

BEREA

C O L L E G E M A G A Z I N E



WINTER 2015

1600 STORIES ONE REMARKABLE MISSION

The Legacy Wall at John G. Fee Glade features the names of more than 3,000 alumni and friends of Berea College, now departed, who included Berea in their estate plans.



HOW YOUR STORY BECOMES HIS STORY

Every year at Berea College, 1600 stories get a new chapter.

In one story a door opens. In another, the wooded path forks. In either case, our young heroes face a world and an adventure they could not have imagined before.

What does this have to do with you?

You are the door that opens. You are the fork in the path. Without you, there is no story.

Naming Berea College in your estate plans or setting up a charitable annuity are just two ways your great story can become part of other great stories. To learn more about annuities, trusts, and bequests, contact the Office of Gift Planning at 800.457.9846, or visit us online at www.berea.edu/givetoberea.

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BEREA COLLEGE MAGAZINE



Created by local artist Ken Gastineau, the presidential medallion displays the college seal, while the chain holds the names of Berea's past presidents interlinked with words representing the Eight Great Commitments. Over the next four issues, we will explore the ways Bereans live out the values expressed in the Great Commitments. The current issue centers on the college's commitment to providing a high quality, liberal arts education to students and our commitment to serving the region.

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Our apologies . . . Many thanks to those alumni and friend donors who brought to our attention the omission of some names from gift club listings in our recent President's Report Honor Roll. We have identified and corrected the protocols that caused this. For example, we had assumed that in the absence of explicit instructions to the contrary, non-alumni donors preferred to remain unidentified. Going forward, we will assume that unless donors request anonymity, we should list them in the Honor Roll. We hope that will ensure accurate listings of friends and alumni in future gift clubs.

Front Cover: Photo by Brian Appelman, '15

LET US KEEP YOU IN THE CONVERSATION



BEREA COLLEGE MAGAZINE

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A LIBERAL ARTS EDUCATION: **THINK LIKE YOU MEAN IT**

To provide an education of high quality
with a liberal arts foundation and outlook.

The Great Commitments of Berea College

Lyle D. Roelofs, President

The Great Commitments of Berea College select the liberal arts as our educational framework. What is that approach, why was it right for young men and women, black and white in 1855, and why is it still the best choice? Why not a more vocational approach? Or a choice more directly connected to our constitutional objective to “Advance the cause of Christ?” Or one that focuses on necessary skills for living like citizenship, financial expertise, legal acumen, using technology, and fixing things like plumbing and automobiles?

This last question almost answers itself, in that we all know from experience that those skills and the knowledge base that underlies them change so rapidly that an education



Lyle D. Roelofs

that covered those topics would be out of date before graduation rolled around. The things I learned about fixing my first car, a 1968 Datsun 510, were pretty much worthless even just 10 years later.

How about more job training? Many employers today would like to hire new workers who can “do the job” from day one. Well those jobs change rapidly, too, which is a problem for many workers, who find their skills no longer of value in the employment market place. The liberal arts approach is skill oriented, too, but the skills and habits it teaches are more fundamental, the basic elements of reasoning, communication, intellectual history, cultural competency and various literacies. A student well equipped with these skills is more ready for change and the nimble adaptation that modern society demands. In fact, it can be aptly said that a liberal arts education is training for

At their best the liberal arts blend the old and new, instruction and individual exploration.





O'Neil/Arnold, '85

A liberal arts education equips and frees the student who not only learns academic skills but also gains greater scope for developing the values that inform “how to live,” and not just how to make a living.

jobs that do not yet exist. Hence liberal education is just as relevant for 2015 as 1855.

It is important to dispel some misconceptions surrounding the name Liberal Arts, which is often misunderstood to be politically liberal and to emphasize the Fine Arts to the exclusion of other academic disciplines. Actually, liberal, coming from the Latin *liber*, “free, unrestricted,” simply means “freeing” from constraints. From that point of view a better terminology would be the “Liberating Arts.” As for Arts, the reference is really to the whole constellation of knowledge and practice in connection with any subject. Think of book titles like *The Art of Marriage* or *The Art of Innovation*. The latter is by Tom Kelley, general manager of the Silicon Valley-based design firm IDEO, famous for leadership in technological thinking. Speaking of Tom Kelley, his undergraduate degree is from Oberlin College!

A liberal arts education equips and frees the student who not only learns academic skills but also gains greater scope for developing the values that inform “how to live,” and not just how to make a living. The attention paid to values is another inherent strength of a liberal arts education. As Isaac Sharpless, a former president of Haverford College, the liberal arts institution at which I was privileged to begin my academic career, said at a commencement address long ago:

“I suggest that you preach truth and do righteousness as you have been taught, whereinsoever that teaching may commend itself to your consciences and your judgments. For your consciences and your judgments we have not sought to bind; and see you to it that no other institution, no political party, no social circle,

no religious organization, no pet ambitions put such chains on you as would tempt you to sacrifice one iota of the moral freedom of your consciences or the intellectual freedom of your judgments.”

Note that the freedom sought is for the enhancement of conscience and judgment!

In fact, the liberal arts framework has always been ideal for advancing the cause of Christ and the other progressive goals of our Founders, goals to which we are still committed. But the liberal arts need not be divorced from practical application, and, in fact it is better not to; the application of knowledge enriches the learning process and the knowledge itself. William Goodell Frost, Berea’s third president and a contemporary of Sharpless, says in one of his commencement addresses:

“Berea is an engine of universal civilization. It must carry on many forms of education at once, teaching people how to get a living and then how to live. Berea

College stands with a spade and spelling book in one hand, and a telescope and Greek testament in the other.”

Subsequent presidents deepened and extended the commitment to the liberal arts. William Hutchins was a much beloved scholar of Greek and strongly emphasized excellence in teaching. Francis Hutchins added the international dimension, so important to the development of cultural competency and fluency. Willis Weatherford expanded the embrace and nuance of the spiritual dimension of the liberal arts while John Stephenson, scholar of Appalachian studies, helped us see the power of region as a dimension of the liberal arts, and Larry Shinn drew a clear connection between academic rigor and leadership.

Alongside Berea’s presidents, countless students and labor supervisors have worked to integrate labor and liberal learning, offering a living lesson: the dignity of menial work is in fact liberating. It frees one from a sense of entitlement and indulgence, from an inability to appreciate



O'Neill Arnold, '85

The liberal arts lead to the belief that understanding the world is a source of joy.

all the work and all the workers it takes to produce a fair and comfortable life for everyone. Understanding the dignity and utility of labor means, as a former Director of People Services was fond of saying, that you will work like you mean it. I would suggest that at Berea we also teach students to think like you mean it.

What then are the challenges that face Bereans today? Together we are learning

- that prosperity without sustainability is a selfish dead end;
- that a transformative education must include attention to health and wellness; and
- that the challenge of how to live is just as hard and important as getting a living.

Berea College has been a 160-year exploration of the liberal arts, and in consequence we have produced generations of free and responsible thinkers. We are still committed to producing graduates who think like they mean it.

A liberal arts education at Berea includes physical education, because a healthy body leads to a sharp mind.



A TRADITION OF CHANGE:



Dr. Steve Gowler

Jacob Appelman, '15

Some changes, such as the construction of a new building, create striking transformations of a place, while others, equally grand, may go largely unnoticed. Curriculum changes generally fall in the latter category even though they can define a college's identity. Like other liberal arts institutions, Berea has a well defined general studies program, sometimes called a core curriculum, designed to ensure students in all majors receive a well balanced education. It's often said that general studies is everyone's major.

What complements the core curriculum are the majors, where students gain in-depth knowledge and experience related to a specific field or area. Though the core and the major are complementary opposites, providing breadth and depth, at Berea both are ever developing as part of a tradition of change. In fact, changes to the core have helped fuel changes to traditional majors and the creation of new majors.

Changes to the core are often the most surprising for alumni. Former students for whom "Stories," a writing class, was an integral and essential part of their first year experience, or those for whom "Religious and Historical Perspectives" (RHP) was a sophomore rite of passage (dreaded by some), may wonder how Berea can still be Berea without those classes. However, college history suggests meeting the needs of new generations is a defining characteristic of the Berea experience. In fact, change has been part of Berea's core since before the first degree seekers arrived.

In 1855, when Berea first opened its doors to the children of the Berea Ridge, its legal status was a "district school" established for primary and secondary education, but many early supporters were already planning to transform it into a "rudimentary college." Berea's founder, John G. Fee, envisioned turning the collection of school houses into an institution that could bestow degrees that would "prepare

BEREA'S EVER-ADAPTABLE CURRICULUM

young men and young ladies to go out as teachers,” according to Elisabeth Peck’s history of the college, *Berea’s First 125 Years: 1855-1980*.

Despite the humble surroundings, the course of study would have been familiar to students at more established liberal arts colleges of the time. The curriculum was classical in nature, and incoming freshmen were expected to have already taken courses in Latin, Greek, and mathematics. Such preparation put students on a path to develop the skills needed to become leaders in education, law, and ministry. The classical emphasis on public debate ensured early Berea graduates emerged as skilled communicators ready to shape their home communities and surrounding regions. As conditions in the region, nation, and world have changed, so too has the curriculum evolved to meet the new landscape.

The college’s responses to the effects of these changes can be tracked through changes in curriculum, among them the introduction of greater opportunity for interdisciplinary study and the development of interdisciplinary majors that help Berea students meet the demands of humanity’s more complex cultural issues by approaching them from multiple academic perspectives.

Dr. Steve Gowler, who played a major role in developing the current general studies program, sees the core as facilitating change while being part of a continuum. “There has been an interdisciplinary core as part of general education here since the second world war,” he said. In the Winter 2007 edition of the Berea Magazine, Dr. Gowler expressed the hope that the changes made at the time would help students find educational and career paths “out of interests and passions” of their own.

Students’ interests and passions often lead them into fields of study not offered by the college. With the help of faculty, they can develop independent majors leading to a degree. In other cases,



Dr. Chris Green

where the interests of students and faculty align, an entirely new major or program of study can develop. Programs that have emerged from this process are African and African American Studies, Appalachian Studies (minor), Asian Studies, Peace and Social Justice (minor), Sustainability and Environmental Studies (minor), and Women’s and Gender Studies. Though each of these programs has a different area of concern, they all share an approach that emphasizes understanding a subject using a variety of approaches. For example, the words Dr. Chris Green, Director of the Appalachian Studies program, uses to explain his field could easily be applied to Asian Studies or Peace and Social Justice:

“Ultimately, education about Appalachia, when at its best, is about practice in context. It’s about a conversation of practices, each seeking to add its part to the great mosaic, each doing so better when it knows the other parts. Since its foundation, Appalachian studies has been about people working together for the sanctity of the region and its people—and that’s a whole lot of pieces.”

By alternating between the part and the whole, the connections between the

individual and the culture at large can be brought into sharper relief.

One way interdisciplinary studies calls attention to the connection between part and whole is through an examination of the factors at play in identity politics, both in how individuals assert membership in cultural groups and how individuals are assigned membership in groups by others. In African and African American, Appalachian, and Women’s and Gender studies, understanding how identity politics has often been used against people is one of the crucial points to address when seeking to understand how to reduce the degree to which such categorizations are employed on a cultural level. Culture represents the cross section, the meeting place, of our combined human experience, and as cultures continue to blend and communicate with one another so too will the demand for knowledge that can reach out and connect with various perspectives.

Application, of course, is an essential test for any theory, and Berea students are given many chances to put their interdisciplinary knowledge into practice. Janelle Terry, ’14, notes how she carries skills from the college classroom to her work as a teacher:

“As an EDS (education studies) major, learning how to create interdisciplinary units is a big thing because it shows the interrelated quality of subjects. I think the purpose of education is to prepare students for life in ‘the real world.’ If people’s education is singular, how then are they supposed to be prepared for this multi-faceted world?”

Berea recognizes that the world is in a continuously transitional state. Building upon its humble beginnings as an elementary schoolhouse, Berea continues to adapt its curriculum to meet the demands the world poses for its leaders and citizens alike.

TEACH FOR AMERICA AND BEREA COLLEGE

By Amanda Joy, '15
and Imani Robinson, '18

WHAT IS TEACH FOR AMERICA?

Taylor Ballinger, '07, had a very influential friend during his undergraduate education at Berea College. This friend was a special needs child who was a member of the Berea Buddies program, which pairs Berea student mentors with children from the community.

Ballinger saw in this child the same boundless potential that Berea College had recognized in himself. Their close relationship inspired Ballinger to pursue a future as a special education teacher with Teach for America (TFA).



Taylor Ballinger, '07

Teach for America is a nonprofit organization founded in 1989 for the purpose of educating children from low-income backgrounds in hopes of eliminating educational inequality. TFA accepts high-achieving college graduates from all over the United States to teach for at least two years in areas of the country determined to be susceptible to educational inequality due to poverty. According to their mission statement, "although 16 million American children face the extra challenges of poverty, an increasing body of evidence shows they can achieve at the highest levels." Because of this, TFA reaches out to low-income communities to provide quality education they would not otherwise receive.

Will Nash, the executive director of Teach for America within the Kentucky area states, "The education opportunity gap between our low-income students in eastern Kentucky and their more affluent peers across the state is startling. Today, only 28 percent of low-income 4th graders are proficient in reading, as compared with

62 percent of their more affluent peers." Nash goes on to tell of the work that Teach for America is doing to address that educational gap. He says TFA helps address this educational gap by supporting "more than 40 teachers who are a critical source of teaching talent in our highest needs schools. These teachers work arm-in-arm with veteran educators, students, families, and community leaders to foster truly exceptional classrooms serving our lowest-income communities."

A LIBERAL ARTS EDUCATION

As a liberal arts school, Berea College includes a variety of required courses designed to encourage critical thinking skills and give students a strong educational base. Learning through service is also an important component of a liberal arts education. Both students and graduates associated with the school have many opportunities to be involved with the community.

In recent years, Berea graduates have been recruited by TFA and have proven to be a good match for the program. Nash states that, "Berea students are ripe for participation in Teach for America because of their deep commitment to social justice, and their understanding of the education achievement gap." Berea College students and TFA students both come from low-income and often impoverished backgrounds. "Teach for America recognized the deep connection that Berea College alumni have with the students that they serve due to the experiences they share," said Ballinger.

Ballinger's first placement school with TFA was in New Orleans, just after Hurricane Katrina. At the beginning of his teaching career, most of Ballinger's students were sophomores. He followed the same class for three years and saw them graduate in 2010. Ballinger described the experience of seeing his students walk across the stage despite incredible hardship as "one of the most incredible days of my

life." One student, who was considered the troublemaker in his class, remains especially clear in Ballinger's memory. As the time came for him to walk across the stage, the students in the audience grew louder and louder until the moment when they called the student's name. Then, the whole room erupted in cheering and screaming for him. "The look on his face was priceless. He was the first in his family to graduate from high school. Walking across the stage validated everything he had worked for."

PROVIDING OPPORTUNITIES

Teach for America's goal is uncovering the untapped potential in many young students, which harmonizes with Berea College's first great commitment of providing educational opportunities for students from low-income backgrounds who have great potential. The close alignment between the college's and TFA's principles is another factor that makes Berea students a successful part of the TFA program. Nash states, in reference to students who come from a liberal arts background, "Some of the areas of strength that Teach For America looks for include a deep belief in the potential of all kids, often informed by experience in low-income communities; leadership; past achievement; perseverance in challenging situations;



Jamie Nunnery, '13, poses with her biology students.

TEACH FOR AMERICA: A CONTINUING PARTNERSHIP

“Teach for America recognized the deep connection that Berea College alumni have with the students that they serve due to the experiences they share.”

long-term commitment to reaching goals; excellent organization and critical-thinking skills; strong interpersonal skills; and an ability to work with individuals from a variety of backgrounds. We've seen many applicants from liberal arts schools that fit these criteria”

Another aspect of Berea College's liberal arts education that makes alumni suitable candidates for organizations like TFA is the college's labor program. The labor program helps students gain useful skills that help them after graduation. “Although I took many college classes that are associated with the subjects I teach, nothing can compare to the experiences and growth I personally gained from being a student worker and Bonner Scholar at CELTS,” shares Jamie Nunnery, '13, TFA Corps member in South Carolina. The Center for Excellence in Learning Through Service program is divided into many different offices dedicated to a variety of service-projects in the community. Both CELTS and Bonner Scholars are part of the service learning aspect of the college. Bonner Scholars is a service-centered labor position on campus that accepts fifteen incoming freshmen every year.

Nunnery says she also learned a great deal from teaching biology at Kingstree Senior High School in Kingstree, South Carolina under Teach for America. Kingstree Senior High School has been labeled as a school with a high failing rate, and with that label personal expectations among students suffered as well. Nunnery went into a classroom with an end-of-



Nunnery also uses her classroom to share Berea's mission with potential students.

course exam passing rate of 50-60% and brought the class up to an 89% passing rate. She states, “My students and I crushed that label and received an 89% passing rate, with more A's than any other letter grade, and 9 perfect scores. When I revealed individual scores to students last semester, it was so exciting to see students' reactions. One of my students said ‘wow, I can't believe I'm that smart.’” Even when receiving praise as a teacher from her students, Nunnery believes that her greatest accomplishment comes from unlocking her students' potential. “Watching their mindsets grow about themselves has been the best part of the work I do.”

