

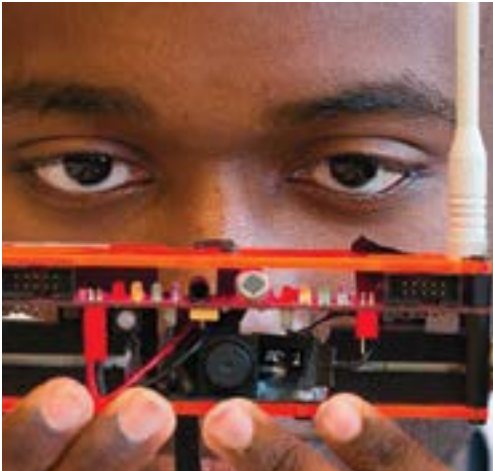
BEREA

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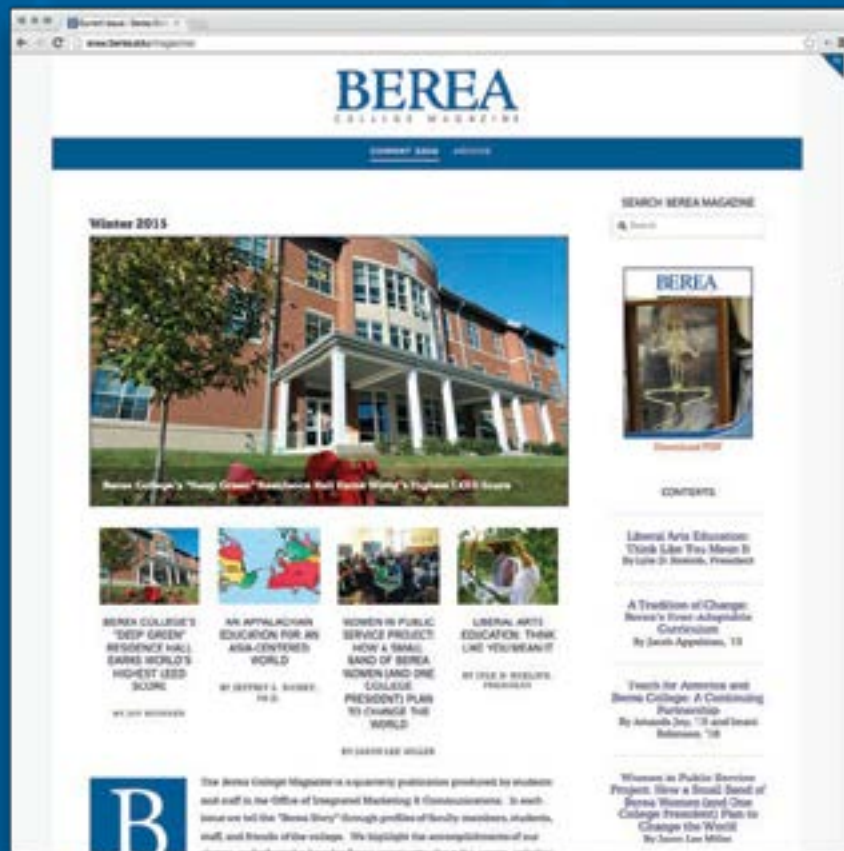
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In the Winter 2015 issue part of a sentence was omitted from President Roelofs' essay, "Think Like You Mean It." As the missing words expressed his admiration for former President John B. Stephenson, we are reprinting the paragraph in its corrected form below and a corrected version of the essay in our online edition.

Subsequent presidents deepened and extended the commitment to the liberal arts. William Hutchins was a much admired scholar of Greek and strongly emphasized excellence in teaching. Francis Hutchins added the international dimension, so important to the dimension 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.

Front Cover: Berea students and alumni pause on the Edmund Pettus Bridge during a march celebrating the 50th anniversary of the 1965 Civil Rights March led by Martin Luther King, Jr. Photo by Chad Berry

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In 1965, 58 Berea students, faculty, and staff traveled to Selma, Ala. to join the Civil Rights March led by Martin Luther King, Jr. The group is holding a banner made by Carolyn Hearne, '66.

CALLED TO MARCH, CALLED TO SERVE

“God has made of one blood all peoples of the earth.”

That ringing claim, part of Paul’s great sermon to the Athenians included in Acts chapter 17, has always been foundational to the mission and identity of Berea College.

Rev. John G. Fee’s intent was to provide education to young men and women regardless of race, and the scope of the institution he created was regional by necessity. After all, in 1860, the young men and women from other parts of the country were not very likely to travel to Kentucky for their education. Berea College has remained steadfast with Rev. Fee’s intention over time, and those essential elements of our mission are now captured through Berea’s First, Fifth, and Eighth Great Commitments: to provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources; to assert the kinship of all people and to provide interracial education with

a particular emphasis on understanding and equality among blacks and whites; and to serve the Appalachian region primarily through education but also by other appropriate services.

The Great Commitments provide lenses through which we continually examine ourselves to be sure we really understand and fulfill our aspirations, taking into account current cultural, regional, and educational circumstances. Our recent initiative called Exploring the Commitments, which has been discussed in prior issues of the Berea Magazine, has looked anew at how we can best continue to serve the populations of Appalachia and how we might extend our concept of interracial education and community in our

By Lyle D. Roelofs, President

learning, working, and living environments. We continue to believe that our foundation of engaging in the conversation of “black and white” serves as a gateway to all other forms of diversity at the College, an integrated and interracial learning community aspiring to “impartial love,” where students can live and study together and learn from and about each other. “Interracial education” is an interesting phrase, and I have thought hard about it. To me, it has to mean more than an education of students of different races in the same school. And it has to mean more even than persons of different races inhabiting the same place together, although that in itself is a wonderful thing, too. The key is that because of this foundational commitment, Berea is neither a white Appalachian institution that welcomes students of color, nor is it an historically black institution that welcomes white students. From our founding, we have sought to be an interracial community and school, although the Commonwealth of Kentucky prohibited that through the Day Law from 1904-1954.

I want to highlight a few other important points about the Fifth and Eighth Great Commitments. First, interracial education has to be bound up in confronting injustice together. Too often

Raymond Howard, '66, Barbara Cranford Rhymes, '65, Ann Beard Grundy, '68, Bill Horton, '65, Carolyn Hearne, '66, Audrey Berry Bryant, '66, and Jane Matney Powell, '65, during their return to Selma after 50 years.



our black students have had personal experiences of racism and prejudice, and white students from Appalachia are not necessarily strangers to prejudice either. An interracial community learns about and confronts these ugly cultural elements; persons of every race and regional origin standing together, shoulder-to-shoulder.

Second, one cannot effectively confront that which one does not fully understand. That is where the academic dimension of the College becomes so important—the Carter G. Woodson Center for Interracial Education, the Black Cultural Center, the Hispanic Outreach Program, the Hispanic Student Association, the Loyal Jones Appalachian Center, and other centers and programs on campus all help make us a “learning community” around these complex issues. We need full and dynamic understandings of the workings of prejudice, privilege, and the constructions of race and identity through communication, collaboration, service to others, and education at Berea. These intersections play out at all levels, individually, locally, and nationally. So discovery, knowledge, and sharing are essential.

In March of 1965, during a time of protest and civil disobedience centered on voting rights in the South, 58 Berea students and faculty, whites and blacks, answered the clarion call of Dr. Martin

Luther King, Jr. to join the march from Selma to Montgomery after Bloody Sunday’s events played out tragically on televisions across the country. Our students marched proudly (and, as they have recently told us, also with great fear for their personal safety), carrying a banner that proclaimed the motto with which I started this column, expressed in the translation we used at that time, “God hath made of one blood all nations of men.”

Recently, we had a wonderful opportunity to renew tangibly our commitment to justice and equality, as our nation celebrated the 50th anniversary of this march across Selma’s Edmund Pettus Bridge. Organized by Dr. Alicestyne Turley, director of our Carter G. Woodson Center, a bus from Berea College made that trip to Selma again, carrying current students, twelve alumni participants from the 1965 march, and faculty and staff members. I was privileged to be part of this group. Again we carried a banner and again we marched, this time in the joyous company of tens of thousands of fellow citizens, all committed to continuing progress in the struggle for equal rights and opportunity and for a nation that aspires to the same inclusivity that characterizes the aspirations of our College.

Today we realize that racial justice in our country has become more multi-hued, and so we are broadening our efforts to

serve and incorporate into our community “all peoples of the earth.” For many decades now, we have welcomed people who come originally from the countries of Asia, and our community has been greatly enriched through their presence and the addition of our vibrant Asian Studies program. We have welcomed many African students as well. More recently, we have begun to focus on the underserved Hispanic populations of Appalachia, the demographic that is undergoing the most rapid growth in the region. Again, the inclusion of this population has resulted in



President Roelofs giving it his all at the 2013 Latin American Festival.

wonderful enhancements to our community, including some memorable presidential experiences.

All along that march over the Edmund Pettus Bridge, people said to us, “Berea College, I know about you, what a great place!” A reporter from USA Today noticed us, which led to interviews and videotaping that can be seen on its website. It is so rewarding and fulfilling to be at an institution with a commitment to interracial education and inclusivity, and it makes us a profoundly better school and community.



“THE BEST JOB AT BERE A COLLEGE,” CELTS Director, Ashley Cochrane

By Logan Nichols, Cx '14

Today, Berea College’s Center for Excellence in Learning through Service (CELTS) educates students for leadership in service and social justice through the promotion and coordination of academic service learning and student-led community service.

CELTS grew out of a strategic planning process in the late 1990s that charged it with bringing all of Berea’s student-led community service programs under one roof. Currently, it houses the Berea Buddies program, One-on-one Tutoring, the Berea Teen Mentoring program, an Adopt-a-Grandparent program, an environmental outreach organization called HEAL, the Berea College Collegiate Chapter of Habitat for Humanity, the Hispanic Outreach Project, and a community outreach program called People Who Care. CELTS also works closely with professors on campus who make the pedagogical decision to incorporate service learning into their curriculum. The center hosts a weeklong seminar geared toward faculty development in the summer and offers assistance to accommodate service learning such as transportation, small grants, and workshops open to faculty, staff, and other community partners to encourage this.

LEARNING IN THE WORKPLACE.

The Center’s director is Ashley Cochrane, who began her work at Berea College in 2003, when CELTS was still young and focused on expanding the service-learning program. Ashley says that her interest in service began when she was an undergraduate at the University of Virginia, where she was very involved with Madison House, a student community-service organization. It was at this time that she began to contemplate the role of service in her education. She says, “In college, I was searching for connections between what I was studying and what was happening in the world around me. The community service center is where I was able to explore these questions.”

After earning her bachelor’s degrees in 1995 in sociology and religious studies, Ashley worked as an AmeriCorps*VISTA at a refugee resettlement agency in Atlanta, Georgia. She’d already had experience with direct service and volunteerism, but it was while working in Atlanta that she began to ask herself “What are ways to effect social change in addition to direct service?” This question led her back to Appalachia and eventually to further her education. She

states, “That question has guided my whole career.”

A year after she’d arrived in Atlanta, she says, she was also drawn back to Appalachia, simply because she “desperately missed the mountains.” During this time, she says, “I went back to the mountains to try to figure out what was drawing me back. I learned that there were many things that drew me back. I missed the landscape of the mountains; I missed a sense of community that I found when I was in the mountains; I missed the type of work I was able to be part of in the mountains; I missed a way of living closer to the land and the seasons that I had learned during my time in the mountains.” She took various positions in Pennsylvania and southwestern West

“It’s such a gift to be a part of CELTS because it gives me a chance to work with students who are asking the same questions I was about what they can do to strengthen communities and work toward positive social change.”

Virginia including an organic vegetable farm and work as a community organizer with a small grassroots, membership-based organization. She says, “I took a lot of time trying to find what gave me energy and what took energy away from me.”

She eventually decided to attend graduate school at the University of Kentucky to study counseling psychology in an effort to explore the way individuals are impacted by community issues. While there, she worked in assisting adult survivors of abuse, particularly women who were survivors of sexual, physical, and emotional abuse. She says “this training laid a foundation for understanding adult identity development and a feminist model of empowerment and change, as well as a foundation of communication skills.”

After she graduated from UK, Ashley moved to Berea, taking a position at the Comprehensive Care Center (CCC) in Irvine and commuting to Estill County. Here, Ashley worked as a mental health counselor mainly in the interest of community-oriented mental health. She says even while working in Irvine, she felt she needed to be involved with larger-scale community organizations and events working toward social change. She continued working with the CCC until 2003, when she applied for a position as a service-learning coordinator with CELTS. Though she hadn’t had prior experience in service learning, Ashley says she is grateful that Berea College saw potential in her to fill the position.

Now working as the Director of CELTS since 2011, Ashley is able to coordinate both service learning and community outreach in order to create change in multiple facets of community concern. In describing her work, Ashley observes that, “Every project that CELTS takes on is a collaboration. The most successful projects are those where multiple people and organizations work together collaboratively, and where everyone who is involved learns something.” She not only measures a project’s success in terms of changes in the community and the environment, but also in terms of student learning and growth.

When asked what it’s like to work with students on a daily basis, Ashley shows nothing other than complete enthusiasm. She values her ability as the center’s director to help undergraduate students find their place in community service and discover ways that they can effect social change. She says, “It’s such a gift to be a part of CELTS because it gives me a chance to work with students who are asking the same questions I was about what they can do to strengthen communities and work toward positive social change. I get to help them begin their own journey.” She adds that while watching students grow in community service, she also continues to grow herself, stating “I have the best job at Berea College.”



Photos by Chris Radcliffe

PERSPECTIVES ON THE GREAT COMMITMENTS

Serving Appalachia by Fostering Racial Understanding

Like other institutions of higher education, Berea College has many missions. However, the Eight Great Commitments reflect the fact that no aspect of this mission can be given higher priority than the others. The Berea Community is thus built on the premise that all our ideals and good works must proceed hand in hand. In our last issue, we examined how the liberal arts are a

form of service to Appalachia by asking members of the community to reflect on their experiences. Here, we turn our focus to interplay between the college’s commitment to interracial education and its commitment to serving the Appalachian region by means other than providing an affordable, higher education.

Andrew Baskin, '73

Program Chair of African and
African American Studies

■ How do you think Berea's commitment to interracial education works to serve the Appalachian community or region?

A major way is through the development of the African and African American studies program which was founded in the 1970s primarily to focus upon community service. African American studies, what we would have called black studies then, was not supposed to be education to just sit in the ivory tower and have these great intellectual conversations, but the focus was on being involved in the community and so this discipline grew out of the community. And so community service has always been a part of what we do in African and African American studies.

I've always told my students, "You shouldn't just get an education for an education's sake. You should use your education to make your world better. The value should be that you are doing it to make the world that you live in better!" That is the value. The value should come from something that is inside of you, that you know that you make things better. The value shouldn't come because oh I can make more money and so forth, the value has to be something here. That you can do something that will help someone else have a better life. To me it is something intrinsic, it is your soul, it is your spirit.

■ How does Berea College seek to encourage diversity and the "bridging of gaps" between individuals of different racial, cultural or ethnic backgrounds?

I think the best examples would be the African Americans and Caucasians who have gotten a Berea degree and have

gotten involved in the community. I am not just thinking of those who have gone on to create great programs, which is nice. But most of it comes down to how do we live on a day to day basis? Do you treat the people you work with with respect? Do they treat you with respect? So, I am focused on the person who graduates, leaves Berea College, and can communicate with people who are different than them because of friendships that are made in Berea. Look on Facebook and you will see that people are communicating, black and white and whatever it is. That is what I think we are trying to produce. Yes, it is nice to have superstars but for a team to work you need that average, everyday player who is willing to sacrifice for the good of the team. So that is where I put my focus. Not on the superstars but on the average everyday graduate of Berea College who represents this institution with class and dignity, who gets involved with organizations, comes back to homecoming and sees someone who is different than them, communicates with someone who is different than them.

You look at our student body, look at the programs and you will see a mixture of black and white. Look at the Black Music Ensemble, which sings black music or gospel music, and I say to you the ensemble is probably the most racially diverse organization on this campus. If you see the ensemble, look at the number of white students and at the number of international students who participate. I think this is remarkable because white students are not often in a position where they are in the minority. But, in the ensemble, the white students know they are going to be in the minority and they do it well, and many students of these students speak about the positive influence of the ensemble.



Dr. Chris Green

Director of the Loyal Jones Appalachian Center
Appalachian Studies Program Chair

■ What is your understanding of Berea's commitment to interracial education?

It is at the core of Berea's definition. I say that, but it is truly at the core of it. It has metamorphized over time and is undergoing that metamorphosis still because it leads us to ask difficult questions. How do people essentially who have been forced through politics and negative cultural habits to see each other as opposites overcome that and work together to create a better world? Black and white, but not only black and white—it's also American and non-American, Appalachian and non-Appalachian. I am someone who sees Appalachia as an ethnicity, but you can be black and Appalachian, you can be Hispanic and Appalachian, and you can be from Appalachia but not really feel like you are an Appalachian too. But at its core again, the commitment is about that black/white connection, but through that understanding, seeing how racial discourse works in America, we are looking to heal the wounds created over 500 years on this continent.

