Moving into the future with a look to the past

By Tom Gallagher
Director, Ford Institute for Community Building

It is hard for me to reconcile that at age 65 I’ve lived about one third of Oregon’s history since Lewis and Clark visited our north coast in 1805. Yet, it is rather easy to look back 50 years to 1961 when I was a freshman in high school. The Corvette sports car was hot. So was Elvis, although I preferred the Everly Brothers.

This issue is about a century of rural — looking back 50 years and looking ahead 50 years. Looking back is easy but looking ahead things get foggy. That is why our strategy at the Institute is to help communities build their capacity to be responsive — to respond to the future as it unfolds.

I can’t resist in this issue, my last as director of the Institute, to peer into the fog and share some predictions.

In 2030 the number of graduates of our leadership classes will exceed 20,000. They will be a thoughtful, civil voice in discussions regarding rural issues and policy. This network will coordinate across geography and interests, working together on what matters to rural communities. In 2061 the total number of graduates may exceed 50,000, and while many us will be gone, we will definitely have a critical mass to get things done.

In 2030 this network will have built wide, inviting bridges to urban communities. I predict that this will be

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A community celebration in Dorris

When the people of the Butte Valley threw a party in August, they were celebrating more than the grand opening of their new community center. Not that the completion of the project wasn’t reason enough for a party—the striking 5,500-square-foot log building was the culmination of years of effort and community involvement. But they were also celebrating a hope for the future, that the community center will serve as a rallying point for the region. The Dorris Lions Club, which led the building effort, has plans for nearly two dozen activities that will benefit all community members, from hunter safety courses to senior nights, from after-school programs to exercise classes.
On a global scale, natural resources will take center stage as the planet becomes more populated and runs low on critical resources such as water.

Dr. William Reckmeyer, a professor of leadership and systems at San Jose State University who makes a living out of studying complex issues, says, “We have to figure out as a species — and as a country, and as a state — how do we manage our resources more effectively in an interdependent world?”

Oregonians, who have dealt with declining natural resources for more than 20 years, may have an advantage when it comes to figuring out the answers.

“But, by 50 years ago, we were kind of indifferent about watershed boundaries. Now, there is recognition of common interests within those boundaries—from water quality to education and health systems. Once you start seeing the connections within watersheds, it becomes a way to analyze situations and challenges.”

On a global scale, natural resources will take center stage as the planet becomes more populated and runs low on critical resources such as water.

“Fifty years ago, we had a strong rural economy based on natural resources,” Gallagher says. “Then we were in transition, and now we are coming out into a new collaborative world where we have more people working together, more science and understanding of systems, and more awareness of the value of economic diversity, particularly one that fits the local land and people.

“If this trend continues, I think we’re looking at a pretty good future. We won’t ever go back to the way it was in the ‘50s, but we can look forward to a very productive and diverse future.”
From reactive to pro

Foundations have shifted from just being a funding source to working collaboratively

The Oregon Community Foundation recently announced its participation in a new multi-year initiative to support parenting education programs in Oregon. As part of the Oregon Parenting Education Collaborative project, 21 grants totaling about $1.3 million were awarded in May through the Ready to Learn Initiative.

The parenting education project is a stellar example of the new way foundations are operating—in partnership. The program is supported by a group of Oregon’s most prominent nonprofits: OCF, The Ford Family Foundation, the Meyer Memorial Trust, and the Collins Foundation, as well as Oregon State University.

As the field of philanthropy matures, the operational model for foundations is changing. Private foundations began to proliferate in the 1960s, and their approach was very reactive—waiting for requests and then offering monetary support. Today, it is more common for foundations to work with communities to determine their needs, and then partner with other foundations in funding programs and developing sustainable relationships with their grantees.

Major shift

“There has been a major shift toward collaboration between foundations, as well as with communities,” says Greg Chaille, president of the Oregon Community Foundation. There are many collaborative programs in Oregon besides the parenting education project, including the Community 101 youth philanthropy program supported by OCF and the PGE Foundation and a school-based literacy program in Riddle that is funded by OCF and The Ford Family Foundation.

Chaille is an old hand at the foundation business, having started 35 years ago as a grant evaluator for a foundation in Hartford, Conn. He moved to Oregon in 1980 and served first as a program officer for OCF, and then as its president. He is retiring at the end of this year.