Many Berea College students feel a connection with programs like TFA since they often come from the same low-income background as the students that such

programs seek to serve. “After hearing more about the mission and core values of Teach for America, I quickly realized that I was essentially one of the students we serve in Teach for America,” shares Nunnery. The connections Bereans feel to low-resource students goes back to the college's commitment to provide opportunities to students with “great promise and limited resources.”

“I think Berea College students can take their servant hearts and be a good fit in almost any organization that values helping others, hard work, and empowering communities,” states Jenna Ott, '10, a Teach for America member. Regardless of their major, the principles the college was founded on and the way they are present in day-to-day life on campus affects students and shapes them into well-rounded individuals. The skills and experiences students gain during their time in Berea College affect them as people, and the outcome is graduates ready to give back wholeheartedly to their community—that is exactly what Teach for America is looking for in their candidates. Will Nash, executive director of TFA reminds us that, “There are many important efforts happening to address the injustices facing children growing up in poverty. We're proud to be part of these efforts working alongside hardworking educators, advocates, and families across the country. I hope more Berea College grads will consider joining Teach for America.”

WOMEN IN PUBLIC SERVICE PROJECT: How a small band of Berea women (and one college president) plan to change the world

Jason Lee Miller

Janice D'Souza, '14, a native of India, was supposed to marry very young and forgo the possibility of a college education. Instead, she came to Berea College and found herself writing policy briefs and delivering speeches alongside an unlikely collection of young women from around the world.

A Rwandan refugee. An Afghan witness to gender-based violence justified by Sharia law. A mother of three, equipped and ready to picket, marching for social justice stateside.

In all, 22 women from markedly different backgrounds and with markedly specific plans for the future came together for a one-of-a-kind course titled "Empowering Women for Global Leadership." Spring 2014 was the first semester the course was offered at Berea; in fact, it was the first semester the course was offered anywhere.

The course (WGS/POL/PSJ 286) is the latest extension of the Women in Public Service Project (WPSP), an initiative founded in 2011 by then US Secretary of State Hillary Clinton as a partnership between the US State Department and the Seven Sisters Colleges, comprised of Barnard, Bryn Mawr, Mount Holyoke, Smith, and Wellesley. Berea College joined the partnership in 2014.



Nadine Umutoni

Having lived as a refugee, this Rwandan native knows a thing or two about the challenges refugees face around the world. The Women in Public Service Project at Berea helped her realize she

has a role to play in making things better. "The Women in Public Service class has helped me find my passion," said Nadine. "After graduating, I'd like to go into a master's program in public policy and afterwards work with a refugee organization."

The mission is to empower the next generation of women around the world and mobilize them on issues of critical importance in public service. More ambitious and specific, the mission of the project is to achieve for women 50 percent representation in public service positions around the world by 2050, an initiative they call "50 by 50."



Peggy Rivage-Seul

Such empowerment, naturally, begins by equipping women leaders not only with knowledge, but with know-how. Dr. Peggy Rivage-Seul, director of the Berea College Women in Public Service Project and co-architect of WGS 286, pushed her young pioneers to acquire the practical skills for effecting change. Course requirements included a ten-minute delivered speech to develop the power of each student's voice and a formal policy brief on an issue of social importance.

Dr. Rivage-Seul developed the course alongside Dr. Rangita de Silva de Alwis, when she served as the Director of the Global Women's Leadership Initiative and the Women in Public Service Project at the Woodrow Wilson International Center for Scholars in Washington, DC.

Representing eleven countries, Berea students tackled subjects like family leave policy in the US, sexual violence in the Congo, gender violence in Bangladeshi garment industries, and female genital mutilation in Tanzania, among others.

"Several of these students are survivors of human rights violations in their own countries. After taking a global look at gender violence, these students were inspired to work to change the conditions

of violence—from female rape in the Democratic Republic of Congo to the Taliban in Afghanistan to the border areas throughout Africa to the prison pipeline for African Americans," said Dr. Rivage-Seul.

Though the issues facing women on a global scale vary in nature, complexity, and intensity, Dr. Rivage-Seul says Berea's multicultural students are finding a common bond in the course.

"Violence and poverty are social realities that bind women together. While there are laws created in each country to protect women, the implementation of these laws are the problem. Our students are not (yet) lawyers who can take on the legal systems in their respective countries, but they can begin to influence policy and implementation of laws by introducing projects that lead to cultural change."

The uniting thread between Berea College and Woodrow Wilson is the project's benefactor, Peggy Keon, former president of career consultation service Keon Associates, and overseer for Wellesley Centers for Women at Wellesley College. Keon invited Dr. de Silva de Alwis to Berea's Peanut Butter and Gender series, a regular luncheon lecture series focused on issues of gender and culture. From there, the partnership between Berea and Woodrow Wilson was born.

"Peggy Keon is the visionary who saw the powerful potential of Berea to partner with WPSP so as to build a global platform at the college," said de Silva de Alwis.

Dr. de Silva de Alwis, a human rights lawyer who recently participated in the writing of Tunisia's new constitution, organized the first WPSP institute at Wellesley College in 2012. Women in Public Service Project institutes, which take place in various global venues, serve as intensive seminars for emerging women leaders in different fields of public service.

The most recent institute was held in Beijing, China. Berea College President Lyle



Dr. de Silva de Alwis shares the goals and mission of the Women in Public Service Project.



Brenna Mahoney

Brenna began activism at a young age, focusing on water pollution. More recently, she shifted her focus to advocating for more stringent policy regarding direct-to-consumer pharmaceutical advertising. "The course gave me the research skills I needed to take on a project like that. It prepared me to challenge myself and tap into my own leadership ability."

Roelofs joined other WSPSP institutional presidents in a roundtable discussion of the 50-by-50 initiative hosted by the Ford Foundation at the China Women's University, part of the WSPSP network.

President Roelofs added that the involvement of important female non-academics like Clinton, former Egyptian ambassador to South Africa Moushira Kattab, and Susan Jolly of the Ford Foundation, among others, has the potential to add many opportunities for Berea faculty and students. For example, in March of 2015 at the invitation of the organization UN Women, which is

dedicated to gender equality and the empowerment of women, WSPSP students will travel to the United Nations to participate in an intergenerational dialogue, as part of the celebration of the twentieth anniversary of the Beijing World Conference of Women.

Though Berea College will no longer be associated with the Woodrow Wilson Center and the Women in Public Service Project after the fall of 2015, the work will go forward. For example, the Women's and Gender Studies Program will be the site of the "Women in Global Leadership Project." Dr. Rivage-Seul says, "The Women in Public Service Project has recently changed to an online service for educational

institutions. At Berea College, we made the decision to go forward with the model we created with Dr. de Silva de Alwis. We have developed a powerful network of public service professionals who are thrilled to continue working with our Berea students. Thanks to Peggy Keon's generous commitment to building an international emphasis in the Women's and Gender Studies Program, we will continue to offer the course under a new title, "Women in Global Leadership."

President Roelofs says the Women in Global Leadership course will be a welcome addition to the Berea curriculum because of the college's educational goal of equipping Berea students for civic leadership.

"Berea continues to blaze a trail through its partnership with WSPSP," said de Silva de Alwis, "and President Roelofs is a male champion of change who supports the leadership of women in STEM [science, technology, engineering, and math] and in global public service."



Moondil Jahan

Horrified by the government failure to fund rescue operations after a recent garment factory disaster in her home country of Bangladesh, Moondil banded together with Bangladeshi studying abroad to send money home so operations could continue.

The Women in Public Service Project course equipped Moondil with the skills needed to address important issues like this that affect women disproportionately. When the course began, she says, "We didn't even know what a policy brief was." But dealing with issues close to home inspired passion. "When you genuinely care about issues you don't really count the number of hours you are investing in this work, how many times you revise the paper, or time constraints. You just want to keep working to bring some change."



PERSPECTIVES ON THE LIBERAL ARTS

Interviews by Jacob Appelman, '15

One of the more spirited debates of our time revolves around the value of a liberal arts education. Many assume the college experience should be directed toward a single, vocational purpose. However, time and tradition have taught us that an education serves each person differently and in different ways over a lifetime. Out of this recognition grew Berea's distinct approach to the liberal arts.

We asked six members of the Berea Community to share their views on the value of the liberal arts and the importance of this type of education for the Appalachian region and beyond.



Chad Berry

Academic Vice President and Dean of the Faculty, Goode
Professor of Appalachian Studies

I think the liberal arts are a foundation upon which to build a life. We are living in an increasingly specialized world—we have been for many decades. I think what we lose in that quest for specialization is the wisdom, the knowledge, and the skills that come from a more generalized set of knowledge. We certainly need specialization, but the best educational foundation to me is a broad one, a strong one, and a sturdy one upon which to build one's educational career. And for me, the liberal arts remain that foundation.



We certainly share that philosophical sense of and commitment to being broadly educated with other liberal arts institutions, but at Berea, while we are predominantly a liberal arts institution, we also have some important programs on this campus because of our history, our founding, and our mission. And so, we have English and philosophy, but we also have agriculture and natural resources, business, nursing, education studies, technology and applied design. I think it's a really great thing when you say "the liberal arts don't necessarily make the nurse; the liberal arts make the nurse better." At Berea, a predominantly liberal arts institution, we make pretty good nurses because they've had a liberal arts foundation upon which to build a lifetime of caring and professional work. Nursing doesn't just require practitioners; it requires practitioners who are skilled in critical thinking, evaluative processes, evidence-based practice, communication, and discernment, and all those skills come out of a liberal arts approach.

The challenges in Appalachia don't come at us bounded by academic discipline, just as challenges anywhere in the world are complex and nuanced and interconnected. In Appalachian Studies, we strive to understand politics and economics, to be sure, but also culture, spirituality, the arts, and the traditions of the region. The region's challenges and its assets come at us and transcend any particular academic discipline. In order to think about how we might best understand the most misunderstood region in America, I think we need a broad-based approach, the kind of approach that the liberal arts provide. We can't just look at the complexity of a region of 25 million people and expect to make a difference based on just one academic discipline. I think it's really more of a matter of breadth and depth, and it's that breadth that a liberally educated person provides. I don't want to just emphasize the challenges, but when I think about both the assets and the challenges, one draws on so many different academic disciplines in an area studies approach. Sociology is important, but it's not the only discipline at the heart of the matter. Economics is important, but it's not the only discipline at the heart of the matter. There's folklore, anthropology, religious studies, education studies, political science, psychology, and certainly lots of chemistry, biology, and physics. And there's great creativity in the arts and letters. One really needs to have a deep understanding of all those things when one applies it to a place like Appalachia.



Virgil Burnside, '76

Vice President for Labor and Student Life

One of the things you see today is that there is more emphasis on the math, science, engineering type background. Liberal arts are not appreciated, but I think if you look at organizations, particularly non-profits, but also in the government as well as traditional businesses, people look



for folks who are really articulate, who know how to work in teams, who can see things from different perspectives. I think that's a big piece of what the liberal arts gives. From a global perspective, I think we have to understand the cultures of others, how to integrate those pieces into the work that we're trying to achieve. I think the liberal arts gives you the kind of background needed to make this happen. Sometimes, however, I wonder if the liberal arts is unpacked well enough for students to see this, for them to understand these things matter very much.

Broad knowledge, the idea of teamwork, ethical judgment, and written and oral communication skills—I think those are elements that Berea graduates share with other liberal arts graduates. Critical thinking is another skill that I think you see in a lot of liberal arts majors, and I think this is very important for Appalachia, the ability to look at it in a different fashion than we currently are and to recognize potential solutions to some of its social and economic issues.



Rebecca Pettys, '68

Retired professor at Union College



All my friends were liberal arts majors, mostly English majors; my family, my two brothers were liberal arts majors. And we didn't have any training for one particular thing, but we got research skills, critical thinking skills, and then we applied it! So, unless you want to train for a highly technical, specific job, which may or may not still be around by the time you've finished your degree, I don't think there's anything better. I highly recommend a liberal arts education; it's held me in good stead.

The core curriculum gives all students a sort of general basis of knowledge, and then you can decide from there where you want to specialize, what you want to major in, but I think that everybody needs that core curriculum. Not only does it give everyone the same base, that's the value of a liberal arts education, but it also gives students a chance to test the waters in various disciplines to see if one of them sparks their interest.

I wish students were more committed to actually learning instead of "oh, this is just something we have to get through so we can get on with our life and live it." Well, I want to ask them, "how are you going to get on with your life and live it without some base to build on?" I would hope that Berea College students bring to their education a little something more than the usual liberal arts student, because that's what makes Berea special, at least in my day. Because none of us came from wealth, none of us had a silver spoon in our mouth, we knew that education was one of our best chances to make a difference in this world. I'm not talking about money. I'm talking about making a difference and, hopefully, many of us have.

If we were all on the march to technology, then it's possible when we graduate from here, we just march right out of here. But if you are a liberal arts person, hopefully, you will want to stay in this area, because you value what makes the Appalachian region unique and still have the education and foresight to make it better. Not to change it completely, because that would destroy it, and it's very special, but to add to it in a very positive manner. It's too bad that people come from the Appalachian region, go to school in Berea, get an education, and then flee the region and go someplace else, probably to make more money. Well, I'll tell you what, I came from Afghanistan to go to school here, and I stayed in this region to spend my life in a worthwhile way in a place that I really value. I hope more graduates will stay in the future.



Hussene Youssouf, '05

Senior Analyst at Georgia Pacific
President Young Alumni Advisory Council



A liberal arts education provides a unique curriculum that focuses on general studies that enrich a student's culture as well as a major that builds the foundational requirements that will best serve their career aspirations. Small classroom sizes allow students to develop close relationships with peers and faculty, which creates an environment where they can internalize and reciprocate their knowledge in their future roles. The atmosphere and culture of most liberal arts colleges create a society on campus where students learn how to deal with one another and develop certain interpersonal skills, which is very key for proper etiquette and understanding how to interact with other individuals.

Berea's education has stayed true to classical education through its general studies approach, as it pays respect to Appalachia and understanding other cultures. Berea has a knack for allowing a student to develop their own point of view as they go from student to alumni.

Berea pays homage to its roots through its educational methods which help ensure that the Appalachian culture survives. It's something that has been embedded in the Great Commitments. Liberal arts graduates, especially from Berea, have understood what it means to ensure that a culture like Appalachia stays connected through education and stories. A key thing, essential to the future of the Appalachian region, is to spread the message of what makes the region special. Having those stories told is a kind of marketing of some of the cool things in the region.



James Atkinson

Director of Career Development
Center for Transformative Learning

A liberal arts education can be a good investment because, unlike some of the more specified programs, liberal arts gives you a breadth of knowledge through a broad course of study instead of just having you silo-ed into one capacity. The liberal arts gives you broad exposure to a diversity of ideas, diversity of learning techniques. It actually makes a student



more adaptive to the workplace and to societal changes. We find that liberal arts students tend to be lifelong learners, which allows them to adapt to changes, and change is always imminent.

Liberal arts students are more nimble at acquiring skills on the job, skills that you need to bring to the employer. Employers are surveyed by the National Association of Colleges and Employers every year regarding these skills. Year after year, it turns out the same skills are in demand, like the ability for verbal and written communication (both inside and outside the organization), problem solving, and technical skills. The liberal arts provides opportunity for teaching these skills and creates a more competitive candidate.



Adanma Barton

Assistant Professor of Theater Professor, Berea College



The liberal arts is definitely a good investment because the skills and knowledge that a student acquires through a liberal arts education serves every aspect of your life. I did not have a liberal arts background. I have a bachelor's of fine art from Virginia Commonwealth University, so I can tell you everything you need to know about theater and acting. But coming from that environment and teaching in a broader, liberal arts-based environment, I recognize that students here get to touch upon more aspects of education and that can only

help, particularly when you are speaking of global competitiveness. I still think we can compete; it's just about making sure that each student knows what I teach in all of my classes: "you're responsible for you." I can give you the tools, but I'm not going to build the house for you! I can even help you figure out your blueprints, right? But in the end it's up to the student to build the house.

I think that Berea students share the foundational knowledge that's also obtained through other liberal arts colleges, but we're special because Berea students additionally obtain the important lesson of time management. In college is when you learn, "Okay, this is a good time for me to wake up and be present in my class," and also how to balance taking classes with labor. Because we are one of six labor institutions in the country, Berea students have that over other liberal arts colleges. Being able to not only schedule out everything that you need to do and reach all of your goals, but manage and balance your time, well, that's the most important gift that anybody could give you. And I really think that that's a gift that's unique to Berea.

I'm totally proud now to call Appalachia home. I've been here six years. My husband's from Appalachia, so it's been his home all his life. I was not born in Appalachia, so I'm Appalachian by proxy, I guess, because I married into it. And I think it's incredible, and admirable, the way that students want to take their degrees and go back home and make a difference. If we do not continue to have that, if people continue leaving and not coming back, and not bringing things back home, then Appalachia's going to be in a really hard way in the next couple years, in the next decade or so. I have immense pride in the students who take what they learn here, and go home and try to create something there.

