



Connecting Campus and Community

Connector

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Entrepreneurship and Service-Learning

by Meta Mendel-Reyes

Can people giving service be entrepreneurs? Can entrepreneurs contribute to the public good? It may seem as if service and entrepreneurship have little in common, but the students in Berea College's new EPG program have learned that the future of Appalachia depends on both. Entrepreneurship for the Public Good is an innovative effort to fulfill Berea's mission of serving the region, by preparing students to be entrepreneurs in for-profit and non-profit settings. Through service-learning, students apply the knowledge gained in the classroom to help solve real problems in the community.

During the summer of 2002, eighteen students from a variety of majors participated in the first year of a two-year cycle. For eight intense weeks, they studied the fundamentals of entrepreneurship and leadership in the context of the Appalachian region, through classroom study, guest lecturers, field trips, and service-learning projects. During the second year of the program, they will put what they have learned into practice. Most will hold summer internships, designing and completing a collaborative entrepreneurial project in Appalachia.

The interdisciplinary team of faculty included Lori Briscoe (Appalachian Studies) Provost David Porter (Psychology), Martie Kazura and Ed McCormack (Business), and Donovan Cain (CELTS). CELTS Director Meta Mendel-Reyes directed the session. The class met every day of the week, with most sessions lasting from 9:00 a.m. until after 5:00 p.m. in order to include field and service trips and guest presentations.

The basic theme of the program was that entrepreneurial leadership is essential to the economic future of the region. Sustainable economic growth must be based on collaboration with local communities to develop their own strengths, rather than the historical pattern of outside industries extracting natural resources and then abandoning the region.

The summer began with a two-week integrated study of Appalachian history and culture, sustainable economic development, and leadership and creativity. The Business and Marketing module took place during the next two weeks of the course. After five days on the basics of business planning, the students worked in teams of three on a case study involving the creation of a financial plan for a small lawn service company. During the first two weeks of July, the class traveled throughout the Appalachian region to gain a deeper understanding of

entrepreneurship and leadership from those who are engaged in it.

Service-learning was most evident during the capstone project of the course, which took place during the last week of July. For eight days, students lived and worked in the very isolated coal area of Clearfork Valley, Tennessee. Compared to the other locations visited, Clearfork Valley is even more distressed and in need of the economic development that will make it possible for young people to work and stay in the region. The residents of the valley have joined together to buy back the land formerly owned by the coal companies, to build affordable homes, and to undertake community projects, such as a learning center. The combination of great need and grassroots organization, along with a community



EPG class participants.

Hunger Hurts

During the Fall semester, Dr. Janice Blythe's Nutrition class is learning about the problem of hunger through service-based Hunger Research Projects. In addition to helping with SFA's annual Hunger Hurts Food Drive, they took on major responsibilities for the Hunger Awareness Banquet. These included preparing educational packets for the attendees and assisting with the development of a statistical slide show.

"This summer challenged me in ways that I would never have been challenged if I had been working elsewhere. If the staff would have been better or more supportive I don't think I would have reached the potential that was hiding inside of me. Now I am not scared of anything. This may sound odd, but I really feel this way. After making it through this summer and knowing that I have the ability to touch others and really take a leadership role I feel that I could really do anything."

Sarah Gnizak, '05
Hiram House Camp

Service Learning in the Curriculum

After a tremendous summer of service-learning in the EPG program, this fall CELTS is focusing on making service-learning available to Berea classes during the regular semester.

Dr. Meta Mendel-Reyes is again making service-learning an important component of her GST 244: Service, Citizenship, and Community course. Students are working in groups learning the basics of community-based research through five service-learning projects.

The student teams are working with a diverse group of community organizations including Mountain Maternal Planned Parenthood, Save the Children, Kentuckians For The Commonwealth, the New Opportunity School for Women, and the Madison Middle School Mentoring Program. After collecting research on important issues identified by the community, students are preparing presentations and papers on the dangers of coal sludge ponds in Eastern Kentucky, intergenerational poverty in Appalachia, reproduction and contraception education among college students, the assessment of programs aimed at assisting at risk young men, and the challenges facing women in rural mountain communities. Each of the projects is allowing the students to learn about democracy and citizenship not only through classroom readings and discussions, but also directly from community members while working on important community issues.

