

Connector

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Berea College Bonner Scholars Program to be endowed by the Bonner Foundation

The Corella A. and Bertram F. Bonner Foundation, which provides service-based scholarships to college students who dedicate themselves to community involvement, has awarded a total of \$20.5 million in challenge endowment grants to be distributed to five colleges: Berea College, Guilford College (Greensboro, NC), Mars Hill College (Mars Hill, NC), Rhodes College (Memphis, TN), and Waynesburg College (Waynesburg, PA). Berea College is slated to receive \$2,550,000 when it has raised \$1,300,000 in the proposed 2:1 match from the Foundation. The Endowment will ensure continuation of the sixty-student Bonner Scholars Program at Berea College.

Since the inception of the Program in 1990, more than 3,000 students have successfully completed the requirements of the Bonner Program and graduated from college. The 25 colleges and universities that were selected to participate in the Program were chosen based on their financial support to low-income students, their engagement in the community, and their desire to work with a consortium of institutions that share a common commitment to promote a culture of service on their campuses.

Berea College is proud to be the site of the first Bonner Scholars Program. "The Bonner Foundation's relationship with Berea College goes back to the beginning of its program when John Stephenson helped Mr. Bonner design the program, so it is especially gratifying to me that Berea College will now become an endowed Bonner College," said President Larry D. Shinn. Corella Bonner was born in Eagan, TN and spent part of her childhood in Eastern Kentucky, where her father worked in the coal mines. Mrs. Bonner visited Berea College in 1999, just a few years before her death at age 93 in 2004. She assumed the presidency of the Board of Trustees of the Foundation upon Mr. Bonner's death in 1993 and continued to visit campuses and work at the Foundation almost daily until she suffered a stroke and passed away a few days later.

In this issue of the *Connector*, you will find other articles about Berea College's Bonner Scholars (who call themselves "Bonners") and



Current Senior Bonners enjoy a retreat at Natural Bridge State Park in October, where they reflected on life after Berea.

their community service. Bonners fulfill the ten hour per week service requirement through their labor positions, either at CELTS or in the community with partner organizations including the Boys & Girls Club of Madison County, Kentucky Environmental Foundation, New Opportunity School for Women, Save the Children, Berea Senior Center, Berea Community School, and the American Red Cross. Through the labor program, Bonners receive training in leadership, team skills, and reflection as well as an orientation to the community and to service-learning. Bonners must complete two summers of service with non-profit organizations in this country or abroad and have networking opportunities with other Bonner Scholars. Fifteen incoming students are selected each year and are encouraged to remain in the Program for four years. The Foundation expects Bonners to make significant commitments to grow as individuals, work collectively as a group, and to have a meaningful and lasting impact in the communities where they serve. According to President Shinn, "Berea students who are Bonner Scholars have been exemplary servant-leaders on campus and in the wider Berea community. I am delighted this program will continue to provide scholarships to Berea students in the future."

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Service Learning Mini-Grants

Service-Learning Mini-Grants are awarded to collaborations between faculty, students, and community partners. At least half of each \$600 mini-grant goes to the community partner organization. The mini-grants, made possible by a three-year Learn and Serve America grant from the Corporation for National and Community Service, are funding the following projects this semester:

- Students in ANR 340 Soil Science, taught by Sean Clark, are partnering with MCAT/MERJ to conduct soil testing and offer recommendations on how the soil at the farm and farmers' market site can be improved for organic food production.
- Students in SENS 100 Introduction to Sustainability and Environmental Studies, taught by Jim Dontje, are partnering with Appalachia – Science in the Public Interest to prepare educational displays for a regional energy exposition.
- Dianne Hellwig (Agriculture and Natural Resources) and several students are partnering with the Farm and Forestry Group of the Clearfork Community Institute to develop and carry out a community seminar on goat production in Eagan, Tennessee.
- Scott Steele (Economics and Business) and students in ECO 366 Public Finance are partnering with the Berea Food Bank to organize and analyze data about who the Food Bank serves.
- Students in CFS/EDU 252 Methods in Teaching Family and Consumer Science, taught by Keila Thomas, are partnering with the Housing Authority of Berea to promote resident development by teaching workshops on topics of interest to the adult residents.
- Students in Dan Vazzana's section of GSTR 100 Stories: Encountering Others Through Literature are partnering with the Berea College Child Development Lab (CDL) to develop and produce a children's book for use in the CDL.
- Stephanie Woodie and Alex Pedersen (Health and Physical Education) and Berea College gymnastics students are partnering with the Berea Folk Gymnastics Club to teach gymnastics classes for local children, offer scholarships for the classes, and purchase equipment.

Service-Learning Mini-Grants will be offered again for the Spring and Fall 2005 terms. If you have ideas for a service-learning collaboration, contact Service-Learning Coordinator Ashley Cochrane.

Faculty Fellowships in Service Learning

The Fall 2004 seminar of the Faculty Fellows in Service-Learning is well underway! This group of six faculty members is meeting regularly throughout the semester to discuss service-learning and to develop service-learning courses. The faculty members will receive a \$1000 stipend for their participation and will teach the courses they develop within the academic year following the Fellowship. Potential community partners are invited to join the sessions that focus on college/community relationships. Community partners also receive a stipend for the time they spend in the seminar.

Faculty member Kris Wright recently reflected on her experience as a

Faculty Fellow: "It has been very helpful to meet on a regular basis with folks who are as interested in service-learning as I am. The discussions are thought provoking and continue to deepen my understanding of what service learning is all about."

The Faculty Fellowships are funded by a three-year Learn and Serve America grant from the Corporation for National and Community Service. CELTS will be offering Faculty Fellowships in Service-Learning again during the Spring and Fall 2005 terms. For more information about how to apply, contact Ashley Cochrane, Service-Learning Coordinator.



The Fall 2004 Faculty Fellows include Richard Olson (Sustainability and Environmental Studies), Pam Farley (Nursing), Susan Spalding (Health and Physical Education), Kris Wright (Health and Physical Education), Libby Jones (English) and Tammy Clemons (Women's Studies).

Idealist.org on Berea Campus

CELTS and Career Development brought **idealist.org** campus organizer Trish Tchume to Berea College on Tuesday, October 26. Idealist.org is the most extensive online directory of nonprofit jobs and internships that exists. Ms. Tchume conducted three workshops that answered questions such as: What is the nonprofit sector? Why choose a career in the nonprofit sector? What is it like to work for a nonprofit? The advanced workshop addressed career paths and resume writing. Students also received an orientation to the **idealist.org** website.

Service Learning Conferences

Berea College faculty, students, and community partners have participated in several service-learning conferences in the past months. Some of these include:

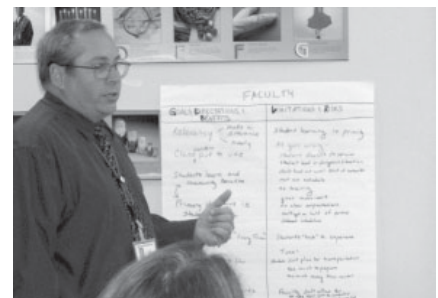
- From June 18 – 20 CELTS hosted the National Gathering (NG) of Educators for Community Engagement here at Berea College. Over 100 service-learning community partners, faculty, and students from around the United States—and Canada!—participated in workshops and tours about service-learning and regional issues, and participated in learning circles on topics related to service-learning, diversity, and community issues. Student Tiffany Hamilton reflected on her experience at the NG, “This was the first conference I have attended, and because I got a lot out of it, I’m encouraged to participate in other opportunities like this that I would not have considered before.”
- Meta Mendel-Reyes (CELTS) and Michelle Tooley (Religion) attended the 7th Global Conference of the International Association for National Youth Service (IANYS) in Accra, Ghana from August 18 – 20. While there, Meta and Michelle led a presentation about CELTS’ participation in the Learn and Serve America grant and the challenges of implementing service-learning in the Appalachian region.
- Betty Hibler (CELTS), Brenda Hosley (Nursing), and Meta Mendel-Reyes attended the Annual National Society for Experiential Education (NSEE) Conference in Miami, FL, from September 28-October 2. Brenda and Meta presented a workshop titled “HipHop Hillbillies? The Intersection of Race and Class.”
- Janice Blythe (Child and Family Studies) attended the 2004 Food & Nutrition Expo in Anaheim, CA, from October 3-5, where she presented a poster session titled “Service-Learning on a Private, Liberal-Arts Campus in Rural Kentucky: Enhancing Student Understanding of Multiple Factors Influencing Local, Regional, and Global Food Security.”
- Meta Mendel-Reyes facilitated the Service-Learning in Political Science Disciplinary Workshop presented by the Upper Midwest Campus Compact Consortium at Wartburg College in Waverly, Iowa, October 15-16.
- Meta Mendel-Reyes and students Melenia Jackson and Ashonti Davis presented a panel titled “Teaching and Learning about Race and Class,” at the American Association of Colleges and Universities (AAC&U) Conference on “Diversity and Learning: Democracy’s Compelling Interest,” in Nashville, TN on October 21-23.
- Students Rebecca Chaney and Caroline Twiggs, along with Michelle Tooley attended a conference titled “Whose Development? Whose Movement? What Justice? What Sustainability? Perspectives from Latin America and Appalachia,” which was held at Appalachian State University in Boone, NC, on October 22-23.

Service Learning in the Curriculum

Service-learning courses taught during the Fall 2004 semester include:

- CFS 221 Fundamentals of Nutrition taught by Janice Blythe
- MGT 315 Business Management taught by Debbi Brock
- NUR 344 Nursing of Children and Adults with Psychiatric/Mental Health Needs taught by Pam Farley
- THR 381 Senior Theatre Project taught by Deborah Martin
- PSYC 311 Abnormal Psychology taught by Rob Smith
- ECO 102 Principles of Microeconomics taught by Scott Steele
- PSC/WST/BST 202 Women and African Americans in Politics taught by Meta Mendel Reyes
- SPN 310 Spanish Composition taught by Fred de Rosset
- REL 235 Christian Social Ethics taught by Michelle Tooley
- GSTR 475C Christianity and Contemporary Culture, A High Price to Pay: Women and the Global Economy taught by Michelle Tooley
- EDS 200 Seminar: Thinking About Education taught by Brenda Richardson

See the related article on service-learning mini-grants for more recent service-learning projects and courses. We want to know about your service-learning course! If you are teaching a course with a service-learning component, let us know about it by contacting Ashley Cochrane, Service Learning Coordinator at 985-3605 or ashley_cochrane@bereda.edu.



On September 21, CELTS hosted a service-learning workshop for community partners and faculty. The group explored S-L partnerships from the perspective of students, community partners and faculty. Lloyd Jordison (above) of the Madison County Health Department said “(Because of the workshop) I now have a better understanding of the challenges that others face, and I feel empowered as a community partner. I am going to be better able to communicate my needs and to know...the needs of others.”

ALUMNI NEWS

Natalie Pride, '01 completed her MSW from Florida State University and is currently working at the VA Medical Center in Augusta, GA where she is a mental health social worker. She works with outpatients in group homes. Natalie is considering either a Ph.D. or a second masters degree in Public Health. If you would like to contact Natalie her address is: 2704E Woodcrest Drive, Augusta, Georgia 30909.

Chris Mapes, '00 is currently enrolled in the Mission Medic School of Mercy in Action in Boise, Idaho and will go

to the Philippines in January. As a mission medic, Chris says he will "diagnose and treat the diseases of deprivation commonly encountered where poverty is rampant, educate about prevention, and share the love of Jesus in practical, life affirming and life saving ways."

