GOD HATH MADE OF ONE BLOOD
ALL NATIONS OF MEN
BEREA COLLEGE - KENTUCKY 1855-2015
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- Education for students of great promise and limited financial resources
- Equality of people, equality of opportunity
- Effort to build a brighter future

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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.
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 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 a historically black institution that welcomes white students. From our founding, we have sought to be an interracial community and school, 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
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.
CE LTS grew out of a strategic planning process in the late 1990s that changed it with bringing all of Berea’s student-led community service programs under one roof. Currently, it houses the Berea Buddes 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 weekly 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 Cochran, 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 was 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 voluntarism, 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?”

That 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 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.”

It was during this time that she eventually decided to attend graduate school at the University of Kentucky to study counseling psychology in an effort to explore the ways 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 with 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.”

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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.

PERSPECTIVES ON THE GREAT COMMITMENTS

Serving Appalachia by Fostering Racial Understanding
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 educations’ 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.
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 metamorphosed 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 that 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.

Dr. Chris Green
Director of the Loyal Jones Appalachian Center
Appalachian Studies Program Chair

To see the map of Appalachia mentioned by Dr. Green, please visit http://www.berea.edu/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.
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.
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 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 intercultural relationships, not just the black and white piece. 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, intercultural 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 intercultural 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 CEOs of companies or teachers in the school system, they have the mentality of seeing beyond stereotypes, which allows them to invest in individuals.
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.

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 are we 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.
The Hispanic Outreach Program Helps Forge a New Sense of Community

Amanda Joy, ’15 and Emily Hall, ’16

Through 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 Afrilachian 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 this 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 (CELTS), 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 continuing research interests, however, the work of HOP goes beyond the non-English speaking community, helping bridge cultural and 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 intercultural 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 really rewarding.”

Dia (Berend) Odonyo, ’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 blub 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.”
Nourishes Student Entrepreneurial Abilities While Promoting Local Economic Development

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 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.

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 different social media audience than a Mexican restaurant having several branches in more than five counties,” explains Moonidil 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, biking, 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

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?

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?
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 campground and a number of ATV repair shops. As of the 2010 census, Gilbert has experienced a 10% population increase and a number of small businesses. 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 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. Damascas, Virginia, primarily known as one destination on the Virginia Creeper Trail, and West Newton, Pennsylvania, located along the Great Allegheny 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 Damascas 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 Tower Falls, cycling the Virginia Creeper Trail in Abingdon-Damascas 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 promote 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 extensive interviews 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 these 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 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 visibility and exposure to tourists. 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.
Drema 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 wavered, the methods by which it pursues this goal has developed to meet the needs and circumstances of the region.

John A. Rogers, principal of the first school at Berea, wrote in his book “Birth of Berea College,” “If from 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 from the program went on to postsecondary education, compared to 65 percent of students statewide. Our Upward Bound Math and Science Program was a recipient of the 2014 New 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 65 percent of students statewide.

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.

In 1997, 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 40,000.

In 1855, the library launches its book wagon service, the first college-sponsored book wagon in the United States.

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.

In 1897, the library establishes earlier outreach activity. Teachers and students organized Sunday Schools in nearby communities with used books from Berea, which quickly grows to serve more distant schools.

In 1867, President Fairchild establishes earliest outreach activity. Teachers and students located in middle and high schools in communities—Booneville, Hazard, McKee, the field. We have offices in five Kentucky counties, many of which are almost inaccessible.

In 1892, the emphasis remained beneath the collegiate level.

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PARTNERS FOR EDUCATION: ROOTED IN BEREA’S HISTORY OF GOING OUT TO SERVE

interest in Kentucky and during a trip to the state capital, 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’s 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.

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
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.

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

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

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

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.

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.

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.

Berens’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 benefited 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 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 Raskin, ’71, and Megan Hoffman regularly teach in our programs, mentor and guide our students. Berea College alumni with significant professional expertise have joined the department to lead the work. For example, Tennant Kirk, ’79, leads our early childhood work, Steve Jones, ’80, guides our college access and success work in Hazard, and Robert Bowser, ’88, coaches AmeriCorps members through our 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 Cressey, ’98, and Holly Branscum, ’07, all direct programs within Partners for Education.

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 to 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.

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

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.

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” fellows.

