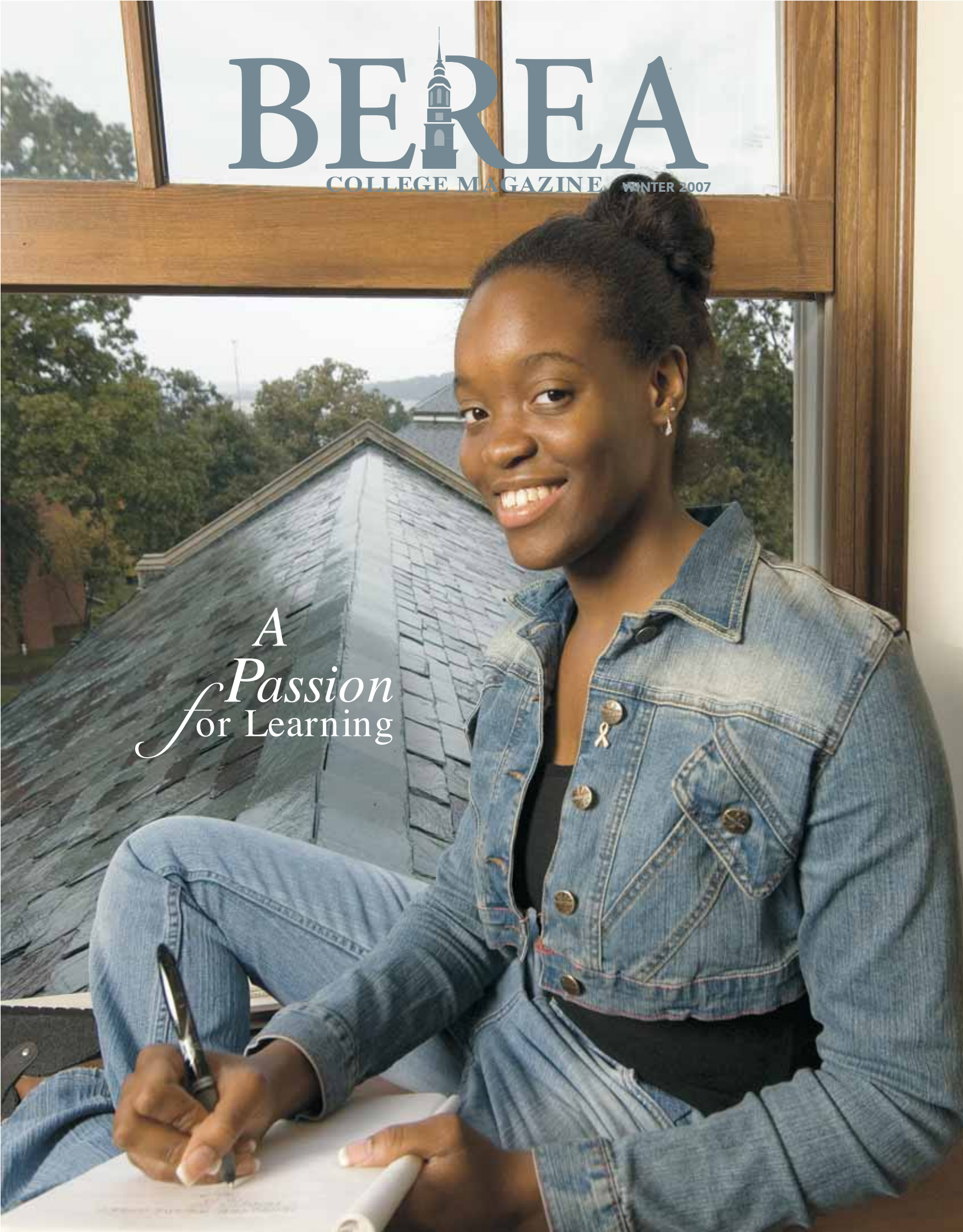


BEREA

COLLEGE MAGAZINE WINTER 2007

A
Passion
for Learning





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BEREA COLLEGE MAGAZINE

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"Intellectual growth should commence at birth and cease only at death."

— Albert Einstein

In December I attended two commencement exercises. The first one was held at Berea College when three student workers on the *Berea College Magazine* graduated. Alice has worked as a photographer in Public Relations longer than I have been editor. Crystal and Nazar penned articles for our three recent issues. The second commencement came at Murray State University when my daughter, Alaina, graduated with a degree in early childhood education.

It was one of those moments – well two moments, actually – when one begins to ask 'The Questions'. Did I say the right things? Have I been a good role model? Did I leave out anything important – if so, should I say it now? Can I be thoughtful and clever without being glib? I found myself frantically Googling words of wisdom where I discovered the sage advice of Dr. Seuss: "Sometimes the questions are complicated and the answers are simple."

As I reread the article on Dr. Alice Manicur (p. 29), I saw how deeply she had influenced generations of educators and student affairs officers. As a mentor, she offered her advisees insights into education, career, and life, suggesting such 'Manicurisms' as "Be who you are." It turned out there are a lot of Manicurisms. Alice and Alaina, here are some of my favorites: "If you have a rich process, you'll have a successful plan." "Take time to celebrate where you are." "Don't forget to Google yourself," and "Throw the balls higher so you have time to catch them."

There is no end to an education because education is a process that, if we do it well, will feed us for a lifetime. Let the questions lead the quest. Life has plenty of lessons to teach, and it's easier to learn them when you're open and curious.

This education issue runs the gamut from infancy to adulthood. It explores lessons gleaned from learning at the Child Development Laboratory in the Ecovillage (p. 27), the successes of Berea's GEAR Up program for public school students (p. 12), the development of a service-learning class (p. 24), information on the new general studies curriculum (p. 20) and a new peace and justice studies minor (p. 18). Finally, alumnus Jarrod Brown, '04, recalls how his quest for a language teacher in India turned into a job with an international educational tutoring company (p. 32).

Each article makes me realize that Berea's liberal arts education is really about the development of a passion for learning that will follow us all our lives, whether we travel to India or return home to spark in others that passion to know, blaze new trails, and build communities. My advice? I'd have to agree with Alice Manicur: "Be open. Be who you are. Be happy. Do what you love, and love what you do."

Normandi Ellis

Normandi Ellis



Around campus

Berea Receives Sustainability Leadership Award



During its inaugural conference on *The Role of Higher Education in Creating a Sustainable World*, the Association for the Advancement of Sustainability in Higher Education (AASHE) bestowed the first Campus Sustainability Leadership Award upon Berea College. Berea was among four colleges and universities to receive the award from AASHE, a national association whose mission is to promote sustainability in all sectors of higher education in the U.S. and Canada.

The award recognizes institutions that have demonstrated an outstanding overall commitment to sustainability in their governance, academics, operations, and community outreach. Berea College received the award in the category of four-year and graduate institutions with 1,001 to 10,000 students.

Sustainability coordinator Tammy Clemons, '99, submitted the nomination and accepted the award on the College's behalf.

New College Major: African and African American Studies

After redeveloping the department last year, African and African American Studies is now an official major at Berea College. Dr. Jose Pimienta-Bey, chair of the department, said, "This course of study has been such a major part of the College's history. Not having an official major in African and African American studies all these years did not make sense."

Students in the major will receive an interdisciplinary education that encompasses psychology, sociology, history, political science, economics, and creative literature.



(Left to right) Erin Hortch, '08, Anton Bates, '07, Melvin Cowan, '06, and Patrick Bradford, '07, participate in a spoken word performance at last year's Unity banquet.

Central Plant Goes Online Smokestack Comes Down

After years of planning and months of work by more than 100 workers, Berea College dedicated its new state-of-the-art central heating and cooling plant on Sept. 27th.

President Larry Shinn said that, "In many ways, the new and more efficient heat plant is the culmination of a decade of planning at Berea College where sustainability, economics, and energy concerns coalesced in a project of this magnitude. Not only will we save energy and money at close to a 30 percent level, but we will significantly reduce Berea's ecological footprint. I am very excited by the completion of this project."



Presidents Vince Foushee of Lyons Construction and Larry Shinn of Berea College at the Central Plant dedication

The new plant uses boilers that run on natural gas with a 30,000 gallon diesel fuel backup supply should the natural gas supply ever be interrupted. Construction of the central plant was planned by the College's Energy Task Force, which met its goals for increasing fuel efficiency, reducing pollution, increasing fuel options, modernizing facilities, improving campus appearance, building 'green,' and providing educational and teaching facilities.

According to the builder, Lyons Co., statistics show that distribution losses were reduced from 25 to 3 percent, cooling energy requirements were reduced 20 percent, and the heating efficiency increased by 83 percent. Pollutants were greatly reduced—nearly 100 percent of sulphur oxides were cut, as were 95 percent of nitrogen oxides, and 99 percent of particulates (soot, etc.). Carbon monoxide outputs receded by 71 percent.

With the opening of the new plant came the demolition of the old coal and gas-fired heat plant. Hoisted aloft by a cherry picker, President Shinn struck the first blow to the top of the 160-foot smokestack with a sledgehammer. Debris from the smokestack and old plant will be recycled for fill on the site, which has been targeted for future green space.

Tyler Castells, '08

Alice Ledford, '07

Berea Hosts 32nd Annual Celebration of Traditional Music

Berea's 32nd annual Celebration of Traditional Music, held in October, incorporated the diversity of the Appalachian region by offering a variety of musical styles to its old-time music and dance festivities.

Folk musicians and best friends John McCutcheon and Malcolm Dalglish, kicked off the long weekend with a Thursday evening convocation that wowed the crowd with tales and folk songs played on many instruments, including the hammer dulcimer. Friday night, local musicians Donna and Lewis Lamb hosted an informal jam session in which more than 20 musicians came together on fiddle, banjo, guitar, mandolin, and harmonica, among others.

On Saturday informal concerts and workshops were held with Lewis Lamb and Jake Krack, '07, teaching fiddle, Sue Massek teaching banjo; and Greg and Emily Beasley teaching guitar. Fred J. Hay, of Appalachian State University's W.L. Eury Appalachian Collection and guest editor of *Black Music Research Journal's* special issue on Black Music in Appalachia, gave the symposium, "Afrilachian Music: Black Musicians and Black/White Musical Exchange in Appalachia."

Saturday night's concert of festival musicians in Phelps Stokes capped the weekend, featuring blues master Nat Reese, Sue Massek of the Reel World String Band on banjo, Jake Krack and the Whoopin-Hollar String Band, Greg and Emily Beasley, the Berea College Bluegrass Ensemble, and Mariachi Mi Mexico. The mariachi band was included to celebrate the traditions of some of the Spanish-speaking people who have become part of many communities in the Appalachian region. The celebration concluded Sunday morning at Union Church with a traditional hymn singing led by Loyal Jones.

Funding for the 2006 Celebration was

provided by the Kentucky Arts Council, a state agency, and from the National Endowment for the Arts.

Partners circle up during a dance called by Charlie Whitaker.

Members of the BC Bluegrass Ensemble include: Jake Krack, '07; Matthew Bailey, '09; Will Haizlett, '09; Sara Mostellar, '10; Megan Vaught, '07; and instructor Al White.

Margaret Cargill Was Berea's Anonymous Angel



Margaret Anne Cargill

When Margaret Anne Cargill, one of America's wealthiest women, died in August 2006, the College learned that she had been the generous anonymous benefactor who helped to support programs at Berea that preserve and celebrate traditional Appalachian arts.

The granddaughter of agribusiness giant William

Cargill, Ms. Cargill chose to live a simple life, with few outward signs of her wealth. Rather she focused on what her inherited fortune could do for others, supporting causes close to her heart while avoiding the limelight that often surrounds those of her financial stature. In 2005, and again in 2006, the Anne Ray Charitable Trust funded some of Berea's traditional Appalachian music and dance programs.

Cargill never sought credit for her gifts, insisting on total anonymity as she contributed to a carefully selected group of institutions. Berea College was the only academic institution she supported. Her grants to Berea greatly increased the ability of Hutchins Library to preserve and make accessible hundreds of traditional Appalachian music recordings, to hire a full-time preservation assistant, to obtain high-quality recording, and to fund the successful Appalachian Music Archives Fellowship program, which attracts international scholars, musicians, and composers.

Her funds have enhanced the College's traditional Appalachian music and dance programs, created student internships and apprenticeships centered on traditional music and dance, funded additional performances of traditional music and dance in the region, purchased high-quality traditional instruments, and enabled music instructor Al White to start a new traditional music group, the Country Dance Ensemble, which plays at dance rehearsals and performances of the Berea College Country Dancers.



John McCutcheon



Nat Reese



Alice Ledford, '07



Alice Ledford, '07

Overheard on Campus

"I'm not really very good at answers. I like questions much more than I like answers. Every time I give an answer, I feel like I am closing a door in my own mind."

— Chet Raymo, author
The War of Faith and Science: A Resolution? Convocation,
November 2006

"My mother always used to say, 'There's two sides to every story – and then there's the truth.'"

— Frank X Walker, Affrilachian poet
November 2006

"There is only one race, and that is the human race, so you need to give yourself a hand just for being alive and being here."

— Margie Richard, Goldman Environmental Prize Winner
Environmental Justice: Transforming Values into Action Symposium
November 2006

"A clean environment is necessary to fulfill the definition of 'human rights,'"

— Craig Williams, Goldman Environmental prize winner
Environmental Justice: Transforming Values into Action Symposium
November 2006

"Education is the ultimate poverty eradication tool. When you know better, you tend to do better."

— John Hope Bryant, social entrepreneur
Changing the World through Social Entrepreneurship Convocation
November 2006

"What we think of as place originates in the self... People search for self, but have forgotten their place. If you rise in scale, you often get shifted from one place to another and never learn your landscape. All places look alike. Walmart is a symbol of placeless-ness."

— James Hillman, psychologist
A conversation with bell hooks at Berea College
October 2006

"Without risk, faith is just safety and security without adventure. It is in the adventure that we are saved."

— Rev. Stacy Sauls, Episcopal bishop
Accent on Christian Faith Week Convocation
September 2006

"My advice is to write and read a lot...and to write, and to write, and to risk sending it out. You've got to risk letting go, risk rejection."

— Gwyn Hyman Rubio, writer
October 2006

"Not until we have an honest and healthy debate about immigration, will our politicians stop the political rhetoric and vote-mongering and actually create legislation that might alleviate some of the concerns for all involved."

— Billy Wooten, debate coach
Fee Memorial Debate Night
October 2006



A mountaintop removal site in Perry County, Kentucky

Mountainless Day Brings Focus to Environmental Injustices during Sustainability Month

While others hiked the Pinnacle on Mountain Day, some students and faculty attended Mountainless Day, witnessing firsthand the destruction caused by mountain top removal. Kevin Pentz, of Kentuckians for the Commonwealth, led the tour to several eastern Kentucky sites to speak with residents whose homes and lives had been affected.

The October tour was part of Sustainability Month, sponsored by the Sustainability and Environmental Studies (SENS) program, to educate the campus on issues of environmental justice and sustainable living. Several films on environmental injustice were shown, including Al Gore's production *An Inconvenient Truth*, which generated enough interest to require a second viewing.

Sustainability month began at the end of September when students traveled to Louisville as part of an environmental justice tour to present "Environmental Justice in the South: A Call to Action." Participants looked at pollution in industrial settings and urban areas. The National Solar Tour in Kentucky brought both large and small groups of visitors to six solar-powered homes and businesses, four of which are located in Berea. The SENS House in the Ecovillage was one of those sites.

Environmentalists Philip Hawn, '08 and Jessa Turner, '07, taught a workshop in natural plaster techniques at the Ecovillage. They built the walls of the solar shed next to the SENS House using an earthen plaster base coat, topped with lime and sand plasters to provide durability and water resistance.

