



Mountain Promise

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urban
 rural

asian
 european
 african
 latino
 mid-westerner
 appalachian

OUT-MIGRATION
 IN-MIGRATION



MIGRATION
 A REGION ON
 THE MOVE



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Mission of Brushy Fork

For more than one hundred years, Berea College has served the people of Appalachia.

The Brushy Fork Institute carries forward this commitment by working to develop strong leadership in the mountains.

Working with both existing and emerging leaders, we draw on local understanding and vision to help communities build for tomorrow.

On the cover: top, Aziza Madjani—article, page 10; bottom, a volunteer tutor and student—article, page 14.

ON THE MOVE

Recent Appalachian Migration Patterns

by Phillip J. Obermiller and Steven R. Howe

Because of social and scientific changes in the late twentieth century, Appalachians are having fewer children and living longer lives. This leaves migration as the leading factor influencing the region's demographic makeup. In this essay we will use 1980 and 1990 census data on county to county migrants to discuss regional migration patterns.¹ To make identification easier, we will often refer to counties by the names of their principal cities.

Although the Appalachian region gained about a quarter of a million new residents from net migration in 1980 and a slightly larger number in 1990, the internal dynamics of those migration streams tell another story. Prior to 1980 much of Appalachia's growth due to migration occurred in the central and southern portions of the region, while northern Appalachia lost 1.1 percent of its population in net out-migration. By 1990 northern Appalachia's migration losses remained steady at 1 percent, but central Appalachia's earlier migration gain turned to a loss of 2.4 percent. It was only southern Appalachia's substantial growth in in-migration that gave the region an overall net gain from migration in 1990.

Population movement continues to be an important part of the Appalachian experience; between 1985 and 1990 the region's counties received 3.1 million new residents while losing 2.9 million former residents. Twenty-nine percent of Appalachia's 1990 population moved out of, into, or within the region in the previous five years. Although Appalachia had net population gains of 1.1 percent in 1980 and 1.2 percent in 1990, these gains were smaller than those for the rest of the nation, which were 1.8 percent and 2.1 percent respectively. Moreover,

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Migration in (and out of) Appalachia

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the overall figures for the region masked the fact that northern and central Appalachia were losing population.

the impact of . . . migration patterns [is] not even across the region.

the 40 largest county-to-county migration streams in Appalachia were simply exchanges among Pittsburgh's core and periphery counties. Similar

Where is Movement Taking Place?

None of Appalachia's counties ranked in the top 40 in the nation for attracting migrants in either census period, but in 1980 Pennsylvania's Allegheny County ranked twenty-sixth in the country for total out-migration, and thirty-third ten years later. The region's top 30 "revolving door" counties, those with the highest rates of both in- and out-migration, typically included larger cities and college towns. This population churning occurred in 17 urban counties in the northern subregion and in 13 urban counties in the southern subregion. The pattern continued with little change in the following decade.

By 1990 most non-Appalachian migrants to the region came from metropolitan areas located just outside the region.

Montgomery, Atlanta, Marietta, and Greensboro all lie in close proximity to the southern and eastern borders of the region; similarly, Cincinnati and Buffalo lie along its western and northern borders. The main sources of new residents in Appalachia were short-distance movers coming primarily from southern metropolitan areas that adjoin the region.

. . . overall figures for the region masked the fact that northern and central Appalachia were losing population.

A similar phenomenon occurred among those leaving the region. In 1990 the chief Appalachian donor counties were located on the peripheries of major cities situated just outside of Appalachia. These counties abut Greensboro and Thomasville in North Carolina, Marietta and Atlanta in Georgia, and Cincinnati and Youngstown in Ohio. The only exceptions are the donor counties feeding Nashville, which is separated from Appalachia by one intervening county.

Most of the migration within the region took place as exchanges between a metropolitan core and its suburban ring communities. For instance, over a quarter of

Most of the migration within the region took place as exchanges between a metropolitan core and its suburban ring communities.

exchanges occurred in Alabama on the Birmingham-Tuscaloosa axis as well as in the Huntsville area, and in South Carolina along the Greenville-Spartansburg-Anderson corridor. Knoxville, Chattanooga, and Johnson City were the focal points for core-perimeter exchanges in Tennessee; the same dynamic occurred around Cincinnati, Ohio; Charleston, West Virginia; Winston-Salem, North Carolina; and Birmingham, New York.

A Look at Who is Moving

Between 1985 and 1990 the region gained only 12,036 residents over the age of 65 through migration. By comparison, the region had a net gain of 115,887 school-aged migrants (ages 5-19) and

116,339 migrants in their prime working years (ages 20-64). The largest net flows of older migrants were into suburban Appalachian counties bordering Cincinnati, Atlanta, and Pittsburgh. Although western North Carolina is widely

perceived as a retirement destination of choice, only Henderson County, North Carolina, appears among the top forty Appalachian destinations for older migrants.

The important story lies in the subregional data. Northern and central Appalachia had small net losses of residents 65 and older through migration, but these areas experienced substantially larger net migration losses of people typically in the labor force. Moreover, central Appalachia lost nearly 10,000 school-aged children. Appalachia's chief migration magnet was the southern subregion which netted well over a third of a million new residents, most of whom were of an age to be employed.

Between 1975 and 1980 the region gained on

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net about 3,000 more men than women from migration; however, in the 1985 -1990 period, the region netted 30,000 more men than women principally through migration gains in southern Appalachia. While both northern and central Appalachia had net losses of both men and women between 1985 and 1990, the net migration losses in these two subregions were larger among women (-83,106) than among men (-60,104).

Appalachia as a whole had a net loss of 6,444 African-American residents in the 1975-80 period. About two-thirds of this loss occurred in southern Appalachia, while out-migration from central Appalachia composed the other third. In 1990 some 200,000 black migrants took up residence in the region, and another 180,000 moved away from the region. The net gain of about 20,000 African-American migrants occurred predominantly in the south, reversing by a wide margin the losses seen in the 1980 census. Northern Appalachia again had a net gain in black residents from migration, while central Appalachia had a small net loss of about the same size as it had in 1980.

