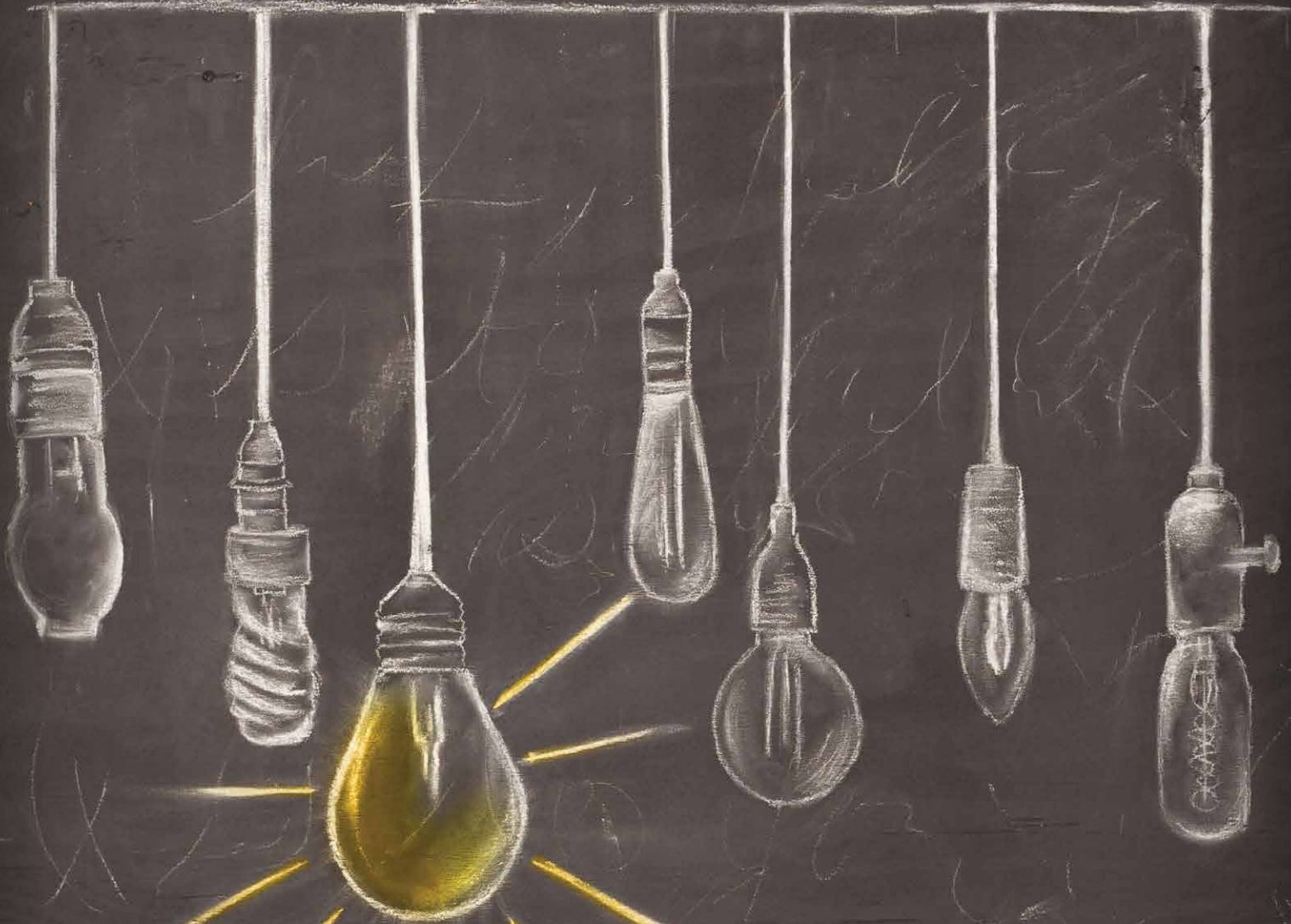


THE MAGAZINE OF YOUNG HARRIS COLLEGE | SPRING/SUMMER 2014

# ECHOES



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- 49 ENRICHING EXPERIENCES
- 58 PRACTICE MAKES PERFECT

## BRIGHT FUTURES

Educators light up the classroom and beyond



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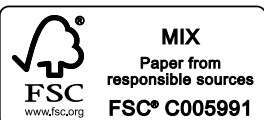
Jay Stroman

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Brantley Barrow, '74

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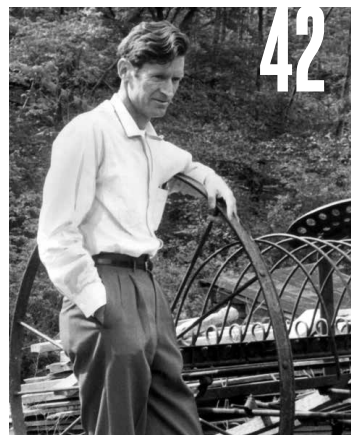
Students spent spring break engaged in service during an outreach excursion to the Len Foote Hike Inn and a home repair program organized by the Hinton Rural Life Center.

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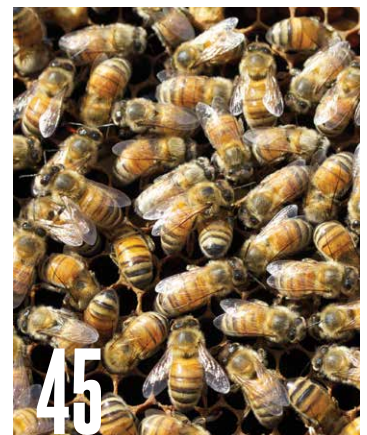
Esteemed alumnus and educator Byron King, '35, gives back to his beloved alma mater in ways that highlight his love of learning.



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# ECHOES

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SPRING/SUMMER 2014

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Watch the cover being created.



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## Educating Future Educators

Young Harris College is not just an **educational institution**—it also educates educators. We sat down with YHC President Cathy Cox to find out more about the College's new **Teacher Preparation Program** that offers many pathways to exciting and rewarding careers in the field.

**Q:** Education is one of the College's newest degree programs—why the wait?

**A:** We knew the rich history that Young Harris had of turning out great teachers over the past century or more, and we wanted to offer bachelor's degrees in education right from the start of our four-year transition. However, we found out quickly that Georgia, like many states, had an incredibly lengthy process for starting teacher preparation programs to assure they are developed to meet top-quality standards. We started the process early in 2008, but it took years to get through the hoops and hurdles of the Georgia Professional Standards Commission's timelines to gain approval for the degrees. It was a proud moment, to say the least, when we had our first class of graduates in 2013.

**Q:** How successful have the education programs been so far?

**A:** Oh, every bit as successful and popular as we expected. In fact, even though

we didn't enroll a student in one of our education programs until 2011, they now rank among our top five most popular majors out of 17 programs. And the interest is growing every day.

**Q:** What has YHC tried to do to make our Teacher Preparation Program better than the rest?

**A:** First and foremost, we wanted our students to get a heavy dose of "substance" to assure that our graduates would be known for their depth of knowledge in their disciplines—so we kept that rigor in mind as we developed the programs. But we also wanted our students to benefit from the overall YHC liberal arts experience. As students here, we expect them to develop their writing and speaking skills. We'll help them develop their ethical compasses and grow as compassionate citizens just as they grow academically. All that we offer will make them better, more well-rounded teachers and citizens.

**Q:** Will YHC ever consider adding master's degrees?

**A:** We're certainly discussing that option. There are many changes on the horizon in education that could remove the incentives teachers have to pursue advanced degrees, and instead shift them toward other professional development opportunities—which may present other program options for YHC. We're exploring all of these things as the education landscape changes right in front of us.

**Q:** What can YHC alumni do to help our education students?

**A:** I would love to see more endowment of education scholarships—that would be a huge boost to our students. As we grow, it would be great if we could endow chairs or professorships to strengthen our faculty. Every day, our program needs funds for special materials or for travel so students can get out and do observations or attend conferences. Any gift will help tremendously.



President Cox recently met with Georgia State School Superintendent John Barge, Ed.D., on the YHC campus this fall during a roundtable discussion with the Division of Education.



Attendees included Assistant Professor of Music and Music Education Coordinator John Wayman, Ph.D., Assistant Professor of Education Ashley Carr, Ph.D., Assistant Professor of Education Sharon Jackson, Ed.D., Dean of the Division of Education and Professor of Education Karynne Kleine, Ed.D., Dr. Barge, President Cox, Senior Instructor of Music and Director of Bands Mary Land, Adjunct Instructor of Education Roberta Barr, Adjunct Instructor of Education Sue Astley, Administrative and Data Assistant Jennifer Manous, and Assistant Professor of Education Mark Brunner, Ph.D.

## YHC ALUMNA

# Trisha Yearwood Delivers Commencement Address

YHC alumna and Grammy and Emmy Award-winning singer, author, and actress Trisha Yearwood, '84, delivered the address at YHC's Commencement ceremony this May.



"She is an extraordinary example of what can be accomplished with the foundation of a YHC education, and I know our graduates benefited from hearing from her on this special day," said YHC President Cathy Cox.

While at YHC, Yearwood participated in musical ensembles, chorus, plays and operettas. She and her sister, fellow YHC alumna Beth Yearwood Bernard, '81, of Tifton, were members of the Dorcas Society and each served as president of the Sigma Beta Sigma sorority.

"I love the campus community, the feeling and bond you have. I don't think you get that at every school," Yearwood said. "YHC is that for me. When you meet someone who went there—you just get it."

Since breaking onto the Nashville music scene in 1991, Yearwood has recorded 12 albums and had 20 top-10 hits. She has sold more than 12.5 million albums worldwide and won three Grammy Awards and three Country Music Association Awards, among many others.

She has released three successful cookbooks, earning the status of two-time New York Times bestselling author. She currently hosts "Trisha's Southern Kitchen," a culinary series on Food Network that earned her an Emmy Award for "Outstanding Culinary Program."

"I'm so glad I chose Young Harris. My best friends today are girlfriends I met at YHC," said Yearwood. "We try to see each other once a year. I think that says something about the school."

## INFLUENTIAL YHC

# Leaders Recognized

Several members of the extended YHC family were recognized in *Georgia Trend's* Jan. 2014 issue featuring the "100 Most Influential Georgians." The annual list reflects the state's most powerful and influential citizens who affect the lives and livelihoods of all Georgians.

YHC trustees featured include **Hank Huckaby, '62**, who serves as chancellor for the University System of Georgia, and **Jimmy Tallent, '70**, president and CEO of Blairsville-based United Community Banks, Inc. Esteemed alumni **David Ralston, '74**, speaker of the Georgia House of Representatives, and **Mickey Channell, '62**, a state representative who chairs the powerful Ways and Means Committee, also made the list. YHC President **Cathy Cox** was named to the list of "Notable Georgians."

## YHC COMMUNITY PARTICIPATES IN

# "Topping Out" Ceremony for Rollins Campus Center

In December, YHC held a "topping out" ceremony for the new \$41 million, 125,000-square-foot Rollins Campus Center that is designed to catapult the student experience into the 21st century.

Hundreds of faculty, staff, students and friends of the College left their mark on the new building during the historic event by signing the facility's final steel beam. Guests also watched as the beam was ceremoniously lifted and secured into place.



"It was great to see so many people from the YHC community come out for the ceremony," said Emily Nichols, a senior psychology major from Buford. "This center will bring students together by having everything we need in a central location."

In April 2013, YHC broke ground on the Rollins Campus Center—the centerpiece of the College's master plan and the focal point of the *Investing in the Future* Capital Campaign. In March 2012, the College announced a \$22 million gift from the Atlanta-based O. Wayne Rollins Foundation that served as the lead gift for this new facility.

During the ceremony, YHC President Cathy Cox acknowledged representatives from the building's general contractor, Atlanta-based Choate Construction Company, as well as project manager Brailsford & Dunlavey and architect VMDO.

"This center will impact lives and shape students for generations to come," said Millard Choate, who addressed the crowd during the ceremony. "We are proud to be a part of this integral new piece of the YHC campus."

The center will house four distinct areas: a 60,000-square-foot, multi-purpose student center; the 40,000-square-foot, state-of-the-art Zell and Shirley Miller Library; an expanded Grace Rollins Dining Hall; and a 350-seat, versatile Charles Suber Banquet Hall.

Some highlights include space for student organizations and services in the third-floor Mary Warren Student Loft, a game room, a multimedia theatre with stadium seating for 25, a Chick-fil-A® Express restaurant, and a Starbucks® coffee shop.

The glass, brick and stone facility has been designed to be energy efficient and environmentally friendly. The building will boast many sustainable features, including the use of geothermal wells, and is expected to earn LEED (Leadership in Energy and Environmental Design) certification.

## DR. PEGGY LUMPKIN LEADS NEW

# Center for Excellence in Teaching and Learning

Peggy Lumpkin, Ed.D., recently joined YHC as the new Director of the Center for Excellence in Teaching and Learning (CETL). She also serves as assistant professor of education.

Dr. Lumpkin earned her B.A. in psychology from Case-Western Reserve University, her M.Ed. in vocational rehabilitation counseling from Auburn University and her Ph.D. in instructional technology from Georgia State University. She is president-elect for the Culture, Learning and Technology Division of the Association for Educational Communications and Technology.

"The CETL programs and services will support continued faculty success with student learning and help maintain YHC's honor as a prestigious College of Distinction," said Dr. Lumpkin.



## YOUNG HARRIS COLLEGE MOUNTAIN LIONS

# *Let the* Good Times **ROAR**

The Young Harris College community “Let the Good Times Roar” while kicking off the 2013–2014 basketball season this past November at the annual fall Homecoming.

In anticipation of the big weekend, students participated in a variety of challenges and events throughout the week, including a Pinterest party, comedy show, sidewalk decorating competition, lip sync challenge and performance by acoustic artist Austin Renfroe.

The Mardi Gras theme was incorporated into the festivities as king cake was served and beads and masks were given away throughout the week.

This year, organizations had the opportunity to earn extended “spirit points” during several campus events, including Mountain Lion Madness and the “Major Connections!” academic majors fair.

“Homecoming this year was bigger and better than ever before,” said Director of Campus Activities Ashley Randall. “The committee worked hard to provide new and exciting opportunities while keeping some of our cherished traditions alive. I was overwhelmed by the response from students and their enthusiasm for the events.”

Student, faculty and staff volunteers attended a food-packing event to assist Stop Hunger Now, an international hunger-relief agency that coordinates the distribution of food and other lifesaving aid around the world.

“My entire First-Year Foundations class participated in the event together,” said Abbey Walker, a freshman English major from Acworth. “It was a wonderful bonding experience for the YHC community, and I appreciated the chance to help those who are hungry.”



**LEFT TO RIGHT** Young Alumni Council member Jessie Collins Wood, '05, of Hull, handed out decorations on the YHC Alumni Association parade float. ■ During the parade, YHC President Cathy Cox was trailed by the men's soccer team who had recently been named Peach Belt Conference champions. ■ The Gamma Psi sorority got into the Young Harris spirit.



## HOMECOMING BY THE NUMBERS

**7** student organizations earned more than **1,600** "spirit points" while vying for the Homecoming Week Champions title

More than **10,000** meals packed in **3** hours during a service event to benefit Stop Hunger Now

**1,200** hot dogs and hamburgers served up by The Varsity

**750** beads and **200** masks distributed throughout the festivities

More than **300** votes cast for the Homecoming King and Queen

**200** slices of king cake served to students

**142** points, **83** rebounds and **33** assists earned by the Mountain Lions during the games

## THE ROYAL TREATMENT

Cody Ching, a junior history major from Portland, Ore., and Emily Espy, a senior musical theatre major from Cumming, reflected on being crowned Homecoming King and Queen by their classmates.



"I'm from Portland, Ore., which is around 2,500 miles from Young Harris. I took a leap of faith coming here in 2012 not knowing a single person. A year later, I was crowned Homecoming King. I cannot imagine any other campus where a story like that could be possible. The idea that the YHC community is like a second family always seemed like a cliché to me, but after Homecoming I was blown away by that reality. The icing on the cake was the fact that I got to share the whole experience side by side with one of my very best friends, Emily. Homecoming is a memory I will hold near and dear to my heart for the rest of my life, and I'm excited to come back after I graduate and see the amazing growth and changes that will inevitably occur in the coming years."

### HOMECOMING KING CODY CHING

"Homecoming weekend has always been one of the most meaningful events at the College to me. I love connecting with alumni by swapping stories and reminiscing about the traditions that make Young Harris dear to our hearts. The opportunity to be on court was special because it meant I got to represent the school I love so much and actively participate in the festivities. I was overwhelmed by the honor of being crowned Queen. I am so grateful for the love and support I received from the student body, faculty and staff, and I will carry the memory of being crowned with me forever. I am beyond thrilled that I got to share this experience with 'Homecoming Ching.' Cody has one of the biggest hearts I have ever known and truly embodies YHC's spirit of taking genuine interest in others. Being able to be part of Young Harris history through this honor is a tremendous blessing, and I cannot wait to return for Homecoming next year as a YHC alumna."

### HOMECOMING QUEEN EMILY ESPY

While rain prevented the traditional bonfire from happening on Friday evening, it didn't dampen the students' spirits as they moved the pep rally indoors to the Recreation and Fitness Center.

That evening, the College also hosted an induction ceremony for the first class of the new YHC Athletics Hall of Fame. Members of the 2013 class included Tom Forkner, '37, Zell Miller, '51, John Adcock, '57, Nick Markakis, '03, and the 2006 YHC women's soccer national championship team. Legendary YHC basketball coach Luke Rushton was inducted posthumously. *[View the full story about the new Hall of Fame on page 62.]*

"So many great memories came back to me as I visited YHC. My heart will always be in the north Georgia mountains," said Adcock. "The beautiful new buildings showed the many changes to the campus, but the old ones were just as I had left them. I wish all students had the privilege to visit this outstanding College before choosing a school."

On Saturday morning, the sun shone brightly as students, alumni and community members turned out to enjoy a parade on campus. The College's pep band, Purple Reign, entertained the crowd and welcomed floats as they entered the plaza.

Tailgating festivities and a celebratory pre-game picnic lunch catered by Atlanta's world-famous drive-in The Varsity followed on the lawn in front of Enotah Hall. Students and alumni were entertained by YHC's spirited competitive cheerleading team as they dug into delicious hot dogs and burgers.



**CLOCKWISE FROM TOP** The Homecoming court included Logan Gray, a sophomore religious studies major from Edwardsville, Ill., Breanna Gleeson, a senior business and public policy major from Windsor Gardens, Australia, Roman Martin, a junior biology major from Tallinn, Estonia, Caitlin Meads, a senior biology major from Jefferson, Jared Lee, a junior history major from Lula, and Alyssa Lowery, a senior religious studies major from Conyers. ■ Former athletes and cheerleaders were recognized during halftime of the men's basketball game. ■ The Phi Alpha Phi sorority was named Homecoming Week Champions.



**BOTTOM LEFT** YHC's Alumni Board and Young Alumni Council met on campus prior to the games.

Former athletes and cheerleaders enjoyed a pre-game reception in the Recreation and Fitness Center, which quickly filled with fans ready to cheer on the Mountain Lions as both the women's and men's basketball teams held court for their season openers in the "Valley of Doom."

The women's basketball team lost to Florida Southern College in a close matchup 75-64, while the men's basketball team defeated Kentucky Wesleyan College 78-71.

During the games, the Phi Alpha Phi sorority was named Homecoming Week Champions. Junior history major Cody Ching, of Portland, Ore., and senior musical theatre major Emily Espy, of Cumming, were crowned Homecoming King and Queen.

Many alumni like Charlotte Sparks McCloskey, '64, are already looking forward to next year's Homecoming festivities.

"You could feel the joy and excitement in the arena, which was packed with YHC students, alumni and friends," she said. "Anyone who hasn't seen the pep band and cheerleaders perform need to—they are amazing. All of us were yelling support for our Mountain Lions." ■



Watch the Homecoming 2013 highlights video online.



# Save the Date:

## Homecoming 2014

Friday–Saturday,  
Nov. 14–15

- Pep Rally and Bonfire
- Parade
- Alumni Athletes Reception
- Basketball Games
- Athletics Hall of Fame Induction

Find out more about Homecoming  
@ [yhc.edu/homecoming](http://yhc.edu/homecoming).

Start the conversation using the  
hashtag #YHCHC14.

For more information, contact the  
Office of Alumni Services.

(706) 379-5334 | [alumni@yhc.edu](mailto:alumni@yhc.edu)

# THE Chancellor

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BY KRYSTIN DEAN  
PHOTOGRAPHY BY SCOTT DEAN

**“HIGHER EDUCATION IS THE KEY, NOT JUST TO A SUCCESSFUL CAREER BUT ALSO A SUCCESSFUL LIFE.” THESE ARE THE WORDS OF YOUNG HARRIS COLLEGE ALUMNUS AND TRUSTEE HENRY “HANK” HUCKABY, ’62, WHO ESSENTIALLY SERVES AS A KEEPER OF THIS KEY THROUGH HIS ROLE AS CHANCELLOR OF THE BOARD OF REGENTS FOR THE UNIVERSITY SYSTEM OF GEORGIA (USG).**

The position entails the weighty responsibility of overseeing 31 public colleges and universities with a \$6.5 billion annual budget, 43,000 faculty and staff, and 314,000 students.

It’s reasonable to surmise this is not a job one would typically come out of retirement to take on—but that’s exactly what Huckaby did.

When he was approached about the job, he was “very flattered and very surprised.” He accepted the position as the state’s 12th Chancellor in 2011.

“There was some hesitancy about going back full time because I felt good about my career and blessed for what I had been able to do,” explained Huckaby, who had established a reputable career in the areas of public higher education and state finance and budgeting.

He previously served as a professor and administrator at several institutions throughout the state including YHC, Georgia Perimeter College, Emory University, Gordon College, the University of Georgia and Georgia State University, where he earned a bachelor’s degree in political science and an M.B.A. in international business.

He worked in the Governor’s Office of Planning and Budget, first as a senior policy coordinator and later as director, as well as commissioner of the Georgia Department of Community Affairs and executive director of the Georgia Residential Finance Authority. He also served as a state representative for a short time.

“Hank has a strong desire to give back to others because of his own background and the opportunities he has been given,” said his wife, Amy, ’62, who he met at YHC more than 50 years ago. “He often tells graduates they won’t always realize how things will work out, but over time, they will see how all the dots connect. Every step along the way has gotten them to where they are. Hank has seen God’s hand in all he has done.”

A value of education was instilled in him by his father from an early age. “He had an opportunity to go to college and blew it. He admitted it, and he didn’t blame anyone else,” said Huckaby. “He was bound and determined that his children would go to college.”

As a high school student in his hometown of Hapeville, Huckaby made good grades and was active on the yearbook and newspaper staff. His senior English teacher and advisor, Ms. Wells, was an influential presence in his life.

“She was tough,” he said, “and one thing I will always remember about her is that she taught us a lot of things that went beyond academics although, of course, we didn’t recognize it back then.”

At the start of each school year, Wells gave the students a list of poetry to recite. She signed her name next to each title as the class progressed, charging each student with keeping the sole record of their progress.

“I have seen big hulking guys worked into tears because they would lose that list—and if you lost it, you started over,” Huckaby recalled. “I realized later that the poetry was just the mechanism to make us become more responsible.”

When it came time to choose a college, he turned to Wells for guidance. She suggested a small, private Methodist-affiliated school in the north Georgia mountains—a place she knew well, as her brother served on the Board of Trustees there.

It wasn’t the first YHC connection Huckaby had made. His aunt and uncle both attended the College, and his older sister attended the Young Harris Academy. However, he had never actually set foot on the campus until he arrived for summer orientation.

Huckaby lived in Manget Hall—“and it’s still there today,” he noted with a smile. He developed a bond with Emeritus Professor of Accounting and former Registrar O.V. Lewis, who had an apartment in the residence hall at that time.

“O.V. was a very engaging person,” Huckaby said. “He liked getting to know students, but he was also very demanding academically. He was not only an incredibly positive influence on all of us, but he was also just so good for YHC.”