Sustainability month concluded with the symposium "Environmental Justice: Transforming Values into Action," featuring grassroots activists Jennifer Osha, Margie Richard, and Craig Williams. Osha produced *Moving Mountains*, a CD compilation of performances and interviews. Both Richard and Williams are recipients of the Goldman Environmental Prize given to grassroots environmental activists. The events were sponsored by the Sustainability and Environmental Studies program.

Kir Cattel, '08



Jessa Turner

International Center Named in Honor of Francis and Louise Hutchins

Before he became Berea College's fifth president, Francis Hutchins spent many years working to educate young people living in Changsha in central China. There he met his wife, Louise, who worked in a clinic as a doctor.

The Hutchins legacy as champions of international travel, understanding, and education was remembered through a generous donation from David and Betty Jones at the November dedication of the Francis and Louise Hutchins Center for International Education. During the reception, the Hutchins children, Anne Hutchins McManis and Francis Hutchins, Richard Cahill, director of the International Center, and President Larry Shinn shared the rich history of the Hutchins family legacy of international travel and education, as well as their impact on the region.

During the dinner to honor the Hutchins, two students spoke of the impact international education has had on their lives. Chomba Chocho, '07, a business administration student from Zambia, said "I found Berea to be a school that opened up opportunities and expanded my world views." Chocho credits the College for his diverse knowledge of other cultures and he often shares his culture in classes and programs, and educates students on world issues.

Krista Bowker, '07, thanked the International Center for allowing her to travel to Papua, New Guinea, where she expanded her knowledge of ethnomusicology by immersing herself in the indigenous culture of New Guinea's tribal people. For her musical compositions, Bowker has twice received the Hutchins Award for creative endeavor.

Chomba Chocho

Krista Bowker



Members of the Hutchins extended family, including Frank Hutchins, '59 (second from left); Anne Hutchins McManis, '58 (third from left); and Robert Hutchins, '77, (eighth from left).

above photos by Celeste Francis, '08



Dr. Lawrence Powell accepts his honorary degree from President Shinn.

O'Neil Arnold, '85

Powell Urges Midyear Graduates to Succeed by Asking Questions

On December 10th, 2006, 67 seniors crossed the Phelps Stokes stage and shook hands with President Shinn who congratulated them on their graduation from Berea College.

Commencement speaker Dr. James Lawrence Powell, '58, received an honorary doctor of science degree for his lifelong professional achievements in the sciences, higher education, and in education of the broader public. Powell was born in the Berea College Hospital, attended the College preschool and kindergarten, then Knapp Hall elementary, Foundation high school, and in turn, Berea College, earning a bachelor of science degree in geology. He jokingly said, "If only Berea had a graduate school, I would not have had to go to MIT."

In his graduation address, "A Regard for Facts," Powell spoke at length about global warming. The executive director of the National Physical Science Consortium urged his audience "Think for yourself. Ask for the evidence and examine it critically."

He noted that having now received a broad liberal arts education Berea students have shown that they have "learned how to learn. You understand the value of labor. But there is one other valuable lesson that sinks into Berea students: We are here...because of generous donors who believed in the mission of the College. It reminds us that we will need to find our own way to be unselfish."

Empty Bowls Project

In April, the Center for Excellence and Learning Through Service (CELTS) and the Berea College ceramics apprenticeship program will sponsor the fifth annual Empty Bowls Hunger Awareness Banquet. For a ten-dollar donation, the participant receives a simple meal of soup and bread in a ceramic bowl, which is theirs to keep as a reminder of those who go hungry.

The Fall 2006 issue of *Berea College Magazine* included an inaccurate caption concerning the Empty Bowls project. The bowls are made for the event by volunteer apprentices, as well as local potters. Donated funds are dispersed among designated food banks and organizations.

For more information, go here:

<http://www.berea.edu/celts/hungerissues/emptybowls.asp>

Wallace Battle Family Accepts the John G. Fee Award

His grandchildren and great-grandchildren came from as far north as Minnesota and as far south as Florida to accept the John G. Fee Award, given posthumously to their ancestor, Wallace Aaron Battle. The Fee Award is given annually on Founders' Day and honors the distinguished life of an outstanding African American alumnus and/or the service of those who uphold the interracial and coeducational commitments of Berea College founder John G. Fee.

Wallace Battle (1872-1946) grew up on an Alabama cotton farm, one of 13 children of freed slaves. Although illiterate themselves, Augustus and Jeanetta Battle encouraged their children to get an education. At age 26, Battle entered Berea College to complete his degree where he found himself "in a brand new world."

After graduating in 1901, he first directed Anniston Normal School in Alabama, then founded the Okolona Industrial School, a normal and industrial school for African Americans in Mississippi. Under his leadership, the Okolona School prospered, and in 1920 became affiliated with the Episcopal Church. Okolona's most well-known graduate is 1994 Pulitzer Prize-winning columnist William Raspberry. In 1932, Battle took responsibility for supervising the operations of all nine Episcopal Schools for Negroes in eight southern states. He also received an honorary degree of Doctor of Literature from Berea College that same year.

In accepting the award on behalf of her family, Battle's granddaughter Anita Pernell-Arnold said, "We are overjoyed and proud. Our earliest memories are full of our family's educational expectations for us." Because of Battle's influence, education is now a family tradition, she said, and many family members are teachers.

President Larry Shinn presented each Battle grandchild with a walnut box designed and handcrafted by Woodcraft. Each box bears a cast-bronze medallion created featuring the African *sankofa* (right), a symbol derived from a word in the language of the Akan people of Ghana that represents retrieving and understanding one's heritage.



(Above) The family of Wallace Battle joined President Shinn at Boone Tavern. (Below) Anita Pernell-Arnold spoke at the Founders' Day convocation on behalf of the family. Joining her on stage are (left to right) Evelyn Kalibala, Wallene Jones, and Ed Rhodes, Jr.

O'Neil Arnold, '85



Sankofa

Sports Update

Sports High Fives

Kentuckians Patrice Riesenber, '08, of Covington, Maureen Kluesener, '07, of Lancaster, and Lacey Bostick, '08, of Hopkinsville made first team in the KIAC all-conference women's soccer meet.

The Daktronics Scholar Athlete Awards were given to Anthony Aros, '08, from Elizabethtown, Kentucky, Jonathan Hunt, '02, from Forest Grove, Oregon, and to Mzwandile Ginindza, '07, from Swaziland. The awards are given by the NAIA for academic success to student athletes whose grade point average is 3.5 or higher. Ginindza also was named to the 2006 KIAC All-Conference Soccer Team.

Cross-country runner Antonio Marchi, '09, from San Luis, Argentina qualified to compete in the NAIA national track meet in Louisville this fall. Cross-country coach Mike Johnson received the 2006 KIAC conference coach of the year award for the ninth time.



Antonio Marchi



Coach John Mills



Jonathan Hunt, Muzi Ginindza, and Anthony Aros.

Head coach John Mills earned his 200th career win this fall during the men's basketball game against Warren Wilson College.

Who Speaks for the Mountaineers?



Joe Saleem and CeDarian Crawford

Following a Voice of the Mountaineers contest this fall, the award-winning women's and men's basketball teams have a new voice—two new voices, in fact. Beginning in November, Joe Saleem '07, and CeDarian Crawford, '09, became the new announcers for home basketball games after winning the Voice of the Mountaineers contest.

Saleem and Crawford's audition process included reading a play-by-play script with their own voices and personalities first for a panel of faculty and staff judges, then again in front of a student audience during a basketball scrimmage. The pair announced their first home game when the Lady Mountaineers faced off against Warren Wilson College. The two will alternate as announcers for the remaining men's and women's home basketball games.

The contest was spearheaded by the newly formed Sports Events Team, a group of students working on creative ways to increase attendance at Berea's sporting events. "We want the students to feel they are as much involved in athletics as those playing and running the events," said events team member Cortney McCarty, '09.

Bereans Get Moving to Get Fit

The annual fall "Get Moving Berea" program, sponsored by the Physical Education and Health Department, provided 640 free pedometers to students, faculty, staff, and retirees. Merchandise and cash prizes helped to encourage individual and team participants to walk, jog, and exercise for a healthier body.

According to student coordinator DeLasea Sloan, '07, "People keep counting their steps long after the program has ended and also push themselves harder to be healthier." Kris Wright, a health education professor, created the "Get Moving Berea" program as a partner of the statewide Get Moving Kentucky initiative to reduce obesity.

This fall, a whopping 241,676,368 steps were counted, equaling more than 120,838 miles of walking. Among students, Kimberly Bacon logged on 2,117,318 individual steps and the FYAH Club logged a combined 6,585,738 steps. Joe Wilkie, the campus arborist, took high score among faculty and staff with 850,303 steps. Retiree Patty Boyce logged 546,376 steps.

Faculty, Staff, Trustee News

Orr and Jenkins Join Berea College Trustees

This fall Douglas M. Orr, Jr., of Black Mountain, North Carolina, and Scott M. Jenkins of Rosemont, Pennsylvania, were elected to six-year terms as College Trustees.

Orr brings almost 40 years of experience in higher education to the Board, having served as president of Warren Wilson College from 1991-2006. Prior to that, he was a geography faculty member at the University of North Carolina at Charlotte for 22 years, serving as Vice Chancellor for Student Affairs and as Vice Chancellor of Development and Public Service.



Douglas M. Orr, Jr.

His involvement on professional and civic boards includes the Association of Governing Boards of Colleges, the Southern Association of College and Schools re-accreditation teams, the National Council of Independent Colleges, and the National Commission on the Status of Women in Higher Education. He received the MBA and PhD degrees from the University of North Carolina at Chapel Hill.

Jenkins is president of S.M. Jenkins & Co., the financial and management consulting firm he founded in 1991, and is the general partner of Jenkins Partners, L.P. He formerly served as vice president of The First Boston Corporation and as vice president with Goldman, Sachs and Co.



Scott M. Jenkins

A graduate of the U.S. Naval Academy, he also holds an MBA from The Wharton School, University of Pennsylvania. After serving the Navy for six years as a nuclear submarine officer, Jenkins became a senior consulting engineer for Westec Services, Inc. His other professional activities include serving on the board of directors of several companies, including the Reinvestment Fund and Urban Growth Partners, L.P. of Philadelphia, an organization involved with reclaiming and transforming neighborhoods through socially and environmentally responsible development.

The *Distinctive Danforth Chapel* at Berea College, recently published by former Campus Minister Lee Morris in collaboration with Jeff Pool, director of the Campus Christian Center, explores the unique chapel and pauses at distinctive focal points to observe its present and historical importance, as well as the development of worship at Berea College. Reverend J. Randolph Osborne provided the forward. To purchase, contact the Berea College Bookstore at 859.985.3200.



Jeff Pool, Lee Morris, and Reverend J. Randolph Osborne

Alice Ledford, '06

New Study Abroad Advisor

In August Soren Peterson joined the International Center as the Study Abroad advisor at Berea College. He brings 10 years of experience promoting and managing study abroad programs in the United States and in Latin America. Before joining Berea, Peterson was an independent educational travel consultant in Denver, Colorado. Prior to that, he was associated with the Centers for Interamerican Studies (CEDEI), a language school in Cuenca, Ecuador.



Soren Peterson

Betty Hibler Joins the Board of Idealist.org

Associate director of the Center for Excellence in Learning through Service (CELTs) and director of the Bonner Scholars program, Betty Hibler joined the advisory board of Idealist on Campus, an international group whose mission is to connect people, organizations, and resources to help build a world where all people can live free and dignified lives.



Betty Hibler

In speaking about her philosophy of service and learning, Betty says: "I believe that all levels of education have a mutual responsibility to prepare students to be thoughtful citizens who are committed to the common good. Caring about our lives together must be of primary importance."

Rosen & Students Present Research on Parasites

Dr. Ron Rosen, professor of biology, and 19 student researchers presented the results of a four-year study of digenetic trematodes at the fall faculty colloquium. To understand the habits and life cycles of these parasites, Rosen and his students collected affected snails and fish from North Elkhorn Creek in Scott County and then conducted lab experiments to study the flatworm parasites responsible for several human diseases.

GEARing UP for

By Julie Sowell

Beth Coleman and Harold Burdette, sophomores from Rockcastle County, Kentucky, were among the first students to benefit from a federal grant to help middle and high school students attend and succeed in college.

Both will tell you in no uncertain terms that “GEAR UP changed my life.”

The \$1.9 million grant from the U.S. Department of Education created a partnership among Rockcastle County Schools, Berea College, and other organizational partners to provide a wide range of intervention and enrichment services for students, parents, teachers, and schools. In 1999, when Beth and Harold were in seventh grade, the Gaining Early Awareness and Readiness for Undergraduate Programs – GEAR UP for short – began in the Rockcastle County Schools, and it continued for six years until 2005, the year they graduated from high school.

Among the many GEAR UP programs in which Coleman participated, she vividly recalls that the field trips to visit colleges and universities opened her eyes to the world beyond rural Kentucky and a whole range of new cultural experiences. A Chicago trip for eighth graders was her first visit to a ‘real city’ and an art museum.

“For a girl from a small town in rural Kentucky who’d never been around anything like that, who’d always wanted to be around things like that, it was magic,” says Coleman. “To this day, that remains my favorite trip of all, my favorite town because it was so wonderful.”

In addition to the plays, museums, and other cultural experiences in places that included St. Louis, Huntington, and Atlanta, Coleman says the visits to colleges and universities, both in and out of Kentucky, were enlightening. “When it came time to choose a college, I was well-versed in what I needed to look for,” she says.

The wide range of planned activities and the genuine care of the GEAR UP staff and teachers profoundly affected her and

helped her blossom socially, Beth says. The workshops in developing leadership skills, good study habits, and organization have all served her well at Berea. As a freshman she was elected as at-large senator in student government and is currently a member of the College’s speech and debate team.

Burdette says the leadership skills and the encouragement that he received to



Beth Coleman, '09, credits GEAR UP for helping her decide on a college.

continue his education were what he gained most from GEAR UP. “It helped me take the initiative just to apply to college,” he says.

Like Beth, Harold is the first in his family to go to college.

“People told me ‘You can do this—it’s possible. You’re smart and you can make it happen, if you just do it,’” Burdette says. Once he was accepted, he applied for the Bonner Scholars program, which offers students scholarships for service work performed while they attend Berea College. For Burdette it means coordinating SLIP (Student Leadership Initiative Program), where he helps middle school students in Berea become involved in service.

“A lot of the things we do through SLIP are the same things GEAR UP did for us,” he says. In addition to SLIP, Burdette

volunteers with the College Bound program, working with the seventh graders at Rockcastle Middle School who are being served by the current GEAR UP program. “I still try to do what I can with GEAR UP. I feel I should give something back for everything the program did for me.”

In the fall of 2005, Berea College received another GEAR UP partnership grant, this time for an expanded program to serve not just one school district but six districts with a grant totaling more than \$17 million over six years. That partnership currently serves more than 3,500 students and their parents, 719 teachers, and 14 schools.

“GEAR UP provides students with real-world experiences that result in the students having higher educational aspirations,” says GEAR UP director Dreama Gentry, '89. “We work with students to build the academic and social skills necessary for them to achieve these higher aspirations. Our schools are



Beth Coleman, '09, and Harold Burdette, '09, are both graduates of the GEAR UP program in Rockcastle County, KY. photo by Rachel Wetmore, '09

College and Beyond

benefiting from the wider service region, too. They are able to network and learn from each other.”

The major components of the GEAR UP program include direct services to students, parent engagement activities, and whole school improvement. Programs for students include academic assessment and intervention, mentoring, college and career planning and exploration, cultural enrichment, and college visits. Activities to engage parents include training and information about college and financial aid opportunities, workshops, parent-student college visits, and parent-teacher programs. Professional development for teachers and the creation of a College Center in school libraries are some of the activities aimed at whole school improvement.

Berea College has been involved for more than 35 years with innovative programs to develop students’ potential and help them prepare for and succeed in college,

beginning with its Torchlight Program in the 1960s.

