



Mountain Promise



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The Newsletter of the Brushy Fork Institute

Fall, 1998

Higher education

Catalyst for a strong democracy

By Donna Morgan, based on a speech by Dr. Vaughn Grisham, Professor of Sociology and Director of the McLean Institute at the University of Mississippi

“It’s my contention—in fact, I’m absolutely sure—that the challenges, and I won’t say crises, but the challenges that are out there in communities are going to make places like Brushy Fork even more essential.”

In his keynote address at Brushy Fork’s tenth anniversary celebration, Dr. Vaughn Grisham emphasized the critical need to provide residents with skills to identify and resolve issues in their own communities. Dr. Grisham spoke of institutions like Brushy Fork as catalysts for citizens who will be faced with problem-solving on a local level.

Over the next decade, he explained, responsibility for problem-solving will shift from a national, federal level to the local level. “We’re going to have to have local people, local stakeholders, involved,” he stated. Then he pointed out that at this point, moving from the federal to local level for problem-solving will do nothing short of “making an enormous mess.”

The tendency toward a strong federal government has come about due to historical needs for centralization of problem-solving. The Great De-

pression called for drastic federal measures. Even as it ended, the United States found itself in World War II and in a situation demanding centralization of resources and problem-solving. The Cold War, the Korean War, the Vietnam Conflict and other global problems continued the tendency of a strong central government, and not without good reason, noted Dr. Grisham.

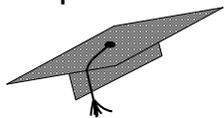
Today, even as the tidal force is moving toward a global society, problem-solving is shifting to the local level. Dr. Grisham commented that programs of higher education institutions, like Brushy Fork, will play an important role in helping communities make the adjustment to local control of overwhelming problems like education, health care, and crime.

“You have to have these kinds of agencies like Brushy Fork out there working because we simply don’t have the resources otherwise,” Dr. Grisham said. “We don’t have that catalyst.”

He explained that the loss of locally owned enterprises resulted in reduced local resources. Global forces are recreating the economic landscape for communities. For example, he noted the virtual nonexistence of locally owned banks.

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“For a long time,” he said, “we depended strongly on these banks. They were the core of the economy. Nothing happened unless the banks were involved.” In today’s communities, he went on to note, nationally and regionally owned banks may not play the same active force.

Dr. Grisham cited the reduction of community newspapers as another lost resource. Today, many small papers are owned by chains and “they don’t see with the same clarity, the same immediacy, the problems that we have.”

In small towns across America, main street merchants struggle to compete against national and multi-national corporations. While these merchants were once actively involved in their community’s development, many will not make it. “I suspect these nationals . . . won’t have the community interest or the community status,” Dr. Grisham stated.

So, where does this scenario leave institutions of higher education and programs like Brushy Fork? Dr. Grisham began with an explanation of studies done by Robert Putnam, a Harvard scholar, in Italy. Putnam’s studies showed a direct correlation between the strength of a community’s economy and its citizen participation in civic groups, clubs, churches, and other activities. Basically, the strength of the democracy depends on how many people are involved in the community.

In the United States, almost every community organization, civic club and church is declining in membership. People are becoming less involved in their communities. In a society where people are doing less as a community and where more problem-solving responsibility is being shifted to that community, where do we turn?

Part of the answer lies in looking to other countries that have seen their communities and economies prosper. For instance, while the economy in southeast Asia has recently suffered a downturn, the revolution that has taken place over the last three decades far outweighs today’s challenges. As an example, Dr. Grisham mentioned that the average income per family in South Korea in 1960 was \$300. Today, it’s over \$10,000 a year.

When South Koreans were asked to explain their strategies, they quoted Confucius: “If you want to plan for a lifetime, plant a tree; if you want to plan for 100 years, plant the seeds of education.” Planting those seeds of education has resulted in Korea’s highly skilled workforce and economic success.

It is the role of education and skill-building on the community level that institutions of higher education and programs like Brushy Fork should take in the next decade and beyond. Vaughn Grisham defined the product of such programs as human capital.

Human capital is “any kind of skill-building or education process that allows one human being to be more productive, not just productive economically, but productive in a whole life.”

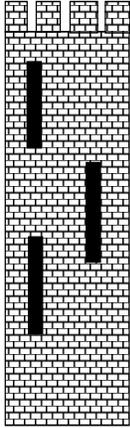
The value of investment in human capital is brought to light in a story of small-town America—the story of Tupelo, Mississippi. In 1940, Tupelo was a town of 8,000 people in Lee County, then the poorest county in the state. The average family income was under \$600 per year, the majority of people were illiterate, and health care was virtually inaccessible.

Today, the town of Tupelo boasts a population of 34,000 and has 53,782 jobs. In Lee County, the poverty rate is 6%, less than half the national rate of 16%. Unemployment among adult black males is under 3%. The county’s education system is one of the top ten in the U.S. According to Dr. Grisham, these improvements go hand-in-hand.

“They do better about increasing human capital, about building the skills of these people, educationally and otherwise. They began massive leadership development programs in 1949, with the goal of training everybody. . . . What they do is provide [local people] with the skills and that catalyst and raise the possibility level.”

Raising the possibility level and reversing the trend toward pessimism in small communities will be an important hurdle to clear before local residents can take action on local issues. Institutions of higher education and programs they sponsor can take an important role in being a catalyst for change and providing local people with skills they need. After all, education is one of the most important investments in human capital.