This semester CELTS is also working to establish a special institute to connect faculty and student research expertise to communities in need in Appalachia. A grant proposal has been submitted to the community-based research organization, Just Connections, Inc., to fund the establishment of a Community-Based Research (CBR) Institute within CELTS. The Institute will allow for up to five faculty members to form a strong bond with three communities in the region through independent or classroom community-based research projects and service-learning. If funded, research grants and CBR workshops will be provided to all Institute partners, and the Institute will allow faculty and community partners to meet and discuss their projects on a regular basis throughout 2003. This will be an excellent opportunity for faculty to do innovative, community centered research and plug CBR into their classroom curriculum. If you would be interested in applying to be a CELTS CBR Institute partner, please contact Service-Learning Coordinator, Donovan Cain at ext. 3605.

Donovan is also available to assist with setting up a service-learning component for any faculty member who would like to include service-learning in the course curriculum.

Service Learning Conferences

CELTS once again sent a team of faculty, staff, and students to a national conference on service-learning this summer, and hosted a conference of its own, bringing together faculty and community organizations involved in community-based research from around the Appalachian region.

In June, a CELTS team traveled to the Flathead Lake region of Montana to participate in the 4th Annual National Gathering of Educators for Community Engagement (ECE), formerly the Invisible College.

This year, the ECE National Gathering happened on the beautiful campus of the Salish-Kootenai Tribal College near Flathead Lake. The CELTS Team, made up of CELTS Director, Dr. Meta Mendel-Reyes, CELTS Service-Learning Coordinator, Donovan Cain, Appalachian Center Assistant Director, Lori Briscoe, Dr. Brenda Hosley, Nursing, Dr. Deborah Martin, Theatre, Professor Randall Roberts, General Studies, and student, Dara Evans, all took part in several different Learning Circles on a range of topics, from diversity issues to the importance of place in

service-learning. This Learning Circle format is unique to the ECE National Gathering and allows all participants to contribute, discuss, and reflect about the circle's topic.

In August, CELTS hosted a meeting of Just Connections, a regional consortium of college faculty and community organizations that promote and support community-based research and service-learning. The meeting drew participants from as far away as McDowell County, WV; Abingdon, VA; Helen, GA; and Maryville, TN to discuss projects and issues the organization is working on and supporting. College representatives came from numerous institutions, including Emory and Henry, Tusculum, and Carson-Newman, and community organizations including Big Creek People In Action, Caretta, WV; Woodland Community Land Trust, Eagan, TN; and the South Rome Community Association, Rome, GA, were all present for the Berea meeting.

Just Connections is supported with funding from both the Appalachian College Association and the Bonner Foundation. CELTS is a member of the Just Connections Board of Directors.

Student Spotlight: Tricia Feeny

Patricia Feeny, '04, was one of ten U.S. delegates who traveled to Johannesburg, South Africa August 22 to represent Greenpeace at the World Summit on Sustainable Development sponsored by the United Nations.

As a member of the Greenpeace Youth Delegation, Tricia worked to "voice the concerns of American youth, advocate clean energy, and stress the connection between environmental degradation and human oppression."

The World Summit on Sustainable Development was an opportunity for civil society, including youth, to network on a global level and strengthen grass roots efforts to implement sustainable development. As a member of the United States Youth Greenpeace Delegation to WSSD, I believe our efforts on the local level, not the individual agendas of governments, will be the source of positive change in our world. The United Nations-sponsored event that took place early this September in Johannesburg, South Africa was to be an opportunity for heads of state, government officials, and community leaders from around the world to develop a Plan of Implementation, in order to take concrete actions with concrete goals towards improving the quality of life of all peoples. An optimistic endeavor, I agree, but no less a necessary task, especially with the scarcity of seemingly abundant resources, such as clean air and water, that plague billions of people.