The small Hispanic population in Appalachia grew between 1985 and 1990 with a net gain of 26,989 migrants, the majority of whom settled in the southern subregion. While this number, on its face, appears small, it is proportionally large: the net gain from migration represents 34.3% of Appalachia's 1990 Hispanic population. Fully half of the top 40 Hispanic migration streams into the Appalachian region had their sources outside of the United States. The destinations for these migrants were primarily urban and suburban counties in the Atlanta and Pittsburgh metropolitan areas.

... net migration cost central Appalachia nine percent of its bachelor degree holding population.

Is Movement Causing a Brain Drain?

Many people raise the issue of an Appalachian "brain drain" when considering the region's future. The migration data address at least a portion of this concern. In 1990 Appalachia gained approximately 100,000 more college students than were lost through migration, but there was extreme variation by subregion. Northern Appalachia gained a net of 37,566 college enrollees, southern Appalachia gained 66,684, while central Appalachia had a net loss of 3,988 college students. Overall, students from outside Appalachia occupy about one in every ten of the region's college seats.

While many students came into the region to obtain an education, the question remains whether they stayed in the region after graduation. Between 1985 and 1990 Appalachia netted nearly as many migrants over age 25

without high school diplomas (63,604) as it did high school graduates (65,711). A net gain of migrants with associate's degrees (5,060) and graduate degrees (3,607) was more than offset by a net loss of 24,368 migrants holding bachelor's degrees.

At the subregional level, the educational differences in net migration were quite distinct. Northern Appalachia gained more than ten thousand migrants without a high school education, accompanied by net losses of migrants with higher educational attainment. Central Appalachia gained more than 2,000 migrants with less than a ninth grade education while experiencing net losses in all higher educational categories. On a proportional basis, net migration cost central Appalachia nine percent of its bachelor degree holding population.

Southern Appalachia had net gains in all educational categories including migrants without a high school diploma (50,234), high school graduates (71,815), migrants with some

out-migration
in-migration

... students from outside Appalachia occupy about one in every ten of the region's college seats. But do they stay?

college or an associate's degree (74,361), and migrants with a bachelor's or graduate degree (47,902).

Southern Appalachia has been growing and prospering.

poverty, while 15% of those departing had the same socioeconomic status, giving the region a net gain of 111,687 persons in poverty.

Migration and Income Issues

Regarding the occupational status of Appalachian migrants, the region as a whole had a net loss of 47,303 higher status workers while experiencing net gains of 8,469 service workers and 40,685 lower status workers. Northern and central Appalachia lost workers in all employment categories with the heaviest net losses in the professional/managerial and technical/sales categories. Southern Appalachia had net gains across all categories, a slight majority being in the professional/managerial and technical/sales categories.

While both northern and central Appalachia showed net losses due to migration of persons not in poverty, they also showed net gains in persons below the poverty line. The southern subregion experienced an opposite phenomenon with impoverished migrants being outnumbered five to one by those above the poverty line. Large metropolitan donor areas like New York City, Los Angeles, Atlanta, Cleveland, and Cincinnati were net contributors to the top 40 inflows of poor migrants into the Appalachian region.

The Appalachian region lost a net 34,342 migrants with 1989 incomes of more than \$20,000 while netting 209,407 migrants with incomes of less than \$20,000. Northern

Central Appalachia remains the region's only predominantly rural area.

State Migration Flows and Demographics

The following summary statistics are based on the net proportionate gains and losses in the Appalachian counties of each state.² In terms of total migration flows, Georgia

Appalachia netted 69,562 new residents with incomes of less than \$10,000 while losing migrants in each of the three higher income brackets. Central Appalachia had net losses in all income categories with the heaviest being in the two highest income brackets. The southern subregion had gains through migration in all income categories with the majority by far being in the lowest two.

posted the highest gain at 12.3%, while West Virginia suffered the largest loss, with 4.1% of its population leaving. Georgia gained population in all age categories, while West Virginia had the largest loss of migrants under- the age of 55. New York lost the most residents over 55 to migration. While the African-American migration flows were stable in most states, West Virginia's dropped by 5.4%. The Hispanic populations in each of the Appalachian states grew substantially, led by Georgia at 53.8%.

Appalachia had a net gain of well over a quarter of a million homeowners between 1985 and 1990, with the vast majority of that gain realized in the southern subregion. Northern Appalachia lost both renters (-119,980) and homeowners (-8,624). Central Appalachia saw a slight net gain in homeowners (302) and a substantial loss of renters (-45,741). Meanwhile, homeowners entering the southern subregion (241,744) outnumbered renters (126,189) almost two to one.

Migration contributed substantial numbers of people with incomes less than \$10,000 to New York (11.3%), Virginia (8.8%), and Maryland (6.8%). Proportionately, Georgia gained the most migrants with incomes of \$35,000 or more (17.1%) while Virginia, New York, and West Virginia had net losses in this income category of 9.3%, 7.7%, and 7.4% respectively. West Virginia lost 1.4% of its homeowners to migration, while in

Eighteen percent of those entering Appalachia were in

The northern and central Appalachian states have been losing migrants with skills, education and higher incomes. . .

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Georgia migration added 10.7% to the number of homeowners. In New York the number of people living in poverty grew by 12.3% due to migration, the largest gain of this kind among the states.

Georgia posted the largest gain in migrants in the top occupational category (18.8%) while Kentucky, Ohio, Mississippi, Pennsylvania, New York, Virginia, and West Virginia lost migrants in this category in numbers ranging between five and ten percent. Migrants in service work grew by 13.4% in Georgia and 6.2% in South Carolina, while posting losses in West Virginia (5.6%), Ohio (4.3%), and Kentucky (4.2%). Migrant laborers contributed 13.4% to Georgia's workforce, and 5.1% to South Carolina's, while out-migration diminished this occupational category in West Virginia by 7.4% and in Kentucky by 4.5%.

West Virginia was the only state to have a net loss of population in all seven educational categories, followed by Kentucky with losses in the six highest categories. Alabama, Georgia, North Carolina, and South Carolina each had net educational gains across the board. Georgia also had the highest proportional net gains from migration, and this growth came predominantly from migrants with higher educational attainment.

In sum, the state-level data support the general conclusions reached for the subregions. Southern Appalachia has been growing and prospering. The northern and central Appalachian states have been losing migrants with skills, education and higher incomes while gaining migrants in poverty.