We have a lot of students who apply to Berea who don't get in. So for every student who's actually here, there's four or five people sitting at home. And those who are here need to take advantage of every opportunity that you have! And I don't think there's anything wrong with being smart, and I don't think you're "above your raising" if you take what you've learned and bring it back home to help people. Critical problem solving, critical thinking, we need more of it. It would be cool to find a way to encourage other people to go back home. If someone wants to go to graduate school, of course I'm going to help them go to graduate school, but in the end, coming back to Appalachia and helping out is important.



CONNECTING CAMPUS LIFE TO THE GLOBAL COMMUNITY: ASIAN STUDIES CELEBRATES ITS 15TH ANNIVERSARY

Beza Moges, '15

The Asian Studies program has long been active in organizing educational and entertaining events on campus, including its regular Asian Studies Colloquium series that brings experts on Asia to campus every month from September through April. However, during the 2013-14 academic year, in celebration of the program's 15th anniversary, the entire college community was treated to a wide variety of presentations and exhibits exploring Asian cultures and Berea's connection to the region.

The college has had relationships with Asia since as early as the 1930s due to President Francis Hutchins' intimate connection with China. This was continued by Berea's admission of Japanese-American students during the Second World War and its relationship with the Korean Induk University in the 1960s, founded as "Berea in Korea" by Korean-American author and educator Induk Pakk. Berea's interest in Asia has also resulted in its participation in the sister region relationship between Madison County and Japan's Yatsugatake region in addition to the agreement with the Tibetan government to enroll Tibetan students at Berea, beginning in the early 1990s. In spite of this profound relationship, the Asian Studies program was not conceived until 1997, when Dr. Robert Foster, Professor of History and

Asian Studies, came to the college and, with the support of then-Dean John Bolin, actively promoted the academic study of Asian cultures. In 1999, the program was officially launched as a cooperative venture that combined resources found in other programs such as history, religion and art history.

Dr. Jeff Richey, Associate Professor of Religion and Asian Studies and current chair of the program, sees the events planned for the 15th anniversary celebration as developing this theme of Berea's many connections to Asia over time. "I want people to look at these events as a reminder of the past, an appreciation of the present, and an anticipation of the future effects of Asia both on Berea and the world," he says.

During the 2013-14 academic year, Phelps Stokes Chapel hosted two Stephenson Memorial Concerts related to Asia. In November, Fubuki Daiko, a traditional Japanese taiko (drums) troupe, came to campus. Consisting of five musicians of varied ancestries that stretch across the world from Japan and China to Scotland and Canada, Fubuki Daiko's diverse membership signifies the current internationalized state of Asian cultures. The concert presented the troupe's compositions, which utilized traditional Japanese percussion, flutes, and vocals. During their stay, Fubuki Daiko also offered drumming workshops for interested students and faculty.

April saw the second Asia-related concert, which featured Tibetan Buddhist monks from Drepung Loseling, an important cultural institution that was founded in Tibet in 1416 but relocated to India after the events of 1959 that also led to the current Dalai Lama's exile. According to Jeff, this collaborative effort between the Asian Studies program and the Convocation series was successful on multiple levels. He cites the monks' spectacular performance of traditional Tibetan music, dance, and debate and their "systematic construction of a sand mandala in the Alumni Building." Such mandalas are intricate and beautiful but also temporary; both their construction and their destruction are highly ritualized processes that are intended to promote awareness of the impermanence and interdependence of all beings. But for Richey, the most profound interactions they had were with the Tibetan student community at the college and those with a Buddhist background. "Because of the unique political and cultural situation of Tibetan people, the opportunity for our students who come from Tibetan backgrounds to have very simple ordinary interactions with these monks who represent their cultural and spiritual traditions was wonderful, and it was always nice to see the glow on the faces of our Tibetan students as they interacted with these monks."



15th
ANNIVERSARY
Asian
Studies

The Asian Studies program also partnered with the Center for International Education (CIE)'s Think Global, It's Friday (TGIF), a weekly luncheon program in which students and faculty present about their experiences abroad. Every year, TGIF focuses on a certain part of the world, with the 2013-14 academic year's focus being East Asia. Hence, among presentations about other non-Asian countries, TGIF hosted talks about Japan, the Koreas, Syria, Malaysia, the Philippines, Tibet, India, Viet Nam, and Taiwan. Dr. Thomas Ahrens, the CIE Program Associate who directed the TGIF series during the 2013-14 academic year, notes that TGIF presentations are usually led by students who come from the specific countries or who have had the opportunity to study abroad. Because of Berea's multiple connections to Asia through both international students and education abroad, it was not difficult to organize a rich and varied program of TGIF talks focused on East Asia.

Richey notes that one great advantage of the student presentations is the enhanced dialogue that they facilitate: "I think it is great for our students to hear each other talk about either places they visited or places from which they come, because it sometimes is easier for a student to relate more to what other students say than what a professor says."

In addition to the student presentations, Dr. Libby Falk Jones,

Professor of English, presented a set of photographs under the title "Seeing Mindfully: Photography Through an East Asian Lens." These photographs were based on her studies in Hawai'i during the summer of 2012 as a participant in the East-West Center's Institute on "Infusing East Asian Studies into the Undergraduate Curriculum." The presentation featured around ninety of her photographs interspersed with passages from the ancient Chinese text known as the *Laozi* (Lao-tzu) or *Daodejing* (Tao Te Ching) and haiku (traditional Japanese seventeen-syllable poems) by Japanese poets Bashō, Buson, and Issa. "The goal of the presentation was to invite viewers to enter into a contemplative experience of silent perception. The images and words were designed to explore ideas of receptivity, discovery, discipline, dynamism, perspective, and mystery—concepts that are central to East Asian art and thought," explains Jones.

Asian content also enriched the CIE's Mundo Mondays—a regular series of presentations about world culture. Because presentations in this series (unlike TGIF) "are mainly focused on academics, we typically invite faculty members, guest speakers or performers for those events," says Ahrens.

This year's Mundo Mondays included presentations by college faculty members Dr. Gordon Gray and Dr. Ashley Elston,

who dealt with "Modern Japanese Cinema" and "Picturing the Invisible in Buddhist Art of East Asia" respectively. Other Asia-related presentations featured guest speakers Dr. Tsun-Hui Hung from the University of Cincinnati, who played the *erhu*, a Chinese stringed instrument, and Professor Takeshi Moro from Santa Clara University, who presented photographic works about "Art and Reconciliation" inspired by his identity as a person of Japanese descent raised outside of Japan.

Thanks to the Art and Art History program, two exhibits of Asian art were on display in the campus galleries during the anniversary year. The Asian Studies program also hosted a reception in partnership with Hutchins Library's spring 2014 exhibit of books and photographs celebrating the program and Berea's connections to Asia. The reception was attended by students, faculty, alumni, and guest speakers such as President Lyle Roelofs, Dr. Chad Berry, Dean and Academic Vice President, and Dr. John Bolin, Dean Emeritus. Alumna Darlene Smith, '12 (who studied in China while she was a Berea student and later taught English there) and current Asian Studies major Amber Welch, '14 (who completed a year of study at Japan's Kyūshū University as part of her Berea education) also spoke at the event.

AN APPALACHIAN EDUCATION FOR AN ASIA-CENTERED WORLD

Jeffrey L. Richey, Ph.D., Associate Professor of Religion and Asian Studies
Chair of Asian Studies Program

Experienced world travelers and global observers get it: we live in an Asia-centered world. “If you want to understand the world,” says the Pulitzer Prize-winning *New York Times* journalist Nicholas D. Kristof, “you need to understand Asia.”¹

Historians and archaeologists point out that this has been the case, more often than not, throughout the human experience. Despite the world domination achieved by North Atlantic societies over the past few centuries, what many glibly call “the rise of China” and other Asian powers actually is a return to historic global norms. “The most people, production, and wealth over most of the world’s history are in the East,” wrote Albert Bergesen almost twenty years ago.² But because many of us see the world in terms of only the recent past or of our own cultural and geographical location,

the picture of an Asia-centered world can appear to be upside down.

The National Intelligence Council now predicts that China’s economy, which anchors the East Asian geopolitical region, will surpass that of the United States before 2030.³ Assistant Secretary of State for East Asian and Pacific Affairs Kurt Campbell recently remarked that “it is very hard [for the United States] to operate effectively – diplomatically, politically or strategically – in Asia without a strong relationship with Japan.”⁴ This is the world that Berea College graduates will inherit, and it is the



Jeffrey L. Richey

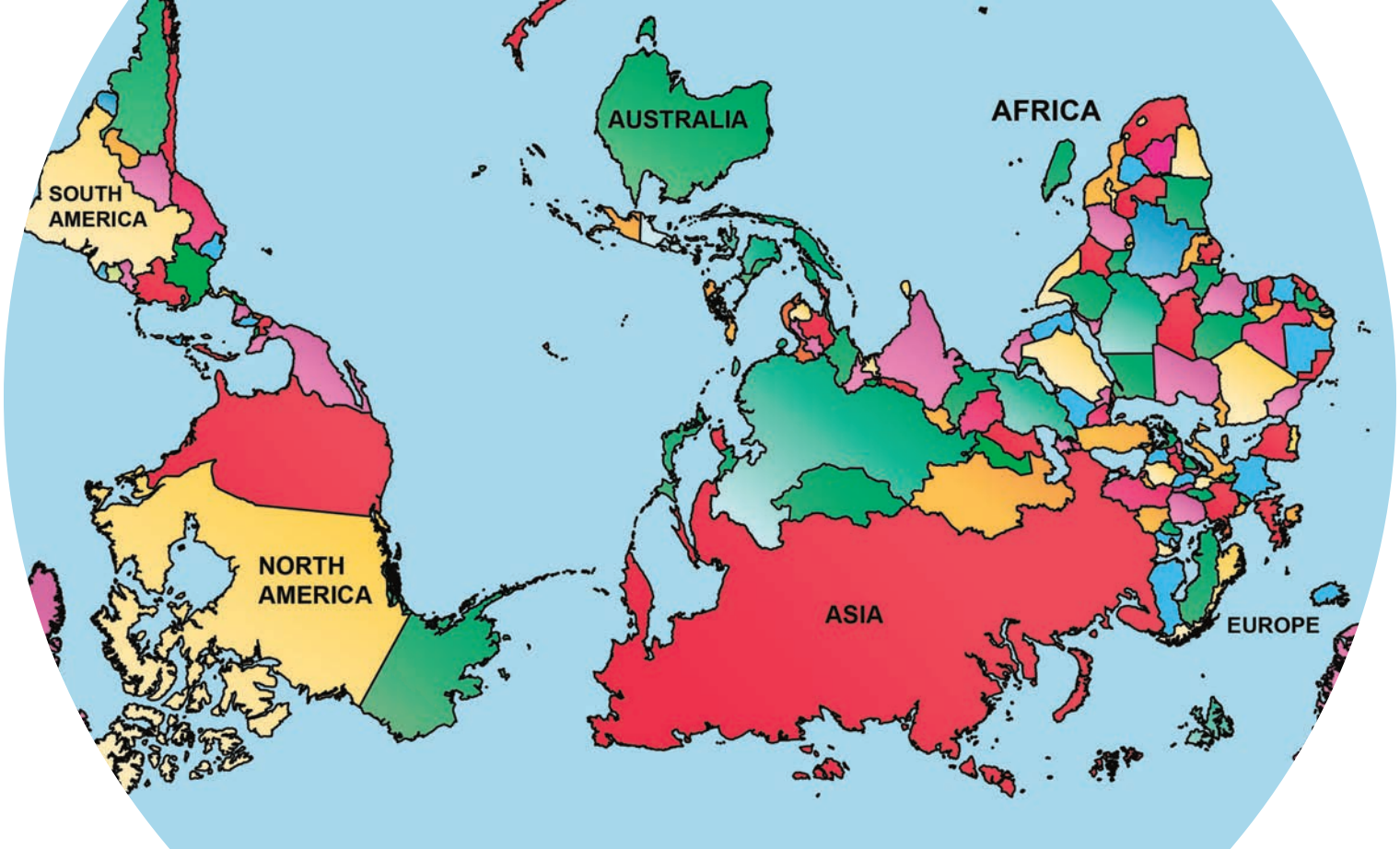
world that Berea’s Asian Studies Program seeks to help them understand.

The second of Berea’s “Great Commitments” charges our institution with providing “an education of high quality with a liberal arts foundation and outlook.” Much ink has been spilled in efforts to define precisely what is meant by both “quality” and “liberal arts” in terms of college-level teaching and learning, but most of us who are involved in higher education probably would agree that both of these entail development of students’ ability to see their concerns in global context, communicate and advocate for their concerns clearly and persuasively, and engage in the work of building a more free, just, and equitable world.⁵ The Asian Studies Program offers courses in the anthropology, art, history, languages, politics, and religions of the region that is home to approximately two out of three human beings alive today. This work is a response to the charge given by President

Berea students discussing Asian affairs sometime in the early 1940s



Berea College Archives



Wikimedia Commons

Inverted world map illustrating the geographical centrality of Asia

Francis S. Hutchins in his 1939 inaugural address:

Anyone who has roamed from his home country will have noticed the constant intermingling of ideas, culture, and goods from one nation to another.... Our curriculum must always be those cultural objects which will enable us to think, and understand the world in which we live.⁶

President Hutchins, who came to Berea after spending nearly twenty years in China, was well aware of how important an informed understanding of Asia was for Americans, and during his time at Berea, he did all that he could to bring Asia to Appalachia. Like other Bereans, he wanted to make the gift of global knowledge available not only to the wealthy and the privileged, but also to the young men and women from socioeconomically distressed backgrounds who study here. Since 2001, when the first independent majors in Asian Studies (which was granted official status as a major in 2007) graduated from Berea, 61 students with majors or minors in Asian Studies have completed their degrees. More than 300 Bereans from all disciplinary backgrounds have studied abroad in Asia; more than two dozen will spend all or part of the 2014-15 academic year in Asia. The education for an Asia-centered world that our graduates receive here in Appalachia has

enabled 36% of them to find employment in Asia or in Asia-related fields.

Even those who acknowledge the global economic and political importance of Asia may wonder why it is worthwhile to study Asian cultures. After all, we live in a world in which English is widely spoken, Western concepts of democracy and human rights are widely embraced, and faiths such as Christianity and Islam are widely practiced. In such a world, why do we need to learn Chinese, comprehend why organ donation is more controversial than abortion in Japan, or understand Buddhist sculpture?

The answer lies in Berea College's responsibility "to assert the kinship of all people and to provide interracial education," as described by the fifth "Great Commitment." Asian and non-Asian traditions converge in agreement on the unity of the human experience across the diversity of cultures, ethnicities, and races. Two centuries before the ancient Roman comedian Publius Terentius Afer (195-159 BCE) proclaimed, "I am human – nothing human is alien to me," the ancient Chinese sage Confucius (551-479 BCE) observed that "By nature, human beings are pretty much alike – it is learning and practice that set them apart." These two threads in "the great civilized conversation" (as the distinguished scholar of East Asian philosophy and religion, Wm. Theodore de Bary, titled his 2013 book on how liberal

arts education must become cross-cultural in scope) also intertwine around the question of the deep interconnectedness of all peoples and all learning. Writing in the midst of China's Tang dynasty – a global high point for cosmopolitanism and intercultural exchange – the Buddhist commentator Fazang (643-712 CE) mused that "the nature of things lies in multiple relationships reflecting each other unendingly in all things." More than a millennium later, the American conservationist John Muir (1838-1914 CE) pointed out that "when we try to pick out anything by itself, we find it hitched to everything else in the universe." When students realize that human concerns such as beauty, goodness, and justice are not the exclusive property of one culture, but are engaged in a multitude of ways by all human beings in all times and places, they take a critical step toward acknowledging and appreciating their kinship with all people – a kinship that bridges interracial gaps as well as other obstacles to mutual understanding, sympathy, and cooperation. Teaching and learning in Asian Studies, which entails consideration of the world's oldest continuous traditions of artistic, literary, philosophical, and religious reflection on the human experience, is vital to the fulfillment of this fifth great responsibility of the College.

Despite the many contributions of Asian Studies to the liberal education

and global worldview facilitated by the Berea experience, there may yet be those who question the place of Asia in an Appalachian institution that primarily serves students from Appalachian backgrounds. “What has Athens to do with Jerusalem?” cried the early Christian thinker, Tertullian, who was hostile to any learning beyond that which Christian scriptures could provide. One might well ask, “What has Asia to do with Appalachia?” Although it may not be obvious, the appropriate reply to this query is, “More than you may realize.”

As of 2013, Americans of Asian descent make up the fastest-growing ethnic group in the United States.⁷ In fact, those of Asian descent are among the few people who are moving into Appalachia, as opposed to moving out of the region.⁸ While no more than 6.5% of the population in any southern Appalachian state identifies as Asian-American, the fact is that factors other than sheer numbers amplify the impact of Asian-Americans on American life, including life in Appalachia.⁹ Given that Asian-Americans possess, on average, more education and personal wealth than other Americans, it may well be that these are among the most likely Appalachians to speed the region’s economic recovery and development.¹⁰ Asian-Americans are

more likely than members of any other ethnic group in the United States to marry across ethnic lines, with almost 40% of all Asian-American women marrying men who are not of Asian descent.¹¹ Berea is no stranger to the children and grandchildren of these marriages, many of whom wear an Asian face but speak with an Appalachian accent. By mingling with other Americans in Appalachia’s churches, communities, and schools, these “Appalashians” help to remind their fellow worshippers, neighbors, and classmates of the many ways in which Asia is present in the lives of all Appalachians.