Like most students, Huckaby rarely returned home on weekends and instead took advantage of the opportunities the small campus provided like participating in the Young Harris Debate Society, staying involved in religious life and exploring the great outdoors.

“I came from a working-class family, so I paid my whole way through school,” explained Huckaby, who logged many hours as a dishwasher in Grace Rollins Dining Hall. The



“THE AVENUES AN EDUCATION EXPOSES YOU TO AND THE RELATIONSHIPS IT ALLOWS YOU TO ESTABLISH ARE TRULY LIFE CHANGING.”



young,” Amy reasoned. “There’s such a loving, warm and special community there.”

During their first semester at YHC, the couple took an introductory political science course with a charismatic professor who would later influence the trajectory of Huckaby’s career—former U.S. Senator and Georgia Governor Zell Miller, ’51.

“I met two people at Young Harris who have made all the difference in my life. One was my wife and the other was Zell,” said Huckaby. “He had this wonderful teaching style that everyone enjoyed and appreciated. I always had a great interest in government and politics, and I think that caught his eye.”

The two maintained a close friendship through the years. When Miller was elected Governor of Georgia in 1991, he asked Huckaby to oversee the state’s budget.

“When he announced early on in his campaign that he would support the lottery for education, it was an eye opener. Everyone wondered if it would work or not,” recalled Huckaby, who helped draft the legislation. When it passed, his office was responsible for figuring out how to make it work.

“We tried to take the best of the best from around the country and designed the lottery program as the entity it is today,” he said. “Our guiding principle was to try to make it function as much like a business as we could, not only for efficiency but also to keep it separated from politics as much as possible.”

The concept for the lottery program initially covered three core areas: Pre-K, instructional technology and scholarships. The latter proved to be the most challenging to plan. “The educational experts in my office kept coming up with approaches, and the bottom line was they weren’t capturing what Zell wanted to do,” said Huckaby.

On one fateful Monday morning, Miller walked into the office toting his trademark yellow legal pad that was filled with notes about how the scholarship program would function. He had even selected the perfect name for it—HOPE (Helping Outstanding Pupils Educationally).

“His vision was to have a scholarship for students who otherwise might not be able to afford to go to school that would also act as an incentive for students who may never have even thought about the possibility of going to college,” Huckaby explained.

Over time, he was instrumental in guiding the legislative measures necessary to the scholarship program and said he feels “really good about where it is today.” Most recently, he worked closely with Governor Nathan Deal on making some changes to ensure HOPE would have a sustainable future.

This connection led to Deal asking Huckaby to serve as the floor leader, which in turn led to his current position as Chancellor. “We’ve been making a few waves since I took on that challenge,” said Huckaby, who is working to build strong public and political support for the University System’s contributions to the state’s economic future and individual success.

When asked about his greatest accomplishment as Chancellor thus far, Huckaby humbly referred to the talented and enthusiastic staff he has assembled.

“That’s always the secret—make sure you have quality people working with you,” he said. “I learned a long time ago that if you don’t want people around who are smarter than you, then you’re not going to be very successful. It’s ultimately not about you, it’s about the job to be done.”

job was made a little easier thanks to a “cute redhead with a wonderful personality” who caught his eye.

Amy was also on a work scholarship and served the faculty meals. “Her job was a little better than mine,” Huckaby admitted. The pair frequently crossed paths when she had to walk past the dishwashing area to get to the dining room.

“We began joking with each other and developed a friendship first,” she recalled. “All of the other students had already eaten dinner by the time we finished up with work, so Hank would walk me back to my residence hall after our shifts.”

According to Huckaby, the connection was immediate. “We just hit it off,” he said. The pair got married on April 2, 1965, during a small ceremony in Atlanta.

They have a second home in the Trackrock area and love returning to campus whenever possible. “Being around young people helps you stay

That job currently entails trying to increase the number of college graduates in Georgia. “We really need to ramp up our success rate in that area dramatically,” he noted, referring to research findings that the United States will continue to fall behind in terms of economic growth without a more educated work force.

His goal is to move postsecondary certificate achievement from 42 percent to 60 percent in a little over a decade—“and that is a huge jump,” he said, that translates into the state’s higher education institutions producing 250,000 more graduates.

“I’m pleased with what we’ve been able to do thus far,” said Huckaby, “but the real proof in the pudding is in the planning, both statewide and for individual institutions. We’re starting to implement those now, and so we hope to see the needle begin to move.”

Under Huckaby’s leadership, the state is also undergoing a monumental shift with the consolidation of institutions—something he took on just months after becoming Chancellor. “There was a great document on why you shouldn’t do it, all the problems it would cause,” he joked, “but many of us felt if we were ever going to do it, now was the time.”

Extensive studies led to the conclusion that campus consolidations would be both economically and academically beneficial, enhancing the ability of the USG to serve Georgia residents at less cost. Since 2012, the Board of Regents has approved five consolidations among 10 USG institutions.

“It’s been tough because it’s rarely done,” Huckaby explained. “We knew we could do a better job combining our academic resources with fewer schools. We approached this not to save budget for the bottom line, but to save money administratively so we could move it to the academic side of the equation.”

His staff is also focused on a commitment to using resources as efficiently as possible and shoring up relationships with the Georgia legislature.

“We’ve had some real success there that’s beginning to pay off,” said Huckaby, who is also enthusiastic about the support from the Board of Regents. “They are fully behind us with very experienced and wise people who give us a lot of guidance and support.”

While he is passionate about furthering all of Georgia’s higher education institutions, one remains especially dear to his heart. He joined YHC’s Board of Trustees in 2005 and serves on the development and endowment committees.

“YHC has been blessed to have Hank serve on the Board of Trustees,” said fellow trustee and former board chair Jerry Nix, of Roswell. “His commitment and involvement have been very important to the College for many years. His continued support,

even after being named Chancellor, speaks volumes for his loyalty to the College.”

When the discussion about transforming YHC into a four-year institution was broached nearly a decade ago, Huckaby was a strong advocate for the evolution.

“The era of the private two-year school was over. We were one of around 30 still standing at the time,” he reflected. “We had to transition to survive. All the data, all the evidence showed that. It was definitely the right decision.”

Huckaby was even considered for the presidency but ultimately decided it wasn’t the right time for him to make that leap. When the position opened up again years later, he took a great interest in the search and attended three of the four interviews on campus. The “clear and obvious choice,” he said, was YHC President Cathy Cox.

“She was very smart, she had done her homework and she understood what needed to be done to move a liberal arts college forward—and her track record has validated that,” he said.

Huckaby worked closely with his good friend and fellow YHC trustee, Zell Miller, who chaired the committee charged with evaluating the change to four-year status. They met with several presidents of other colleges and universities that had made the same conversion and made an official recommendation at the spring trustee meeting in 2007.

“I’m very excited about where YHC is now. Will it ever be really easy? No, not for any private school,” he said. “But we’re getting to where we need to be on enrollment to bring stability—and if there’s growth beyond that, that’s just icing on the cake.”

When the Huckabys frequent campus these days, they are thrilled to see the new state-of-the-art facilities, the well-credentialed faculty and the high caliber of students who attend the College.

Through the years, they have been strong supporters of YHC. Together, they have made numerous gifts in support of the new Zell and Shirley Miller Library, Class of 1962 Endowed Scholarship, and the College’s athletics programs.

“The friendships we made as students have endured over time,” said Amy, who serves as a Class Coordinator. “We enjoy seeing current students develop the kind of relationships that have been so important to us through the years.”

Her husband also emphasized the significance of these connections. “So many of the opportunities that come your way in life, whatever they might be, are a function of relationships—the people you’ve met along the way,” he said. “The avenues an education exposes you to and the relationships it allows you to establish are truly life changing.” ■

**LEFT TO RIGHT** Huckaby and his wife, Amy, marched in the 2012 Commencement ceremony as representatives from the Class of 1962 in recognition of their class’s 50th anniversary. ■ Huckaby, pictured with YHC President Cathy Cox and Amy, received the Iuventus Award during Alumni Weekend in 2011. ■ Huckaby chatted with YHC Board of Trustees Chair Brantley Barrow, ’74, during a trustee dinner.



# First CLASS

Educate. Inspire. Empower. These three words encompass the foundation of the Young Harris College experience—a lifelong drive that has been transferred between faculty and students for more than a century. The 10 alumni educators featured in the pages ahead are linked by a promise to further this meaningful mission in all areas of academia they touch. They are teaching others what they learned at YHC. And they are changing lives, one classroom at a time.



BY KYLE HUNEYCUTT | PHOTOGRAPH BY SCOTT DEAN

Keri Brown, '13, didn't grow up dreaming of becoming a teacher. The Conyers native had her heart set on a totally different yet equally noble pursuit—working in the medical field. As she soon realized, plans can change.

"After two long years as a biology major, I decided I was not cut out for the science world," said Brown. She leaned on her academic advisors and, after countless conversations and assessments, her new career path was clear.

"Everything pointed to working with children," Brown explained. She switched to the College's education program still convinced she wouldn't end up in a classroom.

"Why would I work so hard to finish school just to turn around and work at one? That was my mindset," she recalled. "My professors really ignited my interest in the field. They helped me learn to be excited about learning."

That enthusiasm is evident when Brown is with her students. She rarely sits behind a desk. Instead, she can be found exploring the room for examples of geometric angles, venturing outside to demonstrate a scientific phenomenon or even dominating a game of kickball.

"My absolute favorite part of the day is recess," said Brown, who currently reigns as the best quarterback and highest swinger on the playground. "Playing with the kids has given me a kind of respect inside the classroom because they see I care and want to spend time with them."

Brown personally benefited from a similar method at YHC. "So many professors not only teach you the material, but also show they care about you as a person," she explained.

Many moments still stand out to her—the way Assistant Professor of Education Mark Brunner, Ph.D., called to check on her or Professor of English Steve Harvey, Ph.D., took the time to sit down and teach her the art of writing a paper.

"YHC embodies a unique learning experience by teaching in what I believe to be the correct way," said Brown. "I learned how to teach from all of my professors, not just the ones in the education department."

The Teacher Preparation Program helped Brown discover her potential by sharpening her focus and providing a pool of support and encouragement. She pointed out the uniqueness of a program where everyone is striving for the same end result—to become an educator.

"You're all on the same team, working with colleagues and professors to accomplish your goals," Brown said. "Learning from professors who have been in the classroom and know what obstacles you will face is the best kind of instruction and preparation you could receive."

While Brown is interested in continuing her own education by attending graduate school in the future, for now she is focused on sharing the same love of learning her professors instilled in her at YHC with her students.

"Every morning, I walk into my classroom—which still baffles me that it is, in fact, my classroom—and look at what the day holds," said Brown. "It never ends up the way I had planned, but it's always an adventure and I love it."

**Keri Brown, '13**

Springwood School Teacher  
Lanett, AL

"If you love what you do, it will love you back." This is the motto that Emmy Award-winning graphic designer, artist and educator Stan Anderson, '73, has lived by ever since he made what was "without a doubt" the most important decision in his life—choosing Young Harris College.

"It seems like anything important happened to me while I was in the Enchanted Valley," he said. "YHC gave me such a solid foundation academically, personally, spiritually and professionally."

Many memories stand out, from impromptu late-night gatherings in the "Little Store," to hikes up Brasstown Bald, to sleeping on the roof of Winship Hall the night before graduation.

"All alumni understand the kind of magic that happens there," he said. "YHC has always been a place where everyone knows your name and cares about you. There's a very supportive atmosphere."

Anderson received his first art award during a local exhibition and was tapped to create artwork for many theatre sets. His creativity was immortalized in the 1973 edition of the *Enotah* yearbook that features a bright yellow cover. "I'm confident it's the only pop art version of the book," he noted.

He credited his mentor and art professor Ezra Sellers, Ph.D., '41, with inspiring his career path. "He lived the artist life I envisioned for myself and taught me about dedication that focused on doing what you love," said Anderson.

After receiving his B.V.A. in painting and drawing from Georgia State University (GSU), Anderson got his first taste of teaching while earning his M.F.A. in painting and drawing from Miami University in Oxford, Ohio.

He returned to Atlanta in 1979 and was handpicked as one of eight original designers for the launch of Ted Turner's new 24-hour cable news network. "I was in the right place at the right time," he explained.

As director of broadcast design for "CNN Headline News," Anderson hired sculptors, illustrators, animators and photographers to mix with more traditionally schooled graphic designers. "It was a hybrid creative team made stronger by its differences in art—embracing the diversity in our strengths and sharing those in a collaborative way," he explained.

During his 21-year career at CNN, Anderson taught drawing classes at GSU before accepting a full-time teaching post in 1987. "Both jobs gave me the creativity I desired, and being at GSU has allowed me to reinvent and rediscover myself artistically," he said.

He has served in several leadership positions at the university and recently received the "Outstanding Teaching Award" from GSU's College of Arts & Sciences.

"Teaching for me encompasses being a mentor, cheerleader, coach, armchair therapist and motivational speaker," he explained. "A teacher is simply the one who holds up the light and says, 'We are going this way. Follow me.'"

The most fulfilling aspect of the work is also the biggest responsibility—preparing students for their chosen careers. "They have to trust that you are giving them experiences and information that will make them successful and competitive," he said, "and you earn trust one day at a time."

Anderson's impressive résumé includes work with companies like NBC News, Twentieth Century Fox Films and New Line Cinema. He has created countless visuals—posters, storyboards, concept sketches and more—for film, television and Broadway shows.

He brings this extensive firsthand knowledge to the classroom and ensures his students work alongside some of the biggest names in the business. "Students learn from the pros, and the pros are rewarded with creative concepts," he said. "Everyone wins."

As a "graphic designer living in a fine arts world," Anderson continues his own design work with international clients while maintaining a painting studio and regularly exhibiting his artwork. He is also a book reviewer and designer for a forthcoming men's fitness and lifestyle book.

Anderson bought a home near YHC above High Shoals Falls as a welcome retreat from city life and a link to his alma mater. "Young Harris has always afforded me continuity and direction," he said. "I can't imagine how different my life would be if I hadn't attended YHC."



Anderson was voted "Mr. YHC" by his classmates in 1973.



## Stan Anderson, '73

Georgia State University Associate Professor of Graphic Design and  
Director of Graduate Studies for the Ernest G. Welch School of Art & Design  
Atlanta, GA

# Jake Wentzek, '13

Martin's Creek School, Murphy  
Middle School, and Murphy High  
School Teacher and Band Director  
Murphy, NC



BY KRYSTIN DEAN | PHOTOGRAPH BY SCOTT DEAN

When it came time to start his job search, Jake Wentzek, '13, considered around 100 schools throughout Georgia and South Carolina. The post that ended up being the perfect fit, however, was much nearer than he expected.

"I never even thought about a job this close to home," he said. When his high school band director and YHC Adjunct Instructor of Music Kerry Rittenhouse called to tell him about the opening, his ears perked up—"and the rest is history."

His days are full as he teaches around 120 students from grades six through 12 and directs the marching, jazz, and concert bands for Martin's Creek School, Murphy Middle School, and Murphy High School. "We are growing at a rapid rate," he said.

"The environment is great and the students, parents and administration are all wonderful to work with," said Wentzek, who described the region where he was raised as "full of life, nature and nice people."

The high school band performs at all football games, including a state competition where Wentzek led the group to a first-place victory this year. They also march in local parades, play at festivals and present special performances each Christmas and spring.

"During marching season, we mainly do pop tunes to entertain the crowd on Friday nights," Wentzek explained. "Concert season is when we dig in and really make music."

He challenged the ensemble this year by selecting a grade 4-5 split for their festival performance (with grade 6 being the highest).

"The most rewarding thing is working with students and seeing their reaction after they succeed," he said.

While the saxophone is his primary instrument, Wentzek explained, "Since I deal with around seven other instruments every day, I'm constantly getting better at all of them."

The well-rounded musician was involved in virtually every music ensemble possible while earning his music education degree at YHC—Concert Band, Concert Choir, Jazz Band, Pep Band. He was also selected for the prestigious Georgia All-College Chorus.

"YHC prepared me in different ways than you would expect," he said. "I was trained musically, of course, but the faculty also showed me how to deal with the stress and obstacles that come with a real job."

He completed his student teaching at Cherokee High School in Canton and recalled telling his facilitating teacher, "I won't know if this is the right thing for me until I actually start to teach."

"He truly showed me a real-world experience, from dealing with the small details as a director to conducting in front of a crowd of other band directors," Wentzek added.

This past fall, he encouraged his students to advance their skills by participating in the Beginning Band Institute and Tri-State Honor Band Clinic hosted by his alma mater.

"I've made lifelong friends with students and faculty there," he said. Whether to talk pedagogy with music professors or visit former classmates, he "will always come back to YHC."

BY LEANN WALDROUP | PHOTOGRAPH BY STAN JACKSON

Sylvia McCoy Hutchinson, Ph.D., '58, never wanted a career in anything other than education. While officially retired from the University of Georgia (UGA) in 2002, her passion for both teaching and learning brought her back to the classroom full time earlier this year.

As professor emerita and director of academic partnerships and initiatives for UGA's Division of Student Affairs, Dr. Hutchinson leads honors pre-med courses, freshmen seminars, graduate school workshops, and more while creating new partnerships and initiatives to meet campus needs.

"The goal is to accentuate learning outside of class as well as traditional classroom learning," she explained. "We are spotlighting existing programs and creating many new student support programs."

Her role at UGA provides Dr. Hutchinson with ample opportunities to work closely with students and colleagues—something she first developed a passion for at Young Harris College 57 years ago.

"YHC informed everything for me," said Dr. Hutchinson, who got her start in the field working at daycare facilities as a college student. "I had such wonderful professors who reinforced my goal to teach. I have tried to build the feelings of acceptance and support I found at YHC on this huge, rambling university campus."

Dr. Hutchinson earned her bachelor's and master's degrees, both in elementary education, as well as a Ph.D. in reading education from UGA. She taught briefly at Southwest Texas State University before returning to UGA in 1978 to launch a distinguished career—including previous posts as associate dean of the College of Education and director of a postdoctoral teaching fellows program.

Upon returning to her home state, she was quickly asked to serve on YHC's Alumni Association Board. "It didn't take long for my answer," recalled Dr. Hutchinson, who began a second career of service helping further the education of young people—this time at her "first" alma mater.

She has served on various alumni boards at YHC for more than three decades, including a turn as president of the Alumni Association. She takes every opportunity to tell prospective students about "the Young Harris experience" and has contributed generously to YHC through scholarships, building funds, engraved bricks and other special projects.

"How do you thank an institution for giving you the gift of incredible teachers, loyal friends and life-changing experiences? The answer is easy. Make it possible for others to join the YHC family," she said. "It is a privilege to participate in helping others attend the College."

Dr. Hutchinson's belief in the importance of education is centered on the idea that teaching and learning go hand in hand, and she continues to do both.

"I always tell students and faculty that I don't currently accept remuneration for my work, so their job is to teach me new things during the term—and they do," she said.

Throughout a career that has run the gamut—from work in elementary schools, to reading clinics and special education classes, to various teaching and administrative posts in a collegiate setting—Dr. Hutchinson continues to value and remember what an education is all about.

"Each semester gives me new adventures, and I always say this is my best semester yet," she said. "When students come back to visit, email, call or drop me a note, it is a stand-out moment. I am rich in relationships with my students—it is great to know and learn from them."



Dr. Hutchinson received the Susan B. Harris Award in 2011 for her exemplary service and dedication to YHC.

## Dr. Sylvia McCoy Hutchinson, '58

University of Georgia Professor Emerita  
and Director of Academic Partnerships  
Athens, GA



## Dr. Steven Flynt, '90

Gwinnett County Public Schools  
Chief Strategy and Performance Officer  
Lawrenceville, GA

With four degrees and a distinguished career in the education field, one might assume Steven Flynt, Ed.D., '90, has always enjoyed academics. It was actually his lack of interest in the classroom, however, that led him to pursue his vocation.

"I was not exactly a model student in my early high school years," said Dr. Flynt, "but I had some wonderful teachers who helped me figure things out." Those teachers inspired him and ignited his passion for helping others.

When it came time to pursue education beyond high school, the Tucker native was looking for a smaller school atmosphere and found Young Harris College.

"I had an immediate connection with the YHC recruiter that came to my high school," he explained. "Once I went for a visit, the beautiful campus and wonderful people convinced me the College was the right fit."

Dr. Flynt gained his first exposure to working in education at YHC when he student-taught for the Union County school system. He was interested in science, but ended up teaching social studies.

"I found myself developing new interests because of that experience," he said. "I realized one of the unique things about being in the field of education is the opportunity to continually learn and broaden your interests."

Dr. Flynt did pursue science as his primary focus, earning a degree in biology from Lees-McRae College in North Carolina and a master of arts in science education from Piedmont College. He also earned his doctor of education in educational leadership from the University of Georgia.

"I did briefly consider pursuing medicine or some other career in biology as I delved deeper into that content, but something kept leading me back to working with students," he recalled.

After working in the classroom as a junior high and high school science teacher for several years, Dr. Flynt transitioned into administrative roles.

He has served Gwinnett County in manifold capacities from chair of Dacula High School's science department, to principal of Peachtree Ridge High School, to associate superintendent of Gwinnett County Public Schools. For the past year, he has served as chief strategy and performance officer for the school system.

"I take the overwhelming amount of data about our schools, distill what's important and translate it so that it becomes useful for the teachers," Dr. Flynt explained. "If you can't link the data back to individual students and teachers and make it available in a way that's not an added burden on the teachers, it doesn't do much for school improvement."

Reflecting on his career, Dr. Flynt noted the importance of all the individuals who have influenced him, including his YHC professors, his colleagues and his family comprised of his wife, Kristin, and three daughters, Jessica, Emily and Sarah.

"All that I've been a part of in education has been a team effort by many different people," he said. "I am so appreciative for the opportunities I've been given."



## Emalyn Cork, '13

Teach for America  
Greenwood, MS

BY KRYSTIN DEAN | PHOTOGRAPH BY ANDY LO

When Emalyn Cork, '13, graduated from YHC last year, she was sure of one thing—she “wanted to spend a year or two serving in some way.” Her classmate and fellow biology major, Kacey Miller, '13, suggested Teach for America.

The nonprofit organization seeks out high-achieving recent college graduates to teach in low-income communities throughout the country. Cork proved to be a perfect candidate.

Student Government Association president, Student Ambassador, Homecoming Queen, peer mentor, START Orientation leader, Honors Program member—these are just a few of the titles she racked up at YHC.

“My heavy involvement allowed me to compete with superstar Ivy League students,” said Cork. “I took on as much as I could handle, both academically and socially, because I’m interested in tasting a little bit of everything. That’s what college is for, and that’s what a liberal arts education is all about.”

According to Cork, Teach for America also looked for one crucial characteristic that can’t be found on a résumé—“passion for other people and for education.” It was clear she had it.

“Educational inequality is an issue that must be addressed and remedied,” said Cork. “There are a lot of people who never have the chance to follow their passions and to fight a battle worth fighting.”

As part of the Mississippi Delta corps, Cork is stationed in Greenwood, Miss., through June 2015 teaching ninth-grade biology along with some ACT prep.

She initially expected her new home to be similar to Georgia. “I mean, it’s the South, right?” she reasoned. While Cork found many familiar comforts like sweet tea and friendly strangers, she also discovered a distinct brand of Southern charm.

“I swear everyone in this state knows each other. It’s still very important to stay where your family lives, which ends up creating a real sense of community,” she explained. “Everyone takes care of each other. It’s really beautiful.”

Cork experienced a similar familial atmosphere at YHC. One of her favorite memories happened after she received the award for Best Undergraduate Presentation in Biomedical Science at the 2013 Annual Meeting of the Georgia Academy of Science.

Dean of the Division of Mathematics and Science and Professor of Biology Linda Jones, Ph.D., spontaneously took Cork and two other students to Fernandina Beach to meet her family and celebrate by the seaside. “It was one of the best weekends I had in college,” she recalled.

When Cork needed a “practice student” for the lesson she had to present for her final Teach for America interview, Dr. Jones volunteered. Many English faculty members also provided feedback and encouragement during the application process.