Later this year, GEAR UP will move from its temporary offices at the College’s old poultry farm to a Berea landmark that has awaited creative reuse for several years. Middletown School, not far from the main campus between the College’s two main farm properties, was built in 1927. It was



Harold Burdette, '09, is a Bonner Scholar working with at-risk students.

one of a hundred Kentucky schools funded by the Julius Rosenwald Foundation to educate African American students during the era in which school segregation was mandated by the Kentucky Day Law.

“We want the school to be more than just office space. We want it to be a space that engages the community,” says Gentry. To that end, she and her staff have been exploring how GEAR UP can partner with school and community organizations to be a site for programs that fit within the big purview.

Beth Coleman, who is majoring in political science and earning her teaching certification in social studies, says her GEAR UP experience started her on her current career path. After graduation, she plans to pursue master’s and doctoral degrees in public policy focusing on education in

order to bridge the gaps and create educational opportunities for students and their communities.

“GEAR UP changes attitudes,” asserts Coleman, speaking from her own experience. “In many rural communities there are parents who don’t understand how far it’s possible to go in life. Through GEAR UP programs, parents can accompany their children on some college visits, so they go and see that ‘Oh, these are opportunities available for my child? This can happen for them?’” And you see the parents becoming more involved. GEAR UP’s not just about getting students into college. It changes the attitudes of communities.”

In its partner schools Berea’s current GEAR UP program has created opportunities for tutoring, mentoring, after-school programming, college fairs, and motivational speakers. Each school can create different programs depending on its particular needs, says Gentry. Schools determine what their students need and which programs to bring into focus.

A range of activities opens new possibilities every day. An overnight trip to Louisville took students to the Speed Art Museum and a dinner theatre. During summer aviation camp, students learned the math and science of flying and flew in an airplane. Mom and Dad Go to College, a new parent program, brought students and parents who had never visited a college campus to Berea for the Celebration of Traditional Music. One thousand middle school students served by GEAR UP came to Berea to hear Appalachian music and storytelling. Twenty-two teachers were trained on new equipment and will be teaching other teachers on integrating technology into the curriculum. Over six years, those kinds of experiences can become life-changing for students, parents, teachers, and whole communities.

Just ask Beth and Harold.

BEREA'S MATCH



Luke Hodson, '02, recruited Jolene Bennett, '09, an education major from Burnsville, NC.



Tyler Costello, '08

MAKERS



How Admissions Counselors Woo and Win Students

By Sharon M. Reynolds

Out for a walk early one morning in his Birmingham, Alabama, neighborhood, Carl Thomas, '78, ran into a friend who is a high school guidance counselor. The counselor mentioned a student who might be a good prospect for Berea. An hour later, Thomas was meeting the student at the high school. It was all in a morning's work for Berea's assistant director of admissions and coordinator of minority services.

"One of the challenges of this job is that there isn't a typical day," Thomas says. "It's constantly changing. An important piece of being a field-based representative is to establish community contacts. Berea becomes part of the community."

For the past 28 years, Thomas has been the public face of Berea in the Deep South city where he grew up. His work has boosted the College's African American student population from the single digits to nearly 20 percent. But competition is making his job much tougher today as more colleges clamber for minority students.

"When I started, I was given a set of car keys and a satchel and told, 'Hey, kid, go out and get some students,'" he recalls. "Since then, we've moved to web-based technology, blogs, and silent shoppers who look for colleges on the Internet but don't identify themselves until later in the process. Contacting students has become more competitive, and

other schools now have mandates to increase diversity on their campuses."

Several hundred miles to the north on Berea's campus, admissions counselor Luke Hodson, '02, spends his days searching for buried treasures in northeastern and southeastern Kentucky. In the more rural communities of his territory, he faces a different sort of recruiting challenge – the community college system.

"It's now possible for many students to take community college courses in their high schools in the evenings," he says. "That plays into their comfort zone of remaining at home while going to school."



THE SEARCH IS ON

The pressure to find the best and brightest for Berea picks up quickly in the fall, with dozens of college fairs, speaking engagements at high schools, inquiries over the phone and online, campus visits, and special group events like Fall Preview Day for high school seniors.

"More and more, you have to be good at selling," Hodson says. "Colleges have become very good at how they market. You can't take your school's reputation for granted. You have to provide students with a pitch."

The lanky, former Berea basketball player doesn't have any problem standing out in a crowd of competing admissions counselors at college fairs as students wend their way from one booth to another. "I try to be very approachable," he says. "I'll engage them in conversation, maybe find out their major then relate it to what Berea has to offer."

Berea's technology focus is a good selling point, particularly the free laptops each new freshman receives. Requirements that students live in dorms and freshmen leave behind their cars can be a sticking point. Hodson counters by noting the many social clubs and activities the Campus Activities Board plans throughout the week. "The College wants students to enjoy all the aspects of the campus," he says. With students from 40 states and 70 countries, there's no shortage of activities to enjoy.

Most colleges don't face the same challenge Berea does in finding students, he notes. "They're looking primarily for strong academic records. We're looking at whether the student meets our financial requirement, as well as our academic standards. It can be discouraging when you find students with high test scores who are excited about Berea, and then they turn out to be over the income level." Other students may meet the financial requirements



Carl Thomas, '78, spoke with a group of recruits from Alabama during Carter G. Woodson weekend. The recruiting weekend brings high school students to campus for information gathering and a Berea experience.

Alice Ledford, '07

and have strong potential, yet show average grades and test scores.

Some have a compelling story, such as one young woman who, Hodson recalls, had persevered throughout high school despite a difficult home life. "She didn't think she had a chance of getting into Berea," Hodson says. He encouraged her to apply, even driving her and other students from her high school to campus for a visit. His efforts paid off.

"Just the change in her when she found out she was admitted – the joy and happiness – the results give you a good feeling," he says. "A lot of students sit there in limbo. If you're able to get them to campus, encourage them to apply, you know you're making a difference in their lives. Otherwise, they might just stay at home and not attempt much of anything."

BRIDGING DISTANCES

It can be a tough sale, trying to convince young African American men and women to leave their homes in the city and travel hundreds of miles to a school in rural Kentucky. Likewise, coaxing Appalachian youth out of the comfort of a small town can be difficult. Berea tries to neutralize the distance factor with the all-important campus visit.

In 1978 Thomas launched a trip for talented minority high school students from Birmingham to Berea. What started

with one van and one visit has since expanded to the annual Carter G. Woodson Open House. The third week in February, vanloads of students now leave from Greenville, South Carolina, and Chattanooga, Tennessee, as well as Birmingham, all bound for Berea.

Both Hodson and Thomas agree that it's not just the students who have to be sold on Berea. "My philosophy is, if you get the parents, you get the student," Thomas says. "That's why I find home visits are extremely effective. You take away some of that anxiety, meeting with the family in comfortable surroundings."

Since Berea isn't such a long drive for many parents in Hodson's territory, he encourages them to visit the campus with their son or daughter. "I had one very strong student who lived about two-and-a-half hours away and wanted to come to Berea," he recalls. "His mom didn't want that to happen. But when she visited the campus with him, it made all the difference."

RELATING TO STUDENTS

As alumni of Berea – a prerequisite for the job – Hodson and Thomas have added credibility as well as a personal story to tell prospective students. During a recent meeting with a young man and his parents, from southeastern Ohio, Hodson struck a personal note by relating some of his experiences as a college student.





Luke Hodson speaks with two students he has recruited from his Appalachian district. They are Joshua Noah, an Appalachian studies major from Mount Airy, North Carolina and Mike Whisman, a technology major from Parkersburg, West Virginia. They join Shauna Simonton, a business major from Florence, South Dakota.

“I came from Eastern Kentucky where I went to a small high school,” he says. “I wanted to preserve that small town feeling. At Berea, our professors are focused on students. They’re very good at making themselves available. For me, that was very beneficial.”

Touting the college’s work requirement, Hodson notes that his four years working in the Alumni Office as a student gave him more than a paycheck. “It also gave me a full-tuition scholarship and job experience,” he points out. “I still have two references on my resume from this experience.”

Thomas uses his experience to convince prospective minority students that they can compete successfully in a challenging environment. “I came here from Birmingham. Berea was perhaps the most level playing field I had ever been on in my life,” he says. “It gave me an opportunity I wouldn’t have otherwise had. That is what it’s doing for these students. They see that racism doesn’t have to be part of my life. I can come here and people will accept me for what I am.”

WHAT STUDENTS WANT

What exactly are students looking for at Berea?

Many in Hodson’s region want to return to their communities, diploma in hand, to make life a little better for others there. As a result, teaching and nursing, two fields where there are shortages in

Appalachia, are popular career choices. He sees many similarities between these students and those he encountered while working for Upward Bound at Union College in Barbourville. The federally funded program helps promising, low-income students get into college.

“For most, this is the first time anyone in their family has mentioned college,” he says.

As for minority students in the South, most look for college to provide them with a good job, to move beyond their financial circumstances, Thomas says. “Many are from single-parent homes, and they want to provide for their children as well as themselves. They also want to be in a position to give back to the community.”

He recalls one young man in Birmingham whose dream was to become a doctor. “He used to pester me, trying to get into Berea. He did get in and took on a challenging science program. One summer he participated in a program at Harvard for minority students going into medicine. When he made As and Bs, he realized that he could really be competitive. He went on to get a scholarship to medical school and is practicing now in Hawaii. He was a kid who had a dream and realized, even if I’m behind the mark when I start off, I’m willing to work as hard as it takes.”

The College’s philosophy of inclusion has extended in recent years to supporting

academically promising single parents who want to earn a degree. Many of these non-traditional students live in Berea’s Ecovillage, which also provides child care at the Child Development Laboratory. “There have been some shining examples of students who came as single parents,” Thomas says.

THE DAYS DWINDLE DOWN

Hodson and Thomas start a round of decision team meetings with the admissions staff in December. The team reviews as many as 250 completed applications a month, gleaned from those picked by each admissions counselor. Sometimes the meetings last all day, with each counselor making a pitch for his or her recruits. By May, only a few slots remain. These include students who waited until the last minute to apply or who provided financial information that helped meet the College’s requirements at the eleventh hour.

Recalling that final spring meeting last May, Hodson says, “For my group specifically, the ones who did not make the cut, it came down to their high school performance and test scores. Then there are the ones who have almost identical academic vitals. Those are the tough ones that we may have to sit and discuss just to determine which one should get the nod.”

Because of the work admissions counselors do, Berea is still able to pick and choose from an academically strong pool of applicants despite the competition. In the fall of 2005, for example, more than 13,800 students showed an interest in the College. Of those, 1,900 applied, 511 were accepted and 378 actually enrolled. That’s a 75 percent yield rate, higher than the national average of 50 percent – an almost perfect match.

“If we choose a student, they usually choose us, too,” Hodson says.

FINDING WORLD PEACE HEART OF APPALACHIA

By Amber Brewer, '08 and Robert Fox, '08

Across the world, more than a billion people live on less than a dollar a day. They have no hearth, no warmth, and limited food and educational resources. Across the world, war confronts country after country. What is Berea's place amid the strife? How can America help other countries when there are starving children on our own doorstep?

Poverty in Appalachia and across America is but one symptom of a looming global problem. To bring focus to the issues and begin to address the problems associated with poverty, hunger, and war, Berea College has developed a new program in peace and social justice studies.

The idea of love over hate, human dignity, and equality of peace with justice is not a foreign concept to Bereans. Given the goals of our Great Commitments, said general studies and religion professor Michael Rivage-Seul, the College already teaches at least 50 courses that could be a part of such a program. He indicated that establishing the curriculum was a matter of synthesizing the courses into a program and providing students with the option of declaring peace and social justice as a minor.

Professors from religious studies, general studies, economics, history, and other academic departments across campus collaborated to form the Peace and Social Justice Studies (PSJS) working group. As a result of their efforts, the College established PSJS as a minor, with the possibility of an independent major.

Students are finding themselves drawn to the study of the issues. Ian McHugh,

'08, an English major interested in pursuing PSJS, feels strongly about becoming a peace and social justice advocate. "It is my responsibility to do what is right," he says. "It is my duty as a living creature, as a part of the world."

Tianna Williams, '09, echoes McHugh's passion for social justice. She hopes to gain "a true understanding of poverty and the people it affects, plus the tools to be an active member in the world."

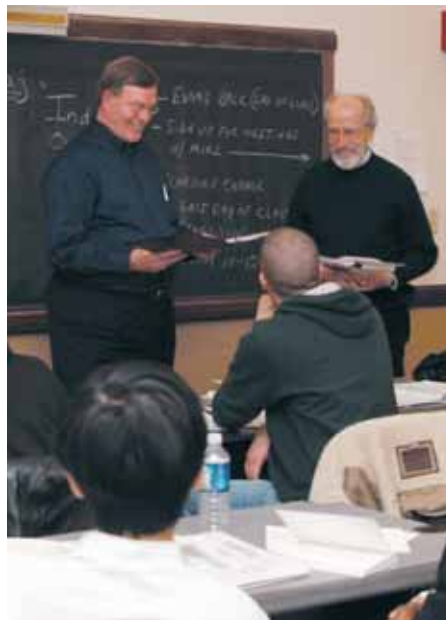
During January 2007 Rivage-Seul and President Larry Shinn collaboratively taught a short term course entitled "Peace and Social Justice: Theories and Practices." The course considered the role that

religions (especially Christianity, Hinduism, Islam, and Judaism) play in wars and conflicts. It also analyzed peace and justice movements, including the teachings and practices of Mahatma Gandhi and Martin Luther King, Jr. Both Rivage-Seul and President Shinn took part in a 2006 summer faculty development tour to the Middle East.

Biology and chemistry senior Jessica Fagan, '07, took that course. As a concerned environmentalist, Fagan is quick to point out that many conflicts are related to disputes over natural resources. "At the current moment we seem focused on oil. We see that in Kuwait and Iraq," she says. "We see starvation and poverty directly related to a lack of resources, topsoil, clean water—not just in the Middle East, but in Africa, and even here in America."

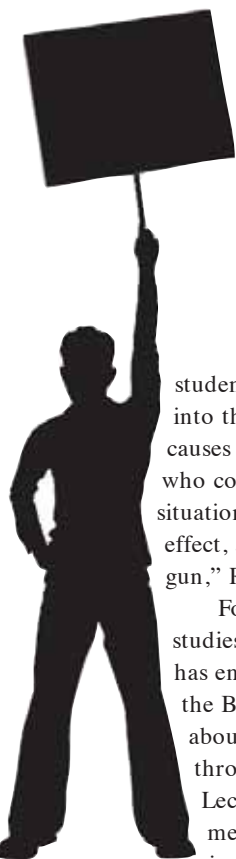
General studies professor Stephen Pulsford will teach the full introductory course this spring. He feels that in order to achieve any lasting peace, one must focus intently on opening a dialogue and asking many, many questions about social justice issues. "I think we must look at the world and attempt to identify the extent of poverty," he says. "What's going to fix the problems is not a simple answer."

Rivage-Seul sees Berea in a unique position to develop its peace and social justice program in that many of its students have firsthand experience with poverty, coming from disadvantaged areas of Appalachia, and many of its international students are refugees from impoverished and/or war-ravaged countries. Those



Pres. Larry Shinn and Dr. Mike Rivage-Seul engage the class in discussion on social justice issues.

IN THE



students “have a deeper insight into the causes of poverty and causes of violence than people who come from more privileged situations, because they are, in effect, at the wrong end of the gun,” Rivage-Seul says.

For the last year religious studies professor Michelle Tooley has encouraged her students and the Berea community to think about social justice issues through her ongoing Lilly Lectures, a series of informal meetings that deal with such issues as public policy, genocide, migration, and slavery. Tooley, who taught “Voices of Nonviolence” during the fall 2006 semester and will teach the “Conflict Transformation” class during spring term, welcomes the chance to work with the many Berea students “who want to change the world, and to change things that many of us believe are unchangeable.”