Our president, the leader of a world power, through his actions made a bold

statement about his concern for the Earth, its peoples and global citizenship. Not only did he not show up, but he also sent a delegation with clear instructions to oppose any binding commitments and targets in the Plan of Implementation. The delegation of which I was a part lobbied strongly against the U.S. delegation's opposition to Kyoto Protocol targets and renewable energy targets. Wanting to tell the world that we do not support the irresponsibility of our government's delegation, we held two press events during WSSD. We exhibited our statement concerning the US delegation on a larger-than-life scroll in the middle of Sandton Square (the main hub of the conference) and also pledged to work for sustainable development in our communities and on our campuses.

Deep in bureaucracy and meetings, most of us having not been previously acquainted with policy making and negotiations, the eleven of us on the Greenpeace Youth delegation insisted on being as effective as possible in the short two weeks we were there. We contributed to the statement of the youth caucus, calling for clean energy as well as youth education and participation in all levels of sustainable development, and one of our own delegates was the spokesperson for the youth at the main Energy Plenary. We also conducted a workshop called "Solar Schools in Action," which spawned the plan to establish a global network and newsletter circulation between rural communities interested in taking advantage of alternative energy sources



Patricia Feeny, '04, was one of 10 U.S. delegates who traveled to Johannesburg, South Africa. She is shown with renowned activist and scholar, Vandana Shiva.

and college students who have access to resources and would also benefit from cross-cultural interaction.

The experience of global politics at WSSD was initially disheartening, but now may only be interpreted as empowering. The exposure I had to the corruption, agendas and vague answers of politicians leads me to believe that my actions are more needed now than ever. We are not the supplement; we are the source of hope, and, as community members, we can not only rely on policy and government action to respond to our demands. Government will not invoke change unless we set the precedent on a local level. This is our water and our land and our air, and we can no longer afford to ignore the degradation and pretend that those in power are working in our best interest.

Partners in Education

This fall, Partners in Education (PIE) resumed their work in partnership with the Madison County Schools. PIE strives to encourage Appalachian and minority youth to set their educational aspirations high while working with them to better develop their academic abilities. In an effort to continue to work towards this objective, PIE began a new mentoring program with students from Madison Middle School as well as continued the ESL

tutoring program, which began in the fall of 2001.

The ESL program buses students from Kirksville Elementary in Richmond to Berea's campus once a week and gives students an hour to meet with a college tutor. They are paired with tutors who speak, or are learning, the child's native language. The students receive homework assistance and tutoring to reinforce what they are learning in school. They are also given the

opportunity to develop their communication skills by playing games and establishing a mentor relationship with their tutor.

The ESL program includes an in-school component as well. A small group of Berea students goes to Kirksville each Thursday to work one-on-one in the classroom with a student. The tutors help with the day's lessons and assist with

See PARTNERS, page 5

"I learned a great deal about how to deal with people in the right way by listening to Rick, whether he was on the phone or speaking directly to me. The office was open and he understood that listening was just as important as speaking."

Courtney Hamm, '04
Legal Services, Inc.



Mrs. Bonner (left) and CELTS Associate Director Betty Hibler at Berry College in June, 2000.

Corella A. Bonner

1909-2002

Corella A. Bonner, who along with her husband Bertram Bonner, established the Bonner Foundation in 1987, died July 22, 2002. She was born in Egan, TN and spent her early years in coal mining towns in Tennessee, Kentucky, and West Virginia. At the age of 14 she and her mother moved to Detroit where she found work as a cashier with the Statler Hotel Chain, and later transferred to New York City. There she and Bertram Bonner met and were married in 1942.

In 1956 the Bonners moved to Princeton, NJ and began a crisis ministry program housed in the Nasau Presbyterian Church. Their generosity continued with the founding of the Corella and Bertram F. Bonner Foundation, Inc. in 1987. In 1990, after working with John Stephenson, President of Berea College, the Bonners established the first Bonner Scholars Program at Berea College. It was designed to provide access to higher education and an opportunity for students to serve their communities.

Over the past 11 years, the Foundation has provided grants to thousands of religious, community-based hunger relief programs across the country and has awarded scholarship support to more than 2,500 students at 25 colleges.