Even if most Appalachians are not of Asian descent, many Appalachians are employed by Asian-owned businesses. In 2012, almost 35 percent of all capital investment and approximately one out of five new manufacturing, service, and technology jobs created in Kentucky were the result of such companies. Today, Japanese-owned firms alone employ more than 38,000 Kentuckians.¹² Moreover, Appalachia’s economic exchange with Asia travels in more than one direction. In September 2013, a delegation of 18 Appalachian furniture and wood product manufacturers secured more than \$50 million in new sales to Asian clients after participating in an international trade show in Shanghai, China.¹³ The persistent enthusiasm of Berea students for learning

about Asia, especially Japan, probably has something to do with the continuing contributions of Asian enterprises to Appalachian economies.

Ultimately, the question of what Asia has to do with Appalachia comes down to whether students in Appalachia – both those who claim the region as their home and those who come here to learn – deserve the same broadly global educational opportunities that their wealthier counterparts outside of the region take for granted. The Asian Studies Program believes that they do. Indeed, we have found that Bereans seize every available opportunity to acquire fluency in Asian languages, become conversant with Asian art, history, and thought, and immerse themselves in Asian societies as exchange students and interns. Not only the dozens of Berea graduates who have majored or minored in Asian Studies, but also the hundreds of Berea graduates who have completed Asia-focused courses that met General Education requirements, have expressed their gratitude for an education that included the study of Asian cultures – which, despite representing approximately two out of every three human beings alive today, remain relatively unfamiliar to many of our students and most Americans.

¹ “Where to Go to Understand the World in 2012,” *New York Times*, January 6, 2012, <http://tinyurl.com/ny6qc4q>.

² “Let’s Be Frank About World History,” in *Civilizations and World-Systems: Studying World-Historical Change*, ed. Stephen K. Sanderson (Walnut Creek, CA: AltaMira Press, 1995), 202.

³ Charles Riley, “Intel report: China’s economy to surpass U.S. by 2030,” *CNN Money*, <http://economy.money.cnn.com/2012/12/10/china-us-economy/>.

⁴ Peter Ennis, “Why Japan Still Matters,” *Brookings Institution*, <http://www.brookings.edu/research/papers/2011/05/10-japan-ennis>.

⁵ See “What Is A 21st Century Liberal Education?,” *American Association of Colleges and Universities*, https://www.aacu.org/leap/what_is_liberal_education.cfm

⁶ “Full Text of Chimes, 1940,” *Internet Archive*, http://archive.org/stream/chimes194012bere/chimes194012bere_djvu.txt.

⁷ “The Rise of Asian Americans,” *Pew Research*, <http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>.

⁸ Kelvin M. Pollard, “‘A New Diversity’: Race and Ethnicity in the Appalachian Region,” *Population Reference Bureau*, <http://www.prb.org/pdf04/aneewdiversityappal.pdf>.

⁹ “Total U.S. Asian American Population,” *Pew Research*, <http://www.pewsocialtrends.org/asianamericans-maps/>.

¹⁰ “The Rise of Asian Americans,” *Pew Research*, <http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>.

¹¹ *Ibid.*

¹² “Kentucky Names New Economic Development Representative in Asia,” *Kentucky Cabinet for Economic Development*, http://www.thinkkentucky.com/newsroom/NewsPage.aspx?x=08222013_newjprep.html.

¹³ Earl F. Gohl, “Made in Rural America: Helping Appalachian Business Sell to the World,” *The White House*, <http://www.whitehouse.gov/blog/2014/02/18/made-rural-america-helping-appalachian-business-sell-world>.

TRADITIONAL RIVALRIES RENEWED: BEREA JOINS NCAA DIVISION III

Jay Buckner

The National Collegiate Athletic Association (NCAA) has granted Berea College provisional membership in Division III, beginning September 1. This move will allow the college to better align its athletics program to compete with other institutions that share a similar philosophy of intercollegiate athletics. The NCAA Division III philosophy is founded on the student-athlete's overall educational experience. Institutions within the division are not permitted to award financial aid on the basis of a student's athletic ability.

Berea College moved from the National Association of Intercollegiate Athletics (NAIA) after being a member of the Kentucky Intercollegiate Athletic Conference (KIAC) since its founding in 1926.

"Because we value the tradition of our participation in the KIAC for more than 80 years, we very carefully and thoughtfully investigated this opportunity," says Berea College President Lyle Roelofs. "Our conclusion is that this move is the logical step for Berea College because our approach to intercollegiate athletics is consistent with NCAA Division III expectations that academics are the primary focus for student athletes. Moreover, all of our academic benchmark institutions are already NCAA members."

According to the NCAA, Division III participation reduces the tension between athletics and academics, supporting the academic progress of student-athletes through shorter practice and playing seasons. Participants are integrated on campus and treated like all other members of the student body, keeping them focused

on being a student first. It is also expected that travel distances and times will be shortened, thus reducing time away from academic studies.

There are more than 170,000 student-athletes at 444 institutions in Division III, which is the largest of the three NCAA divisions. Berea College joins Centre College, Spalding University, Thomas More College and Transylvania University as Kentucky's NCAA Division III members, all being former members of the KIAC. Berea is not yet affiliated with a Division III conference but is exploring several options for joining a conference after the first year of provisional membership.

"In many ways, this is a new era for Berea College athletics," says Mark Cartmill, athletics director, "but, it's also a return to what we believe is most important in intercollegiate athletics—campus pride, a tradition of success and a commitment to academics, first and foremost. Berea has a long and storied history in athletics and we look forward to forging new friendships and renewing some old ones with NCAA Division III schools."

The NCAA Division III Management Council met in April and approved Berea's application. The NCAA Division III membership process typically takes four years to complete. Throughout the transitional process, athletics staff members will continue to work with representatives in various campus departments, like admissions, financial aid and the registrar's office, to establish new compliance systems and provide rules education on NCAA legislation.

Berea fields teams in 16 intercollegiate sports, as well as a



cheerleading squad. Men's varsity sports include: baseball, basketball, cross country, golf, indoor track & field, outdoor track & field, soccer and tennis. Women's varsity sports include: basketball, cross country, indoor track & field, outdoor track & field, soccer, softball, tennis and volleyball.

Berea's place in Kentucky athletics history is well established with 36 All-Americans and 69 Academic All-Americans, but the legacy of Berea's athletics extends far beyond the record books. On February 6, 1954, Berea College center Irvin Shanks played for the men's basketball team as Berea hosted one of Kentucky's first racially integrated college basketball games.

JILL GURTATOWSKI: ROWING THE



Beza Moges, '16

Jill Gurtatowski isn't just an expert in the subject of wellness; it is something she infuses into her life and community. One way she has achieved this in her own life is by setting difficult athletic goals for herself. For example, she has competed in the Marathon Rowing Championship three times, completing the 26.2-mile course on the Cane River Lake in Natchitoches, Louisiana, once in a double scull and twice in a quad scull. Jill also knows that having a goal can be more important than achieving it: "My goal was to complete one in a single before I turned forty, but drought conditions in Louisiana, where the rowing championships are held, have caused me to miss that goal," she noted with some regret. As Berea College's new Director of Health and Wellness, Jill draws on both types of experience as she helps Bereans set wellness goals for themselves and the community.

Jill can trace her interest in wellness to her childhood up in Maple Heights, Ohio, southeast of Cleveland. As the youngest of three children, sports were always part of her life. "I grew up being dragged to the baseball fields, since my brothers and my father were very active in Little League. Then when I got old enough, I became involved in gymnastics and softball and, later, in swimming, which I really fell in love with." Without the ability to row here in Berea, Jill returned to her love of swimming and joined the Masters Swim Team at UK.

For her undergraduate studies she went to Ithaca College in New York. Though she started as a physical therapy major, she graduated with a degree in exercise science with a focus on adult fitness and cardiac rehabilitation. "I knew I wanted to work with people since I had always enjoyed volunteering, and I was always interested in the body from a physiological standpoint and what it is capable of doing. Moreover, I had a friend who lived in my hall who was in the major and told me that it would fit me very well." At Ithaca, Jill practiced wellness inside the classroom and outside as well. "I rowed one year of crew during my sophomore year and returned to it as an adult nearly a decade later as a sculler in the Fort Worth Rowing Club," she says.

After graduation, she moved back to Ohio and began working in the fitness industry with the Jewish Community Center. Later, she was promoted to their renovated facility in Dallas, Texas. In Texas, Jill also began working on her master's degree. "For my master's I wanted to follow a health education angle. I liked the fitness industry but I knew that my passion was with teaching and helping people outside fitness since I believe that there is so much more to health than the physical



Walking Wednesdays offer faculty, staff, and students the chance to make fitness part of their routine.

STREAM OF HEALTH AND WELLNESS

component.” In 2003, she graduated from the University of North Texas with a master’s in health promotion.

Shortly after she graduated, she joined Cook Children’s Health Care Systems to work with their Safe Kids Coalition, an injury-prevention program for children until she shifted to the newly created employee wellness program. “In the employee wellness program, I had administrative responsibilities such as designing and implementing the overall program, creating different challenges, working with different departments of the hospital and supervising the wellness champions in our thirty off-site locations.”

In addition to her duties at Cook Children’s, Jill also worked as an adjunct instructor at Texas Christian University where she taught stress management, an area that continues to exert a strong influence on her understanding of wellness. “I think stress is becoming a big topic these days because we are realizing the impact it has on our body and how it physically affects us. So in this class, I was able to have students think about stress more and learn the physiology behind it as well as the different ways they can prevent or manage it. It was a wonderful challenge, and I am glad I had the opportunity to do it.”

The decision to come to Berea was a combination of fulfilling a professional aspiration and finding the right community. “Basically, when you see a health education position in academia, it is like the holy grail of health promotion jobs. As I looked further, I fell in love with the college’s mission, which aligns well to my personal values,” she says.

At Berea, she primarily works with faculty, staff, and students to create a comprehensive wellness program for the college community. According to Jill, the program seeks to infuse a culture of

wellness into the college. “I use an eight-dimension model here because I want people to know that wellness is more than just the physical component. There are many areas that contribute to your overall wellness such as intellectual, social, emotional, occupational, financial, spiritual, and sustainability. All of those areas affect us and make us a well person. My office works on how we can accomplish that mission by educating students, faculty and staff on the eight dimensions of wellness. And, we make it fun.”

In order to achieve this goal, Jill, in collaboration with the Wellness Board, examines data collected by the Office of Institutional Research and Assessment. This data includes the American College Health Assessment, National College Health Assessment, the Cooperative Institutional Research Program surveys, as well as various Berea-specific surveys to see how

other colleges. Based on these responses, they have selected four wellness areas at the college that need more attention: sleep, stress, nutrition, and physical activity. This spring, Jill offered biometric screenings and an online health assessment to college employees to gather aggregate data to serve as a snapshot of employee health and to see what kind of interventions need to be developed based on the data gathered.

“Wellness is a personal thing,” Jill says, and she advises people to be comfortable in their own skin and be proactive in their health in however they can. “I want wellness to be the stream that runs through campus, from which you can always come and take a drink.”

Joan Pauley, Sustainability Coordinator, and Johnesha Warren, '15, learn about the various forms of wellness.



Berea College's responses compare with



BEREA COLLEGE'S "DEEP GREEN" RESIDENCE HALL EARNS WORLD'S HIGHEST LEED SCORE



"We built Deep Green as the world's highest-scoring residence hall because ecological sustainability is more than just a trend for Berea. Sustainability is at the heart of our mission to 'plain living' as stated in our Great Commitments."



Students were deeply involved in this project by constructing the iconic ceramic sundial in a quilt pattern popular in the region, conducting an archeological dig at the construction site, crafting furniture for rooms and common spaces and creating artwork featured in the building's common areas.



by Jay Buckner

Berea College's Deep Green Residence Hall has earned Leadership in Energy and Environmental Design (LEED) v2009 Platinum Certification and a score of 90 points, making the facility the highest scoring LEED-certified residence hall in the world. The LEED certification denotes independent verification from the U.S. Green Building Council that a building is designed and constructed "using strategies aimed at achieving high performance in key areas of human and environmental health."

Considered the benchmark in green building design and construction, LEED provides a framework for identifying and implementing measurable green building design, construction, operations and maintenance solutions and addresses all aspects of a building's performance: from the application of materials to renewable energy, use of day-lighting and natural ventilation, landscaping, the indoor environment and more. In determining a building's certification, LEED measures performance in several sustainability categories, including energy and atmosphere (energy consumption and monitoring and the use of renewable energy sources), water efficiency, materials and resources, innovation in design, and awareness and education.

"This is an extraordinary achievement," says Richard Dodd, Berea College capital projects manager, explaining that Deep Green was originally programmed to achieve 85 LEED points. "Through collaborative

efforts we found synergies and cost efficiencies that allowed us to earn the additional five points for the world's highest LEED score for a residence hall."

Located in the foothills of the Appalachian Mountains, Berea serves as a model for sustainability by committing to construction projects that reduce energy consumption and preserve natural resources while protecting the health of buildings' occupants. The first new residential facility constructed at Berea College since the Ecovillage a decade ago, this \$15.8 million residence hall is the third campus building to earn LEED certification. Lincoln Hall, the college's administration building, earned a Silver certification in 2004 and historic Boone Tavern Hotel & Restaurant was the first hotel in Kentucky to earn a LEED Gold certification in 2010.

Deep Green is a 42,000 square foot, three-story facility with 66 rooms that house approximately 120 students. Oriented along an east-west axis to maximize sunlight into its interior and allow 114 photovoltaic panels to soak up as much direct sunlight as possible, Deep Green utilizes solar panel arrays, a geothermal heat pump system, enhanced building envelope, Energy Star rated appliances and low-flow plumbing fixtures. These energy-saving features earn all 35 Energy and Atmosphere points and 3 regional priority credits and result in 35% less energy usage than other residence halls in our region and savings of 55% in annual energy costs.

Energy usage intensity (EUI) is most often expressed in terms of annual energy



All trim wood in Deep Green and lumber for the 267 pieces of furniture made by Berea's Student Crafts program was harvested by mule teams in the 8,000-acre Berea College forest, a Forestry Stewardship Council certified forest.



used per square foot of building. Residence halls across the country, on average, measure an EUI of 90. Deep Green is experiencing an EUI of less than 32.

Albeit important, energy reduction is only a part of what makes this building a distinctive shade of deep green. Berea's sustainability commitment stretches far beyond just managing energy efficiency and reducing its carbon footprint.

All trim wood in Deep Green and lumber for the 267 pieces of furniture made by Berea's Student Crafts program was harvested by mule teams in the 8,000-acre Berea College Forest, a Forestry Stewardship Council certified forest. This harvesting method avoided the pollution of heavy machinery, long-distance transportation and assured sustainable forestry operations were in practice.

The avoidance of harsh "red list" construction materials (including PVC, lead and formaldehyde) helps ensure the health of those working and living in the building.

Students were deeply involved in this project by constructing the iconic ceramic sundial in a quilt pattern popular in the

region, conducting an archeological dig at the construction site, crafting furniture for rooms and common spaces and creating artwork featured in the building's common areas.

The construction methods, sustainability features and usage of local and recycled materials in construction of the residence hall fit within the college's strategic direction to meet the American College & University President's Climate Commitment goal of eliminating greenhouse gas emissions from campus operations and to promote sustainability to the campus, local community and region.

"We built Deep Green as the world's highest-scoring residence hall because ecological sustainability is more than just a trend for Berea," says Derrick Singleton, vice president for operations and sustainability. "Sustainability is at the heart of our mission to 'plain living' as stated in our Great Commitments. We are committed to living more softly on the land and teaching others to do the same."

The building was designed in a unique, collaborative architectural partnership

between Hastings & Chivetta (lead designers) and Hellmuth + Bicknese (sustainability consultants), both based in St. Louis, Mo., with broad representation and input from members of the Berea College community. The building construction was managed by the Lexington, Ky., office of Cincinnati-based Messer Construction Co.

From concept to creation, Berea's Deep Green Residence Hall demonstrates deep sustainability as the highest-scoring LEED-certified residence hall in the world. The facility is also on track for Living Building Challenge Petal Recognition by the International Living Future Institute. By incorporating energy conserving features, employing environmentally friendly construction methods and materials, and reducing the college's carbon footprint, Deep Green serves as a model for preserving the integrity of our environment and protecting the health of our people and our planet.

"This project's level of success is undeniably attributable to our campus culture, our supporters and the community surrounding us," says Dodd. "We're now taking the lessons learned and applying them to our current and future campus projects."



Deep Green is a 42,000 square foot, three-story facility with 66 rooms that house approximately 120 students.

ROLAND WIERWILLE COURT



SEABURY CENTER FLOOR NAMED IN HONOR OF COACH ROLAND WIERWILLE, HON '98 DURING HOMECOMING

Coach Roland Wierwille's 30-year career as basketball coach for the Berea College Mountaineers, as well as his exemplary life, were honored at Homecoming as the College named the Seabury Center Arena basketball court in his honor.

