

BEREA

COLLEGE MAGAZINE SPRING 2009



The Value of
an
Education



Inside this issue

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22

The Hands and Heart of a Teacher

DEPARTMENTS

- 4 Editor's Note
- 5 Around Campus
- 8 News from Faculty, Staff & Trustees
- 9 Sports Update
- 36 Alumni Connections
- 37 About Berea People
- 40 In Memorium
- 42 End Note: Shirley Fowler

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FEATURES

- 10 Small Town Values—Big Time Rewards
- 13 Diary of a First-Year Teacher
- 14 Superlative Superintendents
- 19 Bob Smith Pays It Forward
- 20 Student Interns: Their Lights Shine Brightly
- 25 Out of the Mouths of Babes
- 26 Thirty Days on the Outside Looking In
- 28 Have Need? Teachers Will Travel
- 31 Books Open, Pencils Poised:
Teaching English in South Korea
- 33 Education: All in the Family



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Intelligence plus character — that is the goal of true education.

— Martin Luther King, Jr.

Some time ago while I was studying the Berea College archives, I came across a book written by sociology professor Perley Ayer and published by the Council of the Southern Mountains in 1969. In it, Dr. Ayer provided a list of "Ten Essentials of a Good Teacher." I was particularly struck by Item # 5, which said that educators needed "an approach to life which I can best describe as a genuine and overtly expressed joy in being alive."

When I read back through that list of essentials again, I realized that this quality provides a key to what makes a Berea educator special. Nearly every faculty member, alumnus, or alumna we interviewed for this issue on public school education said that the Berea experience—the combination of learning, labor, and service—laid the framework for the important work that they now do in the world. Several of them said that a caring, supportive teacher, who also happened to be a Berea graduate, had encouraged them to apply to the College. (Several alumni credited Shirley Chafin, '60, of Johnson County High School, as having influenced their decision to choose Berea College, first, and education as a career, subsequently.)

These dedicated alumni teachers find, as Perley Ayer said, that their own education is an ongoing process of adjusting to changes in the field and in the populations they teach. That lesson is often begun in childhood, especially in families that lack financial resources but rely upon adaptability and persistence to feed and educate their family members. There is also a core Berea value—the commitment to continued lifelong learning. Whether the educator teaches college students or preschoolers, each has made compassion a part of the classroom curriculum. A number of outstanding Berea graduates now are superintendents in Kentucky (and in other states, as well). They are receiving awards for their dedication to enriching the classroom experiences and are passing along the good values that they acquired both at home and at Berea. (I was lucky enough to have a Berean as my Spanish teacher at Franklin County High School. ¡Salud! Rosemary Weddington, '53.) I was struck by how many more public school educators I could have featured had I another 150+ pages to fill.

A great many staff labor supervisors were named in the feature articles as teachers of life lessons. That seems an important point to make: Every Berea College employee is a valued teacher. Enjoy reading these stories from those who have just begun their careers in public education and from those who have enjoyed a long service and are ready to retire. May we continue to learn and love that learning so that every day our lives fill anew with wonder.


Normandi Ellis


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Around Campus

SENS Celebrates Its Tenth Anniversary

The Sustainability and Environmental Studies (SENS) program celebrated a decade of growth and service on April 8. As part of the celebration, John and Nancy Jack Todd, cofounders of the New Alchemy Institute and pioneers in the development of ecological machines, gave lectures and led discussions with the audience on how to revitalize Appalachia through an alternative economy based on ecological design. John Todd teaches at the School of Environment and Natural Resources at the University of Vermont and Nancy Jack Todd is editor of *Annals of Earth*.

In the afternoon, Berea SENS graduates Kelly Cutchin, '03, Jennie Koch, '03, and Stella Lawson, '04, shared their post-graduate experiences in the sustainability and environmental field. Following the dedication ceremony of the Ecovillage orchard, tours of the eco-friendly student housing facilities were conducted.



John and Nancy Jack Todd speak to Bereans about the "Future of our Food" during a weeklong sustainability focus on campus.

Roy Puckett, '11

Photographer Milton Rogovin Honored in Documentary Film



Paula Rogovin, daughter of photographer Milton Rogovin, discussed a documentary about her father's life and his work with disenfranchised populations.

On February 17, the Appalachian Center Gallery hosted the documentary film *The Rich Have Their Own Photographers*, which celebrates the life and artwork of Milton Rogovin. Rogovin, who recently turned 99, is considered one of the finest social documentary photographers alive today.

During the 1940s he began to promote union workers' rights and African American voter registration, for which he was shunned, says his daughter, Paula Rogovin. In response, Rogovin used the camera to document members of the poor, working classes and those disenfranchised and marginalized people whom he considered "the forgotten ones." Pablo Neruda and W.E.B. Du Bois are among two of the social activists with whom he has worked. He also worked with issues concerning Appalachia.

His photographs were exhibited in the Hutchins Library and the Appalachian Center Gallery in the Bruce Trades Building this spring.



Students in Free Enterprise Earn Award

The Students in Free Enterprise (SIFE) team attended the Cincinnati regionals and came away champions, which made them eligible to vie in the national competition held in Philadelphia in May. The three teams included: Bianca Pau, '09, Amber Stanton, '10, Kenneth Johnson, '09, Charles Badger, '10 (presentation team); Patrice Harper, '09, Stephanie Mathies, '09, Linh Nguyen, '10, Sasha Solomatova, '12

(annual reports); and Stephen Dweh-Chennah, '10, Tengis Bat-Erdene, '10, Sourabh Garg, '12, Merim Matkulova, '09, Tenzin Namgyal, '09 (technical team).

SIFE is an international student organization that works to make a difference in communities while developing business leadership skills.

Carnegie Foundation Recognizes the Impact of Berea's Builders, Mentors, and Helping Hands

Berea College became one of 119 distinguished colleges and universities chosen by the Carnegie Foundation for the Advancement of Teaching for its prestigious list of Carnegie Classification for Community Engagement in 2008. The Carnegie Foundation is an independent policy research center that recognizes institutions for outstanding community service through curricular engagement, outreach, and partnerships in an effort to encourage other academic institutions to move in this direction.

Berea College has a long history of giving back to the Appalachian region and the community through internships and programs that include those in the Center for Excellence in Learning Through Service, GEAR UP, Upward Bound, the Appalachian Center, and the Carter G. Woodson Institute.

Bereans Discuss Obama Administration on KET



Charles Badger

Berea student Charles Badger, '11, a member of the Kentucky Federation of College Republicans, and Berea College alumna Msiba Ann Beard Grundy, '68, a Democrat and local community activist, appeared side by side on the Kentucky Educational Television (KET)

Network's program *Connections with Renee Shaw*. The discussion of African Americans and politics hosted by Renee Shaw also included Obama campaigner Kenya McGruder and Republican attorney Osi Onyekwulje. Guests discussed what they expect from Obama as

well as such specific topics as the economy, gun control, social issues, the auto industry bailout, and the possible reinvention of the GOP. The show aired in January 2009.



Msiba Ann Beard Grundy

Anne Ray Charitable Trust: "There When You Need Us"

The Anne Ray Charitable Trust has generously provided more than \$1.5 million to Berea College over the past four years, including a recent bequest of five grants totaling \$605,080. The funds provide support for Appalachian arts and culture, including the digitizing of original recordings of traditional music, research fellowships in the archives, support of Berea's traditional music program, and the funding for the processing of other digital archives in print and visual media.

This year's funds also included support of environmental programs, such as the local foods initiative, the installation of photovoltaic panels for the Appalachian Center, and the creation of two innovation grants for the Agriculture and Natural Resources Department, as well as a gift of a \$250,000 for tuition scholarships. Although the trust, established by the late Margaret Cargill, does not normally fund scholarships, they made this notable exception, saying, "We want to be there when you need us."

Psych Students Excel

Six Berea College psychology students took top awards at the 11th annual MidSouth Psychology Conference at Lambuth University in Jackson, Tennessee this winter. Research paper winners were: Errinn Bixby, '09, first place for "Tell Me a Story: The Effects of Multiple Stimuli on Preschoolers' Memory and Story Preference," and Megan Rodgers, '10, second place for "Read'n, Rit'n, and Residue: Using the Cloze Procedure to Explore the Persistence of Memory." Winning poster competitions were: Rodgers, Kaleigh McCoy, '10, Bozhidar Bashkov, '10, and Angela Sutton, '11, first place for "Predicting Student Retention and Academic Success." Anthony Holmes, '10, took second place for "The Above Average Effect: The Link Between Knowledge, Focalism, and Comparative Judgments."



Students Angela Sutton, '11, Bozhidar Bashkov, '10, Kaleigh McCoy, '10, Anthony Holmes, '10, and Megan Rodgers, '10, received accolades at the 11th annual MidSouth Psychology Conference.

Heard around Campus

Our democracy is much more complicated and much messier than we commonly think.

—Dr. Peniel Joseph
Martin Luther King convocation
February 2009



Dr. Peniel Joseph

When you invest in yourself, you will have something to offer the world. When you invest in yourself, you will have something to offer your generation. And that is the only way your story can be told.

—Omowunmi M. Soremi, '12
13th Annual Unity Banquet
February 2009



Omowunmi M. Soremi

There's a reason why you nod your head to hip-hop. Right? Because its rhythms agree with your heartbeat.

—Saul Williams,
hip-hop musician and
spoken word artist
Campus Activities Board
March 2009



Saul Williams

Jayne Anne Phillips Reads at Berea College



Jayne Anne Phillips read from her new novel, *Lark and Termite*, in the Appalachian Center Gallery.

Jayne Anne Phillips, featured author in the winter issue of *Appalachian Heritage*, read three passages from her novel *Lark and Termite*, at the Appalachian Center gallery in March. Published by Alfred A. Knopf in 2009, the novel has been compared to William Faulkner's *The Sound and the Fury* and focuses on an Appalachian family from West Virginia. Phillips is the author of five books, including *Black Tickets*, *Motherkind*, *Shelter*, *Fast Lanes*, and *Machine Dreams*. Phillips teaches and directs the MFA creative writing program at Rutgers.

Students Discuss Situation in Gaza



Dr. Richard Cahill and Naji Kasem, '12, participate in a campus-wide forum on the situation in the Middle East.

This spring term two students and three professors led a campus-wide panel discussion about the situation in Gaza.

Israeli views and Palestinian views were represented and discussed. A Jewish student, Joshua Bennett, '12, and a Palestinian student, Naji Kasem, '12, served on the panel that included faculty members Richard Cahill, director of International Education, and Duane Smith, associate professor of religion. John Heyrman, political science associate professor, moderated.

The event was organized in response to smaller discussions among students and to create a peaceful atmosphere for continued discussion about the issues in Gaza. A lively question and answer session followed.

Students Attend Presidential Inauguration

"The inauguration of Barack Obama was a historical moment for our nation that Berea's founders could not have imagined—but one they certainly would have embraced. In some ways, it was a fulfillment of Berea's interracial mission and history—and we are witnesses to that moment," said President Shinn.

Several Berea students and faculty members traveled to Washington D.C. to witness in person Berea's interracial commitment being fulfilled. Black Cultural Center director, Tashia Bradley, along with Keith Bullock of Facilities Management, and faculty members Kathy Bullock (music) and Linda Strong-Leek (women's studies), helped coordinate the transportation of 54 students to Washington D.C. by bus.

Students who attended were of various ages, ethnicities, and national origins. The group boarded and departed the evening of January 19 and arrived in Washington about 5:30 a.m. on January 20. They waited in the bitter cold with millions of others for the inauguration of President Barack Obama. Attendee Stephanie Browner, Dean of the Faculty, also was celebrating the appointment of her sister, Carol Browner, as Assistant to the President for Energy and Climate Change.

Kentucky Couple Gives \$10.7 Million Bequest

A Kentucky couple has given Berea College the largest single gift it has ever received. The \$10.7 million endowment from their estate will fund student scholarships.

Alfred M. and Mary Swain Wood were longtime Berea College donors until their deaths in 1997 and 2008, respectively. Alfred M. Wood, Acad '14, was born and raised in Wildie in Rockcastle County, served in the Navy during two world wars, and then worked as a sales executive with Procter & Gamble for 39 years. Mary Swain Wood, originally from Henry and Boyle counties, was a children's book representative. Together, the couple managed a cattle ranch in Oklahoma for more than 25 years.

They also donated \$3.2 million to Berea's St. Joseph's Hospital, which hospital officials will use to pay for facilities and health care initiatives.

Food is being treated not as nourishment but as a commodity used for trade and profits... Farmers become serfs who are forced to buy seed and material from the same people they will sell their crops to.



Dr. Vandana Shiva

The great joy in life is to keep asking ourselves that great spiritual question, "Am I using my gifts well?"... Few of us will be called on to do great things, but we can all do small things in a great way.



Colman McCarthy

—Colman McCarthy, director
Center for Teaching Peace
"How to be a Peacemaker"
convocation March 2009

—Dr. Vandana Shiva,
physicist and environmental activist
"Globalization and the World Food Crisis"
convocation March 2009

News from Faculty, Staff & Trustees

Jeff B. Pool Examines the Christian Symbol of Divine Suffering

Jeff B. Pool, College chaplain, associate professor of religion, and director of the Campus Christian Center, recently published the first book of a three-volume work, entitled *God's Wounds: Hermeneutic of the Christian Symbol of Divine Suffering*. The first volume carries the subtitle, *Divine*



Jeff B. Pool

Vulnerability and Creation. Wipf and Stock Publishers (Pickwick Publications imprint) has issued this three-volume study in its Princeton Theological Monographs Series. The second volume, *Evil and Divine Suffering*, will appear in 2010; the third volume, *Divine Suffering and Tragic Reality*, appears in 2011.

Moses Receives Lifetime Achievement Award



Dr. Hal Moses

Dr. Hal Moses, '58, a Berea College trustee since 2001, recently received the T.J. Martell Foundation's Medical Lifetime Achievement Award in recognition of his illustrious career in cancer research.

Moses has spent 40 years as a teaching faculty member at the Vanderbilt School of Medicine. His research has markedly advanced the field of tumor suppressor research. He also is founding director of the Vanderbilt-Ingram Cancer Center, which under his leadership became a top 100 cancer center in the United States.



Michelle Towles

Barbara Wade

Wade's *Inside Passage* Inspires

Barbara Wade, professor of English, will publish a collection of poetry this summer. *Inside Passage*, published by Finishing Line Press, uses various traditional forms and free verse to explore the theme of connections. Said Kentucky author bell hooks, "Mapping an intimate interior journey, each poem illuminates connections—family, nature, worlds known and unknown—and unfolding metaphysics of being."

Heyrman Shares Knowledge of Political Process

In April, associate professor of political science John Heyrman, an expert on elections and the electoral college, shared his knowledge of the political process as a special guest lecturer for a free educational course, "How We Elect the President." The League of Women Voters of Berea offered the course to explore the purpose of an electoral college and the National Popular Vote (NPV) Compact. The event was held at the Madison County Public Library.



John Heyrman

Judge Phillips Joins Berea's Board



Judge Thomas W. Phillips

Judge Thomas W. Phillips, '65, was elected to the Berea College Board of Trustees during the Board's February meeting. In 2002 then President George W. Bush

nominated—and the U.S. Senate confirmed—Phillips as U.S. District Judge serving the Eastern District of Tennessee, including courthouses in Knoxville, Greenville, Chattanooga, and Winchester. The Tennessee native served as the U.S. Magistrate Judge for the Eastern District of Tennessee during the 11 years prior to his current service. Phillips received his law degree from Vanderbilt University.

Strong-Leek Examines Controversial Practice

Linda Strong-Leek, associate professor of women's studies, recently published a book based, in part, on her dissertation. The work, *Excising the Spirit: A Literary Analysis of Female Circumcision*, examines the history of and the political controversy surrounding the practice. Dr. Strong-Leek discussed her book at a Peanut Butter and Gender women's department event in March.



Linda Strong-Leek

Damian Butte, '11

Sports Update

Hornsby and Turner Join the 1000 Point Club



Cody Hornsby

Cody Hornsby, '09, and Mikah Turner, '10, joined the elite 1000 Point Club, both having scored more than 1000 points during their Berea College basketball careers. Mikah led the Kentucky Intercollegiate Athletic Conference with an average of 20.36 points per game. His career game highs are 35 points; 5 assists; 14 rebounds; and 4 steals. Hornsby's career game highs are: 28 points; 6 assists; 7 rebounds; and 4 steals.



Mikah Turner

Candy Walls Shatters Records

Lady Mountaineer Candy Walls, '09, ended her basketball career with a bang. The Stanton, Kentucky native appears in the top 20 NAIA Division II women's basketball records in six categories. She holds the highest point average per game (26.21) and most three-point goals averaged per game (3.82). She was national player of the week twice and received Honorable Mention All-American honors. Regionally, the KIAC named Candy player of the week eight times and named her player of the year.

This season, Candy's 760 total points broke the school record for points in one season and secured her ranking in the 1000 Point Club with a total of 1,933 career points. She shattered the school record for most points (51) scored in a single game. In her career, Candy sank 207 three-pointers, 12 of which she scored in a single game, breaking another Berea record. In a single season, she broke the record for the most free throws (161) and the greatest number of field goals (244). She also broke a career record in rebounds (938) and ranked eighth nationally in Division II with an average of 11.2 rebounds per game.



Candy Walls gallops toward the net ahead of the Titans guard during Fall Homecoming.



Strong February winds crumpled the baseball field stands and gouged the turf.