Mr. Bonner passed away in 1993; however, Mrs. Bonner continued to play an active role as President of the Board of Directors and to work in her office until her death. She traveled to many colleges to meet Bonner Scholars and opened her home to visiting students and staff. She was loved by Bonner Scholars, Directors, Coordinators and Foundation staff.

"I am blessed to do service in what will be my profession. I know that I am in a unique position of working at my service site not only during the summer, but full time. Therefore, over the course of the summer, I have been able to establish deeper relationships than I had thought possible last year. This summer has been a time for me to hone my skills, and learn new ones as well. I have learned to tap my own creativity. I have learned to think on my feet. I have learned to trust my ability to make decisions that place me in a position of group leader."

Christina Baker
Smith, '04
Boys and Girls Club of
Madison County

Entrepreneurship

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willing to put the time into "teaching" students, made Clearfork an excellent choice.

The purpose of the project was for the students to apply what they had learned throughout the summer to develop entrepreneurial plans in collaboration with the community. The students were divided into seven teams. In order to acquire the necessary knowledge of the individuals and the community, they lived in family homes and worked with them on service.

The entrepreneurial projects were: developing a business plan to utilize a homestead for adventure tourism; designing a nature trail for the community center; creating a plan for an outdoor interactive learning center on a recently purchased mountain; building terraced gardens for growing organic vegetables; creating a plan for the expansion of a farm raising livestock for sale; providing an economic and financial analysis for a transitional housing program; and redesigning the community center to include a cybercafe.

The teams concluded their projects with two presentations, the first to the local community in the Clearfork Valley. Thirty residents attended the community presentation, plus a goat (whose milking provided the audiovisual part of the presentation on the livestock business). After returning to campus, the students gave a presentation at Berea College. More than fifty people attended this event, in addition to a supportive delegation from the Clearfork Valley. The presentation was enthusiastically received. Many in attendance commented on how much the

students had learned about entrepreneurship and leadership through giving service to an Appalachian community.

The depth of their learning and their increasing commitment to serving the region were also demonstrated by the students' final journal reflections. In reviewing the program objectives, students identified the most important knowledge and skills acquired, and how they had learned them. These comments were typical:

"I believe that passivity is one of the most prominent and damaging obstacles to the public good, therefore I hope to persistently discover creative ways to be active in working for the public good. This of course makes it greatly important to possess (and continue to develop) the skill to determine which entrepreneurial ventures are truly for the public good."

"I came into this class expecting something to do with leadership to be taught to me; instead I discovered that I already am a leader, and a strong one. As a result of this course I am far more willing to challenge myself and the group that I am in. I learned that most of what I had assumed were daunting personality conflicts are often differences in perspectives and experience. Once I saw this, I found myself again and again taking the lead in crossing those lines and helping the group move forward."

"Service alone is not enough. In the end all community service-oriented projects must be a collaboration of the local community in which the work is being performed as well as those from the outside assisting in the task."

Program Spotlight: Upward Bound

by Mary McLaughlin

In the summer of 1967, three dedicated high school teachers in rural Clinton County, Kentucky visited the home of one of their students and convinced her parents to allow her to attend a summer Upward Bound program at Berea College. The daughter of sharecroppers and the youngest of four children, 15-year old Lois Groce had rarely traveled beyond her county's borders, and Berea College was a hundred miles away. Her family was reluctant to entrust her to strangers so far away, but they realized they couldn't stand in the way of this opportunity.

As Lois recalls, "I wanted an education, but there wasn't anybody at home who could help me. My parents didn't know how to help. Neither of them had even finished grammar school, but they wanted more for me." She credits that summer and the following three years in Upward Bound with changing the course of her life. "It made me see there's a whole world outside of Clinton County. Most importantly, I learned that I could do anything I wanted to do, if I wanted it enough." After graduating from Berea College with a B. S. in Nursing, Lois Groce Porter and her husband returned to her home community to live and work.