“If you want to plan for a lifetime, plant a tree; if you want to plan for 100 years, plant the seeds of education.” —Confucius



Opening the ivory tower

Creating partnerships for community development

By Dr. David Rudy
Professor and Chair, Department of Sociology, Social Work
and Criminology, Morehead State University

"Universities must . . . become full partners with the communities and regions they serve."

During the past year I've been heavily involved in planning and organizing a new and different unit at Morehead State University—the Institute for Regional Analysis and Public Policy (IRAPP). My involvement in this endeavor provides the frame of reference for these comments on community development and higher education.

Other influences on my thinking have been two activities over the past two months at Berea College. In October, Berea with sponsorship from the Appalachian Regional Commission brought together academic administrators and faculty to discuss "Issues in Higher Education in Appalachia." Service learning, economic development, technology, leadership—all issues of community development—were themes of the two-day conference.

In November, the keynote speaker for the tenth anniversary of the Brushy Fork Institute was University of Mississippi sociologist Vaughn Grisham, who described the transformation of Tupelo, Mississippi, from poverty to prosperity. Grisham's themes were leadership, trust, education and collaboration. Tupelo, Mississippi, with local leadership developed its human resources, decision-making structures and community life which led to extraordinary economic growth.

Higher education has historically and traditionally been in the business of developing the human resources of students who enroll in programs ranging from liberal arts and sciences to technical and professional education. Universities must expand this role and become full partners with the communities and regions they serve.

Higher education should not be an "ivory tower" where seeds of wisdom are dispersed over the countryside and landscape. Ivy-covered walls should not be the barriers to keep students and faculty inside and keep community people outside.

Communities also need to be aware of the barriers and blinders that may see students and faculty as intruders, temporary visitors or consumers. Higher education, community development, and economic development are naturals when both parties have a relationship of trust and respect. Mutual respect and trust must be earned and continually cultivated. Out of trust, real partnerships are formed—partnerships that will benefit people and communities as well as higher education.

Morehead State University, in response to Kentucky House Bill 1, has an opportunity to build meaningful partnerships with citizens, community leaders, business leaders, and other organizations in the region, with the goal of community and economic development. IRAPP will link people at MSU in new ways; it will also link MSU to the Appalachian Region and to persons and organizations in more specific ways than in the past.

IRAPP will create and offer a five course core (Regional Analysis) and connect it to existing undergraduate programs in geography, environmental science, political science, social work, and sociology. Graduate degrees will also be offered in biology and sociology with an emphasis in Regional Analysis. Other programs may be added later.

From the perspective of regional analysis, the potentials, constraints and opportunities of community development and everyday life are best seen from the context of neighborhood, community, county and region. Regional analysis seeks to understand problems and to develop strategies to enhance the welfare of a region's people. Community and economic development, when seen from the perspective of regional analysis, entails an understanding of natural resources, education, political structure, community patterns, culture, social values, and human resources.

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IRAPP's central academic core includes an introductory-level course in regional analysis, two multidisciplinary seminars and two service learning projects. The seminars will be led by teams of three to five faculty and will develop a single topic, such as water quality, transportation, housing, community development, unemployment, or education. Seminars will regularly involve participants from the region, including government officials, community leaders, resource persons, members of grassroots organizations, and corporate representatives.

From seminar exchanges, students and faculty must do more than learn of the region's environmental issues, land use and political structure. They have the responsibility to develop research/service projects, grant applications, and action plans that link students, faculty, citizens and policy makers in responses to the region's problems and potentials.

Following each seminar, students will link with the region in active service learning projects. The initial seminar and service learning experience will occur during the junior year, followed by a second sequence during the senior year. Multiple experiences will produce stronger students who will be able to contribute to the organizations and communities in which they complete their practice and in which they decide to settle.



IRAPP students and faculty will also link to the region through IRAPP's applied institutes and centers (Center for Regional Biodiversity; Center for Community and Economic Development; Hardwood Institute; Training Resource Center; Institute for Correctional Research and Training; R & D Center for Students, Schools and Communities; and the Small Business Development Center). The centers and institutes will provide an organizational umbrella in which MSU will establish new links and strengthen existing partnerships with local, regional, and national organizations, including: Area Development Districts; the Mountain Association for Community Economic Development; East Tennessee State University's Center for Appalachian Studies and Services; University of Kentucky Appalachian Center; University of West Virginia Regional Research Institute; Brushy Fork Institute, Berea College Appalachian Center; the Center for Rural Development and the Appalachian Regional Commission.

In building new partnerships, IRAPP will recruit faculty and staff with highly specialized skills not usually found in a moderate-sized, regional university. Demography, forestry, remote-sensing imagery, and economic development are specializations that will allow MSU to work with regional partners to develop human resources, leadership, and community development with the goal of enhanced economic development.

Mountain Promise, the newsletter of the Brushy Fork Institute, is published quarterly. Our next issue will examine . We encourage readers to submit articles, reports, photos, line art or story suggestions. If you have an article or a story idea, contact:

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Exchanging respect and understanding Hosting student volunteers in your community

By S. Maxine Waller and Marcus Zumwalt
Volunteers for Communities Program

"How . . . can you share your lifetime of experience and change these long-haired intellectuals into leaders that will take these experiences and fight for your area after they graduate?"