A Mighty Wind Blew

Not long after January's ice storm, nature slammed Berea a second time with a windstorm that delivered heavy damage to the College baseball field. Grandstands on both sides of the field were blown free and tossed across the field. The wind took down backstop netting poles and netting and damaged the brickwork behind home plate.

The campus and baseball team responded immediately, clearing debris and repairing damage to the lawn. Berea's first home game and a weekend tournament in March had to be re-scheduled, and Coach Ryan Hess was forced to look for alternative locations for the first part of the season.

BC Swims into History

For the first time in six years, both the men's and women's relay swim teams qualified for the national competitions and several students competed in individual races. The men's relay swim team members included Lamar Richardson, '12, Marek Counts, '09, Noah McGraw, '10, and Adam Lewis, '10.

Kaylee Kirby, '11, joined the Ellard sisters: Britin, '09, Clarin, '10, and Tierah,

'12, on the women's relay team. In the past two seasons, the women's swim team has broken the majority of the records set in the school's history. This year's team crushed the relay record; Tierah broke the 200-yard backstroke record, and Britin broke the 400-yard individual medley, both of which had stood since the mid-1980s.

Individual competitors included: Britin Ellard in the 100- and 200-yard breaststroke and the 200-yard individual medley; Tierah Ellard in the 50- and 200-yard freestyle and the 200-yard backstroke; Clarin Ellard in the 50-yard backstroke race; and Elyse Budkie, '12, and Abigail Cohen, '10, as Mountaineer divers. Lamar Richardson competed in the individual 50-yard freestyle stroke.



Michelle Lustenberg trains other teachers in her district in the use of cultural arts resources.



Small Town Values —

By Normandi Ellis

When Ali Duff, '06, began her teaching career at Pendleton County High School (PCHS) in Falmouth, Kentucky, she never expected to find fellow Bereans in her own back yard. Even though Ali grew up just across the river from Pendleton County, it felt good to know that there were other Berea-trained teachers in her school to provide support.

She, like the other Berea teachers, brings a unique perspective to the classroom. "I'm told one of my greatest strengths is tying in my lessons with real world applications and connecting these to my students," Ali says. She acknowledges that the most important lessons cannot be measured by test scores. "If they go away learning a few things, great; but if they go away knowing more about who they are, then I feel like I've done my job."

In Pendleton County, Ali finds herself in good company with teachers Michelle Lustenburg, Keith Smith, Andrew Coleman, and Rebekka Bess. Each studied education at Berea and each brings a fresh approach to his/her teaching palette.

Michelle Williamson Lustenberg, Cx'90

Michelle is often seen on the Kentucky Education Television network promoting an "Art to Start" program that she and her students designed. The promotional clip features high school students helping younger students perform on stage. It is part

of a monthly workshop that introduces preschool and primary school-aged children to the joy of creativity. It also gives the high school students an opportunity to learn how it feels to be a teacher themselves.

For the last 18 years, Michelle has worked as an arts educator, teaching gifted and talented students, just down the road from the small town of Rabbit Hash, where she grew up. The current president of the Kentucky Arts Education Association almost didn't get the chance to follow her dream, but Mr. Burton, her high school social studies teacher, stepped in as a role model. "He called me up to his desk and said, 'Miss Williamson, I want to give you something.' He handed me the brochure for Berea College and told me I had a bright future. 'You need to go to college,' he said. 'This is where you need to be.'"

Michelle attended Berea, taking primarily education courses, and then finished up her art studies at Northern Kentucky University. Having grown up and worked in this tight-knit community, she feels that her familiarity with students' rural backgrounds gives her an edge. Most of her work with students takes place in an arts-enriched after-school program in which she teaches elementary, middle, and high school students everything from forensic science workshops to drama and the arts.

Three years in a row, Michelle's high school students have presented a creativity night at the Kentucky Association for Gifted

Education. Sitting in a room in Falmouth School Center, the students asked each other "How can we teach science more creatively, or social studies?" and "What could a teacher have done that meant I would catch onto the subject more quickly?" The programs, many of them funded by grants the students have written, vary from year to year.

"What I try to do is give the kids ownership of their education, which means the gifted program is not the same every year. It's what the students are interested in learning. It's about what they want to try."

Enthusiasm for learning and for the creative process is what keeps Michelle going and what she instills in her pupils. "If I'm energetic, they're energetic. If I love to learn, they love to learn, and if I ever forget that, then I want to retire." To remind herself of the power of that idea, Michelle keeps a note taped to her desk. It says: "When I sing, they sing along."

Andrew Coleman, '89

The U.S. history and political science teacher at PCHS describes himself as a down-to-earth kind of guy who throws a little life philosophy into his classroom experience. On the day I visit him, Andrew sits in a darkened room, directing his students' attention to the film being shown, *The Five People You Meet in Heaven*, based on the book by Mitch Albom. "Listen up, people," he tells his students. "I love this quote."



photos by Normandi Ellis



Andrew Coleman enjoys each day in the classroom. "I thrive on challenges," he says.

Big Time Rewards

A student in the dark asks Mr. Coleman if he has ever cried while watching this movie. He shrugs and says casually, "I'm a sensitive guy."

His teaching philosophy is just as personal and soulful as the movie he watches with his students, as exemplified by the guiding principles that he uses to teach his students: "You make your own heaven on earth" and "There's no time to go through life with a chip on your shoulder."

The students clearly like Mr. Coleman; he feels the same way about them. "I find the students here very well-grounded. They still say 'thank you,' 'please,' and 'you're welcome.'" Having taught in the Pendleton County school system for 16 years, he finds that the community support makes things click. "Overall," he says, "the community, students, and teachers realize we're all in this together."

Andrew grew up in the rural community of Falmouth. Farm work was not to his liking, so he pursued history education at Berea. Whenever he or his students meet a challenge, Andrew is quick to encourage them and himself with a little home-grown philosophy: "It's better than slopping hogs."

Keith Smith, '88

Keith Smith comes from a long line of educators, which includes 15 teachers. His aunt, Glenna Valentine, '55, encouraged him to consider Berea College. While working toward his business administration degree,

Keith worked in the athletics department. He says that Coach Ronald Weirville, Coach Mike Ross, and athletics manager, "the Seabury legend Elvin Combs" influenced his decision to work with students after graduation.

Twenty years ago Keith began teaching marketing and business courses at PCHS, the high school from which he had graduated. Eventually he moved into a job at the alternative school. He loves working with these students who need his help in getting their second chance at succeeding in high school. He spends his time helping them to develop a plan for student success and putting hope back into each life. "I have to convince them that what happens to them 20 years from now is more important than what they want to do in the next hour."

He enjoys having a chance to be a positive role model for students. "It used to be that fathers and sons worked on the farm or went hunting together. In this way, a father passed on his knowledge." Keith feels saddened by the lack of male role models for many growing boys. "Every young person's life is special," he says, and he encourages parents to spend more time with their children.

Through his work in athletics training and student coaching, Keith saw that, especially for young men, a physical education was part of gaining an overall education. "We do a disservice to young boys who are asked to sit in desks all day

and learn. We ask them to learn in a setting that does not best fit the way boys learn."

Young men, he says, need movement activities, like hunting, biking, and athletics. In addition to his teaching schedule, Keith coaches both men's and women's soccer, basketball, slow-pitch softball, and golf.

What makes his work so important, Keith says, is giving a second chance to students who need one. "Seeing those students grow up to give their children positive experiences makes it all worthwhile."



Keith Smith says his Aunt Glenna Valentine, '55, influenced him and many cousins to become teachers.



Diary of a First-Year

Rebekka Cantrell Bess, '02

Rebekka hasn't forgotten what it was like to be a kid sitting on the floor with her Legos. This particular day she wears a skirt, so she's standing up to demonstrate how to make a robotic dog made of Legos zoom around the classroom, retrieve an object, and return. The technology education major at Berea now teaches high school students such diverse subjects as robotics, broadcasting, technology design and applications, and conceptual engineering.

Teaching, plus finishing up her master's degree at Georgetown College, makes for a busy day. She keeps her sanity with a simple concept that she teaches to her students: time management. Five years ago, as a fledgling high school teacher, Rebekka found that it was easy to become overwhelmed. "Being able to manage your time is essential," she says.

So essential, in fact, that time management is part of the lesson plan Rebekka teaches her students to follow. "I'm not just teaching them technology. I'm teaching them how to get things done on time ... training them for work and college after high school. Sometimes it's hard for them to see that. It's sometimes hard for them to get the bigger picture."

She asks her students to keep journals, an idea they do not often equate with learning technology. Rebekka tells them that technology is all about problem-solving. "I have them record all of their thinking through that problem-solving process."

More than teaching the nuts and bolts of technology, Rebekka says, she teaches her class to be good students. "It's not just about the assignments." The most enjoyable part of her day? "Being able to talk to my students, getting to know them one on one," she says. "I find them to be incredibly interesting people."

JULY

I thought a college degree would guarantee me a job. Applications and resumes had consumed me since April and I would soon be spotting holes in my first business suit. What was I going to do? I remember being told, "It's not what you know; it's who you know." Soon, one of the "who you knows" called me.

Within an hour of e-mailing the recommended principal, I had an interview. I walked in carrying my teaching portfolio to showcase my talents and then sat nervously in front of three people who possibly held the key to my future. The interview was a blur; the answers to the questions almost an automatic response. These two principals and the head of the English department were serious business—especially the English teacher. Could I live up to their expectations? Could I be that teacher? I left the interview expecting another rejection and continued scheduling other interviews.

Feeling defeated, I plopped myself in my car before driving back to my job working with kids at a summer camp. I was tired of not knowing what to expect for my future. If something didn't happen soon, I didn't know how I'd pay my bills, move out of my parents' house, and become the adult I longed to be.

I needed divine intervention.

While leaving another interview, the assistant principal from Pendleton County High School—where I first interviewed—offered me a teaching position, saying

that I'd be perfect for the job. "Wow" and "awesome" escaped my lips. I was really going to be a teacher!

AUGUST/ SEPTEMBER

August 21 was the big day. While I had my own "classroom," it was a cart on wheels; but I had class rosters, the first few weeks of lessons, and my syllabus was ready. Enthusiastic, I arrived before 7 a.m. every morning, staying until 4 p.m. each afternoon. After school I reviewed lesson plans. The teaching gig wasn't too bad, other than collapsing onto my bed by 7 p.m. every night.

The first month brought a comfortable routine. My sophomore classes developed their own personalities, as did both senior classes. It seemed as if every other day I was being observed by the administration. Every time a principal visited I felt I was doing everything wrong and my teaching would be torn apart. I was an intern apprenticed to an unfamiliar college professor, my mentor teacher, and the assistant principal who critiqued my teaching and lesson plans.

OCTOBER

Soon after getting the hang of teaching, quarter grades and my first round of formal observations from my internship team approached. Not only did my observers come, but also the "big guys" from the Board of Education. Time to show what I was made of! Other teachers were asking to use my lessons in their classes. How much better could it



Teacher

By Ali Duff, '07

get? I spent October perfecting my lesson plans, making every word precise, and dedicating every class minute to valuable instruction.

Then the college professor assigned to me observed my worst class. For those 90 minutes, it seemed that my students were eating me alive. Teaching *Antigone* to a room full of farm boys felt like leading a cow down steps; it doesn't really happen. Somehow I made it out with scores that were surely better than what really happened.

NOVEMBER/DECEMBER

According to "expert" studies, first year teachers often take a nose dive in confidence. By November, I was dragging myself out of the building every day, counting the minutes until I could climb into bed. Yet, I was eager to get up each morning to teach. By now, my students were *my* kids. I knew what made them mad, what got them to work, and unfortunately, the baggage most of them carried. I also learned another valuable lesson. Students need breaks, too.

Berea's homecoming came around and, for the first time in my life, I couldn't wait to go back to campus. I visited Dr. Oliver Keels's office feeling as trampled and tired as I had while working my way through college. After he asked how my first year was going, I sighed. "I'm always tired" and "It's not as great as I thought it would be." His simple advice got me through the rest of the year: "You are allowed to feel that way," he said.

JANUARY/FEBRUARY

The new year brought a new classroom. Everything was fresh—from the desks to the paint. I had made it through the first half of the year. Surely, the remaining time would be easier. As my seniors kept at their portfolios, my "free time" filled with the splatter of red ink on their papers.

My sophomores busily read everything from short stories to novels. Many students complained, "I don't read, Ms. Duff!" It reminded me of myself as a teenager. With a smile, I responded, "Do you drive? Do you shop? Do you watch T.V.?" They answered with a confused "Yes." My point proven, I said, "Then you *do* read. Now get busy!"

February and January also brought 11 surprises—snow days! As a worn-out first year teacher, I couldn't have been more grateful for them.

MARCH/APRIL

Spring brought more writing portfolios. The red ink kept flowing, and my students and I grew more frustrated with each other. They would thank me later.

After being videotaped in the classroom, I waited for my observers to score me. My forehead was pressed to my desk to avoid throwing up with nervousness. Expecting the worst, I walked into the final internship meeting. My supervising teacher said, "You're doing such a great job that we're going to observe you next year to learn how to improve our own teaching." My fears about being a terrible teacher left me. I knew I'd done what was expected—maybe even more.

MAY/JUNE

The year was coming to an end and it was hard to believe it had gone so quickly. My seniors were giving their last efforts to make it to graduation, struggling to overcome "senioritis." As students looked forward to summer, I rushed to finish last-minute tasks—grading, packing up my room, making sure all the paperwork was filled out and turned in. Teachers love summer too!

FINAL REFLECTION

Looking back on my first year, I wonder how I survived. The year was a blur of struggles, triumphs, tears, and laughter. I watched my first class of seniors cross the stage to receive their diplomas, knowing these students had also improved their state writing scores by 30 percent! I felt as if 50 of my own children were graduating. Already, some of these students have come back to visit. One decided to go into English education as she started her first year of college.

Two things are certain as I enter my second year of teaching: Berea College readied me for the challenges of teaching, and wherever I go, there will always be a Berea family to support me.

Rebekka Bess says that time management is the key to both teacher and student success. (p.12)

Ali Duff expects her students to give her "no excuses" and "no drama." (above)

Superlative Superi

Compiled by Michael Loruss, '10, and Patricia Stephens, '11



Stephen Lega

Roger Marcum



Larry Sparks

When you find an educator who will embrace every child and every challenge that comes with them, you'll have a great educator.

— Larry Sparks
Superintendent, Lincoln County Schools

A little over a year ago, David N. Cook, '85, contacted the *Berea College Magazine* with an idea for a feature on eight Berea alumni employed as superintendents of public education in Kentucky. As a policy advisor for the state Department of Education's Office of Leadership and School Improvement, David mentioned that of the 174 public school superintendents, Berea College had the distinction of having more Kentucky school superintendents than any other private college.

His comment sparked our feature on Berea College leaders in education. In order to tap into a wealth of rich personal experience, we asked the following superintendents to address current thinking on state and national public education. They are: Roger Marcum, '74, Marion County Schools (retiring); Larry Woods, '75, Lincoln County Schools; Brent Holsclaw, '83, Bardstown Independent Schools; Larry Sparks, '83, Leslie County Schools; Rob Stafford, '89, Washington County Schools; Chuck Adams, '92, Spencer County Schools; Kathy Burkhardt, '92, Erlanger-Elsmere District Schools (incoming); and Joshua Powell, '97, Union County Schools.

Sadly, Mike Caudill, '78, superintendent of Madison County Schools, passed away before he could be interviewed.

What educational experiences in your youth, or through Berea College, shaped your personal and professional life?

Roger Marcum: My undergraduate experience at Berea College caused me to understand, appreciate, and value the importance of a liberal arts education. I have striven to see that the students under

my supervision have opportunities to receive a well-rounded educational experience that inspires and motivates them to high self expectations.

Larry Sparks: My first labor assignment was at Boone Tavern, where I worked in the kitchen. I was scheduled early—during breakfast. I worked three or four weekends each month. I also played baseball, with practice beginning at 4 p.m. When you throw in a full class schedule, there wasn't much time for goofing off. It made me realize that I was capable of doing more than I had ever been challenged to do before, and it gave me the confidence I needed to succeed.

Larry Woods: My K-8 principal and the school coach, Mr. Earl Shaw, showed a lot of interest in me. I was just a little farm boy. He said, "Why don't you stay and try out for the team?" He took me under his wing and gave me avenues of thought that there was a big world out there and I could do things I never thought I could do. That's what I try to do as superintendent now. If I can be anything like that with kids and show an interest in them, I think I've fulfilled my destiny in life.

Brent Holsclaw: By the time I reached my first real paying job, I had been working through Berea's labor program for four years and had learned the importance of being on time, doing my best, and working as a team member. As young college students, we also often grumbled about the convocations. We didn't realize at the time that we were seeing and hearing culture and history.

Kathy Burkhardt: My experiences at Berea enabled me to see the value of education and the importance of lifelong learning. And Berea's focus on labor is

ntendents



Superintendent Rob Stafford reads *Horton Hears a Who* to his youngest charges in Washington County.
photo by Jeff Moreland



Larry Woods



Brent Holsclaw



Kathy Burkhardt

Education is a not time clock profession. Over my years, I still come in contact with educators that believe that education is a 6-hour day and with summers off. This is one of the greatest myths in public education.

— Larry Woods
Superintendent, Lincoln County Schools

something that I have carried with me in every aspect of my life.

Rob Stafford: I came to Berea College after first attending a state university. I wanted a more personal academic environment and I liked the idea of everyone being equal on campus—no fraternities or sororities. When I graduated, I felt that the opportunity to attend Berea was a valuable experience, and I wanted to give back in some small way. Being active in the Alumni Council is part of that. I enjoy keeping up with what's happening on campus.