■ How are the commitment to service and the commitment to interracial education connected?

One thing that we have done in the Appalachian Center is we have created the only maps in the nation of the population of African Americans and Hispanics in the Appalachian region. We put those up on our website and the data is there to see and we hope others will use that information to deepen their understanding of the region.

One of the most important ways that we also serve at Berea is that we bring in

different students from different regions, who are of different races, and this leads to different questions. You can be a black student from Knoxville or you can be an African American student from Knott County, which is in rural Kentucky. So these maps that we make are an important service that allows people to work with their conceptions about race in Appalachia. And it is Berea's interracial commitment that leads us to have that particular attention. It is not service per-se but it is a path to service; it is an important kind of service of knowledge.

On the Appalachian tour, which is something we take new staff and faculty on hopefully within their first three years here, I have gone out of my way to include more of the diversity of Appalachia. On the last tour, we met with a Hispanic advocacy group, Centro Hispano, in Knoxville and talked about immigration. We also met with African Americans who lead the local NAACP chapter in Knoxville at the Beck Cultural Center, and we visited Lynch, Kentucky, in Harlan County, where we met members of the Greater Mount Sinai Baptist Church, all of whose families had been involved in mining.

It is my job to help our new staff and faculty break down preconceptions about what Appalachia is, so they can see better and work better with people who are there. I know that is what we do best in our center.

To see the map of Appalachia mentioned by Dr. Green, please visit <http://www.berea.edu/ac/regional-maps-appalachia/>. To see photos from the 2014 tour, please visit the online version of this story.





Hasan Davis, '92

Former Kentucky State Juvenile
Justice Commissioner

■ How do you think Berea's commitment to interracial education works to serve the Appalachian community or region?

At Berea, I learned there's no limitation on who I can be useful to. Graduates walk away with this subtle message, believing that we can go to people and ask them, "Do you need some help? Is there something we can do for you?" That response is just natural after you have the Berea experience. I think this happens because the commitments are very intentional and they are strongly related.

When I was a student working with the Upward Bound program, I would go out to student homes. Once, the first time I visited to ask a family to send their kid to a program for high school students, the student was like "well, I don't know if dad likes black people." And I said, "Well, that is really good to know going in." I met the father at the trailer and we sat on the porch. He was distant but I talked to him and told him, "we are here to ask you if you would let your son come and spend the summer with us, because we can really support him and help him to become successful in whatever he wants to do." He wasn't sure about it, so I told him I would come back and follow up with him. The next time I came back, he came out on the porch and said "Why don't you come inside?" I went in, he offered me some lemonade, we talked and did the paperwork and he said that his son could come to the program. When the program

started he said, "Hasan, do you know that was the first time that a black person had ever been in my house?" It was because there was a sense that here was this person who had no reason to trust, but I just told him, "my job is the same as yours. I want to make sure that your son, the person you love most in the world, has the ability to do whatever he wants to do." I think that one thing Berea college does well is we have the ability to change people one heart at a time and I think that is where interracial education and service come together so uniquely here and it becomes the olive branch that we give into the community that creates this sense that there is more to it.

People who are new to the college ask about its mission: Is it serving Appalachia, or is it interracial education or is it service to the community or is it faith, is it labor? And the reason I think Berea is so unique and so powerful in what it potentially produces in young people is that it has had the ability, at least until now, to say "no, the Great Commitments are all equally important. We don't put one above the other because they weave together." This makes a strong fabric, one strand doesn't do it. You have to have all of them. This situation creates this perfect storm of opportunity for young people who are not supposed to have it. That accelerates the ability for our students to walk out of here and into the bigger world and not just to survive, but to thrive, and to be impactful. We have a history of that.

Dr. Yoli Carter

Robert Charles Billings Chair in Education

■ What is your interpretation of the commitments to service and interracial education? What sorts of dialogue have you encountered regarding these ideas?

During the time that I have been at Berea College I have seen, heard, and felt so much surrounding issues of service and interracial education. The commitment to these issues is strong at Berea where there is true intentionality toward helping others feel a part of a community that understands its mission and has the will to carry that mission out. What I'm really impressed with is not only the community service (i.e., HEAL, Hispanic Outreach, tutoring and mentoring, etc.) that Berea engages in, but the service learning and community-based programs (via CELTS, the Carter G. Woodson Center, the Appalachian Center, etc.) which are based on reciprocity and collaborative partnerships between Berea and Appalachian communities. This shows that Berea gets at the heart of what empowerment really is, which is not simply to give power but rather for the institution to exercise power in an attempt to help others exercise their own power. This enhances community building and strengthens the relationship between college and community and highlights that Berea is interested in working alongside folks in the Appalachian region on issues of importance.

What I have perceived thus far in my short time at Berea is that there are a good deal of people at the college working very hard to engage others and be engaged in dialogue about issues that surround inequity. One of

the things I've noticed is that Berea strives to take an intersectional approach to issues of inequity because they see that issues are more complex than what we typically tend to see on the surface. Racial and ethnic oppression, class oppression, patriarchy, homophobia, etc., intersect to create systems of oppression that reinforce each other instead of treating these types of oppression as separate from each other. These kinds of conversations have taken place in the Appalachian Center at lunch, in the evenings, at the Carter G. Woodson Center at varied times of the day, in Phelps-Stokes, and in other venues on campus. There have been so many opportunities for me to engage with these topics at Berea several times a week that I have a difficult time keeping up with all of them! I've honestly been blown away by the incredible resources who are my colleagues at Berea, many of whom I have met and several whom I have yet to meet. It is amazing to be at a place where there is a critical mass of people working toward understanding difficult issues with others in the community.

In my short time at Berea, I've seen what I consider the themes of the Great Commitments (access, service, community, equality, and human flourishing) ingrained in the fabric of the institution. What's impressive is that Berea lives these commitments daily by giving access to education to students from historically marginalized populations, by engaging in service to the Appalachian region, by promoting the ideals of participatory democracy, and by providing a curriculum of equality and social justice.





Osvaldo Flores, '18

First-Year Student

What is your understanding of Berea College's commitment to interracial education?

It is very diverse. It is more diverse than I would have imagined. This year is the first year Berea admitted DACA students, 14 in total. When I came here, [the counselors] said that there are students from 65 different countries. Because Berea is a small school, just 1,600 students, this is remarkable. In addition, the Center for International Education program is very cultural. They plan different events throughout the semester to educate students about different countries, their cultures, and their traditions.

As a result, I felt very welcome. I thought the campus was going to be separated, like it was in high school, but everyone here appreciates each other. They are open to listening to each other's story, about where they came from. And more than that, if a student faces a social issue back home, people will start educating people, other students about it.

How do you think Berea's commitment to interracial education works to serve the Appalachian community or region?

[The college] educates everyone. On Martin Luther King Day it seemed that the majority of the students participated in the march and everyone went to the convocation where we had a very marvelous speaker. Just the fact that everyone is willing to teach and learn and listen about everybody's story and their struggles, not just struggles with racism but with gender issues and so on. So we just don't listen to one part, but we compare our experiences together.

How could Berea College improve on its service to the community through interracial education?

Right now I am starting to organize with the other DACA students because we really want to educate the student body. We are going to start having talks or panels so students and faculty--and community members later on--can come and listen to us and we can share our stories. This will help people in this area of Kentucky be more aware of what the actual facts are about DACA students, about our potential.

You've talked about the importance of telling stories, can you say more about that?

When I worked for the union (AFL-CIO), they taught me "the story" is what you carry on, it defines who you are and what you stand for. Before that, I never told the story about where I came from, not even in high school. Now, everywhere I go, at work, or at the convocation where I spoke, I tell my story. That is how you educate people about who you are and that is how you start giving your trust out to people because you are telling them things you wouldn't tell them in person. It's weird. It opens you up, I guess, because they know that you struggled and maybe you find you have a connection with each other. You never know what they are going through. If they feel like you are battling the same issue, they will walk up to you and help to create a solution. It makes you vulnerable too, but I am sure this helps people listen. Then they come up to you, and talk to you, and build up strong relationships. So, your vulnerability is a strength.

DACA stands for Deferred Action for Childhood Arrivals, a program in which children of undocumented immigrants have the opportunity to achieve their dream of American citizenship. Osvaldo Flores was born in Mexico but lived in Georgia from the age of three until he came to Berea in the fall of 2014. President Roelofs invited him to participate in the opening convocation. A selection of his comments are available in the online edition of this story.

Chris Lakes, '99

Director of First Year Programs

Assistant Director of Academic Services

I think the two commitments are extremely related from a philosophical perspective. Let me start with the interracial commitment, because it has been the institution's focus for generations. For decades we have been dedicated to serving underserved populations, which is why I work at this college, because we are trying to help people no matter what obstacles they face. While I hate to describe something like race as an obstacle, the reality is in our society you can't turn on the news and not realize that for a lot of people, race is made a hindrance, as is socioeconomic status, being a woman, being from the Appalachian region, and so on.

■ How does Berea College seek to encourage diversity and the "bridging of gaps" between individuals of different racial, cultural or ethnic backgrounds?

I think we try hard to stay at a critical mass of students to where they can have an identity with each other and they can have an identity in context with the rest of the institution. So we are very intentional about the demographic mix of students. An interesting debate that is ongoing on campus—one I appreciate both sides of—is the difference between a commitment to racial diversity versus a commitment to interracial, black and white, education. Those are, depending on who you ask, two very different things. The college historically has taken the relationship between students of black and white races to be its focus. But higher education is moving in the direction of interracial, inter-cultural relationships, not just the black and white piece. To some, this seems premature because we are not done with the black and white cultural understanding. Relations are certainly far from perfect between blacks

and whites, though the same is true among other populations. It does seem like the institution is moving now in the direction of interracial commitment and an inter-cultural commitment.

I do think that people need people in their lives who have that kind of shared experience, so they can find comfort and conversation, but part of the institution's mission is to educate all students outside of that, teaching them to branch outside of that. And forcing that is tough sometimes.

We put students into those kinds of opportunities very early on in their college career, through the classes they are in and through events like convocations. I have had a number of students walk into my office very angry after convo. At which point I ask, "well, why are you angry?" And generally it is because convo has pushed them out of their frame of thinking and that is uncomfortable. I think students need to be more comfortable being uncomfortable. I think one of the most important qualities students can gain when they are here is understanding that with discomfort comes growth.

I love it when graduates come back and say, "You pushed me, you made me do this stuff," and after working in the outside world they realize that the rest of the world doesn't operate like Berea. Then they say, "So that's why I had to go to these workshops, that's why classes were focused on these topics. Because I was going out into a world that does not see it the same way." I hope that we have infected these students with that kind of mentality of confronting injustice, a mentality of looking for ways to pull people together. It doesn't matter whether our graduates are CEO's of companies or teachers in the school system, they have the mentality of seeing beyond stereotypes, which allows them to invest in individuals.



Dr. Alicestyne Turley

Director of the Carter G. Woodson
Center for Interracial Education

■ How do you think Berea's commitment to interracial education works to serve the Appalachian community or region?

I think Berea recognizes the changing nature of Appalachia. It recognizes that other than the popular stereotypes we see of Appalachians, there is a cultural diversity that has always existed in the region. It encourages and celebrates that diversity.

The term interracial is odd. Berea is one of the few places that really uses that term. Everybody is drifting toward the use of the term multiculturalism or diversity, the new buzz words. But I really like interracial because it forces us to confront a cultural bias. While we say in the motto, "God hath made of one blood all peoples of the earth," the term interracial highlights a problem by implying that there is more than one race. But I think it just reflects a cultural bias. We, in our culture, have accepted that people are different, that we have different races. At Berea, we try to live up to the motto, which is inclusive, but use the term "interracial" which implies a separation to make us aware of how our society has constructed us to think that people are different, that there are different races of people on the planet as opposed to one race, the human race. And it also reminds us how we still are not able to really get along with each other because we give race so much power and authority over us and how we react to other human beings. Race is a very powerful thing. We don't talk about it, we don't understand it, and in many ways we are afraid of it. To be able to get people to try to think differently and see folks beyond their skin is a big task. I applaud Berea for keeping the term interracial as part of its discourse.

I've not met many people on campus who haven't tried in some fashion to integrate interracial education and the thought of it into their curriculum. There are still places where we could be better, but I think overall the campus buys in to the idea that interracial education is real and needed. We also acknowledge where we are not at our best and we are willing to find ways to be better. When people have an interest in developing interracial education, but lack the skill set to do so, we at the Woodson Center can step in and collaborate with them.

■ How could Berea College improve on its service to the community through interracial education? How is it already excelling?

I think our push to incorporate more diverse faculty and staff needs to catch up with our efforts to create a more diverse student body, which is an area where the college has done a good job. I also hope we can expand the programming like our Martin Luther King Day Celebrations and internships that we make available to the community. I didn't realize how much the community depends on the college until I started to get calls asking "what we are doing" and "how can I support it?" from people in Madison County and other places. So, I hope to see more development in this area, just as I hope we continue our efforts to engage a more diverse teaching faculty and staff. We need to continue to work hard to open all aspects of our community where there is a lack of diversity. I think we are making this effort. We just have to keep pushing and not lose sight of our goals.





LANGUAGES AND IDENTITY IN APPALACHIA:

The Hispanic Outreach Program Helps Forge a New Sense of Community

Hispanic-Americans are one of the fastest growing demographics in Appalachia, and are often overlooked, despite living in the region for generations.

Amanda Joy, '15 and Emily Hall, '16

Though the term Appalachian has historically been associated with “mountain whites,” the Appalachian region is and has been inhabited by a diverse and colorful population. One of the most powerful voices to draw attention to this has been Kentucky Poet Laureate Frank X. Walker, who coined the term, “Affrilachian,” and along with his college roommate, Ricardo Nazario y Colón, co-founded the now famous Affrilachian Poets to raise awareness about diversity in the region and provide a coherent sense of identity. Together, Walker and Nazario y Colón helped bring attention to the contributions made by African-American and Hispanic-American populations living throughout Appalachia.

Hispanic-Americans are one of the fastest growing demographics in Appalachia, and are often overlooked, despite living in the region for generations. Over the last ten years, the Hispanic population has grown by over 150 percent in Madison county alone, and as these demographic changes alter our understanding of what it means to be Appalachian, new opportunities for cultural dialogue and service have developed. It was out of this new understanding that the Hispanic Outreach Project (HOP) at Berea College was created.

HOP is one of many community service projects operating through the Center for Excellence in Learning Through Service (CE LTS), described by director Ashley Cochrane as “the home for student community engagement and student

service at Berea College.” While HOP has grown into a full-blown program in recent years, it developed out of a series of class projects initiated by Professor Fred de Rosset. Cochrane recalls, “the roots of HOP go way back. Fred de Rosset is a faculty member in the Foreign Language Department, a Spanish professor. For years, he had incorporated community work with his teaching and worked to get students out into the community.” Among many important projects, Cochrane cites de Rosset’s work in training police forces to improve their service to Spanish-speaking communities in their cities. “That started in Lexington, but the model that he helped to develop and implement there has been implemented nationally and internationally.” With this previous experience and his connection to the Spanish-speaking community in Madison County, it only seemed natural that de Rosset would incorporate service to the Berea community in his classes.

HOP Project Manager Isaac Ball describes HOP’s mission as “striv[ing] to unite the Spanish-speaking community with the English-speaking community.” It does this by addressing the needs of the Hispanic population in Madison County and surrounding areas—needs as varied as English as Second Language (ESL) classes or free dance classes meant to encourage socialization among community members. To bridge the divide between the Spanish-speaking and English-speaking, HOP offers a wide variety of programs and services to both. “Some of them are focused on people who are Spanish speakers to develop English language skills, and some

of it is helping English speakers to develop Spanish language skills,” says Cochrane.

Volunteers and staff of HOP teach Spanish classes at the Berea College Child Development Lab and local elementary schools. They also tutor children who need academic help that their parents may not be able to give them due to language barriers or other reasons. For older members of the community, HOP offers ESL tutoring and translation services. Jaeden Chatham, '16, one of the HOP student team members, says, “we’re trying to make it so that the differences in the community are not seen as differences as much as they are seen as what we can learn from each other, because everyone has something of value to bring.”

In Berea, HOP is reaching out to the non-English speaking community, helping meet needs and reduce struggles. However, the work of HOP goes beyond simply assisting families in overcoming language barriers. By providing elementary students with help on their homework, HOP provides them with a gateway to their futures. By equipping parents with job skills in a new language, HOP is helping families stay together.

The 2014-2015 student staff who carry out all of these programs include Ball and Chatham, and also team members like Lydia Roots, '17, and Lizbeth Saucedo, '16, and translator Anna Taylor, '17. This student team works well together with the help and support of the four permanent CELTS staff and Professor de Rosset. The majority of HOP’s volunteers come from de Rosset’s SPN 310 class, and participation is a required part of this course. The class fulfills an Active

Learning Experience perspective while simultaneously supporting Berea College’s commitment to interracial education as a form of service.