For more than three decades, Berea College Upward Bound has made post-secondary education

a viable option for high school students from a cluster of eight counties in south central Kentucky. The program offers these students, who have great promise and limited family resources, experiences that are academically intensive, culturally enriching, and ultimately life changing. Each summer 80 participants live on campus for six weeks and experience a broad range of classes and activities. Sessions in the academic year build on the skills developed in the summer curriculum.



Upward Bound dulcimer class, Summer '02.

Berea College students are a key element in the success of Upward Bound. As Tutor-counselors, they are involved in every aspect of the student's experience. They assist in the core curriculum, teach their own classes, live with the students in the residence halls, and provide academic year services in the students' homes and schools. Often Tutor-counselors have succeeded in overcoming many of the same obstacles faced by Upward Bound students, and the students credit them with making a difference in their futures. A by-product of the program is its impact on the Tutor-counselors themselves, who develop many new skills and a deeper understanding of themselves and others. They also find the experience to be life changing.

"Often times in my past I have found myself thankful for many things. I can remember being thankful for different toys and games when I was younger. I can remember being thankful for the comforts and luxuries I have been privileged to. Never before in my life, however, can I remember giving thanks instead of being thankful. Because of my work at the Appalachia Service Project in Chavies, Kentucky (Perry County), I give thanks. To whom or to what I give that thanks to, I am still sorting out, but I can honestly say that I give thanks for my summer."

Thomas Evans, '04
Appalachia Service Project

Partners in Education

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communication between the student and teacher. Esther Martinez, a senior at Berea and tutor explained, "The students we work with come from a home where the culture and language is so different from what they experience at school. It's a frightening journey these little kids make every day between two different worlds. The language barrier is probably one of the most frightening obstacles and having the tutors to assist them right in the classroom helps break down that barrier."

The new mentoring program groups 30 male students from Madison Middle School with male Berea College students for the

purpose of engaging the Madison students in a school-sponsored activity. The target students are boys because schools across Kentucky are noticing an increasing achievement gap between male and female students, as well as the continuing trend of males dropping out of school at higher rates than females. "This program was instituted so that middle school aged males could see a male role model from a similar background in college. This shows the student a possibility that he may not have seen or thought of before. I am a first generation college student and if it were not for the positive males in my life I would not have thought of college. This is a way for me to give to others what has been

given to me," expressed Demetrius Anderson, a Berea student and mentor.

The students meet with their mentor in groups of three every Wednesday after school and participate in a variety of fun activities. Each month there is one all-group mentoring session during which the students go on field trips. One such trip was to Gattitown, which commenced the program in October.

The program aims to have the students connect to their mentors while seeing them in successful roles as young males who stayed in school and are continuing their education. Donald Mahoney, a second year Berea student and mentor explained, "The best part of this program is the mutual excitement between the students and mentors. It's great



Jeff Hurt, '04, tutors a student in Special Programs' ESL Program.

to see a kid making a bond with one of the guys and to watch both of them get so much from it. It's hard to believe, sometimes, that you can make such an impact while you are having so much fun."

For more information, contact Katie Gardner, Office of Special Programs at (859) 985-3553.

Service Reflections

First counseling experience

I must sadly report that over the course of this summer I was less inspiring than inspired, but I am also *not* sad to report this because my life was definitely changed forever due to the experiences that I was blessed to have encountered. Mark's loving devotion inspired me, Lisa and Helen's love of heritage inspired me, Elizabeth's heart and sacrifice inspired me, Sam, Andy, and Susan's struggle through a single-parent home inspired me, Mark's enthusiasm despite a not-so-perfect life inspired me, Wes's wild imagination inspired me, Beth, Mike, and Kevin's walk through diversity inspired me, George's moments of happiness shining through such depression inspired me, Bruce's curiosity inspired me, and while trying to read each troubled child's mind, I was ever so inspired.

This was my first "day camp" experience as a counselor. Since third grade, though, I attended a church camp, and nearly ninety percent of my childhood memories were created in those moments. I knew in late August what the duty of a counselor was and it almost frightened me to think of the impact I would have upon so many young minds, hearts, and souls. To this day I have never forgotten one of my past camp counselors; some counselors I remember for what they so graciously did right – the love and support that no one else offered; the other counselors I remember for what they so foolishly did wrong. I will be remembered because of this summer. I hope and pray that I changed some lives – for the better.