Ending cycles of violence and violations of peace can be difficult, Tooley notes. The PSJS program can help students to recognize the cycle, which is the first step in breaking the cycle of war and poverty. Tooley emphasizes that through programs such as these, professors and students “are thinking of creative ways to reduce conflict without increasing violence.”

In order to develop the PSJS program, Berea College used outside consultants, such as Jack Nelson-Pallmeyer, a member of the St. Thomas University Peace and Justice Studies Program, and



Alice Ledford, '07

Tianna Williams stands and speaks for peace and social justice.

Glen H. Stassen, a former Berea College faculty member now teaching at Fuller Theological Seminary. In addition, Rivage-Seul traveled to five universities to evaluate other peace and justice programs. He presented his findings in a 41-page report, *Exploring Peace and Social Justice at Berea College* and a formal proposal was submitted to the academic council in May 2006.

The PSJS team defined its new program as the “interdisciplinary, multidisciplinary, and practical examination of the causes of social injustice and violence.” Having an array of classes from across the disciplines, Rivage-Seul felt, expressed the many challenges to peace that appear throughout society.

Corrie Spellman, '08, a student director with the campus environmental and social justice group HEAL, notes that her interest in PSJS studies represents a holistic lifestyle. “It allows me to study things that won’t just get me a job, but will enhance my quality of life, help me to understand the world I am living in, and become an active global citizen.” Recent programs that have been part of the student organization HEAL include the promotion of Fair Trade products,

commuting via bicycles, and facilitating the 10x10 renewable energy programs on campus. The 10x10 campaign actively fights for clean energy by working with Berea College to commit to using 10 percent renewable energy by the year 2010. Spellman’s goals of becoming a more aware global citizen stay directly in line with the goals of the program and demonstrate “the possibilities of one person in Appalachia affecting the rest of the world.”

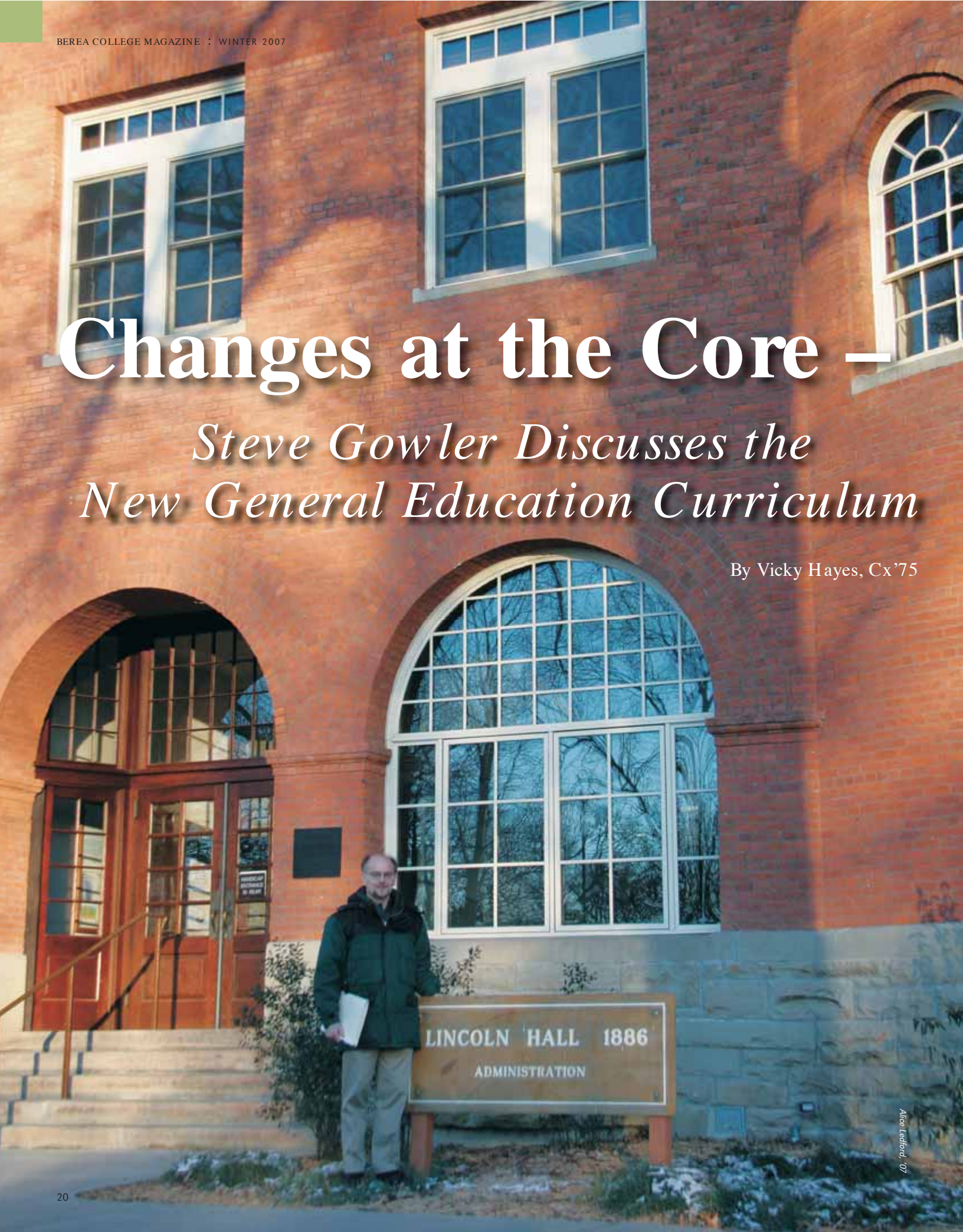
Tooley believes that because of teachers and students like Spellman, the Peace and Social Justice program may have a ‘concentric radiance.’ That is, as one person is changed by the program and its faculty members, a ripple is made in a global pond; and in the wake of such an effect, people throughout the entire world may be changed forever.

Ian McHugh shares Tooley’s idea of having an unending impact on creating world peace. He sees studying peace as “planting seeds that will grow and hopefully spread more seeds—a never-ending cycle of hope.”

Changes at the Core –

Steve Gowler Discusses the New General Education Curriculum

By Vicky Hayes, Cx'75



Steve Gowler is not comfortable talking about himself or being the focus of a camera lens. He is more comfortable with his cohorts in the Hutchins Library at Berea College, his natural habitat for the past 13 years. Recently, he took a short walk that brought about a big change in his professional life. He walked out of the library and climbed the stairs to his new office on the third floor of Lincoln Hall to become the Director of General Education.

No apparent grand design has ruled his life, no deliberate path from point A to point B. He always asked himself, “Where do I want to be going with my life right now?” The answer might be the job he holds today—Job # 31 in a wide variety of academic and blue collar positions that have supported his pursuit of a number of degrees (1 bachelor’s, 3 master’s, and 1 doctoral degree) in literature, religion, and librarianship.

After more than a decade in the College library, first as Head of Public Services, and then Head of Special Collections and Archives, Gowler continues using his broad areas of interest through the College’s general studies program. His path as a scholar is noteworthy because of its diverse experiences – experiences that make him an excellent choice to lead the general studies program.

For well over half a century Berea College has worked to guide and steer its students in a general studies program that is closely connected to the College’s basic values and Great Commitments, says Gowler. Over the past several years there has been a thorough-going review of general education that has included sustained reflection on how the program relates to the College’s historic commitments and to the learning goals of the College’s strategic plan, *Being and Becoming*.

One key factor that led the committee to renovate general studies was the concern that some students “might graduate from Berea College with virtually no electives,” Gowler says. The current changes create a more flexible core curriculum and allow students to satisfy some general education requirements within their majors. Allowing greater liberal arts exploration aligns with Gowler’s personal hope that students will

become more self aware, reflective, and intentional about their education “as they make choices in the curriculum.”

Perhaps the greatest change in the new curriculum comes in the transformation of classes previously taught as “Stories,” “U.S. Traditions,” and “Western Traditions I & II,” which have been replaced with the new first and second semester writing seminars—GSTR 110: “Critical Thinking in the Liberal Arts” and GSTR 210: “Identity and Diversity in the United States”—and with a second-year course entitled GSTR 310 “Understandings of Christianity.” These courses are designed to help students develop into more sophisticated thinkers and writers as they engage texts, values, and ideas directly related to the College’s Commitments.



Gowler and Kaori Suzuki, this year’s guest Fulbright Scholar, consult on lesson plans.

GSTR 210, “which is about diversity in the U.S.,” Gowler adds, “clearly addresses the Berea Commitments, which have been here since the school was founded—that is, the commitment to interracial education and the commitment to the equality of men and women. Those are themes that will come up explicitly in that second class.”

The General Education Review Committee’s work was not limited to the classroom. Education is conceived as involving the entire campus experience. The team, Gowler says, wanted to explore how to maximize “the natural linkages to student life and the labor program, and increase opportunities for off-campus experience and service learning.”

Gowler helped design the new Christianity course. He notes that the central

theme of that course is “the diversity of Christianity.” As described in the College catalog, “this course invites students to imagine and consider Christianity from stances both inside and outside the faith, . . . and as a way of understanding life’s purpose and meaning that remains important for many around the world.”

This past summer Gowler took part in a trip to Israel, Jordan, and Egypt designed for professional development for faculty teaching in the new Christianity course. The trip focused on the Jewish and Greco-Roman context of Christian origins; the interrelationships among Christians, Jews, and Muslims; and varieties of Christianity in the Middle East, with special emphasis on Orthodox traditions such as Coptic Christianity.

Berea’s interracial commitment remains as pertinent today as it was 150 years ago when it was in the midst of slavery, and Fee created an intentional interracial educational institution and community. “There is plenty of evidence to show that our nation has to address relationships between blacks and whites, the equality of populations across class and racial lines, as well the whole issue of diversity,” Gowler says. At the heart of that, he notes, “Berea continues to be absolutely relevant to creating confident, competent thinkers and communicators,” who will have a positive impact on their families and communities.

Of course, the new curriculum did not reduce the core requirements by four courses without intense discussion. Faculty members voiced concerns that by reducing the size of the program, “we might be cutting short some important aspects.” Others voiced a need to elevate the value of extracurricular programs and service learning. Many faculty members will miss teaching “Stories,” “Western Traditions,” “Arts in Context,” and the other core classes, notes Gowler, who taught “Western Traditions I and II” since their inception in the early 1990s.

Gowler hopes that the extra space created in students’ schedules will give them room to explore their developing interests, both inside and outside the classroom, and as a result, allow careers to flower “out of interests and passions.”

Identity and Diversity in the United States

An Overview of Essays by Berea Authors



By Nasar Rusli, '06

For more than 150 years, Berea College has supported the idea of Southern Appalachian identity and interracial education as part of its educational goal. Throughout the years, the journey to achieve the ideals has been reflected through the Great Commitments of Berea College. These Commitments, which focus on race, gender, and Appalachia, have been an essential part of Berea's educational emphasis.

In the new curriculum of the general studies department, one course is added to raise those issues in the classroom with the goal of developing and building on the reasoning, writing, research, and learning emphases. The course, called "Writing Seminar II: Identity and Diversity in the U.S.," is aimed at engaging all students on issues relative to the historic mission of the College.

Several essays by faculty members and students, past and present, were compiled into a book called *Identity and Diversity in the United States*, which is being used in the GSTR 210 course. In their writings, they look back at Berea's history and its mission and connect them with present-day Berea as an educational institution in the Appalachian region.

Berea's Appalachia, 1870-1930

From 1870 to 1930, Berea's commitment to interracial education shifted to educating the people of the mountains only, as Shannon H. Wilson, '81, the College archivist, put it in his essay

Window on the Mountains: Berea's Appalachia, 1870-1930. He mentions that Berea College has helped shape the image of the Appalachian region, especially in education. Berea's third president E. Henry Fairchild outlined a program for improving mountain life that included building better farms, homes, and schools, expanding roads, increasing public school funds, and reforming religious practices.

At that time, the change of the mission occurred because the mountain people were faced with social problems of exploitation and neglect by the wealthy plantation class. For that reason, Berea College became an institution to answer the problem. "Our kinsmen, our 'contemporary ancestors'—what we have examined so far has been the emergence of the loyal and hardy mountaineer in need of educational opportunities evolving into the answer to the 'Southern Problem,'" Wilson says.

In conclusion he points out Berea's role in promoting Appalachia to the public as the heir of Revolutionary War era pioneers, defenders of the Union, and the rustic champions of democracy. "Berea's use of these images not only drew much-needed attention to Southern Appalachia and the college but led to certain stereotypical images of mountain people as well," he adds. "Some of these images remain in the public perception of Appalachian people today and continue to motivate Berea College and others to

celebrate the region's traditions and respond to its needs."

Berea College's Commitment in a Christian Community

Interracial education is one of the crucial goals to promote diversity. The ideal is laid out in the Great Commitments of Berea College as a focus of educating the community regardless of race. Over time, the issue has become a major question in the College, especially in fulfilling the commitment to both interracial education and Appalachia in a nondenominational Christian campus. Andrew Baskin, '73, associate professor of African and African American studies, brings that issue in his essay, *Berea College: a Commitment to Interracial Education within a Christian Context*. He looks at Berea's history in an effort to balance the commitments in implementing its goal in interracial education.

Baskin elaborates upon six stages of change that occurred during achievement of that goal. The stages, starting from Berea's establishment and continuing to the present day, have more to do with black-oriented courses, activities, and efforts to recruit and retain a specific number of African American students and faculty, he writes. "The task is to ensure that this emphasis on diversity does not deter from efforts to learn about our similarities as human beings."

In his conclusion, he says that Bereans play a major role in fulfilling the College's



mission, especially if the members of its community understand John G. Fee's mission statement for the College. "In the opinion of the observer, based upon the history of Berea College, it is possible to balance a commitment to Appalachia with a commitment to interracial education within a Christian context," he continues. "The history also reveals that there should be committed dedicated leadership in order to accomplish this lofty goal."

Women in Education

Gender is another important aspect in the Commitments which becomes one of the elements in implementing Berea's educational goals. In her essay, Dr. Jacqueline Burnside, '74, associate professor of sociology, focuses on the story of six African American women who have made extraordinary achievements between the end of the nineteenth and the beginning of the twentieth century. "Traditionally, the contributions of most women, if recorded for posterity, were written through the feats and accomplishments of their men," she states in her article entitled *Black Symbols: Extraordinary Achievements by Ordinary Women*.

In her research, Burnside addresses four ideas that show a shared similarity in the lives of all six women. Awareness of social control, self-esteem, service, and the

use of symbols in communication are the main focus of her research. The education and service commitments of the College greatly contributed to their lives in the community. "This appears to have been a particular advantage of the Berea College education, a redefinition of 'Brotherhood of Man' to include all nations and races of men and women," Burnside writes.

Their presence at Berea College was significant, as she summarized, because it broke the clumsiness of interracial and coeducational feeling in Berea at that time. "On the college campus, black women and men were able to interact with white women and men on an equal basis rather than on a subservient one," Burnside says. "It was a very big deal that Berea College's practices of judging character rather than color sometimes carried over to judging character rather than gender."



Berea College was the first interracial and coeducational College in the South. Berea students joined Martin Luther King's historic Alabama march in 1965 and participated in a 40-year anniversary re-enactment of that march in 2005.

HIS 386 –

Portrait of a Service-Learning Class

By Kit Cottrell, '08

Approximately two miles outside Berea on a gently curving country road sits Farristown Baptist Church, a white rectangular building with a tall steeple and an abundance of stained glass windows in vibrant shades of purple, green, and blue. Inside the atmosphere is welcoming, with wooden pews that have been burnished over time to a soft, satiny sheen. Wednesday evening services are about to begin as Jessica DeHaven, '07, and Jacob Schweitzer, '08,

arrive to set up video cameras, microphones, and tape recorders.

These students in assistant professor Dwayne Mack's history class are studying the evolution and history of the civil rights movement in America by interviewing those who participated in



Farristown Baptist Church

these profound, life-changing events. In addition to researching and analyzing text, the students interview community members of three black churches: Farristown Baptist Church, First Baptist Berea Middletown, and New Liberty Baptist Church. In this way his students are able to "document the history of a forgotten population," Mack says.