Cochrane says helping students find their passions is one of the most inspirational aspects of HOP. “We have had several students working with HOP through the years who have said to us, ‘My work with HOP changed my life.’ And that is just really powerful. That through HOP they have been able to decide this is what I want to do with my life. Just to be a small part of helping students to figure out how they can use their own particular knowledge, passion, and skills to help strengthen their own communities. It’s very rewarding.”

Dia (Berend) Odonoy, '07, is one of the many Berea graduates over the years who used the experiences and skills she gained from HOP after graduation. “My first job after Berea was at a local community health center that served primarily Hispanic, Spanish-only speakers. I worked there for nearly six years, and I absolutely used what I learned from HOP experiences to better serve the patient population there. In fact, I have benefited from my HOP experience at every job and position I have had since Berea.” She goes on to say that, “I always loved that there was a service-learning aspect to some of [de Rosset’s] courses. Like many students, I had never experienced ‘service-learning’ before. Sure, I had taken advantage of any volunteer opportunities in my life but not engaged in the full, enlightening experience that is service-learning.”

HOP volunteers leave the program with fun memories made along the way. One service HOP offers is teaching Spanish to five-year-olds in the Child Development Lab. Chatham volunteered there while she was in de Rosset’s Spanish 310 class. “In the room we were in, there was this big rug with different pictures of animals on it. One day we taught the kids the names of a bunch of different animals in Spanish. We had all of the kids in teams stand on different sides of the rug. Then we would call out the name of an animal in Spanish. One person from each team at time would run to the picture of that animal. Whoever got there first would win. And they absolutely loved it!”

Volunteer Megan Newbanks, '17, comments on how a classroom full of third graders impacted her life. “On the last day we came in with a surprise for the kids, a piñata. When we walked in trying to hide a massive colorful blob full of candy, we were greeted with happy squeals as they tried to hide something from us, too. As we pulled out the piñata, they pulled out handmade thank you notes. It was one of the sweetest moments!”

By raising awareness and working to address the needs of the Hispanic population in Appalachia, HOP helps to bring communities together so that all can benefit from each other’s experiences and understandings. The Hispanic population is just one more face of diversity within the beautiful Appalachian region and, as Walker puts it, it is important to “understand how much strength there is in collaborating and working together.”

ENTREPRENEURSHIP FOR THE PUBLIC GOOD

Nourishes Student Entrepreneurial Abilities While Promoting Local Economic Development

Beza Moges, '16

What do bicycles, horses, and kayaks have in common with Appalachia's economic future? What role does social media play in helping Appalachian businesses grow and thrive? What impact do venues featuring local foods and regional music have on tourist traffic in eastern Kentucky? What will zip lines and woodland trails do for rural economies? What impact will questions such as these have on Berea College students?

Seeking answers to these questions has been the focus of Berea College students in the Entrepreneurship for the Public Good (EPG) program for the last twelve years. Every summer, EPG aims at producing a group of students with entrepreneurial and leadership abilities to help them capitalize on opportunities in their respective academic disciplines. According to Dr. Peter Hackbert, director of the program since 2007, EPG's teaching format has focused on a student-centered method where students learn through direct involvement in rural Eastern Kentucky communities. The program connects students with local and regional businesses, enabling students to practice and execute their entrepreneurial abilities while contributing to Eastern Kentucky's rural economic development.

For the past two summers, the program has worked in several counties promoting ventures that will boost recognition of the

region's economic and cultural assets by the outside world. The work focused on using social media effectively to expand locally induced economic development through two slightly differing spheres—supporting local businesses to promote the culture of buying locally and advocating expansion of the Kentucky Trail Town Program to bring more tourists to small towns in Eastern Kentucky.

"BUY LOCAL!"

In summer 2013, EPG's tenth cohort of students collaborated with small local businesses in Eastern Kentucky in an effort to use social media platforms to heighten awareness of the importance of buying locally. "We need to keep our money locally," says Dr. Hackbert, claiming that it provides greater wealth and healthier economies through the internal circulation of money. Also, social media is inexpensive

EPG students at Howard's Knob County Park in Boone, NC (Left to Right) Katelyn Blair, '16, Thomas Downer, '15, Moondil Jahan, '16, Doli Han, '15, Richard Cameron Cohran, '16

and hosts the voices of customers through online reviews in a way that helps reinforce the recognition of local brands. For this mission, EPG deepened its small business understanding of five social media platforms: TripAdvisor, Yelp, Google+, Facebook, and Pinterest. According to Angie Li '16, member of EPG's tenth cohort, these platforms were chosen based on their economic research, viability, and projected popularity. "It is our goal for business owners to find these platforms useful to increasing revenue, forging relationships with their clients and creating new relationships with potential customers." Li's team worked in Berea and communities in Breathitt and Knott Counties where they taught small business owners how to launch and maintain their social media profiles.

To assist their campaign, the student teams used a mobile-centric marketing approach called SoLoMo, an acronym which stands for "Social. Local. Mobile." According to Dr. Hackbert, SoLoMo is a marketing concept that takes advantage of the growing trend in the use of mobile devices and the participation of the community in providing reviews on social media platforms to help consumers find choices and secure information about local destinations available to shoppers. In short, the approach uses customers' reviews and experiences to promote local businesses through mobile devices. According to Li, this availability of small business ventures in various mobile-based web interfaces attracts more tourists and potential consumers to economically developing regions.



Angie Li, '16

Since the idea of using social media for business purposes is still not a common practice in Eastern Kentucky, the EPG students had to do extensive background research on various local businesses and approach them accordingly. "For example, a flower shop or a jewelry store on the main road of a small county will have a



Moondil Jahan, '16

different social media audience than a Mexican restaurant having several branches in more than five counties," explains Moondil Jahan '16. "We met a wide range of businesses from a struggling hardware store to a thriving zip lining company attracting visitors from the larger cities. Some business owners appreciated social media right away and immediately started to offer online coupons, discounts, and prizes using their Google+, TripAdvisor or Facebook pages."

Some of the local enterprises the EPG students assisted to improve their social media presence include Peacecraft

and Student Craft Store in Berea, El Azul Grande and Barnard's Jewelry in Hazard, and Saddle Up Elk Tours in Hindman, Kentucky.

ADVENTURE TOURISM

During summer 2014, EPG's 11th cohort focused on linking the buy-local perspective to the Kentucky Trail Town Program. A trail town is a destination located adjacent to a multistate long-distance biking, hiking, or kayaking route equipped with amenities that invite tourists to venture from the trail paths and explore the local cultural and natural resources, as well as historical assets. Dr. Hackbert explains the Kentucky Trail Town Program is a government initiative that recognizes the economic value of adventure tourism and assists towns to organize their resources into becoming more hospitable for these particular tourists. However, to receive this support and be certified as a Kentucky Trail Town, civic leaders need to initially apply to the Trail Town program, and this was where EPG came in. Throughout the summer, Berea's students investigated the economic advantages and



Cohort 11 at the Virginia Creeper Trail (Left to Right) Mackenzie Ridley, '17, Keyahdah Muhammad, '16, Tran Nguyen, '17, Monica Powell, '17, Dylan Mullins, '17, Nicoleta Dvornicov, '17, Jacob Heller, '16, Peter Hackbert, Kiefer Williams, '16, John Taylor Sabo, '16, Limo Kiptoo, '17

special features of adventure tourism and presented their findings to eight counties in Eastern Kentucky encouraging them to apply to the Kentucky Trail Town Program.

The students began their investigation by examining the Outdoor Industry Association's 2013 estimates of participation in outdoor human-powered recreation, which includes varieties of bicycle-based, camp-based, water-based and trail-based recreations. The students also viewed the destination plans and spending patterns of travelers coming to Eastern Kentucky from adjacent states, nationally and internationally through the Trans America Bike Trail and the Sheltowee Trace. As a result, they observed that these visitors stimulate the local economic development and contribute to the area's revenue.

This student group also took its inspiration from other small towns in the area who had benefited from being identified as a trail town in Central Appalachia. In 2000, Gilbert, West Virginia, had a population of 400 and limited economic activities. Today Gilbert has numerous lodging rooms and restaurants, a cinema, four pharmacies, a regional ambulance service, two car washes, a large campground and a number of ATV repair shops. As of the 2010 census, Gilbert has experienced a 10% population increase and a considerable surge in tax revenues and

infrastructure improvements. The opening of the Hatfield & McCoy Browning Fork Trailhead was one of the factors that induced this Gilbert development. Damascus, Virginia, primarily known as one destination on the Virginia Creeper Trail, and West Newton, Pennsylvania, located along the Great Alleghany Passage, are among other towns EPG examined as successful models.

In addition to analyzing statistical indications of development, the students themselves traveled across the various bike, hike and water trails passing through these towns to experience the region as adventure tourists. They spent two days in Damascus and Abingdon, Virginia, experiencing the Virginia Creeper Trail and assessing its economic value to small independent business owners. "We experienced the route and journeys of a tourist by hiking the Natural Bridge, rock-climbing at Torrent Falls, cycling the Virginia Creeper Trail in Abingdon-Damascus and zip lining at Red River Gorge," says Nicoleta Dvornicov '17, reflecting on her EPG experience.

During and after traveling, the students took time to write reviews of their experiences on several social media platforms. They also conducted extensive interviews with small business owners as well as the hiking and biking trail enthusiasts. "We shared our knowledge

with them on how to use social media to improve one's business and attract adventure tourists by presenting the results and views our online reviews received," says Dvornicov. Eventually, as a result of their analysis and travelling experience, the students realized that meeting tourists' needs with hospitality, gaining empathy based upon meeting needs, providing a welcoming venue, and stimulating user-generated reviews of tourist experiences increase small town revisits.

According to Dvornicov, their next step was to try to convince the administration of eight counties to pursue the Kentucky Trail Town certification, making their towns recognized as trail-towns. During the meetings, EPG students conducted briefings with judge executives of the counties and reported their findings and estimations of how adventure tourism would contribute to the economic development of the towns. The presentations resulted in the signing of formal letters of intent from six Judge Executives to be sent to the Kentucky Tourism Trail Town Program—the first crucial step for the county seats toward becoming trail towns. As a result of EPG's work, Eastern Kentucky's local assets now have better visibility and exposure to visitors. With social media initiatives improving local business opportunities, the Eastern Kentucky region has now become an emerging hotbed of Kentucky's Adventure Tourism Trail Town projects.

"The EPG summer has empowered me with knowledge and understanding of Eastern Kentucky's history," says Dvornicov, reflecting on her experience in the summer of 2014. "It has taught me the benefits of social media in economic development, and has promoted my critical thinking abilities." Li claims that EPG has helped her in utilizing her abilities to pursue more meaningful careers in the future. In asking questions and fostering the search for answers, the Entrepreneurship for the Public Good program offers valuable opportunities for students to explore their own entrepreneurial interests while helping Appalachian entrepreneurs succeed in theirs.

MEET BEREA'S FACULTY

Dr. Dwayne Mack

The Carter G. Woodson Chair in African American History and an Associate Professor of History, Dwayne Mack came to Berea in 2003 after completing his Ph.D. at Washington State University at Pullman. His second book, "Black Spokane: The Civil Rights Struggle in the Inland Northwest," developed from a conversation with his graduate advisor, Leroy Ashby, who suggested Spokane, Washington as a topic worth exploring. Not only did the city have a fascinating history, it also had the advantage of being close to the university, Mack recalls. "Since I was a family man and I couldn't travel far to do research on a topic . . . we both settled on Spokane." Mack's dedication to research and family life is still evident today in his work with students and his "special interest," raising his children, Charity, Liberty, Jelani, and Kosey with his wife Felicia.

Doug Widner recently had a chance to sit down with Dr. Mack to discuss his most recent book. An edited excerpt from that interview follows and additional video excerpts can be found in our online edition at www.berea.edu/magazine/article/Faculty-mack.

How does your book contribute to national conversations about race and history?

You look at recent events in places like Ferguson, Missouri, I think we need to understand how these cities evolve over time. Why blacks migrated to places like Ferguson and the living conditions in places like Ferguson—the job opportunities or lack thereof. What's the economic situation for African Americans? The educational system? The healthcare system? I think all cities throughout this country need to be examined, big and small. But especially cities out west. I think our attention needs to go there. African-Americans in the west and their interactions not only with whites, but other groups as well, like Latinos, Asians.

The unique thing about Spokane is that it's a black-white dynamic; it is like Berea. You really don't have other groups. The second largest group would be African American. So Spokane is different from

Los Angeles where you have a large Latino population, and you can merge, collaborate with Latinos in the freedom struggle.

But in Spokane, blacks had liberal whites to collaborate with, and work with, and form coalitions with, whites who were sympathetic to their cause. And that's the difference between Spokane and some of the other places. It's a black and white struggle; it's about interracial reconciliation. It's about the two groups coming together to fight a common enemy.

What's your next big project?

I am developing an urban history textbook. Because Spokane is in an urban setting, I want to continue my focus on other urban spaces. Especially with the recent uprisings in places like Staten Island and Ferguson, Missouri, I think we need to examine these urban landscapes and understand why these uprisings occur.



An EPG group at The Coal House in Williamson, WV
(Left to Right) Kristian Toole, '17, Nicoleta Dvornicov, '17, Dylan Mullins, '17, Kyla Jones, '17, Jacob Heller, '16



1855

In 1855 Berea College encompasses several levels of education including College, Normal, Preparatory, and three elementary levels. Until 1892, the emphasis remained beneath the collegiate level.

1867

In 1867, President Fairchild establishes earliest outreach activity. Teachers and students organized Sunday Schools in nearby communities with used books from Berea, which quickly grows to serve more distant schools.

1897

In 1897, the library launches an extension service, loaning out wooden boxes of books to neighboring schools and mountain communities. At its peak, the service had an annual circulation of 60,000.

1899

In 1899, the college sends teachers and speakers into mountain counties, many of which are almost inaccessible. Essential topics such as hygiene, forestry, farming methods, home economics, etc. are taught.

1910

In 1910, the Foundation School is instituted as an ungraded school for young adults from the region who needed to complete their elementary education. By the late 1940s, it had evolved into a four-year-high school whose boarding and town students took courses at the college level. The Foundation School ran until 1967.

1916

In 1916, the college library launches its book wagon service, the first college-sponsored book wagon in the United States, and the first book wagon in the South.

1947

In 1947, the state Department of Education asks Berea to partner with seven other Kentucky colleges in a rural school-development project. Berea's special county is Pulaski.

PARTNERS FOR EDUCATION: ROOTED IN BEREAS HISTORY OF GOING OUT TO SERVE

Dreama Gentry, '89, Executive Director of Partners for Education

For most Americans, the War on Poverty began in 1964 when President Lyndon B. Johnson signed the Economic Opportunity Act, but by that time Berea's fight against poverty—financial and intellectual—had been underway for more than 100 years. Though the college's commitment to serve the educational needs of Appalachians has not wavered, the methods by which it pursues this goal have developed to meet the needs and circumstance of the region.

John A. Rogers, principal of the first school at Berea, wrote in his book "Birth of Berea College": "[F]rom the beginning, Berea's teachers and many of the students were engaged in a sort of extension and settlement work, long before these terms came into general use. Their mission was not only to those who came to school, but to all those whom they could influence. They did not wait for those who needed help to come to them; they went to them, and with every sort of help they could furnish."

Today, a major way that Berea lives its commitment to Appalachia is through Partners for Education, which provides educational opportunities to 35,000 students and their families in Appalachian Kentucky and is made possible by leveraging \$23 million dollars in federal funds annually.

Like those early Bereans mentioned by Rogers, our work is most often done in the field. We have offices in five Kentucky communities—Booneville, Hazard, McKee, Manchester, and Somerset—and educators located in middle and high schools in thirty-three school districts. This allows

us to serve in classrooms, in homes, on playgrounds, or wherever a young person needs us.

Though the precedent for extension work at Berea was set in the nineteenth century, the real ground work for Partners was laid in the 1960s as the college grappled with the problem of how to most efficiently serve high school age students in the region. At that time, it had been working through the Foundation School, which was located on campus. Started in 1910 as an ungraded school for young adults from the Appalachian region who needed to complete their elementary education, over time it added junior high grades and, by the late 1940s, had evolved into a four-year high school whose



Bill Best, '59

boarding and town students took courses at the college level.

However, by the mid-1960s the College Board of Trustees decided that improvements in the region's rural schools meant Foundation was no longer necessary. According to Bill Best, '59, in "The Appalachian Renaissance at Berea College, 1944-1994," some faculty and staff disagreed and formed an ad hoc group headed by Dr. James Bobbitt, art professor and Director of Institutional Research, to seek new ways to serve these students.

Using the work of Larry Greathouse, '63, a recent graduate retained by President Francis Hutchins to research the need for educational opportunities for high-school age students in the mountains, the

ad hoc group successfully demonstrated an ongoing need. Some have seen this as ironic, believing that the research was originally commissioned to provide de facto support for the decision to close the school. However, Greathouse's findings demonstrated continuing need for the types of educational opportunities so long provided by the Foundation school. Greathouse, it should be noted went on to be a consultant for the President's Task Force on the War Against Poverty, a volunteer for the Council of Southern Mountains, an administrative analyst for the Kentucky Office of Economic Opportunity, and a trusted advisor to Senator Wendell Ford.