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

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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 philanthropes, Berea College is committed to increasing the amount 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! EL AmericanCorps VISTA, Round Math and Science, and the first rural Promise Neighborhood, Berea College leverages a variety of tools that invest in the potential of 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 as 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.”

In participants in the event were asked to commit to new action in one of four areas: building networks of colleges around professional promotion, creating K-16 partnerships around college readiness, investing in high school commitments, and support of the First Lady’s Reach Higher initiative, 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 nine percent of those born in the lowest family income quintile attain a bachelor’s degree by age 25, compared to 54 percent in the top quintile.

CAMPUS NEWS

Berea Named A 2015 Best College By Kiplinger’s Personal Finance

By Tim Jordan, ’76

Berea College has been ranked by Kiplinger’s Personal Finance’s list of 100 best values in education for 11 consecutive years. The ranking cites four-year schools that provide the best combination of value: a combination of academic quality and affordability.

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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 faculty 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 scholarship, teaching and research. Dr. Tooley’s work is in the field of education for the equally amazing students to whom this amazing value of a Berea College college education for young people.

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Tooley was one of just three finalists nationally and the only faculty member from Kentucky to receive the distinction for civically engaged scholarship, teaching and research. Dr. Tooley’s work is in the field of education for the equally amazing students to whom this amazing value of a Berea College college education for young people.

Professor Michelle Tooley Finalist for Ehrlich Award

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EXECUTIVE COUNCIL 2014-15

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David Cook, ’85, President, Kentucky
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YOUNG ALUMNI ADVISORY COUNCIL 2014-15

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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.

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

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 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.

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

335 Student Donors
22.0% PARTICIPATION RATE
$5,154

BEREA PATRONS (2013-2014)
BEREA PATRONS (2014-2015*)

BEREA CONNECTIONS
BEREA PATRONS
BEREA COLLEGE MAGAZINE SPRING 2015

36

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
Moved to Picnic area at 4:30pm

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.

6:00pm-8:00pm Picnic
Casual gathering with designated seating provided for special reunion classes on Campus Quad
(No Dress Code)

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.

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.

10:30-11:30am Alumni Awards Presentation featuring a “State of the College” Address by President Roelofs.
Distinguished Alumnus Award
Dr. Jack C. Blanton, ’57
Rodney C. Bussey Award of Special Merit
Dr. Michael S. Clark, ’67
Dreama Gentry, ’89

Noon-1:30pm Class Luncheons
See onsite event schedule for class lounges

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)

4:00pm-6:00pm Alumni Reception
Enjoy mingling and appetizers prepared by the Historic Boone Tavern.

6:00pm-8:00pm Dinner and a Show
Enjoy dinner at the Historic Boone Tavern while watching a performance by impresarios Frank Sinatra, Elvis and Marilyn Monroe. Cost: $37.50 plus gratuity. To purchase tickets call 1-800-678-8946.

8:00pm Play: “Neel 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 alumni. Admission is $8.00. To make reservations call 859-986-9039. Proceeds will go to the Berea College Paul Power Scholarship Fund.


EVENT HIGHLIGHTS

FRIDAY, JUNE 12

• John G. Fee Glade Celebration and Great Commitments Society Reception, 3:00 p.m.

4:00 p.m. # attending (No Charge)

• Picnic, 6:00 p.m.

4:00 p.m. # attending (Cost: $16.00/person)

SATURDAY, JUNE 13

• 50th Reunion (Class of 1965) Breakfast, 8:00 a.m.

4:30 p.m. # attending (No Charge)

• Sweetheart Breakfast, 8:00 a.m.

4:30 p.m. # attending (Cost: $13.00/person)

• Alumni Awards Presentation featuring a “State of the College” Address by President Roelofs, 10:30 a.m.

Noon # attending (No Charge)

• Class Luncheon, Noon

4:30 p.m. # 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 Luncheon __________ or Special Area ________

• 9-Hole Golf Scramble, 2:00 p.m.