Conclusion

Migration is a key element in any complete understanding of the Appalachian region. Appalachian migration patterns have changed from long-range flows into northern, southern, and western states outside the region to short-range urban-suburban exchanges principally centered around cities in and immediately adjacent to the region. With migration flows concentrated between urban and suburban counties and a substantial portion of the region's population living in urban counties concentrated in the region's northern and southern tiers, central Appalachia remains the region's only predominantly rural area.

The migrants entering Appalachia had lower-status jobs, lower incomes, less education, and were more likely to be in poverty than the people migrating from the region. The impact of these migration patterns, however, was not even across the region. Northern and central Appalachia were losing population while at the same time becoming a refuge for low-income, blue-collar workers with little formal education.

Southern Appalachia, on the other hand, was gaining population. Overall, these migrants were more ethnically and racially diverse; better paid, educated, and housed; and worked at higher status jobs than did migrants to the other two subregions. Data from the 2000 census will soon indicate whether the migration patterns of the 1970s and 1980s continued in the last decade of the twentieth century.

NOTES

¹ Readers wishing to examine the sources and complete tabular data for this article may access them at <http://arc.gov/research/pdf/migrat.pdf>.

² The Appalachian areas of twelve states and all of West Virginia vary greatly in population size; to adjust for these differences, in this section we will give only the net proportionate population gain or loss due to migration.

Phillip J. Obermiller is a co-editor of *Appalachian Odyssey: Historical Perspectives on the Great Migration* published in 2000 by Praeger. Steven R. Howe is an Associate Professor of Psychology at the University of Cincinnati. They are currently planning an analysis of Appalachian migration data from the 2000 census.

J-1 VISA WAIVER PROGRAM

Foreign Doctors Assist with Rural Physician Shortage

Foreign doctors have become a common sight in medically underserved communities throughout central Appalachian communities. Through the J-1 Visa Waiver program, these doctors are allowed to address the needs of patients who otherwise might not be served.

The J-1 Visa Waiver Program is a national initiative that waives the requirement that foreign medical graduates who have completed residency training in the United States must return to their home countries for at least two years. Provided that the physicians work in a medically underserved area, they may remain in the U.S. Through the program, the Appalachian Regional Commission has placed thousands of physicians in more than 200 communities since 1994. The doctors are required to stay in the shortage area for at least three years.

In 1998, the Appalachian Regional Commission conducted a study to determine the retention rates of physicians who obtained J-1 Visa Waivers and have already fulfilled their service commitment to practice in the Appalachian Region. Based on physician responses to a comprehensive survey, as well as physician site visits and interviews by Commission staff, the results of the study suggest the following:

- 29 percent of all ARC J-1 physicians continue to practice at the same site;
- 37 percent of J-1 physicians stay in Appalachia but don't necessarily practice at the same site;
- Physician retention rates have been steadily increasing since 1987.

In a September 27 article in the *Lexington Herald-Leader*, ARC representative Duane DeBruyne says of the J-1 Visa doctors: "The history of the program is that these doctors are extremely well-received in their communities. They have made and continue to make critical contributions to health care, particularly in rural Appalachia."

In the article, the ARC encourages Appalachian residents not to make foreign physicians the target of anti-terrorism sentiments. Shortly after the attacks on America, a physician in Harlan, Kentucky, received a threatening fax. Another in Charleston, West Virginia, was handcuffed and placed on the ground by police, later to receive an apology.

Each of these doctors described his connection to the communities he serves. Dr. Ahmad H. Ahmad, the doctor in Harlan County, said he chose to live in the area even after he fulfilled the time required for the visa program because he loved the people and the

community. "People were so friendly, and the town reminded me of back home," he explained.

Dr. Prathap Chandran spoke after his incident in Charleston: "I am 60. I am a heart specialist. I am an Indian native. I am an American citizen. I am a Hindu. I am a pacifist. I am a vegetarian. I am not here to hurt anyone or anything.

I am here to help."

Dr. Ronald Neel, president of the Kentucky Medical Association, noted the role of foreign medical personnel in underserved areas. "These are excellent physicians, and they're serving many of the less fortunate of our citizens. They are very important to medical care . . . I hope our citizens realize this and treat them with the dignity and respect they deserve."

Doctors Currently Under J-1 Visa Obligation in Appalachian Counties

Kentucky	44
Tennessee	12
Virginia	0
West Virginia	24
Total	80

Source: *Appalachian Regional Commission*

Information for this article is from:

"Respect Foreign Doctors, Agency Asks Appalachia." *Lexington Herald-Leader*, September 27, 2001.

"Access to Care: Overcoming the Rural Physician Shortage." by Fred Baldwin in *Appalachia*, May-August 1999.

"A Conversation on Rural Health Care." *Appalachia*, May-August 1999.

INTRODUCING . . .

The New Latino South

Condensed from a report on "Race and Nation: Building New Communities in the South," a joint project of the Center for Research on Women, the Highlander Research and Education Center and the Southern Regional Council. Used with permission.

Generations of Southerners have lamented the region's history of racism, slavery and violence, but very few have placed their hope in those most dispossessed by this legacy. The extensive immigration of recent years creates a new social context in which multi-racial/ethnic coalition-building has become more complex and even more necessary. With the conviction that social justice in the South depends on bottom-up movements to join people across racial-ethnic barriers, three organizations have partnered on a project to lay the groundwork for building these coalitions.

The Highlander Center, the Southern Regional Council and the Center for Research on Women at the University of Memphis are collaborating on "Race and Nation: Building New Communities in the South." The project combines community-based research with popular education to investigate and influence the changing racial-ethnic dynamics of the region. The project's goal is to understand better both the experiences of new immigrants as they arrive in and adapt to the South, and the attitudes of more long-term residents toward new immigrants. With this understanding the partners hope to identify areas of potential conflict as well as collaboration among different groups, and to encourage multi-racial/ethnic efforts to address common needs.

As a first step in building coalitions, the groups have published a report, "The New Latino South: An Introduction," which explores immigration patterns of Latinos in the U.S. South.

From the Report

Data in the New Latino South report encompass those individuals who identified themselves as Latino or Hispanic at the time of the 2000 census. Not all of these individuals are recent immigrants, nor are they necessarily foreign-born. Some were already in the South and others migrated to it from elsewhere in the United States. As many have noted, these numbers are no doubt an undercount of the Latino population, as those who are immigrants but lack legal documents may seek social invisibility and avoid participation in the census.¹

The report indicates that recent Latino migrants and immigrants to the U.S. South have settled primarily in areas where jobs at the low-wage end of the labor market, often in traditional southern industries, have been abundant. The distribution of this new population largely reflects the dynamics of the economy in different sub-regions. In general, Latinos have settled in larger numbers in areas with expanding labor markets, where they have both followed and enhanced economic growth.