Coach Wierwille, Hon. '98, had many significant accomplishments during his career at Berea College, which spanned from 1972 to 2002. He was inducted into the National Association of Intercollegiate Athletics Hall of Fame in 1999, and the Hall of Distinguished Alumni at Eastern Kentucky University in 1995. During his career at Berea College, he won 464 games and led the team to the Final Four of the NAIA Division II national tournament. He was also the director of athletics, golf coach, and associate professor. Coach Wierwille conducted his

own basketball camp for 27 years, and was honored by the naming of the "Coach Roland Wierwille Locker Room Foyer" and the establishment of the Coach Roland Wierwille Athletic Award. In addition, he was named to the Mountaineer Men's Basketball Honor of Distinction in 2005.

Coach Wierwille was the husband of Cecelia Ann Wierwille and father of Gretchen Wierwille Osborne, '85, Deborah Wierwille Spradlin, Courtney Wierwille Buchanan, '91, and Roland Cecil Wierwille, '96.

President Roelofs and members of the Wierwille family await the unveiling of the court.



Aspen Institute Names Partners for Education at Berea College to National Network to Disrupt Poverty for Children and Parents

by Jay Buckner

Partners for Education at Berea College was announced as a member of the Aspen Institute Ascend Network, a new network of leading organizations using two-generation approaches to disrupt poverty and create economic mobility for families. Partners for Education at Berea College is one of the initial 58



Participants in a Partners for Education program visit campus.

organizations, selected from 24 states and the District of Columbia, that represent the leading edge of a national movement around two-generation approaches. Two-generation approaches look at the whole family's needs and provide opportunities for children and their parents together.

"These leaders are fueling change for America's families," said Walter Isaacson, president and CEO of the Aspen Institute. "As we reflect on the 50th anniversary of the 'War on Poverty,' the Aspen Institute is proud to invest in transformational ideas to break the cycle of intergenerational poverty."

The Aspen Institute identified Partners for Education at Berea College through a highly selective national competition. More than 250 organizations applied to join the Network and receive funding from the Aspen Institute Ascend Fund. "Two-generation programming, where we provide educational opportunities to families and kids, works in our rural Appalachian communities," said Dreaama Gentry, executive director of Partners for Education. "I believe it is our best opportunity to disrupt the generational poverty crippling our Appalachian region. We are honored to be a part of the Network and look forward to sharing our strategies and learning from others."

In the United States today, nearly 45 percent of all children live in low-income families. Almost 25 percent of today's college students are parents. Yet our education and human services systems have not kept up with the needs of 21st century families. Together, Partners for Education at Berea College and the Ascend Network are redesigning programs and policies to create a legacy of opportunity that passes from one generation to the next.

See the complete list of Ascend Network members at <http://ascend.aspeninstitute.org/network>. Visit <http://partners.berea.edu> and follow @BereaPartners and @aspenascend for more information.

Virgil Burnside Appointed Vice President for Labor and Student Life

by Jay Buckner

Berea College has appointed Virgil Burnside to the vice president for labor and student life position at Berea College, effective July 1, 2014. Burnside had been serving as the interim vice president after the retirement of Gail Wolford in December of 2013.



Virgil Burnside, '76

"I so appreciate Virgil's willingness to step up and take on this important role at the college—his long experience at the college, starting from his student days, and with the city have prepared him for the exceptional service he will provide," said Berea College President Lyle Roelofs.

Burnside received his undergraduate degree in political science from Berea College in 1974 and a master's degree in public administration from the University of Kentucky in 1992. He completed several courses in the Higher Education Policy Studies and Evaluation program while at UK. He is a member of the Phi Kappa Phi Society.

Burnside began work at Berea College in 1980 as an admissions counselor and served in that position for 10 years before serving as a student development counselor and a residence hall director. While at Berea, he has served as director of residential life collegium, assistant to the vice president for labor and student life, Title IX and disability services coordinator, and assistant to the president.

In his new role, Burnside will be administratively responsible for programs, finances and policies for labor and student life programs and offices, including campus life, college health services, counseling services, collegium and residential life, the labor program, and the office of public safety. These offices coordinate services, including residence halls, health and counseling services, disability accommodations, student activities, and student life programs.

In addition to his work at the college, Burnside is an active member of the community, which he currently serves as a city council member. He has also volunteered with many civic clubs and service organizations, such as the Berea Kiwanis Club (past president), the boards of Big Brothers/Big Sisters of the Bluegrass, United Way of Madison County, Campus Child Care, Leadership Madison County (graduate of 1995 class), the Berea Hospital Auxiliary Benefit Committee (past chair), and the City of Berea Board of Ethics.

In recognition of his contributions to the college and to the city, Burnside was awarded the Elizabeth Perry Miles Award for Community Service (2000), and the Distinguished Alumni Leadership of Madison County (2001). He is an elder and trustee of the First Christian Church (Disciples of Christ) in Berea.

Esteemed author Crystal Wilkinson Joins Berea College

by Jason Lee Miller

Crystal Wilkinson, author of “Water Street” and “Blackberries, Blackberries,” has been named the Appalachian Writer-in-Residence at the Loyal Jones Appalachian Center at Berea College.

The grant-funded, three-year position will begin at the beginning of the fall 2014 semester.

Wilkinson joins world-renowned scholar bell hooks, best-selling author Silas House and award-winning author Jason Howard as the latest notable hire at the Loyal Jones Appalachian Center, the first in the country to focus on the study and celebration of Appalachia.

Wilkinson, a Kentucky native from Casey County, has won awards in both fiction and poetry and is known for inspiring and teaching writers throughout the Appalachian region. She is a founding member of the Affrilachian Poets, a writing collective formed to promote the creative work of African Americans in Appalachia. A former assistant director for the Carnegie Center for Literacy and Learning, she has also taught creative writing at the Governor’s School for the Arts.

“We welcome not only an extraordinary Appalachian and African American writer and teacher, but a wonderful person whose ideals closely match Berea’s,” says Dr. Chad Berry, academic vice president and dean of the faculty.

“Neither she nor Berea could have made a better choice,” said Kentucky Poet Laureate and Affrilachian Poets cofounder Frank X. Walker. “She will absolutely shine in that position, and all of Berea will feel the glow.”

This will be Wilkinson’s second tenure at Berea. In 2003 she served as a writer-in-residence for a short time. In addition to teaching all genres of creative writing, Wilkinson will continue to write. “I’m working on three different projects: a novel, a collection of poems about my grandfather being a ‘water witch,’ (dowser) and a memoir about my mother.” Silas House, author and National Endowment for the Humanities chair in Appalachian studies at Berea College, says, “Crystal is an excellent writer and a teacher who changes the lives of her students. She and Berea are the perfect match.”

Throughout the 2000s, Wilkinson’s work appeared in “Appalachian Heritage,” a literary magazine produced at Berea.



Crystal Wilkinson

Jason K. Howard, editor of “Appalachian Heritage,” says, “Crystal Wilkinson is one of contemporary Appalachia’s most important voices. Her commitment to both her craft and her students will be a major contribution to building an even stronger academic environment and literary community at Berea College.”

Wilkinson will work closely with Berea’s English and Appalachian Studies programs. Chris Green, director of Berea’s Appalachian center, says Wilkinson will be a positive influence on Berea’s students. “Crystal will connect with Berea students across the board—rural or urban, Appalachian or not, black or white, beginning or advanced, younger or older. Whenever I read her words I learn not only how to be where I am but how to belong there and in the world. I think she’s going to do the same thing for Berea.”

Wilkinson grew up on her grandparents’ farm in Indian Creek, Ky., near Middleburg. She earned a bachelor’s degree in journalism from Eastern Kentucky University, and her master of fine arts in writing degree from Spalding University in Louisville. She has taught writing courses at Berea College, Cumberland College, Eastern Kentucky University, Indiana University Bloomington, Lindsey Wilson College, Morehead State University, Spalding University and the University of Kentucky.



Partners for Education BEREA COLLEGE

Partners for Education program awarded AmeriCorps Grant

by Charlie Foster, '10

Partners for Education at Berea College has been selected by the Corporation for National and Community Service (CNCS) as a recipient of an AmeriCorps grant. Partners for Education’s program, PartnerCorps: STEM, will increase student competency in the science, technology, engineering and mathematics, or “STEM” fields. Partners for Education will place 20 AmeriCorps members in three Madison County high schools: Berea Independent, Madison Central, and Madison Southern. PartnerCorps: STEM members will mentor high school students, provide in-school and out-of-school tutoring to students taking algebra courses while connecting the math to STEM careers.

“We appreciate the investment in our work by CNCS,” said Dreama Gentry, executive director for Partners for Education. “Over three years, the total investment is valued at \$1.2 million.” PartnerCorps: STEM will recruit 20 individuals committed to service and place them in the three local high schools.

Madison County Schools’ Chief Academic Officer David Gilliam is also pleased with the news. “It is exciting to partner with Berea College and AmeriCorps,” he said. “This grant will provide hands and feet in the schools working directly with students to build math skills. It fits directly with our district initiative to improve math achievement.”

Gentry points out that this opportunity is a continuation of work Partners for Education is already doing. “PartnerCorps: STEM is an outgrowth of our PartnerCorps School Turnaround work in Knox and Leslie counties. We have seen the impact of that work on student attendance, behavior and course performance and we are very excited to expand this work into Madison County.”

A Record 13 Berea College Students Awarded the Benjamin A. Gilman International Scholarship to Study Abroad

by Katie Downey, '14

Berea College's Francis and Louise Hutchins Center for International Education is proud to announce that our students Leanna Luney, Lindsay Roe, Alexandria Gaston, Courtney Mollett, Sarah Carr, Terrin Vann, Candace Reed, Victoria Wheeler, Zachary Thomas, Tevin Webster, Malcolm Johnson, Mason Darling, and Anna Harrod are 13 of over 1,100 U.S. undergraduate students from 358 colleges and universities across the U.S. selected to receive the prestigious Benjamin A. Gilman International Scholarship. "The Gilman" is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs. Between them they will cover eight countries during the Summer 2014 academic term.

This has made Berea College the #1 receiving private school in the United States for Gilman Scholarships this summer—and in the top ten in the nation overall.

Berea's Gilman Scholars received a combined \$34,000 this summer. Each student can be awarded up to \$3,500 to apply towards their study abroad program costs. The program aims to diversify the students who study abroad and the countries and regions where they go. Students receiving a federal Pell Grant from two- and four-year institutions who will be studying abroad or participating in an international internship for academic credit are eligible to apply. Scholarship recipients have the opportunity to gain a better understanding of other cultures, countries, languages, and economies -- making them better prepared to assume leadership roles within government and the private sector.

Congressman Gilman, who retired in 2002 after serving in the House of



Candace Reed is pictured with the chief of the Abrobriano village after she is given the honor of Queen Mother during a welcoming ceremony. She was in Ghana fulfilling a course requirement for her African & African American studies minor.

Representatives for 30 years and chairing the House Foreign Relations Committee, commented, "Study abroad is a special experience for every student who participates. Living and learning in a vastly different environment of another nation not only exposes our students to alternate views, but also adds an enriching social and cultural experience. It also provides our students with the opportunity to return home with a deeper understanding of their place in the world, encouraging them to be a contributor, rather than a spectator in the international community."

The program is administered by the Institute of International Education (IIE).

The full list of students who have been selected to receive Gilman Scholarships, including students' home state, university and country of study, is available on their website: www.iie.org/gilman. According to Allan Goodman, President and CEO of IIE, "International education is one of the best tools for developing mutual understanding and building connections between people from different countries. It is critical to the success of American diplomacy and business, and the lasting ties that Americans make during their international studies are important to our country in times of conflict as well as times of peace."

Berea College Earns "Fair Trade" Status

by Jay Buckner

Berea College has been named as Kentucky's second Fair Trade University by Fair Trade USA. Fair Trade is a movement that works to reduce poverty, support the ethical treatment of workers and farmers and promote environmentally sustainable practices while helping producers in developing countries obtain fair prices for their products. Fair Trade USA recognizes

towns, schools and congregations across the country for embedding Fair Trade practices and principles into policy and into the social and intellectual foundations of their communities.

The Fair Trade University status is awarded to schools that meet five criteria: building a Fair Trade Advisory Council, including Fair Trade in applicable curriculum, offering Fair Trade products at campus outlets, using Fair Trade products on campus, and passing a university-wide resolution to support a commitment to Fair Trade.

The process of earning this status has taken several years and has been led by students from People Who Care, a community-service program in the Center for Excellence in Learning through Service (CELTs) at Berea College. Faculty members who include Fair Trade information in their courses, campus offices and Dining Services that purchase Fair Trade coffee and tea, and other collaborators across campus have been instrumental in achieving this status, one of only 22 institutions across the country to receive the distinction.

Berea College Elects Two Trustees

Jay Buckner

The Rev. Anne Bonnyman, retired rector of Trinity Church in Boston, and Charles D. Crowe, president and chief executive officer of LeGacy Resource Consulting



Rev. Anne Bonnyman

Corporation in Oak Ridge, Tenn., were elected to Berea College's board of trustees during the board's May 2014 meeting. Both were appointed to six-year terms to begin July 1.

Bonnyman, an ordained Episcopal priest, served as the first female rector of Trinity Church from 2006-11 and was among the first women to attend seminary when the Episcopal Church changed its canon laws allowing female ordination in the 1970s. Trinity Church, a national landmark built in 1877, has a congregation of more than 2,000 members and supporters.

A native of Knoxville, Tenn., Bonnyman served in parish ministry for three decades for congregations in Tennessee, Delaware and Boston, celebrating both tradition and innovation in Episcopal worship. Her last 16 years of ministry concentrated in urban churches, where issues of poverty, housing, hunger and homelessness were her focus.

During her tenure the church deepened its involvement with the city of Boston by sponsoring antiracism study and prayer groups, partnering with other area churches, supporting local schools, and opening Yearwood House, a transitional home for formerly homeless people moving from shelters to community life.

Bonnyman earned a bachelor's degree in art history from the University of Tennessee in 1971 and continues to paint urban and natural landscapes. She received her master's degree in religious studies from Villanova University in 1976 before earning her master of divinity degree from the Virginia Theological Seminary in 1982.

In 2005, she wrote an article about the (mis)use of Christian scripture, stating, "The misuse of biblical language is harmful to individuals and communities, and promotes division in our nation. Give us back our sacred texts and honor them for what they are intended to be: a lamp to guide our feet, not weapons to use against our neighbors."

This appointment begins Bonnyman's second term as a Berea College trustee. She served as a trustee from 1990-97 and became intimately familiar with the college's historic place in higher education and its founding as a non-sectarian school grounded on the Christian principle of impartial love.

Bonnyman resides in Asheville, N.C., having returned to her native Appalachia in 2011.

Crowe, an admissions counselor at Berea College from 1970-72 and assistant director of financial aid from 1972-74, has spent most of his career in northeast Tennessee.

From 1975-2006 he served in various capacities with the U.S. Department of Energy (DOE) in Oak Ridge, Tenn., administering grants, negotiating contracts, and providing leadership for a division with a contracting budget of nearly \$2 billion.

As chief of the Contracts Management Branch from 1987-91, Crowe supervised a department that awarded and administered more than 600 grants and special research contracts in support of the Basic Energy Sciences Program, which supports research to control matter and energy at the electronic, atomic, and molecular levels to provide for new energy technologies and to support DOE's missions in energy, environment and national security.

As chief of the Environmental Acquisitions Branch from 1991-99, Crowe was responsible for all contracting related to environmental cleanup and restoration,

including cleanup of the DOE's Fernald Plant, a uranium processing plant northwest of Cincinnati. This former nuclear production facility, once a Superfund site, is now a nature preserve and recreation area.

He also negotiated the contract to clean up the K-31 and K-33 Process Buildings at the Oak Ridge Gaseous Diffusion Plant. This plant, associated with the Manhattan Project, is a former uranium enrichment facility. This \$250 million contract was a significant accomplishment because it embodied DOE's new focus on converting sites to commercial industrial parks in a cost-effective manner.

From 1999 until his retirement in 2006, Crowe served a director of the Procurement and Contracts Division where he had responsibility for all DOE procurement, contracting, personal property and real estate of the Oak Ridge Reservation.

From 2011-present, Crowe has served as president and CEO of LeGacy Resource Consulting Corporation, a contractor that provides administrative and technical support, procurement support, personnel security, information security and human resources to the federal government and commercial entities.

He has received many community awards, including the Thousand Points of Light recognition and Berea College's Outstanding Alumnus Award.

Crowe earned his bachelor's degree in business administration from Berea College in 1970 and his master's degree from Eastern Kentucky University in 1972. In 2003, Crowe was a commencement speaker at Berea College where he was awarded an honorary doctorate degree.

While a student at Berea, he was instrumental in establishing what would become the Black Music Ensemble, a popular, award-winning music group that was formed in 1969 "to supplement religious life on campus and give vent to Christian love through song."