From his perspective, foundations today are taking a much more proactive and collaborative role. “We are helping communities develop projects that we can then fund. That’s the result of the recognition that communities often know best what they need,” he says.

He recites the C.E.S. Wood quote memorialized on Portland’s Skidmore Fountain: “Good Citizens are the Riches of a City.”

“It’s the recognition that the number-
Our world is not the same as it was a half-century ago, and it's hard to believe that, in another 50 years, our children will be saying the same thing. Here's just a glimpse of the changes that have happened in key areas of rural lives, along with a prediction of what the future will hold.

Health

When people talk about health care in rural areas, many still think of the old-fashioned “country doctor”—one who makes house calls, lives in the town he or she serves, and is active in community events. That kind of doctor rarely exists anymore. Today, rural residents may need to travel long distances to get the health care they need. Technology is offering some hope for improving rural health care in the future as long as high-bandwidth connections are available. The Internet is already playing a big role in helping connect isolated health professionals with resources in larger cities. Handheld computers can provide prescription information and patient records from anywhere, including patients' homes. And telemedicine holds great promise, allowing rural hospitals to video conference with specialists, transmit imaging results in real time and even enable surgeons to watch and advise colleagues as they perform operations.

Demographics

Fifty years ago, Oregon boasted a population of 1.7 million mostly white citizens. Wow, have things changed. There are more than twice as many people living in Oregon today as in 1960. Siskiyou County, Calif., has increased from 33,000 in 1960 to 45,000 in 2010. In both states, population is rapidly becoming racially and ethnically diverse.

Two of the biggest demographic changes in rural Oregon have been the increasing age of residents and the increasing size of the Latino population. “The median age of rural residents went from about 32 in the 1980 to about 45 in 2010, which was well over the eight-year increase observed in urban Oregon,” says Lena Etuk, social demographer at Oregon State University. “The percentage of Latinos in rural Oregon increased from 3 percent in 1980 to 11 percent in 2010, which mirrored the growth in urban counties.

“Given the aging population and the increasingly Latino population in rural communities, there will have to be local solutions devised to ease the integration of Latinos into the dominant culture and to provide the necessary services for the older adult population,” Etuk says. “Failure to do so will reduce the size or simply lead to the stagnation of rural communities, as the elderly and Latinos alter their migration/living situations away from rural toward more urban communities.”
The data revolution is changing how education is delivered

One-room school-houses dotted rural Oregon’s landscape until the early 20th century. Many of Oregon’s smallest school districts still welcome students under one roof, but inside, teachers have traded in the slide rule and primer for gadgets that power learning in new ways.

Educators see technology continuing to change instruction, perhaps replacing schoolroom walls altogether. But Paul Young, Rogue River School District superintendent, says technology has not yet replaced teachers.

“At this time most students learn better in a classroom of peers with a high-quality, live teacher than through distance education,” Young says. “Advances continue to improve results for distance education, but it is not equivalent.”

In the future, Young expects education to look very different. The brick-and-mortar schools of yesterday and today are “a hold-out from the industrial revolution. We are right in the middle of the data revolution,” he says.

Twenty-plus years ago, Young says technology was expensive and didn’t live up to expectations. Later, federal programs like the Telecommunications Act of 1996 helped connect rural schools, allowing schools to pool students and use online tools to offer courses once only available in cities.

**Distance learning**

“Around 20 years ago we were just beginning to experiment with distance learning. Schools began to bristle with huge satellite dishes to receive live education broadcasts,” Young says. “We were all very excited about a new technology which would level the playing field for rural schools.”

Mike Ristuccia, principal at Weed High School in Weed, Calif., says computers and the Internet have heralded the end of traditional high schools. “I see in the next 10 years the comprehensive high school...
model being almost obsolete,’’ he says. ‘‘It used to be, you lived in Weed, you went to Weed High School. Now, for comprehensive high schools to stay competitive, we will have to adapt.’’

To adapt, the Northern California school has Siskiyou Pathways. The independent study program offers the high school’s 200 students the option to take all or some of their classes at home. Pathways enrollment doubled in the last few years, and Ristuccia sees the trend continuing.

The further tailoring of education may be a response to stricter state curriculum mandates, which Ristuccia says have hamstrung local control over classrooms. As an example, Ristuccia points out Weed’s forest and mountain resources, which teachers use in instruction far less today than years ago.

“In the past, each community would have its own kind of focus based on what the community needed; now there’s a set of standards that has been set by the state that you need to cover, no questions asked,’’ he said.