“Because my biology degree had so much speaking and writing integrated into it, I was able to realize my strength in communicating information to other people at YHC,” said Cork. That realization ultimately led her to consider teaching in the first place.

Cork plans to apply to a genetic counseling program this fall with the intention of starting graduate school when her term with Teach for America is finished.

“The people at YHC have done everything in their power to help me succeed,” she said. “They have rooted for me—and without them, I wouldn’t have been brave enough to go out and do something like this. Young Harris believed in me.”

## BACK TO SCHOOL

Many students who earned education degrees and certifications from Young Harris College last May decided to further their education. A year into their studies, they all agree that YHC prepared them for their graduate school programs.

"Going on to graduate school was one of the best decisions I've made. It really opened me up to so many possibilities. I have thoroughly enjoyed getting to meet other teachers from all around the north Georgia region. My class size is very small, but I love it because it reminds me of Young Harris. YHC provided me with an excellent foundation for my classes."

**Victoria Sink, '13, Early Childhood Education, Hoschton**  
University of North Georgia, Master of Elementary Education with a Gifted Endorsement; Mountain Education Charter High School, Assistant to the Curriculum Director

"My experience at YHC placed me in a unique position for graduate work. My professors gave me a good solid platform of knowledge I've been able to draw upon as I continue my studies, and they supported me in the quest for continuing my education. Without them, I wouldn't be where I am today. They provided a structured environment in the classroom that, in turn, readied me for the course load I'm taking now. As Zell Miller said in his Commencement speech a few years back, Y-H-C, I-O-U!"

**Connie Wallace, '13, History with Certification in History Education 6-12, Hiawassee**  
Clemson University, Master of Arts in History

"My education professors were instrumental in my decision to continue my education after graduating. Throughout my four years at YHC, my professors perpetually challenged me to push myself, both academically and personally. They always held me to a standard of excellence—nothing short of my best would do. Because of their constant encouragement and high expectations, I left Young Harris a confident lifelong learner with an attitude for success."

**Katheryn Woods, '13, Early Childhood Education, Cleveland, Ga.**  
University of North Georgia, Master of Education with a Gifted Endorsement; White County Intermediate School, Third-Grade Teacher



## Miriam Shook, '02

Oglethorpe County Primary School Media Specialist  
Winterville, GA

# Kirk Shook, '05

North Oconee High School Teacher  
Winterville, GA



BY ELIZABETH BRADLEY TURNER | PHOTOGRAPHS BY SCOTT DEAN

For Young Harris College alumni Kirk, '05, and Miriam Shook, '02, education is the family business. The pair has the same zeal for igniting the minds of students. Both have found ways to bring unique perspectives to bear by incorporating their individual passions into different pedagogical roles.

Coming from a family of educators (her mother, aunt and sister—a 1994 YHC alumna—are all teachers), Miriam was a natural from the start. "I had a passion for teaching from an early age, when I would line up my dolls and 'teach' them how to read," she said.

That passion blossomed when she attended YHC. "I took a course that taught me educational practices and gave me the opportunity to practice teaching," said Miriam. "Through that experience, I realized my calling."

After YHC, she earned an education degree from LaGrange College and a master of education with an emphasis in children's literature and language arts from the University of Georgia (UGA). She described her role as media specialist for Oglethorpe County Primary School as her "dream job."

She works on author studies, assists with teaching social studies standards, and collaborates with teachers on research and writing projects—all while helping to shape young literary minds.

"Each day I have the opportunity to encourage a love of reading as I share stories and assist students," she said. "I enjoy getting to show them how reading and writing go together, and how they can write exciting stories just as their favorite authors do."

Miriam's enthusiasm and talent were recently acknowledged when she was named "Teacher of the Year" for her school and "District Teacher of the Year" for Oglethorpe County.

Like his wife, Kirk has a passion beyond teaching that influences his approach to instructing honors American government, advanced placement macroeconomics and a law course at North Oconee High School.

When he was 16, Kirk got involved in politics by joining the Towns County Republican Party. He founded the College Republicans organization at YHC and served as a senator and treasurer of the College's Student Government Association. He still serves in leadership in local, district and state Republican parties.

Kirk earned a social science education degree and master of public administration from UGA, and worked as a graduate assistant for the University System of Georgia's Board of Regents.

"As a teacher, I pull from these experiences to show students it isn't just about the terms and ideas in a textbook. There are real-life implications to every public policy decision made," said Kirk, who particularly enjoys teaching economics. "As I tell my students, you can turn on the news right now and see the principles and policies from the class being discussed."

While YHC was foundational for both Miriam's and Kirk's careers, the couple was quick to point out that the College also had a tremendous impact on their personal lives.

"I met some of my closest friends there," Miriam said. "We have grown up together and still stay in touch." These friendships led to their ultimate YHC connection—with each other—as the pair didn't actually attend the College together.

"It was because of our shared friends from YHC that Miriam gave me a second look, and the rest has been history," Kirk explained. He proposed on Thanksgiving Day in 2010 on the swing beside Susan B. Harris Chapel.

Their wedding was full of members of the YHC community, including retired long-time campus minister Rev. Fred Whitley, '68, who helped officiate.

Choosing the same career path has meant more time together for the couple as well as a common ground. "We share the same experiences," Miriam explained. "We can relate to each other's day—both the trials and the joys."



## Dr. Margaret “Peggy” Pleasants Thrasher, ’59

Retired Teacher and Administrator  
Tiger, GA

BY LEANN WALDROUP | PHOTOGRAPH BY SCOTT DEAN

Margaret “Peggy” Pleasants Thrasher, Ph.D., ’59, experienced many gratifying and inspirational moments both in and outside of the classroom during a career in education that spanned 46 years. One encounter in a small classroom in rural Kentucky in particular left her certain she was making a difference.

She had moved there to begin work as a Title I reading teacher. “My students were delightful country children who were eager to learn,” recalled Dr. Thrasher.

One day, a boy asked why the year 1970 was in the 20th century. Dr. Thrasher proceeded to the chalkboard and charted out that the years zero to 99 were the first century and continued on until she reached the 20th century.

“The students were bright and understood,” she said. “As I began to erase the board, though, the inquisitive young man asked if I would leave the numbers up for him to copy. He explained that his father didn’t know this information and would take it to the mill to share with his coworkers.”

Moments like this happened often during Dr. Thrasher’s 19 years in the classroom and 27 years as a principal, gifted education coordinator and central office administrator.

The daughter and granddaughter of educators, she never considered another profession. Seeing students succeed has always been one of Dr. Thrasher’s top ambitions, and lessons learned from her mother and fellow alumna, Clyde Arrendale Pleasants English, ’26, still resonate today.

“She firmly believed in supporting Young Harris College,” explained Dr. Thrasher, who was recognized for her significant contributions to the education of youth with the *Iuventus* Award presented during

Alumni Weekend in April.

She is an outstanding ambassador for the College—from working diligently as a member of YHC’s Board of Associates and Alumni Board, to attending campus events like Alumni Weekend with her husband, Albert, who has also been “bitten by the YHC bug.”

“When I visit the Enchanted Valley, I am reminded of the cherished friends I made, and I continue to appreciate the opportunity I had to learn from dedicated, caring professors,” she said.

Dr. Thrasher supports the Local Scholarship Campaign, Friends of the Arts and the Arrendale Endowed Scholarship that was established in memory of her grandparents, John Virgil, Sr., and Tallulah Edwards Arrendale, who she said “believed so strongly in education.”

It was at YHC that Dr. Thrasher developed a foundation in the education field by taking courses that taught her the history and popular theories of education as well as the role of literature in enhancing all subjects.

“Those education courses were a vital part of my training,” said Dr. Thrasher. “I learned in my public school music class about the role of music in the classroom, and frequently incorporated it into my own curriculum at the advice of my professor Bill Fox.”

Dr. Thrasher often reflects on the many individuals and groups she was fortunate to work with over the years, and said she feels blessed by each one.

“I was fortunate to work with students, teachers, principals and parents,” she said. “I was rewarded when I could assist them in identifying a problem or an opportunity and then work with them to find a solution and celebrate successes.”

BY ELIZABETH BRADLEY TURNER | PHOTOGRAPH BY SCOTT DEAN

Caleb Paul, '13, possesses a servant's heart. The Athens native dedicates his days to leading and serving youth in the communities surrounding his beloved YHC.

Paul student-taught at Union County Middle School while earning his middle grades education degree. He landed a full-time position there after graduation and now teaches seventh-grade math while serving as head coach for both the baseball and basketball teams.

"I said I would be willing to coach when I was hired as a teacher, and it all fell into place," said Paul, who played basketball at North Oconee High School for four years. "I grew up playing each sport, and I have come to love coaching just as much."

Paul's work with youth extends beyond the time he dedicates to teaching and coaching. He regularly helps out with the middle and high school youth groups at Village Church in Hayesville, N.C., where he teaches on Sunday nights.

"I became interested in education in the first place because it was very similar to my love of working with youth in my local church," explained Paul, who served as a youth intern at McConnell Memorial Baptist Church during his time at YHC.

Despite this real-world experience, working full time teaching and coaching middle schoolers has presented its fair share of surprises. The biggest one? "The amount of energy it takes to hang out with seventh-graders for nearly 12 hours a day," said Paul. "Sometimes it can be a little draining, but I still really enjoy it."

When he's not working or serving his church, Paul likes to take advantage of the ample fishing opportunities in the north Georgia mountains. He also enjoys watching sports—a passion he thinks may carry over into his career in the future.

"My specialties are math and social studies, and I'm happy with that," he said. "But, because I really enjoy sports, I would also love to teach a physical education class at some point."

Paul credited YHC Dean of the Chapel and Minister to the College Rev. Dr. Tim Moore with getting him involved in working with youth, and said his time at YHC gave him the foundation and opportunity to perform the work to which he is now so devoted.

"I loved every bit of my time at the College," he said. "The small campus appealed to me because I went to a small high school. YHC provided me with the chance to work with a church I love and to secure a teaching job in a community I love."



**Caleb Paul, '13**  
Union County Middle School  
Teacher and Coach  
Blairsville, GA

## PROSPECTIVE PATHS

The Teacher Preparation Program includes three primary degree programs and initial certifications.

Early Childhood Education (P-5)  
Middle Grades Education (4-8)  
Music Education – Choral or Instrumental (P-12)

Students can also add on initial certification while completing bachelor's degrees in those areas.

English Education (6-12)  
History Education (6-12)  
Mathematics Education (6-12)  
Broad Field Science Education (6-12)

Post-baccalaureate programs allow students who already have a bachelor's degree or higher to begin successful teaching careers.

Early Childhood Education (P-5)  
Middle Grades Education (4-8)  
Music Education (P-12)  
English Education (6-12)  
History Education (6-12)  
Mathematics Education (6-12)  
Broad Field Science Education (6-12)



## FACULTY VIEWPOINT

# Touching the Future

BY DR. KARYNNE KLEINE

I know that teachers do indeed, as the adage suggests, touch the future. Of course I am biased, but I think there is no more noble pursuit in life than to instruct young people from kindergarten through high school how to make the most of their opportunities just as schoolteachers across Georgia do every day.

So though I wasn't around, I like to imagine that when Young Harris College began its transition to becoming a baccalaureate degree-granting institution, it did so by first identifying those majors that might offer the greatest impact on society and would thus draw the most high-caliber students.

First-rate teachers make an enduring and inestimable contribution to society, and so it comes as no surprise that YHC would spring into the field of teacher preparation as soon as possible. And from there, the College has gone on to steadily improve the quality of its programs and graduates since the launch of the Division of Education in 2011.

What is particularly thrilling about the Teacher Preparation Program is the juncture where we find ourselves. Thanks to a great deal of hard work, YHC has built a solid, though young, education program. Now it has the opportunity to use that foundation to distinguish itself.

We have nothing but new projects and initiatives in our division. Some respond to state requirements, many are due to the rapidly changing educational environment, but most are because the people at Young Harris are filled to the brim with good ideas and the commitment to realize them.

Much of our focus is currently on creating strong ties with the community so that teacher candidates have the most opportunities to develop their knowledge and skills as professional educators. The future of education is collaborative, experiential and dependent on relationship building, and we are quite happily invested in that work.

It's exciting and rewarding to be the dean of this division where we prepare college students to be professional educators whose constructive effect will be felt in this state long after they are gone.

For this Viewpoint, I would like to focus on a developmental group of students who respond especially well to high-quality education carried out by effective teachers but also about whom there tend to be misconceptions.

The literature refers to them as "young adolescents," but you probably know them as "middle schoolers"—10-15 year olds who, though immensely quirky, variable and from the outside may appear clueless, are at the most crucial decision-making point regarding the direction of their lives.

Because of the rapid growth they are undergoing, middle school years can be a time of doubt and confusion for many young adolescents, a period when they need supportive guidance from their teachers and other adults in their lives.

If you know an eighth-grader, you must also know that today he or she faces higher expectations and more demands, as well as risks and threats, that are not only more frequent but also more severe than they were only a few short decades ago.

In "Great Transitions," the Carnegie Council's report on adolescence, the middle years are described as offering the last, best opportunity for positive educational experiences to have life-changing impact on many American youth.

Research has shown that when middle schools are organized with challenging curricula delivered by enthusiastic, well-informed teachers who provide young adolescents with the knowledge and skills they need to take control of their lives, prevent destructive behavior and develop long-lasting healthy practices, all of society benefits from these young people's ability to build fruitful lives.

But it takes an exceptional person, and one who has been exceptionally well prepared, to work with adolescents at such a momentous point in their young lives so as to provide them the tools that will enable them to negotiate the world of high school and beyond.

Educators who are able to reach, teach and interact successfully with young adolescents in ways that promote these promising options for them are in high demand—as well they should be.

While the path to becoming contributing adults is increasingly more perilous, young adolescents are more often left to their own devices to traverse the trail without the skills to do so. This means the institution of school and the teachers who provide the foundation have a greater role to play in the dynamic future of our state.

YHC is preparing teachers who are willing and able to handle this responsibility, and are particularly skilled in working with the incomparable age group of young adolescents.

It's an honor to work at an institution with this commitment to society and with faculty who take up this work so patiently and conduct it so superbly. Our faculty does touch the future... one step removed. I invite you to consider just how rewarding this might be.



**Dean of the Division of Education and Professor of Education Dr. Karynne Kleine** joined the YHC faculty in 2013. She earned her B.S. in business management at San Diego State University, and her M.Ed. in middle level education and Ed.D. in history, philosophy of science, and science education from the University of Maine. She previously served as professor of education at Georgia College and State University.

# MY TOP 5:

## REASONS MUSIC EDUCATION ENRICHES LIVES

**YHC Assistant Professor of Music Education and Coordinator of the Music Education Program John Wayman, Ph.D., helps students pursue their passion to teach future musicians. Our B.M.E. majors simultaneously learn how to be exceptional educators and top-notch performers. These are Dr. Wayman's top reasons they can't help but be inspired in the process.**

### 1. Authentic Teaching Opportunities

We provide music education majors with real-life teaching experiences outside of the classroom. They get to work with sixth-graders at our Beginning Band Camp, middle school students at our Tri-State Honor Band Camp, and high school students at our High School Honor Band and Choir Camps that will launch in the spring of 2015.

### 2. Exposure to Professional Musical Arts

We know how important it is for our students to experience music outside of YHC, so they go to places like Savannah, Atlanta, and other major cities to gain exposure to opera, symphony, and musical theatre performances.

### 3. Peer Enrichment

YHC empowers students with chances to create and develop lifelong relationships with their peers, sharing their strengths and developing new ideas based not only on the art of music, but also the science of teaching. We also challenge students to integrate themselves as pre-professionals by attending the Georgia Music Educators Association conference and walking in the shoes or, in this case, next to future colleagues already in the field.

### 4. Community Connections

One of our goals is to enrich the lives of the community around us. Music education majors are often found working hard doing sectionals, private lessons and mentoring in local schools.

### 5. Challenge to Become the Ultimate Well-Rounded Musician

Our students get to explore many musical paths and become successful in areas other than just their instrumental or choral emphasis. Our students sing, dance, act, and play piano and instruments like brass, woodwinds, strings, and percussion. They truly do it all.

# INQUIRING MINDS: DR. ASHLEY CARR

PHOTOGRAPH BY SCOTT DEAN  
ARTWORK BY GRACE PATTERSON, '15

Young Harris College Assistant Professor of Education Ashley Carr, Ph.D., has worked in classrooms around the world. After earning a psychology degree, the Atlanta native switched gears and embarked on a career as an educator abroad, simultaneously sparking an insatiable curiosity for travel and culture. Dr. Carr has taught stateside in Colorado, Georgia, and New York, as well as faraway places like Belize, Cambodia, Kenya, Taiwan, and South Africa. We recently caught up with her to discuss everything from how she developed her teaching philosophy to why fifth-graders and “Sesame Street” are the best.

## WHAT WAS YOUR PATH TO A CAREER IN EDUCATION? I

took what many call an “alternative route” into teaching. I got my undergraduate degree in psychology and started teaching as a means to travel. I lived in Taiwan for two years after college and then came home to get my degree in education. I had such a positive experience teaching in Taiwan that I knew I wanted to be able to continue in the field.

## YOU HAVE TAUGHT ON MANY CONTINENTS. WHAT STANDS OUT ABOUT THOSE EXPERIENCES? Teachers

exist everywhere, and it's something about the profession on which I've tried to capitalize. I've taken jobs internationally



as well as volunteered, and no two experiences were similar. In each place, I had eye-opening social encounters while meeting people and being exposed to new societies and cultures. One thing that stands out to me is actually what led me to work in teacher preparation—the collegiality of teachers all over the world. Meeting teachers in each country was always a highlight. The profession provides a common experience that can be quite bonding. For example, I would walk into schools in Thailand and Laos, introduce myself as a teacher from the U.S., and ask if I could come in. That “I’m a teacher, too!” sentiment can go a long way. So many things about who I am as an adult and a professional have been shaped by those experiences.



**YOU WORKED WITH MORE THAN 40 SCHOOLS IN NEW YORK CITY TEACHING ENVIRONMENTAL EDUCATION. WHAT WAS THE MOST REWARDING PART?** Every single day was an adventure. I worked for a nonprofit organization out of Brooklyn writing curriculum and providing programming relevant to urban environments in all five boroughs. I had limited time with students and we had a lot of exploring to do, so every time I showed up to a new school I had to figure out a way to make a connection with the class and get right to the learning. In that way, the job really pushed the boundaries of what I thought I could do. The most rewarding part was that the work so closely matched my teaching philosophies. It was relevant to students’ realities, used the immediate surroundings as an opportunity for inquiry and exploration, employed critical pedagogy, and was experiential. Most of my time was spent outdoors, which was fantastic—but frankly, I always felt a little bad that some kids’ big field trip was standing in the parking lot of Lowe’s in the middle of Brooklyn scooping exceptionally dirty water out of the Gowanus Canal. I’ll never forget my first day on the job, I took a bunch of ninth-graders to the aquarium in Coney Island and was flabbergasted to learn many of them had never been to Manhattan. Another bonus of that time in my life was that because of the nomadic nature of my job, I saw more of and knew more about the city than people who lived there eons longer than me.

**HOW HAS YOUR PSYCHOLOGY DEGREE INFLUENCED THE WAY YOU TEACH?** Before I ever thought about teaching, I learned about how the brain works and how humans learn. In that way, studying psychology deeply impacts my educational philosophy. I make brain-based choices on how to design my classes on a daily basis. Activities that involve social interaction, kinesthetic manipulation, forms of representation and grappling are not arbitrary.

**YOUR DOCTORAL DISSERTATION FOCUSED ON THE WORK OF TEACHERS IN NON-GOVERNMENT SCHOOLS OPERATING IN THE SLUMS OF NAIROBI, KENYA. WHAT WAS THE BIGGEST TAKEAWAY?** It isn’t academic, but personal. I presented my research last summer at the World Congress of Comparative Education Societies in Buenos Aires, Argentina. My favorite part was the discussion with my peers after our session. No one was talking about data anymore—they were talking about humans, experiences and even emotions associated with their work. After spending time with teachers in the Mathare Valley slums, my biggest takeaways are gratitude and respect. I am cognizant every day that I’m able to turn on a faucet and have access to clean water, that I sleep soundly in a secure home, and that I don’t worry about police tossing tear gas into my school. As a working teacher, I’m not worried about not making enough income to feed my family and I can rest easily knowing my contract ensures my paycheck will come each month. The Kenyan teachers I interviewed and observed continue to teach and endure harsh conditions for the sake of education.

**YOU HAVE TAUGHT IN PUBLIC, CHARTER AND PRIVATE SCHOOLS, AS WELL AS FOR NON-PROFIT ORGANIZATIONS AND AS A PRIVATE TEACHER. IN ANY SETTING, WHAT'S THE MOST IMPORTANT TEACHING SKILL?** Learning is a natural

process, so as far as I am concerned, it's the ability to create a classroom environment that promotes inquiry and values students as intelligent human souls. Good things grow from there. Actually, I suppose that's my philosophical answer. My more pragmatic answer is that, at least at the elementary level, being able to teach reading is the most important skill. Once an individual becomes literate, the world of possibilities increases exponentially. To mess that up or to take it lightly is to gravely impact the trajectory of someone's life.

**YOU GET TO COME UP WITH NEW COURSES.**

**WHAT'S BEEN THE COOLEST ONE SO FAR?** I'm teaching an honors seminar this semester that's a reflection of many of my interests called "Education, Policy and Society." It's a study of special topics in social foundations of education and is meant to be a cross-disciplinary exploration into the ways that education and society are inextricably linked. One of my favorite sentiments about education is often connected to Paulo Freire but has been repeated in many ways by many people. It's the concept that "education is never neutral." The course focuses on contemporary issues in education as a vehicle to explore how and why education policies are made and consider both intended and unintended consequences. One of the goals is to increase students' awareness of issues in education as they connect to constructive action as a citizen.

**YOU HAVE TAUGHT EVERY GRADE FROM PRE-K-12. IF YOU COULD ONLY PICK ONE, WHICH WOULD IT BE?**

I prefer the elementary school model because I can do more long-term, interdisciplinary explorations. Having all day and all year together allows for a lot of flexibility and autonomy that way. I love working with fifth-graders at the elementary school level. At that age, students have a developing sense of humor and can really grapple with meaty issues.

**WHAT'S THE MOST INTERESTING OBJECT IN YOUR OFFICE?**

Most people tend to comment on or ask about my story cloth from Laos or the hanging sculpture my Uncle Auggie made, but I think the most interesting object is an unassuming little stuffed elephant from Kenya. The fabric used is a traditional Kenyan kanga and the stuffing is made from reused hair weave and extensions and lint from industrial hotel dryers. There are shops in the slums that create all kinds of items from available resources, and the elephant is a meaningful, personal reminder to me.

**IF YOU COULD SPEAK TO YOUR 18-YEAR-OLD SELF WHO WAS JUST EMBARKING ON A COLLEGIATE JOURNEY, WHAT ADVICE WOULD YOU GIVE?**

Go. To. Class.

**WHAT DO YOU LIKE THE MOST ABOUT LIVING AND WORKING IN YOUNG HARRIS?**

What I realized while living in Belize was that I prefer a simpler lifestyle that is more removed from dense populations. I like being in smaller communities as my everyday existence. It's nice to be able to reach out and access the things I want or need, but for the most part, I'd rather just look at trees and water.

**IF YOU WEREN'T A PROFESSOR, WHAT WOULD YOU BE?**

I cruise the Sesame Workshop website on a regular basis. I would absolutely love to work with the production of the television show "Sesame Street" because I'm a huge advocate and fan of what they do with their programming all over the world. Plus, I love Muppets. ■

## THINKING GLOBALLY

There are many reasons to study or teach abroad, but experiencing new cultures is usually near the top of any world traveler's list. Dr. Ashley Carr was up for the challenge of picking her favorite spots on the globe and pinpointing what she loves about them.



**BALI** is an aesthetically delightful experience unmatched by anywhere else I've been. The environment and the culture are extraordinary. When I think about my visit many years later, my memories are all marvelously vivid.