Charles D. Crowe

ALUMNI CONNECTIONS

PUTTING ALUMNI SURVEY RESPONSES INTO ACTION

The Alumni Executive Council (AEC) and the Young Alumni Advisory Council (YAAC) joined forces during Summer Reunion and Homecoming to work on brainstorming ideas to “put alumni survey responses into action.”

Councils divided into four groups to work on the following areas developed from alumni survey responses:

- Programs and Events
- Volunteer and Service
- Communication
- Financial Support

There was much excitement in the room as the groups talked about their ideas and made some decisions on how to move forward.

Stay tuned for updates on how the Councils are approaching these topics, and learn what amazing ideas come from their work.



JUNE
13-15



Class Photos and Event Photos can be found at www.bereacollegealumni.com/summerreunion

OCTOBER
3-5



Event Photos can be found at <http://www.bereacollegealumni.com>

NOVEMBER
7-9





Class Photos and Event Photos can be found at www.bereacollegealumni.com/homecoming

BEREANS ACHIEVING HONORS



AWARD RECIPIENTS HONORED DURING SUMMER REUNION 2014

Dr. Sumit Ganguly, '77 Distinguished Alumnus Award

When Sumit Ganguly arrived at Berea College in 1973, he decided to major in English. However, thanks to the influence of Professor Gary Sykes, he picked up political science as a second major, a decision that shaped much of his professional career.



President Lyle Roelofs and Sumit Ganguly

Carolyn Castle, '70 Rodney C. Bussey Award of Special Merit

Carolyn Castle, '70, a native of Ashland, Kentucky, retired last year from her position as Director of People Services at Berea College, where she had served for 14 years. Also a Berea alumna, she graduated with a bachelor's degree in English. Carolyn subsequently studied public administration at Kansas University and held several teaching positions, including one in Okinawa, Japan.



President Lyle Roelofs and Carolyn Castle

Dr. Robert Mayberry, '76 Distinguished Alumnus Award

Robert Mayberry graduated from Berea College in 1976 with a degree in biology and then pursued a master's of science at Alabama A&M. After earning his master's degree, Dr. Mayberry pursued a doctorate in epidemiology at the University of California, Berkeley, and also picked up a master's degree in public health.



President Lyle Roelofs and Dr. Robert Mayberry

Melissa Osborne, Hon '14 Honorary Alumnus Award

Melissa Osborne has been a positive force on Berea's campus. From 1979 to 2010, Osborne served three Berea College presidents as secretary and senior executive assistant, and two provosts as senior administrative assistant. But her contribution to the college community goes far beyond these positions. As "Berea's Good Will Ambassador," a title given to her by Provost Carolyn Newton, Osborne strove to live the values of Berea College, and was always there to lend support or a healing hand in times of crisis.



Melissa Osborne

To read more about all of the award recipients or to nominate someone you think is deserving of an award, visit www.bereacollegealumni.com/awards.

The Alumni Executive and Young Alumni Advisory Councils select the award recipients from nominations submitted by alumni and friends of the College.



AWARD RECIPIENT HONORED DURING FOUNDATION, ACADEMY AND KNAPP HALL REUNION 2014

Burt Boyer, FD '58 Distinguished Alumnus Award

“Many wonderful things happened to me while at the Berea Foundation School that added to my positive self-concept. I made friends quickly, had wonderful roommates, and had teachers who cared,” noted Charles Burton “Burt” Boyer of his time at the Berea Foundation School. A time that helped prepare him for a lifetime of work with special needs students.



Laurie Roelofs, Burt Boyer, and President Lyle Roelofs



AWARD RECIPIENTS HONORED DURING HOMECOMING 2014

Regina Fugate, '02 Outstanding Young Alumnus Award

Regina Fugate came to Berea in 1998 after being encouraged to apply by her high school English teacher. She earned a bachelor's degree in English education from Berea College in 2002.



Regina Fugate

Amy Carter Shehee, '91 Rodney C. Bussey Award of Special Merit

A native of Huntington, West Virginia, Amy Carter Shehee graduated from Berea College, summa cum laude, in 1991 with a degree in English. As a student she was president of the Mortar Board national honor society and co-chair of the Women's History committee.



Amy Carter Shehee

Gail Wolford Honorary Alumnus Award

Gail Wolford grew up in Wadsworth, Ohio, and graduated with a bachelor's degree in English and a master's degree in management and organization behavior from Ohio University.



Gail Wolford

The Berea College Alumni Association enjoys hearing from Bereans from all over the U.S. and the world. The "Class Notes" section of Berea College Magazine (BCM) reports verifiable news that has been sent by alumni. BCM reports the news you wish to share. "Class Notes" reports careers, weddings, retirements, births, and other items of importance to our alumni. Please include your class year and name used while attending Berea. Notes may be edited for style and length. 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. Submit class notes and photographs via e-mail: alumninews@bera.edu.

1939

Wilma Brandenburg Lachmann retired in 1985 as head librarian of Valley High School in Albuquerque, New Mexico. She celebrated her 96th birthday on May 12, 2014. She resides in the La Vida Llena Nursing Home and enjoys receiving cards.

1940

Kathleen Kincaid Shaw celebrated her 100th birthday on November 3, 2014, with family and friends. She is a retired nurse and resides in Charlotte, North Carolina.

1944

Bertha Seal wrote to reminisce about her time at Berea: "My term at Berea was 1940 to 1944; pre- and during World War II. We were served meals, freshmen washed dishes, we had a dress code, and no smoking. There was segregation. By 1943, all but six boys were in service. The Navy V-12 (sailors completing a Navy training program) was there. We were required to take Bible, go to chapel and Sunday school. I grew physically, spiritually and learned poise when facing the public (as a Boone Tavern guide). The faculty was wonderful; I loved them. Berea, Berea, Beloved."

1945

Class of 1945 will be celebrating their 70th reunion at Summer Reunion, June 12-14, 2015. If you are interested in being a reunion chairperson, please contact Lisa Colletti-Jones at collettijonesl@bera.edu or 859-985-3183.

1946

Mary K. Fielder Kauffman turned 91 on December 15, 2014, and celebrated her 90th birthday on December 15, 2013 at her home in Berea. She was born and reared in Berea. Mary lived on campus with her father, Benton Fielder, who was a horticulture professor and superintendent of the college gardens until his death in 1945. She transferred from Berea College to Columbia

University School of Nursing in New York City where she earned a bachelor's degree in nursing in 1947. Mary married Lt. John F. Kauffman in 1949. After her husband's Army retirement in 1965, they lived in Hawaii. The couple moved to Berea in 1992 and Col. Kauffman passed away in 2002.

1950

Class of 1950 will be celebrating their 65th reunion at Summer Reunion, June 12-14, 2015. Herb and Jacky Shadowen are the reunion chairpersons. Paul Stylos and his wife, **Ramona Layne Stylos, '49**, were married 65 years ago on graduation day. On June 6, 2014, they marked the occasion and celebrated with sons, daughters, and grandchildren. They reside in Northampton, Massachusetts.

1951

Gertrude Crites retired from nursing and is now an artist whose work is exhibited in numerous shows. She's also had two books published.

1952

Mary E. Massey, who is a retired schoolteacher, celebrated her 86th birthday in April 2014. **May Nadene Wade, Fd '48**, retired after 30 years at the Kentucky School for the Deaf, where she served as librarian and earned her master's degree in education. Prior to becoming a librarian, she worked as a secretary to an elementary school principal.

1953

Wesley Wilson wed **Clara Wilda Brown Wilson, '53**, in 1956 at Danforth Chapel. Wilda passed away in 2006. Four of their five children: **Judge Wilson, '78**, **Melinda Wilson McDonald, '79**, **Mary Wilson Hollyfield, '83**, and **Nathan Wilson, '86**, attended Berea College. Wesley gave up his law office in Jonesborough, Tennessee and on June 30, 2014, moved to Johnson City, Tennessee to offer legal services to elders. He makes house calls and does pro bono work.

1954

Edward L. Henderlite, a retired clergy with the United Church of Christ, and his wife, Nancy, moved to a continuing care retirement community. **Nancy Biddix McKinnis** and her husband, William, traveled around the United States in their motor coach after retirement. They have enjoyed traveling the country. The couple sold their home in Charlotte, North Carolina and settled in Lakeland, Florida. They now live in a continuing care community, The Estates at Carpenters, which they enjoy very much.

Bill Napier has retired from teaching and is enjoying fishing, gardening, traveling, and participating in church. He resides in Chavies, Kentucky.

1955

Class of 1955 will be celebrating their 60th reunion at Summer Reunion, June 12-14, 2015. If you are interested in being a reunion chairperson, please contact Lisa Colletti-Jones at collettijonesl@bera.edu or 859-985-3183.

Jo Ella Nuckols Sink and her husband, Jack, have lived in Athens, Georgia for 41 years. She is a retired educator and Jack is a retired professor who taught at the University of Georgia. The couple has three sons and four grandchildren.

1956

Trylba Articia Gordon's son, Glenn Gordon, hiked all of the Appalachian Trail from March 10, 2014 to August 7, 2014. Trylba said Glenn wanted to make the trek because she always talked about how much she loved to hike when she attended Berea. **Wendell Powers** retired as a hospital/hospice chaplain after spending 15 years as a Southern Baptist foreign missionary in Taiwan (Republic of China). Wendell and his wife, Laquita, retired to Huntsville, Alabama where he stays active at First Baptist Church. The couple has four daughters, who now have their own families.

1959

John Wesley Turner and his wife **Ella Faye Adams Turner, '60**, retired in 1989 as educators with Jefferson County Public Schools. They have enjoyed traveling, as well as spending time with their four grandchildren and extended family. They reside in Louisville, Kentucky.

1960

Class of 1960 will be celebrating their 55th reunion at Summer Reunion, June 12-14, 2015. Evelyn Hance and Georgia Schermer are the reunion chairpersons. Dr. Pauline Rose Clance received a Doctor of Science honorary degree on May 12, 2012 from Lynchburg College in Virginia. **Martha Moore Hawkins** moved to Great Barrington, Massachusetts after living in Bedford, Massachusetts for more than 50 years. She is enjoying the hills of the Berkshires, and encourages classmates to come and visit.

1962

Judith Dove Heishman and her husband, Ralph, are both enjoying retirement, babysitting their granddaughters, doing some volunteer work, and gardening. **William Bruce White** retired as an English professor and plays bluegrass music on banjo, Dobro, and guitar. In upstate New York, he performs with Old Dawg Bluegrass, as well as Matt Homan and the Bluegrass Disciples. In Florida, he performs with Pain in the Grass and Borrowed Time. His wife, **Bonnie Bach White, '62**, is a registered medium at the Lily Dale Assembly, a center for the science philosophy and religion of spiritualism. Bonnie specializes in spirit art.

1963

Dr. Jack Tate and **Ellen Shelton Tate, '65**, recently celebrated their 50th wedding anniversary. They were married in Danforth Chapel.

1965

Class of 1965 will be celebrating their 50th reunion at Summer Reunion, June 12-14, 2015. Adrian Dotson is the reunion chairperson

Lynda Hines Swenson lives in Wilmington, Delaware. One of Lynda's daughters and her family live nearby. She stays busy with grandchildren, bridge, and lots of travel.

Thelma "Sammie" Wilson Wakefield, Fd '61, '65, made her eighth trip to Peru in May 2014 to participate in wheelchair demonstration clinics with Eleanore's Project, Inc. (www.eleanoresproject.org). She has almost fully retired from paid work, but still works with disabled children in Peru using her expertise as an occupational therapist.

1966

Alfred L. Cobbs retired as a professor of German studies from Wayne State University in August 2013 after a tenure of 34 years. During his career, he received two Summer Fulbright Awards to Germany and in 1984, he received the President's Award for Excellence in Teaching from WSU. He previously taught at the



Alfred L. Cobbs, '66

universities of Cincinnati and Virginia. He also is the author of two books. In his retirement, Alfred plans to write, travel, and eventually return to his "southern roots" and settle in either Virginia or North Carolina. Friends and classmates who wish to contact him may reach him at a.cobbs@wayne.edu or acobbs3347@att.net.

Ron Golliday and his wife, Ann, recently celebrated their 50th wedding anniversary. The couple were married while Ron was a student at Berea in 1964. Since he retired from the General Services Administration in 2003, the couple has traveled abroad extensively. They make their home on a portion of the family farm in Edinburg, Virginia.

1967

Anne Pearson Browning and her husband, Ben, moved to 2892 Saint Mary's Rd., Lebanon, KY 40033-8220. Both retired educators, the couple stays active in their retired teacher associations and churches. Ben is a member of the Roman Catholic Church and Anne is a member of the Disciples of Christ Christian Church where her deceased husband, Milton H. Pearson, served. Milton was dean of men and Bible teacher at Berea Foundation School.

Sandra Hale Stewart, Jeanne Rae Moran Gourley, '67, Phyllis Pigmon Osburn, '67, Sandy Walker Kurtz, '67, and Rose Pennington Wilkes, '67, five women whose friendships were forged at Berea (1963-1967), met in Roanoke, Virginia for a "girlfriends' getaway." It was a wonderful time of remembering days gone by, sharing events in their current lives, and a promise to make a "girlfriends' getaway" an annual event.

Dr. Janet Thompson Reagan retired June 2014. She served as graduate coordinator and program director of the health administration programs at California State University, Northridge. Janet previously served as faculty at Tulane University School of Public Health and Tropical Medicine,

University of Southern California, and Loyola University in New Orleans. She recently was awarded the Filerman Prize for Educational Leadership by the Association of University Programs in Health Administration. Janet resides in North Hills, California.

1970

Class of 1970 will be celebrating their 45th reunion at Summer Reunion, June 12-14, 2015. If you are interested in being a reunion chairperson, please contact Lisa Colletti-Jones at collettijonesl@berea.edu or 859-985-3183.

Hannah Spurlock Kern Guinn retired after 38 years as an art teacher with Scott County Public Schools in Gate City, Virginia. She is now president and life member of the Scott County Retired Teachers Association as well as life member of the National Education Association/Virginia Education Association and Virginia Retired Teachers Association. After 38 years with CSX Railroad, her husband, Edwin, retired. They have a daughter, Stephanie, who works as an attorney in Big Stone Gap, Virginia, and a granddaughter, Lonijonli. The two were married August 8, 2008, and now reside at 301 Simmons Ave., Erwin, TN 37650.

1975

Class of 1975 will be celebrating their 40th reunion at Summer Reunion, June 12-14, 2015. Larry Woods is the reunion chairperson.

1978

Esther Teresa Rule Kearns retired in 2011, and got married to her husband, Arvis, in 2012. She and Arvis traveled to Alaska in 2013.

1979

Judy Rafson began volunteering in January 2013 as the assistant medical director of Hospice of Pamlico County, North Carolina. She continues to work as an occupational health nurse practitioner at Vidant Beaufort Hospital at PotashCorp in Aurora, North Carolina. Judy and her husband, Cliff, enjoyed Summer Reunion.

Thomas Smith was honored with the President's Call to Service Award of Excellence, which is presented to those who demonstrate passionate devotion to the success of their communities through their commitment to volunteering. Those who receive the award must have provided more than 4,000 hours of volunteer service to improve their community. Thomas received a lapel pin, personalized certificate, and a congratulatory letter from President Barack Obama.



Thomas Smith, '79

1980

Class of 1980 will be celebrating their 35th reunion at Summer Reunion, June 12-14, 2015. Jackie Collier and Diane Wallace are reunion chairpersons.

1981

Timothy Bruce Heilman was named director of development at Campbellsville University in Campbellsville, Kentucky in January 2014. He is enjoying being back in Kentucky and has spent some time catching up with friends in Berea.

1984

Rev. Jeffrey McDowell was appointed district superintendent of the Finger Lakes district of the Upper New York Conference of the United Methodist Church on July 1, 2014.

1985

Class of 1985 will be celebrating their 30th reunion at Summer Reunion, June 12-14, 2015. David Cook is the reunion chairperson.

1986

Samantha Earp was named executive director of HarvardX, Harvard University's university-wide initiative in online learning and research. Samantha resides in Arlington, Massachusetts with her husband, David, and son Iain.

1993

Rhonda Anglin Carl, a lead nuclear medicine technologist and cardiovascular service line leader at KentuckyOne Health Heart Institute in Berea, has been working on opening up a new location in Richmond for outpatient cardiovascular diagnostic imaging. Some of her patients are members of the Berea College community. She enjoys reminiscing about her experiences at Berea College and making connections with her Berea College family and friends. Rhonda and her husband, Mark, have two children, Trevor and Trinity.

1996

Wendi Parker Howell and her husband, Daniel, finalized the adoption of their three children, Porsha, Alexis, and D.J., on July 29, 2013. They were the children's foster parents for more than two years.

2000

Dr. Cawas Engineer was recently published in the international journal, "Nature," for his scientific discoveries based on research he conducted at the University of California, San Diego. His research explored how plants sense and respond to carbon dioxide in the atmosphere. Cawas earned his doctorate from Washington University in St. Louis, Missouri.

Amy Harshbarger Thompson graduated from Boston University in May 2014 with a master's degree in art education. She and her husband, David, reside in Chesapeake, Ohio with their two sons, Cameron and Caden.