Larry Woods: I was the first in my family to get a college degree. Berea allowed me to challenge myself and receive independence with every accomplishment. Berea exemplifies a community. My work as superintendent is about building a learning community in a public school district. I feel that my decision-making is better because of the awareness of the “community” concept modeled by Berea College.

What do students need to succeed?

Kathy Burkhardt: Everyone at the school should have a common vision and mission in what they believe. A culture of care, compassion, and high standards for staff members and students fosters school success. Students have to be actively engaged in their learning and schools must work to design instruction that motivates students to learn by giving them a real-life purpose for their learning.

Rob Stafford: Students have to know that you care about them and have high expectations. Regardless of the student's abilities, they will work hard for you if you have a good relationship with them.

Roger Marcum: Self-discipline, high expectations for self, a strong work ethic, a determination to succeed, and having others who believe in you are all critically important to the academic success of students. Most important, however, is opportunity. Without the opportunities Berea provided me, I could not have overcome the obstacle of poverty and broken that cycle.

What promotes success for educators?

Chuck Adams: Teachers need to have the ability to mold students into problem-solvers and independent thinkers by understanding their individual interests and

making content connections based on those interests.

Brent Holsclaw: All students need to be challenged and every teacher needs to have high expectations for all students. One of the most important elements of good teaching is for the teacher to take time to establish a relationship with the child. Once a student knows how much the teacher cares, the rest will take care of itself.

Kathy Burkhardt: Effective leadership and mentorship promote success for educators. Building capacity within schools and districts through job-embedded professional development seems to have the most powerful impact for educator success.

Larry Sparks: You must take pride and ownership in what you are doing. It has been my experience that the teachers who struggle are the ones who view themselves as teachers of a particular subject, rather than as teachers of students. When you find an educator who will embrace every child and every challenge that comes with that child, you'll have a great educator.

Rob Stafford: No matter how much money you put into a school system, if the educator doesn't have a passion to teach and give their best in the classroom every day, you're not going to see an impact.

In your opinion, what does it take for a school to thrive?

Roger Marcum: Education must have a culture that is student-centered. The academic success of a school or district is largely determined by the performance of the certified and classified staff who serve the students. Therefore, the two most important factors for school and district success are quality teachers in every classroom and effective leadership, which are a direct reflection of community expectations.

Rob Stafford: Learning to go to school every day is part of learning to be a good employee. It's important that kids stay in school. It's a pretty rough world out there, and without an education it becomes harder. From a business standpoint, schools are funded on Average Daily Attendance figures. If your students have good attendance, it can help you in many ways to provide good programs for them.

Joshua Powell: Great schools realize their great responsibility, obligation, and opportunity to improve society. The

collective power of schools is great. My interests are in doing what is best for kids.

What do you find most rewarding as a teacher and/or superintendent? What challenges you?

Joshua Powell: The most rewarding thing as a teacher is to know that you made a positive impact on a person's ability to lead others. The most rewarding thing as a superintendent is to see dramatic improvement of a community, using public education as a tool for progress.

Roger Marcum: As a superintendent, you have fewer opportunities to know the students personally, but you have more opportunities to help educators grow professionally so that they are better equipped to meet the needs of students.

Rob Stafford: The most rewarding experience as a superintendent is walking through classrooms and witnessing students excited about learning. The most challenging aspect is dealing with the numerous social, political, and economic factors that impact schools. The lack of funding is having an impact on public education and its ability to provide services to all students.

Larry Woods: I have known that I wanted to be in the teaching profession since junior high school. While in high school, I coached and worked in youth programs and have never stopped. I now have 33 years as an educator and still look forward to each day in working with our youth. I believe that a successful educator, upon retirement, will reflect back to the many students that they have influenced. It is then one can truly measure success.

Brent Holsclaw: I think the most rewarding aspect is when the concept you are teaching is finally understood by your students. It is almost like the "Ah-ha" light comes on. It's a very positive emotion.

Given the renewed emphasis on improving educational standards at both state and federal levels, where do you see the field of education going?

Chuck Adams: Both state and federal governments have quite a bit of ground to make up. My hope is for less high-stakes accountability and more individualized assistance so students can be successful in an area of study meaningful to them. The minimum requirement on CATS (Commonwealth

Madison County Remembers Superintendent Mike Caudill



Nancy Taggart

When we first decided to write about Berea College's contribution to Kentucky's educational system through its alumni, B. Michael Caudill, '78, was gaining praise as superintendent of Madison County Schools. Sadly, he passed away before we could interview him.

During his career, Mike served on the Chamber of Commerce board of directors for both Berea and Richmond, and was an active member in the Eastern Kentucky University college advisory board, the Chemical Destruction Citizens advisory board, and the Appalachian Sustainable Agriculture Project advisory board for Madison County. Mike was also a member of the Bell South/Schlechy Center Superintendents Leadership Network and the Kentucky Superintendent CEO Network.

His 23 years of dedicated service to the field of education were punctuated with notable recognitions: 2005 Educator of the Year by the National Association for Gifted and Talented Children, Berea Chamber of Commerce Man of the Year, Richmond Chamber of Commerce Educator of the Year, and the Berea College Young Alumnus of the Year Award. Posthumously, Mike also received citation from the Kentucky House of Representatives, a proclamation from the City of Richmond, as well as the Kentucky School Boards Association conference F.L. Dupree Superintendent of the Year Award in 2008.

His successor as superintendent, Tommy Floyd, recalls, "Person after person said that if you have the chance to work under Mike Caudill, you need to take that opportunity. In the brief months I was able to work with him hand-in-hand, he had a huge impact on the way I see public education."

In honor of the late superintendent, the B. Michael Caudill scholarship fund has been established with proceeds from the Mike's Kids Golf Scramble, and Madison County's new middle school is being erected with his namesake.

He is survived by his wife, Lisa Pennington Caudill, '78, his daughter Erin, and his son Steve.



Joshua Powell

Yager Studios



Chuck Adams

Norman Ellis

Berea College was the most beneficial experience of my life. The beliefs, mindsets, and expectations of the faculty are unprecedented among any college/university. I had many professors that positively influenced my life and forever shaped the way I view teaching and learning.

— Joshua Powell
Superintendent, Union County Schools

Accountability Testing System) does not train students for anything other than college. If we don't include vocational training in our plans, we are letting our community down. There is a high rate of unemployment resulting from a lack of resources and opportunities for individuals to achieve the vision of work they have.

Larry Sparks: Educators are going to be dealing with a more diversified population and ever-greater challenges. Differentiated instruction will probably go to a whole new level. Educators are going to be challenged as never before to reach every child. I believe we will see the role of technology in the classroom become a more important tool than it is today. I would love to see more money put into vocational and technical education. I spent three years as the principal of our county's area technology center. During this time I witnessed students who struggled greatly in the traditional high school setting become examples of success when placed in classes such as welding, carpentry, and electricity. There is a place for everyone.

Brent Holsclaw: We have a responsibility to create standards that prepare our students to be problem-solvers and provide them with the ability to be critical thinkers. We know that our students are competing for employment on an international level as well as being compared to students across the globe.

Joshua Powell: I think that the answer in Kentucky, as well as in the nation, lies in the improvement of public education. Moreover, when many other states are not placing emphasis on improvement, but instead watering down standards, an opportunity exists for Kentucky to catapult forward to a nationally competitive standing.

Kathy Burkhardt: We also have to measure ourselves globally and ask why our students are falling behind the students in other nations. We are preparing students for careers that may not even exist tomorrow. Students have to learn to be creative thinkers, problem solvers, and lifelong learners.

On what should classroom educators focus?

Roger Marcum: As my friend, superintendent Stu Silberman, would say, "It's about the kids!" Without a focus on

meeting the needs of each and every child, we will fail. We must be advocates for children in the classroom, community, state, nation, and world. Don't forget, we chose this profession to make a positive difference in the lives of children!

Brent Holsclaw: We can't ignore the assessment process, but we mustn't get so caught up in it that we forget the true focus of what we do—and that is to educate and prepare our children for the future.

Larry Sparks: The teaching path is not an easy one. Don't go into teaching lukewarm. You should be passionate about making a difference in the lives of children. The responsibility of preparing a young person for their future is enormous, but when you succeed, there is no better feeling.

Rob Stafford: Be flexible and creative. Teachers have to think "outside the box" when dealing with school issues and students.

What advice would you offer individuals considering a career in public school administration?

Joshua Powell: Only go into teaching if you believe you can improve the world. You actually can.

Chuck Adams: A superintendent has to make 100 decisions a day, and 99 percent of them won't make everyone happy at the same time. It's those decisions that matter. It has to be a good decision for the kids.

Rob Stafford: Go in and try to do the best you can do every day, and make the right decisions that will somehow impact the progress of kids. Go in with your eyes wide open and understand that administration is totally different from teaching. Make sure that you're a good listener and be able to see things from different perspectives before you make decisions. Also, know that you are going to face numerous difficulties, but seeing students achieve and schools progress because of your efforts is very rewarding.

Brent Holsclaw: What you learn in the classroom will only be a small portion of what you will need to meet the demands of the job. Be a good listener. Surround yourself with good people to help make good decisions. Develop a network of advisors and mentors. Be flexible. Have fun, love your job, and do not take yourself too seriously.

Anna Meetze



Bob Smith

Pays It Forward

By Patricia Stephens, '11

Bob Smith will retire after having served 30 years as executive director of the North East Florida Educational Consortium.

Growing up in the small town of Clothier, West Virginia, Robert “Bob” Smith, ’72, knew the scarcity of educational opportunities. He also knew he was determined to have that college degree.

“If you’ve seen the movie *Coal Miner’s Daughter*, you have a pretty accurate picture of the town and the people,” says Bob. Clothier had one grocery and no other stores, no stop lights, and no city government. His father worked in a coal mine and his mother took in laundry. Even though Bob’s father had only a third grade education, he knew what it took to get ahead and he made it clear that his sons were to attend college.

Bob’s brother, Archie Smith, ’69, paved the way to Berea College. Two years later Bob arrived. In his 18 years, he had never traveled further than 50 miles from home, and Berea was five times further away. “I was fairly naïve about what the world was like,” he says. “However, my

upbringing instilled some valuable traits that have served me well. I was blessed with a healthy work ethic that fit nicely with the expectations of Berea College. I developed persistence in everything I attempted. I would never give up until it was accomplished. Maybe that was just West Virginia stubbornness!”

After graduation, Bob moved to Florida to teach business education for Palatka Middle School and later received his master’s degree from the University of North Florida. In 1975, he and educator O.B. Hendrix formed a consortium of rural counties in North Florida, and in 1976, with the help of other educators, they established the North East Florida Educational Consortium (NEFEC). The consortium, operating with a board comprised of superintendents from the area, brought together shared resources, personnel, and materials. When Bob began serving as the executive director, NEFEC’s budget was a meager \$24,000.

In 30 years, the consortium has grown to include 15 school districts, 110 full-time employees, and 76,000 students; it operates on a \$58 million budget. Bob sees NEFEC as a service organization. He asks his staff to keep service in the forefront of all they do. “It is why we exist,” he says simply.

NEFEC offers more than 50 programs to improve instruction and save tax dollars. The organization saves a great deal of money by self-insuring everything within the districts they serve, including buildings, buses, worker compensation, and such. All schools in the districts share a computer and the district offices keep the payroll, student records, attendance, grade cards, and state reporting requirements. By using one system, the schools save on hardware, software, and staff.

For 33 years Bob has been at the helm of the consortium. “As I prepare to retire,” he says, “I have felt obligated to return to others the blessing I received in being able to attend Berea. The more I thought about it, the more determined I became to search out those deserving children who, for financial reasons, probably have no intention of attending college.” Bob hopes to create a scholarship program for bright, financially strapped students from his area. This spring he traveled to Berea College with several high school students to show them the wonderful opportunities that Berea has to offer.

Bob Smith hopes that as NEFEC director he embodies a work ethic of service and due diligence. On his desk rests a rock that contains his simple motto: “It Can Be Done.”

Student Interns: Their

By Megan Smith, '11

Holding a torch to unmask the early morning fog, Treshani Perera, '10, hiked up a hill where 16 boys awaited her. In Sri Lanka it is not normal for girls to be surrounded by so many boys. "Don't give them your address!" her parents had warned. "These boys were once terrorists." They were Tamils. She was a Sinhalese girl. Could she break through the prejudices from a longstanding ethnic war? Treshani did not even speak their language.

The psychology and music major spent her short term internship helping to rehabilitate and assimilate these child soldiers in her homeland. Once called Paradise Island, for nearly 30 years Sri Lanka has been plagued by an ethnic war between the Tamils and Sinhalese. Some of the children Treshani worked with at the Ambepussa Rehabilitation Center for Child Soldiers had been abducted from their families, taken into the jungle, and trained to kill. The United Nations has identified the recruitment of child soldiers as a human rights issue. Sri Lanka outlawed child recruitment in 2002, but children continue to be recruited by an alleged terrorist organization, the Liberation Tigers of Tamil Eelam. The Sri Lankan government began its rehabilitation efforts in 2007.

Treshani wanted to work with child soldiers who suffered from post-traumatic stress and other psychological disorders in order to understand how the experience affected them. She was surprised to find that the rehabilitation center was not a psychiatric facility. They had no residential psychiatrist—only one pediatrician for the community.

"It shocked me to know that there was no person directly responsible for the mental health and welfare of these children," Treshani says.

The boys she worked with had been recruited in preadolescence. Now, she

hoped to give these older teens a chance to reclaim their childhood. With Treshani they made music with percussion instruments, created crafts out of recycled and natural materials, and collaborated on poster murals.

Trying to get these teens to open up and participate was challenging. Because they had never been in such close proximity to a Sinhalese person, Treshani struggled to erase their prejudices. Many of them thought she was there out of pity. Over the three weeks, a level of intimacy developed and the boys revealed their stories. Teary-eyed, Treshani says, "I couldn't believe these boys were known as terrorists." Treshani grew so close to her students that it was harder for her to leave them than it was to leave her own family. Through spending time with her, the boys were able to see Sinhalese people in a positive light. Even though she expected



A double music and psychology major, Treshani studied as a private student with professor Bob Lewis.



Domion Butte, '11

Treshani Perera, of Sri Lanka, says that the media focuses so much on war there that they forget to see the human part of it.

the war to end soon, Treshani says it will take time for people to heal. It will take time to become one country, rather than two ethnicities.

Treshani is confident that she will return to her country. "This whole experience opened my eyes to this idea of social responsibility, and it really made me see that I need to give back to my community," says Treshani. "If you can go back, go back. Your country needs you."

The Berea College Internship Office was established in 1980 to encourage students to think more seriously about their career choices and goals. Internships can help students make contacts that help them further their careers. Students pursuing internships are responsible for choosing where they will intern

Lights Shine Brightly



Aaron Gilmour, '12

For her internship project, Tiffany Halfacre also researched ecofriendly funeral services.

and submitting a proposal to the Internship Office. Students need two sponsors, at least one within their major. They also propose academic content to their internship and must plan to write a paper or make a presentation on their learning experience.

Treshani was one of 25 Berea students from 11 different majors who held January short term internships. Four students interned abroad while others interned inside the U.S., most of them in the state of Kentucky. Tiffany Halfacre, '10, originally of Stanton, Kentucky, worked at Davis and Powell funeral home in the Berea community.

During the first day of her internship, Tiffany was

left alone with two bodies in the morgue behind double-locked doors. She looked at the woman lying on the stainless steel prep table and wondered what type of person she must have been. In that moment a feeling of immense calm came to her—and a sense of having a higher calling to help grieving friends and family say goodbye.

A biology major, Tiffany plans to become an embalmer and funeral director. Her unusual career choice occurred after she was struck by lightning at age 15. After waking up from a seizure, Tiffany told her mother she was going to work with dead people.

Before she was struck by lightning, Tiffany intended to be a defense attorney. She was chatting with a friend on her back porch when a bolt that she remembers as a blue flash struck her. Upon her hospital release,

Tiffany began having seizures. Tiffany called on her faith to interpret the near-death experience. Tiffany said, "It was God's sign to go another direction with my life."

During her internship, Tiffany helped Jim Davis and Greg Powell with visitations, funerals, and office work. Some of her daily tasks included setting up flowers, designing memory books, helping to clothe the deceased, and observing how to embalm and prepare the body for viewing. She assisted in the funerals of six community members.

Her most challenging moment came when she was left alone with two children after the loss of their 35-year-old family member. The two children wondered why he had died. To them, why was more important than how. Tiffany told them, "Sometimes things happen and you don't know why." When the children asked if she had seen the body, Tiffany assumed they also wanted to see him. To protect them from seeing the body in disarray, she told them that she had not.

Soon after, the children went outside to play, but Tiffany struggled the rest of the evening. She cried for two hours because she felt guilty about her lie. She had wanted to help them but she didn't know how. It took Tiffany a while to realize that later—when the time is right—someone will explain it so they can understand it and that her lie shielded them from more hurt.

"My job is not to show emotion, but it's not not to feel it," said Tiffany. She has been told, "The day you stop feeling sympathy is the day you should get out of the business."

Tiffany says there is nothing else in the world she would rather be doing. "There's something about preparing someone for a funeral. It's like the final act of love for a person."



Aaron Gilmour, '12

Tiffany says she learned a great deal about the industry from Jim Davis (left) and Gregory Powell (right) of Davis and Powell Funeral Home.