**TAIWAN** will always have a special place in my heart. It's an intensely vibrant place where everything felt extreme, and it was also the site of so much personal growth for me that it still stands out as one of my favorite places in the world.



**BELIZE** feels like my spiritual home. Everything about it is appealing to me—very few people, amazing cultural diversity, gorgeous forests, mountains to the West and the Caribbean Sea just a few miles away to the East, the Kriol language that sounds like music to my ears, eating fried tortillas with beans every day.

# MOUNTAIN LION LUMINARY: LOUISA FRANKLIN

BY JESSICA LARSON

PHOTOGRAPH BY SCOTT DEAN

The impact of a great education and those who served as guides through such a transformative time often doesn't hit us until years later. However, there are some people whose connection touches us so deeply that it's felt immediately. At Young Harris College, the latter is often the case.

"It's the people who make all the difference," explained Professor of English Louisa Franklin, who has been part of the YHC family for 34 years and counting. "No doubt the most important difference between us and other colleges is the individual attention we continue to give students."

Franklin came to YHC with her husband, David, who taught history for 30 years and served as chair of the Division of Social and Behavioral Sciences. The pair always shared a passion for teaching that she still sees today at YHC.

"Caring for each student's needs is woven into the ethos of the College," said Franklin. "YHC has managed to always have faculty and staff who believe in the potential of every student, and we work hard to find paths to success for them all."

She is quick to point out examples of how this might manifest itself: "Dr. Margaret Forrester tutoring students at the crack of dawn or late into the night, Jeff Bauman arranging to take his students to Germany to sing, Dr. Paul Arnold trekking through the mountains to uncover nature's mysteries."

While YHC seems to be chockfull of special mentors who go above and beyond, Franklin has a remarkably long and outstanding track record of influencing YHC's future success stories. So what's her secret?

"I just believe in a level playing field," said Franklin. "There is little room in a small college for straight lecture—we've moved past that. It's dialogue that enriches today's classrooms where students can inquire, think aloud and learn from each other, not just the teacher."

This exchange also happens away from campus. From running the track with students in Olympia, Greece, to taking them to her family's hometown in Lahardane, Ireland, Franklin cherishes her time spent abroad with students.

She also vividly recalled placing a graduation stole on a student who overcame many obstacles to be at YHC during a moving Baccalaureate Service, and relishes getting to "brag about" her students in letters of recommendation.

Besides her first love of teaching English, Franklin has worn a closetful of other hats at YHC. She currently serves as First-Year Foundations program co-director and director of both the Academic Success Center and Writing Center.

"All of my work is essentially teaching," explained Franklin, whose various roles ensure no day is the same. She may find herself helping students overcome test anxiety, learn to manage time wisely, adjust to a rigorous college schedule, become an expert proofreader or even connect the dots from Homer to Virgil to Dante.

"Teaching is always invigorating. I truly believe no matter how much I teach students, they teach me more," said Franklin. "Every semester brings new students with fresh perspectives on reading literature and responding to it."

She begins each class by telling students her foremost goal is for them to be thoughtful readers throughout their lives and to "let the beauty and challenge of stories enrich them forever."

Some stories, of course, enrich our lives without us even knowing it. Franklin's is one of them, and she will surely continue to make sure students at YHC are ready for their next chapter.

❖ Franklin has taught several honors interdisciplinary courses through the years. Some favorites are "The Civil War Beyond Politics and the Battlefield," "1968: A Year that Changed the World," and "The Millennia: Life in the Years 0, 1000, 2000, and Beyond."





Kelsey Britt, a senior from Douglasville, was eager to implement the teaching strategies she learned in the Teacher Preparation Program.

# THE Life OF A TEACHER IN 30 SECONDS

BY SARA ELISABETH GREENE  
PHOTOGRAPHY BY SCOTT DEAN

**It's the little unexpected moments with students that often make all the difference in the life of a teacher. For senior English major Sara Beaster of Murphy, N.C., one of these instants was brought on by one of her favorite books.**

She loved reading “The Secret Life of Walter Mitty” by James Thurber in high school and shared it with ninth-graders she taught at Union County High School in Blairsville last fall as she worked to earn her secondary certification in English education.

“When my cooperating teacher began to read the story with a class this spring, my former students excitedly said ‘Oh, I’ve read that with Miss Beaster!’ or ‘I loved that story!’” she recalled. “Very little on earth is as fulfilling as knowing something you read to students got them excited enough to remember it months later.”

Young Harris College’s growing group of education majors are enjoying moments like these as they take lessons learned from accomplished professors and apply those tools to real-world classroom situations as student teachers.

“You spend four years learning as much as you can and developing your craft—but that’s just half of it,” explained Jessie Robinette, a senior early childhood education major from Madison who was stationed at Union County Elementary School this spring.

Under the tutelage of her supervising teacher, Michelle Deaver, Robinette gradually took on teaching more subjects every two weeks before instructing the third-grade class on her own.

“During the first week, I learned so much about myself as a teacher,” Robinette recalled. “Learning the skills of teaching, planning and classroom management are important, but seeing how all of your knowledge in those areas translates with actual students is the most rewarding part.”

YHC's Teacher Preparation Program currently partners with 18 public and private schools within a 120-mile radius of the campus. In Union and Towns counties alone, 152 teachers have opened their doors for students to complete required classroom observations.

"These partnerships have been invaluable in providing teaching and learning opportunities for our students," said Assistant Professor of Education Sharon Jackson, Ed.D. "The diversity of the districts has provided our students with an opportunity to experience teaching within multiple contexts."

Field studies take place during freshman and sophomore years, followed by 60 practicum hours during junior year that involve students in day-to-day classroom operations such as planning lessons, designing and using effective instructional strategies, and learning from reflective practice.

"Practicum is designed to provide opportunities for teacher

candidates to practice and apply what they are learning in their courses in actual classroom settings," Assistant Professor of Education Mark Brunner, Ph.D., explained.

These experiences culminate in a student-teaching experience when soon-to-be graduates get to gradually take on teaching duties over the course of a semester, eventually assuming full responsibility for the classroom.

"Student teachers are formally observed by school and college cooperating teachers on a frequent basis and are coached through the classroom teaching process through reflective dialogue and self-assessment," explained Dr. Jackson.

While YHC students have a range of fulfilling experiences running their classrooms, many agree on one thing: time management is a major challenge as well as one of the most valuable skills in the field.



As a local commuter student, Nicole Schmidt, of Blairsville, is familiar with the classrooms she oversees at Union County Elementary School.

## LEARNING TO LEAD

When a student starts making the transition to an educator, stepping into a classroom takes on a whole new meaning. Putting lessons into practice during a semester spent student teaching is often one of the most fulfilling experiences for education majors. Dean of the Division of Education and Professor of Education Karynne Kleine, Ed.D., explained why.

“Student teaching is rewarding because the teacher candidates undertake all of the responsibilities of teaching—it truly is **experiencing the real world**. However, because they are supported through it by excellent field supervisors and cooperating teachers, it's generally **a time of great growth**. Through reflection, the candidates are able to identify and feel proud of their areas of development. At its core, teaching is **relationship development**—and student teaching provides the opportunity for the candidate to undertake this skill with multiple parties simultaneously. There is a great deal of satisfaction that comes from being able to **conduct the complex tasks successfully**. Ultimately, they change lives.”



Student-teachers Jessie Robinette, of Madison, (far left) and Nicole Schmidt, of Blairsville, (second from right) worked on lesson plans with Michelle Deaver and Darlene Helton, their supervising third-grade teachers at Union County Elementary School in Blairsville.

## TEACHING MATTERS

YHC President Cathy Cox and the Division of Education hosted a roundtable discussion with Georgia State School Superintendent John Barge, Ed.D., in Dec. 2013. The group discussed topics like the strength of the job market for prospective teachers, the cost of teacher certification, virtual classrooms and career pathways.

"It's beneficial for me to sit down and hear concerns of teacher preparation staff," said Dr. Barge, who also visited Towns County Middle School in Hiawassee and Union County Elementary School in Blairsville while in the area. "Since YHC recently established the Division of Education, it seemed like the perfect time to visit."

YHC graduated the first cohort of Teacher Preparation Program students last May, and each of them have found teaching jobs or are furthering their education in graduate school. During the talk, Dr. Barge got to hear from faculty about what the division is accomplishing.

"We were heartened to know he cares so much about teacher preparation," said Dean of the Division of Education and Professor of Education Karynne Kleine, Ed.D. "We hope to have continued opportunities for dialogue with those responsible for educational outcomes in Georgia."



Beaster described her day as a "marathon." She divided time between teaching three English classes and preparing lessons, putting together anywhere between five and 15 plans daily.

Whitney Cook, a senior early childhood education major from Blairsville who taught second grade at Union County Primary School (UCPS), pointed out that time management is crucial not only between classes, but also during them.

"Being on the other side of school and having to fight the clock all day in order to get through the material you need to is totally different than completing homework before class the next day," she explained. "Understanding this is very important for the students in our program."

Jeffrey Stewart, a senior music education major from Young Harris, made use of his diverse music background to balance his student-teaching tasks. With coffee in hand, he arrived at 7:45 a.m. to West Forsyth High School ready for days he described as "very active."

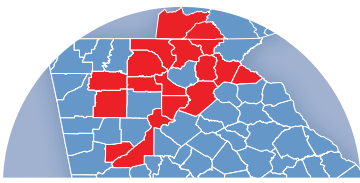
Stewart led musical warm-ups, worked on specific pieces with the band, and presented "mini-lessons" on music theory and aural skills training. He also worked with smaller groups and led one-on-one sessions to help improve isolated sections of music.

"Once class starts and I'm in front of students, I have to be able to answer questions, motivate, keep the pace moving, stay on track and make sure the students learn something before they leave," he explained. "It's a lot to think about, and it's a constant learning curve."

Student teaching comes with its share of unplanned surprises, and all of the College's education majors have learned to live by the old adage "expect the unexpected."

"I always learn the most when I have to react to the students in a live situation," said Stewart. "Planning is beneficial, but things rarely go exactly as planned. I have to be ready to go with whatever comes up and still accomplish my goals for the day."

Cook added that these teaching "surprises" are invaluable when it comes to creating conscientious teachers who lead by example like her mentor, UCPS second-grade teacher Jana Hussion.



## CLASSROOM CONNECTIONS

**Strong partnerships with local schools ensure that YHC students get immersive experiences rooted in caring, supportive environments that create smooth transitions into teaching careers. These experiences happen in a wide variety of classroom settings throughout the region.**

- Bartow County Public Schools
- Cherokee County N.C. Public Schools
- Clay County N.C. Public Schools
- Dawson County Public Schools
- Douglas County Public Schools
- Fannin County Public Schools
- Forsyth County Public Schools
- Gainesville City Schools
- Gilmer County Public Schools
- Gordon County Public Schools
- Habersham County Public Schools
- Hall County Public Schools
- Pickens County Public Schools
- Rabun County Public Schools
- Rabun Gap—Nacoochee School
- Stephens County Public Schools
- The Preschool at Peachtree Road United Methodist Church
- Towns County Public Schools
- Union County Public Schools
- White County Public Schools

“There is so much you have to know about each student, and then be able to make decisions that are best for them,” Cook explained. “I see how every little decision that’s made about each student is handled with great caution.”

Senior early childhood education major Kelsey Britt, of Douglasville, said she found flexibility was key when teaching third-graders at Towns County Elementary School (TCES) in Hiawassee.

“We’re only given a certain amount of time to teach students the information they need, and in order to do so, we have to be prepared for anything,” said Britt. “Teachers must be adaptable and quick on their feet to maintain a successful classroom.”

For YHC students, dealing with real-life scenarios that deviate from anticipated lesson plans are often what help them emerge as successful educators thanks to the guidance of talented cooperating teachers.

“It’s like teaching with a safety net,” explained Stewart. “It’s the best opportunity to experiment with techniques, learn and grow without the pressures of being solely responsible for the students or the program.”

TCES Principal Sandra Page, Ed.D., is enthusiastic about the partnership YHC maintains with her school. Every day, she observes how much her pupils grow and benefit from student-teacher interactions.

“YHC students bring enthusiasm to our students,” said Dr. Page. “Their faces light up when a young person comes into their lives and classroom to teach them. YHC students are such positive role models and bring a fresh perspective to our small school.”

By partnering with top-notch local educators, YHC students get to apply learned techniques to classroom situations and experience the setbacks and successes that go hand-in-hand with teaching.

Cook was quick to point out that she feels prepared for the future thanks to professors who have guided her for four years. She has gained valuable career advice during bi-weekly seminars for student teachers facilitated by her faculty mentors.

“We are their number-one priorities all the time. They always make themselves available and are willing to help us as much as they can,” she explained. “These special people strive to mold young students into professionals who can adapt to any situation.”

Britt echoed the sentiments of her peers when she said she feels ready to run her own classroom. “Instead of being scared for the future,” she said, “I feel prepared and ready to tackle everything that comes my way.” ■



# A *Community* CAUSE

BY AUSTIN FLOYD

PHOTOGRAPHY BY SCOTT DEAN

*It doesn't always take a long trip to make a meaningful impact on a community. For one of Young Harris College's recent collaborations, all it took was a walk across the street.*

An after-school program for Towns County students held at the Stephens Masonic Lodge in Young Harris recently faced closure when the grant that had funded it for three years ended. To keep it running, YHC teamed up with local groups who shared a common interest of helping youth succeed.

Sharp United Methodist Church (UMC) in Young Harris, the Towns County Family Connection (TCFC) and the Towns County Rotary Club joined forces with YHC to fund and implement the Young Harris Family Development Center (FDC) that facilitates after-school programming two nights a week.

"Partnerships like these are at the heart and soul of how true collaboration works," said TCFC Director Amy Gibby Rosser. "Decision making at the local level allows people to access and move forward with programs and activities that not only work in a community, but also address the needs of that particular place."

Director of YHC's Center for Appalachian Studies and Community Engagement (CASCE) and Coordinator of the Bonner Leaders Program Rob Campbell, Ed.D., said the collaboration was a natural fit for the College. "One of the CASCE's primary goals is to help students, faculty and staff build significant and transformative connections between the College community and beyond," he explained.

Helping to facilitate the operations of the FDC is a tangible manifestation of that objective as YHC students work with local youth who benefit significantly from their support and guidance.

"Many children in the program are in situations where their parents are transient," Dr. Campbell explained. "They have also often dealt with other kinds of systemic issues that impact education."

Students from YHC's Bonner Leaders Program coordinate activities and meals for the FDC. The College's Director of Counseling and Psychological Services Lynne Grady, '88, offers counseling services to kids and families.

"The College is part of a greater community, and I believe we are compelled to share our resources and services with nearby families," she said. "Our student volunteers are such a source of pride. Watching their interactions with the children is heartwarming—they give so freely of their love and attention."

Children, especially those who are at risk, need stability—which the center provides. "The FDC aids kids who need a little extra structure in their lives," explained Bonner Leader Lathem Postell, a

sophomore religious studies major from Cartersville.

The benefit of a child having this sense of solidity is immense and, according to FDC Coordinator Brittany Chastain, YHC students serving as the source of the stability is particularly meaningful.

"The children love the YHC students, especially when they work and play with them," she said. "Children love to be around younger adults because they feel a connection. It gives them a sense of being like a family—doing homework, playing, eating supper together."

Sarah Gorman, a freshman early childhood education major from Columbia, Md., observed how this aspect of the program didn't take long to have a dramatic effect on one child in particular.

"When she first started coming, she was unresponsive to everyone. She wouldn't eat, interact with other children or speak to the facilitators," Gorman recalled. "After I've gotten to work with her, she has done a complete 180. She's verbal, she eats alongside everyone else and she's motivated to complete her schoolwork. She just seems happier."

Gorman's story articulates the shared experiences of many student volunteers. Bonner Leader Grace Patterson, a junior art major from Blairsville, said the work has instilled "a sense of purpose in the community" and the biggest impact from the experience hits her at the start of each shift.

"It's the way the kids greet me when they see me—they excitedly say my name and give me hugs," she said. "It makes me feel appreciated and inspires me to do the best I can to help them."

The benefits of a college being one of the involved entities are not limited to YHC students. One is simple geography. "Getting these kids on a college campus is great," Dr. Campbell said. For many, it's their first experience with higher education.

A primary function of the center is to help children in their academic pursuits—a crucial part of the program, according to Sharp UMC's Director of Education Lauren Neal. "It's the best use of the time and resources available," she said. "It's what the kids need."

As Chastain pointed out, the exchanges are mutually beneficial. "The children learn and interact so much," she said, "but I think the YHC students also learn a lot from them."

Postell noted that volunteering at the center helps bring a real-life application to his studies. "It gives me the ability to put into practice the philosophies and ideals I learn at YHC," he said.

According to Rosser, the act of giving back to the community

*"The children learn and interact so much, but I think the YHC students also learn a lot from them."*

Family Development Center Coordinator Brittany Chastain



**CLOCKWISE FROM LEFT** Student volunteer Sarah Gorman, a freshman early childhood education major from Columbia, Md., spent some time on the playground. ■ First-year Bonner Leader Lathem Postell, a sophomore religious studies major from Cartersville, played games at the Young Harris Family Development Center. ■ Bonner Leader Seth Hulsey, a junior religious studies major from Cornelia, assisted a child with homework.

where they are living and learning is an invaluable experience for college students—and this partnership in particular has lasting effects.

“The school-age students are able to form a bond that hopefully gives them the desire to further their education—and see that higher education is within their reach,” she said.

YHC Dean of the Chapel and Minister to the College Rev. Dr. Tim Moore noted another enriching aspect of the program—that it “empowers college students to connect their intellectual, spiritual and vocational lives as a natural and appropriate outgrowth of their education.”

As president of the local Rotary Club, he hopes the partnership will continue “as both an affirmation of our commitment to the community and the center’s work with some of our most vulnerable neighbors.”

This recognition of the needs of the community is helping to ensure a bright future for the FDC and the children it serves. The

collaborative endeavor is also presenting new opportunities for the involved parties to extend outreach even further.

As a result of Sharp UMC’s involvement, the church is looking into the possibility of implementing a food ministry. “Our partnership has created an environment in which we can more easily see and respond to the needs of the community,” explained Neal.

YHC recognizes the value and promise of this shared vantage point. The formal involvement of various campus groups is still taking shape, but the contributions of the Bonner Leaders Program, Division of Education and other student organizations have already established a solid foundation.

“Working at the FDC provides me with an opportunity to see what other people are going through and puts everything into perspective,” said Gorman. “The program helps me feel like I have a purpose on this campus—like I can be a part of something bigger and meaningful.”



PHOTOGRAPH BY SCOTT DEAN

# AN @ FOR ALTRUISM

BY RYAN BUTCHER AND KRYSTIN DEAN

As a buzzword, “service learning” is alive and well in colleges across the country. Many institutions of higher education offer programs with roots rudimentarily planted in this teaching method that combines classroom instruction with meaningful service.

As an educational tool that’s changing the way students learn and prepare themselves for the real world, service learning is so much more than a buzzword at Young Harris College—it’s an actuality.

As part of a “Service Learning in Appalachia” course, students teamed up with a group from Brevard College on a housing rehab project facilitated by the Hinton Center for Rural Life in Hayesville, N.C.

Creative and inventive courses that span academic disciplines are enriching educational journeys and preparing students for integral roles in their communities after graduation.

Director of YHC’s Center for Appalachian Studies and Community Engagement (CASCE) and Coordinator of the Bonner Leaders Program Rob Campbell, Ed.D., is at the forefront of advocating these experiences at YHC.

This semester, he taught a course called “Service Learning in Appalachia.” Students worked on multiple projects like developing a campus garden at YHC to donate food grown there to local food banks and teaming up with a group from Brevard College on a housing rehab project facilitated by the Hinton Center for Rural Life in Hayesville, N.C.

Dr. Campbell noted that service learning is not only beneficial to the academic experience, but also provides an opportunity for personal growth. “When you hear a student say he or she was challenged to think differently or question an assumption they held, that’s a huge success in my book,” he said.

Kinsey Wade, a senior outdoor leadership major from Duluth, is already using skills she gained through three service learning courses she took this spring and is applying them, independently from her collegiate career, to further benefit those in need.

“Service learning has made me understand how connected I am to other people,” she said. “It’s only once we make that realization that we can promote the change we wish to see in our relationships, communities and the world.”

Wade added that being taken outside of her comfort zone has had the greatest impact. “Getting away from the classroom and placed in unfamiliar situations fosters an environment to learn,” she explained.

Aside from deeply personal and relevant experiences, perhaps the most important element of service learning is that it allows students to confront the unknown and engage in something new.

“It’s an opportunity to experience contexts that are unfamiliar and build relationships with people students perceive as different from themselves,” said Dr. Campbell. Experiencing cultures and realities separate from what students have previously known is often both refreshing and illuminating.

“In my observations, much of our current culture spends

considerable time noting differences and separation between communities and groups,” said Assistant Professor of Outdoor Leadership Joseph Pate, Ph.D. “We need initiatives that help build bridges and bring us closer together.”

His “Appalachian Trail” course aims to promote awareness, inclusion and participation within a unique community located near the YHC campus. One of many field experiences this spring included a project called “Trail Magic” in which students cooked meals for passing hikers.

“Through engagement with the power, lessons and beauty of nature, and especially the Appalachian Trail, many people begin to shift into a stance of ‘other-centeredness’ where they look beyond themselves and seek to impact the lives of others or the environment,” explained Dr. Pate.

These effective courses move beyond mere volunteerism by allowing students to link classroom discussions and assignments with moments in the field—making theory applicable to real-life situations.

Students do just that in “Interpersonal Communication,” a course taught by Communication Studies Department Chair and Assistant Professor of Communication Studies Jennifer Hallett, Ph.D., that allows students to choose from several service learning options.

One is working at U.M.A.R., a group residence in Hayesville, N.C., dedicated to empowering those with developmental and intellectual disabilities.

Several students chose to work at U.M.A.R., a group residence in Hayesville, N.C., dedicated to empowering those with developmental and intellectual disabilities, as part of an “Interpersonal Communication” course.



"The residents really opened my eyes to a whole other way of life and showed me how to be grateful and enjoy the life given to us," said Ivey Franklin, a sophomore business and public policy major from Buford, who said the best part of each week was "knowing how excited they were to see us."

One of her favorite moments occurred when the residents started an impromptu dance party with the students. "There was constant laughter and fun," she said. "I've learned how to communicate with the residents, be a better listener and have a good time."

Dr. Hallett's course also proved particularly meaningful for Khurram Shazad, a junior communication studies major from Halifax, England, who opted to work with at-risk youth at the Union County Alternative Education Program (AEP) in Blairsville—a line of work he hopes to pursue in the future.

Shazad noted that learning to work with children of different ages, backgrounds and personalities presented an exciting challenge with the greatest reward—"seeing the kids smile and be happy."

"I got to see life from other people's viewpoints and perspectives," he said. "As human beings, we often make assumptions and immediately jump to conclusions. The main thing I learned from this is to never judge a person by their presence."

This sort of self-reflection is a major aspect of the service learning process, in addition to connecting moments in the field to course concepts. It's an invigorating experience that transcends traditional teaching techniques.

"If our country's educational system was more directed toward further cultivating this learning-by-doing approach," said Wade, "students would not only be more prepared for the real world but would also be more inclined to love learning."

Spending a semester dedicated to community engagement exposes students to possibilities that lie outside of the academic process. Dr. Pate said these initiatives represent "the hands and hearts of YHC reaching out to the larger community."

According to Assistant Professor of Outdoor Leadership Danae Turchyn, there are three components that truly define service learning: fulfilling a need, putting action to it and reflecting on the experience.

The latter most often proves to be Turchyn's favorite aspect of the process that is manifested in stories from students about what they have learned and experienced as a result of their time as a mentor or small group leader.

"I've witnessed wonderful moments, both from my students and from the group they've engaged with," she said. "Students quickly identify that what they're doing has value—beyond that of earning a grade—as they begin to understand the meaning of their educational experience."

As part of Turchyn's "Adventure Therapy" course, students lead adventure-based programming and work with at-risk youth at the AEP to improve behavior, reach goals and achieve academic success.