Not surprisingly, the Appalachian South and the Mississippi Delta—areas of entrenched poverty and, in many locations, economic stagnation or decline—have for the most part not attracted large Latino settlements. This is evident in the relatively small Latino populations in West Virginia, the only state that lies entirely within Appalachia, and Mississippi, the heart of the Delta sub-region. However, there are important exceptions to this generalization, such as the Appalachian region of north Georgia, where the

¹ Estimates of the Latino population based on non-census sources (e.g., vital statistics, school records) often arrive at figures that are double the census count. For example, a recent study of the Latino population in the Memphis metropolitan area estimated a population of 53,628 Latinos, in contrast to the census count of 27,520. See Burrell, Luchy *et al.* 1997. "Preliminary Estimates and Projections of the Hispanic Population for the Metropolitan Area 1996-2000." Memphis, TN: Regional Economic Development Center.

extensive textile and poultry processing industries have attracted a large influx of migrants and immigrants.

How the Latino population will fare in the current economic downturn is unclear, as many determining factors—including post-9/11 immigration policy changes as well as employer decisions about layoffs—are just beginning to emerge. What does seem clear is that many of these newcomers are here to stay, and they are permanently transforming the racial-ethnic landscape of the South.

About the Project

Each of the three participating organizations in “Race and Nation” represents a different site for studying Latino immigration in the South. The Center for Research on Women reflects the historically bipolar racial context of the Deep South. Highlander Center, in East Tennessee, serves in a predominantly rural, white working class Appalachian context. The Southern Regional Council represents the much more multi-racial/ethnic context of Atlanta.

Highlander’s work on the project involves constructing a case study of Morristown, Tennessee, an industrial Appalachian town that has seen the official census figures for Hispanic population jump 1785% between 1990 and 2000. With Latinos

making up 6% of Hamblen County’s total population, the town and outlying areas are being rapidly changed by immigration.

Highlander is conducting interviews with low-income African-American, white and Latino residents of Morristown in order to develop a sample of experiences and reactions to racial/ethnic change. The Center will also interview a small number of employers, faith leaders, service providers, educators and business leaders to measure the impact of immigration on community institutions and the local labor market. The information will be developed into materials for use by people in Morristown and other areas in the South and Appalachia.

The work of the Southern Regional Council (SRC) and the Center for Research on Women (CROW) will focus outside the central Appalachian region. SRC will perform research in the Chamblee/Doraville area of DeKalb County, Georgia, which has developed into a powerful economic generator with hundreds of small Asian and Latino businesses that are blended into one community. CROW will focus its interviews on issues related to employment and work relations of African-Americans and the growing Latino population in Memphis, Tennessee. CROW has also sponsored community gatherings to organize Latina women and children.

The project is ongoing, set to conclude in 2003. Following the events of September 11, project staff decided to explore, primarily through interviews,

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Latino Population of the South, 1990-2000

State and Rank	Latino Pop. In 2000	% of State Population	% Increase 1990-2000	Latino Pop. in 1990
1. Georgia	435,227	5.3	299.6	108,922
2. No. Carolina	378,963	4.7	393.9	76,726
3. Virginia	329,540	4.7	105.6	160,288
4. Tennessee	123,838	2.2	278.2	32,741
5. Louisiana	107,738	2.4	15.8	93,044
6. So. Carolina	95,076	2.4	211.2	30,551
7. Arkansas	86,866	3.3	337.0	19,876
8. Alabama	75,830	1.7	207.9	24,629
9. Kentucky	59,939	1.5	172.6	21,984
10. Mississippi	39,569	1.4	148.4	15,931
11. W. Virginia	12,279	0.7	44.6	8,489

Source: U.S. Bureau of the Census



Tina Rae Collins

LEARNING IN A STRANGE LAND

An International Student Shares Her Experience

Imagine spending part of your early adulthood in a place where no one speaks your native language, you have to adjust to cultural differences and your goal is to get an education. As colleges throughout the region open their doors to students from around the world, the opportunity for cultural exchange is

exceptional. Aziza Madjani, one of Brushy Fork's student workers this year, is a native of the Democratic Republic of the Congo. A Berea College senior, she is majoring in business administration with concentration in finance. Aziza shared her thoughts on the differences and similarities between her country and the United States with our administrative assistant, Tina Rae Collins.



Aziza Madjani

Tina: Aziza, what are your plans after graduation?

Aziza: I plan to go to graduate school and get a master's degree and then go back home to work in finance.

Tina: Is life for women in the Congo similar to life for women in the United States?

Aziza: During my mother's generation women were not very educated and their goal in life was to get married, have children and stay home to raise them, while the husband worked and brought home food to feed the family. However, my generation is more educated. The number of educated males and females is almost equal. You wouldn't find a girl saying that she just wants to finish high school and get married. No, women want to work as hard as men do. As far as society goes, people (men) are still reluctant to give jobs with big responsibilities to women. They are offered secretarial and nursing jobs most of the time. However, men have started slowly but surely trusting women with good jobs. There are a few women who work with the current government these days.

Tina: What have you learned about our culture that has helped you?

Aziza: People here are free to express themselves in any way they want. When I go home I will not be afraid to voice my opinion about anything.

Tina: Will you have the freedom in your country to voice your opinion?

Aziza: Yes. Most people accept things the way they are and don't try to change them. But when I go back I will speak what I feel in order to produce change.

Tina: What would you like to see changed?

Aziza: Freedom of speech is one thing that I want to see happening. People are too scared to speak, not because the government will punish them, but because they do not want to disturb the way things are done in our society. I know that it's hard to understand what I am trying to say, but what I am referring to is the fact that people are scared to be an outcast of society if they try to fight polygamy, for example. They don't agree with it, yet they don't say a word because "This is the way things are in our society and they have

been this way for decades. Who gives us the right to change them?" I want to abolish polygamy from our society.

Tina: Why did you choose the United States as the place to get a higher education? And why Berea College?