College students sit on the floor scattered in small groups about the classroom. They hold pieces of cardboard, wooden blocks, PVC pipe, duct tape, and balls of various sizes. Participants bandy words, debating the best way to solve the problem posed to them by Dr. Bobby Ann Starnes. The professor of education moves from group to group, smiling and taking photos. She refuses to give hints to solve the problem her students have been posed.

Why are beginning education studies students crawling around on the floor? Bobby believes strongly in learning through shared experience. The balls and ramps lesson is designed to immerse students in an activity that will make concrete the abstract concepts of constructivism and inquiry. "These are essential concepts if teachers are to teach well, but they are hard for students to understand," says Bobby. Equally challenging and fun projects throughout the semester introduce other pedagogies to the future educators.

The teaching style of the Education Studies department chair is a great fit for Berea College. The cooperative spirit at the College invites creativity and innovation. "The difference that makes for our teacher preparation programs lies in the school's mission and in the education programs' philosophy. We try to live those principles in everything we do."

Bobby has worked in many places during her career, her hands and heart deeply in the business of educating children and future teachers. She earned master's and doctoral degrees from Harvard Graduate School of Education. The Wright State University alumna taught school for more than 20 years; founded and operated her own school; directed a job training and child care program near Boston; presided over Foxfire, an innovative educational organization; and taught at universities in Rhode Island and Montana and at a Native American reservation. She founded a nonprofit organization designed to support Montana teachers as they began complying with a new requirement to teach the history and culture of the state's 12 tribes.

So how did this remarkable woman end up in Berea? That's a long story, and Bobby tells it best. Her father's family had roots in Knott County, Kentucky lasting more than 200 years. When machines began replacing men in the coal mines, Bobby's family joined the great Appalachian out-migration and moved north.

"Like most eastern Kentucky migrants, we lived in the city, but it was never home," says Bobby. Home was the mouth of Hollybush in Knott County, and frequent weekend trips back home carried them down Route 25 through Berea. On one trip her father pulled their Buick off the road in front of Boone Tavern.

"Turning to face my brother and me in the back seat, he pointed toward the beautiful green lawns. 'That,' he said, 'is Berea College. They help people there.' My father was a man of few words. He seldom spoke. That made the moment seem somehow very important." Because of this vivid memory, Bobby has always felt close to Berea and valued the education it provides.

She decided to become an educator, she says, because as a displaced Appalachian in Ohio her teachers seemed rich. Over time, of course, she learned her mistake. "By the time I stood in my first classroom and met my first 36 sixth graders, I knew that teaching would make me rich in ways I couldn't have imagined growing up."

When she was a child, Bobby says she felt a sense of injustice in her classrooms. Her teachers advised her and others like



Damian Buttle, '11

The HANDS *and* *Heart of a* Teacher

By Deb McIntyre, '10

her to work hard to overcome their “hillbilly” roots in order to succeed. Bobby assimilated their values and did succeed, but she paid a price in temporarily losing her mountain identity. “Through those experiences I learned a lot about being in the minority and about how some institutions treat those of us who are.”

Bobby’s work with Native Americans became a way for her to reach out to others whose heritage has been devalued. She found that American children are taught very little about the history, culture, and everyday lives of Native people and much of what is taught is not accurate. It needs to be corrected, and that must begin with educators. “Trying to help teachers teach in ways that support cultures and histories they do not understand is very challenging. Coming from a misunderstood culture myself helps with that, but it is still very hard work.”

Working with the Foxfire organization in Georgia brought her home to her mountain roots and brought Foxfire’s

innovative teaching traditions to educators around the country. “Foxfire was an approach grounded in a vision for what teaching and learning can and should be.” The approach manifests itself most publicly in the student-written *Foxfire* magazines and anthology, teaches writing and communication skills by connecting students to their community, and allows them to make decisions about their own learning. Although putting together a magazine from start to finish is hard work, it is hands-on, real-world experience that can’t be learned in conventional ways.

Bobby’s teaching style is unconventional. She pushes students to question what they think they know and focuses on self identification. “We should be teaching all children to read and write and to understand their world, but there are thousands of ways to teach the same skills. What matters is that the ways we teach are matched to the children we teach and the communities and cultures in which they live.”

Her shared beliefs in these principles permeate the entire education studies department. She and her colleagues strive to help students majoring in education acquire the skills they need to become good teachers. But more than that, “I hope we are preparing students to be optimists, visionaries, change agents—teachers who are idealistic enough to believe they can change the world and wise enough to figure out how.”

José Gonzales, '08, recalls that Bobby’s classes “created an atmosphere that allowed the students

Matt Summey, '12, Kristin Waits, '12, and Ben Thomas, '12, engage in a group problem-solving exercise called “balls and ramps.” Professor Bobbi Starnes observes the process, but offers no hints.



to have control of their learning, while she still kept an underlying sense of structure.” José, who teaches struggling high school students in the New Orleans area, says a conversation he had with Dr. Starnes had a profound impact on him. “I commented that I didn’t see what was the point of teaching if you weren’t going to do it for other people. Nodding all along, Bobby very steadily responded, ‘Teaching? What’s the point of living if not for other people?’”

“She regards learning as a sacred process that is individual and spiritual for each person,” José continues. “She taught us that there is always more than one side to every story, and that if we are to relate to one another in a global community, we must always be in search of that truth together.”

Jose’s education at Berea opened his eyes to possibilities in his students that others might not always see. “My students have constantly been regarded as the bottom of the barrel; but because of Berea, I absolutely refuse to believe that. We all achieve great things in our own right. All we need is simply someone to provide the smallest encouragement and the slightest candle to light the way.”

The first students to benefit from Bobby’s “candle” were the sixth-graders at Lewisburg Elementary School in Ohio, who taught her the true riches of teaching. On the twentieth anniversary of her teaching career, Bobby returned to the same rural community for a reunion with 16 of her former students, now grown with families and careers of their own.

“Everyone had a memory of how that year had changed them,” Bobby says. “Their lives today are still

affected by the time we spent together in that small classroom all those years ago.”

The memories of one student, Diana, were clearest to Bobby, and her emotions were close to the surface. Bobby recalls Diana telling her, “It was the first time anybody ever told me that I could have ideas...even good ideas... I had never been a reader... I was probably on a third-grade level. But we read all the time, and when we weren’t reading, we were writing. Now, I’ll read anything I can get my hands on.”

The power of that reconnection lingers with Bobby. “The moment that crystallized it all for me,” she says, “was when I stood on my tiptoes to hug Mike, a once painfully shy sixth-grader, and he whispered in my ear, ‘I’ve always loved you, Mrs. Starnes.’”

“I’ve always loved you too, Mike,” I whispered in reply. And we both knew we meant it.”

Bobby loves teaching—even the difficulties, the planning, and the stress. Every day is different and full of surprises in the ways learners see the world and put ideas together to make new understandings. “Teaching just never gets old or boring or routine. On the best days, it is electrifying—thrilling and joyous in ways that are difficult to explain. And even on the hardest, most challenging days, there is always the promise that the joy is just a moment away.”

Bobby believes teaching takes a combination of optimism and idealism about what the profession can mean to the world and in the lives of children. “The pure love and joy in the work pretty much mean that everything inspires me. It is never easy, but it is always the best way to spend a day—and a life.”

All participants were given the same supplies with which to work. Results varied, but despite setbacks Tequilla Berry, ’12, Stacci Blye, ’11, and Lee Bays, ’12 (l-r), persisted in finding a solution to the problem.



Damian Buttle, ’11

Out of the Mouths of Babes

By Linda C. Reynolds, '95

Sitting inside the Boyd and Gaynell Fowler Child Development Laboratory (CDL) classroom at Berea College, I try to be inconspicuous. Yet one friendly girl sitting on a brightly colored rug acknowledges me with a wave. The other three-year-olds look my way, wondering who I am and why I am sitting in a tiny chair. The large windows bring the outdoors into the classroom and provide a stimulating backdrop.

Janet Garrison, '05, and Dionne Watson, '95, graduated from Berea with education degrees. Janet teaches preschool at the CDL and Dionne teaches kindergarten in Birmingham, Alabama. Both emphasize the importance of educational experiences for youngsters, and both have experienced those clarion moments during their careers when they have asked themselves, "Who is teaching whom?"

Conversations with children are often full of honesty, truth, wisdom, and humor, say Janet and Dionne. Sometimes it's hard to distinguish between truth and bluntness, for example, when a child asks, "Why are your teeth so yellow?" or "How much do you weigh?" "Children speak freely," Janet says, "when the world seems open to them. Nothing is impossible to them, to be left undiscovered or unexplored." Says Dionne, "Children are honest because their innocence leaves them fearless."

Sometimes truth finds us when we least expect it. One day the students in Janet's class were using wooden microphones to put on an impromptu concert. Afterward, one boy sat down beside Janet and asked if she would like to hear a song. He began to sing a spiritual that Janet remembered from her childhood. His sincere vocalization touched her.

Dionne, a 13-year veteran, is struck at times by the clarity of a child's reasoning. She recalled the day she was teaching the

concept of past and present verb tenses to her class. One student had difficulty grasping the idea, but another looked at her flustered friend and said, "Past is when you had your birthday last week and now [today] is when I am having my birthday." Dionne believes children learn more easily from each other because they are "using language that only they can understand."

The children have taught her to laugh at her mistakes and move on. While teaching a unit on shapes, Dionne placed cube, cylinder, and sphere shapes around the room. For some reason, she told them the spheres were cones. When she asked students to point to the shapes as they talked about them, she couldn't understand why they weren't recognizing the sphere shapes. Finally, one student said, "Ms. Watson, do you mean spheres instead of cones?" She realized her mistake and thanked the student. "Everyone had a good laugh," she says.

Teachers learn from their students, Dionne says, "by allowing them to talk, listening to everything that they have to say, and watching the ways they show what they have learned." Janet feels honored that her students "really do pick up on what is caring and lovely." She says it's a pleasure to be a recipient of a child's joy.

Before I left the classroom, I watched Janet move to a small table where a girl was coloring. Janet sat beside her. The girl scribbled something on a scrap of paper and pushed it toward Janet. Janet looked at it and then tore a piece of paper from a pad, picked a crayon, and wrote a message of reply. She pushed it back toward the girl. The message read: "I (red heart) you, too."



Damian Buttle, '11

Bryleigh Buttle, a student at the Child Development Lab, explores the sand and is watched over by CDL teacher Janet Garrison.



Dionne Watson pointed to little "popcorn words" to help her kindergarten students begin bite-sized reading words using "the", "look", and "my."



Thirty Days on the Outside Looking In

By Erin Barger, '09

Every education studies major at Berea College is required to enroll in the short term course "Practicum in Alternative Settings." Future teachers experience settings and people with cultural backgrounds different from their own who face social and economic limitations.

In January, I stood in orchestra rehearsal at Palm Springs High School. In a room lit by the desert sun, I glanced around at an ethnically diverse group; there were only a smattering of Caucasian students. I leaned over to ask a tall, blonde, string bass player. "Do you ever feel like you're in the minority here?"

"Why?" he asked. "Because I'm tall or because I play bass?"

Surprised, I said, "No, because you're white."

"Oh. I never really thought about it," he said.

Suddenly, I felt my paradigms shift.

Back home in Lancaster, Kentucky, my parents had raised me to believe everyone is the same, regardless of race. It was an uncomfortable realization when I looked around that orchestra. I didn't see students—I saw races.

Having never worked with marginalized students, I didn't know what to expect. I envisioned bitter students who would not welcome a stranger in their classroom. I had traveled a thousand miles from home and felt like an outsider.

I relaxed when I was welcomed by students who genuinely wanted to learn. The band showed me that differences don't matter. We worked together toward the same goal. Everyone was there to learn and make music.

This experience led me to explore the ways in which my college teaches diversity through its interracial commitment. I began a research project to discover whether

ethnicity matters in performing arts and how diversity is best taught.

Brenda Richardson, '81, an education studies teacher, taught my alternative settings course. She says that future educators like me need to experience firsthand reaching beyond cultural, socioeconomic, and other boundaries. "The course is designed to help our developing teachers work out relationships with children and adults in contexts where they are 'the other.'"

Brenda has been teaching the practicum for a number of years. "When I began thinking about the course, I wanted to provide students with contexts in which they could gain experience with a variety of cultures, including those of Native American people." In her search for a Native American setting, she contacted Alice Paul, a Tohono O'Odham (TO) educator. "Her invitation was so warm and whole-hearted that I immediately arranged to take a group of students to [Arizona] that next January to work in O'Odham schools. I have continued to visit, with and without Berea students, ever since."

Early on, she met Danny Lopez, a TO native who had a comfortable life in Tucson but who had moved back to the reservation after seeing the trouble O'Odham youth often experienced after leaving the reservation. He asked Brenda three questions: "Why do you come here?" "What do you want from us?" and "What will you do with what you take away?" Brenda says it is important for her students to ask themselves these same questions during their internships.

Berea students Eric Arthur, '11, and Adrian Safar, '09, worked with the TO nation during short term. "I went with the desire to be in the desert and give faith, hope, and love another chance to steer my thoughts and ideas," says Adrian, a Cincinnati, Ohio native. The group of 10

students stayed at the San Solano Mission Retreat Center near Sells, Arizona—the capital of the TO nation. "The conditions were rough at first for us," says Eric, who is from Catlettsburg, Kentucky, "but we quickly realized [they were] nothing in comparison to the conditions... the TO people endured."

One of the major problems facing the O'Odham nation is the loss of its youth to drugs and gang activity. The reservation is located in the Sonoran Desert, a major drug trafficking corridor from Central America into North America. "We couldn't help but be aware of the times when border patrol activity was unusually high, and wonder who or what was being pursued—and [if] we'd somehow become involved," says Brenda. Many of the Native students wore gang colors. Overcoming the known dangers, not just the unknown fears, was one of the greatest challenges the students faced in Arizona.

"This experience has shown me that there is no reason for hostility toward anyone who is different," says Eric. "I will try to impact my students in the way these extraordinary people have impacted me." Adrian may accept an invitation to live and work on the reservation teaching foreign languages and the performing arts. "The experience I had has opened up a place for change. [It] was the catalyst for a new chapter in my life. I can't wait to turn the page!"

In a different setting, Jyoti Kulangara, '08, spent her short term working with Camelot School in Kingston, Tennessee, a residential treatment center and therapeutic day school. The students differed in abilities, and included those with an IQ as low as 50. Large outdoor facilities provide therapeutic activities. Jyoti recalls her favorite feature of the campus was "a huge punching bag, [where]

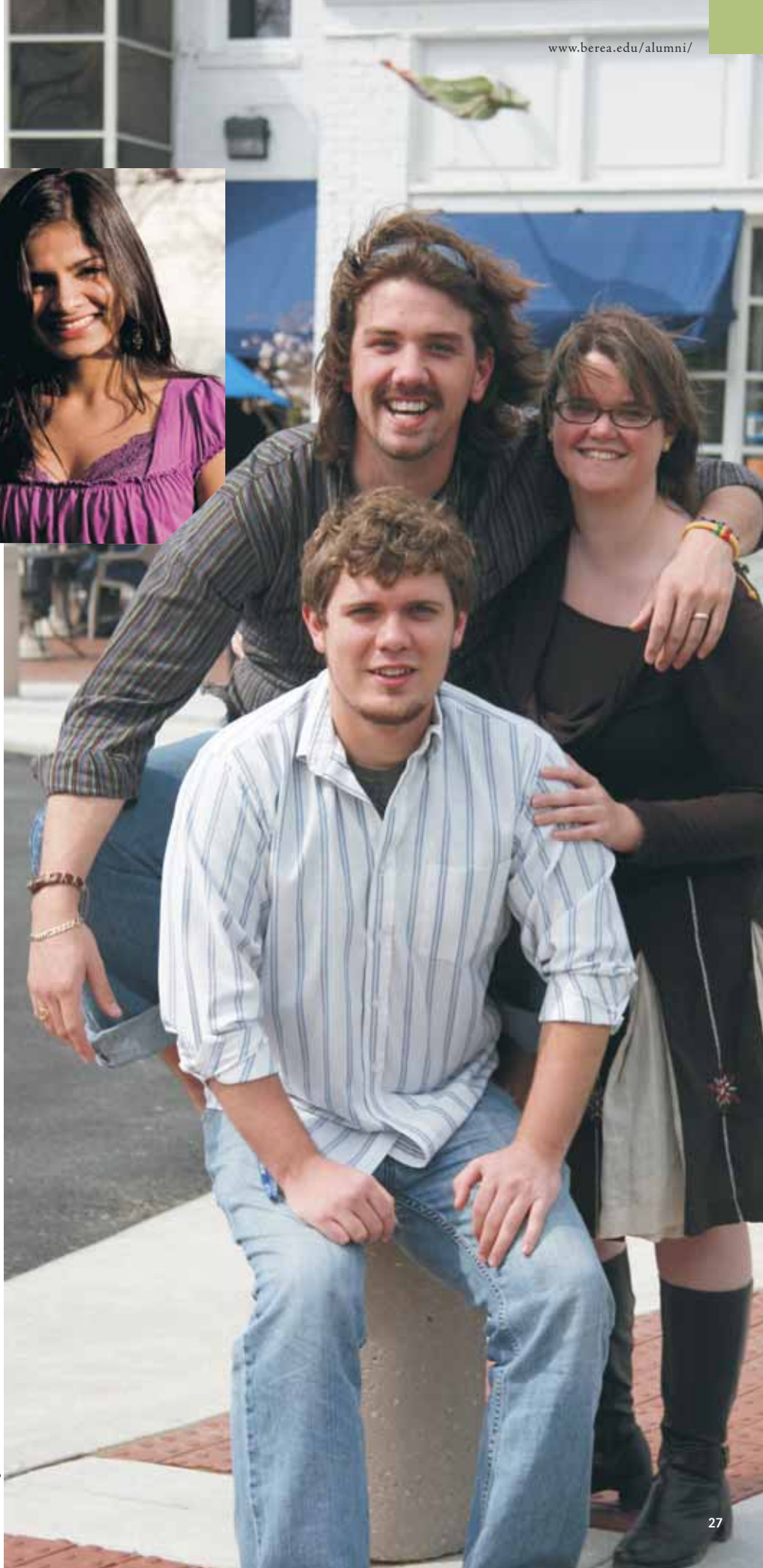
frustrated students were allowed to calm down and get out all their aggression.”