Ristuccia says traditional schools still ‘‘offer that social environment that high school kids really thrive on and need.’’ Some Weed High School students pair at-home studies with elective or interactive classes and sports offered on campus.

Young says his ideal future school would look like the Star Wars Jedi school, in which each child has a holographic instructor. ‘‘If I got to write the history books, every single child would have an individual teacher who’s specialized in every area,’’ he says. ‘‘I don’t think we’ll be there in 50 years, but I think we’ll be closer. Small schools, large metro schools — that will be a moot point because technology will be pervasive.’’

Could this be the teacher of the future? Paul Young, Rogue River School District superintendent, imagines schools could look like the Star Wars Jedi school, in which each child has a holographic instructor who’s specialized in every area.

Oregon education is regulated by Division 22, a set of state rules mandating standards such as number of school days, hiring practices and textbook adoption schedules. These requirements can mean a financial strain for some small, rural schools, says Paul Young, superintendent of the Rogue River School District.

Young has spent 30 years working in small public schools and currently serves as the representative for the Oregon Small Schools Association for Jackson, Josephine, Coos, Curry and Douglas counties.

Young says the less-restrictive charter-school model was created in the 1990s as a way to escape the confines of Division 22, as well as a way to open district borders to allow students outside the boundaries to enroll in the charter schools. To stay open, those charter schools had to prove students could perform the subject matter.

“A charter school that fails to perform gets closed,’’ Young says. ‘‘So there has to be a focus on performance, and there has to be a focus on having something that will bring students into your school system.’’

Charters gained more traction nationwide with federal funding that offered new charter schools grants to make improvements to the school and support its charter mission.

Many of the smallest, one-building Oregon districts have been designated as ‘‘charter-only’’ districts. Young made the move this summer from such a school at Camas Valley, which had fewer than 150 students in the K-12 building.

Though his new post at Rogue River has around 950 students, both districts are included in the 393 state schools designated by Oregon as ‘‘small.’’

“Performance has never been an issue for the small schools, so it’s a marriage made in heaven,’’ Young says. “They go charter, get grant money and it allows the district to be more competitive.’’

Camas Valley School, a charter school, has fewer than 150 students in its K-12 building.
With gas around 31 cents a gallon, a growing nation, and the teenage cruise era hitting all cylinders, the 1960s marked the beginning of steadily increasing traffic on U.S. roadways. The trend has stayed in full gear, seldom slowing over the last 50 years.

Working to meet the need for speed and travel, the Oregon Department of Transportation opened the Willamette River Bridge to traffic in Eugene in 1961, completing an important link on Interstate 5. Nearly half a century later, safety concerns prompted the bridge’s demolition in 2009. ODOT expects the new Willamette River Bridge to be finished in 2013.

Years of ever-increasing traffic has taken its toll on Oregon roads, but the state’s highways are still considered top notch, ranking No. 10 last year in the Reason Foundation’s 19th annual national highway report.

Today, with Oregon gas prices between $3 and $4 a gallon and the new release of hybrid and electric vehicles, the folks managing Oregon’s roads are poised again to meet the driving demand. The new wave of travel has ODOT envisioning a cruising public that stops at roadside stations to fill up on sunshine.

“I don’t think that’s very far down the road,” says Allison Hamilton, ODOT’s Oregon Solar Highway Program Manager.

What we envision is a world where vehicles are filled with renewable energy.
—Allison Hamilton
ODOT’s Solar Highway Program Manager

James says Oregon is involved in multiple projects to ready the state for the electric cars every manufacturer plans to release. So far, more than 400 electric vehicles cruise Oregon’s roads, and state lawmakers want to reach 25,000 by 2015, James says. To meet the growing demand, James says Oregon is involved in the EV (electric vehicle) Project, the West Coast Green Highway and the Tiger II Grant to build EV infrastructure. These projects will mean...
It’s electrifying

Southern Oregon’s own Brammo motorcycle company charges ahead

Motorcycles are charged to power through to a new future, too. Once seen as toys for biker outlaws or reckless youth, the motorcycle culture and industry opened up in the 1960s as manufacturing moved away from British bikes, and other countries joined the two-wheeled world.

Today more than 200 million motorcycles are in use worldwide. That number is growing, and the industry continues to change. Since 2008, the Southern Oregon motorcycle company Brammo Inc., has produced four electric motorcycle models.