Aziza: I wanted to experience the American schooling system since I had heard so much about it. Basically, it was a good education opportunity. A friend told me about Berea College. Also, I came here because Berea College charges no tuition.

Tina: What has been your biggest surprise about the U.S.?

Aziza: That there are very poor people here. On television you see people who have very nice houses and cars and you think that's how it is everywhere in the United States. I knew there was some poverty but I didn't realize the extent of it.

Tina: What had been your association with the U.S. before you came here?

Aziza: Music and clothing.

Tina: Could you speak English before you came?

Aziza: No. I had to learn how to speak English when I got here. My country's official language is French, but I also speak Swahili, Lingala, and Kimbebe.

Tina: What would you like people to know about your country and the people who live there?

Aziza: The media make people think that wild animals live in people's back yards in Africa, but that is not true. You have to go into the forest to see them. I had to go to the zoo to see a lion. Also, people are open-minded in my country. They like to be informed of what is going on all around the world.

Tina: Could you describe the physical appearance of your home community?

Aziza: My hometown is three times the size of Berea. It is not very big compared to other cities in my country. Basically, you find everything that you find here: roads, buildings, schools, brick houses, etc. There is no difference.

Tina: What would you like people to know about you?

Aziza: I am a very open-minded person and I respect people's personal opinions. I am a very happy person, and I try hard to stay happy even when I have problems.

Tina: Have you been able to adjust well to the differences in culture here?

Aziza: Not quite well. It took me a long time to get used to calling older people by their first names. Back home you have to put "auntie" or "uncle" before the first name of an older person.

Tina: Have you been in different areas of the U.S.? If so, how were the people there different from those in Appalachia?

Aziza: I have been to New York City and Atlanta, Georgia, and also Tennessee, Texas, Ohio, Indiana, Missouri, and other places. I have noticed that people are very busy in big cities and they are not as friendly as the people in Appalachia.

Tina: What advice would you give an international immigrant to this region or an American going to your country?

Aziza: To try his/her best to adapt to the environment and culture. It is really important to know the culture of a foreign country to prevent yourself from offending people.

Tina: What has been your most difficult experience here?

Aziza: Communication when I first came. I couldn't understand what people were saying; neither could they understand what I was saying.

Tina: What has been your most positive experience here?

Aziza: Getting a good education and making some very good friends. My friends are like my family here. It really helps a lot to have good friends when you are so far from home.

Tina: Aziza, thanks for sharing about your country and experiences here. We appreciate your insights.

New Latino South

continued from page 9

general attitudes and fears regarding immigration. While racism and an anti-immigrant feeling were present in some cases, sometimes cloaked in nationalism and patriotism, evidence also showed tolerance. Some project findings include:

- Immigration has become a visible political issue to a degree that it was not before (at least in the South). Although many forces and positions coming to the fore are anti-immigrant, there is also a new awareness of the need to defend immigrants and their rights.
- Southerners are aware that people in the U.S. cannot afford to be so ignorant about the rest of the world. They are open to learning about globalization and some of the transitional dynamics relevant to immigration.
- The targeting of Muslims and Arabs has produced an anti-racist “backlash” in which racial profiling and other racially motivated hate crimes are defined as un-American.
- Southerners have a widespread concern for peace. Some faith-based institutions (which are very strong in the South) have a new energy to press for peaceful solutions.
- Civil liberties are coming to the fore as an issue, which it may be possible to link with both immigrant rights and the civil rights legacy in the South.

Over the next 12-15 months, the organizations in the partnership will convene workshops and create a variety of materials summarizing lessons learned and speaking to various issues and attitudes. For more information about the project, contact any of the groups as follows:

Center for Research on Women
The University of Memphis
339 Clement Hall
Memphis, TN 38152
Telephone: 901-678-2770
FAX: 901-678-3652
Web site: <http://cas.memphis.edu/isc/crow>

Highlander Center
1959 Highlander Way
New Market, TN 37820
Telephone: 865-933-3443
FAX: 865-933-3424
Web site: www.highlandercenter.org

Southern Regional Council
133 Carnegie Way NW, Suite 900
Atlanta, GA 30303
Telephone: 404-522-8764
FAX: 404-522-8791
Web site: www.southerncouncil.org

Next issue: Five Years into Welfare Reform

Five years have passed since former President Bill Clinton signed into law the Personal Responsibility and Work Opportunity Reconciliation Act, designed to reform the nation's welfare system. The five-year limit on benefits has exhausted for many families. Our spring issue will explore the impacts of welfare reform on communities in central Appalachia. The deadline for the spring issue is March 18, 2002. See page 2 for our contact information.



toolbox



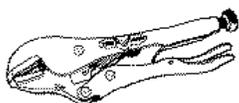
Five Things You Can Do to Make Your Schools More Anti-Racist

What makes a school anti-racist? Members of the Bell County (Kentucky) Race and Education Group will tell you: positive role models for youth of color; multi-cultural education; elimination of the achievement gap; equally high expectations for all students; and elimination of stereotypes that keep some youth down. They'll also tell you that fighting racism takes determination, persistence and passion. The group offers five suggestions for getting started.

1. **Form a group of folks who think like you.** Talk to people, have a meeting, set your goals. Odds are, you aren't the only person in your community who wants to work on eliminating racism in the schools. Remember there is strength in numbers.
2. **Get the community involved.** Not everyone will be interested in or have time to become involved in your group. However, lots of people in the community have something to say about school issues. Host a town meeting to discuss racism issues. Get churches and civic groups involved. Raise community awareness about racism in the schools.
3. **Get involved in your school's Site Based Decision Making Council** and/or committees. Romell Johnson (a Bell County Brushy Fork Associate) got involved in the Middlesboro High School Site Based Council in order to push for a discipline policy against the use of racial slurs. She learned the decision making process, attended committee meetings and eventually got the policy passed. She advises people to "get involved even if you don't have a child, grandchild, or relative at the school . . . because the individuals that graduate from our schools become citizens in our community, and their lives will eventually affect you in some way."
4. **Talk to your principal and superintendent** about issues. Some school administrators may not want to hear what you have to say about racism in the schools. Others may welcome your ideas. You'll never know until you talk to them.
5. **Offer the schools your observations and your help.** Several members of the Bell County group addressed the entire high school in a forum for Black History Month. Group member Nancy Helms became a volunteer counselor, investigating the concerns and needs of students of color. She says, "Students of color see me in the halls. It shows them that people in the community care about what's going on . . ."