At first, Jyoti was apprehensive about working with students with behavioral disorders. With her “squeaky voice and timid personality,” she wondered if she could handle the students, but she found the staff to be welcoming and supportive. “With my 4’11” and 82-pound body, I had felt intimidated in a public school by overly aggressive students in class. However, at Camelot I started seeing myself differently, and that helped me project myself with more confidence.”

After her experience, Jyoti understands how students’ lives can influence their actions. “Some students are pushed over the edge because of a bad day, but other students are always on edge because of difficult lives that they are suffering through.”

Jyoti hopes to work with high school students with behavioral disorders. “I am starting to see my weakness as my strength. I was able to succeed with these students because of the compassion that I learned to show them. What I thought would be my downfall helped me leave at the end of each day feeling completely fulfilled.”

Facing what it means to be different is a part of the wisdom of the alternative school experience, Brenda says. “Year after year, it gratifies me to see Berea College students decide, like John G. Fee decided, to overcome real challenges and to take personal responsibility for the ‘Other.’”



Berea students Adrian Safar, Erin Barger, Eric Arthur, and Jyoti Kulangara (inset) participated in Brenda Richardson’s EDS “Practicum in Alternative Settings” course.

Bridget Carroll

Have Need? Tea

By Julie Sowell



Sarah Buccleugh

Neither Taylor Ballinger, '07, nor Sarah Buccleugh, '05, expected to teach. Taylor majored in speech communication and Sarah in psychology, but both graduates jumped into teaching

to fulfill a nationwide need for teachers from all academic backgrounds. Willing to work in U.S. urban or rural public schools in need, both fledgling educators accepted a two-year teaching commitment. Taylor Ballinger, '07, joined Teach for America and Sarah Buccleugh, '05, became a New York City Teaching Fellow, serving the public school system while earning her master's degree.

The outstanding male student in his graduating class, Taylor initially worried about how successful he would be at his first job. He's now in his second year working with students with special needs in an English classroom at a rural public high school just outside New Orleans. When one of his students said, "Man, I didn't know I could write something like this!" it was just what Taylor had hoped to hear.

After providing his students with opportunities they may not have had before, Taylor found a wealth of potential. "When I saw what they were writing and the ways they were getting involved in class," he says, "it was so fulfilling. Some of their poetry was just phenomenal."

At the P.S. 12 Lewis and Clark School in the central Bronx, Sarah also uses the creative arts to engage her students. She combines her musical talent with the experience she gained working as a videographer for the Berea College public relations department to help her students develop their creative and intellectual potential. Her first year at P.S. 12, Sarah and students Margarita and Jonathan co-wrote and performed a music video entitled "Our Souls." She also taught guitar and volunteered with other teachers to help the students create a wide variety of videos.

"Sometimes you need to try different ways of reaching students," she says.

Now in her third year at Lewis and Clark, a high school for students with severe emotional challenges, Sarah's outlook wasn't always as positive as it is now. In 2006, when she entered the New York City Teaching Fellowship program, Sarah attended an intensive summer "crash course" in teaching at the school. She felt unprepared for what she observed—the

fights and emotional outbursts among students whose needs she wasn't sure she knew how to meet effectively.

But she didn't quit. Rather, Sarah began teaching full-time at Lewis and Clark that fall.

"I wanted to prove to myself that I could do it," she says now. "And I did it for the kids. I wasn't going to fail them. I'm not going to be here and then suddenly disappear. They've had a lot of people come into their lives and go. I didn't want to be one of those."

In her first year, she taught girls' health and fitness along with voluntary music projects. Since 2007 she has taught Earth science. While some days are still wildly unpredictable, she is gaining her students' respect and is growing in confidence as a teacher. The students really like the curriculum that Sarah has designed. Berea's sustainability values have found their way into her classroom, where paper recycling projects decorate the bulletin boards and hydroponic tomatoes grow in tubs inside the classroom.

Sarah says her psychology education at Berea has made her more effective as a teacher and mentor and has helped her to create and maintain a well-functioning classroom. "Behavior modification!" she says with conviction. "Don't reward



Students Sophia (second from the left) and Ruben (right) enjoy time in the classroom with their teacher, Sarah Buccleugh (left), and teaching paraprofessional Miguel Torres (second from right).



Sarah's Earth science lessons include many ways of teaching sustainable practices.

Teachers will Travel

negative behaviors!” She also recognizes when her students are exhibiting the characteristics of depression, attention deficit disorder, and a variety of other disorders and conditions. “It’s helped me a lot to realize what some of my students are dealing with. I can’t imagine myself sitting in the classroom with all of that going on. It has given me a newfound respect for them.”

Taylor lives in downtown New Orleans and commutes 30 miles to East St. John High School, near the town of Reserve, Louisiana. The majority of his students have economic disadvantages. The school, one of many affected by Hurricane Katrina, also accepted a significant number of displaced students who have remained in the community.

Known as “Mr. B” to his students, Taylor not only teaches in the English classroom, but was recently appointed head of the special education department. Taylor and his wife, Rosie Green Ballinger, ’08, attend many of the school’s sports activities. The 6’6” former high school center enjoys shooting hoops with his students. As a special reward, he has taken students to New Orleans Hornets professional basketball games. “It’s all about giving kids what they need and as much of it as they need,” says Taylor.

To create the right environment for learning, Taylor works to create “a classroom that is open, comfortable, welcoming, and inviting.” He’s adamant about his belief that it’s not where students come from, but where they can go with the right kind of teachers and schools. “If there’s any one thing I’ll take away from this experience, it’s that the challenges students have in their personal lives don’t necessarily determine their success or failure. I am continually impressed by how hard these kids are willing to work and how much they are willing to do for teachers who care about them and want them to succeed.”

Both Taylor and Sarah describe profound changes in their own lives as a result of their teaching commitment. “I wanted a challenge that would push me to my limits,” says Taylor. “I’ve been fortunate to have a lot of good things happen in my life so I felt I should give something back to help other people.” They expected to be tested and to work hard, and both hoped to do some good during their short time as teachers. Instead, both found something they never expected—a life calling.

“In terms of my career, every major decision I make for the rest of my life will always be directly influenced by my experiences here,” says Taylor. “Because of

the challenges I’ve faced in the St. John Parish school system, I think my whole life is going to be devoted to playing a role in changing that for the students I teach.”

Although his two-year commitment with Teach For America ends in June, Taylor says he’ll be at East St. John at least another year. After that, he isn’t sure; but he and Rosie have grown to love New Orleans and may want to play a part in making the city better than ever, he says. “There are all kinds of revitalization projects that are affecting almost all facets of life here, and I’d kind of like to be involved with that.”

Sarah’s NYC teaching fellowship officially ended in May when she graduated from Mercy College with her master’s degree in urban education. “I’m always going to be a teacher,” says Sarah. For now, she has no plans to leave P.S. 12. “These kids, they grow on you. I feel such a commitment to them. I know I’m doing good work for them, and as long as I continue to feel that way, I’m going to stay.”



Caitlin Ambrose, '10

Taylor Ballinger



Taylor Ballinger highlights the finer points of composition with a student from East Saint John High School in Louisiana.



Joe, DeChris, and “Mr. B.” attend a sports event after school.



The streaming colored lights are part of the Hi Seoul Festival held once a season.



This crowded street in downtown Seoul leads to Jogyesa, headquarters of the Buddhist temple of the Jogye order.



Chris stands in front of cherry blossoms in an area of Seoul called Yeouinaru.



Chris with a group of students he taught during their field trip to a puppet show.



Following a party, the children release some excess energy before the Korean teachers wrangle them back in the classrooms.



This seven-story pagoda supposedly contains a sacred relic found in the cremated remains of the Buddha.

Books Open, Pencils Poised: *Teaching English in South Korea*

By Chris Backe, '04

Graduating with a business degree didn't prepare me for this. My first day on the job, I came face to face with a group of seven-year-olds, all speaking a foreign language and seemingly making as much noise as they could. After a few moments the other adult in the room spoke a few words to them, and the children sat up straight in their chairs, books open, pencils poised, ready to learn English. This is it, I thought; it's really happening. I'm really teaching English in South Korea. It had not yet sunk in.

Teaching English at a *hagwon* (a private English school) in South Korea is one part adventure, one part patience, and at all times different. The classes are small, the kids usually listen, and you'll hear first-hand how much they've really learned.

Becoming an English teacher abroad is simpler than you might think. You need a valid passport, a bachelor's degree in any subject, a native command of the English language, some teaching experience, and a genuine desire to help kids learn the English language. After multiple phone interviews, I began submitting all the paperwork needed to get a one-year visa. From there, the *hagwon* made travel arrangements and I packed my bags for the adventure of a lifetime.

Within a week of arriving, I was on my own, teaching English to classes of students between the ages of five and thirteen in a land 8,000 miles away from home. Many of the Korean teachers have a rhythm of knowing which class is next, where they are, and what books or materials they would need. Eventually, I got in the same rhythm. In a span of five minutes, I put away the old book and found the next book I needed, all the while maneuvering around the kids jumping about in the faculty room.

Although the specific amount varies, the salary you receive is comparable to a public school teacher in America. You'll also receive a free, furnished apartment (or sometimes a stipend in addition to your salary) and a

plane ticket from America to South Korea. In exchange, you sign a one-year contract with the school that promises severance bonus pay and a plane ticket back home when you complete your contract. Even without knowing Korean, you'll quickly settle in after being here for a few days. Some things are markedly different, but it's amazing how quickly Seoul felt like home.

Not knowing any Korean made it a bit harder to teach English, especially when the kids needed settling down and didn't know the English words I was using. Eventually, however, they learned several important English phrases, such as "be quiet," "put your pencils down."

There are plenty of tools at hand for teaching English, but there is usually a chosen workbook for each class, based on age group or level. One class of six-year-olds uses a grammar workbook or a basic listening and writing workbook. There is often a listening element that goes with the book as well. My students will hear English, read English, and (in my classes) have some chances to act it out. Why teach a seven-year-old to say "vacuum the carpet" when they can stand up and do it? Games are also excitedly played. Students don't realize that they're strengthening their vocabulary or problem-solving skills by playing "Hangman."

In a class of five-year-olds, I'll read a book and the students will repeat some of the words or point to colors, excited at getting a high five from the teacher. Later on, to release some of the pent-up energy, they'll run around the classroom or hide under the tables. I'll reach for them under the table, as they escape to scatter across the classroom.

As anyone in the education field knows, teaching is more than a job. It's more than simply knowing the material you're teaching. It's caring about your students to help them learn as much as they can in the brief time you have with them. You also know you're setting a foundation of a lifetime of English learning. You'll see some results, and you

know even more results will come in the future.

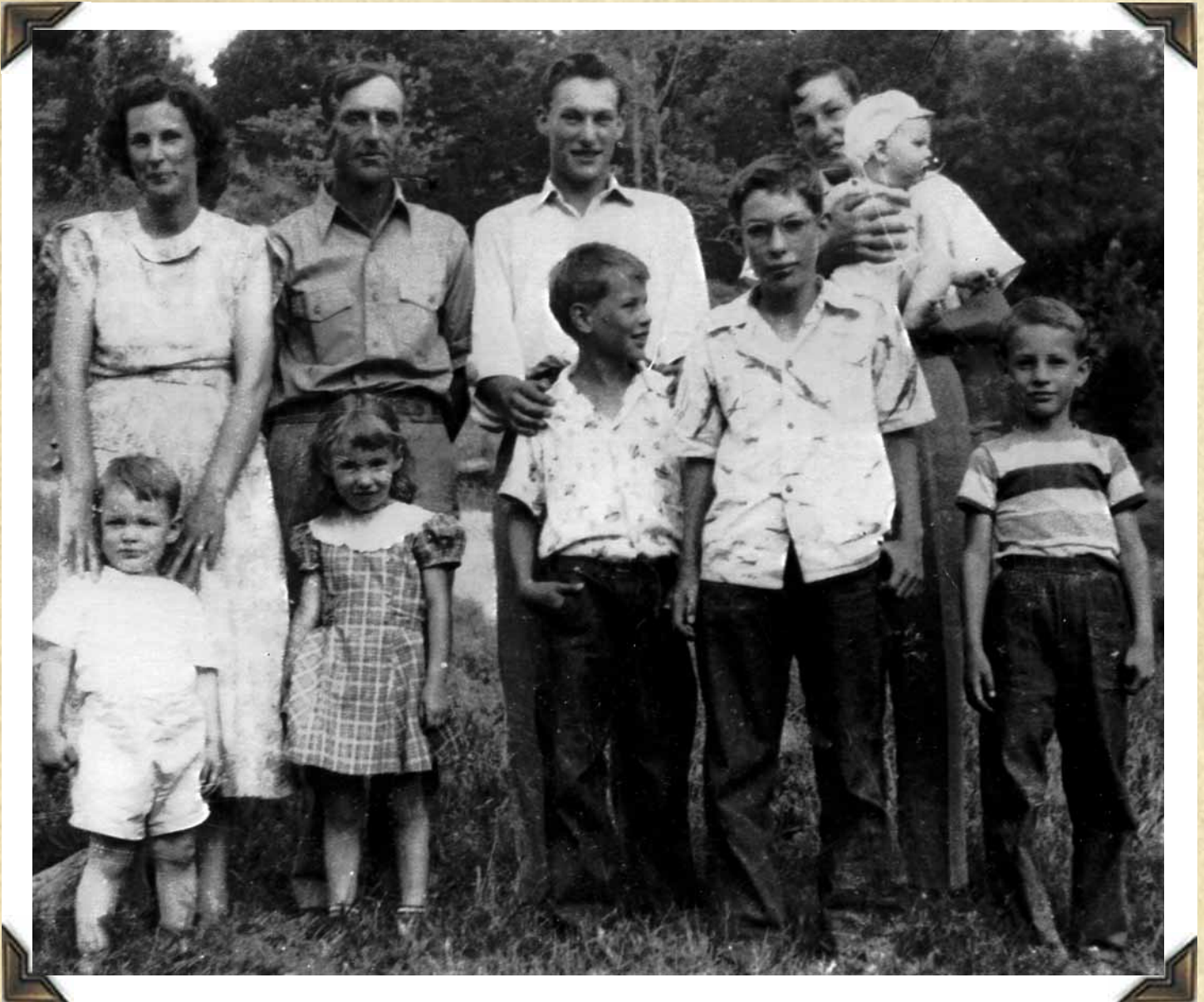
A class of seven twelve-year-olds open their books and view a picture of a firefighter. Several of them excitedly respond to my question "What does this person do?" They know that responding well gives them a point to play a game they love that I invented.

Teaching English as a second language requires a lot of patience—a lot more than I originally thought. You often have to repeat yourself when students are sounding out words or using Korean pronunciation. As an example, one Korean consonant has the sound of 'r' or 'l', depending on where it falls in a syllable grouping. You have to teach the kids that these are two different letters and two different sounds. In their native language the pronunciation rules are completely different.

Another difficulty with the students is fatigue. Nearly half of the students at my *hagwon* arrive after their public school day ends, and the *hagwon* is open until 8:15 p.m.

Most kids will have been in one classroom or another for longer than most adults sit at their desks at work. It's part of the pressure-cooker environment that makes up an education in South Korea. For better or worse, I'm part of that pressure-cooker, but I try to make learning English fun or interesting. There are days, however, when nothing seems to get done, and one has to accept that.

On the positive side, one big benefit of being an English teacher in South Korea is the adventure outside the classroom. It's wonderful having the opportunity to explore palaces that are hundreds of years old, experience a Buddhist temple, or relax at an authentic Korean restaurant with *bibimbap* (a Korean dish with rice, vegetables, beef, an egg, and red pepper) or *galbi* (Korean barbecue you cook at your table). I've made it a point to see one new place a week somewhere in Korea—and the longer I'm here the more places I want to go.



Back row: Elizabeth Moss, Felix, Kenneth, and Kelly (holding Morris David, the baby)
Front row: Gerald Moss, Linda, Bernard, Buelon "Pete," and Ronald (photo circa 1950).

Education — All in the Family

By Deb McIntyre, '10

The Berea story is all about the bright young person who reached his or her full potential because of a tuition-free college education. The Moss family story is about eight siblings—all of whom worked alongside their parents to make a living off the land—planting, harvesting, and caring for livestock. All eight eventually graduated from Berea College. All eight have had successful careers, and half of them answer to “Dr. Moss.”

Education is the most powerful weapon which you can use to change the world.

—Nelson Mandela



Elizabeth and Felix Moss believed the key to future success for their children lay in a strong foundation of love and higher education. (photo 1990).

Felix and Elizabeth Moss raised their seven boys and one girl with love and determination. Felix had only a third-grade education, and Elizabeth didn't get beyond seventh grade. They were intelligent, hardworking people who weren't able to advance their educations because their help was needed to support their families' hardscrabble lives.