Every March, the interstates bulge with vans full of college kids. From Boston to Chicago, Miami to Dallas, these 18-22 year olds push aside their copies of *Macro-Organic-Molecular-Diffusion*, pack a bag full of jeans, Doritos and Alanis Morissette tapes and pile into vans headed for the mountains of Appalachia. Some come wanting to help the "poor mountain people," some come eager to "build a whole house for someone," some just want to do what they can to improve someone's life.

Some think they are going to be staying on the set of *Deliverance*. Some think they are going to be attacked by rabid Baptist Evangelists. Some come expecting to see nothing but rows of tar paper shacks. And some, like one boy, think they are going ice-skating but got on the wrong van because they were following a pretty girl.

All of them are partly relying on false stereotypes of the region. All of them are going to be experiencing a culture and lifestyle that is completely foreign to them. And all of them are coming with the hope of doing some good.

So what in the world do you do with this varied group of high achievers and idealists? What do you do when that bug splattered van from Massachusetts pulls into your driveway and 12 wide-eyed kids in baggy clothes step out? How do you help them to respect and enjoy your community while asking them to dig up an old septic tank?

How do you help them to understand that the work done is secondary to the relationships formed and the knowledge that is shared? How, in

one week, can you share your lifetime of experience and change these long-haired intellectuals into leaders that will take these experiences and fight for your area after they graduate?

Five years ago, the Southeast Rural Community Assistance Project, Inc. adopted the Volunteers for Communities (VfC) program and has worked to address these issues throughout Virginia and the surrounding states. VfC was born in Ivanhoe, Virginia, as a chance to bring in volunteers who would perform work based on the community's priorities and would live amongst the community people. When the volunteers left, they would understand, even if just a little bit, what it was like to live in a small rural community in the South.

There are many different programs through which volunteers come to work on low income houses. The volunteers may have some contact with the home owners, but, in general, they do not share in the life of the community or get a chance to exchange cultures with the residents. This is a shame for both the community and the volunteers. The success of VfC is in the relationships that are formed and the learning that takes place by everyone involved.

VfC trains communities to host a group of volunteers for a week. We help them identify their needs and look for ways that volunteer labor can be used to address those needs.

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"By controlling the program, the community has the ability to create and pursue its own vision."

While many communities choose to work on houses, the volunteer program can accomplish much more. Communities have harnessed volunteer labor to construct a park that is used for annual festivals. Some communities have organized programs where the volunteers work with youth or spend time visiting homebound individuals. Other communities have cleaned up streams, constructed hiking trails, and planted community gardens.

By controlling the program, the community has the ability to create and pursue its own vision. When the work is done, community residents can point proudly to the finished product as something they conceived, pursued and accomplished. The volunteers also share in this pride, knowing that they have not only completed a great deal of work, but have also helped their new friends achieve a shared goal.

In our program, the entire community is involved in hosting the volunteers. Each of the evening meals is open to the entire community. We require that if the volunteers are working on someone's home, that the people who live there are present to assist and to share their story. Understanding how the community came to be in its present state is one of the most valuable lessons for the volunteers.

Cultural exchange is an important part of the program. The day time work schedule is complemented by evening activities that reflect the community's interests and history. The community designs programs to introduce the volunteers to the lifestyle and culture of the area. One night may be spent at a local church service. Another evening volunteers might listen to town elders' stories about what life 50 years ago. The week often culminates in a square dance hosted by a local band.

These evenings, whether they are quilting demonstrations or gospel sing-a-longs, are the heart of the program. They give the community and the volunteers a chance to relax together, to share their stories, and to identify things they have in common. Recognizing the similarities we all share is just as important as recognizing our differences.

Perhaps what is most surprising to host communities is that the volunteers will pay \$125 each for the chance to sit next to Aunt Bessie and help her quilt or to repair the roof of Elijah Tate. This money goes directly to the community to spend as they see fit. It easily covers the cost of food and materials, and prevents the community from having to commit any of their own precious resources.

Organizing work and food for a dozen college students is a difficult task, but the benefits far outweigh any losses. The volunteers leave knowing that they have provided a powerful service, and the community is comfortable in the knowledge that they have received a "hand up" and not a "hand out".

When Saturday rolls around and these same baggy clothed college students board their van for the trip home, you can rest comfortably knowing that there are now 12 more people in the world who understand life in your community. They know that people in the South *do* wear shoes, *do* have different last names, and despite the poverty and the problems, *do* love their home land.

This is the power of running your own program. You can look proudly at the work that was accomplished not being embarrassed that you needed the help. There is no shame in needing help, only in letting someone else tell you what help you need. As Thomas Szasz once said, "You should not bite the hand that feeds you, but maybe you should, if it prevents you from feeding yourself."

The services of Volunteers for Communities are free to the communities we serve. VFC currently works with over 30 communities in Virginia, West Virginia, and North Carolina and over 50 colleges, high schools and faith-based groups from Texas to Vermont. We are currently in the process of expanding our program to include the entire Southeast, including Tennessee and Kentucky.

If your community would be interested in hosting volunteers, please contact Shonna Hodge at (540) 699-1493 or by e-mail at vfc@naxs.net. We would be more than happy to travel to your community and give a personal presentation of the program.

Getting on-line for free email

by Van Gravitt, Brushy
Fork's man on the Web

Do you have free email? Yes, that's right, **free** email. Free email allows you to get an email account without paying (woohoo!) a monthly service charge to an Internet Service Provider (ISP). How does this work, you ask?