Courtney Springer, '03



Brandi Collins, '04, and friend smile for the camera at the SFA water slide.

My Heroes are Named

I wrote this on my hardest, most heart breaking day at Grace Place Catholic Worker House. I was busy doing what I always did, cooking, cleaning, checking on the garden, or maybe making yet another "to do" list. I heard screaming and yelling, and the back door slammed. Unfortunately, this was not an unusual occurrence. I was as ready as one can be to deal with the anger that comes from a child who has known nothing more than abuse and violence from those he loves and trusts. Perhaps he didn't love or trust me, ever, but it was my work to show him love and trust and respect even as the storm of his rage was directed at me. Did this come easy? Hell no, but I'd been practicing patience for a while and I knew better than the other workers what it is to be a child in the eye of the storm.

I had no idea that when I signed up to live and work at Grace Place with women and their children who had been homeless that I was committing to such a healing process for myself. My father is an alcoholic. He abused my mother until they finally separated when I was nine. Some of the women living at Grace Place were in recovery. Some of the women were

struggling with what addiction does to a family. All of them were as hardworking and poor as mine was. We were all there for different reasons, but no one was isolated from racism, classism, and sexism, but we kept on cooking, cleaning and laughing together.

What difference does it make that I knew a little better what people were going through at Grace Place than someone who's never had to worry about not having health insurance or had to wait in line at the food bank? The difference is that I didn't move in and decide what was best for everyone. I didn't come in and revolutionize anything for anyone. I didn't



Stella Lawson

make anyone feel bad about when they got their Section 8 papers. The only difference between me and them was that I cooked and cleaned a lot more and went to some meetings about peace, justice, housing rights, anti-racism and women's rights. I also made it out all right. I recognized that my being there wasn't going to make hunger and homelessness and war and injustice disappear but maybe I laughed enough to overcome it for a moment. They certainly helped me to overcome it. We were living in community. A community that yelled, screamed and slammed doors, a community that cried, hugged and just tried.

Stella Lawson, '03

**It seems to me that heroes are as common as heartbeats
Those that hold the whole,
holy world up
Heroes, the countless unnamed,
Do not be ashamed
To raise your children well
To know your limits and surpass them
To be angry and confused,
beautiful and compassionate
To fight and forgive
To be grateful and demanding**

**Every Day is a light,
The supreme challenge to be
better than you were before
Thank you Dorothy, Joyce, Sarah
Thank you Adrian, Djunya,
Darlene, Rahma, Maxine
Thank you Aaron, Ramon,
Andrew, Mariah, Cameron, David
My heroes are named, claimed
And I am better than I was before.**

Service Reflections

Lesson from a balloon

I had dozens of experiences this summer working in a children's hospital which touched, strengthened and taught me many lessons. Each day, I encountered someone or experienced something which promoted serious introspection. I sat with children who have spent more days in the hospital than out and heard their laughter, and wondered if I could be that cheerful in the same situation. I sat with mothers who have spent sleepless nights with their sick little one and wondered if I have that kind of dedication. I saw children in pain facing the unknown and watched them smile, and wondered if I have that kind of courage.

One of my main duties was to help care for and entertain children in the hospital who for whatever reason, don't have parents there with them. One such child was Michael. He was an adorable child. He had big brown eyes and the cutest grin. He was friendly and all the nurses and doctors knew him because he was in the hospital often.

Michael was a handful. He was a very active child, bursting with energy. He didn't feel sick. He wanted to run all over the hospital and talk to the staff. Everyone was nice to him but they had work to do, so it was my job to keep him entertained for the day.

One of the nurses had given Michael a balloon. I soon discovered this balloon was very special to him. He refused to be parted with it. Michael skipping beside me with his balloon bobbling overhead soon became a common sight as I made my rounds visiting my patients.