The couple married in 1933 at the height of the Depression and lived on a small farm in Adair County, Kentucky. Felix worked as a farmer and carpenter. In 1939, they and their growing clan moved to Indiana, and later to Illinois, looking for work. The family shifted from farm to farm as tenant workers. From dawn to dusk they tended the crops. Usually planted at the direction of the landowner and against Felix's better judgment, many crops did not thrive.

Felix and Elizabeth also worked in factories and sold eggs and cream to keep food on the table. For a time, Elizabeth's health failed and she was placed on a rescue program for tuberculosis. As soon as they were able, the children helped out at home—especially with watching their younger siblings and assisting with schoolwork.

"The younger ones of us did not realize how difficult finances were during that time. As I matured, I realized how it bore hard upon our parents," says Buelon "Pete" Moss, '60. The family raised tobacco and strawberries as cash crops, grew grain to feed milk cows, harvested timber, and kept an extensive vegetable garden.



Buelon Moss

any flower or shrub flourish." Felix was a natural mathematician, helping his children with homework and working out

complicated calculations for carpentry work in his head. He also could make or repair almost anything.

Buelon says his mother early "caught the vision of what advanced education could mean." Felix had been taken out of school to work at a young age and didn't want a similar fate for his children. The couple wanted their offspring to work and study to achieve greater heights and have more choices, says Kenneth Moss, '55, the eldest son.



Kenneth Moss

After World War II, the family returned to Kentucky, where they finally bought a farm of their own in Glasgow. Kenneth and Kelly, the second eldest, continued to blaze a trail for their younger siblings to follow. Their dedication to excellence in school and leadership established standards and goals for everyone else.

Kenneth became the first of three Moss brothers to enter the medical field. He came to Berea in 1953, after transferring from Lindsey Wilson Junior College. He described his first experience on his own as the "most exciting time of my life." Kenneth later attended medical school at the University of Louisville. In 2000, the University of Alaska awarded him with the Meritorious Service Award for being a Distinguished Public Servant.

"The service ethic of medicine attracted me. I did not think I had the calling or ability to be a minister; did not think I had the talent to be a good businessman or farmer; was not strong or talented enough to be a craftsman or tradesman; so I chose medicine, which suited me," Kenneth says.



Kelly Moss

After obtaining a degree in chemistry from Berea, Kelly Moss, '58, attended the University of Kentucky Medical School and

became a family physician. He delighted in life at Berea. "Coming from a large family, I knew how to share, do without things, and get along with other people."

He relished the abundant offerings at food service and other luxuries. "We did not have running water at home in 1954," he recalls. "It was wonderful to have a daily shower and inside toilets."

Kelly chose medicine because, he says, "In rural areas the local physicians are looked up to and respected for what they do to help people and for their service to their communities...They were a good role model for me." Today, he practices general medicine in Somerset, Kentucky.



Morris David Moss

The youngest son, Morris David Moss, '71, followed in his oldest brothers' footsteps to Berea and on to medical school. The University of Louisville graduate specializes in pediatric care with a secondary focus on emergency medicine. "Service to others was always emphasized by our mother, and an interest in math and science perhaps came from our dad's analytical problem solving," David says of his career choice. He practices in Glasgow, Kentucky.



Gerald Moss with his mother, Elizabeth

All those years of milking cows and cultivating fields rubbed off on two of the siblings. Both Gerald Moss, '70, and Buelon majored in agriculture. Buelon—known as "Boo" to the family and as "Pete" to fellow horticulture students at Berea—became an agriculture professor

and researcher at Auburn College, earning his doctorate degree. The agriculture extension expert in dairy production also received the Distinguished Alumnus Award at the 2008 Berea College summer reunion. In 1998, he travelled to Thailand as a Fulbright-JFK Scholar to strengthen the Thai dairy industry. After retiring in 2003, Buelon returned to the family farm in Glasgow, but he continues as an international consultant in Southeast Asia to the United States Department of Agriculture (USDA) and to Auburn University.

Gerald worked on the College farm and chose agriculture as one of several occupations. "I really enjoyed farming, so agriculture was a natural field for me." After graduation, he was drafted into the United States Air Force and served 4 years. Gerald then worked 8 years for the USDA as a county supervisor, owned a Christian bookstore for 10 years, and worked for the U.S. Postal Service until retiring in 2005, after which he settled in Berea.



Bernard Moss

After earning his master's degree from the University of Tennessee, Bernard Moss, '62, served in the U.S. Air Force. He has enjoyed a variety of careers. He owned his own construction company, Moss Construction, was an oil land lease man, and was an engineer's inspector. Bernard recalls Berea with the same fondness as his siblings. "I always have been proud and respectful of the high academic standards of Berea. In my view merely graduating from such a college is an accomplishment, whether one is *cum laude* or not," says Bernard.



Ronald Moss

Ronald Moss, '66, says he represents "the weird, artsy side of the family." Someone once asked him why he didn't

study medicine, and his response was "Give me a screwdriver, and I will fix it."

An inheritor of his parents' problem-solving creativity, Ron graduated from Berea with a degree in industrial arts. After receiving an architecture degree from the University of Kentucky, he lived and worked as a registered architect in Alaska, Tennessee, Georgia, and Idaho. "I must have gotten my father's genes for designing and building," Ron says.

By the time that Ron arrived in Berea, his family was well-known by faculty and staff. As he crossed campus during his first week, German professor Kristjan Kogerma, '50, hailed him with, "Hey, Moss!" The professor claimed he could spot a Moss just by the way he walked.



Linda Moss Snyder

The only girl in the family, Linda Snyder, '69, initially was unsure about choosing a major, but after working at a hotel, talking to other maids, and listening to their problems, Linda discovered she had a talent for helping others work through their difficulties. After graduating from Berea, she received her master's degree from the Kent School of Social Work in Louisville. Over the years, she worked in hospitals and in the medical field, as well as in community agencies assisting the disabled and aged. She is presently a renal social worker for Dialysis Clinic, Inc. in Richmond, Kentucky.

Linda's desire to serve others was fostered at Berea but was first instilled by her family's strong Christian faith. She has a close relationship with her brothers, who have kept their camaraderie over the years through letters, phone calls, and e-mail.

The Mosses try to hold yearly family reunions, although this is harder now because of the distances some of them must travel. Their father, Felix, died in 1997. Elizabeth, now 91, lives in a nursing facility in Glasgow and the children visit frequently.



The two only Moss women share a special bond.

Recently, Elizabeth recycled a Depression-era poem—her advice to Buelon on the best way to weather the current economic crisis: Use it up, wear it out, make it do, or do without.

"Throughout the years, our parents had limited financial means, but they had a wealth of wisdom, worked hard, and encouraged us to improve ourselves. They allowed us to make our own decisions early in life and let us venture forth, attend college, and develop our own careers," says Buelon. "Berea gave me an education that provided me with the calling card that opened up new opportunities and travel and introduced me to friends and adventures that otherwise I would not have enjoyed."

Contributing writer Danielle Holleran, '09



Happy Days -1994

AlumniConnections



With more than 17,000 members around the world, the Berea College Alumni Association represents a diverse, yet connected extended community. We encourage all our alumni to develop strong ties with friends and to Berea by engaging in our many programs, services, and activities.



Berea Is Coming to You!

Berea College Clubs are all over the country. One is probably meeting near you!

To find alums in your community, contact the Office of Alumni Relations at 1.866.804.0591 or visit <http://alumni.berea.edu>

Alumni Executive Council Officers

President: Rob Stafford, '89

President-Elect: James Cecil Owens, '66

Past President: Rachel Berry Henkle, '64
Larry D. Shinn
William A. Laramée
Mae Suramek, '95

Alumni Trustees

Vicki Allums, '79
Janice Hunley Crase, Cx'60
Jim Lewis, '70
Tyler Smyth Thompson, '83

Members-At-Large

Jennifer Jones Allen, '01
Celeste Patton Armstrong, '90
Joe Brandenburg, '71
Ronald Dockery, '70
Lowell Hamilton, '61
Timothy Jones, '94
Peggy Mannering, '71
Bob Miller, '58
Jason Miller, '98
Larry Owen, '61
D. Wesley Poythress, '89
Willie Sanders, '69
Edward Seay, '95
Thomas Smith, '79
Karen Troxler, '80
Larry Woods, '75

HOMECOMING November 13-15, 2009

Celebrating the Special Reunion Classes of
1984, 1989, 1994, 1999, 2004, and 2009

FRIDAY, NOVEMBER 13

Alumni Awards Reception
6:00 p.m.

*Baird Lounge,
Alumni Building*

Award Recipients:

*Distinguished Alumnus
Award*

Dr. J. Dan Pitillo, '61

*Outstanding Young
Alumnus Award*
Della Justice, '93

Honorary Alumnus Award
Bill Laramée

SATURDAY, NOVEMBER 14

BereaFest
11:30 a.m.–1:30 p.m.

**Cheer on the
Mountaineers!**

5:30 p.m.
*Main Arena,
Seabury Center*

Alumni Mixer
After men's basketball
game
*Baird Lounge,
Alumni Building*

SUNDAY, NOVEMBER 15

Alumni Worship Service
10:30 a.m.

Union Church
Special performances by
The Alumni Chapel and
Concert Choir directed by
Dr. Stephen Bolster



About Berea People

1937

James G. Hollandsworth was awarded the Butterfly Award in 2008 by the International Camping Fellowship for his contributions toward advancing the cause of camping across the world. He resides in Huntington, WV.

1939

Mildred Catron Dickison resides in Falmouth, KY.

1941

Bernice Angel Taylor and **Fred Taylor**, '42, celebrated their 65th wedding anniversary on September 28, 2008. Bernice is a retired teacher and Fred is a retired commercial airline pilot. They reside in Woodland, CA.

1944

Margaret Noss Gibson and **Wallace Gibson**, Navy V-12 '43-'44, BC '47, celebrated their 65th wedding anniversary on October 28, 2008. They reside in Columbus, MI and have six children.

1946

Paul A. Fletcher and Margaret C. Fletcher celebrated their 63rd wedding anniversary on January 23, 2009. They reside in Bristol, TN.

1947

Scharlene Oney Branum resides in Oak Crest Village Retirement Home in Baltimore, MD.

Sue O'Daniel Teeter is a retired teacher. She and Herman M. Teeter, Sr., reside in a retirement community in Gastonia, NC.

1948

Elsie Coffey England and Eugene E. England lost their son when he died suddenly on September 12, 2008. They reside in Huber Heights, OH.

1949

Franklin Parker and **Betty Parker Parker**, '50, are both retired teachers. They celebrated their 58th wedding anniversary on June 12, 2008. They reviewed books at the Uplands Book Review Group in March 2008 and Betty was interviewed on the radio in August 2008. They reside in Crossville, TN.

1951

Jeanne Cochran Gorman, Ck '51, has been teaching English at her local library for the past 12 years in the Alliance for Learning program. She resides in Mount Prospect, IL.

1953

Dr. Norma Doris Graybeal Pohl is retired and resides in Kirkwood, MO. Robert Pohl, her husband, died in March 2008.

1954

Bernie Peace has exhibited work in many juried gallery and museum shows and has earned hundreds of awards. He is currently creating photo collages. He is a retired professor emeritus from West Liberty State College, where he taught art for over 35 years. He and **Sylvia Hitchcock Peace**, '56, reside in Wheeling, WV.

1956

Tommy S. Camper is retired from Ashland Inc. He and "Tubby," his wife, reside in Marysville, OH.

1958

John Holbrook was featured in *County Line*, a Kentucky Association of Counties publication. He is in his third term as District One Magistrate, plays Santa during the holidays, and is a wood carver. He and Faye, his wife, reside in M. Vernon, KY.

1960

Judith Reagan O'Mara retired from teaching elementary school after her husband, Terrence, passed away in 2004. She enjoyed reconnecting with classmates at her 45th reunion at Berea. She resides in Florence, KY.

1961

Dr. Hazel Dicken is an emeritus professor at the University of Minnesota. The University honored her career with a symposium, "Translating Ivory Tower Scholarship into 'Real-World' Action," last year. She resides in St. Paul, MN.

Thelma "Sammie" Wilson Wakefield, Rd '61, BC '65, retired as a seating and mobility specialist with AIEC Services after 20 years. She plans to do wood sculpting and refurbishing equipment and supplies for rehabilitation clinics in Peru. She resides in Moultonboro, NH.

1962

Celia Harper Miles has co-edited an anthology of holiday writing called *Christmas Presence* from 45 western North Carolina women writers. It is published by Catawba Publishing and can be purchased online or from her. She resides in Asheville, NC.

Breck Robbins, Rd '62, BC '66, won his 4th consecutive National Adult Baseball Association Over 60 tournament in Las Vegas last November. He pitched and led home run hits for his team, the Braves. He also played in the 2008 Cleveland Silver Senior Softball Championship and the Brookpark Senior Over 60 Softball Golden 2008 Championship teams. He resides in Westlake, OH.

1963

Wanda Dodson is a retired foods and nutrition professor and a community volunteer in agriculture, food, and community development programs in the Lake Cumberland Kentucky area. She was part of a delegation to Israel and Palestine in 2008. She and 20 other participants from the

United States and United Kingdom arrived in Tel Aviv for a two-week trip through the conflict zone. She resides in Monticello, KY.

Mable Weddington Kitchen was chosen as one of "Ohio's Most Influential CPAs" in 2008, and was featured in *Catalyst* magazine. She is the sole proprietor of Mable Weddington Kitchen, and founded the Cincinnati Women's Society of CPAs. She and **Robert Kitchen**, '62, reside in Bethel, OH.

1964

Barbara Newsome Henegar resides in Nicholasville, KY. She has six grandchildren and one great grandson.

1966

Mary Grace Chesnut retired in 2004 from the Craig County School System in Virginia. She has been working as a volunteer at Children Feeding Children Ministries since 2005. She resides in Salem, VA.

1968

Diann Lovett Duvall is a high school counselor at Loudoun Valley High School in Purcellville, VA. She resides in Winchester, VA.

Margaret Walker Jeffers has written her first book, *Whatever the Season, Roll Out the Crackers*, an artisan crackers resource guide with recipes. She resides in Versailles, KY.

1969

Roy Moore is dean of the College of Mass Communication at Middle Tennessee State University. He is also an emeritus professor of journalism at the University of Kentucky. **Pamela Vickers Moore**, '71, is an emeritus professor of nursing at Eastern Kentucky University. They reside in Murfreesboro, TN and built a vacation home in Biltmore Lake, NC. They celebrated their 40th wedding anniversary in January 2009.

Joseph M. Sowder is retired and **Pamela Thompson Sowder** is retiring from social work at the Greene County Council on Aging in Xenia, OH in 2009. They reside in Beavercreek, OH.

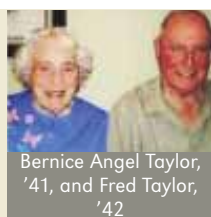
Anita Martin Wexler is retired and resides in Lake Park, FL.

1970

Dr. Janet McDaniel retired from Radford University in Radford, VA in January 2009 after 30 years of teaching nursing at the undergraduate and graduate levels. She was also the graduate program coordinator at the School of Nursing. She resides in Salem, VA.

1971

Dennis Strickler RD '67 and **Howard Strickler**, Rd '68, BC '75, his brother, played doubles in the age 55 and over division at the Southern Clay Court Tennis Tournament in Pelham, AL, last year. It was the second time they had played together in a tournament since they were students on the Berea College tennis team. Dennis is retired from The Oak Ridge National Laboratories in Oak Ridge, TN. He and **Candice Shelton Strickler** reside in Oak Ridge and have a son and daughter.



Bernice Angel Taylor, '41, and Fred Taylor, '42



John Holbrook, '58



Thelma "Sammie" Wilson Wakefield, Rd '61, BC '65



Mable Weddington Kitchen, '63



Breck Robbins, Rd '62, BC '66

1972

Linda Knox visited Lima, Peru in May 2008. She is a coordinator/certified lactation counselor at Region 2 Greenville Public Health Office. She resides in Liberty, SC.

1973

Dr. Delphina Hopkins Gillispie is an assistant professor of biology/education at Valparaiso University. Charley Gillispie, is vice president at Valparaiso University. They reside in Valparaiso, IN.

Mike Johnson was inducted into the Kentucky Track and Cross Country Coaches Association Hall of Fame in January 2009. He is an associate professor of physical education & health at Berea College. He and **Mary Claiborne Johnson** reside in Berea, KY.

1974

Virgie Back Barnes earned the designation of Certified Nurse Educator (CNE) after successfully completing a rigorous certification examination developed and administered by the National League for Nursing.

Roger L. Marcum retired in June 2008 after ten years as superintendent of Marion County Schools and 34 years as a Kentucky public school educator. He was selected as Kentucky Superintendent of the Year in 2006. **Bobbie Gibson Marcum, '75**, is a nurse practitioner OB/GYN for the Lincoln Trail District Health Department in Elizabethtown, KY. They reside in Lebanon, KY.

1975

Howard Strickler, Fd '68 and **Dennis Strickler, Fd '67, BC '71**, his brother, played doubles in the age 55 and over division at the Southern Clay Court Tennis Tournament in Pelham, AL last year. It was the second time they had played together in a tournament since they were students on the Berea College tennis team. Howard is a physician in Birmingham, AL and is president of Employers Drug Program Management, Inc. He and Susan Hunter Strickler reside in Birmingham and have two sons.