There are a number of different types of free email available. Most require some basic information about yourself to establish an account. Once you have the account, you can log on to access your mail. Generally, free email providers generate revenue through advertising, meaning you will occasionally (well, more than occasionally) get email solicitations as well as advertising banners.

This can be the perfect family email solution. With individual email accounts, you don't have to sift through other people's email to find yours. Free email services are good if you need to check email on the road, but don't have access to your work email. With the increased availability of public access computers (such as those found in public libraries, schools, or college campuses), free email is available to almost anyone.

Free email providers such as Hotmail (www.hotmail.com) use your browser (Internet Explorer or Netscape Navigator) to act as an interface for your email, which requires an Internet Service Provider and access to the Web. Use your browser to go to the mailer's Web site, enter a username and password, and you're ready to check your in-box or send messages.

Juno (www.juno.com) provides its own on-line interface, so doesn't require an Internet Service Provider. All you need is a modem.

Email? Free email? Which should you use? You can certainly use both, but each option has particular strengths.

Regular email programs are usually faster and come with more features. In free email programs, every action opens a new Web page, which can be time consuming. While free email programs are gaining more advanced features, they are still not on a par with regular email. Regular email programs let you do more work off-line. Most free email systems require that you do everything on-line.

Free email has some significant advantages, however. You can have a private email account even if you share an Internet account. You can check your mail from any place with a Web connection. Best of all, you don't have to own a computer.

Free email services also offer you a "lifetime" email address. Even if you change Internet service providers, you can use the same free email address. The address lasts as long as the free email service remains in business.

Of the many free email service providers out there, I would recommend Hotmail and RocketMail. RocketMail offers more storage space, accepts larger attachments, and has better on-line help. Hotmail has the slickest interface plus a few features RocketMail lacks, including free (though not toll-free) tech support, seven days a week.

If you don't have an Internet account, then Juno is your sole choice for free email. Juno comes with well-designed software that makes sending and receiving mail easy. And if the nearest of the service's 400 access numbers isn't a toll call, then Juno really is totally free. The service doesn't handle attachments, though, so you have to be happy with plain-text messages.

What's Out There? Free Email Providers

RocketMail <http://www.rocketmail.com>

Junochttp://www.juno.com/sitenap.html

Hotmail <http://www.hotmail.com>

FreeStarph <http://www.freestarp.com/>

EMail <http://www.email.com/>

Netaddress <http://www.netaddress.usa.net/>

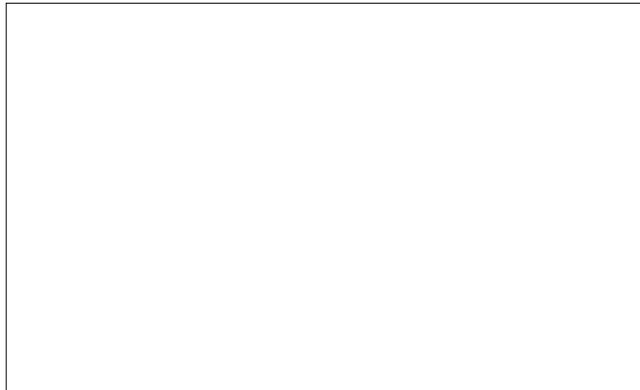
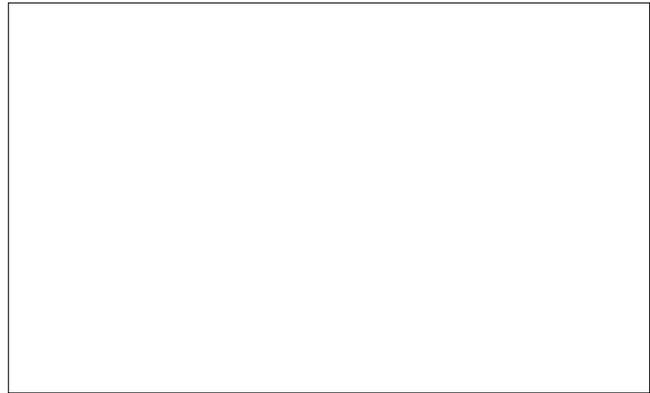
BonusMail <http://www.bonusmail.com/>

Brushy Fork Institute



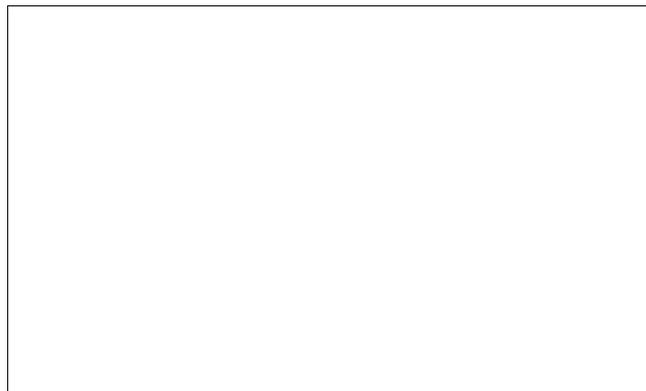
On November 6-7 Brushy Fork Institute celebrated its tenth year of service to the central Appalachian region. Program graduates, current and former staff members, and friends of the Institute gathered for a reception, dinner and workshop with Dr. Vaughn Grisham, professor of sociology and director of the McLean Institute at the University of Mississippi.