"Processing the Experience" is another course taught by Turchyn that allows students to work with elementary, middle and high school students in a local after-school program. The students lead adventure-based activities while stressing peer-to-peer interaction and development.

"These experiences allow students to put theory into practice," she said. "Experiential education emphasizes the need for relevancy and personal experiences, and I can't imagine a better way to gain new understandings than through courses like these."

Service learning initiatives open doors, afford new and engaging perspectives, and directly link students to others. However, Dr. Pate noted that the magnitude of the outcome comes down to the individual and "the belief they have in themselves that their actions—no matter how small or insignificant they may perceive them—can have on making the world a better place."

Many YHC students, like Wade, find that enrolling in these courses not only change others' lives but also their own. She referred to these "humbling" opportunities as invaluable to her education as well as her relationships with others.

"I've met people who have shown me my way of life is not the only way," she said. "These experiences have truly exposed me to the beauty of the diversity of our world. Nothing has prepared me for life more than serving people has." ■

An "Appalachian Trail" course this spring included a project called "Trail Magic" in which students cooked meals for passing hikers.





# Shaping SCHOLARS

BY KRYSTIN DEAN

PHOTOGRAPH BY SCOTT DEAN

**Young Harris College already attracts intellectually curious students with the Honors Program. The newly established Scholars Consortium is an extension of that, designed to further challenge students academically while preparing them professionally.**

A cohort of like-minded, motivated peers from a range of disciplines receive help with creating a path for ambitious aims—from earning an advanced degree to fast tracking a successful career after graduation.

Members get personal assistance as they pursue learning opportunities like applying for fellowships and scholarships, studying abroad, presenting research, and securing internships and work experiences.

The organization is the brainchild of Assistant Professor of English Jennifer Gianfalla, Ph.D., who was a nominee for many prestigious scholarships during her undergraduate studies at Penn State University and ultimately secured a two-year fellowship to The Ohio State University's (OSU) graduate program in English—one of the top three in the field nationally.

"We had a small class-style program that helped me develop the skills and experiences I needed to do well in my graduate school search," Dr. Gianfalla explained. "I received a lot of guidance, and it's my turn to pay it forward by helping YHC students pursue their dreams."

She advised and worked with OSU students on applications to competitive graduate and professional programs at places like Harvard Medical School, Yale University and MIT.

Inaugural members of the Scholars Consortium include Katelyn Jett, a freshman art major from Carlton, Angel Salome, a sophomore business and public policy major from Atlanta, Irene Payne, a sophomore biology major from Blairsville, Allison Burnham, a senior art major from Perry, Madison Perdue, a junior biology major from Loganville, Thomas Johnson, a freshman business and public policy major from Pine Mountain, Cody Mashburn, a freshman psychology major from Ellijay, and Alyssa Lowery, a senior religious studies major from Conyers.

She also served as the writing coordinator for OSU's Honors Collegium, and many of her students received Rhodes, Marshall, Truman, Goldwater, Fulbright and Udall scholarships. "I learned how to successfully advise students to apply and win," said Dr. Gianfalla.

In 2013, she approached YHC administrators about creating a program "to help the best, highest-achieving students acquire the skills and experience they need from freshman year on to become competitive applicants for these scholarships."

Each Scholar receives one-on-one mentoring based on their goals. The group also participates in social and service activities and learns from visiting scholars, mentoring faculty, and community leaders.

Students like Emily Espy, a senior musical theatre major from Cumming who applied for the Fulbright program, have been grateful for customized attention when creating personal statements and résumés.

"I appreciate Dr. Gianfalla taking the time to revise multiple documents for me and for challenging me to produce the best material possible when marketing myself," said Espy, who will pursue a master of arts in teaching from the University of Georgia.

Alyssa Lowery, a senior religious studies major from Conyers, also benefited from the personal attention she received while applying for Rhodes and Marshall scholarships as well as various graduate programs.

"The Consortium gave me the resources and direction I needed to craft my applications, enabling me to imagine a bigger future for myself than I would have alone," said Lowery, who won a full scholarship for Vanderbilt University's Ph.D. program in philosophy.

Each year, more Scholars will gain the tools and experience that will enable them to snag prestigious scholarships and enter top graduate programs in their fields. "A win for one of our students would not only be terrific for them," said Dr. Gianfalla, "but also for helping us to create a higher profile for the College."

# A WRITER'S ROOTS

THE LIFE AND LEGACY OF  
BYRON HERBERT REECE

BY STACEY ANDERSON  
PHOTOS COURTESY OF THE BYRON HERBERT REECE SOCIETY

"From chips and shards, in idle times,  
I made these stories, shaped these rhymes;  
May they engage some friendly tongue  
When I am past the reach of song."

EPIGRAPH FOR "BOW DOWN IN JERICO"

When walking the campus of Young Harris College, you may hear whispers of a ghost story—the legend of a great poet whose short life of loneliness and illness was prematurely brought to an end in 1958.

This man, Byron Herbert Reece, '40, was actually a revered YHC alumnus and professor, celebrated poet and novelist, and driving force behind the celebration of Appalachian culture in the land where he dwelled for four decades.

Reece published two novels and four books of poetry during his lifetime. He was nominated for a Pulitzer Prize for "Bow Down in Jericho" and received the "Author of the Year" award from the Georgia Writers Association five times.

"No other alumnus has come close to achieving his level of fame in the literary world," explained YHC alumnus, Professor Emeritus of Religion and Philosophy, and Byron Herbert Reece Society (BHRS) Chair John Kay, D.Min., '56. "It's vitally important that YHC claim

and acclaim Reece as one of our own."

Born on Sept. 14, 1917, in the shadow of Blood Mountain, Reece showed an early aptitude for literature and had read the entire Bible before starting school at the age of 6.

He attended YHC in the fall of 1935, but his studies were cut short by the necessity to return to the family farm and assist his father with tending the crops and livestock.

Both of his parents suffered from tuberculosis and, as a result, the extensive farm labor and financial burdens often fell to Reece. When he returned to YHC in 1938, he continued to work in order to boost his scholarship.

"He was there during a period of time when many youth hailing from impoverished backgrounds worked on the College farm and at other campus jobs to earn their way," noted Dr. Kay.

Reece's days spent at YHC were some of his most joyous. He made lifelong friends and found the literary guidance he had long craved.

"He was part of a group of boys who met to write poetry," said Associate Professor Emeritus of English and BHRS Executive Committee At-Large Member Janice Moore. "Those kindred spirits who called themselves the 'Quill Club' surely made for happy student days."

The club published anthologies of poetry titled "If eyes were made for seeing." Of the 44 poems published, 31 were by Reece.

Despite his aptitude for literature, Reece failed to graduate from YHC when he didn't complete the French and math portions of his course load.

He returned to the family farm in 1940, but his passion for writing never faltered. He continued to publish poetry in local newspapers and literary journals. His verses were simultaneously shaped by nature and religion—and, in writing what he knew, he painted a remarkable regional portrait of north Georgia with his words.

Reece's first book of poetry titled "Ballad of Bones" was published in 1945, and Atlanta Journal-Constitution editor Ralph McGill was an early admirer of the young poet's work.

What followed was almost a decade of appearances, awards and publications. He also found success as a novelist with the debut of "Better a Dinner of Herbs" and received a Guggenheim Fellowship for fiction in 1952—the same year he was profiled in *Newsweek*.

Despite the positive reviews his writing continued to receive, the sales of his work

never made enough money to fully support his ailing parents. To boost his income, he turned to teaching and spent time as a poet-in-residence at UCLA, Emory University and YHC. While Reece claimed he never cared for teaching, his pupils considered him a great educator.

"Reece was never able to withhold himself and his energies from his pupils. He was available at all times to listen to students' goals and worries," wrote former YHC President Dr. Raymond Cook who penned Reece's biography "Mountain Singer" in 1980.

While at YHC, he taught freshmen English classes and an occasional world literature course. As Professor Emeritus of Accounting and former registrar O.V. Lewis, who taught with Reece at YHC, recalled, "He was very introverted and therefore not an outstanding orator. He would have been more at ease in answering one's questions than in lecturing."

Reece's final novel, "The Hawk and the Sun," was published in 1955. It had taken him years to complete due to his ever-taxing

work on the farm as he slowly succumbed to the tuberculosis that had long plagued his family.

The celebration of his literary achievements continued, but he became withdrawn and anxious. In 1957, Reece returned to teach at YHC but, by this time, Moore explained, "He was burdened by ill health, depression and trying to earn a living."

The following year, at the age of 40, Reece took his own life. The loss was deeply felt by his friends and admirers alike.

As time passed, a small group of dedicated individuals—many former and current YHC employees among them—decided to form the BHRS in 2003 to keep his memory alive.



Reece appeared pensive while writing on the banks of Wolf Creek, reading in the attic of his house and visiting Atlanta.



## TWIN LEGACIES

As chair of the BHRS, YHC Professor Emeritus of Religion and Philosophy Dr. John Kay, '56, enjoys spreading the word about one of his favorite writers—a man whose life he relates to in more ways than one. Dr. Kay explained his connection to the mountain poet.

I never met Reece personally, but I resonate completely with his twin legacies—namely, farming and writing. I grew up in a subsistence farm family with 11 siblings. Though we were not Appalachian farmers in the strict sense, our home was only 75 miles away from the Reece farm. We grew pretty much the same crops, we plowed with mules, we sometimes existed in the "hand-to-mouth" mode. I not only understand his way of life—I lived it. As to the writing, I majored in English in college. Reece was fond of literature from an early age, and so was I. I identify with the man in respect to his excellence as a poet and novelist—not that I share those gifts, but rather appreciate them where I find them. My interest in helping to preserve and perpetuate his legacy is genuine. Beyond Reece himself, the Appalachian farm life he represented desperately needs to be preserved for posterity.



"We are determined to bring him recognition, so well deserved and so long past due," said Dr. Kay, who recalled the thrill of finding out a resolution was passed by the Georgia General Assembly officially naming Reece "Georgia's Appalachian Poet and Novelist" in 2005.

One of the society's greatest achievements has been the restoration of Reece's home in Union County. The Byron Herbert Reece Farm and Heritage Center has been open to the public for two seasons. In that period, around 2,500 visitors have made their way to the site.

The center celebrates not only Reece's life, but also the history and heritage of Appalachian farming. The inclusion of the center in the Southern Literary Trail in 2012 forever cemented Reece's place alongside literary greats like William Faulkner, Tennessee Williams and Margaret Mitchell.

Reece left a rich legacy behind at YHC. The Duckworth Library houses a collection of Reece artifacts, and the Byron Herbert Reece Lecture Series brings noted writers to campus.

"The College has always played a huge role in keeping interest in his work alive," said Dean of Library Services and BHRS Treasurer Debra March. "We have unpublished works, drafts of published works, correspondence and some of his personal book collection."

Reece's works, heavily influenced by the surrounding landscapes and culture, still capture the imaginations of YHC students.

"His poems reflect what the students can see and hear out the windows of our classroom," explained Moore. "Reece's love of the mountains and his feeling of being home there resonate with many students."

Andrea Simmons, a junior communication studies major from Suches, visited Reece's home as part of an excursion organized by

YHC's Center for Appalachian Studies and Community Engagement (CASCE).

"I both adore and admire his work. It felt like I knew him, simply because he reminded me of my family and where we came from," she said. "It's important to engage with the area in which you go to school. It's important to keep Appalachian heritage alive."

This March, the BHRS and CASCE co-hosted "YHC Day" at the farm. Students, staff and faculty explored the exhibitions and learned more about Reece's life including his time at YHC.

"Getting students out of the YHC bubble and connecting them with the history and future of the people they share the southern Appalachians with has never been more important," said CASCE Director and Bonner Leaders Program Coordinator Rob Campbell, Ed.D.

The event celebrated the poet's literary achievements, but also educated visitors about the lifestyle that nurtured him. It signaled another vital step in keeping the memory of Reece alive.

"Reece was in danger of being forgotten or overlooked," said Dr. Kay. "He was a genius who reflected in his writings a tradition and way of life that must not be relegated to a brief paragraph in some book."

With the help of the extended YHC family, Reece's story—one in which the land and the word are inextricably linked—will continue being told for generations to come ■

## MY TOP 3: REECE READS

Byron Herbert Reece was posthumously accepted into the Georgia Writers Association Hall of Fame in 2001, joining the likes of legends such as Alice Walker and Flannery O'Connor. YHC Dean of Library Services and BHRS Treasurer Debra March was up for the challenge of choosing the acclaimed author's best works.

### 1. "Ballad of the Bones" (1946)

I love this poem for the rhythm of the King James Bible in the language. I always hear Dr. Bettie Sellers' strong voice and it evokes the memory of her reading it at an event. The two are linked in my mind.

### 2. "There Never Was Time" (1952)

It's Reece at his most personal, facing mortality. "I know a journey that yet wants going, I know a song that is still to sing, I know a fallow that waits the sowing – (There never was time for everything.)"

### 3. Reece's Letters

Reece wrote many letters to family and friends. They give us a window to the man that complements his published work. There are selections in Dr. Raymond Cook's "Mountain Singer" and in Dr. Cook and Alan Jackson's "Faithfully Yours: The Letters of Byron Herbert Reece" that tell much about the man. The College's collection also has many unpublished ones. He wrote to Pratt Dickson on April 4, 1956: "It is spring here now... the wild plums, with their bittersweet odor, and of course the peach and the pear. At this time of the year I always get nostalgic for eternity. Did I ever define nostalgia for you? It is the instantaneous recognition of our mortality."



Reece's parents both suffered from tuberculosis and, as a result, the extensive farm labor and financial burdens often fell to him.

# A *Buzz* ABOUT BEEKEEPING



BY LEANN WALDROUP

*Depictions of humans collecting honey from wild bees date back as early as 15,000 years ago, and efforts to domesticate them are depicted in Egyptian drawings from around 2500 B.C. Through the ages, those living in rural areas have turned harvesting honey into a true art form.*

The tradition has been an integral part of Appalachian culture for centuries. Perhaps that's why Young Harris College and the University of Georgia (UGA) selected the Enchanted Valley as the backdrop for the annual Beekeeping Institute held on campus each spring.

"Beekeeping has historically been a part of sustainable rural agriculture. Most beekeepers were part of a long generational line," explained Biology Department Chair and Professor of Biology Paul Arnold, Ph.D., who co-founded the Institute in 1992.

The practice entered Appalachia with the earliest European settlers, as honey was a prized sweetener long before granulated sugar was available. Beekeeping was generally kept at the family level including the products created, although a surplus of honey or wax could be sold at a farmers' market or roadside stand.

Since the 1940s, the number of bee colonies in the country has dropped from six million to just over two million. The introduction of exotic diseases in the 1980s caused traditional beekeeping to go into decline, and many bee colony preservation methods no longer worked.

"That's why traditional beekeepers have worked to keep the craft

alive and even regain popularity," explained Dr. Arnold. The buzz has increased as of late—both in the region and among the scientific and greater beekeeping communities.

"A really cool trend now is an increase in urban beekeeping," said Dr. Arnold, who noted that one of the most vital beekeeping organizations in the South is located in the metro Atlanta area. "You'd be surprised how many hives can be found within a few miles of the Capitol building."

Events like the Institute help to perpetuate this vital art and industry. Bee enthusiasts flock to YHC each May for the three-day event, which stands as the single-most comprehensive opportunity in the Southeast for concentrated training in all aspects of practical beekeeping.

The idea for the conference came about after alumnus and former YHC Resident Director Rev. Dr. Ernie Seckinger, '37, arranged a meeting between Dr. Arnold and Keith Delaplane, Ph.D., professor of entomology and director of UGA's Honeybee Program.

The two educators quickly realized they had similar beekeeping backgrounds—both are Indiana natives who became interested in the insects at a young age, albeit for very different reasons.

"I had a few bad experiences growing up getting stung by honeybees, wasps, yellow jackets and hornets," explained Dr. Arnold, who faced his fear by visiting hives of local beekeepers. "My fascination for the creatures ended up far outweighing my apprehension. When I finally had the opportunity to have my own hives, I jumped at it."

The Beekeeping Institute at YHC features concentrated training in all aspects of practical beekeeping.

❖ Honeybees have been the official state insect of Georgia since 1975.





# BACKYARD BEEKEEPERS

**Dr. Paul Arnold noted that “beekeeping fever” has hit more than just students. We asked two faculty members to tell us what it’s like to be part of the College’s ever-growing beekeeping community.**

“I’ve been at YHC for 12 years now, and I remember the campus getting overtaken by beekeepers from all over the country during the Beekeeping Institute each spring. I had

never considered keeping bees. I’m an avid fly fisherman, so I did have a previous interest in entomology. Nonetheless, I couldn’t help but be drawn into the excitement these beekeepers shared and my curiosity about the bee skyrocketed. I asked Dr. Arnold if I could take a look around the Institute. In surveying the various booths, literature, videos, and the informative and enthusiastic talk of beekeepers—I was hooked.

I picked up a beekeeping catalog and a copy of Dr. Keith Delaplane’s “First Lessons in Beekeeping” and voraciously consumed both. I read several more books and told my wife I wanted a hive and a package of bees for Christmas. I spent the winter assembling my first hive, frames and apiary site. I attended the Institute that May and soaked in every presentation like a sponge. I’m sure I irritated some presenters with my never-ending questions, but I was on a learning journey for sure.

I’m still on that journey five years later, and it’s been one of the most rewarding of my life. I’ve expanded my apiary to include six hives, one of which is a top-bar hive I built myself. My children also enjoy playing with the bees and have their own beekeeping suit. Every year has its challenges and rewards. The bears have taken an interest in coming to my house, and that’s provided me with some remarkable stories. My awareness of the region’s native flora has grown considerably. Trying to understand the bee’s world has put me more in touch with my own backyard, with both our worlds—one world.”

**Outdoor Leadership Department Chair and Instructor of Outdoor Leadership  
ROB DUSSLER**

“I started keeping bees eight years ago, around the time I learned about Colony Collapse Disorder and the plummeting population of honeybees. I’d like to say it was a noble attempt to stop that trend, but really I just thought it sounded neat.

I’ve kept anywhere from two to eight hives since then. In April, I picked up two ‘nucs’ (the nucleus of a hive to start a new one) and repopulated my apiary. Keeping bees in Appalachia is a new experience—it takes a lot to keep out bears.

When I first moved here, Dr. Arnold and I talked a lot about beekeeping. It was a boost to my ego that I had some things I could teach him when he is, hands down, the expert.

We keep bees in pretty different ways. I’m known as a natural beekeeper, meaning I don’t use chemicals or pesticides. Most of my bees are wild ones I’ve moved into hives. I go into my hives less, I rarely feed them unless it becomes critical to their survival and I allow them to re-queen naturally instead of buying specially bred queens.

I’m 90 percent self-trained via books and the Internet, but local clubs and communities like we have in Young Harris are how most folks get involved—and they provide a wealth of experience and knowledge. I taught myself because I wanted to try the natural approach. Part of the tradeoff is I pull about half the honey most beekeepers would. But I think it tastes better, and I’m certainly not into it for monetary gain.

Participating in the Institute was on my to-do list for years even before I was hired here, and it’s still a priority. It’s great to meet bee enthusiasts who, like me, think it’s still one of the neatest hobbies around.”

**Theatre Department Chair and Assistant Professor of Theatre  
CHRIS CRAWFORD**

Dr. Delaplane’s grandfather was a beekeeper, and his father encouraged him to keep up the family enterprise—which he did with gusto. At one point, he maintained 51 hives on his family’s farm. Since then, he has advanced in the field to become Georgia’s state apiculturist.

“We both felt the need for an educational forum in the north Georgia mountains that could be used to train new beekeepers and educate them on how to deal with exotic pests and other issues,” said Dr. Arnold.

The duo got together with Robert Brewer of the Towns County Extension Office. Soon after, the Institute was born—and Dr. Arnold said it was “a hit from the very beginning.”

Lectures and workshops by leading authorities on honeybees cover topics like how to responsibly treat diseases, maximize honey production, and harvest and market their products. Beekeepers also receive hands-on experience at hives set up throughout the campus.

Through a partnership with the Welsh National Beekeeping Association, the Institute provides North America’s only licensing program for honey judges. It’s also the flagship of the Georgia Master Beekeeping Program (GMBP), with training and certification in ranks that correspond to increasing levels of expertise—certified, journeyman, master and master craftsman.

“The Institute is designed to offer an intimate, high-quality opportunity for beginners and experts to interact with heavy hitters from around the world,” Dr. Delaplane explained.

He and Dr. Arnold administer the GMBP, and their signatures go on every certificate issued in Georgia. Ironically, this post is the reason Dr. Arnold can’t count himself as one of the state’s certified beekeepers. “It would be a conflict of interest if I certified myself,” he explained.

Many YHC students have attained the master level through the Institute, including Matthew Sudderth, a senior biology major from Buford, who was inspired to pursue the pastime by watching his grandfathers raise bees.

“I grew up helping them with their hives and knowing what real honey tasted like,” said Sudderth, who started working with bees a few years ago when his parents got a hive and has perfected his craft by taking classes with Dr. Arnold.

“I really learned more about treatments of diseases in bees, as well as bee lifecycles and how the brood develops in the hive,” said Sudderth, who counted a course on pollen identification in honey as one of his favorites.

Many students assist with maintaining the hives on campus and extracting honey as part of an “Introduction to Beekeeping” course. They learn everything from setting up a hive to honey production, visit a local apiary and enroll in the beginner’s track of the Institute.

“We are fortunate at YHC to have such knowledgeable faculty and an environment where we can get hands-on experience in something like beekeeping,” said Emily Hornsby, a senior English major from Nashville, Tenn. “I



Students like Steve Viterbo, a senior communication studies major from Melbourne, Australia, extract honey as part of the “Introduction to Beekeeping” course.

have a better understanding of and appreciation for the practice and would feel confident tending to hives of my own.”

Roman Martin, a senior biology major from Tallinn, Estonia, joked that his knowledge of bees was that they were “pollinators that can sting” before he “fell in love” with the topic thanks to Dr. Arnold.

“The way he teaches with such passion and enthusiasm, you can’t leave without being inspired,” he said. “It’s not just a class to him—it’s something very special to his heart that he’s willing to share.”

Like many students, Martin was fascinated by some of his findings—like the fact that a honeybee only produces a half a teaspoon of honey in its lifetime. “I discovered that bee colonies are really not that different from human society. They’re born, given some time to mature and then given a job at the hive,” he explained.

Dr. Arnold, who calls himself a “hobbyist beekeeper interested in honeybee research,” noted that many students go on to become beekeepers themselves. “I get a jar of honey every now and then as a thank you,” he said.

The Institute that helped lead so many students on this path has grown to be one of the largest of its kind. It’s so popular that it often meets full capacity months beforehand and filled registration in record time this year. The real measure of success for YHC’s resident bee expert, however, is the fruition of his goals as an educator.

“I have always been an advocate of getting students involved with

science outside of the realm of the classroom, and I also believe in collaborative efforts between institutions of higher learning,” Dr. Arnold said. “This project exemplifies both of those aims.”

The Institute has become part of the College’s identity—so much so that Dr. Arnold has even heard people refer to YHC as the “Bee College” during his travels throughout the country. “It has taken on a life of its own,” he said. “I love this project, but most of all, I enjoy the impact it has on students’ lives.”

Junior history major Carter Moore, of Columbus, said his increased knowledge of bees has also created a newfound appreciation for the little insects after taking Dr. Arnold’s beekeeping course and attending the Institute.

“I got involved in beekeeping because I knew it was one of those special experiences only YHC would offer,” he said. “I used to be a little afraid of bees, but now I know why they aren’t nearly as scary as other insects.”

Martin added that many of his classmates have been inspired to continue studying bees in significant ways—from owning a hive one day to pursuing apiology in graduate school.

“These kinds of experiences inspire and ignite students’ passions,” he said. “These sort of classes that focus on special topics are what make our campus special and also what make YHC a true liberal arts institution.”

## THE BEE TEAM

YHC’s hives have produced quality Sourwood honey for the last few years. This spring, the sweet stuff established an official identity thanks to Tina Bravo, a freshman art major from Jasper.