We would like to hear from all our alumni! If you would like to share any information with us, please do so by contacting Sheila Lyons at CPO 2170, Berea College, Berea, KY 40404.

Civic Engagement

A Bonner Common Commitment

There are six Common Commitments of the Bonner Scholars Program: social justice, civic engagement, community building, spiritual exploration, international perspective, and diversity. During this election year, BS Programs have been encouraged to focus on civic engagement. During the fall term, CELTS has promoted the following activities:

Berea Vote '04: A group of about 25 students from across campus organized into committees and ran a voter registration drive during September and registered a total of 290 students. SGA also brought Rock the Vote to campus.

Election '04 Dialogues on Key Issues: Based on the National Issues Forum Institute model, CELTS sponsored three campus Dialogues during October. The issues for discussion included Terrorism: What Should We Do Now?; Examining Health Care: What's the Public's Prescription?; and America's Role in the World.

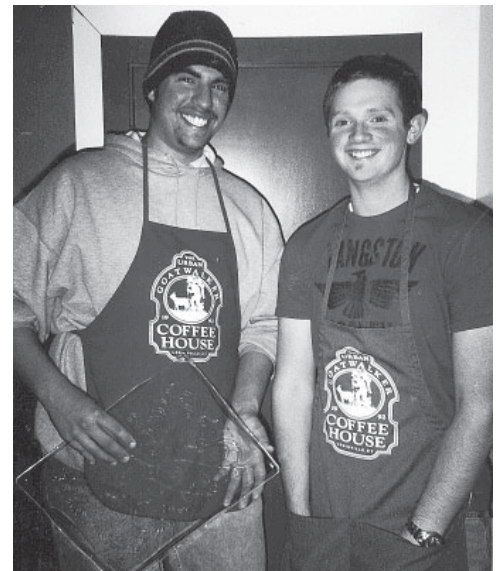
Bonner Freshman Programs

While most freshmen at Berea College are placed in labor positions in which they have no choice, a select group of 15 spend their 10 hours per week serving as a Bonner Scholar. These 15 are selected from approximately 60 prospective students that apply to participate in the Bonner Scholars Program each year. Bonner Scholars are selected based on their community service background, answers to essay questions, reference checks, and an interview process that includes the prospective students coming to campus for a weekend preview of the program.

After the Freshmen Bonners are chosen, they attend an orientation prior to the beginning of school in which they learn about the history of the Bonner Foundation, the nuts and bolts of the program, and the Bonner Common Commitments. During September, they participate in over 30 hours of training and team-building activities that prepare them to work with each other planning and leading programs in collaboration with the Boys and Girls Club of Madison County.

After the Freshmen Bonner Scholars complete their training, they are split into three smaller groups and assigned an upper-class student who serves as both their mentor and their supervisor. These small groups are then charged with the task of coordinating and leading a program with club members from the Boys and Girls Club. Currently, these include:

The Ultimate Journey is an after-school program that helps children appreciate the world in which we all live. The children learn to interact with their environment in such a way that they reflect on how every action taken, no matter how small, can make a tremendous impact on the world.



José Gonzales and Ryan Justice participate in a service project during their Freshman year.

The Teen Program has five main themes for this year: leadership, civic engagement, service, self-esteem, and working together. The goal is to incorporate the themes into a program that will help the teens discover who they are, and where they want to go. Another integral part of our program is introducing the teens to college life.

Torch Club is a group of boys and girls, ages 11-13 who learn leadership skills through community service. Torch club members learn to work together to plan and implement programs in the following areas: service to club and community, education, health and fitness and social recreation.

For more information about the Freshmen Bonner Scholars Program or the Bonner Scholars program in general, please contact Heather Schill at (859) 985-3804.