In the project showcase, the Menifee Information Group displayed past and present projects, including this welcome sign. This Kentucky group has been active since 1993 and is currently working on establishing a Chamber of Commerce.



The Gilmer Countians for Community Development (GC4CD) from West Virginia displayed a model of the six welcome signs they have placed along county borders. The group worked on the project for a year.

Help Us Help You (HUHY) has been working since 1995 to clean up and beautify Morgan County, Kentucky. The group brought a display showing their recycling center, building restoration and landscaping projects.

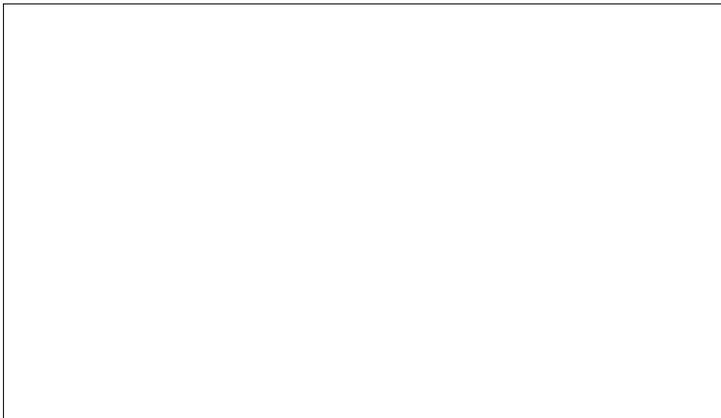
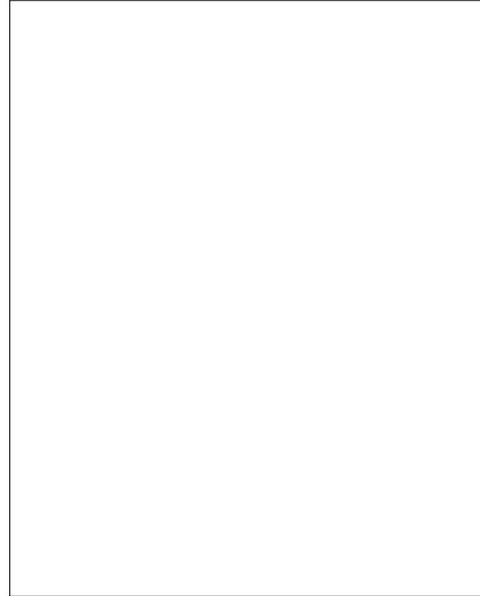


celebrates its tenth year

At the anniversary celebration, Grisham shared his extensive work and research with the community of Tupelo, Mississippi. In the 1930s, Tupelo was the poorest community in Mississippi. Today, it is a national model for effective community economic development. Grisham cited leadership development as one of the keys to Tupelo's success.

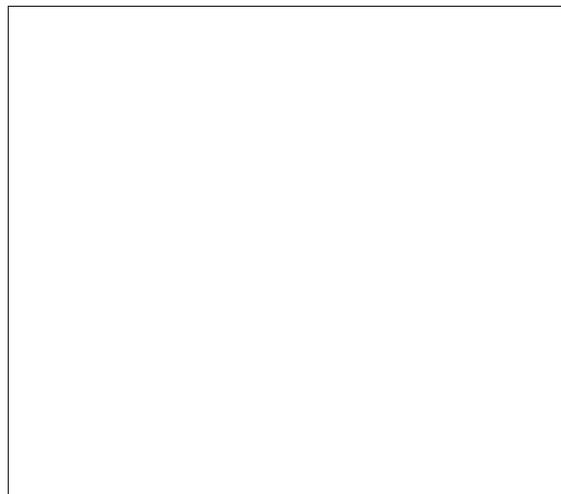
Grisham praised the Brushy Fork Leadership Development Program as top-notch, with a "plan that works, excellent rapport between the staff and participants, a high degree of energy and passion for the work."

Peter Hille, Brushy Fork Director, introduced keynote speaker Vaughn Grisham at dinner on Friday night. To his right are Berea College President Larry Shinn and wife Nancy.



Dr. Vaughn Grisham from the University of Mississippi shared his thoughts on successful community development and the important role of leadership development.

Jackson County, Kentucky Associate Pat Wagner received the 1998 Brushy Fork Service Award. Pat was a participant in the pilot cycle of the Leadership Development Program. She was also Brushy Fork's first Associate Facilitator and has supported the program in a volunteer capacity for several years.



Place-based education **Linking students to the world around them**



Through Emory & Henry's model of place-based education, students and communities can learn about one another and maintain long-term benefits.

If you've lived in a college town, you've probably seen the wall that inevitably separates the college crowd from the "townies". You've probably been on one side or the other, or perhaps on both. Breaking down the wall that separates a college from the community in which it resides is a long but necessary process. When interaction between college and community take place, a partnership can be formed through which both parties benefit.

The Appalachian Center for Community Service (ACCS) at Emory & Henry College in Emory, Virginia, has designed a developmental approach to creating a partnership with the community. Through a variety of programs, the ACCS promotes place-based education, linking students to the world around them.

The establishment of the ACCS itself was an important strategy to coordinate service and learning that make up place-based education. Emory & Henry has also approved a major in Public Policy and Community Service, so that students may connect service and academics. The college is a participant in the Bonner Scholars Program, through which students receive educational assistance for community service. To further promote the culture of service on campus, the college engages incoming students in a range of community service activities during their orientation.