Adrian Stewart, director of sales and marketing of the Ashland-based company, says that economy is chief among the ways his company is shaping today’s transportation. Stewart says electric motorcycles rank as “the most affordable means of transportation.”

A feature on Brammo’s web site compares cars to its product. A commuter driving 11,680 miles a year could cut out 615 gallons of gas, or $2,210, by driving its motorcycle, which the company estimates would cost $95 in electricity annually.

Stewart says in addition to cost-conscious commuters, law enforcement agencies are interested in the motorcycles because they would allow police agencies to run a fleet on less money. The flurry of charging-station construction would help electric motorcycles, Stewart says. But Brammo bikes aren’t chained to stations, as each bike is outfitted with a wall-socket-sized plug.

Research, development and racing tests keep Brammo on the innovative edge, and Stewart sees some of Brammo’s internal workings, like its electric drive-train technology, turning up in other manufacturers’ vehicles in the future.

“But people often overestimate what can be achieved in the short term and underestimate what can be achieved long term,” he said. “Thirty years from now we see the majority of vehicles, both leisure and utility, as being electric-powered. Brammo will have a significant role in that future.”

Photo courtesy of Brammo Inc.
Twenty-five years ago, Richard Kitumba was a child living in the midst of a violent civil war. The Springfield resident, now 36, grew up in Democratic Republic of the Congo, a war-torn region of eastern Africa.

“The Democratic Republic of Congo is a country where political, social and economic instabilities are routine,” Kitumba says. “Throughout my life, war has been known to break out without warning. For anyone who lives in a country like the DRC, every day is about survival. Many nights I went to bed wondering if I would still be alive the next morning.”

Richard Kitumba narrowly escaped the violence of his home country, and today he is dedicated to helping those who remain through the foundation he founded, City of Refuge International. Along the way, he settled in Springfield, married, became a Ford ReStart Scholar and is now a student at the University of Oregon.

Kitumba’s journey began in 1998, when he came to the United States after working as a translator for American missionaries. After traveling around North America, he returned to the DRC in 2005 with a team of volunteers from a Springfield church, who invited him to move to Springfield and start the nonprofit organization. “I felt like my dream was finally going to come true, and it has,” he says.

City of Refuge International

When Richard Kitumba launched the City of Refuge International, he did so with an eye toward sustainability. He built the organization up from the local level, using community services as much as possible and focusing on efforts that will be sustainable.

“Ford ReStart Scholar

After moving to Springfield, he married and began working toward his associate degree at Lane Community College.

“During this time, I heard about the Ford scholarship program from my wife, Erin Wolff Kitumba, and decided to apply for it,” he says. He was accepted as a Ford ReStart Scholar in 2008. He is now a senior in the Family and Human Services program at the University of Oregon.

After graduation, Kitumba plans to continue his education, working toward a graduate degree in planning, public policy and management with a specialization in nonprofit management.

He also plans to continue his work to expand the City of Refuge International, helping as many people as he can. “Since childhood, compassion has fueled my desire to empower the people of the DRC and to stand up in the fight against worldwide poverty and injustice,” he says.

For more information on the nonprofit group, visit www.cityofrefugeinternational.org.
How to become a young leader in only seven days

By Amy Gabriel
Assistant Coordinator
Camp Ford

I recently returned from Paradise Point, a remote campsite in the heart of Northern California at which the youth leadership event Camp Ford is held.

This 2-year-old collaboration between The Ford Family Foundation, Rural Development Initiatives, the Siskiyou Family YMCA and Adventure Whitewater instills leadership values in the incoming high school freshmen of Siskiyou County. I began my involvement in the first-ever Camp Ford as a counselor in July 2010. I returned twice this past summer as an assistant coordinator.

Once I arrived home, I realized that the perfect subject for an article written from a youth’s perspective would be my experience at camp. So, after dousing myself with anti-itch cream (the mosquitoes were vicious), I sat down to summarize the best week of my summer.

Step One: “Do not listen to your parents”

On arrival as they piled off the bus, the young campers were forced to disregard a long-taught lesson: “Don’t talk to strangers!” They were stranded in the middle of a forest with no cell reception and the sole option of trusting the strangers with whom they would share this experience — fellow campers, counselors and coordinators.