Students enrolled in Assistant Professor of Art Jeremy Waltman’s “Digital Arts II” course were challenged to create a label for the honey. Bravo was named the winner by a panel of judges and received a cash award for her work.

“I learned how to modify a design to fit a company’s needs while still making it my own,” said Bravo, who was inspired by the clean, cohesive look of vintage food logos. She selected a warm gold palette that “makes you feel comforted, much like honey does.”

The College’s digital arts courses utilize industry standard equipment and software, and Waltman puts it to good use by pursuing class projects that have real outcomes for students like Bravo.

“Tina puts in the time to ensure her work keeps a high quality,” he said. “She also has a developed sense of taste which helps her self critique.”

The logo is fitting for a product that also showcases the work of students who are part of the “Bee Team” that maintains the College’s hives and extracts the honey.

**All proceeds from honey sales directly benefit the College’s beekeeping program. As honey production varies each season, quantities may be limited. For more information, contact Dr. Arnold at [ptarnold@yhc.edu](mailto:ptarnold@yhc.edu) or (706) 379-5131.**





# A 21ST-CENTURY CAMPUS

BY LEANN WALDROUP

Young Harris College will soon be making many technological advances thanks to a \$2 million Title III Strengthening Institutions Program grant awarded by the U.S. Department of Education to improve student success by creating technology-rich classrooms and laboratories.

YHC was one of only 39 colleges and universities nationwide—and the only institution in Georgia—to receive the funding, and the College has a two-part plan for utilizing it that will be rolled out in various phases over the next five years.

“We want to provide quality teaching and learning experiences using technology designed to positively affect student outcomes and success,” explained Vice President for Information Technology Ken Faneuff, who is working with departments on campus to make this happen. “We will also improve technology infrastructure capacity to meet current and future demands.”

One of the most significant developments during the first year of the grant funding is the creation of a Center for Excellence in Teaching and Learning (CETL). Located in the current Academic Success Center, the CETL will engage the academic community with the purpose of providing students with a successful college experience.

“The CETL will promote a culture among faculty and students in which teaching and engaged learning is universally revered and practiced,” explained CETL Director and Assistant Professor of Education Peggy Lumpkin, Ph.D. “This will be a place that hosts an ongoing forum on effective teaching and learning in a higher education environment.”

Faculty will receive individual guidance through instructional materials, opportunities for peer evaluation and training on advanced educational equipment—especially in “smart” classrooms.

Funding has also already been used to upgrade 12 classrooms and Wilson Lecture Hall in Goolsby Center with new audiovisual equipment. Sixty faculty members will receive new laptop computers, and software will be purchased to enhance animal and human physiology courses within the Department of Biology. New computers will also be installed in laboratories across campus.

Plans are already being made for the future—classrooms will receive technology upgrades, lecture capture software will be implemented, an interactive response system will be purchased and the College’s server infrastructure will be updated.

## HI-TECH UPGRADES BY THE NUMBERS

1 of 39 schools to receive funding

\$2 million grant

5 implementation phases from 2013–2018

Technology upgrades in 34 classrooms

60 computers for faculty

Stunning 100" x 160" wide-projection screen, Bose speakers, Shure microphones, Epson 5,500 lumens projector, DVD/Blu-Ray player, Dell computer, Epson document camera, SMART Podium 518 interactive pen display and Crestron touch panel added to Wilson Lecture Hall

10 laptops available to check out for library research

2 computers and iWorx teaching kits for human and animal physiology courses

# ENRICHING EXPERIENCES

BY KRYSTIN DEAN

**SEVERAL YOUNG HARRIS COLLEGE STUDENTS, FACULTY AND STAFF SPENT SPRING BREAK ENGAGED IN TWO SERVICE PROJECTS—AN OUTREACH EXCURSION TO THE LEN FOOTE HIKE INN AT AMICALOLA FALLS STATE PARK IN DAWSONVILLE AND A HOME REPAIR PROGRAM ORGANIZED BY THE HINTON RURAL LIFE CENTER IN HAYESVILLE, N.C.**

Operated by the nonprofit organization Appalachian Education and Recreations Services, Inc., the Hike Inn is accessible only by foot over a moderate five-mile hiking trail that originates at the top of the falls.

Outdoor leadership majors Diane Duffard, a senior from College Station, Texas, and Kristen Dippold, a junior from Thebes, Ill., stepped up to facilitate the trek, from planning and leading the hike to hosting reflection time each evening.

“Shared moments and experiences like these really form and strengthen relationships between people,” said Dippold. “The secluded atmosphere allowed for time without the distractions of technology—time spent with nature and the people around you. The simplicity was refreshing and encouraging.”

The group spent the week working hard in the great outdoors. They cleared brush, assisted with tree removal, split and chipped wood, and spread mulch on gardens. During an environmental tour, the group learned about the LEED Gold-certified facility’s sustainability efforts.

“Students gained the satisfaction of helping a very neat place that seeks to preserve a corner of Georgia’s considerable natural resources and serves as an advocate for sustainability and conservation,” said Center for Appalachian Studies and Community Engagement Director and Bonner Leaders Program Coordinator Rob Campbell, Ed.D.

Closer to campus, YHC students joined more than 50 college students from across the U.S. at the Hinton Rural Life Center to complete home repair projects in the community.

Students like Diane Mouangkham, a sophomore biology major from Young Harris, painted the inside of a home in Andrews, N.C.—a seemingly small act that ended up being an “amazing experience.”

“The woman who lived there was diagnosed with various diseases and isn’t able to do many things for herself,” Mouangkham explained. “On our last day, she continued to tell us how thankful she was that we painted her home. Even though things were going wrong in her life, she was still happy. I left thankful for the life I live, remembering to keep my eyes on God.”

Students spent time each day getting to know the homeowners they were helping. The participant families were invited to Hinton’s campus for a closing worship service and dinner with the volunteers.

“Hinton has a dynamic ministry offering many ways to engage the community,” said Dean of the Chapel and Minister to the College Rev. Dr. Tim Moore. “They provide our students with excellent opportunities to serve others and be transformed in the process.”

Bonner Leader Noah Calhoun, a sophomore biology major from Young Harris, spent the past two summers serving at the Hinton Center and will return this year.

“I’ve always had a heart for service work. You get to meet new people, hear their experiences and share your own,” explained Calhoun, who enjoyed making new friends during the spring break experience. “Each group had very unique personalities and opinions that made every moment exciting and fun.”



# HEAD OF THE CLASS

## ESTEEMED EDUCATOR GIVES BACK TO HIS BELOVED ALMA MATER

BY JUDY LUNSFORD

**Byron King, '35, adores a good book. His love affair with the written word is evident with small stacks on the coffee table, at the end of the couch and near the reading chair in his living room. The titles convey his varied interests, from murder mysteries to biographies to mainstream fiction.**

Reading was a family tradition when King grew up in the small, rural community of Fort Gaines in southwest Georgia, where his father was a lawyer and, for a period, the school superintendent.

"My father required us to read a book every week during the summer," recalled King, who was fond of the "Bobbsey Twins" series as a boy.

He shared his affection for reading and writing for more than 30 years as a teacher in public and private high schools in four states. The 98 year old still recalls his career as an educator with ease and precision.

His decision to pursue a career in the classroom was influenced by his experience as a student. "I had an excellent English teacher in high school," he said, "and that made me want to teach English."

In 1933, King enrolled at Young Harris College, where he excelled in his studies and held leadership roles in student organizations. He was president of the Baptist Student Union and a member of the Dramatic Club, Forensic Club and Supreme Court.

"They called the few of us from Fort Gaines 'the mafia' because one played basketball, another was editor of the yearbook, and I was literary editor of the newspaper," he confided. "We did all kinds of things on campus."

For King, that included serving as president of the Debate Society, where he was a Clay Medal Speaker. He remembers the issue for the championship debate, which he won, was whether people who receive welfare become dependent upon it. "That topic is still being debated," said King with a shrug.



**ABOVE** William Byron King, '35  
**RIGHT** King, second from left, posed for a family photo with his siblings (from left) David, Mary and Louis.

More than 80 years have passed since King first arrived on campus, but he's quick to note what he liked most about his alma mater. "It was the association with other students—the College always did a great job of building relationships," said King, who especially enjoyed studying Latin under W.L. Dance.

Former YHC President T. Jack Lance also made a lasting impression on King. "My friends and I were sitting on the wall, and he walked by and called each of us by name," said King, who modeled Lance's talent of connecting with people in his own life.

After completing his studies as valedictorian for the Class of 1935, King enrolled at Vanderbilt University where he earned his bachelor's degree in English in 1937.

His first teaching position in Hiawassee brought him back to the north Georgia mountains. It lasted only a year, said King, because he "failed a student connected to a public official."

His next job was in Summerville. "When the principal asked me if I was reelected at my former school, I told him I was fired," King recalled. "He said, 'That is perfectly alright with me. Sometimes the best teachers are fired.'"

King admitted to being a hard grader, but added he was always very accessible. "I would tell students, 'I'm here to help you,'" he said.

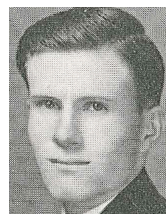
After moving to New Orleans, La., to teach at a private school, the nation entered World War II and King was drafted into the U.S. Army.



“WHAT I ENJOYED MOST WAS GETTING MY STUDENTS TO LEARN HOW TO THINK ON THEIR OWN.”



King was part of the Baptist Student Union during his student days at YHC.



❖ King's quote in YHC's Enotah yearbook was "Your sole contribution to the sum of things is yourself."

“THE COLLEGE DOES A VERY GOOD JOB WITH THE SMALL CLASSES AND THE CLOSE RELATIONSHIPS STUDENTS DEVELOP.”

His first assignment was in North Carolina at Camp Davis, home of the Antiaircraft Training Center. He was reassigned later to Camp Butner, a training camp for infantry troops, where he became the postmaster for the hospital.

King returned to Fort Gaines after the war with plans to complete his master's degree in English at Peabody College in Tennessee. Then he found out the local high school needed an English teacher.

He was also asked to lead the school's women's basketball team. "I had never coached anything in my life, but we won the state championship that year," he said with a twinkle of pride in his eyes.

He spent his summers in graduate school and received his master's degree in 1947. He headed to Atlanta three years later to teach at Grady High School, which had become coeducational only three years before.

King's teaching style was to engage his students. "I didn't lecture much," he said. "I asked them all kinds of questions. What I enjoyed most was getting my students to learn how to think on their own."

One of his techniques to pique students' interest was to make seemingly outrageous statements, then challenge them to find out why he said it.

Learning 100 poem quotations was another requirement. "I would give them one line, and they would have to write the next line and give the name of the poem and the poet," King said.

He always saw the power of that exercise when he assigned students a paper on how their philosophy had changed over the year. "Many would write about how the poetry

they learned had influenced them," he said.

In 1958, he was one of only 10 teachers in the nation named a John Hay Fellow and spent a year at Columbia University in New York. Beyond classes, King took advantage of living in a cultural mecca by attending more than 200 plays and concerts.

He moved on to Indian Springs School in Alabama, an independent, college preparatory boarding school. Teaching the art of writing well was a major focus, and students were required to write a paper every week. "It meant more work for me when it came to grading," said King, "but my students learned to write."

He worked there for five years before accepting his last teaching position at a high school in Huntington, N.Y. He still remembered the reaction he got when he asked a student about his father who worked for Grumman Aircraft.

"The student remarked, 'What's that to you? Why do you want to know about my father?'" King shared with a chuckle. "I told him, 'Because that helps me know and understand you as a person so I will better understand how to teach you.'"

After three decades as an educator, King retired and returned to Georgia in 1972. He visited nearly every state in the nation and traveled the world—Japan, China, Australia, New Zealand, Greece.

King was invited to class reunions by his students over the years and always enjoyed hearing about their accomplishments.

When one former pupil said King's class was the only one he ever liked, he asked why. The answer—"It was always a lot of fun in your classroom"—still pleases King.

While it's been more than 40 years since

he stood in front of a class, King continues to wear that unquestioned authority educators develop from years of teaching.

His love of learning is evident in many ways at the College today. He and his sister, Hortense King Fowler, made a lasting gift to the College by naming a classroom in Goolsby Center. They also created the Erasmus Grier Fowler Math Award in honor of King's nephew, which is presented to the College's most outstanding math student.

Additionally, the William Byron King, '35, English Award was established at YHC in 1986. With the goal of highlighting "the importance of written communication in a world now attuned to the visual media," the scholarship is awarded to the most outstanding freshman English major.

King also aims to support the day-to-day operations of the College through regular gifts to the Young Harris Annual Fund, and he became a member of YHC's W. Harry and Harriet Hill Society for Planned Gifts after making provisions in his estate plans to secure a meaningful legacy that will benefit future generations of YHC students.

Perhaps his greatest gift has been remaining involved in the YHC community, attending countless events on and off campus throughout the years. He received YHC's Alumnus of the Year Award in 1987, and the medal and citation still hangs in his living room in Atlanta.

"The College does a very good job with the small classes and the close relationships students develop," said King. "President Cathy Cox has done an outstanding job there. It's so important to support those efforts."

# AN EDUCATED MIND

## LIFELONG LEARNER AND DEDICATED ALUMNUS LEAVES LASTING LEGACY THROUGH SCHOLARSHIP FUND

BY JUDY LUNSFORD

**J**oseph Baird, Ph.D., '55, contracted polio at the age of 2. It paralyzed him from the waist down, curving his spine and limiting the use of one hand for the next 78 years.

Despite these physical restrictions, Dr. Baird experienced freedom through learning—something he was first taught during his studies at Young Harris College. He shared this gift with others during a 31-year distinguished teaching career at Kent State University (KSU) in Ohio.

According to his daughter, Eve, her late father often credited the College for opening up his world to limitless possibilities.

Hailing from the foothills of the Appalachian mountains near Gastonia, N.C., Dr. Baird didn't have a sure path to college. He attributed polio and C. H. Crabtree for changing the course of his life.

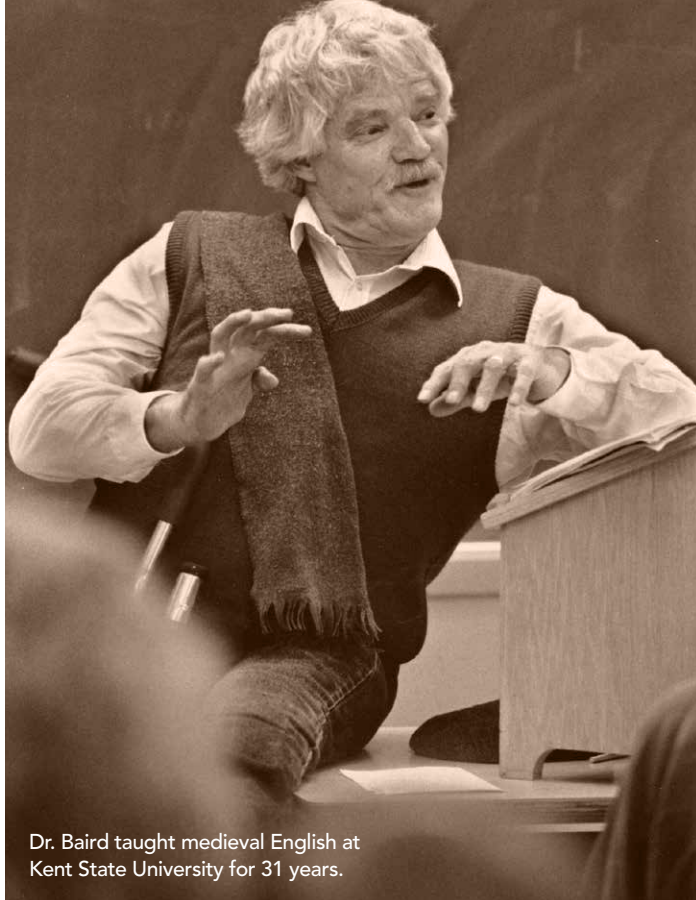
"My first meeting with Mr. Crabtree was minor and insignificant enough," wrote Dr. Baird in a newspaper tribute printed in Morganton, N.C., in 1982. Out of "sheer necessity," he went to Crabtree's office to request March of Dimes money to enable him to have his double-leg brace repaired at the orthopedic manufacturer in Asheville, N.C.

Describing himself at that first meeting as "a simple, impoverished, painfully embarrassed, countrified youth, intensely aware of my awkward, backwoods diction and grammar," Dr. Baird's association with Crabtree grew over the years as he returned to request new braces and crutches.

When he quit high school at 17, "it was Mr. Crabtree who set me down for a long talk and managed, somehow, to get me back into school," Dr. Baird wrote. Crabtree also planned for Dr. Baird to continue to college and arranged for him physically and financially to attend YHC.

"A college education was something totally out of the sphere of my family's experience," wrote Dr. Baird. "To ask me to go away to college was like asking me to take a trip to a distant planet."

He went to YHC "fully expecting to be sent home in a few weeks as, somehow, unfit." Instead, the young man discovered a thirst for knowledge that gave him a sense of freedom never realized before.



Dr. Baird taught medieval English at Kent State University for 31 years.

Dr. Baird flourished on campus and his bold, charismatic personality drew classmates. He served as Young Harris Debate Society treasurer, Methodist Student Fellowship publicity chair, Enotah yearbook make-up editor, Enotah Echoes newspaper cartoonist, and secretary-treasurer of the senior class.

He was one of 13 young men selected to join the SPAT Club, a select group that represents high moral, spiritual, scholastic, and social attributes in everyday campus life.

"Dad often spoke about the beauty of the campus and the support of his friends who would carry him on their backs up and down stairs," Eve recalled. "It's hard for me to picture that because I never saw that side of him. He was fiercely independent and very proud throughout my life. Dad didn't want you to hold the door open for him. He didn't want to be treated any different than anyone else."

Eve also noted that her father believed education leveled the field for him and took immense pride in introducing himself as "Dr. Baird." He simply refused to allow polio to be the focus of his life.

"Dad was grateful for the polio," said Eve, "because he never would have engaged his mind in the way he did had he not been paralyzed. Although it gave him many physical challenges and things to deal with, he was never sorry for that. Sometimes, though, he did wish he could feel the sand between his toes while walking on the beach."

After graduating from YHC, Dr. Baird earned his bachelor's and master's degrees from Appalachian State Teachers College and his Ph.D. from the University of Kentucky.

While completing his doctoral studies, Dr. Baird joined KSU as an instructor in 1964. He became an assistant professor with tenure two years later and reached the academic rank of professor in 1975.

His brilliance at teaching medieval English was recognized with the Teaching Development Award in 1972 and the prestigious Distinguished Teaching Award from the KSU Alumni Association

# HE HAD VERY HIGH STANDARDS, AND HE EXPECTED STUDENTS TO PUSH THEMSELVES TO REACH THEM.

FORMER STUDENT KYLE BROOKS

and KSU Foundation in 1989. He was honored with emeritus status upon his retirement in 1995.

Eve said her father had a “reputation” in the classroom. “Dad could be very intimidating and was a no-nonsense teacher,” she explained. “He believed you should do what you say you’re going to do. That meant you were on time to class. Students who arrived late would be embarrassed.”

Teaching extended beyond Dr. Baird’s classroom. Eve remembered their home always being filled with students and lively discussions. Many students stayed in touch with her father long after graduation, sharing personal and professional accomplishments.

Kyle Brooks studied under Dr. Baird during his undergraduate and graduate studies at Kent State. Beyond being his mentor, Brooks considered his former professor a friend and second father.

“A first impression might be of a firm and gruff character, perhaps even a little intimidating, but those of us who really got to know him found him to be so kind and encouraging,” recalled Brooks, now an English teacher at Highland High School in Medina, Ohio. “He had very high standards, and he expected students to push themselves to reach them. I, for one, strove to do just that, as I would have felt ashamed to disappoint him.”

“He refused to let his body stop him from anything,” Brooks added. “If I had to guess, I’d say that was why he had such high standards for his students. His style, expectations, and belief in his

students were things I carry with me today. I find myself thinking of him every time I teach *Beowulf* or *Canterbury Tales*.”

Former student Michael Nagy, Ph.D., described Dr. Baird as a rigorous, passionate, and charismatic professor with a sonorous voice and wry sense of humor.

“As a mentor, he led by example and taught me that research and teaching are inextricably entwined,” said the South Dakota State University English professor. “His advice was not always what I wanted to hear, but it was, quite literally, never wrong.”

Dr. Nagy had not planned to take a course under Dr. Baird, who was known for being a difficult grader. That changed when a faculty member refused to write a letter of recommendation for graduate school until he registered for Dr. Baird’s “History of the English Language” course.

When Dr. Nagy asked why, the professor replied, “Because you don’t deserve to go to graduate school until you’ve studied with Dr. Baird.” He was later grateful for that stipulation.

“That one class formed the springboard that propelled me to study much of what I learned in my graduate and doctoral programs,” said Dr. Nagy. “It taught me pedagogical techniques I use in my own classes today, and it illustrated for me in ways I only imperfectly understood before the need for academic rigor as both a student and professor.”

Beyond the legacy of imparting his love of medieval literature to students, Dr. Baird’s research significantly expanded knowledge in the field. The eight books and numerous articles he wrote, co-authored, or co-edited continue to serve as sources for students and scholars alike.

An artist, dog trainer, poet, writer, jigsaw puzzle solver, technology lover, inventor, and word-game enthusiast, Dr. Baird simply loved learning.

He wanted to pay forward the opportunity that changed his life and expressed his desire to have an endowed scholarship at YHC for a student with a physical disability. Fulfilling her father’s wishes after his passing last September, Eve established the Joseph L. Baird Scholarship Fund with a goal of growing the endowment to \$1 million.

“While going to Young Harris, he realized there was going to be a life for him to live with an educated mind,” Eve said. “Through this scholarship, he wanted to give someone else that opportunity.”



**ABOVE** Dr. Baird posed for a family photo with his father, David, mother, Bertis, and brother, Bobby.

**RIGHT** He enjoyed spending time with friends on the YHC campus.



# Big Dance

The Grapevine kept the dance floor hopping at Young Harris College's fourth annual Big Dance held on March 15, and patrons from all over flocked to the Recreation and Fitness Center for an enjoyable evening of live music and fun fellowship for a great cause.

The event was hosted by YHC's Board of Associates, the driving force behind the annual Local Scholarship Campaign. More than 400 guests danced the night away while raising over \$12,000 in scholarship funds for more than 200 local students from Fannin, Gilmer, Pickens, Rabun, Towns, and Union counties in Georgia and Cherokee and Clay counties in North Carolina.

"This event allowed us to raise money for so many deserving local students who truly appreciate the extra financial assistance," said

Board of Associates member Bob Blalock, of Clayton. "We were so glad everyone came out to enjoy this fun evening."

YHC is committed to providing scholarships for local students. For the 2013-2014 academic year, more than \$3.3 million was awarded to students from nearby counties.

"I have always considered it an honor and a privilege to act as an ambassador for

the College in the community," said Big Dance Committee Chair Don Schneider, of Hiawassee. "We are fortunate to live in the beautiful mountains of north Georgia and western North Carolina, and are even more fortunate to have YHC as our neighbor. Being on the board is my way of giving something back to the College."



**LEFT** Tri-State Upholstery, of Hayesville, N.C., won this year's table decorating contest and received a complimentary table at next year's Big Dance.

▶ View more photos and get details about next year's event @ [yhc.edu/bigdance](http://yhc.edu/bigdance).

"I am ecstatic to be part of a growing College with such supportive faculty. The Local Scholarship Campaign has paved the way for me to gain the experience and knowledge I need to thrive in my future endeavors. I owe deep gratitude to my local community for helping me further my education at YHC."

*Rocsane Tabularin*  
JUNIOR, MUSIC, HIAWASSEE



# CHALLENGE ACCEPTED

THE YOUNG HARRIS COLLEGE CLASS COORDINATORS OFFICIALLY KICKED OFF THE 2013-2014 CLASS SCHOLARSHIP CHALLENGE IN JANUARY, AND ENTHUSIASTIC ALUMNI ARE ONCE AGAIN BANDING TOGETHER TO PROVIDE FINANCIAL ASSISTANCE FOR DESERVING STUDENTS.