1977

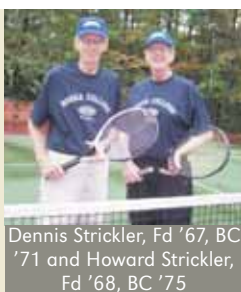
Linda Ballard earned the designation Certified Nurse Educator (CNE) after successfully completing a rigorous certification examination developed and administered by the National League for Nursing.

Jody Howson Epperson earned the designation Certified Nurse Educator (CNE) after successfully completing a rigorous certification examination developed and administered by the National League for Nursing. She teaches and is also the associate degree nursing coordinator at Somerset Community College in Kentucky and resides in Somerset.

Tim Moore was inducted into the Kentucky Track and Cross Country Coaches Association Hall of Fame in January 2009. He is an assistant track coach at Eastern Kentucky University. He and **Sandra Smith Moore, '80**, reside in Richmond, KY.

1978

Joanna Griffin is a successful professional potter. She owns and operates Pomegranate Clay Studio in Kalispell, MI, where she resides.



Dennis Strickler, Fd '67, BC '71 and Howard Strickler, Fd '68, BC '75

Keep in Touch

The Berea College Alumni Association enjoys hearing from Bereans from all over the U.S. and the world. The "About Berea People" section of *Berea College Magazine* reports verifiable news that has been sent to the Association by the alumni. *BCM* reports the news you wish to share with your alumni friends and associates. "About Berea People" reports changes in careers, addresses, weddings, retirements, births, and other items of importance to our alumni. Please include your class year and name used while attending Berea. Note may be edited for style and length. Our print deadlines may delay the appearance of your class news. While we will make every effort to put your information into the next issue, due to printing schedules, some delays are typical. We appreciate your understanding. For more information on how to submit class notes and photographs, call 1.866.804.0591, e-mail diana_taylor@berea.edu, or log on to www.berea.edu/alumni.

1979

Michael Banks' garden and home will appear in the Summer 2009 *Better Homes and Gardens* special interest publication, "Garden Ideas & Outdoor Living." His garden has been published in numerous other publications. He resides in Buffalo, NY.

Anthony C. Hackney, PhD, is a professor at the University of North Carolina at Chapel Hill and has been awarded an honorary doctorate of science degree. The doctorate was given by the government of the Republic of Lithuania for his scientific contributions in exercise physiology-nutrition and his support of the Baltic people. He and Rev. **Grace Griffith Hackney, '78**, reside in Hillsborough, NC.

1983

Sidi N. Bojang completed a 30-hour "Advancing Youth Development" course sponsored by the U.S. government to train youth workers. He is a case manager and social worker for Youth Rehabilitation Services in Washington, D.C., and Climatou Jatta, his wife, is in law enforcement. They reside in Silver Spring, MD and have two sons.

1984

Sharon Robb Allen was one of the recipients of the "Great 100 Nurses in North Carolina" awards. Each year 100 nurses from all areas of healthcare in North Carolina are recognized for nursing excellence. Sharon resides in Charlotte.

Daniel Lee and **Margaret McCoy Lee, Cx'85**, celebrated their 25th anniversary in Berea during the Christmas holiday. He is president of East Carolina Neurology, clinical professor in neurology and director of the Pitt County Memorial Hospital Sleep Disorders and Research Center at Brody School of Medicine at East Carolina University in Greenville, NC. They reside in Greenville.

1985

Debra Stanton Stone and **Rhonda Campbell Brandenburg, '82**, vacationed together in 2007. It was a reunion for both of them. Debra resides in Union Grove, AL, and Rhonda resides in Russellville, OH.

1986

Lisa Baker Durbin, Cx'86, is the branch manager in the Division for Protection and Permanency in Frankfort, KY after serving as a social worker for the Cabinet for Health and Family Services. She and Charlie Durbin reside in Versailles, KY.

Don Hall is chief information officer at the Muscogee County School District in Columbus, GA. His new book, *A Technology Director's Guide to Leadership – The Power of Great Questions*, was published by International Society for Technology in Education Press in December 2008. He resides in Columbus, GA.

1987

Ann Butwell coordinates international travel seminars for students, professors, and church groups at Angsburg College's Center for Global Education. She and John Wright Rios, her husband, reside in Minneapolis, MN.

Barbara Hayes is employed at Kentucky State University as a police officer. She completed her master's in business administration and a master's in dispute resolution in 2008. She resides in Lexington, KY.

1989

Keven McQueen's latest book, *Forgotten Tales of Kentucky*, was released by History Press at the end of 2008. He resides in Berea, KY.

Birth: a son, Briton Scott, to **Robert Stafford** and **Jennifer Hale Stafford, '92**, on November 1, 2008. They have a daughter, Tylor, and reside in Owenton, KY.

1990

Tammy Horn is a researcher/apiculturalist with EKU's Eastern Kentucky Environmental Research Institute. She is an author and widely recognized expert on beekeeping. She is leading an innovative effort to promote beekeeping on mine reclamation sites in Eastern Kentucky, and her work is featured in documentaries on beekeeping. She resides in Lexington, KY.

Birth: a son, Corbin Riley Young, to **Ross Young** and **Cherlon Young** on December 3, 2008. Ross is director of the Madison County Cooperative Extension Center in Marshall, NC. He and Cherlon have three other children, Carson, Shana, and Brandon, and reside in Marshall.

1991

Married: **Merry Thiessen** to Jerry Church on September 20, 2008. Merry is an investigative assistant at the Drug Enforcement Administration and Jerry is a forklift operator at Wal-Mart. They reside in London, KY.

1992

Hasan Davis was named Kentucky's deputy commissioner in charge of operations in November 2008. He is the founder of Empowerment Solutions, which offers training and resources to correctional facilities, community organizations, schools and non-profit groups nationwide. He has also served as chair of the Kentucky Juvenile Justice Advisory Board for the past ten years. He resides in Paint Lick, KY with **Dreama Gentry, '89**, his wife, and sons, Malcolm and Christopher.

1993

Rhonda Anglin Carl is a nuclear medicine technologist and radiation safety physicist for St. Joseph Berea Hospital in Berea, KY. She and Mark Carl have two children, Trevor and Trinity, and reside in Paint Lick, KY.

1994

Amanda Harper Hagans is a systems consultant with ADDsystems. **Edwin Devon Hagans, '95**, is head cross country and track & field coach at Lindsey Wilson College. They have a son, Atin Devon, and reside in Columbia, KY.

Alicia Dooley Swanson is program coordinator at Cincinnati Metropolitan Housing Authority. She and Jay Swanson reside in Cincinnati, OH.

1995

Married: **Annette Mitmesser Appleby** to Patrick Appleby on May 10, 2008. She is a children's program director at Chrysalis House, Inc. They reside in Lexington, KY.

Married: **Jennifer Hall Williams** to Eddie Williams on July 12, 2008. For the past 11 years she has been a technology teacher at Conkwright Middle School in Winchester, KY. They reside in Winchester.

1996

Birth: a daughter, Piper Lee, to **Stacey M. Moore** on August 4, 2008. Stacey is employed by CSX Transportation and resides in Richmond, KY.

Ginger "Riley" White is a controller at Cummins Inc. Scott White is a product engineer technician at Cummins. They reside in Scottsburg, IN.

1997

Anthony Hutchinson received a University of Arizona Centennial Achievement Award in December 2008. The award recognizes students who will graduate within the academic year and have demonstrated integrity, overcome enormous challenges to achieve a college education, and made a contribution to self, community, and family. He is working on a doctorate in neuroscience and resides in Tucson.

Birth: twin daughters, Natalie Jaye and Nora Jane, to **Jennifer Willis Jackson**.

Chip Lilly returned in January from a nine-month tour during Operation Enduring Freedom where he trained and mentored an Afghan National Army Combat Battalion. He resides in Staunton, VA.

Married: **Shawn Cantrell Newton** to Bill Newton on June 7, 2008. Shawn is a teacher at Gilmer County Schools and is working on a doctorate in leadership in educational administration. Bill is a software engineer at Radiant Systems in Alpharetta, GA. They reside in McGaysville, GA.

1998

Ashley D. Miller graduated in May 2008 with a master's of science in occupational therapy from Avenia College in Reading, PA. She is employed at the Oerbrook School for the Blind in Philadelphia and resides in Limerick, PA.

1999

Birth: a son, Lincoln H. Dooley, to **Latonia Ison Dooley** and **David Dooley** on August 17, 2008. David completed his master's degree in public administration/human resources from Kentucky State University in Spring 2008. They reside in Frankfort, KY.

Garth Moreau is a financial advisor at Edward Jones Pine Island office in Bokeelia, FL. He and Katie, his wife, reside on Pine Island with their twins.

2000

Birth: a son, Cody James Elliott, on August 23, 2008, to **Janet Whitson Elliott** and Jason Elliott. Janet is a chemist at Barr Pharmaceuticals, Inc. and Jason is a K-9 officer for the Hamilton County Sheriff's Department. They have another son, Tanner Michael, and reside in Cincinnati, OH.

Married: **Renée Waller-Smith** to Kent Smith on August 8, 2008 in Las Vegas. She is a guidance counselor/massage

therapist at Ridge Career Center. He is a pharmacist at Wal-Mart. They reside in Winter Haven, FL.

Tanlee Taulbee Wasson earned a PhD in applied organizational psychology at Hofstra University in 2008. She is the director for Institutional Effectiveness at Union College in Barbourville, KY. She and her husband reside in London, KY.

2001

Birth: twins, a daughter, Claire Zora Surles, and a son, Terrence "Cullen" Surles, to **Terrence Surles** and **Jakira Harper Surles**, '03, on June 19, 2008. Terrence completed his master's degree in special education in December 2007 and is working on his EdS. Jakira is a stay-at-home mother. The family resides in Antioch, TN.

2002

C. E. "Catherine" Morgan has written a book, *All the Living*, published by Farrar, Straus, & Groux. She resides in Berea, KY.

David Myers is a product manager at Neogen Corporation in Lexington, KY. **Lindsey Bashford Myers**, '03, earned an Educational Specialist Degree in school psychology in 2008 from the University of Kentucky. Lindsey is a school psychologist in Montgomery County Schools. They reside in Lexington.

Married: **Sarah Elizabeth Van Etten** to David S. Bernstein on November 8, 2008. Sarah is an elementary school librarian in southern New Jersey and David is an attorney. They reside in Yardley, PA.

2003

Birth: a daughter, Charley Abryn Amick, to **Kirk Amick** and **Courtney Springer Amick**, '04, on May 20, 2008. They reside in Millfield, OH.

Married: **Natali Edmonds** to Dr. Eric W. Johnson on August 14, 2008 in Maui, HI. Natali earned a doctoral degree in clinical psychology at the Arizona School of Professional Psychology and is finishing her postdoctoral training at the Pittsburgh WVC working with geriatric veterans and their families. Eric is in postdoctoral training in brain injury at the University of Pittsburgh Medical Center Sport Concussion Program. They reside in Pittsburgh, PA.

Married: **Cara Stewart** to **Nate Green**, '04, on August 2, 2008 in Martin, KY. She completed her law degree at J. D. Salmon P. Chase College of Law at Northern Kentucky University in Highland Heights, KY, and he completed his master's of arts in teaching at NKU, both in December 2008. They reside in Covington, KY.

2004

Married: **Jason Breeding** to **Kacie Dingus** on May 19, 2007. They reside in Church Hill, TN.

Courtney Hamm is a grants specialist and legal assistant at T.S. Wrobel & Associates. She volunteers as a core organizer of the Bay Area Childcare Collective and is working on her master's in social work at Tulane University. She resides in San Francisco, CA.

Married: **Angela Utley McAnis** to Brooks McAnis on September 27, 2008. Angela is in a graduate program for nurse anesthesia at the University of Tennessee in Knoxville. The couple resides in Powell, TN.

2005

Kristin Falgout Carter is teaching first grade in Athens, GA. She married last December and resides in Athens.

Calvin Maddox began his first year of teaching in the fall of 2008 at his former elementary school in Oak Ridge, TN. He volunteers to accompany youth from that area on service-oriented trips.

Married: **Lindsey Souder Potter** to Andy Potter on August 30, 2008. They work at Dell Computer and reside in Austin, TX.

Jarrold Brown Receives Prestigious Scholarship



Jarrold Brown, '04, received a 2008 Jack Kent Cooke Foundation (JKCF) graduate scholarship, making him the first Berea alumnus to

receive such a prestigious honor. The JKCF, a private foundation established by the Canadian-American sports media mogul, helps exceptionally promising students reach their full potential through education.

Jarrold hopes to establish cultural exchange programs that will explore "the philosophical underpinnings of texts, performances, and artifacts," he says. A summer in Japan studying Bunraku puppetry sparked his interest, and he saw such cultural exchanges as a means to provide others with experiences to enrich their own culture. Jarrold is pursuing graduate studies at the University of Hawaii at Manoa.

2006

Leah Devine teaches Spanish at East Bank Middle School outside of Charleston, WV. She stays politically active and connected through environmental and social justice work. Last fall, Leah helped start the Charleston Area Youth Environmental Network. She resides in Charleston.

Cassandra Russell Worley is a lead teacher for Hoyd County Head Start in New Albany, IN. **Shawn Worley**, '08, is a news monitor with Video Monitoring Services in Louisville, KY. They reside in Louisville, KY.

2007

Justin Lee is a motion graphics designer at Libby Perszyk Kathanman in Cincinnati, OH, the largest independent design agency in the world. He resides in Cincinnati.



Annette Mitmesser Appleby, '95, and Patrick Appleby



Jennifer Hall Williams, '95, and Eddie Williams



Stacey M. Moore, '96, and daughter

Teachers Make a Difference

Rosemary Weddington, '53, was selected for the Governor Louie B. Nunn Kentucky Teacher Hall of Fame at Western Kentucky University. Weddington taught high school Spanish for 55 years. After retiring from public schools, she taught Spanish at Kentucky State University, Berea College, and Eastern Kentucky University.

Ray Corns, '56, was named associate commissioner of the Kentucky Department of Education's Office of Legal, Legislative and Communications Services. Corns' legal judgment led to what became the Kentucky Education Reform Act (KERA) in 1990. He served as the circuit court judge of Franklin County in 1985 when a suit challenged the fair use of funds for public school education in Kentucky by the Council for Better Education.

Jerry Cook, '70, physics professor at Eastern Kentucky University Foundation received the 2008 Acorn Award, the highest honor for teaching excellence given by the Kentucky Advocates for Higher Education. The annual award honors a college or university professor who exhibits excellence in service and commitment to students.

The National Association of Secondary School Principals named **Ray Landers, '73**, the 2009 Middle Level Principal of the Year. The news, delivered by Alabama Governor Bob Riley, surprised Landers, who will receive the award at a banquet in October 2009 in Washington, D.C. Landers has been Boaz Middle School principal for 9 years.

Linda Ballard, '77, **Jody Epperson, '77**, and **Virgie Barnes, '74**, became certified nurse educators after successfully completing a rigorous examination administered by the National League for Nursing in fall 2008. All three women teach at Somerset Community College (SCC).

In Memorium

The "In Memorium" section of the *Berea College Magazine* honors Bereans who have passed away. If you know of a Berean who has died, please let the Alumni Association know by sending a copy of the obituary to CPO 2203, Berea, KY, 40404. Or you may e-mail diana_taylor@berea.edu. We make every effort to put your information into the next issue. Due to printing schedules, some delays are typical. We appreciate your understanding. Please include the person's class year or connection to Berea, and the day and place of death.

Faculty & Staff

Carolyn Davis, of Berea, KY, died October 16, 2008. She worked in Food Service and as President and Mrs. Stephenson's housekeeper. She is survived by Ralph Kenton Davis, her husband of 51 years, and four children.

Eliza Jennings, of Berea, KY, died January 15, 2009. She was a retired postmaster for Berea College. She is survived by Billy Jennings, her son.

Connie Richmond, of London, KY, died February 1, 2009. Connie was a registered nurse and worked for the Kentucky Department of Health prior to joining Berea College. She taught as assistant professor of nursing from 2004-08. She is survived by Rick Richmond, her husband, and family.

1930s

Vertie Pigmon Conley, '32, of Logan, OH, died on October 12, 2008. She is survived by Merle Conley, Lowell Conley, and Carolyn Lewis, her children.

Virginia Callison Campbell, '37, of Sinks Grove, WV, died October 29, 2008. She worked as a home demonstration agent and loved photography. She and her husband developed Big Sinks Dairy Farm into the top-producing dairy herd in the state. She is survived by Helen Graves and Ruth Sturgill, her daughters.

Lucille Sharp Bills, Cx'38, of Louisville, KY, died November 7, 2008. She retired as an elementary school teacher after 25 years. She is survived by Edwin Bills, Phillip Bills, and Joseph Bills, her sons.

Anne DeYoung, '38, of Rochester, NY, died February 20, 2007. She was a worldwide registered nurse missionary with the Reformed Church of America. She is survived by many family members and friends.

Karl E. Fromuth, of Hollywood, FL, died August 22, 2008. He is survived by **Carolyn Asher Fromuth, Acad '38**, his wife.

Josephine Osborne, '38, of Weaverville, NC, died November 4, 2008. She retired as a public school music teacher after 36 years. She was one of the founders of the Dry Ridge Museum in Weaverville and served on the museum board for 25 years. She is survived by Judy Osborne Hart, her niece, and Michael Osborne, her nephew.

James Goforth, '39, of Erwin, TN, died November 29, 2008. He was a registered professional engineer and worked many years for Clinchfield Railroad. He was selected as the East Tennessee Historian of the Year by the East Tennessee Historical Society of Knoxville in 2006 and was presented an Award of

Distinction. He is survived by Elizabeth Horton, his daughter, and James A. Goforth and John L. Goforth, his sons.