Step Two: “Be a Freak”

My favorite activity was the creation of the “Freak Flag.” Campers were given portions of a “Welcome to Camp Ford” banner and were instructed to use whatever artistic medium they desired to express their inner “freak.” Soon the small swatches of fabrics were explosions of words, colors and pictures.

Step Three: “Lower your waterline”

Every person is an iceberg. From the surface of the ocean, only a small percentage of one’s mass can be seen, but what is below the surface holds the most value. Campers were challenged to “lower their waterline” and confront their fears and insecurities. In the activity known as, “If You Really Knew Me,” campers finished that sentence. They shared truths that were hidden in the depths of their oceans. Their confessions, such as being afraid of judgment and disliking the color of their hair, were greeted with nods, applause and the weightlessness of knowing they were not alone.

Step Four: “Do things you normally would not do”

Whether it was whitewater rafting, making hemp bracelets or tasting freshly roasted rattlesnake, campers were encouraged to experience new things. One would be surprised what actually does taste “just like chicken.”

Step Five: “Give up”

Though this is not common leadership advice, at Camp Ford it is of the utmost importance. We teach campers that true success comes from letting go. We teach them to give up fears, selfishness, comfort zones, prejudices and holding back. No one can stop them from being strong, powerful, beautiful, courageous leaders. Not even them.
Family life was very different 50 years ago. It was probably a two-parent household, and people didn’t like to live alone. Only 17 percent of homes had a single occupant in 1960; today that number is over 25 percent. Home sizes have doubled; chicken consumption, too. But we’re drinking a lot less whole milk. (*Figures adjusted for inflation.)
Looking ahead

Continued from page 1

relatively easy as by 2020 another major philanthropy will invest in bringing leadership training to urban neighborhoods. By 2061 the rural/urban dichotomy will have given way to a fuller understanding that we are stronger together.

By 2030 rural communities will be energy independent. The hundreds of dollars each household now pays for energy will stay in the community, creating local jobs. By 2061 rural communities will be a major supplier of renewable energy to adjacent urban areas.

By 2030 rural communities will have stronger, more resilient economies made up of many facets. They will keep key elements, such as their school, post office, store and clinic. The present communication challenges will become history, just as rural electrification was a challenge in the early part of the last century.

Communities may have one or several big employers, but there will be many sources of income and employment, and communities will understand these in detail.

Business friendly

Communities will know how business friendly they are and how to promote entrepreneurship, particularly using local resources. The brain drain will be reversed as young people see a future in rural communities. By 2061 most rural communities will have a mature, productive and resilient economy.

And last, in 2030, rural communities will be deeply engaged in and responsible for their own place, their own natural environment. The dominance of outside agents — federal agencies, corporations, environmental groups and the courts — will give way to community-guided, sustainable use of local resources. The profound diversity of our landscape will be recognized, restored, protected and sustained by the people it supports. By 2061 communities will be very smart about and protective of their landscape.

Rural communities have suffered many losses over the recent decades, but a rural renaissance is in the making. It is being driven by hundreds of good people, young and old, representing all sectors of the community, who have taken on the role of leaders and who, despite differences, help people pull together toward a common purpose.

We are just 10 years into this grand experiment of creating vitality by building capacity through the Ford Institute. We are seeing early adopter communities move from vision to action. By 2020 we expect many communities to make measurable and important changes in vitality indicators, and by 2030 most communities will have made significant progress. In 2061 virtually all communities will have several decades of experience sustaining vitality, they will be great places to live and work and raise the next generation of community leaders.

The next 50 years will pass just as fast as the last 50; it is profoundly rewarding to know many good people are working so hard to make their community more vital.

I don’t like saying goodbye, so I will close with “See you later.”

A final thank-you from Tom

Rural Oregon and Siskiyou County are blessed to have the legacy of Kenneth and Hallie Ford dedicated to their vitality. The Board of The Ford Family Foundation has guided the use of that legacy in a manner that has been both cautious and risk-taking. They have supported development of Ford Institute programs far greater in scope than any other community capacity-building program in the nation; I am profoundly grateful for their trust.

I am also indebted to Foundation President Norm Smith and Foundation staff. I wish to specifically thank Yvette Rhodes, who has kept the training program operating like a fine machine, and more recently Alicia Flory, who joined us to keep things moving — particularly Select Books. Both Yvette and Alicia have minded my calendar at different times, for which they deserve your sympathy. I am delighted that my associate director, Joyce Akse, will take over as director. It is gratifying to have a successor who understands in depth what we are doing, and has dreams and ideas to make things better.