2003

Birth: a son, Gavin Marshall Beam, was born to **Miranda Gibson Beam** and Brian Beam on March 11, 2014. They reside in Salisbury, North Carolina. Miranda is currently an assistant professor of chemistry at Pfeiffer University.

Birth: a son, Blair Robinson Sulfridge, was born to **Luke Sulfridge** and **Katy Sulfridge**, '03, on March 20, 2014.



Luke and Katy Sulfridge and son.

2005

Jamie Carlisle Jennings

graduated with a Master of Science in nursing from Frontier Nursing University in Hyden, Kentucky. She is now a Certified Nurse-Midwife (CNM) practicing in Tucson, Arizona. She is thankful for her nursing experience at Berea because it prepared her to tackle higher-level education.

2006

Katy McLean Gould was named director of the Small Business Center at Haywood Community College in Clyde, North Carolina on February 3, 2014. She earned her master's degree in entrepreneurship at Western Carolina University. Katy served as the marketing and communication manager for the Haywood County Chamber of Commerce for five years before accepting the position at the Small Business Center. She resides in Waynesville, North Carolina.

2009

Terri Daugherty recently joined the Luther-Anderson law firm in Chattanooga, Tennessee. As a law student, she was an executive member of the Public Interest Law Society. Prior to joining Luther-Anderson, Terri practiced at a firm specializing in criminal defense. She is a member of the Tennessee and Georgia bar associations.

Rachel Trost Medina and her husband, Jose, celebrated their fifth wedding anniversary by buying a new home in Nicholasville, Kentucky. She recently earned her master's degree in teacher leadership and English as a second language from Georgetown College in Kentucky.

Birth: a son, Titus Frazier Miller, was born to **Jayne Spough Miller** and **James A. Miller**, '06, on April 17, 2014. Titus joins sister, Hannah, and brother, Micah.

2010

Married: Bethany Wilson Houchins to Joshua Houchins on September 13, 2014. They reside in Oak Hill, West Virginia. Bethany earned a master's degree in education from the University of the Southwest on May 3, 2014 and began teaching at Head Start in Fayetteville, West Virginia on August 11, 2014.

Rachel Ann Secrist and her husband, James, built their own custom "dream home" in Ponte Vedra, Florida in 2013. Rachel just finished her first school

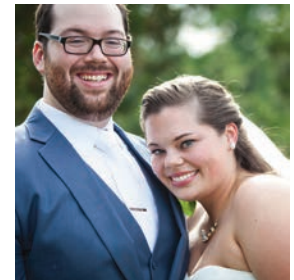
year providing after-school tutoring to students at St. Johns County Public Schools in Florida.

Birth: a son, Levi Schlager, was born to Daniel Schlager and **Lauren Schlager** in May 2013. They were recognized as missionaries to the Dominican Republic through Baptist Bible Fellowship International in May 2014.

2011

Sister Mary Florence Anyabuonwu is training to be a sister of the Holy Roman Catholic Church with the Congregation of Divine Providence in Melbourne, Kentucky. She met one of the sisters from this group in 2008 and visited them several times while a student at Berea.

Married: Kelsey Crim to **John Hargis**, '10, on June 7, 2014. They reside in Somerset, Kentucky.



Kelsey Crim and John Hargis, '10

2013

Danielle Hutchinson

accepted a full-time position as a recovery coordinator and qualified mental health specialist with LifePoint Solutions in Amelia, Ohio.

PASSAGES

Faculty and Staff

Earle Copes, of Norfolk, Virginia, passed away on July 20, 2014. He obtained degrees from Davidson College and Union Theological Seminary, and was a noted organist, choir director and composer. He is survived by his wife, Laura, two sons, Larry and Ron, and many good friends.

Robert A. Cornett, Ph.D., of Lynchburg, Virginia, passed away on May 19, 2014. He received a Bachelor of Arts from Butler University in 1944, a Bachelor of Divinity from Princeton University in 1946 and his Ph.D. in philosophy from the University of Illinois in 1953. He ministered to churches and also taught at Berea College from 1953-58. He is survived by his wife, **Barbara S. Cornett**, '59, one brother, Roger W. Cornett, four children, five grandchildren, and one great-grandson.

Dr. Loraine E. Edwards, of West Lafayette, Ohio, passed away on May 16, 2014. She earned her bachelor's degree in 1930 from Oberlin College, her master's degree from New York University in 1945, and her doctorate from Ohio State University in 1960. Loraine was a music supervisor for several institutions including Berea College. She is survived by a great-niece, great-nephews, great-great-nieces and nephews, and one great-great-nephew.

Dr. Bobby Fong, of Indianapolis, Indiana, passed away on September 8, 2014. During his life, he was a member of the Berea College faculty from 1978-1989, the president of Butler University, and the president of Ursinus College. Bobby is survived by his wife, Suzanne, and two sons, Jonathan and Nicholas.

Thomas Harkleroad, of Berea, Kentucky, passed away on July 31, 2014. He served as the Berea College golf coach and assistant women's basketball coach. He is survived by his wife, Beverly Cummins Harkleroad, his children, Leslie and **Bunky**, '93, one brother, Gene, two sisters, Betty and Judith, eight grandchildren, and several nieces and nephews.

Burlon William McKinney, of Berea, Kentucky, passed away on April 10, 2014. He was preceded in death by his parents and his wife, Laura McKinney. Burlon was a retired farmer and worked as a painter for Berea College. He is survived by his two daughters, three sisters, four grandchildren, five great-grandchildren, and several nieces and nephews.

Christopher Pierce of Albuquerque, New Mexico, passed away on March 23, 2014. He graduated from the University of New Mexico with a Bachelor of Arts in anthropology and a Master of Arts in fine art. Chris was a Berea Community High School art teacher, a Berea College art education professor, a jeweler, a sculptor and a painter. He is survived by his wife of 52 years, Carole Pierce, a

daughter, Mikaela, a son, Brendan, and numerous friends in New Mexico and Kentucky.

Clyde E. Powell, of Berea, Kentucky, passed away on January 9, 2014. He served Berea College as a storeroom manager until his retirement. He is survived by his wife of 60 years, Geraldine Gregory Powell, his daughter, Yvonne, his grandchildren, a great-grandchild, and a brother.

Lillian Bowman Seals, of Berea, Kentucky, passed away on May 22, 2014. Before retiring from food service at Berea College, she had been named the college's Woman of the Year. She was preceded in death by her husband, Doyle Seals, and is survived by her sons, Tex and Earl Seals, seven grandchildren, ten great-grandchildren, and two great-great-grandchildren.

Annette Singleton, '60, of Berea, Kentucky, passed away on February 12, 2014. Annette was a graduate and retired employee of Berea College where she worked as an administrative assistant. Annette is survived by her sister, **Larcencia S. Souther**, '57, and brother-in-law, **Franklin Souther**, '58. **Glen Stassen**, of Pasadena, California, passed away on April 26, 2014. He was a prolific author and a scholar of Christian ethics, renowned for his work on human rights. He received the Denton and Janice Lotz Human Rights Award by the Baptist World Alliance in 2013. Glen taught at Duke University, Kentucky Southern College, Southern Baptist Theological Seminary and served as an

associate professor of philosophy and religion at Berea College from 1972 to 1976 where he received the Seabury Award for Excellence in Teaching. He is survived by his wife, Dot Stassen, his sons, Bill, Michael, and David, and his extended family.

Everett Thomas, of Brodhead, Kentucky, passed away on August 28, 2014. He was a retired heat and power supervisor at Berea College, and was a U.S. Navy veteran of World War II. Everett is survived by his wife, Elsie Burdette Thomas, a son, Paul, two daughters, Barbara and Juanita, three stepsons, Gary, Larry and Clyde, seven grandchildren, eleven great-grandchildren and three great-great-grandchildren.

1930s

Anna Roberts McConkey, Acad '27, '31, of Lexington, Kentucky, passed away on March 16, 2014. Anna graduated from Berea College and married the late **William Victor McConkey, Acad '29**, in 1931. She is survived by her daughter, Lois, sister, **Jean Roberts Gainer, Acad '38, '42**, seven grandchildren, sixteen great-grandchildren, and twelve great-great-grandchildren.

Rodney Faber, of Fayetteville, Georgia, passed away on March 10, 2014. He was preceded in death by his wife, **Gladys V. (Arnett) Faber, Acad '33**.

Lillian Rae Williams, '35, of Berea, Kentucky, passed away on January 23, 2014. Following graduation, Lillian taught at several schools in Kentucky, and taught Japanese children in the internment camps in California during World War II. She then returned to Berea to teach Spanish and English at Madison Central until retirement in 1975. Lillian is survived by two siblings, Margaret and V.A., several nieces, nephews, great-nieces, and great-nephews.

Emmett Cantrell, Acad '39, of Columbus, Ohio, passed away on April 10, 2014. Emmett served in the U.S. Navy during World War II. He is survived by his wife, Esther Cantrell, two sons, and three grandchildren.

Walden Emerson Richard, '39, of Naples, Florida, passed away on May 11, 2014. Walden completed his undergraduate degree at Berea College and his graduate studies at the University of Michigan. He spent several years teaching music and math, and another 35 years as a production engineer before retiring. Walden is survived by his wife, Jean Richard, one son, two daughters, two sisters, eight grandchildren, and twelve great-grandchildren.

1940s

Kathryn H. Kiser, '40, of Deland, Florida, passed away on December 13, 2014. After completing her undergraduate and graduate work at Berea College and Temple University respectively, Kathryn worked as a research biologist in the Virus Research Section of Lederle Laboratories, now Pfizer Pharmaceuticals. She is survived by two stepdaughters, Jane and Alice, one step granddaughter, and one great-grandson.

Dorothy Corrine Prince John, '41, of Berlin, Maryland, passed away on May 12, 2014. She graduated from Berea College where she met her future husband **Ralph John, '42**. Dorothy is survived by her sons, Douglass and Byron, three grandchildren, two great-grandchildren, and one sister.

Joseph Edwin Sumner, '41, of Cincinnati, Ohio, passed away on February 24, 2014. Joseph was the past president of Hyde Park Square Business Association, cofounder of the Hyde Park Art Show, and a board member of the National Fancy Food Association. He is survived by his wife of 68 years, Jean Sumner, and daughters, Sara and Emily.

Juanita W. Healy, '42, of Hoover, Alabama, passed away on March 18, 2014. She is preceded in death by her husband, Richard E. Healy. Juanita graduated with a Bachelor of Science in chemistry before working as a chemist for several years during World War II, and later in the chemistry department for the University of Alabama. She is survived by her two sons, Richard and Edward, five grandchildren, and one great-grandchild.

Juanita McCullough, '42, of Lexington, Kentucky, passed away on May 16, 2014. She was preceded in death by a son, Stephen, and a sister, Beatrice. Juanita is survived by her children, Robert, Richard, and John, four grandchildren, and six great-grandchildren.

Mary L. Zeller, '42, of Albers, Illinois, passed away on February 15, 2014.

Dr. William E. Faris, Acad '43, of Fernandina Beach, Florida, passed away on May 21, 2014. He graduated from the Berea Academy School before receiving his doctorate in medicine from Tulane University. Dr. Faris was preceded in death by his wife of nearly 60 years, Sophia Faris, and daughter, Carolyn. He is survived by his daughters Alynda, Barbara, and Janet, six grandchildren, and three great-grandchildren.

Harry Austin Piland, husband of **Virginia Ferrill Piland, '43**, of Berea, Kentucky, passed away on March 12, 2014. He served in the United States Air Force before retiring as a master sergeant. Harry is survived by his wife, Virginia, and his daughters, Tracy and Lindsey.

Sallie Leah Conley Scherrer, '43, of Johnson City, Tennessee, passed away on March 1, 2014. She graduated from Berea College before doing advanced studies at the University of North Carolina and Northeastern University in Boston. Sallie is survived by her husband of 65 years, **Victor E. Scherrer, '43**, one sister, Bessie, two children, and six grandchildren.

Vivian L. Buckles, '44, of Belmont, Kentucky, passed away on March 8, 2014. After graduating from Berea College, she completed master's degree programs at Johns Hopkins University and Oklahoma University. Vivian was employed as a regional manager for the U.S. Department of Labor for many years. She is survived by her longtime companion, Richard W. Hayes.

Captain Charles E. "Ted" Faas, Navy V-12 '43-'44, of Mystic, Connecticut, passed away on April 18, 2014. As a naval officer, he served his country devotedly for 33 years and was the recipient of many awards including the Bronze Star. He served in World War II, the Korean War, and the Vietnam War. He is survived by his wife of 67 years, **Obera Huddleston Faas, '44**, three daughters, eleven grandchildren, and twelve great-grandchildren.

Ella Elizabeth Griffin, '45, of Asheville, North Carolina, passed away on April 14, 2014. She dedicated her life to the service of people through missionary work, church leadership, and classroom

teaching. Beth is survived by her daughters, Peggy, Nancy, **Joanna, '78**, and Sandra, ten grandchildren, and eight great-grandchildren.

Earle Rosslyn Heffner Jr., Navy V-12 '44-'45, of Prestonsburg, Kentucky, passed away on April 4, 2014. He attended Berea College from 1944-45 while serving as a member of the Navy during World War II. He was preceded in death by his wife, Jacqueline Heffner, son, Karl, sister, Ann, and his special friend, Helen. Earle is survived by his children, Thornton and Rebecca, four grandchildren, and one great-grandchild.

William Rell Roberts, Fd '37, '45, of Lexington, Kentucky, passed away on March 22, 2014. He graduated from Berea Foundation School before attending Berea College and Transylvania College. He was a veteran of World War II serving in the United States Army in the Signal Aircraft Warning Battalion in the Pacific Theater and was awarded six Bronze Stars. He is survived by his wife, Joan Sturma Roberts, his children, Ruth, Jim, David, and Doug, six grandchildren, and two sisters.

Lois Elizabeth "Betty" Strand, '45, of Sagle, Idaho, passed away on May 6, 2014. After attending Berea College, she joined the Cadet Nurse Corps, where she met her husband. Lois is survived by her husband of 67 years, Oscar Strand, four children, four grandchildren, nine great-grandchildren, and two great-great-grandchildren.

Burieta Gearhart, '46, of Lexington, Kentucky, passed away on March 13, 2014. She was the former vice president and controller with the Bank Josephine. Burieta was preceded in death by her brother, Estill, and sister, Clara.

Marien B. Herring, '46, of Old Bridge, New Jersey, passed away on November 16, 2013. She attended Berea College before earning her bachelor's degree in English from West Virginia Tech, and a master's degree in library science from Rutgers University. Marien was a reference librarian at the Franklin Township Public Library until her retirement in 1995. She is survived by her children and grandchildren.

Alda Ruth Morris Umphrey, '46, of Madison County, Kentucky, passed away on May 24, 2014. She was preceded in death by her husband, Artist Gene Umphrey, two brothers, and three sisters. Alda is survived by her son, Thomas, three grandchildren, and three great-grandchildren.

Betty V. Adams Coleman, '48, of Apopka, Florida, passed away on February 24, 2014. She is survived by her husband, Jean P. Coleman, two children, four grandchildren, three great-grandchildren, and a great-great-granddaughter.

Dr. George C. Nichols, '48, of Palm Beach Gardens, Florida, passed away on May 1, 2014. He was able to obtain a visa and leave his native country of Egypt to attend Berea College where he obtained a Bachelor of Arts in economics. He later earned a master's degree and a doctorate in economics from the University of Virginia, and enjoyed a career in national and international economics. He is survived by his wife of over 60 years, Aurania Nichols, and three siblings.

Larry Gruman, husband of **Eleanor Weekes Gruman, Acad, '44, '49**, of Bellingham, Washington, passed away on February 20, 2014. He is survived by his wife, Ellie, four children, and eight grandchildren.

Helen Ruth Ogle Motley, '49, of Glade Spring, Virginia, passed away on April 27, 2014. She received her Bachelor of Science in nutritional dietary sciences from Berea College, before receiving her master's in counseling from East Tennessee State University. Helen is survived by her husband, Virgil Motley, and her two sons.

Armenda Smith, '49, of Hamilton, Ohio, passed away on March 6, 2014. She graduated from Berea College and received her master's degree in English from Miami University of Ohio. Armenda was an esteemed teacher and professor before retiring to spend time with her family. She is survived by her husband of over 66 years, **Robert Smith, Acad, '46, '50**, her daughter, Brenda, and two grandsons. **James Lee Warrick, '49**, of Arden, North Carolina, passed away on February 1, 2014. He attended Berea College and graduated from Western Carolina University with a degree in business. James was a U.S. Army veteran serving with the 45th infantry division in Korea. He is survived by his wife of 57 years, Mary Lou, two daughters, and three grandchildren.

1950s

Vernon Burch, '50, of Cincinnati, Ohio, passed away on March 7, 2014. He attended Berea College and graduated from Eastern Kentucky University with a degree in biological sciences. Vernon served in the 544th Engineer Boat & Shore Regiment during WW II and as a second lieutenant during the Korean War. He is survived by his daughters, Greta and Betsy, six brothers and sisters, and many nieces, nephews and cousins.

Joseph Curtis Craft '50, of Huntsville, Alabama, passed away on March 22, 2014. He graduated with a degree in chemistry. Joseph is survived by his wife, **Laura Louise Craft, '51**, three daughters, twelve grandchildren, and twelve great-grandchildren.