In a written plan, Dr. Tal Stanley, Volunteer Service Coordinator, explained the vision behind Emory & Henry's place-based education programs, "We envision an educational culture that takes seriously the importance of place and community both for personal identity and collective politics."

Place-based education addresses several issues. First, while students across the country are becoming more socially aware and involved in community service activities, their classroom work and community service do not necessarily connect. Also, many

smaller communities are not being served by these activities, although they perhaps have the direst need.

Another trend is the "them and us" consciousness that prevents effective communication and partnership with local people. Through place-based education, students and communities can learn about one another and maintain long-term benefits. In a challenge to forces that usually divide academia from communities, place-based education seeks to gain community input about what does and does not work in a particular place.

Opening communication with local residents calls for the community to trust the college's presence and for the college to trust the community's input. This trust is developed through long-term relationships. Through place-based education, students and the institution learn to value the past of place and respect its present. In turn, the community allows students and the institution to become part of a democratic future.

The service placements and projects which form the core of place-based education are designed through a community-college partnership. Daily, students re-evaluate and reflect on the issues affecting them and the community in which they are placed.

The students become more connected to the community, employing classroom learning in their service projects and bringing their service projects into the classroom. The exchange between theoretical and actual events provides students with increased understanding and experiential learning about how issues affect their own lives and their communities.

Place-based education provides opportunities for community residents in addition to the college students. To gather input from the community, the college hosts events for residents working toward community development. These events might be

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Rural Community Colleges Initiative

Improving access and developing communities

This Ford Foundation initiative encourages community colleges to extend services beyond their students to the communities around them.

In 1994, the Ford Foundation challenged community colleges to think outside traditional academic boundaries through participation in the Rural Community College Initiative (RCCI). The goal of the RCCI is to enhance the capacity of community colleges to serve their regions through post secondary education and through the fostering of economic development. The targeted areas are specific distressed regions, one of which includes Central Appalachia.

Among RCCI pilot colleges is Southeast Community College in Cumberland, Kentucky. The college received a grant to plan programs to stimulate economic development and improve access to education in its service region.

Dr. Roy Silver, who has coordinated RCCI activities at Southeast Community College noted that from the outset those participating in the effort acknowledged that any project would have to be sustainable, would have to build capacity and would have to become part of the institution's mission.

A 10-member planning board for community development issues was formed to provide widespread input from Southeast's three-county region. The planning board represented all elements of the community—business, education, grassroots volunteers and government leaders.

Based on a visioning and action planning process, the board settled on a three-phase approach to community development—a small business development center, a scholarship program for at-risk youth, and a collaborative leadership development program.

Pine Mountain Community Development Corporation

Noting lack of capital and technical assistance as being major obstacles to the growth of new and existing small business in their service area, members of Southeast Community College created a for-profit loan fund to stimulate small business growth.

Area banks contributed money for small business loans. These loans are available to small business owners who meet eligibility criteria, one of which is to accept technical assistance through the development corporation. Staff of the corporation provide assistance with business plans, expansion issues and other small business needs.

In order to receive funding, the entrepreneur must have been rejected for a bank loan. While the interest rate from the development corporation is a little higher than that from a bank, business owners receive the training they need to make their small businesses succeed.

Silver commented on the impact the Pine Mountain Community Development Corporation has had on the surrounding area. For every \$3500 invested in community businesses, one job is created. "That's only 1/3 of the common measurement, which is one job for every \$10,000 invested," he said.

Southeast Scholars Program

Educating the region's young people was another crucial area identified by the planning committee. Particularly concerned with at-risk youth, the board designed a program to intervene with students at an early age.

In the Scholars Program, one sixth grade student is identified each year to participate in a scholarship program. From grades six to twelve, the student is partnered with an adult mentor. When the child graduates from high school, he or she receives a full scholarship to Southeast Community College.

Leadership Harlan County United

Providing local citizens with the leadership skills required to strengthen their own communities was another issue addressed by Southeast Community College. In a collaborative effort, the college has joined with local organizations to offer a leadership development program.

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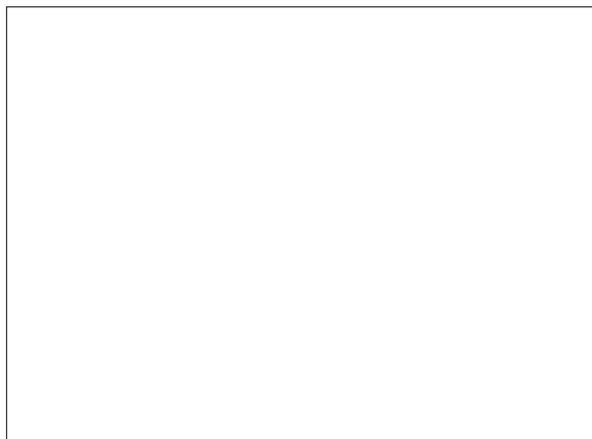
1998 Leadership Development Program

Team Projects Underway

Berea College Team **HUB: Helping Understand Berea**

This year's leadership team from Berea College adopted the name Helping Understand Berea (HUB). The group's goal is to make campus residents more aware of services provided, activities available and other resources on campus.

The group will help campus groups network by providing opportunities for interaction. Among activities planned is a personal connection conference at which students, faculty and staff can learn about the campus community. HUB members will also design a survival guide for students.



HUB members work to create their shared vision for Berea College at the opening workshop.