Find out more about what's happening in Bell County or about other steps you can take to make your schools more anti-racist by contacting the Democracy Resource Center at 800-647-0060 or e-mail: info@kydrc.org.

*Adapted from an article by the Democracy Resource Center.
Used with permission.*



LIMITED ENGLISH PROFICIENCY STUDENTS

Partnering for Educational Success

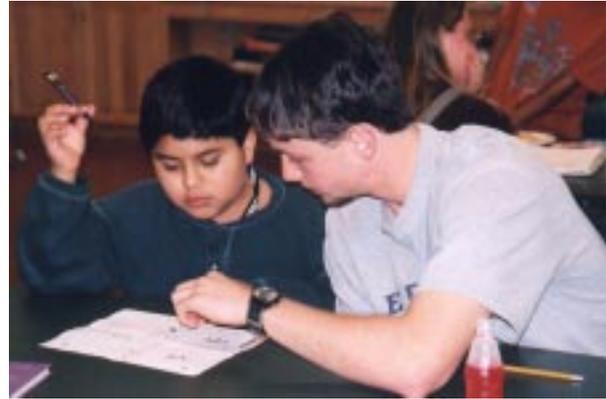
by Linda Stone and Dreama Gentry, J.D.

As our communities become more diverse, all residents face the challenges of sharing and interacting with people of different cultures and languages. The school system serves as an important learning center in our communities, and as our student population becomes increasingly diverse, schools discover tremendous learning opportunities. Students and teachers interact daily and learn side-by-side with children from diverse cultures and backgrounds. These learning opportunities present some challenges as, for the first time, rural schools are faced with serving a significant number of students with limited English proficiency (LEP).

According to Carol Horn, personnel director at the Madison County Board of Education, the number of limited English proficient students enrolled in Madison County Schools (Kentucky) has doubled since the 2000-2001 school year. Kirksville Elementary School in rural Madison County has been impacted greatly by this population change. Currently, ten percent of the 479 students enrolled at Kirksville Elementary are classified as LEP. While approximately one-half of these students are Spanish speaking, the children speak eight languages including Japanese, French, Arabic, Chinese and Pharsi.

Ms. Horn attributes the increase in LEP students at Kirksville Elementary to several factors, including school redistricting and the school's proximity to Eastern Kentucky University. The elementary school serves several LEP students who are the children of Eastern Kentucky University students, graduate students and professors. However, the majority of LEP students are children of Mexican farm workers who live in the area throughout the year.

The impact on Kirksville Elementary has been enormous. As with most schools within the Appalachian region, teachers at Kirksville lack the training or resources to handle limited English proficient



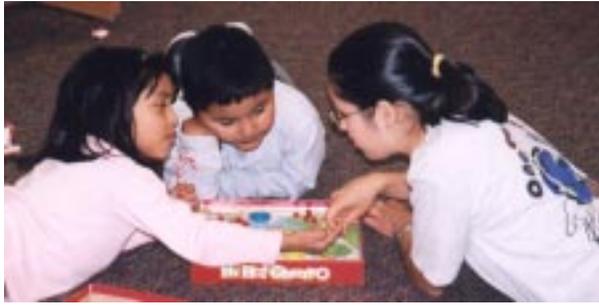
A little help with homework goes a long way in helping students adapt to an English-speaking environment.

students. In an effort to provide these children the same opportunities as the English-speaking students, teachers must address academic, social and cultural barriers. The children themselves are unsure of their skills and rather than risk saying something incorrectly in English, they often say nothing at all. Communication barriers leave these children at a disadvantage in social situations as well.

Nora Thompson, a teacher at Kirksville Elementary, has been working with the LEP students and teachers for the last two years. As a Spanish speaker, she has been instrumental in drawing attention to the needs of both LEP students and their teachers. She notes, "All of our students are important to us and we want to make sure to provide every opportunity to them."

Working together, Berea College Partners in Education and Kirksville Elementary designed a tutoring program to address the academic and social needs of the LEP students. Partners in Education (PIE) is a Berea College program that, in partnership

Dreama Gentry directs the Office of Special Programs at Berea College. Linda Stone is the Counselor for the Berea College Partners in Education Program.



Berea College students help youngsters develop English speaking skills through fun and games as well as work.

with local schools, aims to lift the educational aspirations of Appalachian and minority youth and to help them develop their academic abilities.

Beginning in September, the LEP tutoring program hosted 17 LEP students in grades one to five. The school system bused the students to the Berea campus each Tuesday at the end of the regular school day. Each elementary student met with a Berea College student who spoke, or was learning, the child's native language.

From the first session, the program was a success. "When the children met the tutors for the first time, they were somewhat apprehensive. Students were matched with a tutor and then given the opportunity to play games, draw, or just talk to them. Their faces lit up with astonishment and then relief when they realized that their tutor could talk to them in their native language," recalled Linda Stone, Partners in Education counselor and coordinator of the Kirksville program.

The program reinforced what the students were learning in school by providing homework assistance and tutoring. Close communication between the school and the tutors was essential. Nora Thompson accompanied the students to campus and served as the link between the tutors and the Kirksville teachers. Each tutor was provided information on their student's skills level and corresponded in turn with the child's teachers.

The shared information benefited the tutors and the teachers, and ultimately, the LEP students. The severe impact of a language barrier on learning and assessment became apparent. For example, one child was assessed as having very low reading and comprehension skills. A tutor worked with the child and realized that, in Spanish, the student could in fact read and comprehend at a much higher level than in English. The tutor obtained a Spanish language copy

of the same book the child's class was reading. By using both the English and Spanish version of the book, the tutor was able to assist the child in expanding his English reading skills.

Learning took place on all levels of the program. Donovan Cain, Coordinator of Service-Learning at Berea College, established a service-learning connection between the tutoring program and Spanish courses taught by Berea College professor Fred de Rosset. By participating in the program, Dr. de Rosset's Spanish students fulfilled a service requirement the professor has incorporated into his Spanish language coursework. Dr. de Rosset's class supplied one-half of the student tutors for the program, while the tutoring provided the college students with the chance to use their Spanish skills. Dedicated to the program, many of the Spanish students have committed to volunteer again next semester.