Student Spotlight: Oliver Bugariski

Editor's Note: *Oliver Bugariski is the second international Bonner Scholar in Berea College's program. He arrived in the United States as an exchange student for his last two years of high school and plans to stay in the US after he graduates from Berea College in 2007.*

My freshman year as a Bonner, I was placed with the Ultimate Journey program. The experience was one of the greatest ones I've ever had. Before the program, I didn't have much experience with kids. The program was both fun and challenging.

One of the things that I have learned through the program is to speak up for what I believe is right. I realized this when I was on my way to Macedonia this past summer. At the airport in Vienna, there were two French diplomats in front of me who obviously wanted to show off their business class tickets and their diplomatic passports.

In French they were making fun of Macedonia, its politicians, people, the economy, etc. That hurt me, so in French I told them that they should be ashamed. They should be the ones who try to improve the overall situation. It's not nice and it's

impolite to gossip and bad-mouth other people. I told them that I didn't want to hear one more word. I spoke all that in French and they were so embarrassed that they moved out of the line.

At that point, I recognized one of the benefits I had gotten from the Bonner Program. I had learned to speak up when I know something is wrong. I spoke out not because I felt some kind of patriotism towards Macedonia, but I did it because I felt their actions were wrong—making fun of other peoples' situations, actions and habits instead of trying to help them. I don't think I would have done that before my freshman year.

This year I'm working at Save the Children and Habitat for Humanity. I'm learning great skills that can be applied towards my major and what I want to do in life. After graduating from college, I would like to be a financial counselor.



Oliver Bugariski

Bonner Foundation

CONTINUED FROM PAGE 1

One of the goals of the Program is to allow students to gain valuable knowledge and skills to prepare them for life after college and perhaps influence career choices. Christina Baker Smith '04 spent her first year working with the other Freshman Bonners at Berea Community School with the SLIP and EDGE programs, two after-school mentoring programs for middle-school students. In the spring of her Freshman year, Christina had to find a second year labor position of her choice from among the community service options. She heard about labor positions at the Boys & Girls Club of Madison County, set to open in the fall of 2001, and decided to apply there. She and four other Berea College students formed the majority of the staff and began work a few weeks before the Club even opened. They shared the excitement of the Opening Day and had an influence on the Club offerings the first fall. Christina quickly volunteered to help with Arts and Crafts and soon found herself in charge of Arts and Crafts at the Club and gradually began to supervise other staff, a position she kept until she graduated three years later.

As she approached graduation with a degree in Elementary Education, Christina asked local B&G Club Executive Director Matthew Deffendall about career opportunities with the organization in her home community of Knoxville, TN. She was hired as a Program Director with a Club in Knoxville and began work shortly after graduation. The training she received both as a Bonner Scholar and as a staff member at the Club greatly enhanced her qualifications for the position she now holds.

Betty Hibler, Director of the Bonner Scholars Program at Berea College, and Heather Schill, '99, Program Coordinator, take great pride in the Program and in the Bonner Scholars, past and present. "These are young people who see what needs to be done and set about doing it, bringing positive change to lives and to communities" says Hibler. "They inspire and energize the work that I do." "Through the Endowment, Berea College Bonner Scholars will be able to continue with their community service work in Berea and beyond for years and years to come," adds Schill.

For more information about the Bonner Scholars Program, contact Heather Schill at (859) 985-3804 or visit the website at www.berea.edu/celts/bonnenscholars

Bonner Class of 2008

Zachary Francis
Glen Fork, WV

Alexander Gibson
Piney Woods, MS

Sebastian Gregerson
Manchester, MI

Geri Guy
Mauldin, SC

Kimberly Hutchins
Forest City, NC

Melissa Macy
Rock Hill, SC

Maegen Martin
Canal Winchester, OH

Jeremy McQueen
Annville, KY

Amber Meadows
Chattanooga, TN

Esther Ndei
Maylene, AL

Joshua Sparks
Jackson, KY

Vincent Stevens
Marietta, GA

Mark Strickland
Rock Spring, GA

Mikita Weaver
Bethany, WV

Stephany Whitaker
Richmond, KY

Life after Berea: Vocation, Faith, and Work

On Saturday, October 16, a small group of Berea College juniors and seniors gathered to explore the hopes, dreams, and fears they have about life after Berea. The day of discussion and activities focused on making career and life choices guided by personal values. The workshop was facilitated by CELTS, the Campus Christian Center and the Black Cultural Center. Anyone interested in learning more about future offerings of this workshop, please contact Betty Hibler.