4:30 p.m. # attending ($17.00/person) Limited spots available

• Reception, 4:00 p.m. (No Dress Code)

4:30 p.m. # attending (Cost: $10.00/person)

HOW TO REGISTER

ONLINE: bereacolleagealumni.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):

Address: ________________________________________________________________

City: __________________________ State: ______ Zip: __________

Telephone Number: ________________________________

Contributions to Berea College

Ticket Costs $________________________

Total Amount $________________________

CHECK (Check Number ___________________) OR

CREDIT CARD (Select Card Type) ________________________________

AMERICAN EXPRESS DISCOVER MASTERCARD VISA

Expiration Date __________________________

Card Number __________________________

Printed Name of Cardholder __________________________________________

Signature of Cardholder __________________________________________

*** 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.

Dine on delicious meals and enjoy performances by impersonators and singers of Sinatra, Elvis, and Monroe.
HOMECOMING

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.

CLASS NOTES

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 career, 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 Monticello senior living facility’s newsletter “In the Spotlight.” The article talked about Chuck’s humble beginnings in eastern Kentucky and how he met Medley, his wife of 73 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 944 inventions, protected by 78 U.S. patents. Chuck recently published a book entitled, “Axioms for the Inventor.”

1947
Elian Barnawell Hartley Cooper, a retired salaried, retired and consultant, recently completed a biography of Earl Barnawell, a sanitary engineer during Georgia’s disease epidemic. Elian 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 Bidle McKeighen, 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 Condie 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 6722 Milelska 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 and the couple he took to 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 interactions.”

1962
Ellen Coveney, 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 coming from a 27-year career at Mars Hill University. Ellen resides in Mars Hill, North Carolina. Dr. Celia Hamper Miles published a new novel, her seventh since retiring from the North Carolina Community College system. The novel, “The Body at the Grit Mill: A Grit Mill Mystery,” is set in the mountains of North Carolina. The story features Mary Dehanne, who quits teaching to pursue an interest in old grist mills and discovers a body on her first job. Celia resides in Asheville, North Carolina.

1965
Katie Deel Blankenship, a retired insurance agent, celebrated 47 years of marriage to her husband, Mike, a retired innos. They are enjoying time with their grandson, Parson. Eileen Barnawell Hartley Cooper, 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 6722 Milelska Lane, Cincinnati, OH 45243.

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: 218 Lisa Drive, Fountain Inn, SC 29644.

1971
Paul C. Stokichly was recently retired from the U.S. Naval Reserve as an F-4J/14 radar intercept officer. He also retired in October from Southwest Airlines, where he was a B737 captain for 30 years.

1974
Steven Connolly, Fd ‘70, ’74, has been re-elected to his fourth term as mayor of the city of Berea. He and his wife, Thana Taylor Connolly, ’73, have two sons.

1976
Married: Thana Smith Brewer to David Brewer in August 2014.

1977
Dr. Renee Colquitt is a math teacher at Oak Ridge Schools, earned a doctorate degree from the University of Tennessee in May 2014.

1979
Dr. Renee Colquitt, married to Deana Bragan 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.

1989
Deana teaches at Southern New Hampshire University.

1996
Dr. Renee Colquitt, a math teacher with Oak Ridge Schools, earned a doctorate degree from the University of Tennessee in May 2014.

2015
Deana Braganza and Angie Cotterman, VT

2001
Married: Angie Cotterman to Deana Braganza 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.

2015
Deana Braganza and Angie Cotterman, VT
Mental:' Audrey S. Smootheres to Dail Clark on October 24, 2014 in the Red River Gorge. They reside in Danville, Kentucky.

Faculty and Staff

Olive Z. Bell, '03, of Berea, Kentucky, passed away on May 23, 2014. She earned a bachelor’s degree in home economics from Berea and served as a librarian at the Berea College Library from 1942 to 1984. She was preceded in death by her husband, Bruce W. Bell, and her sister, Janet D. Bell. She is survived by two daughters, Alice Z. Bell and Jane W. Bell; five grandchildren; and two great-grandchildren.

Olive is survived by her four children and their spouses: James T. Gilbert, ’85, and Judy Gilbert, ’81. John W. Gilbert, ’76, and his wife, Barbara Gilbert James and her husband Robert James, and Jerry W. Gilbert, ’78, and his wife, Jennifer Gilbert. She is also survived by 10 grandchildren and four great-grandchildren.

Dr. James P. Osmur, ’94, of Hagstrom, 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 1953. In 1979, he was a graduate of Georgetown College and the University of Kentucky. In 1989, he died of cancer at age 63. His service to Berea is remembered by his family, friends, and former students.