Fortuitously, just as Bobbitt's group reached its conclusions, President Johnson launched his War on Poverty. Best says the ad hoc group saw an opportunity for Berea to continue serving high-school-age youth through the use of government grants administered through the Great Society Programs. Project Torchlight, an educational outreach program started in 1966 by Berea College in partnership with Kentucky River Foothills Development Corporation and funded through the Office of Economic Opportunity was the first program of its kind and is the forerunner of Partners for Education.

Project Torchlight, led by Best, served 200 students from Madison, Estill, Clark and Powell counties during the summer of 1966. The students lived on the Berea campus for eight weeks and were counseled by college students who shared their backgrounds. In addition to academics, the students were immersed in music, drama, and the visual arts. Field trips exposed them to places of historical and cultural

interest in Kentucky and during a trip to the state capitol, they met with the governor.

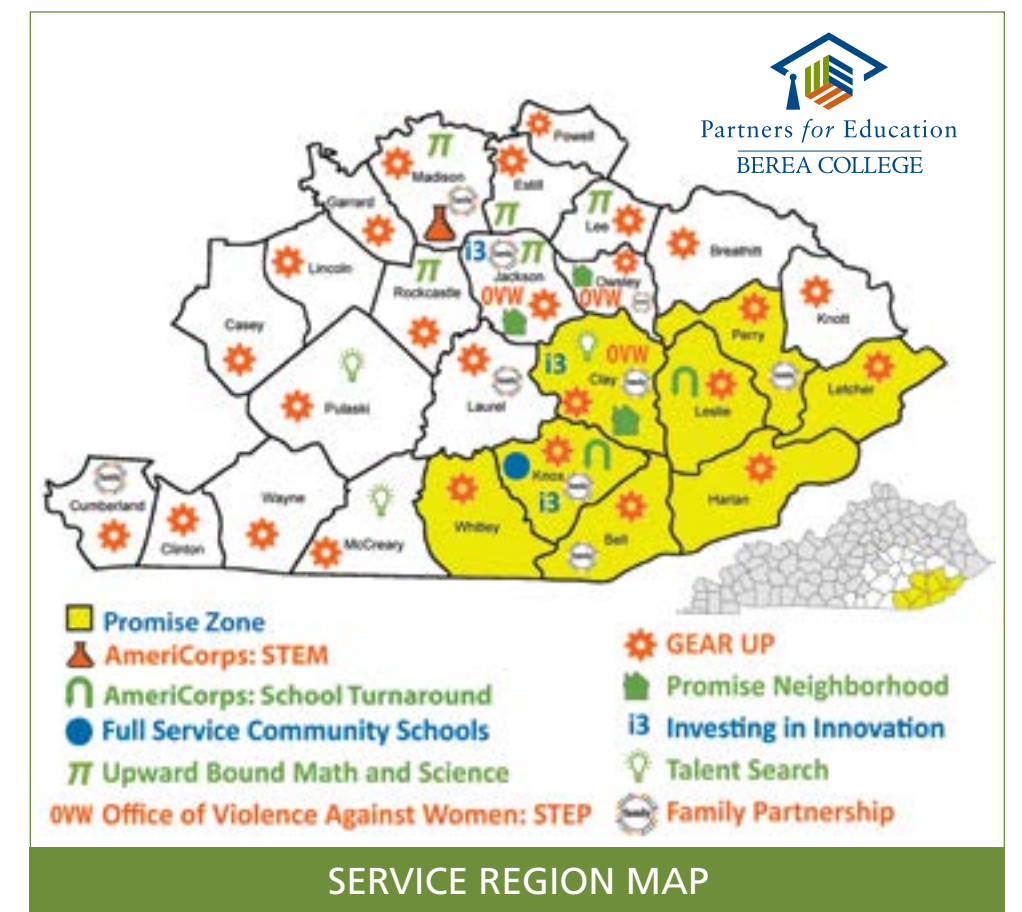
Twenty years later, in 1996-1997, when Best had the opportunity to interview some of the students served by Project Torchlight, he found that many credited the program with giving them a new lease on learning and on life. One participant noted, "When I left the program, I said to myself: 'I am somebody.' And I haven't thought any other way since."

Though Project Torchlight only ran for two years, it was the model for the Berea Upward Bound program, which was funded by the first U.S. Department of Education grant received by Berea College. Starting in 1967, our original Upward Bound program provided low-income, first-generation students from Appalachian Kentucky a six-week residential experience on Berea's campus and academic year counseling to support high school graduation and college-going.



Project Torchlight students performed "Oklahoma" on Berea's campus in 1966. Partners for Education continues the tradition of incorporating arts to improve educational outcomes.

Our current Upward Bound program focusses on math and science and serves 60 high school students from low-income



Appalachian families in Eastern Kentucky. For six weeks each summer, students stay in residence halls on Berea College's campus, receive meals, take classes that include Science, Technology, Engineering and Math (STEM) projects, engage in ACT preparation, explore careers, and take field trips to other colleges. In the evenings, students also have opportunities to take enriching classes typically unavailable at their local school, such as "Islamic Language and Culture" or "Poetry through Print." For students who have completed

twelfth grade, the program offers a chance to earn college credit through a first-year, college-level research course taught by a Berea professor.

Youth who have participated in our program have enrolled in postsecondary institutions at a higher rate than other Kentucky students. In 2013, 75 percent of students from the program went on to postsecondary education, compared to 63 percent of students statewide. Our Upward Bound Math and Science Program was a recipient of the 2014 New

1953

In 1953, a Ford Foundation grant lets Berea launch the four year Rural School Improvement Project. 63 teachers are placed in 14 mountain counties. 38 schools participate and 5,000 children benefit from improved instruction. Nothing of this scope and thoroughness had been attempted in Kentucky before.

1966

In 1966, The Torchlight Project, a cultural enrichment program helping 15-19 year old students avoid dropping out or in returning to school begins.

1967

In 1967, Upward Bound, a motivational and educational program for economically disadvantaged pre-college youth receives funding. The service region originally included Clinton, McCreary, Pulaski, Rockcastle, and Wayne counties.

1976

In 1976, Rising Seniors, a program offering college credit and experience to promising students who have completed their junior year in high school begins.

1984

In 1984, a \$240,000 grant from the Andrew W. Mellon Foundation allows the College to launch the High School-College Cooperative Learning Program. College professors lead weekend workshops and two-week summer seminars for high school teachers and consult in local schools.

1988

In 1988, Black Mountain Improvement Association formed to serve the African American community through tutoring, work on health issues, technical assistance to community leaders, and a summer youth leadership program.

1991

In 1991, the TRIO Talent Search program, which provides school-based academic counseling, career exploration activities, college preparatory support for qualifying students in grades 8-12, first funded. It focuses on Clay, McCreary, and Pulaski counties.

York Life Excellence in Summer Learning Award that recognizes summer programs demonstrating excellence in accelerating academic achievement and promoting healthy development for low-income



Accepting the 2014 New York Life Excellence in Summer Learning Award, Upward Bound Math & Science Project Director Holly Branscu, College Access Associate Director Jenny Ceesay, Berea College First Lady Laurie Roelofs, and Berea College President Lyle Roelofs.

In order to understand what the Berea Upward Bound program is designed to do, it is instructive to consider what it is not intended to do.

- It is not intended to bring the student into the “mainstream” at the cost of alienating him from his family and culture.
- It is not designed to give the student an infusion of new values to supersede what he already holds.
- It is not designed to allow “privileged” individuals to assuage their guilt by sharing their largesse with their “disadvantaged” fellowmen.

It is designed to:

- Assist students in discovering and developing latent possibilities.
- Assist students in gaining an understanding of themselves and form a value perspective, both in terms of nature and source.
- Assist students in developing the cognitive and affective tools needed to overcome the false dichotomy between thinking and feeling.
- Assist students in gaining the motivation to enter and succeed in post-secondary education of their choice.

AN EXCERPT FROM AN UPWARD BOUND FUNDING APPLICATION
WRITTEN BY PROGRAM STAFF IN 1972

children and youth.

In addition to its impact as a model program, Upward Bound shaped my own beliefs and actions in a much more direct way. I spent two, life changing summers—one as a counselor, and one as a teacher—working for Upward Bound. I experienced firsthand the power and influence a caring individual can have on a high school student and their family. While doing home visits I had the opportunity to meet with families. Most were living in abject poverty; all were welcoming. Parents and grandparents were appreciative that we would take the time to visit, and they shared their hope that the program would open the future for their young person. I met students who were marginalized and had no voice within their schools. Over the course of five short weeks, I witnessed young people finding their voices and their own hope for the future.

BEREA'S INFLUENCE ON PARTNERS FOR EDUCATION

When I returned to Berea College in 1995 to direct a small educational partnership between Berea College and Rockcastle County Schools, it was the Director of Upward Bound, Mary McLaughlin, '69, who taught me how to write a federal grant, how to analyze data and design a program, and how to ensure that students remain at the center of program implementation. I also benefitted from the wise counsel of other Bereans, including Paul Hager, associate dean of academic affairs, John Cook, '60, director of admissions, Robert Menefee, economics professor, and Shelby Reynolds, '77, Rockcastle County educator and Berea alum. Their understanding of Berea's Appalachian commitment and the

importance of balancing that commitment,

the needs of the local school system, and the needs of the students were critical to the success of the project that became what is now Partners for Education.

Twenty years later, Bereans remain deeply committed to and engaged in the work of Partners for Education. President Roelofs ensures that the core focus of



Partners for Education continues Berea's tradition of health and wellness education, helping students explore health career educational opportunities and training.

Partners for Education is on improving the educational outcomes of Appalachia's youth. Under his leadership, our focus on evaluation and assessment has deepened, and we have moved to a results-based culture and framework. College faculty like Andrew Baskin, '73, and Megan Hoffman regularly teach in our programs, mentor and guide our students. Berea College alums with significant professional expertise have joined the department to lead the work. For example, Tennant Kirk, '75, leads our early childhood work, Steve Jones, '80, guides our college access and success work in Hazard, and Robert Bowers, '88, coaches AmeriCorps members through their year of service. Most exciting, we have within our team the voices of those who started their educational journey as students in our programs. Darla Pearson, '83, Jenny Ceesay, '98, and Holly Branscum, '07, all direct programs within Partners for



In 2013, Partners for Education brought together students, families, educators, policy makers, and community members from across the nation for the inaugural Berea College Rural Education Summit.

Education. These three were students in our Upward Bound program and credit Upward Bound as a primary reason they attended college and got into the education field. As Jenny Ceesay, Team Lead for our Trio and AmeriCorps programs states, “Had it not been for Upward Bound, I would have never considered college as a possibility. My passion for making



GEAR UP students collaborate on a cooperative, project-based learning assignment.

high quality educational opportunities available to all Appalachian children, especially low-income children, is my way of paying forward the opportunities I received through Upward Bound and Berea College.”

The core values present in Project Torchlight and that first Upward Bound program remain fundamental to the work of Partners for Education. All Partners for Education programs are focused on achieving one goal: All Appalachian students will succeed at school. By “school,” we mean all learning environments, from the home—which is the first and arguably the most important classroom—to elementary, middle and high school and then through college. We do not define “success” as only academic success. We consider engagement with community, with peers, and with service as essential elements of success. This excerpt (at right) from a 1972 Upward Bound funding application could just as accurately describe any of our current federal programs.

The grant funded educational outreach work of Berea College continues because the schools, the students and the families of Appalachia still need assistance. The number and proportion of people living in poverty in Appalachian Kentucky persists. Our region has not seen the improvement achieved in other parts of the country. As The New York Times Magazine put it in 2014, “Fifty years ago, President Lyndon B. Johnson declared his ‘war on poverty’ from a doorstep in . . . Kentucky . . . Still, after adjusting for inflation, median income was higher in Clay County in 1979 than it is now, even though the American economy has more than doubled in size.”

The need for Berea College to reach into the Appalachian region and provide educational opportunities is as great in 2015 as it was in 1855 when the school was founded. Join us as we continue to engage with the youth, the families and the communities of Appalachia to ensure that all Appalachian students succeed in school.

Berea Participates in White House Event to Expand College Access

by Tim Jordan, '76

In early December, Berea College President Lyle Roelofs joined President Obama, the First Lady, and Vice President Biden along with hundreds of college presidents and other higher education leaders to announce new actions to help more students prepare for and graduate from college.

The White House College Opportunity Day of Action helps to support the President's commitment to partner with colleges and universities, business leaders, and nonprofits to support students across the country to help our nation reach its goal of leading the world in college attainment.

Berea College works to increase college readiness and college-going rates and retention in the Appalachian region. Working in partnership with school districts, students and families, community organizations, businesses and philanthropies, Berea College is committed to increasing the number of high school students who are on track to enter and succeed in college. Through a place-based, student-focused approach, Berea College's Partners for Education program is committed to improving educational outcomes in Appalachian Kentucky.

By designing a collaborative suite of programs, including GEAR UP, I3, AmeriCorps, Upward Bound Math and Science, and the first rural Promise Neighborhood, Berea College leverages external resources to support more than 25,000 young people and their families,

helping them navigate each step of their educational journey from cradle to career. Berea's partners in this work are school systems in nearby disadvantaged counties and community organizations.

"I am honored, on behalf of Berea College, to be invited to take part in this latest White House summit of education leaders. Berea's distinctive mission and our significant service to the school systems in our region make us a model of national interest," President Roelofs says. "Since the 1870s, Berea College has served the Appalachian region by providing outreach services to mountain communities as well as college education for young people."

"Berea's mission, as stated in our eight 'Great Commitments,' includes a commitment 'to serve the Appalachian region primarily through education but also by other appropriate services,'" Roelofs says. "As a result, it is only natural for Berea to participate in this national College Opportunity Day of Action by demonstrating our commitment to deepening our educational outreach work in Appalachia, particularly in collaborative efforts through our Partners for Education division at Berea College."

Participants in the event were asked to commit to new action in one of four areas: building networks of colleges around promoting completion, creating K-16 partnerships around college readiness, investing in high school counselors as part of the First Lady's Reach Higher initiative,



A recent graduate proudly displays her diploma.

and increasing the number of college graduates in the fields of science, technology, engineering, and mathematics.

Expanding opportunity for more students to enroll and succeed in college, especially low-income and underrepresented students, is vital to building a strong economy and a strong middle class. Today, only 9 percent of those born in the lowest family income quartile attain a bachelor's degree by age 25, compared to 54 percent in the top quartile.

Berea Named A 2015 Best Value College By Kiplinger's Personal Finance

by Tim Jordan, '76
Berea College has been named to Kiplinger's

Personal Finance's list of 100 best values in private colleges for 2015. The ranking cites four-year schools that represent Kiplinger's definition of value: a combination of academic quality and affordability.

Since 2010, Berea College has appeared on Kiplinger's list multiple times, a testament to the consistent value it provides.

Lyle Roelofs, Berea's president says, "I am pleased that Kiplinger has recognized the amazing value of a Berea College education for the equally amazing students who attend. What is especially striking about that value, in the case of Berea, is that

it is offered solely to those students who otherwise could not afford to obtain a college degree."

Kiplinger's assesses quality according to measurable standards, including the admission rate, the percentage of students who return for sophomore year, the student-faculty ratio and the four-year graduation rate. Cost criteria include sticker prices, financial aid and average debt at graduation. Two other Kentucky schools, Centre and Transylvania, also made the list, but Berea is recognized as the most affordable and its graduates have the least amount of debt.

"We salute this year's top schools," says Janet Bodnar, editor of Kiplinger's Personal Finance magazine. "Balancing top-quality education with affordable cost is a

challenge for families in today's economy, which is why Kiplinger's rankings are such a valuable resource. The schools on the 2015 list offer students the best of both worlds."

The complete rankings are available online at the Kiplinger website. The rankings also appear in the February 2015 issue of Kiplinger's Personal Finance. Web visitors can find special features, including a tool that lets readers sort by admission rate, average debt at graduation and other criteria for all schools, plus by in-state and out-of-state cost for public universities; a slide show of the top 10 schools in each category; archives of previous years' rankings, information about the ranking methodology, and more.

Professor Michelle Tooley Finalist for Ehrlich Award

By Tim Jordan, '76

Michelle Tooley, Ph.D., the Eli Lilly Professor of Religion at Berea College, has been selected as a finalist for the 2014 Thomas Ehrlich Civically Engaged Faculty Award. This national award recognizes exemplary leadership in advancing students' civic learning, supporting community engagement, and contributing to the public good.

Tooley was one of just three finalists nationally and the only faculty member from Kentucky to receive the distinction for civically engaged teaching and scholarship. Each year, Campus Compact selects one faculty member to receive the award, as well as several finalists.

Gayle Hilleke, Executive Director of Kentucky Campus Compact, states, "Having Dr. Tooley recognized for her work in civic and community engagement is truly significant for Berea College and for Kentucky. The Ehrlich award is the only major national recognition for senior faculty who make a commitment to engaged scholarship, teaching and research. Dr. Tooley is the first in Kentucky to be selected as a finalist, and we are extremely proud of the work she has done and continues to do."