Unique to this service-learning course is the deep bond students form with those

whose stories they record. As a historian, researcher, and author of articles on the civil rights movement himself, Mack knew his students needed a thorough understanding of the mission of the churches being researched, as well as any requirements for dress, behavior, and confidentiality. He prepared his class by requiring them to attend five church services in order to establish a relationship of trust.

Joanna Hudnall, '08, says, "One of the most rewarding aspects of the class for me has been the church visits that we have had the pleasure of making."

A lone voice begins to sing in a low, mellow tone. The song is quickly answered with a harmony of voices. Worship service at Farristown Baptist has begun.

Dwayne Mack has been laying the groundwork for this project for quite a while. During the summer of 2004, he and history major, Brittney Westbrook, '07, researched, gathered photographs, and collected oral histories that focused on the role of Berea College in the Selma to Montgomery March led by Dr. Martin Luther King, Jr. in 1965. "This was the first time I'd gone to the deep South," says Mack. "I felt the same connection that Alex Haley must have felt in Africa. It was a homecoming."

That project gave him the impetus to bring similar experiential education to

other Berea students and the larger community by creating a service-learning course that would focus on the oral histories of Berea's



Jessica DeHaven interviews Farristown Baptist church members Lorenzo White, Donald Martin, George Martin, and Ray Reed.

African American community, specifically within its churches. In 2005 he applied and was selected as a Faculty Fellow in Service-Learning through a program coordinated by the College's Center for Excellence in Learning Through Service (CELTS) and funded by a Learn and Serve America Grant. For the last three years, CELTS has selected six faculty members each semester and provided them the opportunity to attend semester-long seminars in creating their service-learning curriculum.

Mack attended the Spring 2006 seminar conducted by Meta Mendel-Reyes, CELTS director, and Ashley Cochrane, service-learning coordinator. "Both Mendel-Reyes and Cochrane have significant experience in the field," Mack says. "They supplied me with the academic tools to make my course a success and a positive learning experience for my students."

Integral to the success of the program is a strong relationship with the community partner that benefits both the students and the community. To date, more than 40 community partners (as diverse as Berea Community School and Kentuckians for the Commonwealth) have worked with faculty members and students in a variety of disciplines from agriculture to women's studies.

Geri Guy, '08, a double major in history and African American studies, has nothing but praise for the partners with whom Mack's class is collaborating. "I have learned from my community partners about situations that occurred in Berea that a student in a regular classroom would not know, because in a service-learning classroom I am encouraged to connect and network with the community," she says.

After prayer services, Jessica DeHaven begins to interview three church deacons: George Martin, Donald Martin, and Lorenzo White. To facilitate the process, Deacon Ray Reed also joins the dialogue. He brings to the conversation a lengthy history of community activism. "I have a 30-year history in community organization. At ten years of age I was passing out flyers in Alabama. You had to work in the dark and be out before daylight to avoid hassles with the Ku Klux Klan," he says. "I marched with Dr. Martin Luther King at thirteen years old."

When asked why this service-learning project matters to him and to his church, he replies, "As a church officer and deacon, I feel it is my role to connect the young people as well as the church and not let this history just die."

The interview is about to begin and the sanctuary grows quiet. On this warm October evening, history is being recorded – as well as being made – and the meditative mood reflects the significance of the occasion. The video camera rolls, digital voice recorders are switched on, and microphones are adjusted. DeHaven prompts Deacon Martin. "Describe race relations in your area where you grew up," she says.

After a thoughtful moment Deacon Martin responds, "Well, you still had racism, but it wasn't as bad as it was in the earlier days. All the schools were already segregated when I started going to school."

"Well, you weren't able to go to the same places," Deacon Reed interjects.

Deacon Martin nods his head acknowledging the truth of Reed's comment.

"Something like that hurt, but you learned where to go and where not to go," he says.

Deacon White speaks up, saying, "There were places in Berea where blacks couldn't go in. There used to be a restaurant on the corner; they had a hole and a window where they would serve you, but you couldn't go inside."

The truth that rings powerfully in the sanctuary is hard to hear. For a moment a heavy silence hangs like a palpable presence



First Baptist Berea Middletown Church



Tyler Strickland, '07, and Jacob Schweitzer, '08, listen closely to the Middletown church interviews.

in the room. The cameras continue taping; the recorders hum. "The beautiful thing about service-learning," Mack says, reflecting on the moment, "is that you bond with people in the community, and are able to pull a story out that might be painful."

It is this type of environment that enriches and enhances the learning experience for students, partners, and faculty. It also provides the opportunity to practice sound learning strategies that might not be offered in a regular classroom setting.

One of those occasions to learn outside the box is the annual Family Fun Day at Farristown Baptist Church. As if on cue the perfect fall day appears with its blue skies and popcorn clouds. Eager children hop on the hayride, while church members from First Baptist Berea Middletown and New Liberty Baptist mingle with the students from Mack's class. The smell of frying meat on the grill wafts over the multitude.

Students assist event coordinator Sister

Patsy Dunson with parking, dining area duties, and clean-up.

"In essence, my students are providing a service not outlined in the syllabus," says Mack. "However, they have the opportunity to bond with church and

community members and prove their sincerity and commitment to the community through service-learning."

The classroom in Room 122 Bruce-Trades buzzes with activity as History 386 begins another session. Students engage in discourse on assigned readings and share their insights gained through their experiences outside the classroom. Their honest conversations attest to the fact that they are developing critical thinking, writing, and oral communication skills, as well as gaining a meaningful understanding of the African American experience in Madison County. It's a dynamic atmosphere for learning with both students and teacher alike growing throughout the course of the class.

"My students have matured during the short time we've been together," Mack asserts. "Because of the nature of the work, they had to adapt quickly to the service-learning process. They have answered the



Pat Ballard and Vickie Miller provide vital oral histories at Middletown church.

call and have embraced and been embraced by their community partners."

Students in Mack's class keep a reflection journal that describes in rich detail their experiences with the community partners, as well as their thoughts, concerns, impressions, and research methods. These reflections offer an important component to service-learning experiences. Every Thursday the journals are discussed in class. The melding of research, reflection, and real life experience has made its mark on Mack's students.

"Over the course of the semester, this class has really shaped me as an historian," says Tyler Strickland, '07 "especially in the fields of public and oral history. Instead of simply reading through history books, the class has provided me with the opportunity to go out into the community and learn firsthand about the local black church and its role in the civil rights movement."

All good things must end and service-learning projects are no different; yet each member of the triangle of activity feels moved by the experience. Students say that service-learning is an experience that equips them with tools they can utilize throughout their lives. Community partners report gaining new perspectives on the importance of their own contributions to society. And teachers engage in new approaches and ways of thinking.

"In most survey courses, professors tend to dominate the conversation and set the pace of learning," Mack reflects. "Through the service-learning process, however, I become a better listener and an active learner; and that is because during these interviews, my students and our community partners came first. They directed the pace of learning. That is a welcomed role-reversal for me."



New Liberty Baptist Church

Building a Love of Education with Hummingbirds, Milk Jugs, and Butterfly Gardens

By Margaret Ricketts, '92



Normandi Ellis

Early one morning Dan Cameron, '06, drops off his daughter at the Boyd and Gaynell Fowler Child Development Laboratory.

Between Memorial Park on Jefferson Street and the Ecovillage stands an airy, brightly colored yellow and orange building that is home to the Berea College Child Development Lab (CDL). Ninety-two children attend the center—most are children of the campus community of students, faculty, and staff. Some preschoolers and infants come from the Berea community at large.

The CDL functions under three basic goals—first, to provide quality education and care to children from six weeks old to five years; second, to give Berea College education students the chance to directly interact with young children; and third, to support research projects for students and faculty.

According to academic provost Carolyn Newton,

on-site child care benefits the campus community in many ways. College students benefit from “putting attention on studies and not worrying about quality care.” The students who major in child and family studies benefit from both the opportunity to observe theories of child and family studies brought to life and facets of educational research.

According to CDL director Susan Yorde, students can’t just “walk in the door. There has to be a research plan, a criminal background check, and a TB test.” And parents are fully aware of the research projects.

Students in family and child development classes under the tutelage of professor Kelia Thomas have researched projects that examine conflict resolution, the ways in which small



children view racial issues, and the differences between teaching techniques with preschoolers. Child and family studies professor Janice Blythe conducted an experiment to teach independent feeding to one-year-olds. "They ate well. They engaged in independent feeding, and then rested," Yorde noted. "All of this is only possible with complete trust in the caregiver."

In addition to the nurturing attention and state-of-the-art educational opportunities, children attending the CDL benefit from being so close to the Ecovillage, and, hopefully, it is here they will begin a lifelong habit of care for the environment. Sometimes the CDL children have new and interesting things to show their teachers about what can be the daily tedium of recycling. They actually enjoy breaking down 86 plastic milk cartons.

Other interesting projects include the construction of a Sistine Chapel made from recycled products and the construction of the hummingbird and butterfly gardens by preschoolers. Yorde recalls that after using a magnifying glass to study the habitat of lady bugs, a discussion about good bugs and bad bugs followed. The students put up a sign on their playground to alert the maintenance crew: "Please don't mow around this tree. Ladybug habitat."

Everything that the CDL does is informed by the philosophy that each



During Lego time, CDL director Susan Yorde observes children playing in tandem. The brightly colored manipulative are used to teach children colors.

teacher and learner brings all of their life experience to every new task. As Yorde says, "Kids give energy and meaning to all these other things we do."

The educational impetus of the Child Development Lab – "to make real what is in the text," as Yorde says – can be interpreted in two different ways. First, the College students who work and study at the center can see the material from their textbooks brought to life. And the children themselves benefit from hands-on learning rather than symbolic learning. In other words, as Yorde explains, "The child who engages with hands-on materials has much richer

descriptions of what can be done and what he has done with the object than the child who has only seen the picture." This feeds the center's educational goals of encouraging fun, independence, and organization.

In October 2006 the CDL became part of an international peace movement when a Jane Goodall-inspired program, Roots & Shoots, came to Berea. Goodall designed the program to teach peace and environmentalism to children 3 to 13 years of age. The children paraded through the Ecovillage and had great fun flying the dove of peace, which is the symbol of the Roots & Shoots program.

A spirit of mutual learning enlightens everything the Child Development Laboratory does. As an educator, Yorde hopes to instill in her student teachers the positive qualities that in turn, instill in young children a lifelong passion for learning. "I think teaching is a gift. For these kids (at the CDL), I want my students to have strong knowledge and to love what they're doing. I want them to be good people for these children."

Ecovillage residents join their children in a parade to kick off the Roots and Shoots program.



Alice Manicur —



Colleen Stump

Milestones and Mentors

By Tim Jordan, '76

The path from her childhood home to the university campus where she has worked for more than four decades can be measured in miles — a few hundred, but the difference in her life then and now can be measured in mentors — many.

Alice Manicur, '54, like many born in the mountains of West Virginia, is a coal miner's daughter. When she was five years old, Alice's father was badly injured in a mining accident. The dangerous working conditions of the mine, combined with economic pressures of the Great Depression, brought hard times to the Manicur family; yet Alice remembers a happy childhood with her five siblings.

Although her parents' formal schooling was limited, they knew that education would

offer access to wider horizons than the one bound by the mountains surrounding the McDowell County community where Alice grew up. The small school in her hometown had few resources. In fact, when students wanted to read, they had to ask the teacher to unlock the cabinet where books were stored, and their reading time was restricted to 20 minutes per day.

In spite of such limitations, Alice excelled in school.

When she graduated from high school during World War II, her teachers and her parents encouraged Alice to seek more education. "I was very fortunate, in that I always had people trying to help me," Alice says.

One of her teachers

suggested Berea College, and Alice enrolled for the summer term, intending to major in business administration; however, she returned home in the fall to help support her family, first by working at an ammunition plant and later at a calculating machine company. In 1950 she returned to Berea College.

"Berea was almost like a dream to me," Alice says. She found the campus idyllic, and those she met in the classrooms and administrative offices would later have great influence on her, including Dean C.N. Shutt (guidance), Dorothy Treddenick (art), Gladys Jamison (music), and Gordon Ross (philosophy). As a sophomore, she was assigned to work in Dean Julia Allen's office. Dean Allen had a profound and lasting influence on her. "She was so feeling and concerned," says Alice of Dean Allen's work in student affairs.

At Dean Allen's urging, Alice pursued her master's degree in student personnel administration at Indiana University, where Dr. Robert Kinker mentored her. Her successful work as a head counselor in a large residence hall at IU led to an offer from MacMurray College where, even before she completed her master's degree, she became MacMurray's first counselor of freshmen. There, she created positive programs for students –

experiences that would confirm her life-long commitment to new students.

Her IU mentor, Dr. Kinker, encouraged her to return to campus to pursue a doctoral degree in student personnel administration, during which time she received the prestigious John Hay Whitney fellowship, worked as an area coordinator for the residence halls, and met another mentor, her major professor, Dr. Robert Shaffer. Her exemplary work at IU drew the attention of the president of Frostburg State Teachers College (now Frostburg State University) in rural Maryland, and she consulted with Dr. Shaffer about whether to accept the offer to become dean of students there.

In saying "yes," Alice Manicur became the first senior student affairs officer (SSAO) at Frostburg. She created an innovative, quality program for Frostburg's 1,000 students that included such areas as student orientation, residence halls, academic advising, and career counseling. She worked with the Student Government Association to establish opportunities for students to participate in all aspects of the university.

Her student Ned Boehm remembers that her wisdom and influence began in his first week on campus. "I tried to run for president of the freshman class and lost. Alice sought me out just when I thought my college career was doomed in its first week. She shared with me her

RSVP philosophy:

- Reflect on the event,
- Stabilize your
- Values, and
- Proceed full steam ahead with confidence.

"She used this as a teaching moment," says Boehm, "to be sure that I understood the difference between being a servant-leader versus a self-serving leader. From that moment on, I listened, observed, and developed a new set of values. Thanks to Dr. Manicur's advice, I ran for office for the right reason, and was elected class president for the next three years."

Obviously, Alice's advice and guidance served Boehm well; he pursued a career in education and today he is President of Keystone College in La Plume, Pennsylvania. Forty-two years



Alice Manicur at the leadership conference in Hagerstown, Maryland in 1988



Alice's passion for life-long learning has inspired her visits to major museums in nearly 70 countries. "I've been to every continent on earth," she says.

later, Boehm remembers his mentor—and now his colleague—with deep appreciation. “Alice always seems to know her students not only by their names, but by their dreams,” he says.

During the four decades Alice Manicur has worked at Frostburg, her influence and responsibilities have grown. She helped increase student enrollment (now more than 5,000), which necessitated creating eight residence halls and providing new dining services, a student union, and a student health building.

“She was a legend before I arrived,” says her colleague Scott Oliver, a specialist in college student development and personnel. “During my meetings with her, I recall being very much like a sponge.” He praises her willingness to assist her younger colleagues in gaining professional development opportunities. “If a speaker came to campus, I was invited to attend with the Student and Educational Services staff. She believes that education was something personal and that no one was going to give education to you, you have to be willing to work for it.”

Alice has orchestrated Frostburg’s summer planning conferences for two generations of incoming students and their families. “Her groundbreaking work in providing on-campus college orientation to both students and their parents has earned her wide recognition,” says English professor Judy Pula, one of many who praise her influence on Frostburg campus. “A few years ago,” Pula says, “Frostburg designated one of the major campus meeting spots the Alice R. Manicur Assembly Hall. It was one of the few times I have ever seen her taken by surprise! I was pleased to applaud from the sidelines for her as she has done for me so many times.”