Olive was a well-known author and was often invited to speak about her work. Her columns were 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 Redford Regional Library and later won the Tennessee Library Association Honor Award. Melba died in death by her husband, George, and is survived by her brother, several cousins, nieces, and nephews. Marine “Suzy” White, ’66, of New Bremen, Louisiana, passed away September 24, 2014. Before he attended the University of Louisville. During World War II, he was a staff sergeant in the U.S. Air Force. On February 20, 1941, he married his wife of 65 years, Elizabeth Hart, who preceded him in death. He is survived by his two nieces, one nephew, a great-niece, a greatniece, and a sister-in-law.

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Dr. Edgar Armstrong "Ned" Knapp '47, of Waynesville, Kentucky, passed away September 13, 2014. During college, he was a member of the Baptist Church and served on the Berea College Board of Trustees from 1948 to 1951. He was known for his love of the outdoors and spent many hours in the woods with his children. In addition to his wife, he is survived by three children, a step-daughter, and two grandchildren.

Dr. Samuel Woodford (Jim) '47, of Lexington, Kentucky, passed away November 27, 2014. As a researcher, he was known for his work on the development of mechanical and electrical equipment. In addition to his wife, he is survived by a daughter, six grandchildren, and two great-grandchildren.

Dr. Oliva "O.V." Wheeler, '49, of New Mexico, passed away August 18, 2014. She served as a nurse during the Vietnam War and was a member of the National League of Nurses. In addition to her husband, she is survived by three children, 11 grandchildren, and 16 great-grandchildren.

Dr. William Bartram Sturgill, '46, of DeKalb, Tennessee, passed away August 30, 2014. After leaving Berea, he served in WWII as a naval aviator and was awarded the Purple Heart. He was a member of the American Medical Association and the American Osteopathic Association. In addition to his wife, he is survived by three children, a step-daughter, and a great-granddaughter.

Dr. Jerry W. Watson Garret Clark '52, of Walton, Kentucky, passed away July 5, 2014. After the attack on Pearl Harbor, he left college and enlisted in the Navy, where he was selected for training as a radio operator. He was later recruited to become a production manager at Clay's Seed, Inc., of which he was a major shareholder. He is survived by his wife, Edith "Etta" Brown, and two step-daughters.

Dr. William Allan Wilson, '54, of Logan, Ohio, passed away August 27, 2014. He served in the Navy, where he was selected for training as a cryptographer. He then became a special agent with the Office of Naval Intelligence. He is survived by his wife, Glodean, four children, six grandchildren, and four great-grandchildren.

Dr. John Franklin Derting, '51, of Athens, Georgia, passed away July 14, 2014. She was a member of the University of Kentucky College of Veterinary Medicine and was a pioneer in the field of feline medicine. In addition to her husband, she is survived by three children and six grandchildren.

Dr. Dennis Stuart, '52, of Rockford, Illinois, passed away October 15, 2014. He was a member of the Illinois Association of Soil Survey. In his memory, Bob donated more than 1,500 gallons, which was his favorite practice of philanthropy. He also was a veteran of the Korean War. Bob passed in death by his wife, Barbara, and is survived by his four children, two grandchildren, and one great-grandchild.

Dr. Karen Learned, '52, of Athens, Georgia, passed away August 19, 2014. She was a member of the University of Kentucky College of Veterinary Medicine and was a pioneer in the field of feline medicine. In addition to her husband, she is survived by three children and six grandchildren.
Dr. Joe Lee Morgan, ’54, of Black Mountain, North Carolina, passed away July 21, 2014. After graduating from Berea, he earned his master’s degree in political science from the University of North Carolina at Chapel Hill, and a juris doctor degree from Woodrow Wilson College of Law in Hartford, Connecticut. Dr. Morgan was a retired general and a former professor of history at Appalachian State University. He was a former member of the Virginia Senate and was a member of the American Institute of Certified Public Accountants. He was married to the late Barbara Morgan. Dr. Morgan is survived by two daughters, one son, a sister, a brother, and one great-grandchild.