Jackson County, West Virginia **UNITED: U Need Initiative to Energize Development**

The long-term goal of Jackson County UNITED (U Need Initiative To Energize Development) from West Virginia is to see the county united in community improvement efforts. As a six-month project, teams members will publish and distribute a pamphlet on volunteer and non-profit organizations.

One goal of the booklet is to make residents aware of organizations and activities in the county. However, team members hope to move resident beyond awareness and into the action. The increased involvement of local residents in these organizations will increase social capital in the county and lead to united efforts on community projects.



As part of their project, JIG members will landscape this county park at Thealka.

Lewis County, West Virginia **RAYs: Recreational Activities for Youth**

The team from Lewis County, West Virginia, chose to survey young people in the community to see what kinds of activities they might find entertaining. The group will design and administer the survey with students at the local high school.

When the survey results are received the group will plan a series of activities for young people. The activities will be held at Jackson's Mill, a campground and conference center. The director of Jackson's Mill is on board with the project and has joined the team.

Johnson County, Kentucky **JIGs: Johnson Improvement Group**

The Johnson Improvement Group (JIGs) from Johnson County, Kentucky, has a long-term goal of promoting county pride and tourism. The group took on a two-phase project.

In the first phase, the JIGs will place a sign to identify the historic gravesite of Jenny Wiley, a woman who was captured by Indians but managed a treacherous escape back to her home. The group will landscape around the sign and the gravesite.

Phase two of the project will be to landscape a community park. This project will be completed in collaboration with a park board established by Johnson County.

Additions to Directory of Brushy Fork Associates

Below is a listing of four new teams that are participating in the 1998 cycle of the Brushy Fork Leadership Development Program. See complete descriptions of the county projects on the previous page. This page can be clipped and added as an update to your directory of Brushy Fork Associates.

If you don't have a directory and would like to have one, please contact us. Each directory contains contact information for Brushy Fork program graduates and includes a section on areas of interest and expertise. If you have changes for the directory, please send them to Brushy Fork for note in future newsletters. Thanks!

1998 program participants

Berea College Team, Kentucky

Project: Inter-campus communication project

<i>Name</i>	<i>Address</i>	<i>City</i>	<i>Zip</i>	<i>Home Phone; Work Phone</i>
Ms. Dilwonberish Aberra	CPO 172	Berea	40404	606 986-9341 x6015 or 6155
Ms. Tammy L. Clemons	CPO 435	Berea	40404	606 985-9241; 606 986-9341 x6189
Ms. Natalia Gamarra	CPO 1016	Berea	40404	606 734-6856
Ms. Takesha Jones	CPO 1073	Berea	40404	606 986-9341 x8082
Ms. Tyra Lainhart	CPO 1120	Berea	40404	606 986-0181; 606 986-9341 x5028
Ms. Jimmie W. Lewis	124 Oak Street	Berea	40403	606 986-0445; 606 986-9341 x5230
Mr. Dwayne Shepherd	CPO 1827	Berea	40404	606 985-7866
Ms. Reba L. Snavelly	CPO 2289	Berea	40404	606 986-5696; 606 986-9341 x5050
Mr. Jim Strand	312 Center Street	Berea	40403	606 986-9341 x5486

Jackson County, West Virginia

Project: Directory and networking for community organizations

<i>Name</i>	<i>Address</i>	<i>City</i>	<i>Zip</i>	<i>Home Phone; Work Phone</i>
Ms. Dorothy Cox	911 Race St.	Ravenswood	26164	304 273-4485; 304 372-6992
Ms. Jessica Grady	RT 4, Box 73BB	Ripley	25271	304 372-8370
Ms. Kit Grady	RT 4, Box 73BB	Ripley	25271	304 372-8370
Ms. Gloria Gregorich	704 S. Ritchie Ave.	Ravenswood	26164	304 273-5674; 304 372-7873
Mr. Duane Haughey	RT 1, Box 128	Ravenswood	26164	304 273-3148
Mr. Mark Kassing	PO Box 693	Ravenswood	26164	304 273-2277; 304 273-6383
Ms. Eurada Landis	RT 3, Box 80	Kenna	25248	304 372-6477
Ms. Carla Long	RT1, Box 151	Cottageville	25239	304 372-5845
Mr. Denzil Redman	751 Divide Hill	Kenna	25248	304 372-6367
Mr. Timothy Shamblin	PO Box 468	Ripley	25271	304 372-2456
Ms. Jo Beth Smith	RT 1, Box 47	Ripley	25271	304 372-2029; 304 273-0840
Mr. Charles Stalnaker	RT 1, Box 183	Given	25245	304 372-3739
Ms. Dolores Willard	PO Box 451	Ripley	25271	304 988-9976; 304 927-4444

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1998 program participants

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Johnson County, Kentucky**Project: Landscaping and signs for Jenny Wiley gravesite and county park**