We visited a young girl who was finding her stay in the hospital difficult. She was prone to whine and complain and make a fuss about everything. She wasn't allowed out of bed. She kept yelling for us to let her out of bed. Michael wanted to make her happy, so he tried to help her out of bed. She yelled at him to leave her alone and slapped him. Michael was confused then and begged me to let her out of bed. I tried to explain to him the doctor didn't want her up. He didn't understand and just wanted to make her happy.

He tried his best to cheer her up without success. He told her about all the movies, games and crafts the hospital had. However, she refused to be appeased. Michael, realizing that his attempts to cheer her up weren't working, sat back and gave the situation serious thought. Then his face brightened and he had an idea. Pulling his balloon down he gave it a big kiss. Then, without hesitation he slipped it off his wrist and handed it to the little girl. As we left the room, he only looked back once as he softly whispered, "Goodbye, balloon."

That day Michael was my teacher. He, unknowingly, taught me a much needed lesson. Over the years, I have done hours of service. However, I feel that I have had the wrong attitude all this time. I all too often catch myself thinking how the service will benefit me. True service should be an unselfish act with the thought of not how this will benefit me, but how will this benefit the person I am serving. Michael unselfishly gave up his prized possession just to make one person happy. Why should I do any less?

Jana Vandegrift, '05

SFA Day Camp

To begin I must say that this was the best job that I have ever had. I enjoyed every single minute and learned so many new things about serving the community, the children, being a team, and myself.

While spending time with the children daily I learned they see no biases. Children play with one another regardless of skin, background, and gender. I remember the smallest kids in the group always hanging out together. This reminded me of my youth and how innocent our ideas are and that through society we are influenced. Sometimes our influences are good and others are bad. Through this innocence that we adopt as a child, we learn to live life to the fullest. Enjoy every moment and more importantly have fun.

This summer I learned what having fun really meant. Going silly over ideas and enjoying a quick game of kickball, Sorry and others, without having to worry about winning and keeping score. Life at camp was too fun; I did not want the day to end.



Maria Hernandez paints faces at SFA's Summer Day Camp Carnival.

As we grow older we lose insight of the important things in life. However, as counselors, my fellow co-workers and I strived for good influences for our campers.

Maria Hernandez, '03

"All summer I reflected on the saying about a hungry man. If a man is hungry and you give him a fish, you feed him for a day, but if you teach the man to fish, you feed him for a lifetime. To teach, what does that entail? Well this summer I really got an education in the art of educating. Yes, teachers learn too."

Grace Brutto, '04
Berea Reads, Students for
Appalachia

In the Spotlight

Donavan Cain

Donavan Cain serves as the CELTS' Service Learning Coordinator. He came to Berea College in the summer of 2001, after receiving his Master's in Appalachian Studies from Appalachian State University.

Donavan grew up in the hills of Eastern Kentucky and has always felt a great dedication to the region. Through his position in CELTS, he is able to connect with the people of Berea, the region and beyond. He has been instrumental in building many of the relationships with our service-learning partners (both at Berea College and in many communities).

Donavan is the contact person for community members and for Berea College's faculty and students. He maintains a list of local and regional community organizations, manages a clearinghouse of community needs, and helps connect students and communities through service. He assists the faculty by helping them integrate service-learning into the curriculum and also organizes service-learning class projects. Through grant funding from CELTS' partnership with Just

Connections, Donavan is working to establish a Community Based Research Institute. The purpose of this project will be to bring communities and faculty closer together through needs based assessment and other similar projects.



Donavan Cain

Donavan is an avid banjo and guitar player and loves to share the history of Appalachia through song. He makes many presentations and performances at Berea College and in the region each year. Recently, he performed at the 10th Anniversary Celebration of Rural Policy Research Institute in Nebraska City, Nebraska and at Berea College's Traditional Music Festival. Donavan also serves as a Board Member for the Democracy Resource Center in Lexington and as the staff advisor for the Student Episcopal Canterbury Fellowship on Berea's campus.

Outside of work, Donavan enjoys spending time with his wife Cyndee, a Special Education teacher at Berea Community School, and their daughter Abby. Donavan is a member of the outreach committee at his church and enjoys singing in their choir.
Heather McNew Schill, '99

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