Service Reflections

Learning Compassion

This past summer I worked as a student nurse extern on a neurology floor at St. Mary's Hospital, part of Mayo Clinic in Rochester, Minnesota. Their department of nursing vision inspired me: it was, simply put, "To provide the best nursing care in the world!" I worked to be a small part of working toward that vision, corny as it sounds.

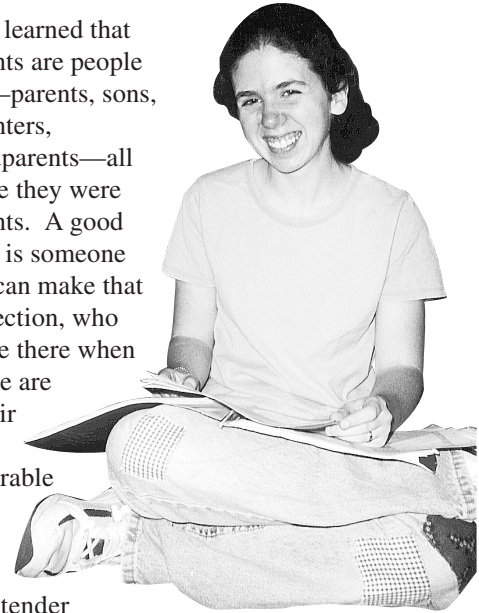
My nurse preceptor and I cared for three to six patients per shift. Common diagnoses included recent strokes, brain tumors, and spinal problems requiring surgery. Their ages ranged from 18 to over 90. I loved my job! Although many days it could be physically, emotionally, and/or mentally overwhelming, I learned so much and gained a good measure of confidence.

I also learned a lot about compassion, how to use it as more than a feeling, but also as a tool to advocate for patients' health and give them the best care possible. I already have a natural tendency to feel compassion for anyone

having a rough time, but a feeling by itself cannot do much to help a patient. However, I learned how to do many things that stem from that compassion and make nursing care good. One example is the ability to listen and be available for the patients' concerns while providing care, instead of simply doing the technical task and never looking at the patient. In addition, providing encouragement and support and, occasionally, a "push" to a patient during daily cares, and just in the method of what you do when you give a bath or help someone with personal needs, is a way to use the tool of compassion. Also treating patients with respect and as if they know something about their own health is a way to be compassionate. These things may sound like common sense, and they certainly are, but the time that I spent caring for patients this summer helped me see how to transform these concepts into realities.

I learned that patients are people first—parents, sons, daughters, grandparents—all before they were patients. A good nurse is someone who can make that connection, who can be there when people are at their most vulnerable and need the most tender and competent care, offer them compassion and give them that care. This summer at St. Mary's showed me that I can be that nurse.

—Rachel Silver, '05



"The morning sun will not wake you up before daybreak, but a nine year-old with a full bladder is not so considerate. The summer of 2004 presented me with many such trials that are truly joys in retrospect. Working as a full-time senior counselor at Highland Retreat taught me so much, not only about teaching, but also about myself and the God who gifted me with a deep love for kids and learning, and a desire to teach. It was so exciting for me to see the difference that meeting Him can make in a life. I never expected to see God work with such power in my own life this summer, but He did. I never expected to hear His voice so clearly and see his power at work in my immediate surroundings, but I did... and it was exhilarating!"