Dr. Mark Andrew Judge, Sr., ’58, of Richmond, Virginia, passed away October 22, 2014. Upon graduating from Berea, he earned his master’s degree from the University of Virginia and his juris doctor degree from the University of Virginia. He served as a captain in the U.S. Army Reserves and was an officer in the U.S. Air Force. Dr. Judge was a founding member of the Potato Club. He was a lifelong member of Berea College’s diving team. He retired in 2012 as administrative director of the department of Student Life. Dorothy is survived by her husband, Barbara, her two sons, her daughter, two step-daughters, three grandchildren, and four great-grandchildren.

Barbara is survived by her husband, William, one daughter, two step-daughters, and one great-grandchild.

Blanche is survived by her daughter, Meghan, two sisters, four nieces, four nephews, and one great-nephew.

Matthew David Nelson, ’88, of Birmingham, Alabama, passed away August 11, 2014. He was a supervisor for American Van Lines, and was later manager of the department of human resources for the company. He attended Berea 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. Blanche is survived by her daughter, granddaughter, and great-grandchild.

David was survived by his wife, Joyce; one son, and three sisters, and many nieces and nephews.

Marianne Eileen Wade, ’79, of Wichita Falls, Texas, passed away November 21, 2014. 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 served the United States Army Reserve. She also served as a computer software and computer 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.

Marsha Lynn Hogan, ’75, of Berkeley, California, passed away June 20, 2014. She attended Berea College and earned her bachelor’s degree in sociology from Berea College. Blanche went on to earn a bachelor’s degree in nursing from Washington Adventist University. Blanche is survived by her daughter, granddaughter, and great-grandchild.

Dannie Ray Shout, Jr., ’48, of Durham, North Carolina, passed away October 27, 2014. She was a teaching assistant at Helm and Easley Elementary schools, attended Ridgetop Baptist Church, and was a founding member of the Potato Club. Dannie is survived by his wife, Jack, two children, and seven nieces and nephews.

Viola Glassmann, ’56, of Huntersville, North Carolina, passed away August 23, 2014. She was a teaching assistant at Helm and Easley Elementary schools, attended Ridgetop Baptist Church, and was a founding member of the Potato Club. Dannie is survived by his wife, Jack, two children, and seven nieces and nephews.

Rev. Charles Everett Mull, Jr., of Silver Spring, Maryland, passed away December 24, 2014. He was a past student at Berea College and earned his bachelor’s degree in sociology from Berea College. Blanche went on to earn a bachelor’s degree in nursing from Washington Adventist University. Dannie is survived by his wife, Margaret, and is survived by seven children, nine grandchildren, and several nieces and nephews.

Dr. Bob “Earle” Barnett, ’65, of Gooseville, South Carolina, passed away October 13, 2014. He was the widower of Linda Faye Barnett, ’69, who passed away August 22, 2014. After earning a degree from Berea, Bob became a computer network engineer. He was a theater-stage director, a support of the arts, a man of culture who loved the outdoors and his dog. Linda earned her master’s degree from Furman University and retired after 19 years as education director of the Greenville County School District. Stephen Eugene Brown, ’62, of Greenville, South Carolina, passed away October 13, 2014. He was the son of Dr. Witsell Brown, ’34, who passed away September 24, 2012. Upon graduating from Berea, he earned his master’s degree in business administration and economics from Appalachian State University. David also earned a certificate in business administration from the University of Texas at Austin. He served as a captain in the U.S. Army Reserves and was a member of the U.S. Army Reserve in the Tri-Cities region. David was survived by his wife, Dorothy, his four children, eight siblings, two nieces, ten nephews, and several nieces and nephews.

Benjamin David Campbell, ’79, of Robbinsville, North Carolina, passed away March 24, 2014. He earned his master’s degree in business administration from Appalachian State University. David also earned a certificate in business administration from the University of Texas at Austin. He served as a captain in the U.S. Army Reserves and was a member of the U.S. Army Reserve in the Tri-Cities region. David was survived by his wife, Dorothy, his four children, eight siblings, two nieces, ten nephews, and several nieces and nephews.

Dr. Jennifer L. Stover, ’90, 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’s degree in biology. Jennifer was a professional dancer for several years, taught dance in the Delaware area, and was a professional counselor. She is survived by one daughter, drew, two nieces, and two nephews.

Robert E. Allen, ’56, of Osage Beach, Missouri, passed away June 20, 2014. He loved sailing, motorcycles, and music. Patrick is survived by his wife, Karen, and his children.