Alice Manicur’s notable achievements and outstanding service extend far beyond the Frostburg campus. Alice serves numerous organizations nationally, including her alma mater. For many years, she was a member of the Berea College Alumni Executive Council. In 1992 she was appointed to Berea’s Board of Trustees, providing both professional and personal insights. In 1994 she received the Distinguished Alumna Award from Berea College and the Robert Shaffer Distinguished Alumna Award from Indiana

University. She also served on the advisory board of the recently published *Encyclopedia of Appalachia*.

In 1976 Alice became the first female president of the National Association of Student Personnel Administrators (NASPA). Gwen Dungy, executive director of NASPA, recalls that election as “the real beginning of gender and racial integration in NASPA.” Her contributions to NASPA were recognized in 1982, with the Fred Turner Award for outstanding service to the profession, and in 1993, when she received the profession’s highest honor, the Scott Goodnight Award for outstanding performance as a dean.

Then in 1996 NASPA named a national symposium in her honor. The Alice Manicur Symposium offers women who want to pursue careers as student affairs officers an opportunity to receive mentoring and professional development. That symposium is the most important program that NASPA offers for women and participation is selective.

“Dr. Manicur has been the wise hand that has gently guided NASPA through its growing years,” Dungy says. “She is invited to the symposium for the wisdom she provides and the historical perspective. Women who meet her are in awe of her. They are always surprised to see how petite, soft-spoken, and gracious she is. The old stereotype of women who became senior student affairs officers was different than the model Dr. Manicur provides.”

Not only has Dungy observed Alice’s influence on NASPA members, she has experienced it herself. “I have considered her a mentor during the past eleven plus years that I have been executive director. I call on her when issues arise that I think might be ‘out of sync’ with the culture of NASPA. Dr. Manicur advises and teaches in a way that is wise and unobtrusive. The respect she continues to enjoy among her peers is tremendous. When NASPA has its annual conference, now numbering close to 6,000 participants, many of us feel that

the conference can’t begin officially until we have seen Alice Manicur. She brings the history, culture, and spirit of NASPA with her. During the leadership dinner, anyone who is seated at her table feels extra special and privileged. During the opening session of the conference, I seek her out and bring her down front for reserved seating.”

Last year’s symposium participants compiled a list of ‘Manicurisms,’ or short



Alice Manicur in front of the Frostburg assembly hall named in her honor

Colleen Stump



Alice Manicur uses her travel souvenirs to break the ice when speaking with prospective or new students.

Tim Jordan

lessons learned from their mentors and from the chief mentor herself. Among these ideals were “Meet people where they are and help to bring them up,” “Throw the balls higher so you have time to catch them,” and as one participant, Karen Whitney, said to Alice Manicur herself, “When your name has turned from a noun to a verb, you know it’s a lifetime accomplishment.” Such praise and honor for a long career as an educator and a leader surely would have pleased Alice’s parents.



From Sharkey

Jarrod Brown's

By Jarrod Brown, '04

Jarrod Brown works from his home in rural Sharkey, Kentucky.

consultant, and then after graduation I joined the professional leadership of the Center for a year, spearheading the training of peer consultants and teaching assistants across campus.

I had keen insights into the

shortcomings of the American education system before attending Berea. I left high school during my senior year despite high grades, finding my curriculum unsatisfying for me and having nowhere to go for extra instruction. Luckily for me, the College took a chance: I was admitted and graduated *cum laude*, thriving in Berea's diverse environment.

While at the Learning Center, I saw freshmen struggle to write grammatical sentences, and I listened to staff members voice concerns about some students' readiness to tackle college-level work. I learned that classroom instruction, without the benefit of individual instruction, left many behind—even those in a position to excel. Fortunately for Berea's students, teaching assistants at the Learning Center could provide students with that important individualized instruction.

Even though I enjoyed my position at the Learning Center, I decided that it was necessary for me to leave it in order to pursue Tamil language studies in India. At first I

began to pursue my studies through more traditional routes, but I encountered stumbling blocks. Soon after I became a finalist for a Fulbright award to Indonesia, a tsunami struck the region and I had to reconsider. My application to study in one of the top Indian universities was stymied when the embassy lost my paperwork; by the time it had been found, I'd missed the application deadline. I knew, however, that India had a strong tutoring culture, an inheritance from the age-old system of the guru and disciple. I felt, therefore, it would be possible for me to employ a private tutor. Since traditional approaches had failed me, I decided once again to take a risk for my education. I would go to India and find a tutor to work with me one-on-one, having learned the effectiveness of such an approach, while supporting myself in the private sector.

Two months later and still searching for a tutor, I found myself leading cultural training seminars for American companies that outsource business processes to Bangalore, when I had a chance meeting with an Indian entrepreneur, Krishnan Ganesh. He informed me that he was launching a one-on-one online tutoring service, TutorVista, which employed skilled Indian educators. Ganesh offered these classes at a price that would provide an attractive income for tutors and open up individualized education to a whole new economic stratus of the American population.

Ganesh asked me what I thought.

February of 2006 found me sitting outside the airport in New Delhi at three in the morning, shivering, shoulder-to-shoulder in a long line of Indian men and women. The smell of bibis, traditional Indian cigarettes, wafted through the air. I was on my way back to Kentucky, ready to transform American educational culture.

My trip from the tobacco patches of Sharkey, Kentucky to this sidewalk in India was one of surprising turns, but one for which I was well prepared. As a Berea student, I majored in philosophy, sharpening my analytic reasoning skills. I had a broad worldview, thanks to carefully selected general studies courses and electives. I spent nearly two years in Asia, including an exchange program and internship in Malaysia, and traveled extensively throughout Japan and Southeast Asia, from Borneo to Myanmar.

While I was a student I worked in the Center for Learning, Teaching, Communication, and Research as a peer

to Bangalore— *Educational Sojourn*

“It is going to change the face of education,” I answered. I could only think about what could have happened if I had had access to this sort of service years ago in high school, or after my Berea graduation. It was an opportunity to help resolve America’s educational crisis: studies demonstrate American students are falling behind, especially in math and science, and ten percent of the young adult population has dropped out of school and holds no GED.

A few weeks later Ganesh invited me to join TutorVista as its academic director.

Today, TutorVista tutors can seamlessly load animations to demonstrate the electromagnetic spectrum as they explain it over a headset or explore homework problems on a virtual whiteboard. Most hold their master’s degrees in their respective fields, and their instructional methods run the full gamut of face-to-face tutoring, but with the added benefit of an

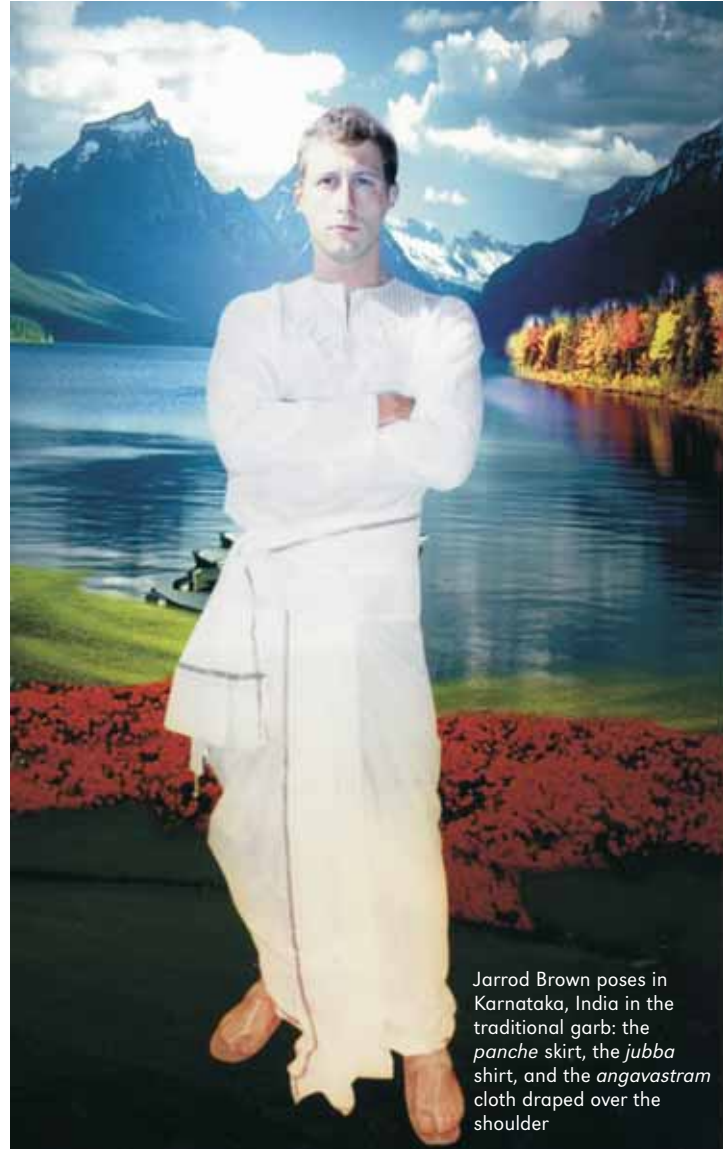
array of instructional technologies. By using different formats of delivering information, tutors can target different learning styles, making concepts more accessible, tutoring sessions more engaging, and the likelihood of learning greater. Finally, they employ some of today’s best practices in one-on-one pedagogy—right in people’s homes.

Through TutorVista, students receive individualized instruction in subjects from beginning subtraction to graduate-level geology. In a few short months, the company went from start-up to more than

2,000 students. As part of the company’s service outreach, we offer free tutoring to any student residing in the 10 poorest rural counties in the United States. I feel my own educational losses growing up poor in eastern Kentucky have been vindicated, and I know I’ve helped to create opportunities for today’s young scholars that I never had.

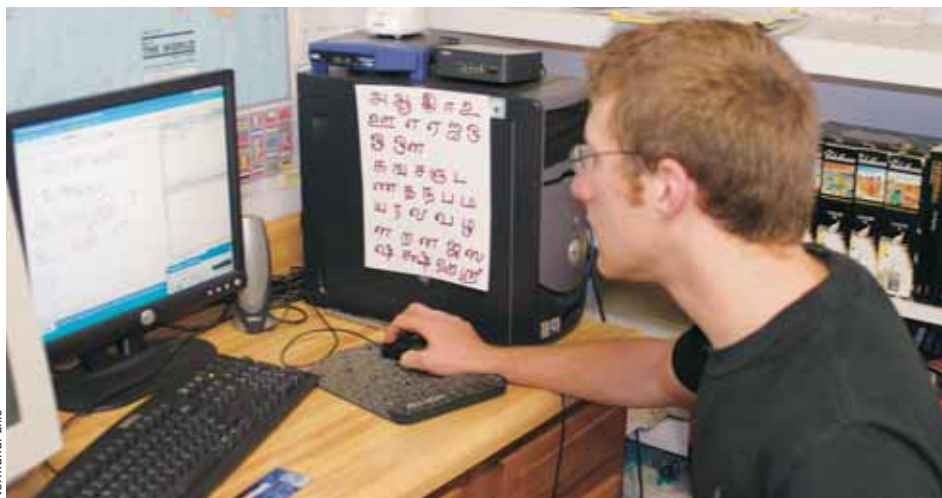
Now every day, at home in Sharkey, I meet with my TutorVista Tamil tutor online. She has me practice writing the 247 letter alphabet on screen and corrects my pronunciation as I read aloud words she has written. As I look back, I am amazed at all that has happened. I never imagined that I would have to travel around the world and back, becoming the director of an international education company, in order to find the tutor who was just right for me.

Jarrold Brown continues his Tamil language studies with his own online tutor.



Jarrold Brown poses in Karnataka, India in the traditional garb: the *panche* skirt, the *jubba* shirt, and the *angavastram* cloth draped over the shoulder

Shreejoy Sheetharan



Normandi Ellis



BEREA HOMECOMING

Scrumptious breakfasts, teas, dinners, and receptions, as well as a pre-game bash, basketball, and dances provided homecoming attendees with vivid reminders that Berea is a place “Where Friendships Are Formed Fast and True.”

On Friday evening the College recognized three alumni – Paul S. Peercy, '61, received the 2006 Distinguished Alumnus Awards, and Major David Peeler, Jr., '89, and Hasan Davis, '92, received the Outstanding Young Alumnus Award.

While the Black Student Union crowned Demetrius Russell, '07, from Cadiz, Kentucky, and Djuan Trent, '09, of Columbus, Georgia as its king and queen in Phelps Stokes Chapel, authors Crystal Wilkinson, Jeff Mann, and Meredith Sue Willis read at the inaugural *Appalachian Heritage* literary reading in Woods-Penn Commons.

While Saturday's rain cancelled the homecoming parade, it did not dampen the Berea spirit. Alumni and staff mingled in Baird Lounge, then moved inside Seabury Center for a Taste of Berea. Later that evening, the Lady Mountaineers won handily against Milligan College, scoring 105 points.

At halftime during the men's varsity basketball game, President Larry Shinn and First Lady Nancy Shinn crowned Victoria Jones, '08, from Cincinnati, and Nicholas Citizen, '08, from Atlanta, as 2006 homecoming queen and king. JoEllen Pederson, '07, from Swoope, Virginia, and Mzwandile Ginindza, '06, of Swaziland were crowned princess and prince. Alumni homecoming dances rocked the Alumni Building and the upper Seabury Gym that evening.

Homecoming weekend wrapped up at Union Church with a Sunday guest sermon by Rev. Lisa Caldwell-Reiss, '91, and a concert by the Black Music Ensemble directed by Kimberly Wilson, '97.





Where Friendships Are Formed Fast and True

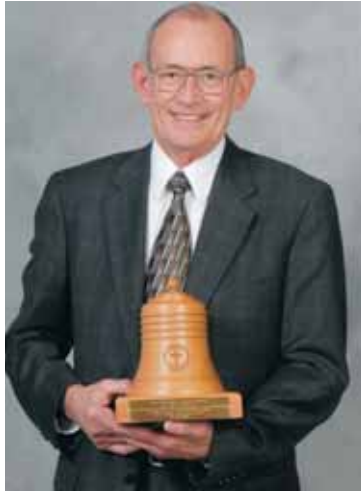


Names of alumni in class photos are available online at www.berea.edu/alumni/.

BEREA HOMECOMING



Alumni Award Recipients



Paul S. Peercy,
Distinguished Alumnus
Award



Major David L. Peeler, Jr.,
Outstanding Young
Alumnus Award



Hasan Davis
Outstanding Young
Alumnus Award

Dean of the College of Engineering at the University of Wisconsin-Madison, **Paul S. Peercy, '61**, received the Distinguished Alumnus Award during the 2006 Homecoming weekend. A researcher in the areas of solid state and materials physics and engineering, he is the author or co-author of more than 180 technical papers and holds two patents. Peercy has been a leader in a number of professional organizations and currently serves on advisory boards of several universities and federal labs. He is a member of the Board of Directors of Bemis Corporation, Sonic Foundry, Inc., Mason Wells, and Meritor Hospital and Health Services. In addition to a bachelor's degree in physics from Berea, Peercy holds a doctorate in physics from the University of Wisconsin-Madison.

Major David L. Peeler, Jr., '88, received an Outstanding Young Alumnus Award. Peeler entered the Air Force in 1992 and has been deployed in support of Operations Enduring Freedom, Iraqi Freedom, and Combined Joint Task Force Horn of Africa. As a nationally certified cost estimator/analyst and an Air Force acquisition professional, he led the cost division at the world's largest and most advanced complex of aerospace flight simulation test facilities. Peeler has received the Air Force Meritorious Service Medal, the Air Force Commendation Medal, the Air Force Achievement Medal, and the National Defense Medal, among other awards. Peeler earned a second bachelor's degree from Troy State University and holds master of science degrees from the Air Force Institute of Technology and the Air Command and Staff College. He is currently stationed at Eilson Air Force Base in Alaska.