As the tutoring program progressed, connections strengthened between the Berea College students and the Kirksville children and their families. PIE worked with the school to coordinate a holiday party for the participants and their families. Held at the elementary school, the party was well attended by parents who met and talked with their children's tutors. The party provided an opportunity for parents to overcome the language barrier and discuss comfortably how their children were progressing in school.

Kirksville Elementary and Berea College will continue partnering to address the needs of Kirksville's LEP students. Future plans include continuation of the Tuesday tutoring program at Berea and expansion of the service-learning aspect of the program to include more college students. The school system, seeing the impact a few hours of tutoring a week can have, has hired an educator to come work with the students after school on Thursdays. Partners in Education is partnering with Kirksville Elementary as they apply for an innovative grant from the Kentucky Department of Education that would expand this program to include professional development for Kirksville teachers.

As our rural communities become more diverse, partnerships will become increasingly important in meeting the needs of a growing, changing population. The partnership between Berea College Partners in Education and Kirksville Elementary serves as a model to communities that face similar issues.

For more information, contact Dreama Gentry at (859) 985-3853, Linda Stone at (859) 985-3710, or Donovan Cain at (859) 985-3605.

How can we teach tolerance in our increasingly diverse region? Exposure/Consciousness/Understanding

SHARING OUR WORLD

by Kathy Prater

Kathy Prater, a Brushy Fork Associate from Floyd County, Kentucky, is the features editor of the *Floyd County Times*. As a reporter, she recently accompanied a local college professor on a field trip to an Islamic mosque. The article below comes from her observations as presented in the *Floyd County Times* on January 25, 2002.

When the word “cosmopolitan” comes to mind, we often think of large cities such as New York, Los Angeles, Paris, London or Rome. As a rule, we do not think of our eastern Kentucky communities as being cosmopolitan. Eastern Kentucky, however, is becoming more “cosmopolitan” each day, especially in the realm of religious cultures. Nestled within these hills that have long been home to steadfast Christian communities, we now can find a variety of religious faiths and cultures.

Dr. Phyllis Puffer, a sociologist with Prestonsburg Community College, has identified within our region Muslim, Buddhist, and Hindu faiths, as well as Christian theologies such as the Catholic, Mormon, Episcopal, Presbyterian and Seventh Day Adventist churches. In her sociology classes, Dr. Puffer strives to expand the consciousness of her students by exposing them to cultures and religions different from their own.

With the September 11, 2001, Taliban attack on our homeland, suspicion in regard to Muslim communities within our country grew. However, many followers of Islam have denounced the horrific act as being against the religion's teachings.

In an effort to allay prejudice, Dr. Puffer invited me to accompany her class on an expedition to a nearby Islamic mosque. On our trip, we met Muslim-Americans who, like other Americans, pray for peace, exercise tolerance, and want only the best for their families.

The Islamic Community

“I have to say I was nervous going into this building. . . . We were going into a place that was the church of the Muslims. A lot of things were

going through my mind. They could be terrorists.” So begins one student report on the visit behind the walls of the Islamic mosque.

The mosque is at once quite plain, and in other ways, quite ornate. Within the prayer hall hang gilded relics of holy words written in Arabic form, and gold and crystal chandeliers, while underfoot is lush, thickly padded carpet. The need for the carpeting is evident once you realize there are no pews in the prayer hall. The Muslims pray standing up, kneeling, and in a prostrate position.

One chair stands within the hall of prayer, near the front of the room. The chair is rather plain, made of wood with a very high, straight back. From this seat, the leader of the prayer service conducts the ceremony, though he rarely sits.

As Muslim men file into the room and line up to present themselves in submissive humility to God, the leader of the service sings out his words in a foreign tongue and then translates them to English. He speaks against the widespread proliferation of sex and violence in American culture, much the same as

Migration in Appalachian Counties 1990-1999

	domestic migration	international migration
Kentucky	27,973	1,586
Tennessee	177,049	8,698
Virginia	5,670	1,863
West Virginia	2,082	3,465

source: Appalachian Regional Commission

“we . . . speak of in our own church sermons,” notes one student. He also speaks of obeying God and following the teaching of Mohammed, and reminds each to pray for peace throughout our world and in their own lives. The service is marked with reverence and dignity and each man shows respect to all in attendance.

Jamal Atalla, an area physician, offers insight into the Islamic religion. In response to a student’s question he explains that ablution (ritual washing) is required before prayer service because it is important to Muslims to appear “clean” before God. The Muslim men had removed their shoes upon entry into the building and several of them had washed their feet before entering the prayer hall.

Atalla went on to explain that Muslims find it not only important to appear before God as clean physically but to appear spiritually clean as well. The Muslims follow a strict dietary code. Muslims do not partake of alcohol nor do they indulge in tobacco or pork products.

Atalla explained that “acts of terrorism are acts against the Muslim faith. Terrorism goes against everything that Islam teaches.” He further described terrorism as a threat to all Americans, including Muslims.

Muslim women and children were also present at the mosque. More men than women attended the prayer service, explained Atalla, not because women

are forbidden to pray with men but because men are required to come to the mosque, while women can pray at home.

The Muslim women who were present were eager to explain their manner of dress. “We do not dress this way because we have to,” said Nadia Atalla, wife of Jamal, “but because we want to. We feel that this is proper dress.”

Atalla went on to say that it is not only Muslim women who are required to dress “modestly,” but Muslim men as well. She said. “We cover ourselves from other men and our husbands dress modestly, also.” The couple explained that the loose clothing is required of both genders and that many Muslim women choose to wear a “hijab” (head covering). The decision to wear a hijab, say many Muslim women, allows them to develop their “inner selves” and frees them from a preoccupation with their “outer selves.”

“The visit to the mosque was a complete success and an eye opener,” a student comments in a report. “I feel it answered a lot of questions many of us had about the Islamic faith and the Muslims who practice it. . . . I would gladly return at a moment’s notice. I felt no fear being there.”

And thus, a lesson in tolerance is accomplished.

Powell County's Joe Bowen Carries the Olympic Torch

Growing up in Powell County, Kentucky, Brushy Fork Associate Joe Bowen tended horses at Natural Bridge State Park's riding stables. On slow days, the stables would host children from the Dessie Scott Children's Home in Pine Ridge, Kentucky, giving the youngsters a chance to ride and interact with the horses. Little did Joe know, this experience and the resulting friendship with a staff member of the home would lead to his carrying the torch for the 2002 Winter Olympics.