Bess Pittman Hines, '39, of Wichita Falls, TX, died January 1, 2009. She was a teacher in Pulaski County, KY for 31 years. She is survived by **Lynda Hines Swenson, '65**, her daughter.

Mack B. Ray, '39, of Burnsville, NC, died December 10, 2008. He worked for the Farmers' Home Administration in Yancey County. He was a WWII veteran participating in the Hurtgen Forest and Battle of the Bulge campaigns. Throughout his life he received numerous awards, including the Carnegie Medal. He is survived by **Dorothy Stuart Ray, '39**, his wife of 68 years, and a daughter.

1940s

James E. Woody, '40, of Columbia, KY, died October 24, 2007. He is survived by Jimmy Woody, his son, and Brenda Pezzarossi and Laverne Jankowski, his daughters.

Sue Nell Brooks Fuller, '41, of Kansas City, MO, died October 28, 2008. She was a teacher and later worked for the Internal Revenue Service. She is survived by Frank Brooks Fuller and John Steven Fuller, her sons.

Bennie M. Hart, '41, of Bristol, TN, died October 20, 2008. He was a U.S. Army veteran of World War II and retired after 30 years in the food industry. He is survived by **Eugenia "Jean" Hopkins Hart, '43**, his wife of 64 years, a son and a daughter.

Dr. William "Bill" Best Gilbert, '42, of Raleigh, NC, died December 24, 2008. He was a second lieutenant in the Army during World War II and his troops helped supply General George Patton's troops in North Africa. He was a retired professor at North Carolina State University where he started the successful Turfgrass Program. He is survived by Geraldine Maupin Gilbert, his wife, and a daughter.

William E. Allender, '43, of Bowling Green, KY, died December 19, 2008. He served many years on the board of trustees for Berea College. He was a retired judge. He is survived by Dan Riley, his nephew.

Holt Goodrich, Jr., Acad '43, died November 12, 2008. He was an Army Air Force veteran of World War II and an Honorable Kentucky Colonel. He and his wife, Christine, owned and operated Goodrich Poultry Farm and Goodrich Landscape and Lawn Care. He is survived by **Carla Goodrich Cordier, '73**, and **Sheila Goodrich Isaacs, '79**.

Goldia Sammons Norman, Cx'43, of Huntsville, AL, died January 2, 2009. She was a housewife and active in her community. She was a Cub Scout Den Mother, was involved with the public health department, and worked with dentists to conduct dental surveys of children. She is survived by her three sons, Ira, Dan, and Richard Norman.

Jesse Vanlandingham, Navy V-12 '43-'44, of City of Industry, CA, died August 7, 2000.

Hazel Reynolds Gantt, Cx'44, of Connelly Springs, NC, died November 22, 2008. She worked over 30 years in the admissions and business office of a hospital. She is survived by William Gantt Jr. and Patrick Gantt, her sons.

Harold Clay Dudley, Navy V-5 '44-'45, of Carmel, CA, died November 8, 2008. He was in insurance sales the last 50 years of his life and planned on retiring next year. He is survived by Joy Dillingham Dudley, his wife of 45 years, four daughters and a son.

Eloise Thompson Pratt George, '45, of Ashland, KY, died October 14, 2008.

Dr. Ben T. Hieronymus of Somerset, KY, died November 29, 2008. He practiced dentistry for 41 years. He is survived by **Helen Davis Hieronymus, '46**, his wife of 61 years, and their children.

Mary Stanley Dunn, '46, of Charleston, WV, died December 17, 2006. She is survived by Kenneth M. Dunn, her husband, two sons, and three daughters.



Eliza Jennings



Lucille Sharp Bills,
Cx'38

Anna Margaret Larew Moore, Cx'46, of Saint Albans, VT, died October 24, 2008. She was a devoted wife, mother, friend, and humanitarian. She is survived by Eugene Moore, her husband of 62 years, three daughters, and one son.

Nancy Virginia McGuire Jennings, '47, of Beattyville, KY, died October 17, 2008. She taught English in the Lee County school system for 33 years but is best remembered for her devotion to the care of others. She is survived by Chester Darrell, Jr. and David Milton Jennings, her sons.

Wayne Proffitt, '49, of Franklin, NC, died December 29, 2008. He was a vocational agricultural teacher for 44 years. He served as director of the Macon County Fair for 55 years. In 2007 the Macon County fair grounds were re-named Wayne Proffitt Agricultural Center in his honor. He is survived by Gail Young and Janet Waddell, his daughters.

1950s

Dr. Wilfred B. Howsmon, '50, of Sun City Center, FL, died October 6, 2008. He was an Army veteran of World War II. He was in academia for most of his life, retiring in 1990 as provost of the Manassas campus of Northern Virginia Community College. He is survived by Phyllis MacNeil, his wife of seven years, and four sons.

Howard Parker, '50, of Greensburg, PA, died December 29, 2008. He was an Army Air Corps veteran of World War II and received a Purple Heart. He was a retired accountant. He is survived by **Martha Hayes Rouark Parker, Cx'42**, his wife of 67 years, a daughter, and a son.

Earl Scott Warrick, '50, of Cherryville, NC, died October 22, 2008. He was a veteran of World War II. Early in his career he was a soil scientist with the USDA Soil Conservation Service. Later he established the Shelby Nursery and Garden Center, co-partnered and operated Industrial Landscaping Corporation, and sold Christmas trees at his farm. He is survived by **Jean Watson Warrick, '49**, his wife of 59 years, a daughter, and a son.

David Laird Dungan, Ed '53, of Knoxville, TN, died November 30, 2008. He was professor emeritus of the religious studies department at the University of Tennessee in Knoxville, where he taught for 38 years. He received many honors throughout his life. He is survived by Anne Laird, his wife of 49 years, and three sons.

Robert "Bob" Pohl of Saint Louis, MO died March 13, 2008. He was employed at Monsanto and Slay Industries and volunteered at his church and with the Boy Scouts. He is survived by **Norma Doris Graybeal Pohl, '53**, his wife, four sons and two daughters.

Albert C. Harris, '53, of Hagerstown, MD, died January 8, 2009. He was an optometrist and in later years an antique dealer. He is survived by Donna K. Smith and Sharon Fowler, his daughters.

Suzi Shriver Kohler, '53, of Buffalo, WY, died July 11, 2008. She was an avid volunteer for Berea and often served as class reunion chair. She and her husband, now deceased, were avid RVers traveling all over the U.S.

Robert C. Roe of Harrison, MI, died February 26, 2008. He is survived by **Louise Austin Roe, '53**, his wife.

Alwayne McGuire Claybrook, '54, of Waynesville, NC, died September 29, 2008. She taught 25 years in Virginia's school systems, retiring in 1993. She was named Virginia's Home Economics Teacher of the Year in 1986. She is survived by **W. Lyn Claybrook, '54**, her husband of 54 years, two daughters, and one son.

Emmalene Hall, Ed '55, of Lexington, KY, died October 5, 2008. She was an accomplished artist, specializing in oil portraits, still lifes, and landscapes. She marched in Frankfort, KY with Dr. Martin Luther King, Jr. and was a longtime women's rights activist. She is survived by Dana Elaine Tackett, Gena Dee Tackett, and Joni Tackett, her daughters.

Polly Jean Sandlin Ray, Ed '55, of Berea, KY, died February 15, 2007.

1960s

Robert Dizney, '61, of Fairfield, OH, died October 14, 2008. He had a 44-year career in education and accumulated many awards and honors. His greatest honor was having the Bob Dizney Writing Center at Antioch University McGregor named for him, due to his contributions to the field of education. He is survived by Phyllis Hubbs, his sister.

Mary Ellen Ballew Burns, '62, of Albertville, AL, died April 23, 2008. She was retired from teaching elementary school after 28 years. She is survived by **Ken Burns, '62**, her husband, a daughter, and a son.

Mary Linda Higgins Garner, '63, of Boiling Springs, SC, died November 20, 2008. She was a math teacher for 36 years and was active in her church choir and volunteer work. She is survived by Gary Garner III, Alee Garner, and Joseph Garner, her sons.

Doris Ann Leggett of Bardstown, KY died November 11, 2008. She was a retired administrative assistant with the county clerk's office, circuit clerk's office, and state unemployment office. She is survived by **Roger Leggett, '63**, three daughters and two sons.

Charles Steve Yontz, '68, of Marshall, NC, died October 29, 2008. He was a veteran of the Air Force. He was employed by JR Stone Sales in Asheville, NC. He is survived by **Judy Stepp Yontz, Cx'70**, his wife, and two sons.

George Slusher, Cx'69, of Roark, KY, died July 29, 2006. He was a retired school teacher. He is survived by **Kathleen Colley Slusher, '68**, his wife of 38 years, and three children. Kathleen is a retired school teacher and resides in Grab Orchard, KY.

1970s

Dr. Danny Lester Miller, '71, of Cincinnati, OH, died November 9, 2008. He served as chairman of the English department of Northern Kentucky University. A noted scholar of Appalachian culture and literature, he wrote *Wingless Flights: Appalachian Women in Fiction*, co-authored *An American Vein: Critical Readings in Appalachian Literature*, and wrote numerous articles and presentations. He is survived by Della Yates Jones, his grandmother, one sister, and two brothers.

Norman Jack Parsons, '74, of Whitley City, KY, died November 20, 2008. He was a football coach and Youth Services Center coordinator and was active in the Save the Children Foundation. He is survived by Susan Parsons, his wife, and a daughter.

1990s

Any Elizabeth Stevan Collins, Cx'96, of Middletown, OH, died November 1, 2008. She was employed at Sinclair Community College in the Radiologic Technology and Respiratory Care Department. She is survived by **Frank Collins, Cx'96**, her husband, and a daughter.

2000s

Jason Derek Cole, '03, of M. Sterling, KY, died October 24, 2008. He was employed at L-3 Communications Integrated Systems in Lexington. He is survived by **Kayla Martin Cole, '06**, his wife.



Jason Cole, '03

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Shirley Fowler Offers a Legacy of Support

By Christopher Porter

Shirley Fowler (seated) with daughters (L-R) Joanna Fowler Jansson and Amy Fowler Kinch.

As a private money manager, Shirley Fowler has always been impressed by how Berea handles its finances. “I have watched your balance sheets with interest,” she once wrote to President John Stephenson, “and I agree with your objectives. As you know, I have admired and supported Berea for years.” Tied to her understated admiration is a deep respect for the Berea mission born from personal experience.

Like many Berea students, Shirley was the first in her immediate family to graduate from college. Hard work won her scholarships to Kalamazoo College, which enabled her to attend the University of Michigan and study statistical mathematics. Berea’s tradition of making education available to students of limited means resonated with Shirley. Soon, she wasn’t just supporting Berea financially. She was asking, “What can I do to help?”

“When you first meet Shirley, you quickly learn how big her heart is,” says Rod Bussey, former Vice President of Alumni Relations and Development, who asked Shirley to serve on the President’s Council and assist the Development Office with fund raising. As a volunteer for the College, Shirley accompanied Development staff on calls in Washington, D.C., met with Berea students, and hosted luncheons for major donors. “People would ask why I was there,” Shirley remembers. “I felt I could offer them a different perspective, as someone who wasn’t employed by the College.”

But Shirley’s efforts didn’t stop with her volunteer work. In 1998, she and her late husband, Howland, wanted to endow a fund for Berea students. Because of Howland’s work as a scientist at the National Institute of Standards and Technology and Shirley’s love of mathematics, they created the Howland A. and Shirley B. Fowler Summer Science Research Fund. Since 2001, this fund has supported students and professors on summer research projects, an experience which is often a student’s first step in pursuing further studies in the sciences.

From her volunteer work to her gifts, Shirley’s dedication to Berea is steeped in family tradition. Her parents were early supporters of the College, and Howland was deeply loyal to Berea’s mission. Once her daughters Joanna and Amy completed their education, Shirley encouraged them to give to Berea. And they do, supporting Berea to acknowledge the role education has played in their lives. Now the third generation to support the College, they share their mother’s satisfaction in making life better for others by making education available to all.



2010 ALUMNI AND FRIENDS TOUR

Munich, Salzburg, Vienna & Oberammergau

SCENIC HIGHLIGHTS

MUNICH: Welcome dinner; guided sightseeing, visit Marienplatz; farewell dinner

NEUSCHWANSTEIN: Guided visit of King Ludwig's Castle

INNSBRUCK: Walk through the Old Town to the Golden Roof

SALZBURG: Guided sightseeing, Mirabell Gardens, St. Peter's Churchyard, and Mozart's birthplace

VIENNA: Guided sightseeing, visit Schonbrunn Palace and St. Stephen's Cathedral Danube River Cruise

OBERAMMERGAU: the original PASSION PLAY, held every 10 years, and performed by the residents of Oberammergau

COST:

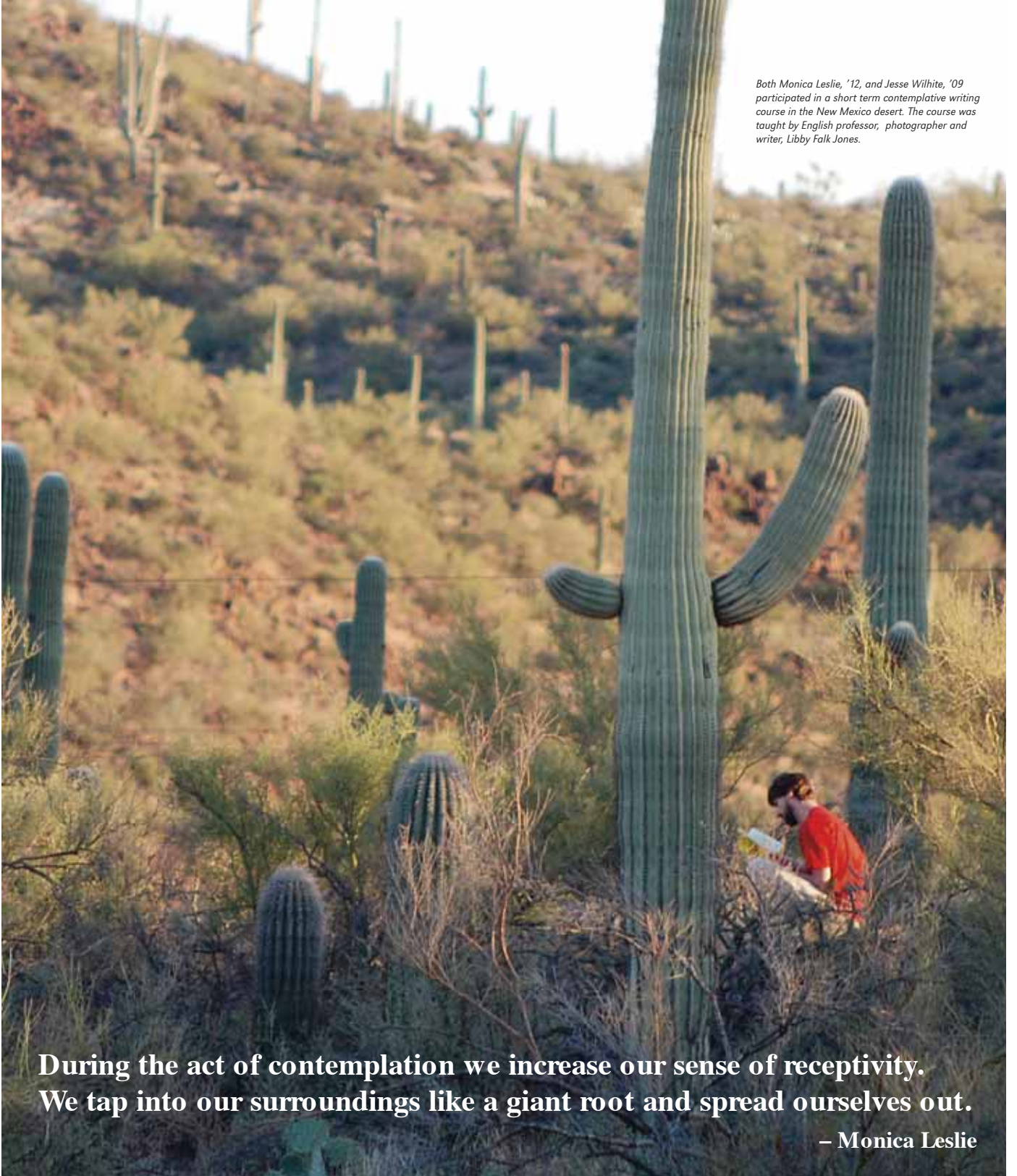
Per-person price based on double occupancy: \$2,617. Cost includes land tour, first-class accommodations, sightseeing and first-class tickets to the Passion Play. Air prices are additional and will be available approximately 330 days prior to departure. If booking a single accommodation, please add: \$383.00 per person to the above price.

DEPOSITS:

The \$250 per-person deposit is due immediately to secure space for this departure. Space is only guaranteed upon receipt of name and full deposit. For trip details and to reserve your space now, please visit:
<http://www.berea.edu/alumni/travelprogram/2010oberammergau.asp>

Mae Suramek
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JUNE 30 - JULY 10, 2010



*Both Monica Leslie, '12, and Jesse Wilhite, '09
participated in a short term contemplative writing
course in the New Mexico desert. The course was
taught by English professor, photographer and
writer, Libby Falk Jones.*

**During the act of contemplation we increase our sense of receptivity.
We tap into our surroundings like a giant root and spread ourselves out.**

– Monica Leslie