Hans Burkholder, '07

On the Nose of a Crocodile

Cruising down a jungle river, our guide takes a sharp turn. "You see over dere" he says, pointing with his finger. "Right up along da shore?" We all squint, wiping the water from our faces. Gail spots them right away. "Oh, how beautiful!" A pair of crocodiles is sunbathing at the river bank.

After some moments of observing, we notice something strange. A butterfly is resting, unconcerned, on the snout of this killing machine. "How beautiful" Gail repeats. Slightly wet, an eager audience listens as Gail spins a parable.

"I sometimes feel like that butterfly. With the street teens it's like I'm in the mouth of the crocodile."

When they came to her they were malnourished, filthy and frightened. They lived together, a gang of adolescents, under staircases and piles of trash in the streets of Jan Jose. Their clique operated with the cruelty and hostility of any children at this age, only these kids came from neglected and abusive backgrounds. Knife fights, womanizing, stealing and hard drug use characterized their existence. Now, three years later, two of those kids sit beside us on the boat as well groomed, though still struggling, teenagers.

Gail identified with the butterfly that put herself at risk to provide a service for another. As our guide explained, the butterfly had a symbiotic relationship with the crocodile. She cleaned the inner eye lid of the crocodile by sweeping away debris. The butterfly, in turn, received nutrients, and had one of the safest places in the world to rest. Sometimes, when you have the right allies, even though surrounded by danger, there is a safe place, an eye of the storm.

—Elizabeth Nolan, '07

Service Reflections

Being Mindful

Working at Berea Reads this summer was a very good experience for me to have. I enjoyed the kids. They made my time worthwhile. One thing that I gained from all of them was a rejuvenated appreciation for the ability to read. It is so easy for me now that I had forgotten what it was like when it wasn't easy. Reading provides me with so many of the blessings of my life and it was a privilege to be reminded of that fact.

I also learned from two of my students: Hannah and John (names changed). Hannah was a sassy and spunky nine year old who didn't seem to have a reading problem on first observation. She reads on a fifth grade level, and yet is being held back in the third grade this year. This was hard for

me to understand at first, but soon her motivation seemed to disappear and she refused to even be read to on many days. I then understood that her performance in school is probably quite similar. It is not her ability that is holding her back but her attitude towards the work.

John, on the other hand, is a talkative seven year old about to enter the second grade but reading on a pre-primer level. No matter how much he struggles, he maintains a positive attitude and keeps trying. His hard work and positive outlook is the only thing that is keeping him from being held back.

While I don't know much about Hannah's home situation and do not presume to think that her negative outlook is her own fault, it is really



Paige Cordial (middle) and students learn to read by playing Scrabble.

detrimental to her success. These two children reminded me of how important it is to be mindful of how fortunate I am to be where I am in my life and how much more I can accomplish if I work very hard. They also reminded me of how my life will be affected if I forget these things. —Paige Cordial, '06

Reflections on Peru

Peru is an amazing country beautifully woven together by the shiny threads of modernity as well as the brightly colored threads of traditional culture. In Lima, one can walk down the business-lined streets to Totus, the super supermarket, complete with every product and convenience. One can also walk down these same taxi packed streets to an ancient pre-Incan adobe pyramid. Directly across a four lane highway from this mammoth block of a building is a street unlike any other found in Lima, or the rest of Peru for that matter. This street is filled with stores, restaurants, and comforts familiar to the U.S. citizen, but much too foreign and expensive for the Peruvian.

It may seem that I have a disgusted view of the United States' foreign policy, and if you thought this then you were right. However, please do not misconstrue this as disgust towards my country. I love the U.S. and am thankful every day for the privilege of having been born here, living here, and having the ability to exercise my innate human rights. Nevertheless, even these aspects can become overwhelming in a foreign country. The awe of the Gringo, as we are called in many South American countries, was felt in every stare I received while walking down the street, or when being rushed to the front of a line of Peruvians by a Peruvian Internet store owner. It was instances like these, that pounded into my skull how fortunate I am to be a U.S. citizen. This constant hammering almost made me nauseated by the thought of who I was and what I represented to the people of Peru. For many I was a sense of hope for a better life, a promise that hard work and money could afford happiness, a lie that I perpetuated simply by existing in their world.