As part of the Olympic's Inspirational Pairs program, Joe nominated as his inspiration 85-year-old Louise Winchip, who is in her 57th year of working at the children's home. Over the years, Joe has maintained his connection with “Miss Chip.” After joining the Air Force, he coordinated annual donation drives that resulted in “cargo plane loads of

gifts from California” for the children. He went to her for advice and valued her friendship and the contributions she made to the community.

On December 17, 2001, Miss Winchip carried the torch by wheelchair to meet Joe in front of the Capitol Building in Frankfort. She finished the last few feet of her race walking, so she could stand to light Joe's torch. Joe then carried and passed the light to the next runner.

An Olympic film crew spent four days in Powell County recording the story of this lifelong friendship. Joe and Miss Winchip's story will air during the Olympic games as one of only five stories chosen nationally.

Congratulations, Joe and Miss Winchip! Keep up the good work!

EKLN Receives Grant from Kentucky ARC Funds



EKLN intern Ritchie Hunley and Peter Hille display the Flex-E-Grant check awarded to EKLN to use for developing a Young Leaders' Strategic Plan.

The East Kentucky Leadership Network (EKLN) recently received a \$10,000 Flex-E-Grant from Appalachian Regional Commission funds through the Office of Governor Paul Patton. The money will be used to develop a *Young Leader's Strategic Plan for Eastern Kentucky*.

Throughout the 2001-2002 school year, EKLN students have been working on their strategic plan, which will be presented to the governor at this April's East Kentucky Leadership Conference. The strategic plan will build on the Youth Platform that was presented at last year's conference.

EKLN is a collaborative of organizations working for the improvement of eastern Kentucky communities. The collaboration was originally funded through a grant by the Appalachian Regional Commission.

2001 Annual Campaign Underway

Brushy Fork kicked off its 2001 Annual Campaign in December. We'd like to express our appreciation to the following donors:

Ann Bradley
Susan Brown
James Bush
David Coffman
Doyle Gaines
Doug Geelhaar
Faye Gregory
Robert E. Hille
Latha Hubbard
Tamilyn Ingram
Carol Lamm
Everett Leggett
Paul Lovett
John Manchester
Bob Menefee
Susan Sectorsky
Charolette Sweet
Anonymous donors

Would you like to support the work of Brushy Fork Institute? A donation of \$15.00 will cover one subscription to the *Mountain Promise* newsletter, or \$150.00 will pay to have the publication printed and mailed to an entire team of Brushy Fork Associates.

Send your donation to: Brushy Fork Institute, ATTN: Annual Campaign, CPO 2164, Berea College, Berea, KY 40404. You may also download a donation form from our web site at www.berea.edu/brushyfork/support.html.

THANK YOU

TGIFT Receives \$1000 Seedling Grant

Floyd County's (Kentucky) Technology Gift Incentive Foundation Team has received a \$1000 Seedling Grant with a check presentation on January 16. The group decided to request a formal presentation of the check as a publicity opportunity to help the team jump start additional fundraising efforts.

The presentation was attended by most of the TGIFT members, the Floyd County Judge-Executive Paul Hunt Thompson and representatives from the *Floyd County Times*. Information about the event and the program it funds will also be sent to local high school newspapers and other publications that will help spread the word.

The \$1000 helps fund the start-up of a technology gift program, through which a deserving, college-bound Floyd County student will receive a computer. The award may go to a traditional, high school-age student or a non-traditional student who is going to college. The group plans to award the first



TGIFT team members accepted the Seedling Grant from Brushy Fork staff member Donna Morgan at a public presentation.

computer at a banquet in May. TGIFT would like to see the program become self-sustaining so that a computer could be awarded annually.

WELCOME, OHIO?

Brushy Fork May Bring LDP to Appalachian Ohio

Thanks to funding from the Berea College Appalachian Fund, Brushy Fork is exploring whether to carry the Leadership Development Program into the Appalachian counties of Ohio. Van Gravitt is currently communicating with southeastern Ohio organizations and individuals to assess the need for the program.

Appalachian Ohio includes the 29 counties of the eastern and southern parts of the state—an area designated by the Federal Government as sister communities to those throughout the 13-state Appalachian region.

As defined by the Appalachian Regional Commission, more than half the counties in Appalachian

Ohio are economically distressed or at risk. Residents of that area face many of the same issues tackled by teams in Brushy Fork's current service area (Kentucky, Tennessee, Virginia, West Virginia).

If an Ohio team joins the 2002 cycle, program participants will make valuable connections among the communities in the various states. Adding a team from Ohio would give Brushy Fork and Berea College the opportunity to begin or renew relationships with community organizations in that section of Appalachia.



CALENDAR

Appalachian Studies Conference | Helen, GA | March 15-17, 2002

The 25th annual Appalachian Studies Conference will be held March 15-17, 2002, at Unicoi State Park. With the theme "Voices from the Margins, Living on the Fringe," sessions will focus on issues surrounding Hispanic, African-American and Cherokee communities, as well as women and girls, gays and lesbians, prisoners and others from the margins of Appalachia. For more information, contact Patricia Beaver, Program Chair at the Center for Appalachian Studies, Appalachian State University, University Hall, Boone, NC 28608; 828-262-4089; beaverpd@appstate.edu.

Appalachian Youth Development Conference | Parkersburg, WV | April 26-27, 2002

Youth as Resources of Appalachia is sponsoring a conference on "Charting Our Course" to explore best practices and exemplary programs in the youth development field, provide networking for Appalachian agencies and build a framework for regional collaboration. The conference will include an exhibit area and bookstore, several on- and off-site service projects for youth and adults, and workshops on youth issues. To learn more, contact Shuan Butcher at (740) 596-2164 or by e-mail at appalachiayar@webtv.net.

Building Creative Economies | Asheville, NC | April 28-30, 2002

Building Creative Economies: the Arts and Entrepreneurship will focus on artists as entrepreneurs and the roles of public economic development groups and arts organizations in supporting their growth. The conference will seek to increase collaboration among artists, arts organizations, economic and community development specialists, and funders. To learn more, contact Laurie Huttunen, HandMade in America, 828-252-0121 or lauriehuttunen@aol.com.

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