Name	Address	City	Zip	Home Phone; Work Phone
Ms. Diane Blackburn	6367 KY RT 40 E	Williamsport	41271	606 789-5947; 606 789-2590
Mr. Derek Caudill	1956 Asa Creek	Leander	41228	606 297-4526
Mr. Chuck Centers	PO Box 6	Tutor Key	41263	606 789-9873
Ms. Peggy Centers	PO Box 6	Tutor Key	41263	606 789-9873; 606 886-2321
Ms. Brenda Cockerham	RT 580, Box 7668	Oil Springs	41238	606 297-1724; 606 789-8108
Ms. Marsha Colvin	125 Frozen Branch	Leander	41228	606 297-4390; 606 789-2500
Mr. Bradley Hannah	4081 Middle Fork Rd.	Leander	41222	606 297-6264
Ms. Jennifer Johnson	PO Box 181	Wittensville	41274	606 297-6685; 606 789-2500
Ms. Teresa Kitchen	1650 Hall Branch	Flat Gap	41219	606 265-4347
Ms. Candace P. Ousley	4462 KY RT 825	Denver	41222	606 297-5051; 606 265-3110
Ms. Sally Ousley	PO Box 459	Hagerhill	41222	606-789-9791
Ms. Jessie Skaggs	8864 KY RT 580	Oil Springs	41238	606 297-7789
Mr. Jeffery Tackett	2782 KY RT 825N	Hagerhill	41222	606-297-7646
Ms. Frances Thacker	PO Box 65	Paintsville	41240	606 789-5713

Lewis County, West Virginia**Project: Survey young people regarding activities; sponsor youth activity**

Name	Address	City	Zip	Home Phone; Work Phone
Ms. Peggy Doyle	RT 1, Box 128	Horner	26372	304 452-8768; 304 269-1863
Ms. Suzie Frederick	RT 4, Box 169	Weston	26452	304 269-6544; 304 269-7328
Ms. Aminda S. Glass	RT 4, Box 545	Weston	26452	304 269-1702
Mr. James W. Gum	RT 2, Box 240	Weston	26452	304 269-1592; 304 269-8241
Ms. Patricia Minehardt	RT 3, Box 126	Weston	26452	304 269-3433; 304 269-7809
Mr. Ares Park	RT 2, Box 118	Roanoke	26423	304 452-8027
Ms. Erseline Rumbach	RT 1, Box 18-A	Jane Lew	26378	304 884-8075
Ms. Rachel Shreve	303 Main Ave.	Weston	26452	304 269-4184
Mr. Jeremy Williams	RT 1, Box 140-W	Weston	26452	304 269-6081

Brushy Fork still has copies of the Directory of Associates available. If you would like to have a free copy of the directory, contact Paula Isaacs at CPO 35, Berea College, Berea, Kentucky 40404; or call (606) 986-9341 extension 6838.



toolbox

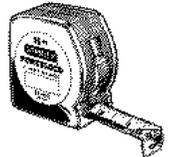
On beginning a college/community partnership

Educational institutions are often overlooked as resources beyond providing education for residents of a community. Actually, institutions such as community colleges offer a variety of resources that can be used to support community development. Here are some pointers on establishing relationships and mapping assets for effective partnerships between educational institutions and their communities.



☆ INVITE THE INSTITUTION TO PARTICIPATE.

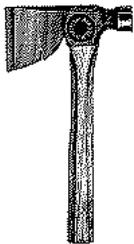
As a community, assume a measure of responsibility for the well-being of the institution of higher education. Establish a relationship that roots the institution into the community. Don't view the institution's members as outsiders.



☆ DETERMINE WHAT THE INSTITUTION CAN OFFER.

Identify resources available from the local educational institution.

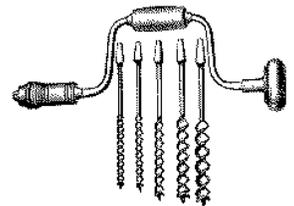
- ✓ Personnel: skills and knowledge of employees, students and volunteers
- ✓ Space and facilities: meeting rooms, sports facilities, parking lots, parks, health clinics and social service resources
- ✓ Materials and equipment: computers, fax machines, copiers, books, videos, audiotapes, wood-working equipment, athletic equipment, furniture, audio-visual equipment
- ✓ Expertise: skills training
- ✓ Economic power: jobs and jobs training



☆ DETERMINE WHAT THE COMMUNITY CAN OFFER.

Identify the assets and resources of the community.

- ✓ Citizens' associations and non-profits
- ✓ Public institutions
- ✓ Private sector businesses
- ✓ Local residents
- ✓ Special interest groups



☆ CREATE A MUTUALLY BENEFICIAL RELATIONSHIP.

Identify and communicate about ways the relationship can benefit each partner. Make the relationship productive for all parties. For example, a collaborative program to reduce the high school drop out rate might lower the poverty rate for the community and provide additional students for the local college.

Adapted from *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* by John Kretzmann and John Knight.



Place-based education

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community awareness days, celebrations, or training opportunities. The campus becomes an open environment for the entire community.

Place-based education requires a constantly evolving curriculum and service learning program. With communication and a shared vision, programs designed under this concept will reinforce current efforts and help meet future challenges. Tal Stanley notes one of the long-term goals behind Emory & Henry's program, "The kind of place-based education we seek to offer students will benefit and equip them for citizenship in places and communities in which they choose to settle, whether in Southwest Virginia or not."

Rural Community Colleges Initiative

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The eight-month program provides participants with general leadership skills and insights on education, local government, economic development, the environment, social issues and health care.

With programs developed under the Rural Community Colleges Initiative umbrella, Southeast Community College and other institutions throughout the country are developing strategies to become more responsive to community needs. For more information on Southeast Community College's initiatives, contact Paul Pratt at the Office of Business and Community Development, (606) 589-2145.

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Berea College CPO 35
Berea, KY 40404
606 986-9341 ext. 6838**

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