Campus Compact chose Leda Cooks, Professor of Communications at the University of Massachusetts Amherst to receive the 2014 Thomas Ehrlich Civically Engaged Faculty Award. In addition to Tooley, the other two finalists were Steven A. Moore, Ph.D., Professor of Architecture and Planning at the University of Texas at Austin and John K. Schorr, Ph.D., Senior Professor of Sociology; Co-Director, Stetson Institute for Social Research, at Stetson University. The Ehrlich Award recipient, Tooley and the other finalists discussed their work in a panel discussion session at the 2015 Annual Meeting of the Association of American Colleges and Universities in Washington, DC.

"In addition to being an invited panelist in a discussion at the annual Association of American Colleges and Universities meeting, Michelle was recognized recently at the Kentucky Engagement Conference (KEC) hosted at Morehead State University in November 2014," says Ashley Cochrane, director of the Berea College Center for Excellence in Learning through Service.

Dr. Tooley reflected on the award, stating, "It is an extreme honor and privilege to be a finalist for the 2014 Thomas Ehrlich Civically Engaged Faculty Award. As I read through The Great Commitments and what we are invited to be and become at Berea College, the spirit of this award is our calling. For me, it is an "us award" — meaning the award represents many collaborators who work with civic engagement on campus. I see [this spirit] in our students

and in how our graduates make positive commitments after graduation in their communities."

"Michelle Tooley has been successful as a catalyst for mentoring, identifying existing opportunities for involvement in organizations, and — when needed — starting and building new programs," says Chad Berry, academic vice president and dean of the faculty at Berea College. "She has built partnerships around the world, from the very local to regional, to international partners. She also has actively recruited other faculty to incorporate service-learning into their teaching and courses. She now chairs the Peace and Social Justice Studies Program at Berea College, which she helped to establish and develop. Her influence on students is significant, both while teaching in the classroom and mentoring and nurturing relationships well beyond their graduation."

At Berea College, Dr. Tooley regularly teaches a service-learning course, Poverty and Justice, which partners with a local organization that helps draw connections to national and global issues of poverty. The course gave Berea students the opportunity to teach a six-week curriculum on global trade and poverty issues to sixth grade students at a local school. She helped to develop the curriculum, which was adopted for use by Heifer Project International. Tooley has incorporated service-learning in international education and travel courses to Uganda, Scotland, and Nicaragua. In Uganda, her students partnered with the Katosi Women's Development Trust to help build rainwater collection tanks.

For many years Tooley has shared her expertise with two international advocacy organizations, Witness for Peace, which works to change policy to promote peaceful, just, and sustainable communities in the Americas, and Bread for the World, which works to end hunger nationally and internationally. Her many scholarly publications, the most-recent of which is "Ethics as if Jesus Mattered," (Smyth & Helwys Publishing, Inc. 2014) which she co-edited, focus on Christian ethics and the intersection of belief and social action, particularly focusing on the experiences of groups of people who are marginalized.



Dr. Michelle Tooley in Guatemala

Gyude Moore, '06, Named Liberian Minister

by Tim Jordan, '76

Liberian President Ellen Johnson Sirleaf has appointed a Berea College graduate, William Gyude Moore, as one of her cabinet-level ministers. Moore will head his country's Public Works Ministry which operates infrastructure programs with the largest allotment in the Liberian national budget.

Moore, a native of Maryland County, in the southeastern-most cape of Liberia, came to Berea College in 2002 to obtain his Bachelor's degree. After graduation, he worked with Bread for the World and as an Oxfam America CHANGE leader before earning his graduate degree from Georgetown University.

For the past two years, Moore has served as Deputy Chief of Staff/ Head of the Program Delivery Unit in the Executive Office of the President. From 2009 until 2012, he was Senior Aide in the Office of the President.

In recent months Moore has been one of the president's strongest advocates and key advisors, particularly regarding the Ebola crisis. In an impassioned open letter to world leaders, Moore appealed for urgent help to aid those suffering from Ebola in Monrovia, stating, "at the current rate of infections, only governments like yours have the resources and assets to deploy at the pace and scale required to arrest the spread."

"Branches of your military and civilian institutions already have the expertise in dealing with biohazards, infectious diseases and chemical agents. They already understand appropriate infection control protocols and we saw these assets deployed in Aceh after the tsunami and in Haiti after the earthquake. It is in appreciation of the difference in kind of disaster, that we are requesting assistance from units with expertise in managing biohazards."

Moore has addressed the Ebola crisis in numerous articles published in the U.S. and African nations, and in an interview on National Public Radio.

Praised for Strong Academic Record and Great Economic Value

ALUMNI CONNECTIONS

EXECUTIVE COUNCIL 2014-15

OFFICERS

David Cook, '85, President, Kentucky
 Andrew Hamilton, '96, President-Elect, Texas
 Tim Jones, '94, Past President, Kentucky
 Lyle D. Roelofs, President of Berea College, Kentucky
 Jackie Collier, '80, Interim Vice President for Alumni
 and College Relations, Kentucky
 Diane Kerby, '75, Director of Alumni Relations,
 Kentucky

ALUMNI TRUSTEES

Lynne Blankenship Caldwell, '79, Virginia
 Charles D. Crowe, '70, Tennessee
 Jerry Hale, '73, Tennessee
 Robert Hawks, '77, Georgia

MEMBERS AT LARGE

Wally Campbell, '66, Kentucky
 Beverly Clay Crabtree, '81, Ohio
 Eric Crowden, '84, Kentucky
 Patricia Campbell Estep, '77, Virginia
 Betina Conley Gardner, '94, Kentucky
 Amy Burkhardt Harmon, '99, California
 David Harrison, '00, Kentucky
 Katherine Silver Kelly, '91, Ohio
 Jack Marinelli, '85, Illinois
 Tedd Masiongale, '88, Georgia
 Jennifer Hale Stafford, '92, Kentucky
 Deborah Byrd Thomas, '80, Alabama
 Peter Thoms, '55, Michigan
 Diane Artist Wallace, '80, Kentucky
 Ballard Wright, M.D., '59, Kentucky

YOUNG ALUMNI ADVISORY COUNCIL 2014-15

OFFICERS

Hussene Youssouf, '05, President, Georgia
 Missy Naseman Rivera, '05, Executive Vice
 President, Ohio
 Luke Sulfridge, '03, President-Elect, Ohio
 Charles Badger, '11, Past President, New Jersey

MEMBERS AT LARGE

Rashaad Abdur-Rahman, '03, Kentucky
 Beth Bissmeyer, '09, Kentucky
 Wayne Centers, '05, Kentucky
 Marc Crenshaw, '02, Alabama
 Susan Jones, '02, North Carolina
 Justin Kindler, '05, Florida
 David Kretzmann, '14, Virginia
 Ashley Miller, '05, Kentucky
 Christian Motley, '09, Kentucky
 Jamie Nunnery, '13, South Carolina
 Jared Rowley, '09, Massachusetts
 Joe Saleem II, '08, Kentucky
 Katy Jones Sulfridge, '03, Ohio
 William E. Cook III, '06, Ohio
 Djuan Trent, '10, Kentucky

BEREA PATRONS

Berea Patrons was started last year to spread awareness of the importance of giving through the student body back to Berea College. Not only do Patrons learn the importance of giving, but the need for stewardship back to donors who graciously gave in order for them to attend Berea College. Students must give at least \$5.00 per year (July 1st-June 30th) to be considered a part of the Berea Patrons Program. This money goes to cover the tuition gap which is approximately \$2,500 per student. The goal of the Berea Patrons this year is to raise four student scholarships which will total \$10,000 dollars.

249
 Student Donors

15.5%
 PARTICIPATION RATE

\$6,100

BEREA PATRONS (2013-2014)

335
 Student Donors

22.0%
 PARTICIPATION RATE

\$5,154

BEREA PATRONS (2014-2015*)



COUNCILS

INTERESTED IN GETTING INVOLVED? APPLY TO JOIN ONE OF OUR COUNCILS

ALUMNI EXECUTIVE COUNCIL (AEC)

Berea had its first Alumni Association President in 1910. In 1924, a handful of alumni formed the first Alumni Office. Since then, the Association has grown into an organization of over 17,000 former students governed by the Alumni Executive Council, which serves in an advisory role to the Alumni Relations office.

**To apply for a position
 on the Alumni Executive Council,
 visit www.bereacollegealumni.com/aec.**

YOUNG ALUMNI ADVISORY COUNCIL (YAAC)

The purpose of this Council shall be:

- to support the development and continued sustainability of Berea College
- to encourage fellowship and social activity among the young alumni of the College
- to promote communication and provide information among young alumni and develop opportunities for dialogue between young alumni and other segments of the College community
- to assist the College's development efforts with young alumni and to promote fund raising within the Council
- to support the College's mission and the Great Commitments of Berea College and other governing documents of the institution

**To apply for a position
 on the Young Alumni Advisory Council,
 visit www.bereacollegealumni.com/yaac.**

AWARDS

NOMINATE AN ACCOMPLISHED BEREAN

The Berea College Alumni Association recognizes the achievements of alumni of Berea College through the awards program. Alumni are considered for both their accomplishments in their professional life as well as service to their alma mater for the following awards:

DISTINGUISHED ALUMNUS AWARD

This award is given to alumni who have (1) achieved distinction in their chosen field; and (2) by application of principles fostered at Berea have done much to enrich the lives of others.

OUTSTANDING YOUNG ALUMNUS AWARD

This award is given to alumni during or prior to their twentieth class reunion year, and whose achievements in career, public service, and volunteer activities are worthy of recognition and have brought honor to the College.

ALUMNI LOYALTY AWARD

This award is given to alumni who have rendered outstanding service to, and demonstrated loyal interest in, Berea College.

HONORARY ALUMNUS AWARD

This award is given to non-alumni in recognition of their outstanding service to, and demonstrated loyal interest in, Berea College.

RODNEY C. BUSSEY AWARD OF SPECIAL MERIT

This award is given to alumni who have been employed by the College and are recognized for their outstanding service, demonstrated loyal interest, and extraordinary quality of work to the Berea College Family.

**To submit a nomination,
 visit www.bereacollegealumni.com/awards.**

SCHEDULE OF EVENTS

Join your class in your own “class lounge”. Please check registration desk for locations.

FRIDAY, JUNE 12

8:00am-4:30pm	Registration	Front Desk, Alumni Building <i>Moved to Picnic area at 4:30pm</i>
3:00pm-4:30pm	John G. Fee Glade Celebration and Great Commitments Society Reception A celebration and reception to honor those who contributed to the John G. Fee Glade and to recognize Great Commitments Society members and loved ones of those individuals recently added to the Legacy Wall. This event is open to all alumni and their guests attending Summer Reunion. Refreshments will be served.	John G. Fee Glade
6:00pm-8:00pm	Picnic Casual gathering with designated seating provided for special reunion classes on Campus Quad (No Dress Code)	Campus Quad <i>Rain Site: Pick up food in Dining Services and go to class lounges</i>
7:00pm	Class of 1965 Get Together	Adrian, ‘65 and Margaret, ‘66 Dotson’s Home 114 Forest Street, Berea, KY

SATURDAY, JUNE 13

8:00am-2:00pm	Registration	Front Desk, Alumni Building
8:00am	Class of ‘65, 50th Reunion Breakfast Breakfast served promptly at 8:00am. This event will be hosted by First Lady Laurie and President Lyle Roelofs. Class members will be inducted into the Charles T. Morgan Society.	President’s Home
8:00am-10:00am	Sweetheart Breakfast and Renewing of Vows Ceremony Breakfast served between 8:00am-9:00am. For couples who met at Berea College. Couples may renew their vows and share the story of how they met. Reverend Randy Osborne, Hon, ‘95, presiding.	Coyle Room, Boone Tavern
10:30-11:30am	Alumni Awards Presentation featuring a “State of the College” Address by President Roelofs Distinguished Alumnus Award Rodney C. Bussey Award of Special Merit Dr. Jack C. Blanton, ‘57 Dreama Gentry, ‘89 Michael S. Clark, ‘67	Commons, Woods-Penn
Noon-1:30pm	Class Luncheons Buffets will be set up in each room.	<i>See onsite event schedule for class lounges</i>
2:00pm-4:00pm	9 Hole Golf Scramble Come out and enjoy an afternoon of golf with other alumni. Cost: \$17 per person (includes golf cart)	Berea Country Club
4:00pm-6:00pm	Alumni Reception Enjoy mingling and appetizers prepared by the Historic Boone Tavern.	Coyle and Skylight Rooms, Boone Tavern
6:00pm-8:00pm	Dinner and a Show Enjoy dinner at the Historic Boone Tavern while watching a performance by impersonators Frank Sinatra, Elvis and Marilyn Monroe. Cost: \$37.50 plus gratuity. To purchase tickets call 1-800-678-8946.	Dining Room, Boone Tavern
8:00pm	Play: “Noel and Reb” This play is Paul Nelson Power’s hilarious comedy about two retirees in the Bonny Haven Retirement Home. It is performed and directed by Berea College alums. Admission is \$8.00. To make reservations call 859-986-9039. Proceeds will go to the Berea College Paul Power Scholarship Fund.	Berea Arena Theatre

WELCOME BACK! SPECIAL REUNION CLASSES OF 1940, 1945, 1950, 1955, 1960, 1965, 1970, 1975, 1980 and 1985

EVENT HIGHLIGHTS

FRIDAY, JUNE 12

- John G. Fee Glade Celebration and Great Commitments Society Reception**, 3:00 p.m.
_____ # attending (No Charge)
- Picnic**, 6.00 p.m.
_____ # attending (Cost: \$16.00/person)

SATURDAY, JUNE 13

- 50th Reunion (Class of 1965) Breakfast**, 8:00 a.m.
_____ # attending (No Charge)
- Sweetheart Breakfast**, 8.00 a.m.
_____ # attending (Cost: \$13.00/person)
- Alumni Awards Presentation** featuring a “State of the College” Address by President Roelofs , 10:30 a.m. (No Dress Code)
_____ # attending (No Charge)
- Class Luncheon**, Noon
_____ # attending (Cost: \$10.00/person)
If you are not a member of a special reunion class, which class lounge or special area will you be dining in.
Class Lounge Year _____ or Special Area _____
- 9-Hole Golf Scramble**, 2:00 p.m.
_____ # attending (\$17.00/person) Limited spots available
- Reception**, 4:00 p.m. (No Dress Code)
_____ # attending (Cost: \$10.00/person)

*** For a pre-printed name tag & registration packet, early reservations must be made by **May 31**. Registration packets will be available for pick-up at the Alumni Building beginning June 12. **A limited number of tickets will be available for purchase at the registration desk. Ticket refund requests made after May 31 are non-refundable.** Registration forms must be postmarked by **May 31**.

HOW TO REGISTER

ONLINE: bereacollegealumni.com **PHONE:** 866-804-0591 (toll free) **MAIL:** Berea College Alumni Relations, CPO 2203, Berea, KY 40404

Date: _____

Full Name: _____

Name (first, maiden and last as it will appear on nametag): _____

Class Year: _____

Spouse/Guest Name: _____

Spouse/Guest Class Year (if applicable): _____

E-mail: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____

(CHECKS PAYABLE TO BEREA COLLEGE)

Contribution to Berea Fund \$ _____

Ticket Costs \$ _____

Total Amount \$ _____

☐ CHECK (Check Number _____) OR

☐ CREDIT CARD (Select Card Type)

☐ AMERICAN EXPRESS ☐ MASTERCARD

☐ DISCOVER ☐ VISA

Expiration Date _____

Card Number _____

Printed Name of Cardholder _____

Signature of Cardholder _____



HOMECOMING

2015
NOVEMBER
13-15

STAY ENGAGED!!!!

Let us keep you engaged and "in the know" by updating your information.

Go to www.bereacollegealumni.com and sign up or login to the alumni online directory.

You can:

- Update your information
- Search for classmates
- Look for alumni living in your city or state

Sign up now to join other alumni in connecting and staying engaged.

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@berea.edu.

1945

Charles "Chuck" Rayburn recently was featured in The Montebello senior living facility's newsletter "In the Spotlight." The article talked about Chuck's humble beginnings in eastern Kentucky and how he met Mickey, his wife of 70 years, at Berea College. He served in the Army Air Corps, during which he was promoted to captain and awarded the Bronze Star. He went on to earn his master's degree in physics from the University of Kentucky and produce 914 inventions, protected by 78 U.S. patents. Chuck recently published a book entitled, "Axioms for the Inventor."

1947

Eileen Barnawell Hartley Cooper, a retired editor, writer and consultant, recently completed a biography of Earl Barnawell, a sanitary engineer during Georgia's disease epidemic. Eileen retired to 220 Harper Rd., Kerrville, TX 78028.

1952

John Campbell Rogers served two years in the U.S. Army, earned a master's degree in education at the University of Georgia in 1961, and worked as an education specialist until retirement in 1986.