Youth advocate, educator, and performer, **Hasan Davis, '92**, received an Outstanding Young Alumnus Award. After graduating from Berea with a degree in oral communication, Davis earned his Juris Doctor from the University of Kentucky Law School. Since 1999 he has served as chairman of the Kentucky Juvenile Justice Advisory Board and was recently appointed to the Federal Juvenile Justice Advisory Committee. In 2001, the Rockefeller Foundation selected him as a Next Generation Leadership Fellow, and in 2002 he became consulting co-manager of the Next Generation Leadership Program. As a facilitator and trainer, Davis has developed programs for government, corporate, and nonprofit agencies engaged in youth development, leadership and team-building, cultural competency, and conflict/anger management.

Alumni Connections

17,000

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



Berea is Coming to You!

Berea College Alumni Chapters are all over the country—one is probably meeting near you!

For more information, contact the Office of Alumni Relations at 1.866.804.0591, or e-mail chris_schill@bereda.edu.

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 Peggy Mitchell Mannering, '71
 Jason Miller, '98

3 Ways to Reconnect with Berea in 2007

1 Attend a chapter gathering! Mark your calendars!

February 24	East Central Florida	April 13	Hazard
March 9	Boone, NC	April 21	Bluegrass (Lexington, KY)
March 10	Arizona	April 28	Atlanta
March 17	South Carolina	April 29	Greater Kanawha Valley, WV
March 24	Western Kentucky	May 5	Columbus, OH

Get details about these chapters on our website at www.berea.edu/alumni/, or email Chris Schill, '97, at chris_schill@bereda.edu or call toll-free 866.804.0591.

2 Come home to Berea for a gathering of friends!

June 8-10, 2007 Summer Reunion
November 9-11, 2007 Homecoming



To see what you have to look forward to, find out about reunions and special events on our website at www.berea.edu/alumni/, or email Jacqui Greene, '93, at jacqueline_greene@bereda.edu or call toll-free 866.804.0591.

3 Get "virtually" connected!

For the latest about Berea and alumni happenings, visit our website at www.berea.edu/alumni/. Keep in touch with friends when you register on our on-line directory while you're there!



Mountain Boys to Admirals: The Berea College Navy V-12 Program in World War II

At last there's a comprehensive history about the Navy V-12 experience at Berea from 1943-45. You can pre-order this commemorative book autographed by author Robert H. Shipp, '45, for \$50 until **April 1st**. Your name and an honored or memorialized V-12/V-5 alumnus, if desired, will be listed on a special page. Proceeds benefit the Navy V-12 Memorial Scholarship Fund. For more information, call the Office of Alumni Relations at 866.804.0591 today.

Summer Reunion 2007

JUNE 8-10

Welcome Back

Special Reunion Classes of 1937,
1942, 1947, 1952, 1957, 1962,
1967, 1972, 1977, Academy, and
Knapp Hall



Date: _____ Name (as you want it to appear on your name tag): _____

Class Year: _____ Spouse/Guest: _____

Class Year: _____ Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Email: _____

Friday, June 8

_____ Check if attending (no charge) **Renewal of Wedding Vows**, A special service at Danforth Chapel **Friday, 4:30 p.m.**

_____ Adult ticket \$10 each **Picnic on the Quad**, Casual outdoor picnic with food and music **Friday, 6:00 p.m.**

Saturday, June 9

_____ Check if attending (no charge) **50th Reunion Breakfast**, Hosted by President and Nancy Shinn for the class of 1957 **Saturday, 8:00 a.m.**

_____ Adult tickets \$8 each **Sweetheart Breakfast**, Special breakfast for couples who met at Berea College **Saturday, 8:00 a.m.**

_____ Check if attending (no charge) **Awards Coffee Reception**, Meet our 2007 Honorees **Saturday, 10:00 a.m.**

Distinguished
Alumnus Awards:
Peter McNeill, '51
Dr. Kyoko Iitaka, '59

Alumni Loyalty
Award:
Judy Ann Coates
Fray, '67

Rod C. Bussey Award
of Special Merit:
Lynn Murphree, '67

_____ Adult ticket \$10 each **Class Luncheon** **Saturday, Noon**

_____ Check if attending (no charge) Reception and Art Opening, paintings by Dr. Harold Adams, '46, Traylor Gallery **Saturday, 3:30 p.m.**

_____ Adult ticket \$25 each **2007 Summer Gala**, Elegant dinner and dancing with live band in Old Seabury **Saturday, 6:00 p.m.**

Pay by Credit Card

Charge my VISA, MASTERCARD, DISCOVER, or AMERICAN EXPRESS

Contribution to Berea Fund: \$ _____

Ticket Costs: \$ _____

TOTAL: \$ _____

Card: _____

Expiration Date: _____ Card Number: _____

Signature of Card holder: _____

Pay by Check

Payable to Berea College

Contribution to Berea Fund: \$ _____

Ticket Costs: \$ _____

TOTAL: \$ _____

For a pre-printed name tag & registration packet, early reservations must be made by **June 1, 2007**. Registration packets will not be mailed, but will be available for pick-up at the Alumni Building beginning June 8, 2007. Tickets can also be purchased at the registration desk during Summer Reunion. Tickets purchased after June 1, 2007 are non-refundable. Registration forms can be sent to: Berea College Alumni Relations, CPO 2203, Berea, KY 40404, or FAX to 859.985.3178, or call 1.866.804.0591. For a complete Summer Reunion schedule, check back with us on our website: www.berea.edu/alumni.

About Berea People

1945

Susan Cochran Gibson resides in Hillsborough, NH. Early this year she lost her brother, **William Frederick Cochran, '49**, who was awarded three purple hearts for his service during WWII. William is also survived by wife **Jean Powers Cochran, Cx '50** and sister **Jeane Cochran Gorman, Cx '51**.

Bette Allison Todd and John David Todd celebrated their 11th year of retirement. They reside at the Newark Southridge Condominiums, an active adult community in Delaware.

1950

Jack Lowe and Margaret Austin Lowe reside in Acworth, GA.

Flora Goffield Sabatino and Angelo Sabatino reside in Monroe, CT.

1951

Jeane Gorman, Cx '51, is teaching immigrants through the Alliance for Learning program. Last fall she won a club jacket for the longest golf drive; she also received two trophy cups for the past two years at the Glenview Naval Air Station Golf Club. Jeane resides in Mt. Prospect, IL with William Gorman, her husband.

1952

Vinson Watts has been cultivating and collecting tomato seeds for 50 years. They are being offered commercially for the first time in the Baker Creek Heirloom Seeds catalog. Vinson and Patricia Watts, '65, reside in Morehead, KY.

1953

Ada Rose Richards Sly and Donald R. Sly celebrated their 50th wedding anniversary on September 16, 2006 with friends and family in Kalamazoo, MI.

1954

Basil A. Grubbs and **Dolores Mitchell Grubbs** of Jacksonville, FL took two trips this year, which included visits to Istanbul, Athens, the Croatian coast, Bosnia, and China's cultural capitals, Shanghai, Xian, and Beijing.

Rev. Louis Miles and **Celia Hooper Miles, '62**, of Asheville, NC, spent several weeks this spring in the northern and western islands of Scotland. Louis was enrolled in Italian language school in Siena and traveled the southern areas of Basilicata, Puglia, and Campania during July and August 2006.

1958

Dr. Jettie Manning McWilliams, a retired professor from North Arizona University, has published a book of poetry entitled *Musical in the Wind*. She resides in Nashville, TN.

1962

Celia Hooper Miles recently published another book of fiction, *Sarranda*, released on September 1, 2006 by

Keep in Touch

The Office of Alumni Relations enjoys hearing from Bereans from all over the U.S. and the world. The "About Berea People" section of *Berea College Magazine* reports verifiable news that has been sent to the Association by the alumni. BCM reports the news you wish to share with your alumni friends and associates. "About Berea People" reports changes in careers, addresses, weddings, retirements, births, and other items of importance to our alumni. Please include your class year and name used while attending Berea. Notes may be edited for style and length. For more information on how to submit class notes and photographs call 1.866.804.0591, email diana_taylor@bereda.edu, or log on to www.berea.edu/alumni.

Infinity Publishing. Celia and Louis reside in Asheville, NC.

1963

Gary T. Lane has been named a 2006 Fellow of the American Society of Animal Science in the industry category. He and his wife **Doris Lane, '62**, reside in Danville, KY.

1964

J. Craig Eller received the Naomi Dickens Shaw award for Excellence in Teaching from Louisburg College in May 2006. He was the chair of faculty senate for 2005-06 and is the Southern Association of Colleges and Schools (SACS) liaison officer for Louisburg College. Craig resides in Louisburg, NC.

1965

Wayne E. Hambright is a retired manager for Kentucky Automated Support Enforcement System and a retired contractor/consultant for Child Support Systems in Iowa, Florida, Michigan, and California. He resides in Frankfort, KY.

1967

Leon Wëlting and Maureen Wëlting, his wife, reside in Longville, GA.

1968

Tommy J. Sammons retired from Mingo County Schools in 2004 after serving 36 years as a teacher, counselor, and financial officer. Tommy is working part-time in the law office of **Terry R. Sammons, '71**, his brother. He resides in Williamson, WV.

1969

Rev. Roy Sharpe preached at the 172nd anniversary of the Bethel Presbyterian Church. He is an intentional interim minister serving churches without an installed pastor. He resides in Fisher, IN.

Peggy Hurt Powell is serving as president of the Kentucky Extension Association of Family and Consumer Sciences. She and **Edward E. Powell**, her husband, reside in Mt. Sterling, KY.

1977

Sumit Kumar Ganguly was the holder of the distinguished Asia Chair of Sciences Politiques for the month of May 2006 in Paris, France. In October he received an award from the Italian Chamber of Deputies for contributions to South Asian studies in the United States. Sumit's most recent books are *South Asia: A Current History Book* and *More Than Words: U.S.-India Strategic Cooperation into the Twenty-First Century*. He is the director of India Studies Institute at Indiana University and resides in Bloomington, IN.

Angela Damron Robinson works as an accountant in the facilities department at Virginia Tech in Blacksburg, VA.

1978

Linda Kelly Taylor has spent 17 years as a primary teacher in Madison County schools and 11 years as an intermediate teacher in the Berea Independent Schools. She is the Clear Up coordinator for the Berea Schools.

1982

Birth: a daughter, Beatrice Patricia Hincks, to **David Hincks** and Amy Hincks. They have three other children: Adelaide, Frances, and Annemarie. David retired as a lieutenant colonel from the U.S. Air Force and is employed with the U.S. Department of Energy in Cincinnati, OH. The family resides in Walton, KY.

1983

Carol Abrams received her master's degree in instructional leadership from Eastern Kentucky University in December 2005. She is an educational diagnostician with Scott County Schools in Georgetown, KY and lives in Mt. Vernon, KY.

Beverly Joy Short Jennings is the clinical coordinator of Telehealth within the Bon Secours Hampton Roads Health system. She resides in Chesapeake, VA.

John Kauffman III retired from the U.S. Marine Corps as a warrant officer and received the military meritorious service award and medal. He and **Gindy Farmer Kauffman, Cx '85**, his wife, reside in Berea, KY with their daughter Katie and son John IV.

1984

Martha Duncan is the regional manager in New York for the HDIC Division of Resolutions. In December 2005 she spoke at a conference in Moscow, Russia, and presented at a seminar in Basel, Switzerland, in May 2006.

Mindy Berry Hanson received three awards: the CTEC Teacher of the Year, the Licking County Foundation Leaders for Learning Award, and the Dow Chemical Excellence in Teaching Award in 2006. Her article "Tap Dancing from Change to Progress" was published in the *English Leadership Journal*. She resides in Heath, OH.



J. Craig Eller, '64



Leon Wëlting, Cx '58, and family



Angela Damron Robinson, '77, and family

1985

John Henninger Graham, Jr. is the circuit court judge of Jackson County, AL, and was invested on August 1, 2006.

1987

Rev. Curtis E. Wheeler serves as pastor of Winchester Avenue Christian Church (Disciples of Christ) in Martinsburg, WV, where he and Betty Peterson Wheeler, his wife, reside.

1988

Carol Samol was named deputy director of the Bronx Borough office of the New York City Department of City Planning in February 2006.

1989

Ronda Foust received the fall 2006 Garmen L. Moulton Fellowship from the University of Tennessee's School of Information Science. She is in her final year of the School of Information Science master's program. Ronda and her son reside in Oak Ridge, TN.

Dr. Talina Rose Mathews was appointed as the new executive director of the Kentucky Office of Energy Policy by Kentucky's Governor Ernie Fletcher on August 22, 2006.

1991

Birth: Ason, John Warren Stephenson, to **Barry Stephenson** and Kristy Stephenson on January 16, 2006.

1992

Eric Blanton is serving in the U.S. Navy. He completed his master's in education from American InterContinental University and is currently pursuing his doctorate in applied management and decision sciences with a specialization in leadership and organizational change at Walden University. Eric was stationed on the USS BATANLHD-5 in January 2005.

Birth: A daughter, Lauren Elizabeth, to **Harlan Osbourne** and Connie Woods Osbourne on June 28, 2006.

Birth: A daughter, Millie Wasson, to Laura Wasson and **Kevin Wasson**. They have two other children, Sam and Ben. The Wassons reside in Garrard County, KY.

1993

Jackie Lee Helton and **Jennifer Ann Dyer Helton** reside in North Carolina with their four children. He works with North Carolina State University as extension assistant of curriculum with the Department of 4-H Youth Development.

1994

Birth: A daughter, Lilly, to **Betina Lark Gardner** and **Andrew Gardner**, '96, on June 30, 2006. They reside with their older daughter in Berea, KY.

Ashley B. Morgan works in Winchester with Community Housing, Inc and lives in Berea, KY.

Birth: A daughter, Nancy Elizabeth, to **Regina Shields Rickert**, Cx '94, and Greg Rickert. They reside in Lexington, KY with their five other children: Josh, Jake, Ali, Susie, and John Paul.



Regina Shields Rickert, '94, and family

1995

John D. Harmon has a website available for viewing his artwork.

Kelvin Martinez graduated from George Mason University in May 2006 with a master's in business administration. He is a marketing manager for ENC Marketing and Communications. Kelvin resides in McLean, VA.

1996

K. Foula Dimopoulos, MSW, Cx '96, is the director of gay, lesbian, bisexual, and transgender student services at Colorado State University in Fort Collins, CO.

1997

Married: **Bruce Anderson** to Joanne Kelly on January 21, 2005. Bruce is working on his master's degree in business administration at Texas A&M. They reside in Royse City, TX.

Birth: A daughter, Hiana "Elle" Grace Baker, to **Jason Baker** and Amy Powers-Baker on August 15, 2006. The family resides in Louisville, KY.

Tamika Weaver-Hightower directs alumni relations at Holy Innocents' Episcopal School. Tamika and James Hightower reside in Atlanta, GA.

Married: **Kristi Pedigo**, Cx '97, to Jonathan Tronc on April 9, 2005 in Bowling Green, KY. They reside in Indianapolis, IN.

Nick Vaughn is a private, self-employed attorney. He resides in Somerset, KY.

1998

Laurie Goodwin Eldridge and Jay Eldridge reside in Danville, KY. They have two young children, Nathan and Gracie.

Shayne M. Harrison is the advertising and sponsorship coordinator for Amputee Coalition of America. He resides in Knoxville, TN.

1999

Birth: A daughter, Priya Kumari Shahi, to **Chasity Shahi** and **Prakash Shahi**, '98, on December 12, 2005. The family resides in St. Louis, MO.

2000

Married: **Amy Clifford** to Steven Sieweke on June 24, 2006. They reside in Ashland, KY. Amy is the advanced registered nurse practitioner for the cardiology clinic at King's Daughters Medical Center and Steven is a licensed electrician.

Married: **Don Hodges** to Jennifer Long on July 8, 2006. Best man was **James Smith**, '99, and maid of honor **Rhiannon Chambers**, '06. The couple resides in Berea, KY, where Don is the instructional technology coordinator at Berea College. He is completing his master's from George Washington University. Jennifer is completing her nursing degree.