More than 60 participating classes raised over \$56,000 during last year's challenge, representing an increase of more than \$20,000 from the inaugural challenge held in 2011-2012.

As of April 15, the Class of 1947 was in the lead, followed by last year's winning Class of 1952 and the Class of 1962. Sixteen classes had surpassed their \$1,000 goal, with more than \$61,000 already raised.

Class Coordinator Bill Tomlin, '52, of Manchester, is one of many alumni who remember receiving scholarships during their student days and want to pay it forward.

"It's nice that each class comes together to make a difference," he said. "The challenge is another way to show our faith and love for Young Harris. Hopefully the students we provide scholarships for will help out a student when they are able to down the line."

Alumna Leslie DeMore Frierson, '99, of Gainesville, immediately knew she wanted to participate in the challenge due to her work in education for 20 years.

"Many of my former students are making plans for college," said Frierson. "I know the availability of scholarships and financial aid weighs heavily on a student's choice, and I like knowing my gift directly assists a student with academic expenses."

YHC Alumni Board member and Class Coordinator Ben Persons, '94, of Marietta, has organized a group from his class to reach out and garner support from classmates.

"My time at the College had a huge impact on my life," said Persons. "I love this school and want to see it succeed. Participating in this challenge is one of many ways I can give back to YHC and its students."

Frierson's class has encouraged participation through social media and letter campaigns, but it's the chance to directly support students that drives her enthusiasm for the challenge.

"YHC is a special place to many people," she said. "I've enjoyed visiting the campus and seeing the development of new buildings and programs of study. It's exciting to see that with all the growth, YHC is still the warm, beautiful, inspiring place it has always been. It's important for me to find ways to support my first home away from home."

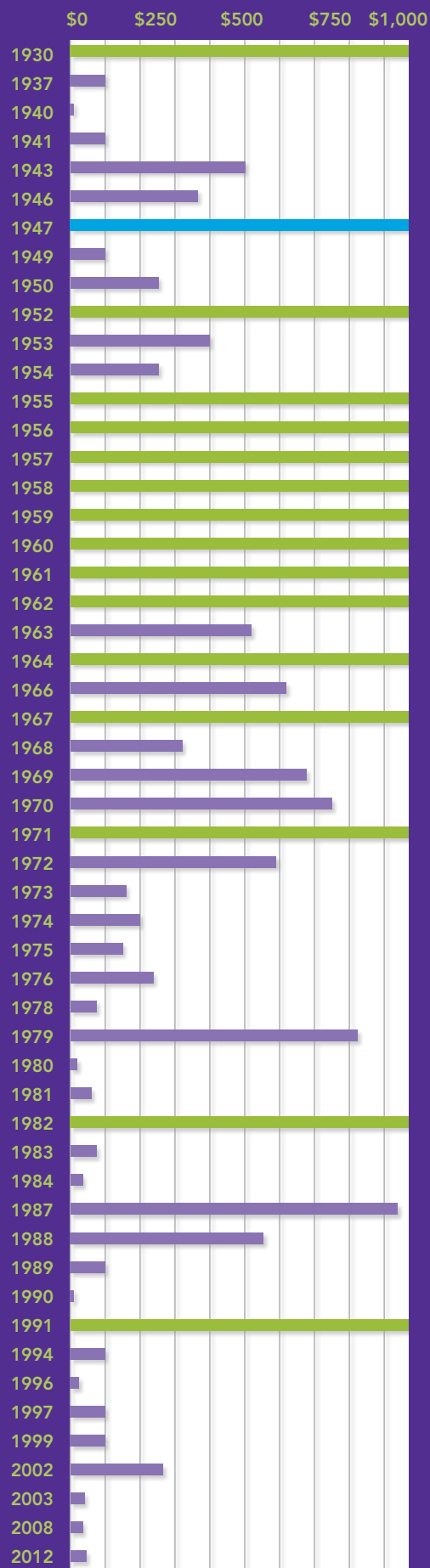
Alumni interested in participating can make a gift now marked for the Class Scholarship Challenge, make a gift online at [yhc.edu/giving](http://yhc.edu/giving) or call the Office of Advancement at (800) 241-3754 or (706) 379-5173.

"Without the financial assistance provided by the Class of 1952, my time at YHC would not be possible. The fact that the scholarship is provided by alumni—people who in years past have walked this same campus and wondered what their future holds—makes this gift especially meaningful to me."

WADE ORR  
SOPHOMORE, BUSINESS AND PUBLIC POLICY, BISHOP

## CLASS STANDINGS

All statistics reflect standings as of April 15.



# MAKING THE YEAR COUNT

## THERE'S STILL TIME TO MAKE A DIFFERENCE.

Every year, thousands of gifts—\$5 or \$50,000—to the Young Harris Annual Fund from alumni, parents, friends, faculty, staff, students and foundations make a combined, immediate impact.

This collective source of support enhances the overall undergraduate experience by helping the College fund scholarships, support great faculty, make classroom equipment upgrades and underwrite new innovative programming.

Many alumni like Barbara Marshall Williford, D.M.D., '87, of Marietta, recognize the importance of ensuring current students have the best experience possible during their four years at YHC.

"It's important to give back to the College with service, innovative ideas and financial support," she said. "I love hearing updates about all of the fast-moving progress of the College. It's amazing to see the transformation of our great alma mater."

The 2013-2014 Young Harris Annual Fund drive ends on June 30, but it's not too late to make your gift count. For more information, visit [yhc.edu/giving](http://yhc.edu/giving) or contact Senior Director of Development Stacie Barrow at (706) 379-5375 or [sbarrow@yhc.edu](mailto:sbarrow@yhc.edu).



**ABOVE** Seniors gathered for a special event held during Purple Out. **LEFT** Emily Espy, a musical theatre major from Cumming, and Carol Raterman, a communication studies major from Lawrenceville, collected change during a monthly roundup.

## SMALL CHANGE, BIG IMPACT

Seniors Paying it Forward (SPIF) is a way for Young Harris College graduating seniors to leave a lasting and recognizable impact on campus. The Class of 2014 had a remarkable 92 percent participation rate this year, surpassing their 75 percent goal.

In January, seniors received a piggy bank to fill with spare change, signifying that a little "change" can make a big difference. Seniors frequently gathered during monthly roundups on campus as well as a special commuters lunch and class cookout at the end of the semester.

During these events, seniors learned about the impact of alumni giving—and that the dollar amount is not as important as the gesture of giving back and paying it forward.

A scholarship made it possible for Kelsey Britt, a senior early childhood education major from Douglasville, to attend YHC. She was thrilled to find out she could do the same for a future student through her gift.

"Not only do I think it's important to help give back to a school that has helped shape my future, but it's an amazing feeling to know I am helping another student fulfill their college dreams through financial support," said Britt.

Paige McQuade, a communication studies major from Hayesville, N.C., said her SPIF involvement helped her appreciate the role she will continue to play in the YHC community as an alumna—and also the importance of giving in ensuring that her degree from YHC will continue to signify excellence in higher education.

"SPIF has taught me the importance of giving back to the place I have treasured over the past four years and will continue to treasure for the rest of my life," said McQuade, who also noted the importance of the scholarships she received for four years.

"Because of the financial gifts I was awarded," she said, "I gained an education that has enriched my mind and allowed me to enter the world knowing I received an excellent education."

## HERE ARE JUST SOME OF THE WAYS YOUR YOUNG HARRIS ANNUAL FUND GIFT COULD HELP:



**\$ 1** raises our alumni giving rate which helps YHC secure grants



**\$ 25** provides a new soccer ball for the team



**\$ 50** allows a student to present research at the Annual Meeting of the Georgia Academy of Science—where YHC has had three 1st-place finishes in the last two years



**\$ 100** helps purchase computer software for the Center for Writing and Speaking



**\$ 500** helps supply the Department of Music with instruments and sheet music



**\$ 750** sends six students to the annual Spiritual Life Retreat



**\$ 1,000** provides a scholarship to a deserving student

# STUDENT-ATHLETES FOCUS ON COMMUNITY

## TWO NEW LOCAL SERVICE PROGRAMS HAVE FAR-REACHING EFFECTS

### FOOD FOR FAMILIES

Young Harris College's Student-Athlete Advisory Committee (SAAC) focused on a "Food for Families" campaign this fall in addition to their annual work with the Make-A-Wish Foundation.

The Mountain Lions raised more than \$3,000 for the Towns County Food Pantry, Union County Food Bank, and Ninth District Opportunity that support residents from Towns and Union counties.

Most of the money was raised in one day while bagging groceries and collecting tips from customers at Ingles Markets in Blairsville and Hiawassee. Many YHC teams also helped box and distribute deliveries for the food pantries last fall.

"I'm thankful to have such great student-athletes as a vessel to serve others, and I'm proud of the energy and professionalism they displayed," said Women's Soccer Head Coach and Assistant Director of Athletics for Community Engagement Kathy Brown. "It's wonderful that our teams helped the food pantries help others."

According to SAAC member David Atwood, a senior biology major from Waynesville, N.C., the "incredible experience" was truly a team effort. Student-athletes helped elderly patrons shop, took carts to cars, bagged groceries and greeted members of the community.

"Customers were excited to see us giving up our free time to give back and lend a hand," Atwood said. "It was amazing to see how many people were willing to help those in need."

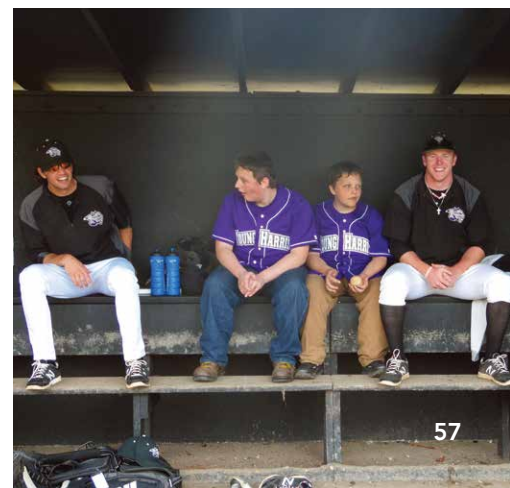
### YHC ALL-STARS

This spring, the SAAC finalized the new "YHC All-Stars" initiative that focuses on special-needs students from Clay, Towns and Union counties. The goal is for each team to "adopt" a child as an honorary team member for one home game.

Jesse and Jimmy Donaldson, of Hayesville, N.C., are the first two members of the YHC All-Stars. The brothers threw out the first pitch at the Mountain Lions' baseball game against the University of South Carolina Aiken on March 15.

SAAC secretary and softball player Brittany Olsen, a senior business and public policy major from Lithia, Fla., would like to see the program evolve to include the child in a team's entire season.

"Involving special-needs students with our athletics programs is a great way to bring a little light into their life," said Olsen. "I know it means a lot to them to be included on our teams."





Marisa Martelli, Sarah Mallett and Katie-Jo Gentry

# PRACTICE MAKES PERFECT

BY MICHAEL MACEACHERN  
PHOTOGRAPHY BY SCOTT DEAN

Nearly one in seven of approximately 300 student-athletes from Young Harris College's 15 sports teams have decided to pursue a career in the field of education. Six student-athletes are putting into practice lessons learned on the field and court as they progress through the various stages of the Teacher Preparation Program.

## KATIE-JO GENTRY

SOFTBALL, SENIOR, CALHOUN

Pursuing early childhood education was an easy choice for Katie-Jo Gentry. She always loved working with children and looked up to teachers who shaped her life in a positive way—including the faculty at YHC who push her to succeed.

"My teachers have challenged me and my classmates to think outside the box and eliminate traditional stereotypes in the field of education by bringing lessons and activities into our classrooms that students can relate to their own realities and experiences while furthering intellectual growth," said Gentry.

She hopes to create a thirst for knowledge in her own classroom by presenting the same kind of applicable activities and lessons. Her teaching techniques are also influenced by time spent in the circle as one of the starting pitchers for the Mountain Lions.

"The biggest lesson I've learned on the field is to work hard even when you feel like you have nothing left to give," she said. "It's the times when we're the most tired that we find out what we're truly made of."

Punctuality, teamwork, leadership, responsibility—a winning combination of these qualities have helped Gentry succeed on and off the field. She said engaging with "a variety of people from many different backgrounds" has also prepared her for the "real world" after YHC.

Gentry, who will do her student teaching at an elementary school in her hometown of Calhoun, plans to enroll in graduate school and assist with a softball program.

## SARAH MALLETT

### TENNIS, FRESHMAN, GRIFFIN

Sarah Mallett grew up around educators. Her mother has been a teacher for Pre-K through eighth grade for 23 years in Georgia and Tennessee as well as an administrator in public, independent and charter schools. Her grandfather also taught at the high-school level.

"I have a passion for learning and I want to be able to teach others," said the early childhood education major. "I just love kids. I have a special place in my heart for them."

While she only has one year in the Teacher Preparation Program under her belt, Mallett already feels a bond with her professors and fellow students. "I love how supportive everyone is in the program," she said. "They are always there to lend a hand or answer a question, and that is so helpful."

Being a member of the women's tennis team, which has been positioned as high as No. 24 nationally in the Intercollegiate Tennis Association's Division II rankings, is beneficial for the future educator in more ways than one.

"I am learning how to manage my time well so that I can get my schoolwork down," Mallett said. "My education comes above all else, and being an athlete has helped me make that a top priority."

While she looks forward to learning all she can in the next three years, Mallett already has her heart set on attending graduate school and eventually becoming a school counselor. YHC's education program is already helping prepare her for those goals.

"When working in education, you are constantly around people. You have to learn to accept and deal with the different people you work with," she said. "Being a teacher is all about teamwork, and playing a sport really helps me with that."

## MARISA MARTELLI

### LACROSSE, FRESHMAN, CUMMING

Marisa Martelli knew YHC's Teacher Preparation Program was "the perfect fit" for her when she arrived on campus last year.

"I enjoy the classroom environment and learning about different teaching methods," she said. "There are a lot more aspects to effectively teach than I could have imagined. It's helping me realize my true potential in life and in the classroom."

Martelli is specializing her degree in language arts and social studies concentrations and hopes to teach at the middle-school level after matriculating from Young Harris. She plans to take the team mentality she's developed on the field into the classroom.

"A teacher is a coach—someone students can look to for advice and seek help from who encourages them to work with their peers or 'teammates,'" she explained. "To be successful, everyone needs to be accountable for their own actions as well as the team's and be willing to work together to achieve and maintain success."

Martelli noted that dedication, hard work and discipline are the top three aspects from playing sports that translate into teaching. "Without those things," she said, "an individual cannot be successful on the field or in the classroom."

## TONY RAYMOND

### BASKETBALL, SENIOR, BROOKLET

For Tony Raymond, basketball and teaching are closely related. "They both help me build and improve on skills that will help with my career," he explained. "As I have improved and gained leadership skills, I am more trustworthy and loyal."

Raymond, who has donned a Mountain Lions uniform for the past two seasons, chose concentrations in science and mathematics for his education degree—opting to focus on teaching the subjects he's enjoyed most in the classroom.

He brought knowledge he's gained on and off the court to the fifth-grade class at Union County Elementary School (UCES) in Blairsville where he completed his second practicum this spring.

"The skills I've gained while playing a sport and working hard in the classroom will help my students," said Raymond. "I want them to get more out of life than just being on a sports team or making a good grade in class. I want them to be a better and more successful person after having me as a teacher."

While many potential paths lay ahead for Raymond—who is considering heading overseas to pursue a basketball career or taking on a teaching post in Georgia—he is certain about one thing.

"YHC has prepared me for the real world," said the student-athlete, who also hopes to someday coach basketball. "I feel comfortable to tackle any obstacles I may have to face in the future thanks to YHC."

## NICOLE SMITH

### CROSS COUNTRY, SOPHOMORE, BALL GROUND

Nicole Smith always dreamed of becoming a teacher as a little girl—an aspiration that only became stronger with time. "I developed a love for children and helping to teach others as I got older," she said, "and I want to be a part of the growing experience for children."

Smith appreciates the one-on-one attention from the YHC faculty who all know her by name. "They really take the time to get to know each student as an individual," she said. "I cannot walk by any of my education professors without them saying hello and asking how I'm doing."

A star runner who has already been named to the All-Peach Belt Conference (PBC) team twice, Smith has a perfect 4.0 grade point average and received the PBC's Elite 15 Award that's presented to the runner with the best overall GPA in the league.

**I WANT STUDENTS TO GET MORE OUT OF LIFE THAN JUST BEING ON A SPORTS TEAM OR MAKING A GOOD GRADE IN CLASS. I WANT THEM TO BE A BETTER AND MORE SUCCESSFUL PERSON AFTER HAVING ME AS A TEACHER.**

**TONY RAYMOND**

Balancing an impeccable academic record with being on the cross country team has taught her time management—something that will certainly come in handy as a teacher.

“Between balancing everything I’m involved in—running, classes, homework, work and maintaining contact with family—I’ve been on a short leash,” she explained. “I’ve learned how to manage all of this and add in some time for fun every now and then.”

The student-athlete has developed a support system not only through her team, but also her involvements in the Dorcas Society, Sigma Beta Sigma sorority and Underground Bible Study.

“These people have become some of my best friends and helped me blossom into the person I am now,” Smith said. “I’ve made friendships and sisterhood bonds that will last long after I leave YHC and become a proud alumna.”

## DECLAN TRAQUAIR

**MEN’S SOCCER, SENIOR, COATBRIDGE, SCOTLAND**

When he arrived at YHC four years ago, all Declan Traquair knew was that he wanted to play soccer. Enrolling in an introductory education course ended up being the first step toward his future career.

His decision to pursue early childhood education was largely influenced by Assistant Professor of Education Mark Brunner, Ph.D., who Traquair said has been there for him as a constant source of support and guidance since his freshman year.

“You will have a hard time finding a better professor and man than him,” said Traquair. “He has encouraged me to focus on academics, especially when I thought—at first—that being an athlete was more important than being a student.”

He said time has flown by since his arrival in the U.S. four years ago. “It feels like it was only yesterday I was coming in for preseason as a freshman,” said Traquair. “Now I’m close to graduation, and I feel like I’ve come a long way.”

YHC only won two matches his freshman year, but kept improving until the Mountain Lions were ranked as high as No. 1 in the nation, won a College-record 16 matches and secured the program’s first-ever PBC championship.

“Going from no success to so much success was no easy feat,” said Traquair, who helped strengthen his team’s defense over time. “We stuck together, and it was worth every minute.”

He stepped off the field in the fall and stepped into a fifth-grade classroom this spring to complete his student teaching at UCES.

While Traquair said his YHC professors are “incredible and have created so many great teachers over the years,” he also noted there is only so much you can learn in a college setting.

“After that, the best experience is actually getting into a classroom and teaching,” he said. “I’ve learned so much, and I feel I’m ready to enter the profession once I graduate.”

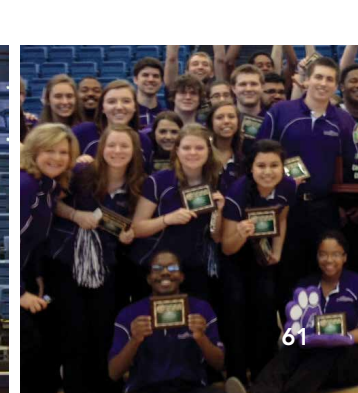
Traquair recently accepted a position as a second-grade teacher and varsity soccer coach at Pace Academy in Atlanta. “I found a position where I get to combine my two passions—soccer and teaching. I’m a very happy man,” he said. ■



Declan Traquair, Tony Raymond and Nicole Smith

## MOUNTAIN LIONS ROUNDUP

The men's soccer team earned a No. 1 national ranking and won the first regular season PBC title in the program's history, finishing 16-2 overall and 9-0 in the league. The team was honored by the NSCAA with the Team Academic Award for the third time. + The PBC honored **Mark McKeever** as Coach of the Year, junior **Ilija Ilic**, of Belgrade, Serbia, as Player of the Year and freshman **Paco Craig**, of London, England, as Freshman of the Year. + Craig and Ilic were named NSCAA Division II All-Americans and named to the All-PBC First Team along with **Khurram Shazad**, a junior from Halifax, England, **Niall McCabe**, a senior from Dublin, Ireland, **Lewis Hilton**, a sophomore from Newquay, England, and **Samuel Mansour**, a junior from Paris, France, were named to the Second Team. + Ilic received the Elite 15 Award that honors the student-athlete competing in the PBC tournament with the highest GPA. He was also named to the Capital One NCAA Division II Academic All-America® First Team. + Thirteen Mountain Lions were named to their sport's PBC All-Academic teams. Sophomore **Nicole Smith**, of Ball Ground, junior **Holli Abernathy**, of Blairsville, senior **Erica Brooks**, of Watkinsville, senior **Trent Jones**, of Lakeland, Fla., and junior **Harrison Myers**, of Byron, represented cross country. In addition to Ilic, sophomore **William Schonfeldt**, of Burtrask, Sweden, senior **Allison Burnham**, of Perry, junior **Ashley Scarpinato**, of Kennesaw, and sophomore **Madelyn Youngblood**, of Hoschton, represented soccer. Senior **Breanna Gleeson**, of Adelaide, Australia, junior **Kaycee Cash**, of Woodstock, and senior **Philip Uys**, of Gainesville, Ga., represented basketball. + Smith finished fourth overall at the conference championship, winning the Elite 15 Award and again earning All-PBC honors. + Women's basketball head coach **Brenda Paul** won her 500th game on Jan. 25. + Seniors **Ladondra Johnson**, of Athens, and **Lauren Smith**, of Colbert, were named to the PBC All-Conference First and Third Team, respectively. Johnson finished the top basketball scorer in YHC history with 1,598 points, while Smith became the second 1,000-point scorer in program history. + Men's basketball junior **Isaiah Johnson**, of Brooklyn, N.Y., was named to the PBC All-Conference Second Team. + Senior **Steve Viterbo**, of Melbourne, Australia, finished his basketball career as the program's second 1,000-point scorer with 1,067 points. + Baseball alumnus **Zach Bricknell**, '13, of Woodstock, signed a free-agent contract with the Lake Erie Crushers of the Frontier League.



## MOUNTAIN LION SPIRIT REIGNS IN THE PBC

Young Harris College's pep band, Purple Reign, won the Peach Belt Conference's (PBC) annual Spirit Competition for the second year in a row. The event was part of the PBC men's and women's basketball tournament held at Columbus State University.

"We selected arrangements that were high energy and represented the Mountain Lion spirit," explained Senior Instructor of Music and Director of Bands Mary Land. "Our band is very talented, and we channeled their creativity into some awesome music and movement. They came out on top of fierce competition."

Each band was evaluated based on musicianship, musical impact and school spirit effectiveness.

"The competition was a blast—the most fun I've had during my time at YHC," said junior business and public policy major Brian Montgomery of Powder Springs. "It's rewarding to see the blood, sweat and tears the band members shared pay off. Winning this title for the second year in a row made me extremely proud to be a Mountain Lion."

YHC's competitive cheerleading team placed a strong second in the PBC Cheerleading Championship, which also took place in conjunction with the tournament. The team trained hard for both the PBC competition and National Cheerleading Association nationals in Daytona Beach, Fla., where the coed team advanced to the finals and placed third.

"Having made a significant improvement from last year, there is no denying our program is headed in the right direction," said Competitive Cheerleading Head Coach Chase Carter. "We are still a second-year program, which is easy to forget because of the talent and maturity of this young team."

# SETTING THE STANDARD

## ATHLETICS HALL OF FAME FOUNDED AT YHC

Established in 2013, Young Harris College's Athletics Hall of Fame recognizes individuals for outstanding athletics achievements and distinguished service to YHC and the greater community. The first induction ceremony was held on Nov. 15 as part of the College's Homecoming festivities. "YHC has a rich history of individuals who are very deserving of this honor," said Director of Athletics Randy Dunn, "and I believe this first group truly sets the standard for future classes."



### JOHN ADCOCK, '57

As a high school junior and senior, Adcock played basketball with the Young Harris Junior College team while attending the Young Harris Academy. He led the team in rebounding and was an All-State performer during each of his four seasons at Young Harris.