Dr. Blanche Louise Lantin, ’72, of San Diego, California, passed away March 14, 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. Blanche is survived by her daughter, Megan, two sons, and several nieces and nephews.

Matthew David Nelson, ’88, of Lexington, Kentucky, passed away October 9, 2014. He earned his master’s degree in computer science from Berea College with honors and a degree in philosophy. As a member of the United States Army Reserve, Matthew served as an administrative director of the department of human resources at American Van Lines. He was a retired U.S. Army Reserve colonel. Matthew is survived by his parents, Paul and Day, and his sister, Rebecca Pasier. Matthew is survived by his wife, Nancy, and their children.

Randy L. Orton, ’72, of Douglasville, Georgia, passed away July 7, 2014. He was the son of William and Linda Orton, ’72, who passed away May 29, 2014. After graduating from Berea, he earned his master’s degree in business administration and economics from Appalachian State University. David also earned a certificate in business administration from the University of Texas at Austin. He served as a captain in the U.S. Army Reserves and was a member of the U.S. Army Reserve in the Tri-Cities region. David was survived by his wife, Dorothy, his four children, eight siblings, two nieces, ten nephews, and several nieces and nephews.

Dannie Ray Shout, Jr., ’48, of Durham, North Carolina, passed away October 27, 2014. She was a teaching assistant at Helm and Easley Elementary schools, attended Ridgetop Baptist Church, and was a founding member of the Potato Club. Dannie is survived by his wife, Jack, two children, and seven nieces and nephews.

Dr. William Ronald Ballew, ’59, of Nashville, Tennessee, passed away August 23, 2014. He was the son of William and Margaret Ballew, ’57, who passed away June 22, 2014. After earning a degree from Berea, Bob became a computer network engineer. He was a theater-stage director, a support of the arts, a man of culture who loved the outdoors and his dog. Linda earned her master’s degree from Furman University and retired after 19 years as education director of the Greenville County School District. Stephen Eugene Brown, ’62, of Greenville, South Carolina, passed away October 13, 2014. He was the son of Dr. Witsell Brown, ’34, who passed away September 24, 2012. Upon graduating from Berea, he earned his master’s degree in business administration and economics from Appalachian State University. David also earned a certificate in business administration from the University of Texas at Austin. He served as a captain in the U.S. Army Reserves and was a member of the U.S. Army Reserve in the Tri-Cities region. David was survived by his wife, Dorothy, his four children, eight siblings, two nieces, ten nephews, and several nieces and nephews.

Blanche is survived by her daughter, granddaughter, and great-grandchild.

John Alden Auxier, ’51, of Greensboro, North Carolina, passed away October 27, 2014. He was the son of Dr. Witsell Brown, ’34, who passed away September 24, 2012. Upon graduating from Berea, he earned his master’s degree in business administration and economics from Appalachian State University. David also earned a certificate in business administration from the University of Texas at Austin. He served as a captain in the U.S. Army Reserves and was a member of the U.S. Army Reserve in the Tri-Cities region. David was survived by his wife, Dorothy, his four children, eight siblings, two nieces, ten nephews, and several nieces and nephews.

Dr. Joe Lee Morgan, ’54, of Black Mountain, North Carolina, passed away July 21, 2014. After graduating from Berea, he earned his master’s degree in political science from the University of North Carolina at Chapel Hill, and a juris doctor degree from Woodrow Wilson College of Law in Hartford, Connecticut. Dr. Morgan was a retired general and a former professor of history at Appalachian State University. He was a former member of the Virginia Senate and was a member of the American Institute of Certified Public Accountants. He was married to the late Barbara Morgan. Dr. Morgan is survived by two daughters, one son, a sister, a brother, and one great-grandchild.

Blanche is survived by her daughter, granddaughter, and great-grandchild.

Jennifer L. Stover, ’90, 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’s degree in biology. Jennifer was a professional dancer for several years, taught dance in the Delaware area, and was a professional counselor. She is survived by one daughter, drew, two nieces, and two nephews.

Robert E. Allen, ’56, of Osage Beach, Missouri, passed away June 20, 2014. He loved sailing, motorcycles, and music. Patrick is survived by his wife, Karen, and his children.

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