Mary Etsuko Inashima, '50, of Woburn, Massachusetts, passed away on March 30, 2014. She is survived by her husband, Dr. O. James Inashima, her son, John, and her daughters, Jamie and Cindy. **Margaret A. Kilbourne**, of Sherman, Illinois, passed away on February 7, 2014. She is survived by her husband, **Lee E. Kilbourne, Navy V-12 '43-'44, '50**, three daughters, Linda, Anne and Mary, one son, John, 11 grandchildren, 21 great-grandchildren, and three brothers.

Yancy Ray Rhodes, of Penrose, North Carolina, passed away on March 12, 2014. He is survived by his wife, **Mary Lou Hamilton Rhodes, '50**, two daughters, Marsha and Suzanne, and two granddaughters, Keli and Maureen.

Lee Howard Vensel, of Green Valley, Arizona, passed away on February 5, 2014. He was a graduate of the University of Kentucky and graduated with medical honors and all-university honors at the University of Louisville. After 25 years private practice, Lee accepted an offer from the U.S. Navy and left it at 67 with the rank of captain. He is survived by his wife of 61 years, **Christine Vensel, '50**, one son, Lee III, one daughter, Elizabeth, and two grandsons, Lee IV and Adam.

Ruby Jewel Salyer Butcher '51, of Summerville, West Virginia, passed away on February 2, 2014. She graduated from Berea College in 1951 with a degree in vocational home economics education.

Ruby is survived by a brother, James, one daughter, Judy, one son, Keith, grandchildren, and great-grandchildren.

Arnold Edwards, Acad '47, '51, of Monroe, Ohio, passed away on April 17, 2014. He was a veteran of the U.S. Navy serving in the South Pacific during World War II as well as a teacher and principal in Franklin City School District. Arnold is survived by his wife, **Mahala (Smith) Edwards, Acad '49**, three daughters, two granddaughters, one grandson, one great-granddaughter, and two sisters.

Minerva Craft, '52, of Boone, Kentucky, passed away on April 4, 2014. She graduated from the Carcassonne School and attended Berea College. Minerva taught primarily at Florence Elementary and Ockerman Jr. High where she later became a guidance counselor. She is survived by her husband of 68 years, **Watson Craft, '52**, her daughters, Linda and Nancy, her grandchildren, great-grandchildren and siblings.

Elizabeth Worthen Brown, '53, of Sylva, North Carolina, passed away on March 3, 2014. Upon graduation from Harris High School, she attended Berea College. Elizabeth is survived by a son, John, a niece, and several cousins.

Hilda Davenport Copeland, '53, of Annapolis, Maryland, passed away on March 30, 2014. After graduating from Berea College in 1953 with a Bachelor of Arts in English theater arts with a teaching certificate, she went on to teach in Anne Arundel County Public Schools. Hilda is survived by sons, Edwin and David, and two grandchildren.

Anna L. Messer '53, of Plattsburgh, New York, passed away on April 21, 2014. She received her bachelor's degree from Berea College, her master's degree from the University of Tennessee, and her doctorate from Purdue University. Anna's teaching career included several schools and universities, but most notably her work as professor at the State University of New York, Plattsburgh campus, from 1963 to her retirement in 1992. She is survived by her sisters, Lois Scrivner, Nora Ledford, and Lavada Perrill, and her cat, Osiris.

Ralph Wade, FD '44, '53, of Russell Springs, Kentucky, passed away on February 26, 2014. He served as the county executive director of the ASCS office and was a veteran of the U.S. Army. Ralph is survived by three children, Jean Ann Wade, William Randall Wade, and Charla Kay Williams, six grandchildren, two great-grandchildren, and three sisters.

Walter Franklin Cooper, '54, of Burke County, North Carolina, passed away on March 5, 2014. He received his Bachelor of Science in agriculture. On the day of his graduation, he married **Emma Maynard Cooper, '55**. After graduation, Walter served in the U.S. Army in Korea, and returned to the United States to work for the U.S. Department of Agriculture as a soil conservationist. He is survived by his wife of 60 years, Emma, one son, Alan Cooper, one daughter, Amy Cooper, and four grandchildren.

Louis Miles, '54, of Asheville, North Carolina, passed away on April 26, 2014. He was a retired college professor at Warren Wilson College.

Dr. Bill Dean Stout, '54, of Fairfield Glade, Tennessee, passed away on March 12, 2014. He graduated from Berea College and subsequently

attended the University of Tennessee Medical School specializing in cardiology. Starting his career in the U.S. Navy, he went on to establish the East Alabama Health Foundation before serving as medical director of King Fahad National Guard Hospital in Saudi Arabia. Dr. Stout is survived by his wife of 56 years, Margaret Dilworth Stout, two brothers, two sons, one daughter, and seven grandchildren.

Marvin Deck Hutchins, '55, of Hillsborough, North Carolina, passed away on February 15, 2014. He was a graduate of Gardner Webb College, Berea College, and received his master's degree from the University of Kentucky. He is survived by his wife of 58 years, **Leona Dobbins Hutchins, '54**, four children, four brothers, eight grandchildren, and one great-grandchild.

L.C. "Bud" Case, '56, of Lake Toxaway, North Carolina, passed away on May 1, 2014. After graduating from Berea College and serving two years in the U.S. Army, Bud taught agricultural education in schools in North and South Carolina. Bud is survived by his wife of 49 years, Barbara Ann Misho, one brother, one son, one daughter, and four grandchildren.

Dudley J. Conner, '58, of Frankfort, Kentucky, passed away on May 3, 2014. He received his master's degree in 1961 from the University of Minnesota School of Public Health and a second master's degree in public administration from Eastern Kentucky University. He is survived by his wife, Betty Williams Conner, one daughter, one son, and five grandchildren.

Dr. Anna Lou Heatherly, '58, of Arlington, Virginia, passed away on March 6, 2014.

Clifford Edgar Ward, '59, of Springdale, South Carolina, passed away on April 18, 2014. He met his wife of 52 years, **Shirley Gregory Ward, '61**, while a student at Berea. Cliff served in the U.S. Army from 1960-1962, and later worked for Equifax Corporation. He is survived by his wife, Shirley, son, Roger, and two grandchildren.

1960s

David C. Hutchinson, '60, of Philadelphia, Pennsylvania, passed away on February 7, 2014.

Beverly Ann Gilbert Main, '60, of Mission Viejo, California, passed away on November 6, 2013. She graduated from Berea College and Indiana University. Beverly is survived by her husband, Bill Main, son, Michael, and brothers, Larry and Ernie.

Joyce Lamon Nixon, '60, of Berea, Kentucky, passed away on January 17, 2014. She worked for over 30 years as an administrative assistant at Berea Community School. Joyce is survived by her children, John, Julie and Mary, and four grandchildren.

Annette Singleton, '60, of Berea, Kentucky, passed away on February 12, 2014. Annette was a graduate and retired employee of Berea College where she worked as an administrative assistant. Annette is survived by her sister, **Larcencia S.**

Souther, '57, and brother-in-law, **Franklin Souther, '58**. **Leroy Price '61**, of Forest City, North Carolina, passed away on February 17, 2014. He retired from American Greetings Industry and was active in his church and community civic organizations. Leroy is survived by his wife, **Wanda White Price**,

'63, three sons, one daughter, three sisters, and 11 grandchildren.

Harold Havens Sifford, '62, of Berea, Kentucky, passed away on March 9, 2014. He managed restaurants across the country including one at Howard University in Washington D.C. and the Middleburg Inn in Virginia. Harold eventually retired in Tampa, Florida with his friend, George Arroyo. He is survived by his two sisters, Diana and Brenda, and several cousins.

Edna Louise Welte Smith, '62, of Oak Ridge, Tennessee, passed away on March 25, 2014. In her time at Berea, she met her husband, **Elmer Smith, '60**, whom she married in Danforth Chapel. Edna taught school for three years and then was director of Jack and Jill Childcare Center for nine years. In addition to her husband of 52 years, she is survived by three sons, Phillip, Matthew and Andrew, five grandchildren, three sisters, and two brothers.

Virginia Eileen Walker, '65, of Lexington, Kentucky, passed away on April 12, 2014. She was a social worker for the Kentucky Department of Human Resources. Virginia was also a graduate of Johns Creek High School and Evansville University. She is survived by a daughter, Laurie, four sisters, four brothers, and two grandchildren.

1970s

Dr. C. David Hess, '71, of Henrietta, New York, passed away on March 7, 2014. He was a graduate of Williamson High School. He received a bachelor's degree from Berea College, and a Master of Divinity and doctorate from Southern Baptist Theological Seminary. David is survived by his father, Charles, brother, Gary, a nephew, a niece, a great niece and three great nephews.

Judy Poore Hamer, '74, of Bentonville, Arkansas, passed away on February 21, 2014. She graduated from the Cumberland School of Law-Samford University and the University of Alabama at Birmingham. Judy is survived by her sister, Mossie, brothers, Luther and James, several nieces, nephews and great nieces and nephews, and special friends, Robin, Kathy R, Kathy S, and Donna.

Mr. Benjamin Dee "Ben" Brake, '75, of Manassas, Virginia, passed away on February 22, 2014. For the last 18 years of his life he worked for Branscome Paving Co. in Manassas as an estimator and contract manager. Benjamin is survived by one sister, Sandra, three brothers, Daniel, Steve, and Timothy, and many nieces and nephews.

1980s

Rose-Marie Fain, '81, of Stokes County, North Carolina, passed away on February 15, 2014. She attended Berea College, the University of Louisville, and completed her education at Kentucky Wesleyan College earning a bachelor's degree in elementary education. She was an artist, certified nursing assistant, elementary school teacher, and volunteer. Rose-Marie is survived by her son, Jeffrey, three daughters, Susan, Lydia and Mary, nine grandchildren, and eight great-grandchildren.

Teddy G. Burke, '85, of Shepherdsville, Kentucky, passed away on January 21, 2014. He was the class president for class of 1985, and worked as the catering and beverage director at Louisville

Presbyterian Seminary. Teddy is survived by his three daughters, Abi, Christina, and Samantha, his three grandchildren, Lilliana, Bishop and Kenneth, his sister, Theresa, and his niece, Syndie.

Rev. Mary Margaret Cook, '85, of Hurt, Virginia, passed away on April 18, 2014. She served as the pastor at New Bethel and Motley United Methodist churches. She was a clergy member of the Virginia Conference of the United Methodist Church, and previously served as minister of outreach at Virginia Beach UMC and director of Christian Education at Thalia UMC in Virginia Beach. She is survived by her husband, Dale, two sons, Matthew and Mark, her mother, and three sisters.

Walter John Oldendorf, '86, of Oak Ridge, Tennessee, passed away on March 8, 2014. He moved to Oak Ridge in 1987 after attending Berea College. Walter worked as an environment and safety specialist for various firms in and around Oak Ridge. He is survived by his loving wife of 26 years, **Debi Payton Oldendorf, '87**, and two daughters, Courtney and Madison.

Jennifer M. Clark, '87, of Stone Mountain, Georgia, passed away on May 10, 2014. She graduated with a Bachelor of Science in business administration. A former employee of UNUM Insurance Co., Jennifer was the co-owner of Clark Interiors. She is survived by her husband, Daniel L. Clark, daughters, Brandy and Kristin, son, Grant, mother, Judy, brother, John, and other extended family members.

1990s

Karen E. Hartery, '90, of Waterbury, Connecticut, passed away on March 12, 2014. She received her bachelor's degree from Berea College and her master's degree from the University of Bridgeport. Karen is survived by her parents, George and Betty, her brother, George Jr., her nieces, Kathryn and Megan, and several cousins.

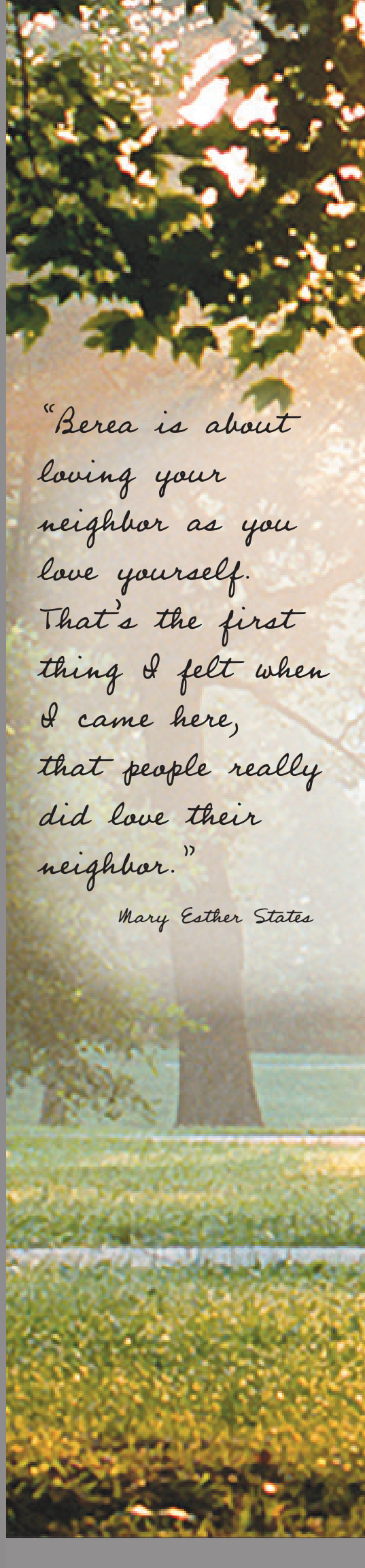
Gregory Scott Taylor, '93, of Somerset, Kentucky, passed away on October 16, 2013. After graduating from Berea College, he became a math teacher at Southern Middle School. Gregory is survived by his wife, Jackie, his son, Chandler, a brother, Robbie, and a sister, Sue.

2000s

Arianna Sikes, '02, of East Point, Georgia, passed away on May 24, 2014. She attended Berea College earning a Bachelor of Arts in political science and Clark Atlanta University earning a master's degree in public administration. Arianna also earned a certification in fundraising and philanthropy from Texas A&M University, Bush School. She served as a policy advisor and senior council aide to an Atlanta City councilwoman. She founded her own grant writing company, the ADS Group, LLC, in 2012, where she served as CEO and research director. Arianna is survived by her mother, Janice, and brother, Troy.

2010s

David Brice Taylor, '14, of Elizabethtown, Kentucky, passed away on July 5, 2014. He was a member of the Berea College baseball team in 2012 and 2013. David is survived by his parents, David and Tonya, grandparents, uncles, an aunt, and cousins.



"Berea is about loving your neighbor as you love yourself. That's the first thing I felt when I came here, that people really did love their neighbor."

Mary Esther States

BREAKING THROUGH:

MARY ESTHER'S PLAN TO STAND UP AND STAND OUT

The middle child of a family of six has to work hard to be noticed. She also has to figure out how to pay for college one day. In middle school, Mary Esther States ('15) hatched a plan to address both problems—become valedictorian.

And she succeeded. Now with a choice of colleges to attend, forward-thinking Mary Esther knew a bachelor's degree alone would not be enough to set her apart from other graduates looking for employment. Breaking through in today's highly competitive professional environment means being both educated and skilled.

Now a senior, Mary Esther has worked her way up to student manager. This communication major will graduate not only with a diploma, but also a labor transcript detailing her experience in employee supervision, office management, and financial planning.



Berea College attracts over 1,600 deserving, hardworking students with limited financial resources looking for a chance to stand up and stand out. And for each of them, Berea provides a world-class liberal arts education—at no charge to them. Students offset

the cost of tuition (over \$22,000 annually) by working on campus 10-15 hours per week in addition to the 30 hours per week they are expected to be in class and studying.

Mary Esther chose Berea for the labor experience, but found something else very special here: a true devotion to impartial love and service to others that allows her to thrive while she is on campus and reminds her to pay it forward when she leaves.

“Berea is about loving your neighbor as you love yourself. That’s the first thing I felt when I came here, that people really did love their neighbor.”

Three years later, Mary Esther is still amazed. “I am truly blown away by the community I live in. Not only does this institution afford my peers and me a full-tuition scholarship, but it makes us rich with community, love, and understanding. The world needs more Berea Colleges.”

BEREA COLLEGE: BREAKING THROUGH SINCE 1855

Before the Civil War, Berea College broke through the barriers to education facing African-Americans, women, and greater Appalachia. **Because Berea students cannot afford tuition, the miracle that is Berea College can only continue through the generosity of our friends and alumni.**

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- Set up a Charitable Gift Annuity or Trust.
- Give a Designated Gift to Support a Program or Project.
- Establish an Endowed Scholarship.

Other Ways to Support Berea

- Sign up to mentor a student.
- Volunteer to help with campus events or host an alumni event in your area.
- Nominate someone for an alumni award.
- Apply to join the Alumni Executive Council or the Young Alumni Advisory Council.
- Read the Berea College magazine and pass it along to someone else.

Contact the Berea College Office of Alumni Relations at 1-866-804-0591 to learn how you can help. To learn how to mentor a Berea College student, visit us online at: <http://webapps.berea.edu/ctl/alumni/career-development/mentor-a-mountaineer.asp>

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