Adcock received a basketball scholarship from the University of Alabama. He played one season, spent three years in military service, and returned to Alabama for his senior season as a team captain and was again a rebounding leader.

Adcock began his coaching career at Walter Wellborn High School in 1963 and never left. He served as the varsity basketball coach for 15 years and was named Calhoun County Coach of the Year three times. He retired as a teacher in 1996, but continues to work as a substitute teacher and volunteer.

In 2005, the gymnasium at Walter Wellborn High School, where he hit a career milestone of more than 400 wins, was renamed in his honor. He was a member of the inaugural class of the Coweta Georgia Sports Hall of Fame in 2003 and was inducted into the Calhoun County Sports Hall of Fame in Alabama in 2012.



### TOM FORKNER, '37

As captain and starting guard on YHC's men's basketball team, Forkner was recognized as a hard-nosed defender and great shooter. He also won the 220 low hurdles and 120 high hurdles in the Southeastern Junior College Track Championship.

Forkner attended Woodrow Wilson Law School and began practicing law at age 23. He spent nearly five years as a U.S. Army intelligence officer during World War II, then returned home to run his father's realty company.

When he sold a house to Joe Rogers, Sr., in 1955, the two became friends and decided to open a small restaurant. More than 50 years and 1,500 restaurants later, Forkner has become nationally known as the co-founder and first president of Waffle House.

He has also been a nationally ranked golfer on the senior circuit. He was a qualifier in the U.S. Open and was named Georgia Seniors Champion multiple times—ranking as high as fourth in the nation. He was inducted into the Atlanta Athletic Club and Georgia Golf Hall of Fame in 2007.

He has served on YHC's Board of Trustees for more than 25 years and received the Distinguished Alumni Award for Lifetime Career Achievement in 2009.



### NICK MARKAKIS, '03

The Glen Cove, N.Y., native was drafted by the Cincinnati Reds in 2001, but chose to play baseball at YHC instead—a choice he made again after his freshman year.

He excelled both as a hitter and pitcher at YHC. During two seasons, Markakis had a combined .442 batting average and held the single-season homerun record with 21. The left-handed pitcher stole 19 bases in 20 attempts and had an on-base percentage of .536 with 38 home runs and 166 RBIs. He had a 23-3 pitching record with 258 strikeouts in two seasons.

He was named a First Team All-American, National Junior College Athletic Association (NJCAA) National Player of the Year twice and Georgia Junior College Player of the Year twice. He helped his team win one regional and two conference championships.

Markakis was drafted by the Baltimore Orioles in 2003 and earned a spot on the team's big-league roster in 2006, where he has remained to this day. He received the Golden Glove Award and YHC's Young Alumni Achievement Award in 2011.

He and his wife, Christina, established the Right Side Foundation in 2009 to help distressed children in the state of Maryland.



Nominate former student-athletes, head coaches, major contributors or even an entire team for the Class of 2014 online @ [yhcathletics.com/nominatehof](http://yhcathletics.com/nominatehof). The deadline for nominations is Friday, Aug. 1.



## ZELL MILLER, '51

A former basketball player and baseball coach, Miller is a strong supporter of YHC athletics. He started the College's baseball program in 1960 and coached the team for three winning seasons. In 2000, he was instrumental in generating funds for the construction of the Zell B. Miller Baseball Stadium.

He served in the U.S. Marine Corps and attained the rank of sergeant. He served as Lieutenant Governor of Georgia, Governor of Georgia and a U.S. Senator. While in the Governor's office, his commitment to education resulted in the creation of the HOPE Scholarship.

He has taught at the University of Georgia, DeKalb College, Emory University and YHC, where he remains a visiting professor of history and public policy.

He won the YHC Medallion in 1978 and was elected to the Board of Trustees in 1988. He received an honorary doctor of public service in 2011, when he delivered the Commencement address to the first class of four-year graduates.

This fall, the new Zell and Shirley Miller Library will stand as an enduring legacy of the couple's contributions to YHC, the state and the nation.



## LUKE RUSHTON, '42

Rushton was a standout on YHC's baseball team and returned to the College in 1948 to coach the men's and women's basketball teams. He also started the tennis program in 1951, coaching the sport through 1969, and served as athletic director.

He led the men's basketball team to 462 wins in 21 seasons and a No. 1 national ranking in 1961. He had six State Junior College Championships and three Southeastern Junior College Championships. He took his team to the National Junior College Tournament three times.

Known as the "Dean of Georgia Junior College Basketball," he was twice named Georgia Junior College Coach by the Atlanta Tip-Off Club and was inducted into the Northeast Georgia Sports Hall of Fame in 2004.

"Coach Rushton led by example—I learned from his actions. He was a good teacher, coach and person," said former player Bill Roberts, '52. "He wanted the best for you and helped you want it too. His impact transcended beyond the court," added Phil Meadows, '62.

The all-time winningest basketball coach in the College's history, Rushton's legacy lives on. When the sport returned to YHC in 2010, the mountain lion mascot was named in his honor.



## 2006 WOMEN'S SOCCER TEAM

On Sept. 13, 2006, YHC was ranked No. 1 in the NJCAA women's soccer rankings—marking a major first in the College's history. The team completed the season with a near-perfect 21-1-1 record and won the NJCAA Division I Tournament, bringing YHC its first national championship in any sport.

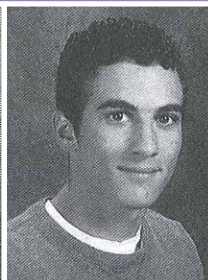
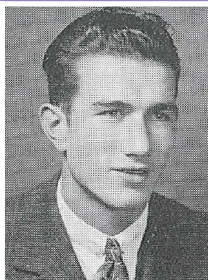
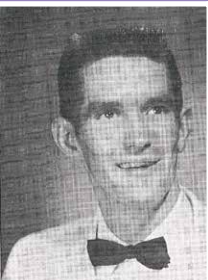
The Mountain Lions held their opponents scoreless throughout the entire tournament. Head Coach Kathy Brown was named Coach of the Year, Samantha Spradley was named Most Valuable Goalkeeper and Danila Monterro was named Most Valuable Offensive Player.

Megan Bruso and Aline Pugliesi were selected for the 2006 All-Tournament Team and National Soccer Coaches Athletic Association First Team. Kennya Cordner, who now plays professionally for Seattle Reign, was named a First Team All-American in the NJCAA.

The team was known for their impressive technical prowess and speed. As Brown noted, "It was the perfect combination of players in every position that came together to form a powerhouse team."

## MOUNTAIN LION MEMORIES

John Adcock, '57, Tom Forkner, '37, Nick Markakis, '03, Zell Miller, '51, Luke Rushton, '42, and the 2006 Women's Soccer Team



# CLASS NOTES

Share your news with other Young Harris College alumni and friends.

Send achievements, announcements and photos to: Young Harris College Class Notes  
P.O. Box 275 Young Harris, GA 30582 | [alumni@yhcc.edu](mailto:alumni@yhcc.edu) | [yhcc.edu/alumni](http://yhcc.edu/alumni)

## ACHIEVEMENTS & ANNOUNCEMENTS

### 1940s



**Martha Phillips Gallman, '41**, of Oxford, Ala., celebrated her 90th birthday on Nov. 9, 2013.

### 1960s

**Dwight McCall, '68**, retired in 2011 after 40 years as a mental health clinician. He currently volunteers as a therapist at Free Clinic, which provides low-income, uninsured Virginians with free or low-cost health services. McCall and his wife of 36 years, Charlotte, live in the mountains of Afton, Va., where he directs what he calls an "improbably good, small church choir."

### 1970s



**Russ Fortson, '79**, an engineer with NASA contractor Science Applications International Corporation (SAIC), was the inaugural speaker for the University of Georgia College of Engineering's

Homecoming Symposium on Nov. 7, 2013. Fortson's career in the space program has spanned more than 23 years and two NASA centers. He currently serves as a technical expert responsible for insuring safe design and operation of spacecraft environmental control and life support systems. His current efforts are focused on the Orion Multi-Purpose Crew Vehicle and various commercial spacecraft being built for NASA mission support.

### 1990s



**Jody Portnoff Braunig, '96**, earned her master of social work degree from Tulane University. After 15 years spent working for the New Orleans Jewish communal world, she began a new venture as executive director of Girls on the Run New Orleans, a local branch of a national organization dedicated to helping girls learn healthy habits. Braunig was named to Gambit's 2013 "40 Under 40" list of New Orleanians making a difference in the city. She also serves as a float lieutenant for the Mystic Krewe of Nyx, an all-female Mardi Gras "krewe." She and her husband have two sons, Billy, 5, and

Max, 3. Braunig has fond memories of her time at YHC, where she was a member of Dorcas Society and Gamma Psi sorority, and said she is "happy to see the growth and prosperity at the College."

**Zeke Bridges, '97**, has been named assistant dean of administration at his alma mater, Campbell University's Campbell Law School in Raleigh, N.C. He previously practiced law for several years in Cary, N.C., focusing on contract drafting, estate planning and real estate. Bridges is also active in his local community, serving with Prevent Child Abuse North Carolina, Lawyer on the Line, Heart of Cary Association, the New Waverly Place Board of Directors, and the Cary and Raleigh chambers of commerce.

**David R. Dannenberg, '90**, completed his Ph.D. in instructional design and technology from Virginia Polytechnic Institute and State University in Dec. 2013. He currently works for the University of Alaska Anchorage.

**Gerrie L. Hubbard, '99**, published her first children's book titled "A is for an Alligator Watching" in Dec. 2013. The animal alphabet book includes 26 original watercolor illustrations that can be viewed at [facebook.com/GerrieHubbardDesigns](http://facebook.com/GerrieHubbardDesigns).

**Matthew W. Stewart, '97**, began a new position in Nov. 2013 with Habitat for Humanity International as data support coordinator for the Volunteer Mobilization and



**Dr. Bryson Payne, '91**, has been named head of the Department of Computer Science and Information Systems for the Mike Cottrell College of Business at the University of North Georgia. A 15-year veteran of the University System of Georgia and Certified Information Systems Security Professional, Dr. Payne recently published an article in *CIO* magazine and is writing the book "Teach Your Kids to Code" that will be printed in 2015 by No Starch Press. He lives in Dahlonega with his wife, Beverly, and sons, Alex and Max.

Innovation Department of the Volunteer and Institutional Engagement Division. He previously served two one-year terms as an AmeriCorps VISTA volunteer serving with Habitat for Humanity International's [Share.Habitat](#) social media project.

currently resides in Port Angeles, Wash., with her husband, Will, where she works as a physical therapist at Therapeutic Associates and an athletic trainer for Peninsula College.

**Ashley Laning, '06**, graduated from Troy University in Troy, Ala., with a master of science in instructional technology.

**Jason K. Norton, '02**, an independent financial advisor for Norton Financial, Inc., in Villa Rica, was recognized as a top financial advisor and was named to the LPL Financial Chairman's Council. The distinction is based on a ranking of all registered advisors supported by LPL Financial, the nation's largest independent broker-dealer. This award is given to less than two percent of the firm's approximately 13,100 advisors nationwide. Norton, who resides in Douglasville, has served as a financial services professional for 10 years.

### 2000s



**Clayton Franklin, '07**, joined the Gainesville law firm of Smith, Gilliam, Williams & Miles, P.A. as an associate. Franklin also serves on YHC's Young Alumni Council.

**Heather Dunn Hagan, '08**, received her bachelor's degree in athletic training from Georgia College and State University in 2010 and her doctorate of physical therapy from the University of North Georgia in 2013. She

*Continued on page 66*

## REMEMBERING Dr. Ondee Ravan



Former Young Harris College professor Frances Ondee Ravan, Ed.D., spent a lifetime educating others. She taught English at YHC for 13 years from 1955 through 1968, and also served as secretary

to the President during her time at YHC.

Professor Emeritus of Music Mary Ann Fox recalled how Dr. Ravan used her literary prowess to persuasively paint a beautiful picture of the Enchanted Valley with her words.

"After applying for an opening at YHC, I received a wonderful letter from her describing the area as a valley in the foothills of the Blue Ridge Mountains," Fox said. "It sounded so wonderful that I accepted the position before even seeing the College."

Dr. Ravan later served as chair of Georgia Southwestern State University's Department of Developmental Studies and on the Regents Advisory Committee for Developmental Studies.

She was a member of many professional and charity organizations, including the Business and Professional Women's Club in Americus, St. Paul United Methodist Church in Gainesville, Ga., and the Hall/Gainesville chapter of the Georgia Retired Educators Association.

Dr. Ravan passed away on Jan. 23 in Gainesville.

## A Tribute to Charles "Chuck" Ivey, '42 1924-2014

Young Harris College alumnus and founding member of the SPAT Club Charles "Chuck" Ivey, '42, served as a Class Coordinator and was awarded the Fay Clegg Loyalty Award by YHC's Alumni Foundation in 2008.

After graduating from YHC, Ivey served in the U.S. Navy during World War II and the Korean War. He took several engineering classes during that time, and continued upon his return home at the University of Georgia, Southern Polytechnic State University and Georgia Institute of Technology.

Ivey enjoyed a successful career as a civil engineer and helped create many impressive structures including the former Atlanta-Fulton County Stadium.

His YHC classmates remember him as a dedicated alumnus who rarely missed an Alumni Weekend or Homecoming event. He often shared his pride of founding the SPAT Club, also known as Sigma Beta, a group of male students who share the bonds of fellowship, leadership and service.

"The values and attributes of the original members were of extreme importance to him," explained his daughter, Kathy Barrett, who joined Ivey at a SPAT gathering during Alumni Weekend in 2013.

He took great interest in following the progress of SPAT members through the years, always trying to find new ways for the group to connect. At Ivey's urging, his loyal friend of more than a decade and Alumni Board member Sally Boyd, '60, of Gainesville, Ga., began the Alumni Weekend Dorcas/SPAT breakfast 12 years ago.

"We planned for no more than 20 people to show up at 7:30 on a Saturday morning, and imagine—around 25 of each group arrived for an early morning coffee and donut. It has now become an annual tradition," she said.



With Boyd's assistance, Ivey also organized a special "Greatest Generation" dinner for YHC veterans from 1935 through 1945. "We took over the student center and adorned it with a lot of red, white and blue," Boyd recalled. "The group was so very pleased to know they had not been forgotten."

Although Ivey attached many alma maters to his name throughout an impressive academic career, YHC always remained near and dear to his heart. He passed away on Feb. 2 at the age of 90.

### IN MEMORIAM

**Elois D. Anderson, '45**  
Feb. 20, 2014

**Jonnie Coleman, '59**  
Jan. 5, 2014

**Bobby M. Green, '59**  
Jan. 20, 2014

**Robert E. Mason, '75**  
Oct. 18, 2013

**John M. Shanahan, '65**  
Sept. 3, 2013

**Dr. Joseph L. Baird, '55**  
Sept. 12, 2013

**James G. Davis, Jr., '74**  
Dec. 6, 2013

**Rev. W. Jerry Holcomb, '60**  
Oct. 28, 2013

**Kelly E. Pugh, '79**  
Oct. 20, 2013

**Norma I. Shirah, '67**  
Dec. 27, 2013

**Andrea Bass, '73**  
Dec. 31, 2013

**Henry Edward Drawdy, '57**  
Nov. 29, 2013

**William Thurmond Hood, '91**  
Jan. 15, 2014

**Dr. Frances Ondee Ravan**  
*Retired faculty*  
Jan. 23, 2014

**Callie Joanne Weber, '59**  
June 20, 2013

**Mikel Bedingfield, '47**  
Jan. 26, 2014

**June Elder, '36**  
Nov. 16, 2013

**Melicent T. Hull, '39**  
Dec. 30, 2013

**Amelia C. Reeves, '55**  
Jan. 29, 2014

**Arthur D. Wieland**  
*Friend of YHC*  
July 25, 2013

**Theresa E. Blocker, '46**  
Jan. 2, 2014

**Margaret Fortson, '39**  
Jan. 5, 2014

**Charles H. Ivey, '42**  
Feb. 2, 2014

**Bettie Yvonne Rogers, '73**  
Oct. 21, 2013

**Shelby F. Workman, '56**  
Nov. 11, 2013

**Charles E. Brackett, '61**  
Feb. 2, 2014

**William H. Foster, '63**  
Jan. 6, 2014

**Gertie Mae Layson, '50**  
Feb. 4, 2014

**Madeline Roose, '41**  
Nov. 1, 2013

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## 2010s

**Daniel Forkner, '10**, graduated summa cum laude from the University of Georgia's Terry College of Business with a bachelor of business administration degree in finance in Dec. 2013. He plans to work with his family's real estate business in the Atlanta area.

**Jessica Keaton, '11**, was awarded the San José State University's College of Humanities and the Arts Judy and Jim Schulze Scholarship. She was also published in the university's "TWO@SJSU: An Anthology of Flash Nonfiction from San José State University" in Sept. 2013. Authors were challenged to tell their own true story in only two pages.

### ENGAGEMENTS, MARRIAGES & BIRTHS

## 1960s

**Paul Timmons, '63**, of Nashville, Tenn., was thrilled to welcome a great-niece, Charlotte Elizabeth, to his family on Sept. 14, 2012. Charlotte was

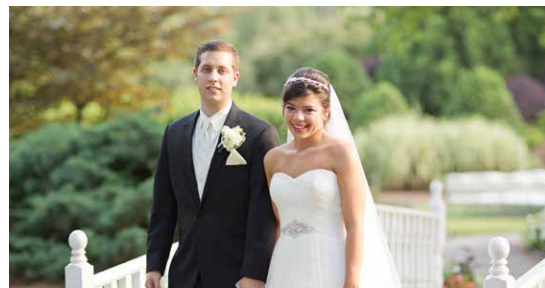
born in Upland, Calif., to parents Michael and Kjersti Timmons. He made the trip to see Charlotte and celebrate her first birthday in Sept. 2013.

## 1990s

**Marcus Bolton, '96**, and **Amanda Phillips Bolton, '98**, of Sugar Hill, are happy to announce the birth of their daughter, Anna Claire Charlotte, on Sept. 26, 2013, weighing 7 pounds, 11 ounces and 20 inches long. Anna Claire was welcomed home by big brothers, Caden and Christian.

## 2000s

**Kim Lynch, '08**, and Garrett Balkcom were married on Aug. 12, 2013, at the Carl House in Auburn, Ala. Kim is in dental school and Garrett is in law school at the University of Louisville.



**Mike Nichols, '03**, and his wife, Brandy, of Marion, Va., are excited to announce the birth of their third child, Laurel Mae, on Nov. 7, 2013. Siblings Roan and Willow love the new addition to the family.



**Jason K. Norton, '02**, and **Megan L. Norton, '02**, of Douglasville, are pleased to announce the birth of their third child, Matthew Davis, on Aug. 22, 2013. Matthew was 7 pounds, 10 ounces and 20.5 inches long. Siblings McKenzie and Landon are proud of their little brother.

## ALUMNI LEADERS GET TOGETHER

YHC's Alumni Board and Class Coordinators mixed and mingled during a meeting and lunch at Luna's Restaurant in Gainesville, Ga., this January. These dedicated groups help plan class reunions, alumni gatherings, Alumni Weekend events, and other activities that help alumni stay connected and keep Young Harris vibrant and exciting.



**TOP** Paula Mitchell McClung, '61, Amy Wood Huckaby, '62, Rev. Dr. Phil DeMore, '63, Larry Demby, '63, Jane Harrell Roberts, '70, Dr. Peggy Pleasants Thrasher, '59, Sally Boyd, '60, and Jane Williams Davis, '75 **BOTTOM** Jack Tripp, '12, Skip Breeden, '99, Brian Johnson, '94, Jared Downs, '96, and Oscar Garrison, '90



Find out more about these organizations and check out events near you @ [yhc.edu/alumni](http://yhc.edu/alumni).

## RETIRED AND CURRENT FACULTY Enjoy Spring Mingle

This spring, YHC's Office of Alumni Services hosted a dinner for current and retired faculty in the Recreation and Fitness Center prior to men's and women's basketball games against Clayton State University. The group shared stories of their days spent teaching at YHC and got to hear about what's going on at the College today. Later in the evening, the Department of Athletics presented a Faculty Appreciation Night. Senior student-athletes recognized faculty members who have made a significant impact on their time at YHC.



# THE LAST WORD

## Overheard@YHC: Faculty Favorites

Young Harris College faculty have made their mark on an innumerable amount of students throughout the College's 128-year history. We took to Facebook to ask alumni which YHC faculty member they miss the most.

Papa Rich was a truly wonderful man who had a smile for everyone, a helping hand for whoever needed it and a spirit that will never be equaled. **Kristi Eggers Hamilton, '89**

Bud and Caroline Brazil, Dr. Ray Farley, O.V. Lewis... And even though they weren't faculty, Alice Hirt and Jo Bearse at the Campus Gate Art Gallery taught me so much. Billie and Mrs. Carole Rabun were also inspirational. What great memories. I owe so much to YHC! To quote Zell Miller: "YHC IOU." **Jan Biggers Keith, '69**

Dr. Hale showed us the magic of history in real life. Uncle Bud was an amazing mentor and friend. Dr. Arnold made even rocks intriguing (not to mention bugs). Dr. Kay—wow—what an amazing man, faith guide and humorist. And Dr. "Did-You-Know" Franklin left imprints on so many of us forever. **Samantha Evans, '90**

Dr. Hale changed my life by opening my eyes to foreign cultures and travel. **Douglas Anthony, '78**

When I tell coworkers and friends about my time at YHC, they can't believe how much my professors cared about me and could still remember me more than 20 years later. Dr. Farley never failed to ask me about my day. He was the College's President and knew my name. Of course, Rev. Whitley, Louisa Franklin, Papa Rich, Dr. Meg

Whitley, Dr. Franklin, Dr. Kay and so many more hold a special place in my heart. **Alicia Yancey Wilson, '87**

Though it was 58 years ago, Hilda McCurdy was a wonderful teacher of Spanish and French. She inspired me to major in both, and I still enjoy being fluent in them. I am thankful for her example and inspiration, because she loved the languages and YHC. **William B. Edmonds, '57**

The Hales! I could listen to Dr. Hale's lectures all day. I never thought I liked history until I had him. The trip to Europe was great! **Lyn George Harbin, '75**

Dr. Harvey will always be the man who showed me how to find my voice and made me believe in myself. I never knew what I had in me until I met him. Dr. Arnold held my attention every lecture. What I learned in his classroom, I will never lose. Thank you to brilliant faculty all around. Those were the most fulfilling days of my life. **Tracy L. Benson, '02**



Join the conversation @ [facebook.com/youngharriscollege](https://facebook.com/youngharriscollege).

## Messages That Stick

There are some quintessential items found in every faculty member's office—framed diplomas, stacks of textbooks and papers, the oft-dreaded red pens. A colorful addition to most desks is Post-It Notes. These little squares adorn a multitude of surfaces with messages that signify reminders, objectives and moments of inspiration. We asked four professors to jot down lasting lessons students have taught them, using this temporary means of communication.

CLOCKWISE FROM TOP LEFT Assistant Professor of Philosophy **Dr. Jamie Watson**, History Department Chair and Associate Professor of History **Dr. Thomas Stearns**, Dean of the Division of Fine Arts, Art Department Chair, and Associate Professor of Art **Ted Whisenhunt**, Assistant Professor of Biology **Dr. Jennifer Schroeder**

Never Underestimate the talents of a student who gets excited about an idea!

TROUBLE IS AN ARROW POINTING US TO A NEW PATH, OR TELLING US TO TRAVEL THE SAME ONE IN A DIFFERENT WAY

ATTITUDES (like bacteria) ARE CONTAGIOUS! Health, happiness & success are more likely when you surround yourself with the "good" ones and protect yourself from the "bad" ones.

WHAT I HAVE LEARNED FROM MY STUDENTS "They inspire me as much as I inspire them."



On May 10, 166 students walked across the stage at YHC's 2014 Commencement ceremony. We asked a few of them to describe their YHC experience in one word, and the responses were as genuine as the love these graduates feel for their alma mater.