1954

Nancy Biddix McKinnis, a retired teacher, and her husband, Bill, now live in The Estates at Carpenters, a continuing care retirement community in Lakeland, Florida. They enjoy living there and have met many wonderful people.

1956

Joanne Austin Condra is a retired teacher, and her husband, Earl, is a retired principal. They have three children, Barry, Melanie and Amy; four grandchildren, Megan, Micah, Hannah and Madeline; and two great-grandchildren, Austin and Abigail.

Viola Glassmann, Fd '53, '56, is currently living at 6725 Mirlake Lane, Cincinnati, OH 45243.

1957

Marshall Wall is retired from a computer science career at IBM. After leaving Berea, he earned bachelor's and master's degrees in math from the University of Illinois. Marshall said the courses he took at Berea introduced him to the classics, "which have been a source of joy throughout the years. Thank you Berea. My life has been richer by the humanities."

1962

Ellen Coomer, RN, recently started on her third career as a school nurse for two elementary schools in Madison County, North Carolina. She retired in 2012 from Mission Hospitals, Inc. in Asheville, North Carolina, where she started in 2001 after retiring from a 27-year career at Mars Hill University. Ellen resides in Mars Hill, North Carolina.

Dr. Celia Hooper Miles published a new novel, her seventh since retiring from the North Carolina Community College system. The novel, "The Body at Wrapp's Mill: A Grist Mill Mystery," is set in the mountains of North Carolina. The story features Marcy Dehanne, who quit teaching to pursue an interest in old grist mills and discovers a body on her first job. Celia resides in Asheville, North Carolina.

1965

Kattie Deel Blankenship, a retired insurance agent, celebrated 47 years of marriage to her husband, Alvin, a retired miner. They are enjoying time with their grandson, Paeton.

1970

Dr. George T. Fain retired May 2014 from the University of South Carolina where he taught European and American history. He is looking forward to hearing from other classmates from the 1970s era. His email is gtfain@gmail.com and his address is: 118 Lisa Drive, Fountain Inn, SC 29644.

1971

Paul C. Siedschlag recently retired from the U.S. Naval Reserve as an F-4/F-14 radar intercept officer. He also retired in October from Southwest Airlines, where he was a B737 captain for 30 years.

1974

Steven Connelly, Fd '70, '74, has been re-elected to his fourth term as mayor of the city of Berea. He and his wife, **Thana Taylor Connelly, '73**, have two sons.

1976

Married: Shanda Smith Bruner to David Bruner in August 2014.

1978

John Alexander just finished running the 208-mile Blue Ridge Relay with his daughter, Kara, and 10 other team members.

Yvonne Barnwell retired in January 2015 after 32

years of teaching. She taught business education at high schools for 20 years and middle schools for 12 years. Yvonne has two daughters and resides in Hendersonville, North Carolina.

1979

Thomas Smith received the Palm Springs, California Human Rights Commission Community Service Award on January 12, 2015 at the city council chambers. He also received a Certificate of Congressional Recognition from Congressman Raul Ruiz, M.D. This award is in recognition of leadership and volunteerism which have had a lasting imprint on Palm Springs by promoting universal rights at home. Thomas, who is president of the Palm Springs Rotary Club, has more than 30 years of active community service focusing on literacy, youth with disabilities, HIV/AIDS education and prevention, and senior citizen assistance.



Thomas Smith, '79

1989

Jeanette Humphrey Byrd is currently serving as principal at Cummings Elementary in Houston, Texas. The school is home to 640 students and 88 staff members. Jeanette's husband of 24 years, Alexander, is a history professor at Rice University. Their children, Benjamin and Jenna, are active in their schools and enjoy living on the campus of Rice University.

1994

Birth: a son, Phineas, was born to **John Bowers** and **Georgia Bowers** in August 2010. John recently earned his Master of Science degree in occupational therapy.

1996

Dr. Renee Colquitt, a math teacher with Oak Ridge Schools, earned a doctoral degree from the University of Tennessee in May 2014.

2001

Married: Angie Cotterman to Deana Bragança on December 31, 2014. Angie is a senior accountant at Advent International Corporation, a global private equity firm. She is pursuing her master's degree in accounting at Southern New Hampshire University. Deana teaches



Deana Bragança and Angie Cotterman, '01

Advanced Placement English literature and Spanish at Peabody Veterans Memorial High School. The couple resides in Boston, Massachusetts. **Birth:** a daughter, Maisie Jane, to **Jenna Zimmerman** and **Jereme Zimmerman, '98**, on November 13, 2014. Jenna and Jereme reside with their daughters, Maisie and Sadie, in Berea, Kentucky.

2002

Rich Biggers earned his Juris Doctor from Florida A&M University College of Law in December 2014.

2004

Anna-Jeannine Herman was named Ohio's first Wedding Entertainment Director in October 2014. Since 2001, the WED recognition has only been given to 23 DJs

internationally. The WED Guild honors exceptional wedding Masters of Ceremonies so that brides and grooms can identify the top talent in the field. It is a peer-reviewed, merit-based certification as judged



Anna-Jeannine Herman, '04

through review of the applicant's writing, speaking, and audio programming skills through photo, video, and essays. Anna-Jeannine works for Something New Entertainment.

Birth: a daughter, Chloe Elise, to **Sarah Shannon Kindler, '05**, on January 23, 2015. Chloe was born in Halifax Health Medical Center in Daytona Beach, Florida. Justin is a general dentist at Greenberg Dental and Orthodontics and Sarah is a physician assistant at an urgent care clinic. The couple relocated to Port Orange, Florida from Ahoskie, North Carolina in August 2014.



Sarah Shannon, '04 and Justin Kindler, '05, and daughter

2008

Married: Ashley Long to Travis Seals Jr. on June 27, 2014, surrounded by close friends and family in a small ceremony at Martin's Fork Lake in Harlan, Kentucky. Ashley graduated from Berea with a

degree in Appalachian Studies and was a Red Foley Award recipient. Travis and Ashley will reside in her hometown of Rose Hill, Virginia with their three little boys, Kaden, Conner, and Jaxon. She will continue her work as the Lee County tourism director. Travis works for the Department of Labor as a mine inspector.



Travis Seals Jr, Ashley Long, '08, and sons.

2011

Married: Audrey J. Smothers to **Daniel J. Clark** on October 24, 2014 in the Red River Gorge. They reside in Danville, Kentucky.

PASSAGES

Faculty and Staff

Orville F. Boes, Hon '93, of Berea, Kentucky, passed away December 6, 2014. He taught at Berea College for nearly 40 years, first teaching at the Foundation School before joining the college faculty in 1959. A native of Louisville, Orville was a graduate of Georgetown College and the University of Kentucky. In 1971, he was one of 35 college professors selected by the American Association of Colleges for Teacher Education to help the Job Corps improve its teaching methods. Orville received the Outstanding Business Teacher Award from the Kentucky Business Education Association in 1982. He is survived by his wife, **Anne Boes, Hon '93**, three children, a special daughter, three grandchildren, and a great-grandson.

Ozella Hurst Gilbert, '46, of Berea, Kentucky, passed away July 23, 2014. She earned a bachelor's degree in home economics from Berea and served as a librarian at the Berea College Hutchins Library for 26 years. Ozella was preceded in death by her husband of 66 years, **Edgar Armstrong "Ned" Gilbert, '45**, whom she met at Berea College and married after he returned from service in WWII. They lived much of their lives on Ned's family farm on the outskirts of Berea. She was a renowned quilter and belonged to the L&N Quilters Guild.

Ozella is survived by her four children and their spouses: **James T. Gilbert, Fd '65**, and wife **Judy Gilbert, '81**, John E. Gilbert, Barbara Gilbert James and her husband Robert James, and **Jerry W. Gilbert, '78**, and his wife Tammye Gilbert. She also is survived by 10 grandchildren and four great-grandchildren.

Dr. James P. Orwig, Hon '94, of Hagerstown, Maryland, passed away January 9, 2015. In 1955, he was hired as Dean of Men at Berea College where he also taught philosophy. James attended Lawrence College in Appleton, Wisconsin where he graduated in 1941 with a bachelor's degree in philosophy. Later that year, he joined the U.S. Army and his service earned him a Purple Heart, Good Conduct Ribbon, Bronze Star Medal, European-African-Middle Eastern Ribbon with two bronze service battle stars and Combat Infantry Badge. After returning from the service, James completed his master's degree in philosophy at the University of Wisconsin and then a doctorate in education from Michigan State University. He enjoyed designing handmade block print Christmas cards, decorating Union Church for Christmas, participating in faculty sports, hiking in the nearby college forests, and continuing to ski until after his 75th year. James was preceded in death by his wife Katherine, and his daughter, **Elizabeth Forbes Orwig, '70**. He is survived by two daughters, **Peg**

Craig, Fd '63, and **Rev. Anne O. Weatherholt, '73**, nine grandchildren, and four great-grandchildren.

1930s

Charles Luther Reifsnyder, of Appleton, Wisconsin, passed away February 18, 2014. He was preceded in death by his wife, **Dr. Irene Reifsnyder, '35**. Charles had a 30-year career as a music educator in New Jersey. He served as the president of the New Jersey Music Educators Association and was conductor of the New Jersey All-State Band. James is survived by a son, daughter-in-law, a granddaughter, and two grandsons.

Frances McCall Hudson, '37, of Sevierville, Tennessee, passed away July 23, 2014. She raised and showed milk goats, was a judge in goat shows, founded the East Tennessee Goat Club, and was lovingly called "Ms. Goat." Frances was preceded in death by her husband, Charles, a son, and a great-grandson. She is survived by three children, seven grandchildren, and 19 great-grandchildren.

Jess D. Wilson, Fd '37, of Manchester, Kentucky, passed away November 1, 2014. After attending Foundation school and graduating from Tyner High School in 1938, he continued his education at Eastern State Teachers' College. For 32 years, Jess was author of "It Happened Here," a column that appeared in The Rural Kentuckian, published

by the Kentucky Rural Electric Cooperative Corporation. The columns featured historical stories about the people living in Estill, Lee, Owsley, Laurel, Rockcastle, Jackson, and Clay counties. Books based on these columns received nationwide distribution and two are still in print. As a spokesman for the Appalachian area, Jess also testified before the U.S. Senate during creation of the 1964 "War on Poverty" legislation. He is survived by his wife of 73 years, **Ruth Hygema Wilson, '63**, three daughters, two son-in-laws, three granddaughters, two great-grandsons, and a brother.

Melba Eurydice Wash, '39, of Martin, Tennessee, passed away January 14, 2015. After earning a library degree from Peabody College, she began a lifelong career as a librarian, something she considered a calling, not just a job. Melba spent two years in Germany as a special services librarian with the Army. She eventually retired as director of the Reelfoot Regional Library and later won the Tennessee Library Association Honor Award. Melba was preceded in death by her husband, George, and is survived by her brother, several cousins, nieces, and nephews.

Marion "Sam" White, Acad '39, of New Iberia, Louisiana, passed away September 24, 2014. After Berea, he attended the University of Louisville. During World War II, Marion was a staff sergeant in the U.S. Air Force. On February 20, 1943, he married his wife of 65 years, Elizabeth Hurt, who preceded him in death. Marion is survived by his two nieces, one nephew, a great-nephew, a great-niece, and a sister-in-law.

1940s

Eva Vines Eutsler, of Mechanicsville, Virginia, passed away May 25, 2014. She was the wife of **Bishop R. Kern Eutsler, '40**, and a graduate of Mary Baldwin College. In addition to her husband, Eva is survived by two daughters, four grandchildren, several nieces, a nephew, and a number of great-nieces and nephews.

Esther Lee Adams, Acad '41, of Clinton Township, Michigan, passed away May 23, 2014. She met her husband, the late **Willie Adams, Acad '43**, while a student at Berea. After earning her diploma, Esther urged Willie to stay and finish school while she moved to Michigan with her sister. They kept in touch through countless love letters, married, and spent the next 60 years together. She is survived by four children, Ronald, Kenneth, Janet, and Doreen, seven grandchildren, and four great-grandchildren. **Nell Jones Click Marshall, '41**, of Maysville, Kentucky, passed away December 6, 2014. After graduating in 1937 from Huntington High School, she attended Marshall University, and then earned a degree from Berea. Nell was a home extension agent in Greenup and Mason counties. She also taught home economics at several high schools and helped manage her husband's family farm. She was preceded in death by her husband, Charles, and survived by a son, two grandchildren, a great-granddaughter, and a special friend.

Margaret Katharine Moore, '41, of Louisville, Kentucky, passed away June 12, 2014. She was the first in her family to attend college. Upon

graduation, Katie was a teacher for two years and then met her husband of 58 years, George, who preceded her in death. She lived in Berea for 60 years and played the organ at First Christian Church. Katie is survived by two children, George and Jim, and two grandchildren.

Laura Eakin Copes, '42, of Sarasota, Florida, passed away July 28, 2014. Her husband, V. Earle Copes, preceded her in death by eight days. The daughter of missionaries, Laura earned her Master of Divinity from Union Theological Seminary, where she met her husband. The couple celebrated their 70th anniversary in May. She is survived by two sons, Larry and Ron, and two granddaughters.

Miriam Louise Evans Davis, '42, of Mt. Pleasant, South Carolina, passed away October 8, 2014. She attended Hiram College in Ohio and graduated from Berea where she earned degrees in fine arts and biology. Miriam was a pioneer in the field of teaching natural history to children in the late 1940s, and was hired by the William T. Hornaday Foundation for the development of children's nature museums in the south. Before retiring, she served for 10 years as curator of natural history at the Columbia Science Museum where she was a weekly guest on the "Mr. Knozit" television show and was affectionately known as the "Science Lady." Miriam was preceded in death by her husband of 50 years, Johnie Davis. She is survived by four children, six grandchildren, five great-grandchildren, and two sisters.

George Wesley McKinney, '42, of Chapel Hill, North Carolina, passed away January 13, 2015. He married his wife of 72 years, **Lucille Christian McKinney, '43**, in Danforth Chapel. After graduating from Berea College, he served with the U.S. Army during World War II, leaving service as a captain after helping in the rebuilding of Berlin. George received his doctorate from the University of Virginia and then worked for the Federal Reserve Bank where he headed up the Research department. He then went on to become senior vice president and chief economist at Irving Trust Company. George retired as professor emeritus of bank management at the McIntire School of Commerce at the University of Virginia. He was a well-known economist and was often quoted in the business press. George was the president of the National Association of Business Economists, served on the faculty of the Stonier School of Banking, and spoke at numerous meetings on the state of the economy. He often wrote on the subject of banking, and his publication, *The Federal Reserve Discount Window*, remains the active reference in the field. In retirement, George enjoyed family, golf, travel, and bridge. He is survived by his wife, one son, George Wesley McKinney III, two daughters, Mary Christine McKinney Schweitzer and Ruth Ann McKinney, and eight grandchildren.

Margaret Steinorth Reuter, '42, of Lake Bluff, Illinois, passed away August 16, 2014. While at Berea, she spent a summer visiting rural communities to promote resistance to universal conscription. Following graduation, Margaret worked as a secretary to Paul French, the director of the National Service Board for Religious Objectors. There she met her husband, Richard

Reuter, and they married in 1944. Margaret worked with French as he and others created CARE (Cooperative for Assistance and Relief Everywhere) to provide humanitarian relief to Europe following WWII. Richard would follow French as director of CARE and was later tapped by President Kennedy to lead the Food For Peace program as a special assistant to the president. Following Kennedy's assassination, Margaret was asked to help read and respond to the thousands of letters received by first lady Jacqueline Kennedy. Richard passed away in 2005. Margaret is survived by her four children and five grandchildren.

William Lee "Bill" Roberts, '42, of Hambleton, West Virginia, passed away July 9, 2014. After earning his degree at Berea, he started graduate school at Vanderbilt University, but was called to active duty in the Navy. Bill retired in 1953 as a lieutenant commander in the Navy Reserve. He was preceded in death by his wife, Juanita, and is survived by five children, one brother, 12 grandchildren, and five great-grandchildren.

Jayne C. Walker, of Winston-Salem, North Carolina, passed away October 25, 2014. She is the wife of the late **Jack G. Walker, '43**. Jayne is survived by five children, 13 grandchildren, and six great-grandchildren.

Olga B. Bracht, Acad '40, '44, of Centerville, Ohio, passed away November 13, 2014. She earned a degree in biology from Berea College and was a 65-year active member of Christ Lutheran Church. Olga is survived by her husband of 68 years, Milton, one son, two grandchildren, and two sisters.

Darrol Stallard Nickels, Acad '44, of Kingsport, Tennessee, passed away May 30, 2014. After Berea, he attended East Tennessee State University. Darrol was a founding member of the Southern Appalachian Highlands Conservatory. As a member of the Tennessee Eastman Hiking Club, he served for 38 years as a volunteer maintainer on the Appalachian Trail (AT). Darrol also coordinated the design, procurement, and construction of bridges along the AT. In 2004, he earned the President's Call to Service award for his more than 4,000 hours of volunteer service. Darrol was preceded in death by his wife of 64 years, Georgia, and is survived by three children, six grandchildren, eight great-grandchildren, and several nephews, nieces and cousins.