And this thank-you would not be complete without acclaim for our primary partner in getting the classes delivered, Rural Development Initiatives. They have been with us from the start and continue to be creative, collaborative and hard working, as do the Non-profit Association of Oregon and Human Systems, which have helped us create and deliver our classes.

Saved for last, I thank all of you who have participated in our classes and programs for being so engaged in your communities. You have given me a new reality, one filled with thoughtful, caring leaders who express what is best about people. May you and your communities live long and prosper.

... rural communities will be deeply engaged in and responsible for their own place, their own natural environment.

— Tom Gallagher

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Select Books provide practical approaches to community building

Get the tools you need to help make a difference in your community with the Ford Institute for Community Building Select Books. We provide these resources at no charge. Keep them, share them. The only requirement is providing us with your feedback on the publication ordered.

Here are details on some of the books on the Select List:


The evolution of Oregon’s economy has followed two distinct tracks—the rural path and the urban one. The editors of this book examine the implications of this rural-urban divide by presenting a series of essays that look at this history from varying viewpoints. Experts in the political, economic and demographic fields contribute their analyses.


Social justice crusader Linda Stout teaches readers how to create a vision of what they want the world to look like, and then how to work together to make it happen. With dozens of practical examples and exercises, Stout provides a wealth of solutions for bringing a group together, building trust, ensuring that everyone’s voice is heard, and creating a positive vision.


Thirty years after its initial publication, this classic negotiation handbook comes back for its third edition. This update adds an author (Bruce Patton, co-founder of the Harvard Negotiation Program), new examples and updated case studies. It still serves as a concise step-by-step strategy for coming to mutually acceptable agreements in every sort of conflict.

You can receive one of these books for free. Simply complete the form at far right. The full list of Select Books offers more than 25 other books. View the list at [www.tfff.org](http://www.tfff.org) or call (541) 957-5574 to receive a copy of the list and request form.

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When Dr. Charles Walker served as president of Linfield College in the 1970s, one of his first duties was to visit personally with each of the college’s trustees. In fall 1975, he called on a trustee who had a great interest in the college but rarely came to meetings. The trustee was Kenneth Ford. That meeting marked the beginning of a productive friendship that had an enduring effect on the philosophy and structure of The Ford Family Foundation.

After his retirement from Linfield in 1992, Walker began working with Kenneth Ford to develop the mission of The Ford Family Foundation. Those discussions led to the establishment of The Ford Family Foundation Scholarship Programs in September 1994, and eventually to the founding of the Ford Institute for Community Building in 1999. Walker served on The Ford Family Foundation’s Board of Directors from 1996 until 2004, and served as special advisor to the board for two years after that. Thirty-six years after that initial meeting with Kenneth Ford, Walker reflects on the past and the future of the Foundation.

How did you and Kenneth Ford work together?
Mr. Ford wanted to become clearer about the goals of the Foundation. I would come to Roseburg, listen to him talk during the day, and we would have dinner in the evening. I would then come back home to Neskowin and write what I’d heard. By fall of 1993, it was clear—he had two goals: to help individuals become successful professionally and personally, and to help rural communities become more viable, appealing places to live.

What makes the Foundation unique today?
One thing that is very different is the clarity of Mr. Ford’s two goals, represented by the Foundation’s two flagship programs: the Ford Family Scholarship Programs and the Ford Institute for Community Building. Another unique element is that the Foundation operates these programs itself.

What do you see in the future for the Ford Institute for Community Building?
The element we have developed least fully is economic development. If the viability of rural communities is to exist in a more sustainable way, there must be done. I don’t think there is any other organization in the state that is likely to try. It is venturesome, entrepreneurial, and I think risky, but I would welcome the Institute working with pilot communities to enhance their economic base.

Finally, there is one element of Mr. Ford’s vision that never got implemented—strengthening Oregon through a “think tank.” One thing foundations do well is convene people to help address major issues. A think tank that involves convening groups of Oregonians around a limited number of topics could lead to statewide participatory programs that could help strengthen Oregon.
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MISSION
Successful citizens and vital rural communities

CORE VALUES
Integrity: Promoting and acknowledging principled behavior
Stewardship: Responsibility to give back and accountability for resources and results
Respect: Valuing all individuals
Independence: Encouraging self-reliance and initiative
Community: Working together for positive change