This charade has, for many countries around the globe, destroyed various facets of culture as the people of these countries try to mimic our way of life, our false sense of culture. Though similar effects can be seen in Peru, traditional Peruvian culture has endured a holocaust set forth by Spanish conquerors during the fourteenth and fifteenth centuries thereby proving that it is rich and resilient enough to withstand the holocaust of westernization. So rich in fact that traditional dress, dance, music, food, religious beliefs, and customs not only thrive in the major modern centers of Peru, but also shape the way modernity unfurls itself. It is here, in the influences of tradition that beneficial progress is made in terms of social structure.

In this way of thinking, the family living in several mud brick homes scattered on the cactus spotted slope of a mountainside farm, is not destitute. Though our eyes pity this family's way of life, their worldview ensures a happiness we could never encompass. Why would a family want to live among their livestock, fetch water from a stream and boil it before use, sleep in the same room as their children or parents, cook outside over an open pit, or use the restroom being ever conscious of your distance from the nearest water source? However, if this family is truly happy and healthy, then what arrogance has the right to offer a new way of living that cannot guarantee a better alternative while keeping consistent with this family's worldview?

The city of Ayacucho, where I volunteered and lived for seven weeks, is an ideal example of where societal evolution has both succeeded and also failed. Both modern and traditional, this city has learned to embrace traditional aspects such as folk art and dance while also promoting education and technology.

While volunteering at *Centro de Salud CLAS Nazarenas* (a public health clinic) I helped doctors and nurses with various simple procedures. There were times when the clinic had no patients, but this did not mean there was no work to be done. I would help nurses fold gauze and roll cotton balls. Neither of these items came prefabricated and all other medical items were in short supply. I shudder to think how many gauze pads and cotton balls I have folded and rolled.

I want to close by sharing a personal philosophy. Its understanding is one of the reasons I choose to travel so frequently and helps me live in the crazy world each of us creates for ourselves. It goes a little something like this:

It is only by peeling away the outward layers that we can truly come to understand their existence. We must search for the core of every emotion, every action and reaction, every thought, and we must do this both personally and when concerning others. Otherwise, we simply tolerate and toleration invokes judgment. With understanding we are able to rise above judgment and see a reality where each country, community, family, and individual hides in order to protect the delicacy of our humanity. We simply do not realize that we are not capable of protecting this delicacy and in our efforts to do so we destroy it little by little.

—Jared R. Johnson, '05

In the Spotlight: Heather Schill

In this issue of the *Connector*, we would like to acquaint you with our Bonner Scholar Program Coordinator, Heather McNew Schill. As the coordinator of the Bonner Program, Heather works closely with the program director and student coordinators to make sure that all Bonner programs are running smoothly and that Bonner freshmen receive all of the training and support that they need in their first year at Berea College. She assumed her position as Bonner Coordinator in July of 2001 after serving as a social worker in a nursing home in Jacksonville, North Carolina.

Heather is a local resident, growing up right here in Berea. She graduated from Berea College in 1999 with a B.A. in Psychology



Heather Schill

and will start on her M.Ed. in Higher Education this summer at Azusa Pacific University in Azusa, California. In addition to all of her Bonner responsibilities, Heather serves on Berea's Student Life Committee and the Student Conduct Committee. She also represents these committees on the college's Executive Council. Outside of work, Heather is very active in her church, serving as a Sunday school teacher and on the churches' Youth Programming Committee. She enjoys working with young people. Heather and her husband, Chris, recently welcomed a new addition to their family, Caroline Grace. Caroline is four months old and is the pride and joy of her parents.

“Reading is essential for life and essential to make progress in this world and it was a privilege to be responsible for helping someone along that road this summer.”
Joshua Bergstrom, '05



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