Ruth I. Peaslee, '44, of Lombard, Illinois, passed away September 9, 2014. After Berea, she earned a master's degree in library science from Carnegie-Mellon University. Ruth was a children's librarian at the Seattle King County Library, Indianapolis-Marion County Public Library, and Oak Park Library. She retired from her position as head librarian in 1987. Ruth was preceded in death by her brother, Don, and is survived by five nieces and nephews and 10 great nieces and nephews. James F. Pennington Jr., of Winchester, Kentucky, passed away February 1, 2014. He was preceded in death by his wife, **Frances Ruth Henderson Pennington, '44**. James served in WWII and was a career dental Navy officer for 30 years, eventually earning the rank of captain. He is survived by five children, Bruce, Robert, Ruth, Elizabeth, and Paul,

eight grandchildren, and two great-grandchildren. **Dr. McCoy B. Pitt, '44**, of Decatur, Alabama, passed away June 22, 2014. After leaving Berea, he graduated from medical school at the University of Alabama in 1944, and Columbia Medical School in 1946. McCoy interned at Methodist Hospital in Brooklyn, New York, and served the Army Medical Corps from 1947 to 1949. He left the family practice to accept a residency at Touro Infirmary in New Orleans, Louisiana to specialize in obstetrics and gynecology. McCoy also completed a fellowship at Ochsner Clinic in 1951. He was the first certified obstetrician in Morgan County, Alabama and practiced for 38 years. McCoy is survived by his wife, Ann, two children, six grandchildren, and several great grandchildren. Ben David Prather, of Richmond, Kentucky, passed away April 19, 2014. He was the husband of **Delia Abney Prather, Acad '44**. Ben was a retired salesman for the Kerns Bakery Company, a bus driver with Madison County Schools, a past master and member of Richmond Lodge No. 25 F&AM, and a WWII U.S. Navy veteran. In addition to his wife, he is survived by two daughters, one son, three grandchildren, two great-grandchildren, one niece, and five step-grandchildren.

Henry Clay Russell, '44, of Knoxville, Tennessee, passed away August 30, 2014. After leaving Berea, he served in WWII aboard USS Hancock and retired in 1981 as a commander in the Naval Reserve Mobile Construction Battalion 24. Henry earned an electrical engineering degree from the University of Tennessee and worked many years for the Knoxville Utility Board and Tennessee Valley Authority. He is survived by his wife of 64 years, Aileen, two daughters, four grandchildren, three nieces, and three cousins.

S. Paul Washburn, '44, of Livermore Falls, Maine, passed away November 21, 2013. He was a U.S. Navy veteran of WWII and worked many years for the International Paper Company in Jay, Maine. Paul was a member of several fraternal organizations and served on the Franklin Memorial Hospital Board of Directors for many years. He was preceded in death by his wife, Ellen, and is survived by his brother-in-law, nieces, nephews, and a cousin.

Dr. Otis V. "O.V." Wheeler Jr., Navy V-12, '43-'44, of Columbia, Missouri, passed away May 1, 2014. He served as a naval aviator from 1943-52 before beginning his career in teaching. An educator for 30 years, O.V. was recognized as a National Distinguished Principal in 1985. He was later inducted in the Columbia Public Schools Foundation of Leaders in 2000. O.V. is survived by his wife, Ginger, a daughter, a grandson, a granddaughter, and three great-grandchildren. **Dr. Robert E. Whitsitt, Navy V-12, '43-'44**, of Rockford, Illinois, passed away October 15, 2014. He attended Carlton College, the University of South Dakota, and the University of Illinois, College of Medicine. During his medical career, Bob delivered more than 1,500 babies, which was his favorite part of practicing medicine. He also was a veteran of both WWII and the Korean War, having served in the U.S. Navy from 1942-54. Bob was preceded in death by his wife, Barbara, and is

survived by four children, seven grandchildren, and six great-grandchildren.

Gladys Chadwell Brown, '45, of Clyde, North Carolina, passed away September 13, 2014. Upon graduation, she began her teaching career in a one-room schoolhouse in Owsley County, Kentucky. Gladys answered an advertisement for an elementary teacher position at Clyde Elementary School and taught there for many years. She was a devoted member of Clyde First Baptist Church, Clyde Women's Club, and Clyde Red Hat Society. Gladys was preceded in death by her husband of 64 years, Milton, and is survived by three children and four grandchildren.

Eloise Sparks Howard, '45, of Garden City, South Carolina, died November 9, 2014. She was a member of Belin Memorial United Methodist Church. Eloise was preceded in death by her husband, George, and is survived by her son, George, her daughter, Libby, three grandchildren, a brother-in-law, nephews, nieces, caregivers, and close friends.

Helen M. Luce, '45, of Johns Creek, Georgia, passed away November 6, 2014. She was a homemaker who spent much of her life volunteering for various charitable organizations and participating in church activities. Helen also was employed by a medical publication and served a term as president of the Faculty Women's Club at Florida Southern College (FSC). Her husband of 59 years, the late Rev. Francis L. Luce, served as chaplain and then in the Office of Academic Affairs at FSC. Helen is survived by three children, Nancy, John, and Martha, two granddaughters, five great-grandchildren, and many nieces, nephews, and cousins.

Eulene Sherman Lyttle, '45, of Jamesville, New York, passed away December 12, 2014. She grew up in eastern Kentucky and was the first member of her family to attend college. Eulene taught pre-kindergarten classes at several Syracuse City schools. Following her retirement, she and her husband, David, who survives her, traveled throughout North America in their RV. Eulene is also survived by two children, four grandchildren, and two sisters.

Poagie E. Murray, '45, of Tucson, Arizona, passed away February 11, 2013.

Ozella Hurst Gilbert, '46, of Berea, Kentucky, passed away July 23, 2014. She earned a bachelor's degree in home economics from Berea and served as a librarian at the Berea College Hutchins Library for 26 years. Ozella was preceded in death by her husband of 66 years, **Edgar Armstrong "Ned" Gilbert, '45**, whom she met at Berea College and married after he returned from service in WWII. They lived much of their lives on Ned's family farm on the outskirts of Berea. She was a renowned quilter and belonged to the L&N Quilters Guild. Ozella is survived by her four children and their spouses: **James T. Gilbert, Fd '65**, and wife **Judy Gilbert, '81**, John E. Gilbert, Barbara Gilbert James and her husband Robert James, and **Jerry W. Gilbert, '78**, and his wife Tammye Gilbert. She also is survived by 10 grandchildren and four great-grandchildren.

William Bartram Sturgill, '46, of Lexington, Kentucky, passed away July 19, 2014. After

attending Berea, he went on to graduate with a Bachelor of Science in political science from the University of Kentucky, and was a well-known business leader. William was preceded in death by his wife, Eloise, and is survived by his daughter, Mary, his son, Richard, eight grandchildren, five great-grandchildren, a brother, and a sister.

Dr. Forrest Vaughan Williams, '46, of Berea, Kentucky, passed away June 26, 2014. After graduating from Berea, he earned a master's degree from the University of Kentucky and a doctorate degree from Northwestern University. Forrest was a chemist who spent much of his career working for Monsanto, an agriculture company, and developed several scientific patents. He is survived by his wife, Carolyn, four children, a brother, seven grandchildren, five great-grandchildren, and several nieces and nephews.

Henry Clay "Jack" Coldiron, '47, of Waynesville, North Carolina, passed away July 18, 2014. After earning a bachelor's degree at Berea, he then graduated from the University of Kentucky College of Law. Jack served as a staff sergeant with the 379th Infantry Division and was wounded in battle. He returned to duty a month later and received the Purple Heart and Bronze Star. Jack later worked for NASA at the Marshall Space Flight Center where he was head of the department responsible for acquiring space shuttle equipment. He is survived by his wife of 34 years, **Juanita Noland Coldiron, '47**, a daughter, a son, three grandchildren, and two step-daughters.

Dr. Samuel Woodford Lykins, '47, of Lexington, Kentucky, passed away November 27, 2014. He attended Berea College until he was called to duty in WWII. Samuel served 36 months in the Army Air Corps and returned to Berea College after the war. He went on to graduate from the University of Louisville School of Medicine and completed his surgical residency at the Cleveland Clinic. Samuel was a fellow of the American College of Surgeons and practiced general surgery for 34 years. He is survived by his wife, Sandra, a brother, and numerous nieces and nephews.

Emil Fay Penley, '47, of Kingsport, Tennessee, passed away July 19, 2014. After graduating from Berea, she earned a master's degree from the University of Tennessee, Knoxville. Emil retired as supervisor of the Tennessee Department of Human Services in Nashville. She is preceded in death by her husband, Gifford, and is survived by one niece, two nephews, and five great nieces and nephews.

Edwin Paul "Ed" Stewart, of Tallahassee, Florida, passed away August 28, 2013. He was married for 61 years to the late **Lucile Crumpler Stewart, '47**. Ed was a retired administrator with Florida's Division of Workers' Compensation and a Florida National Guard Colonel. He is survived by four children, six grandchildren, four great-grandchildren, and six siblings.

Jeanne Elizabeth Hardy Griffin, Fd '44, '48, of Utica, Missouri, passed away June 26, 2014. She earned a business degree from Berea, and returned to her hometown of Birmingham, Alabama to work for the Internal Revenue Service. Believing that she was never too old to learn, Jeanne enrolled in a basic computer course at Hinds Community College at the age of 72 to learn "how to work a computer."

She is survived by her husband of 63 years, Murray, a son, a daughter, two grandsons, and three great-grandsons.

Berta Holt Miracle Kelly, '48, of Berea, Kentucky, passed away August 3, 2014. She was owner and operator of Nu Way Cleaners in Berea. When she retired, Berta and her husband, Jack, enjoyed many years of traveling the country in their motor home. She is survived by her daughter, two sons, a sister, a brother, five grandchildren, five great grandchildren, and many nieces and nephews. **Rev. Kenneth Edward Bibbee, '49**, of Sebring, Ohio, passed away July 11, 2014. He earned a bachelor's degree in philosophy and religion from Berea College, and then went on to earn a master's degree from Boston University in 1952. After Kenneth was ordained in the ministry of the United Methodist Church, he served at several churches until his retirement in 1989. He is survived by his wife, Marie Rose, two daughters, and three grandchildren.

James Riley Combs, of Louisville, Kentucky, passed away March 5, 2014. He is the husband of the late **Oma Theresa Burns Combs, '49**. James earned a bachelor's degree in accounting from the University of Kentucky and a master's degree in trust administration from Northwestern University. He is survived by his son and grandson.

Lois Kyer Lively, '49, of Houston, Texas, passed away April 19, 2014. She is preceded in death by her husband, **Glenn Lively, '48**, whom she met at Berea College.

Rev. Dr. Patrick Edward Napier, '49, of Bowling Green, Kentucky, passed away September 6, 2014. During college, he was a member of the Berea College Country Dancers and later taught Appalachian square dancing at the Berea Christmas Dance School for more than 50 years. In 2007, the Country Dance and Song Society of America presented Pat with a Lifetime Achievement Award for his contributions as "a teller of tales, an inspirational teacher of Eastern Kentucky history, traditions, music, and dance, a generous mentor and living legend." After graduating from Berea with a degree in agriculture, he earned a master's, specialist, and doctorate's degrees in education from the University of Kentucky. Pat was an educator in Kentucky schools for 32 years and was named a Berea College Distinguished Alumnus in 2011. He was preceded in death by his wife, Irene, and his grandson, Michael. Pat is survived by his three children, seven grandchildren, and several nieces, nephews, and cousins.

Marjorie Nelson, '49, of Des Moines, Washington, passed away June 15, 2014. She is survived by her sisters **Mary Lou Keener Finlayson, '47**, and **Carolyn Keener Howard, '45**.

Capt. William J. Perry, '49, of Easley, South Carolina, passed away August 11, 2014. After leaving Berea, he graduated from the Emory University School of Law. William retired as a captain from the U.S. Navy JAG Corps. He is survived by his wife of 67 years, **Bette Hiott Perry, '47**, five daughters, eleven grandchildren, and six great-grandchildren.

Dennis Hyde Tipton, '49, of Asheville, North Carolina, passed away December 20, 2014. He studied geography while a student at Berea and was

a schoolteacher until he joined the military. Dennis enlisted in the Navy in 1950, attended Officer Candidate School. and earned his commission in 1953. He served on active duty until 1954, then became a special agent with the Office of Naval Intelligence, and retired as a commander in the Naval Reserves at age 65. Dennis is survived by his wife of 59 years, Beverley, a son, Donald, and a nephew, Kenneth.

1950s

Arlin John Barton, Fd ' 46, '50, of Russellville, Kentucky, passed away June 13, 2014. As a soil scientist for 37 years at the U.S. Department of Agriculture, he walked many miles of Kentucky farm land analyzing soils and helping create soil maps of several Kentucky counties. After retirement, Arlin was a USDA volunteer for 20 years and donated more than 11,000 hours as an Earth Team volunteer. He is survived by three children, Jane, Michael, and Susan, eight grandchildren, two great grandchildren, and several nieces and nephews.

Wanda Glass Campbell, of Athens, Georgia, passed away July 14, 2014. She was the wife of **Dr. Logan Ray Campbell, '50**. Wanda was a graduate of Los Angeles City College, and then attended the University of Louisville School of Medicine, where she met her husband. Dr. Campbell is the former director of mental health for the University of Georgia. In addition to her husband, Wanda is survived by her children, Timothy and Charles, and a sister.

Anna Clyde McMillan Wesley, of Lexington, Kentucky, passed away July 29, 2014. She was the widow of **John L. Wesley Jr., '50**. Anna earned a bachelor's degree in music from Georgia State College for Women and a master's degree in piano performance from Eastman School of Music. She is survived by three children and six grandchildren.

Edith Lottie Morelock Derting, '51, of Sykesville, Maryland, passed away August 8, 2014. She married her husband, **John Franklin Derting, '51**, at her piano teacher's home in Big Hill, Kentucky. Edith was a music teacher until she moved overseas in 1962. She became a homemaker while her husband worked for the Food and Agriculture Organization of the United Nations. Edith enjoyed traveling and lived in seven countries with her family. In addition to her husband, she is survived by three daughters and 11 grandchildren.

Margaret Peak Gayheart, '51, of Louisville, Kentucky, passed away August 29, 2014. She had a special place in her heart for her children and grandchildren as well as a love of music. She is survived by her husband of 60 years, Ed, three children, seven grandchildren, one great-grandchild, and a brother.

Margie Jean Nielsen, '51, of Austin, Texas, passed away August 20, 2014. After graduating from Berea, she worked as a home demonstration agent in Colorado, where she met and married newspaper reporter Nathan Nielsen. Later, they moved to Virginia, where they both worked for the CIA. Margie is survived by two daughters, Belinda and Sharon, two grandchildren, and three great grandchildren.

Olin H. Howard, '51, of Oak Ridge, Tennessee, passed away July 2, 2014. After graduating from high school, he served three years in the U.S. Marine Corps as a corporal during WWII. After his tour of duty, Olin earned a degree in chemistry at Berea College where he graduated with honors and was awarded the Clark Prize for Physics. After graduation, he worked as an analytical chemist for 33 years at the Oak Ridge Gaseous Diffusion Plant. During his career, Olin had eight articles published in scientific and medical journals. He is survived by his wife, **Eva Howard, Knapp '47**, one daughter, six grandchildren, a sister, and many nieces and nephews.

Lois Jean Buckner Carden, '52, of Waynesville, North Carolina, passed away June 8, 2014. She retired from Haywood County Schools as a teacher and librarian. Lois was a lifelong learner and educator who enjoyed reading and spending time with her family. She was preceded in death by her husband, Bruce, and is survived by two children, two granddaughters, and two great-granddaughters.

Watson Garret Craft, '52, of Walton, Kentucky, passed away July 5, 2014. After the attack on Pearl Harbor, he left high school and enlisted in the Navy, where he was selected for training as a submariner. While on leave in 1945, he married **Minerva Back Craft, '52**, who preceded him in death after 68 years of marriage. The couple enrolled in Berea College and both became lifelong educators and administrators in Boone County. Watson went on to earn his master's degree at the University of Kentucky, teach vocational agriculture for many years, and then retire as a principal. He is survived by two daughters, Linda and Nancy, five grandchildren, and four great-grandchildren. **William Allan Wilson, '54**, of Carlisle, Kentucky, passed away February 13, 2014. He earned a degree in agriculture from Berea and went on to serve in the U.S. Marine Corps Reserves. Bill began his career with the University of Kentucky Cooperative Extension service and then managed the 276-acre Ohio State Agriculture Experimental Station. He was later recruited to become production manager of Clay's Seed, Inc., of which he eventually became owner. Bill was a Kentucky Colonel and an Ohio Tobacco Museum Hall of Fame inductee. He is preceded in death by his first wife of 46 years, **Shirley Katherine Tudor Wilson, '53**, and is survived by his wife, Kay, two children, two stepchildren, six grandchildren, eight step-grandchildren, five great-grandchildren, three step-great-grandchildren, a sister, and many nieces, nephews and cousins.

