo cards. The more I read over the instructions sheet the more confused I became. . . . We decided to visit the Principal to find out if she had any suggestions for us. She couldn't think of anything offhand, but she told us to come by her office in the morning and she'd try to think of some ideas for us. . . . no sooner than five minutes after we walked out of her office, we had an idea; a book drive.

At first I was nervous. I wasn't sure we'd collect enough books, or that the books we did collect would be appropriate for the students. . . . Willard Library had donated at least five books that we had to remove from the book drive due to language content. So as we began to get our donations, and we looked around for cheap books at random places, I was wondering in the back of my mind how it would all play out in the end. I think as more time passed and we began to receive pledges for donations from the Goodwill and Salvation Army, each pledging at least one hundred books, the butterflies disappeared. I began to gain a sense of pleasure, I wanted to be collecting as many books as possible. I called all over town, any used bookstore in the phonebook, I tried. Any used bookstore I passed, I browsed. One of the most important lessons I learned from

our book drive is that the community is always available and willing to support you. Even if they only gave pennies, even if they could only give used books, or empty boxes, they gave. They wanted to be a part of Sharing Stories. They wanted to support the school. For whatever reason, they contributed, they and it was simple.

Being in the classroom and feeling the negative energy that the students can exert, it's heartbreaking. To know that it can be a struggle everyday for some of these kids; that some kids come to school hungry. To picture the second grader who lay in bed wishing to have a bedtime story read to him because he can't read it himself. I had one boy in my classroom tell me that he had just finished reading his first book ever. (The first book he had ever read alone.) A second grader! Tell me that does not hit a soft spot. To put together something this big and to have a book drive expand before our very eyes. It's great. When we took around the envelopes of apple cutouts Friday morning to the teachers and told them how many apples they had, their eyes grew wide. Had they really only been expecting about eight apples? To hand a first grade teacher an envelope and say here, there are 43 apples to divide up however you wish and to see their faces. It's rewarding. I could see it in their eyes they never expected such a turnout. And seeing this reaction was my favorite part of the project.

(NOTE: The apples were distributed to the classroom teachers who divided them among their students so that could exchange them for books at the Book Fair.)

Service that Benefit the Community

Project Summary: A Toothbrush Drive for the PTA Clothing Bank

For our service learning project we wanted to reach outside of the classrooms we were assigned. Our project meets the need of students within the school's community. The need was determined when we spoke to the principal and was later confirmed when we spoke to students at random, if they had a toothbrush. One out every five students said they did not have a toothbrush. One student even said "I share my brother's." We decided this project would be perfect because no matter what your race, social class, ethnic background, etc. everyone needs a toothbrush.

For the drive, we made flyers announcing the drive and that the homeroom that collected the most toothbrushes would receive a pizza party. We thought this would get the students motivated to bring in toothbrushes, Flyers were distributed to the homeroom teachers. Each of us donated \$10.00 for the pizza party, Scott brought boxes donated by UPS to place in each classroom (to collect the toothbrushes), and the Dollar General Store donated 15 toothbrushes.

The toothbrushes were taken to the PTA Clothing Bank. (The clothing bank services the elementary, middle, and high school students within one attendance district.) They can be distributed to students who need them, by the Clothing Bank. The parent volunteers who work at the Clothing Bank will be instructed to distribute toothbrushes to students who come in to get clothes.

Summative Student Reflection – Carol

My first impression about the project was that it is a good idea. I had really never thought about someone needing a toothbrush. I was ready to start making flyers to hand out. Once we decided on an idea I was ready to go!

I expected the older children to collect the most toothbrushes. I thought the older children would want the pizza party and work for it. I also felt good while doing this project. It felt good to help others; with something as small as a toothbrush.

I do not want to take things for granted. I have never thought about not having a toothbrush. . . .I need to be more aware that some people do not have what I take for granted. My eyes have opened some and I want them to open further. I want to learn not to take little things for granted.

The one picture I would take away would be the child who gave a used toothbrush. It was great that he wanted to give, but sad that he did not have a new toothbrush to give. I wondered if that was his toothbrush and did his caretaker know he took it to school? I wanted to go buy 20 toothbrushes and give it to him. We did not tell him that we could not take it, so we took it and threw it away later.

I feel we had a great learning experience. The children liked the project and we helped people in the process. This was a great growing experience for me.

Summative Student Reflection – Scott

I felt the toothbrush drive was a good idea; I liked it because I felt that we were going to do something good that would really help the students and the community. When I first talked to the principal about getting toothbrushes, I thought I would go around to dentist offices and other places to collect the toothbrushes. But, she said the students would bring them in. . . .The only part of

this project that I didn't like was the fact that the students at this school have very little money and a lot of them need to go to the clothing bank, and we're asking them to bring in toothbrushes. Some students brought in used toothbrushes because they wanted to participate and their parents didn't help them. I'm afraid that some students brought in their own toothbrushes and then didn't have one at home. I feel that overall it went well and we collected 343 toothbrushes to donate to the clothing bank.

Summative Student Reflection – JaJa

My first impression of this project was "What, a toothbrush drive! Doesn't everyone have a toothbrush?" It had never occurred to me that some of the kids didn't have a toothbrush or access to a toothbrush. After my "shock" wore off I couldn't wait to get started.

I expected the older students to collect the most toothbrushes, but as it turned out the kindergarten classes collected the most. . . .I realized while working on this project that something as small as a toothbrush can make a real difference.

This project made me realize that I take the simple necessities in life for granted. I have never known what it is like to not automatically go into the bathroom in the morning and not have a toothbrush. I need to be more aware of the little things in life that I take for granted. I need to realize that some people go without their basic needs being met.

If I could take away one picture in my mind from this project, it would be the child who brought the unwrapped used toothbrush. I think he was in either

kindergarten or first grade, but he was so cute! He was really trying to help out. I didn't have the heart to tell him we could not use it for distribution, so I took his toothbrush and gave him a new one to take home so he wouldn't be without. I threw his used toothbrush away when he wasn't looking.

Conclusions

The value of this service learning project for student learning of multicultural concepts is implicated in the student narratives. The students were forced into a modality of "thinking" as an intentional endeavor to discover specific connections between something we do and the consequences that result, so that the two can become continuous. (Dewey, 1916) The student often stated that they approached this challenge of imagining a service need and their capacity to fulfill it with trepidation. The projects imagined by the preservice teachers evidenced their capacity to think outside of the box and set aside their own personal insecurities, doubts, and limitations and actualize the reality of positive outcomes that benefited a variety of needs. More important, students continuously grappled with what Dass and Gorman (1985) coined as the timeless inquiry of "How can I help? . . . and considering the deeper values of their helping work." (p. ix) The marriage of multicultural education and service learning, although complex, can and does produce many positive outcomes for students and others.

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