Glenn Merritt Cottongim, '54, of Greenville, Kentucky, passed away September 16, 2014. After graduating from Berea, he entered Navy flight training and served for five years. Following his military service, Glenn started a career in the apparel industry and worked in 17 different countries. He is survived by his wife, Glodean, four children, four grandchildren, a brother, and a sister. **Thor Franklin Caudill, '54**, of New Richmond, Ohio, passed away May 7, 2014. He was president and owner of Morheat Corp. for 25 years in Milford, Ohio. Thor is survived by his wife of 59 years, **Georgia Mitchell Caudill, '57**, four children, four grandchildren, and six great-grandchildren.

Dr. Joe Lee Morgan, '54, of Black Mountain, North Carolina, passed away July 11, 2014. After graduating from Berea, he earned his master's degree in history and in library science from East Tennessee State University. Joe went on to earn a juris doctor degree from Woodrow Wilson College of Law and a doctorate degree from the University of Minnesota. His political career spanned many years, during which he served on many committees at the local, regional, state, and national level. In 2007, Joe was inducted into the North Carolina GOP Hall of Fame. He also served as a delegate to the Republican National Convention in 1992 and 2008, and was the 11th congressional district presidential elector in 2000 and 2004. He is survived by five siblings, and 12 nieces and nephews.

Paul W. Chambers, of Mason, Ohio, passed away September 24, 2013. He was the husband of **Marilyn Patton Chambers, '55**. Paul worked for General Electric for 16 years and served in the U.S. Army during the Korean War. In addition to his wife, he is survived by two daughters, a sister-in-law, a grandson, several nieces and nephews, and great-nieces and -nephews.

Maxine Randolph Earley, '55, of Murphy, North Carolina, passed away January 30, 2014. She is survived by her husband of 59 years, **Jack Earley, '54**, a daughter, two sons, two grandchildren, a great-grandson, and several cousins.

Bonnie Auxier Hager, '55, of Hurricane, West Virginia, passed away October 3, 2014. She was a retired teacher from Paintsville Elementary School. Bonnie was preceded in death by her husband, Bob, and is survived by two daughters, Sharon Kay Hager and Karen Renee Hager Daniel, two brothers, **John Alden Auxier, '51**, and David Auxier, and one granddaughter, Victoria Daniel.

Mary Rachel Inman, '55, of South Paris, Maine, passed away September 8, 2014. She was a valedictorian of the South Paris High School class of 1950 and went on to earn a degree in geology at Berea. Mary and her late husband, Byron, enjoyed touring the eastern states in their camper. She is survived by her brother, a niece, a brother-in-law, three stepchildren, and many cousins, nieces and nephews.

Thomas R. Snively, of Noblesville, Indiana, passed away December 8, 2013. He is the husband of **Nancy J. Snively, '55**. Thomas served in the U.S. Army and worked as a salesman in the automotive parts industry. In addition to his wife, he is survived by two children, a sister, and a grandson.

William L. Carter, '56, of Sullivan, Ohio, passed away September 1, 2014. He earned a political science degree from Berea and then went on to become a chemist. William served in the U.S. Army during the Korean War. He was preceded in death by his wife, Margaret, and is survived by seven children and six grandchildren.

Sylvia Elizabeth (Betty) Sutherland Allen, '56, of Yorktown, Virginia, passed away July 26, 2014. She retired in 1990 after 30 years as an elementary school physical education teacher with Hampton Public Schools. Betty is survived by her husband of 56 years, Bill, two children, four siblings, and three grandchildren.

Braxton Buchanan, '56, of Huntersville, North Carolina, passed away July 21, 2014. She was a retired sixth-grade teacher from Huntersville Elementary School in the Charlotte-Mecklenburg School system. Braxton is survived by her husband of 56 years, Curtis, a daughter, two grandchildren, two sisters, a sister-in-law, a nephew, and two great-nieces.

Gary Glassmann, husband of **Viola Glassmann, '56**, of Cincinnati, Ohio, passed away August 23, 2014. **Anna Cooke Dillon, '57**, of Palmyra, Virginia, passed away August 23, 2014. She was a retired registered nurse and was the valedictorian of her nursing class at Berea College. Anna is survived by her husband of 58 years, Woody, her stepmother, two sons, one brother, four grandchildren, two great-grandchildren, and several nieces and nephews. Carolyn Wooten Guthrie, of West LaFayette, Indiana, passed away August 21, 2014. She was the widow of the late **Robert G. Guthrie, '57**. Carolyn and Bob married in 1960 at Berea College. She is survived by three children, four grandchildren, a half-sister, and several nieces and nephews.

Travis O'Neil Barton, '57, of Green Cove Springs, Florida, passed away June 17, 2013. He served his country during the Korean War, after which he returned, married, and graduated from Berea College. Travis went on to teach in four different schools in Green Cove Springs and retired after 36 years. He was preceded in death by his wife, Dean, and is survived by one son, Dudley, a brother, two grandchildren, six great-grandchildren, and several nieces and nephews.

Kitty Carole Kimble Swanda, '57, of Franklin, West Virginia, passed away April 17, 2012. Over the years, she worked as a secretary for Monongahela Power Company, the West Virginia Department of Highways, and the West Virginia Department of Health and Human Resources. Kitty was preceded in death by her husband, David, and is survived by two sisters, two brothers, three nephews, and three nieces.

Dr. Mark Andrew Judge, Sr., '58, of Colorado Springs, Colorado, passed away October 28, 2014. He was a retired general physician and ophthalmologist. After Berea, Mark graduated from Vanderbilt University Medical School in 1962, completed his general practice internship in Grand Rapids, Michigan, and then his ophthalmology residency at the University of Louisville. He is survived by four children, Marcia, Mark, David, and Daniel, five grandchildren, six great-grandchildren, several nieces, nephews, and cousins, and the mother of his children, Joyce. Dr. Dudley F. Peeler, Jr., of Asheville, North Carolina, passed away May 18, 2009. He was the husband of **Elizabeth Nelson Peeler, '58**. Dudley was executive director of the Mississippi Academy of Sciences, where an award is now presented each year in his honor. In addition to his wife, he is survived by three children, four grandchildren, and two siblings.

William Ronald Ballew, '59, of Garden Grove, California, passed away September 22, 2014. He was proud of being one of the two black students to first enter Berea College after the amendment of the Day Law. William was valedictorian of his high

school class and was a track and field athlete while a student at Berea. He left Berea College in 1952 to serve four years in the U.S. Air Force during the Korean War, after which he returned to Berea to finish his degree in psychology. William continued in that field at Kentucky State University and later retired after working 41 years as a human resource specialist with McDonnell Douglas (later merged with Boeing) aerospace manufacturing company. He is survived by his wife of 49 years, Norma, his three children, two grandchildren, one brother, three sisters, and numerous other relatives and friends.

Conley Braxton Galloway, of Waynesville, North Carolina, passed away September 15, 2014. He was husband of almost 50 years to **Fay Angel Galloway, '59**. Conley enjoyed restoring antique vehicles and working in his flower garden. In addition to his wife, he is survived by a daughter, three grandchildren, a brother, and a sister-in-law.

1960s

Rev. Mark Duane Hail, of Somerset, Kentucky, passed away June 29, 2010. He was the husband of **Doris Burton Hail, '61**. He served in the U.S. Navy during the Korean War and was an alumnus of Lindsey Wilson College, the University of Kentucky, and Campbellsville University. Mark was a lifelong politician, educator, and minister. In addition to his wife, he is survived by one son, two grandchildren, and several siblings.

Anna Mae Shoup Shull, of Wernersville, Pennsylvania, passed away June 29, 2013. She was the wife of **Edd L. Shull, '61**. Anna attended Carlisle General Hospital Nursing School and worked as an LPN at several hospitals. In addition to her husband, she is survived by three children, a sister, and nine grandchildren.

Stephen Eugene Brown, '62, of Linville Falls, North Carolina, passed away October 13, 2013. He was a member of the Linville Falls Community Church where he taught Sunday school. Stephen enjoyed carpentry, working with wood, stone masonry, collecting coins, and spending time with his family. He is survived by his wife, Miriam, two daughters, a brother, five grandchildren, and one great-granddaughter.

John Howard Payne, of Mars Hill, North Carolina, passed away April 15, 2014. He was the husband of **Cora Lee Boone Payne, '62**. John was a U.S. Navy veteran who served in Vietnam three times. He also was a deputy, a volunteer firefighter, locksmith, carpenter, and maintenance man. In addition to his wife, John is survived by three siblings, three children, seven grandchildren, three great-grandchildren, and many nieces and nephews.

Dr. Wendell Campbell Trent, '63, of Jefferson City, Tennessee, passed away May 24, 2014. He served 10 years in the U.S. Air Force ranked as a major, was a retired hospital administrator, and a member of Hopewell Presbyterian Church. Wendell is survived by his wife, **Donna Trent, '64**, three sisters, and several nieces and nephews.

David Winston Harris, '64, of Jonesville, Virginia, passed away October 22, 2014. Upon graduating from Berea, he earned his master's degree in business administration and economics from

Appalachian State University. David also earned a certificate of pastoral studies in Cape Town, Africa. He served as a captain in the U.S. Army Reserves and was a real estate appraiser for more than 45 years in the Tri-Cities region. Davis is survived by his wife of 29 years, Carmen, eight children, five siblings, ten grandchildren, and several nieces and nephews.

Rev. Charles Everett Mull, Jr., of Silver Spring, Maryland, passed away December 24, 2014. He was husband of the late **Terry Mull, '68**. Charles was a graduate of Texas Christian University and Brite Divinity School as well as an ordained minister of the Christian Church (Disciples of Christ). He is survived by four daughters, Jennette, Lori, Julian, and Farrah, nine grandchildren, and one great-grandchild.

Dannie Hay Shout, Fd '68, of Durham, North Carolina, passed away October 27, 2014. She was a teaching assistant at Holt and Easley Elementary schools, attended Ridgecrest Baptist Church, and was a founding member of the Potato Club. Dannie is survived by her husband, Jack, two children, and seven grandsons.

Robert "Bob" Earle Barnett, '69, of Greenville, South Carolina, passed away August 28, 2014. He was the widower of **Linda Faye Barnett, '69**, who passed away June 22, 2014. After earning a degree from Berea, Bob became a computer network engineer. He was a theater-goer, a supporter of the arts, and a master craftsman who loved the outdoors and his dog, Buddy. Linda earned her master's degree from Furman University and retired after 19 years as education director of the Generations Group Home. They are survived by a daughter, Miranda, and he is survived by two brothers, five sisters, a half-brother, a stepbrother, and a stepmother.

Dorothy Russell Minucci, '69, of Staten Island, New York, passed away August 9, 2014. She earned a nursing degree at Berea and put her nursing skills to use in Appalachia. After graduation, Dorothy worked as a registered nurse then became assistant director of the epidemiology department at Staten Island University, Ocean Breeze. She retired in 2012 as administrative director of the department at both Ocean Breeze and Prince's Bay locations. Dorothy is survived by her husband of 43 years, Salvatore, three sons, two grandchildren, and three sisters.

Gary Lowell Stallard, '69, of Kingsport, Tennessee, passed away February 15, 2013. He was the owner of the Gary Stallard CPA office, a member of the American Institute of Certified Public Accountants, and a member of the West View Missionary Baptist Church. Gary is survived by his wife, Marietta, two children, three grandchildren, one uncle, and several nieces and nephews.

Leon B. Wolford, '69, of Kingsport, Tennessee, passed away June 9, 2013. He is survived by his wife, Marilyn, children, Jacklyn and Michael, a brother, and two half-brothers.

1970s

Elizabeth Orwig, '70, of Buffalo, Minnesota, passed away June 27, 2014. She grew up in Berea and attended Berea College before transferring to

Texas Christian University where she earned a Bachelor of Fine Arts in ballet theater. Elizabeth was a professional dancer for several years, taught dance therapy in New York City, and became a professional counselor. She is survived by one daughter, Laurel, and two sisters, **Peg Craig, Fd '63**, and **Rev. Anne O. Weatherholt, '73**.

Patrick F. Patterson, '71, of Bremen, Ohio, passed away June 20, 2014. He loved sailing, motorcycles, and music. Patrick is survived by his wife, Karen, and sons, Michael and Tristan.

Dr. Blanche Louise Landis, '72, of San Diego, California, passed away May 24, 2014. She was the first in her family to attend college and earned a bachelor's degree in sociology from Berea College. Blanche went on to earn a bachelor's degree in nursing from Washington Adventist University, a master's degree in public health from San Diego State University, and a doctorate degree from the University of San Diego. She was a nurse educator at Veteran's Administration Nursing Academy and a professor of nursing at San Diego State University. Blanche is survived by her daughter, Meghan, two sisters, and several nieces and nephews.

Danny R. Orton, '72, of Douglasville, Georgia, passed away July 11, 2008. He was a veteran of the U.S. Air Force, worked 25 years for North American Van Lines, and was later manager of the Great American Cookie store. Dan is survived by his wife, **Vickie Orton, '72**, a son, and eight siblings. **Gary R. Cole, '74**, of Lancaster, Kentucky, passed away July 20, 2014. After graduating from Berea, he earned graduate degrees from Eastern Kentucky University and then taught social studies 29 years at Berea Community Elementary. Gary is survived by his mother, Waunola, his wife, Rachel, a daughter, his father-in-law, an uncle, a brother-in-law, nieces and nephews, and grandnieces.

Marsha Lynn Hogan, '75, of Albany, Kentucky, passed away July 31, 2014. She is survived by her mother, Nellie Hogan, her sister Barbara Silcox, and her nephew, Andrew Silcox.

Barbara J. Steele, '75, of Corbin, Kentucky, passed away October 7, 2014. She was a registered nurse and was affectionately called "P-Barb" by family and friends and "Me-Me" by her grandchildren. Barbara is survived by her husband, William, one daughter, two step-daughters, three grandchildren, four sisters, and numerous family and friends.

Benjamin David Campbell, '79, of Robbinsville, North Carolina, passed away November 13, 2005. He was a lifelong native of Graham County. Benjamin was employed by a general contractor and served as project manager for the rebuilding of two apartment complexes that were destroyed by Hurricane Floyd. He is survived by his brother, Ernest, sister, Evelyn, two nephews, and a niece. **Daniel Reed Carlton, '79**, of Raleigh, North Carolina, passed away August 14, 2014. After earning a Bachelor of Science in industrial arts at Berea College, he completed a certification in computer programming at North Carolina State University. Daniel worked for 33 years as a computer programmer for the Department of Transportation. For recognition of his service to the state of North Carolina, he was inducted into the Order of the Longleaf Pine. Daniel is survived

by his wife, Jody, one son, three sisters, and many aunts, uncles, nieces and nephews.

1980s

Bobby Dee McClure, '82, of Berea, Kentucky, passed away August 29, 2014. He was a supervisor for Hitachi and a member of the Berea United Methodist Church. Bobby is survived by his wife, **Rebecca Gentry McClure, '82**, two daughters, 11 siblings, his father- and mother-in-law, and two brother-in-laws.

Matthew David Nelson, '88, of Lexington, Kentucky, passed away October 11, 2014. He graduated from Berea College with honors and a degree in philosophy. At the University of Kentucky College of Law, Matthew served as an editor for the Kentucky Law Review. Upon graduation, he was inducted into the Order of the Coif, an honor society for United States law school graduates. Matthew is survived by his parents, **Paul David, '65** and **Rebecca Plaster, '65, Nelson**.

1990s

Donna McCaskey, '92, of Birmingham, Alabama, passed away September 11, 2014. She is survived by her husband, Winston, her son, her mother, and four brothers.

Marcella Elaine Weade, '92, of Wichita Falls, Texas, passed away November 21, 2004. She served eight years in the U.S. Army and graduated from Army Intelligence School in Fort Devens, Massachusetts. Following her Army career, Marcella graduated from Berea College, and then the University of Kentucky with a bachelor's degree in library science. She is survived by her parents, Bill and Mary, three children, eight grandchildren, three sisters, four brothers, and numerous aunts, uncles, cousins, nieces, and nephews.

Robert Leeman Waddles, '92, of Chicago, Illinois, passed away December 5, 2014. He earned his Bachelor of Arts in English from Berea College, and a Master of Arts at Eastern Kentucky University. Robert attended Westminster Choir College where he had the opportunity to sing at Carnegie Hall. He is survived by his wife of 21 years, Jennifer, his father, his sister, several nieces and nephews, and a great niece.

Terry Lee Pope, '93, of Louisville, Kentucky, passed away August 11, 2014. He attended Summit Heights United Methodist Church and was a 1978 graduate of Southern High School. Terry is survived by his mother, Edith, four siblings, and several nieces, nephews, and cousins.

2000s

Mason Wright Holmes, '04, of Beverly, West Virginia, passed away September 13, 2014. He loved cars, enjoyed traveling, and working on computers. He is survived by his fiancé, Julia, his parents, Donald and Babs, his brothers, Chris and David, his sister, **Jenna Zimmerman, '01**, his grandfather, grandmother, two uncles, one aunt, and three cousins.

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