Samantha Irvin Kelley and Brian, her husband moved to Seoul, South Korea. Samantha is teaching in the public schools and doing public relations work for the Korean government.

Birth: Ason, Zion Aaron Willis, to **Asala McCoy Willis** and Aaron Willis on July 14, 2006. They reside in Canal Winchester, OH.



Kristi Pedigo, Cx '97, and Jonathan Tronc

2001

Nikki Taylor-Compton graduated from the University of Louisville with a law degree and master's in business administration. She took the bar exam and has been sworn in as a licensed attorney. She assisted Judge Ann O'Malley Shake in her race for Kentucky Supreme Court. **Dwayne Compton**, her husband, is completing his master's of education in counseling and college student personnel services. They reside in Louisville, KY, with their son Rico.

Married: **Terrence Surles** to **Jakira Harper**, '03, on August 26, 2006. Berea alumni in attendance included **Charlie Shavers**, '01, **Maurice Chamblin**, '01, and **ShaQuita Smith**, '04.

Matthew Glover is a teacher and baseball coach in City, TX.

Methuselah Nayangro works as an examiner/analyst with the Ohio Department of Insurance. Methuselah and Julie Nayangro, his wife, reside in Columbus, OH.

2002

Married: **Sarah Douthitt** to **Lance Bryant** in May 2006. Both are in the math doctoral program at Purdue University.

Married: **Rebekah Harrison** to Brian Posnansky on June 4, 2006. Rebekah teaches special needs children at Jefferson County Public Schools in Kentucky and Brian is a pediatrician at Kosair Children's Hospital.

Birth: A daughter, Isabel Mae Hodson, to **Luke Hodson** and **Larinda Combs Hodson**, Cx '02, on August 15, 2006.

Birth: A daughter, Natalie Rhae, to **Kimberly Branson Suddy** and Charles Suddy on April 21, 2006. They have two other children, Megan and Tyler. The family resides in Richmond, KY.

2004

Married: **Ryan Joseph Adkins** to **Daisy Raine Shrout**, '06, on July 15, 2006. Ryan received his master's in business administration from Marshall University in 2006. He is employed by a public accounting firm in Raleigh, NC. Daisy is working toward her master's in social work at the University of North Carolina at Chapel Hill. They reside in Cary, NC.

Married: **Amy K. Riggle** to Jacob Wilson on July 29, 2006. Amy is teaching in Hardin County, KY.

Brittainy Shaw completed her master's of science degree in clinical psychology from Morehead State University. She works for Pathways as a school-based mental health therapist in Grayson, KY.

2005

Ashley Miller was named the first runner-up for Miss Kentucky 2006.

Andrew "A.J." Schultz is attending St. Louis University Law School, with a focus on contracts and international law.

Lindsey Souder is interning for Colgate-Palmolive in Kansas and completed her master's of business administration from the University of Tennessee in December.

2006

David Coffman is the recipient of the Bill Emerson National Hunger Fellowship for 2006-07, a project of the Congressional Hunger Center. David will spend six months in New Orleans working as a disaster preparedness fellow creating a best practices manual for food banks and other emergency food organizations to use during a disaster. He will spend another six months in DC working with policy organizations.

Erin Hodges is working on a master's of arts in teaching at Eastern Kentucky University and will be teaching math at Lloyd McGuffey Sixth Grade Center. Erin resides in Sanford, KY.

William Guyde Moore is the faith outreach organizer for Yesterday Bread for the World's One Campaign in New York.

Passages

The "Passages" section of the *Berea College Magazine* honors Bereans who have passed away. If you know of a Berean who has died, please let the Alumni Association know by sending a copy of the obituary to CPO 2203, Berea KY 40403. Or you may email diana_taylor@bereda.edu. Please include the person's class year or connection to Berea, and the date and place of death.

1920s

James Ralph Walker, '29, of Boonville, MI, died on August 7, 2006. He was an agriculture and vocational teacher for 39 years.

1930s

Mary Johnston Yohe, Cx '30, of Greensburg, KY, died July 8, 2006. She was a retired school teacher.

Edith Broyles Preston, Cx '33, of Cincinnati, OH, died August 11, 2006. She was a teacher for 30 years. Edith is survived by Virgil Preston, her husband.

Francis C. Knight, Cx '34, of Caledonia, MI, died February 11, 2006.

J. Ted Carter, '35, of Asheville, NC, died on July 23, 2006. He coached championship high school basketball teams and published four books. He was a veteran of the United States Army receiving the Bronze Star and Purple Heart before retiring as a captain. He is survived by Elizabeth Grubbs Carter, his wife.

J. Ernest Hill, '36, of M. Brook died September 7, 2006. He taught science and math at M. Zion in Georgia. Ernest worked as the head of the metallurgy department, as a mill works manager, and as head of sales for TCI (U.S. Steel).

Evelyn Hobbs, '36, recently of Marshall, TX died October 18, 2006. She taught in the public school systems of Russell County, VA and Sullivan County, TN, and was very active in recruiting prospective students to Berea College.

Frank Cullen Smith, Cx '36, of Gg Harbor, VA, died September 6, 2006. He served with the U.S. Navy in WWII and spent most of his working life with the CIA as an electronics expert. Frank is survived by Darlyne Smith, his wife.

Mary Slagle Southerland, '36, of Winston-Salem, NC, died August 27, 2006. She taught weaving for a brief time and was a caseworker for the welfare department.

Walter B. Scott, '39, of Corbin, KY, died August 16, 2006. He served as a lieutenant with the U.S. Army Corps of Engineers and retired from Dupont as a document librarian. Walter is survived by **Grace Roberts Scott, '40**, his wife.

Samuel Willis Wesley, Cx '39, of Chattanooga, TN, died August 1, 2003. He served 31 years in the U.S. Air Force and had worked as a restaurant manager and transport driver.

1940s

Helen Dodd Bruner, Acad '41, of Tehran, Iran, died May 6, 2006. She had worked for American-Mideast Education and Training Services Inc. since 1959.

Jess Wiggins Burden, '41, died November 22, 2005. He worked on the Manhattan Project at Oak Ridge for three years and completed the remainder of his career in health physics at Oak Ridge National Laboratory. Jess is survived by **Leona Patterson Burden, '41**, his wife.

J.C. Gollum, Cx '41, of Florence, AL, died October 1, 2005. He was employed by Metropolitan Life Insurance

Company for more than 22 years. J.C. is survived by **Joyce Willadene Pound Collum, Cx '42**, his wife.

Evelyn Louise Hargrove McGeary, '41, of Silver City, NM, died August 28, 2006. She was actively involved in various fiber arts organizations throughout northern New Mexico, and she volunteered at the Los Alamos Senior Center.

Ed Brann, '42, of Madison, WI, died July 28, 2006. He served as CUNA Mutual Insurance Society's liaison to Western Europe. Mr. Brann had established endowed scholarships at Berea College. He is survived by **Helen Sweet Brann, '48**, his wife.

Amanda Howard Buckwalter, '42, of Bowie, MD, died July 26, 2005.

Edythe Higgerstaff, '43, of Ellenboro, NC, died May 15, 2002.

Dr. Charles K. Mahaffey, '43, of Danville, KY, died on August 1, 2006. He was a retired radiologist. He served in the U.S. Army and in the U.S. Air Force.

Calvin Stevens, Cx '43, of New Paltz, NY, died August 30, 2006. He graduated from Kings Point Merchant Marine Academy and served as an officer in the Merchant Marine during WWII. Stevens taught high school science for 17 years before working as an officer on oceanography and military supply ships.

Mary Butler Garrett, '44, of Chapin, SC, died on July 26, 2006. She had taught English and drama for more than 30 years.

Hazel Potter May, '44, of Elkhorn City, KY, died August 16, 2006. She was a personnel supervisor for Republic Steel and a member of the Annie O. Young Chapter of the Eastern Star for more than 50 years. Hazel is survived by Fayette May, her husband.

Virginia Osborne Weaver, '44, of Winnetka, IL, died June 12, 2006.

Harold W. Gritser, Cx '45, of Madisonville, KY, died July 29, 2006. He was a WWII veteran, a self-employed farmer, and past president and superintendent of the Farm Bureau. Harold is survived by Eleanor Deane Lilly Gritser, his wife.

Edgar Glen Colby, Cx '46, of Conroe, TX, died September 4, 2006. He served in the Navy during WWII, worked at Superior Oil Company for 37 years, and was a consultant for Mobil Oil Company. Edgar is survived by Benny Harper Colby, his wife.

Jennie Poynter Dameron, Cx '46, of Menifee County, KY, died August 2, 2006. She was an educator, a librarian, and a media specialist who also worked with gifted youth in her school. Jennie also held a patent for her invention of Unifiles.

Helen Nicholas Crisp, '47, of Canton, OH, died July 18, 2006. She was the chief financial officer for the Haywood County hospitals systems for 25 years. Helen had published many poems. For the celebration of the 50th anniversary of her class year, she compiled a book of essays and material on the class members.

Bette Jo Whetstone, Cx '47, of Greenville, NC, died July 1, 2006. She was an assistant vice president of Security Pacific Bank. Bette Jo is survived by Dilbert A. Whetstone, Jr., her husband.

Florence Baker Dowdy, '48, of Alma, GA, died October 4, 2006. She was a caseworker with the Georgia Family and Child Services. For several years Florence was the treasurer of the Webberville, MI, school board, and treasurer of the high school band boosters. She is survived by **Alfred Dowdy, '51**, her husband.

Virginia Morris Dubourdieu, '48, of Lake Forest, IL, died November 11, 2005.

Patricia Sherrill Brooks Beeler, '49, of New Milford, CT, died on June 22, 2006. She had a long and notable teaching career before retiring in 1990. As an active member of the Ladies' Auxiliary of the VFW at the local, state, and national levels, she donated countless hours to the organization.

Caleb Hurst, '49, of Dover, NH, died on July 15, 2006. He was a retired engineer of Wright Patterson AFB.

1950s

Everett Shannon Coleman, '51, of Sacramento, KY, died on August 13, 2005. He was a family physician.

Robert Hershel Sevy, '52, of Landisburg, WV, died on August 10, 2006. He was a nuclear physicist who worked on the Nautilus, the world's first nuclear-powered submarine. He is survived by **Nannie Harris Sevy, '52**, his wife.

Lula Mae Bruce Tipper, '53, of Clinton, TN, died on July 18, 2006. She had been a school teacher of homebound students for 30 years.

Wilda Wilson, Cx '53, of Jonesborough, IL, died October 1, 2006. She was a member of the Woodlawn Home Demonstration and Garden Club, Parent-Teachers Association, and Friends of the Library. Wilda is survived by Wesley Wilson, her husband.

David Southern Grubbs, Sr., '55, of Roanoke, VA, died September 17, 2006. He served in the U.S. Army Dental Corps for four years, retired from the GMAC bank after 35 years, and worked for the Certified Collateral Corporation the past 17 years. David is survived by Sue Smallwood Grubbs, his wife.

Mirneal Compton Brown, '56, of Hattiesburg, MS, died on September 6, 2006. She was a homemaker and retired as head of acquisitions for the University of Tennessee at Chattanooga library. She is survived by **Dr. Charles Brown, '56**, her husband.

Sammy C. Gibson, '57, of St. Charles, VA, died on August 2, 2006. He served in the U.S. Army for six years as a biological research assistant. The majority of Sammy's career was devoted to providing water quality information in order to promote a better environment for the citizens of Indiana.

Priscilla Davidson Hawley, '57, of Richmond, KY, died on August 15, 2006. She was a biology and home economics teacher. She is survived by Keith Hawley, her husband.

Joseph Disco, '58, of Danville, KY, died July 30, 2006. He served in the U.S. Air Force, worked for General Electric in Louisville for many years, and was a plant foreman.

Jimmy Russell, Cx '58, of Campbellsville, KY, died August 7, 2006. He was a machinist for 12 years, was active in the U.S. Army for 12 years, and retired from the Army Reserve. Jimmy is survived by Lorraine Huddleston Russell, his wife.

Robert "Bobby" Eugene Powell, Cx '59, of Winchester, KY, died October 14, 2003. He served in the U.S. Army from 1961-62, where he received the U.S. Army Commendation medal. Bobby was employed by the Canada Coal Company as a special projects manager. He was a Kentucky Colonel and received a Who's Who award. Bobby is survived by **Bonnie Sue Mims Powell, '58**, his wife.

Baxter Lennie Presnell, Cx '59, of Pickens, SC, died August 30, 2006. He was a woodcarver and a member of the Southern Highland Craft Guild. Baxter is survived by Reba Presnell, his wife.

1960s

Brenda Salyers Newman, '63, of Berea, KY, died on May 21, 2006.

Garry Abrams, '69, of South Pasadena, CA, died August 5, 2006. He was an award-winning columnist for the *Los Angeles Daily Journal*. He was awarded the National Media Award for Excellence in Legal Reporting in 1999. Garry is survived by **Diana Durham Abrams, Cx '68**, his wife.

1970s

Carol Jane Parris, '74, of Lexington, KY, died on August 8, 2006. She was the Kentucky's state law librarian. While at Berea she was a member of the chapel choir, performed in plays, served as president of the Berea Players, won Best Actress Award in 1974, and was a singer/actress for five summers in Berea's *Wilderness Road*.

1990s

Jeremy Asher, Cx '98, died October 14, 2006. Jeremy was employed at Santec in New Albany, NY as a plating associate.

Faculty & Staff

Ruth "Ruthie" Carroll Gibson of Jackson, TN, died August 9, 2006. She taught at Berea College and the University of Tennessee. Ruth published a book on outdoor family hikes. She is survived by Edward A Gibson, her husband.

Albert Johnson of McKee, KY, died October 13, 2006. He worked for Facilities Management in the former Seabury Gym prior to his retirement from Berea College.

Mary Barbary Hawley of Berea, KY, died September 26, 2006. She was an acquisitions librarian and assistant professor of library science at Berea College from 1973-90.

Dr. Thomas McRoberts Kreider of Cincinnati, OH, died on July 28, 2006. He taught at Berea for 35 years, retiring in 1987 from the English and Theater Department. He is survived by his wife, Janet Kreider and two daughters.

James Morgan, '63, died on August 5, 2006. He was a retired hotel and restaurant manager, last managing Boone Tavern Hotel in Berea, and taught hotel management at Berea College. James is survived by **Heather Morgan, '91**, his daughter, and **Ashley Morgan, '94**, his son.

Norma McCollum Robinson, '34, of Hiawassee, GA, died August 28, 2006. She was a cataloger at the Berea College Library and a member of the Alumni Association.

Gennis I. Simmons Walker of Berea, KY, died on July 19, 2006. She retired from Berea College in 1986 after eight years of service in Campus Ministry. She is survived by Ernest H. Walker, her husband.

Class Notes & Passages Submission Guidelines

General guidelines:

While we do our best to print all class notes as written, we reserve the right to edit content due to space limitations, appropriate use of language, and repetition of content. Please keep the following in mind before you submit your class note:

- Except for passages, general class notes will be accepted only from the original source, (the alumnus who is the subject of the note) and from printed newspaper and magazine articles. Internet print-outs and web publications will not be accepted.
- When writing a class note, we strongly urge you to include your birth or maiden name to help classmates more easily identify you.
- While announcements of marriages and births are printed, announcements of engagements, pregnancies, or upcoming marriages are not printed.
- When submitting a passage, please send us a copy of the original obituary for accuracy.
- Contact information, such as telephone numbers, addresses, web addresses, or e-mail addresses, will not be printed.

Photograph submission guidelines:

Because we often receive photos of a low resolution not suitable for printing, we offer these guidelines to ensure that photos can be included and we can identify them properly:

- If sending a paper photo, please send the original photograph. Copies of photos from other publications will not be accepted. Photographs will not be returned. Please write your full name and class year on the back of the photo.
- Electronic photos should be no less than 300 dpi. Acceptable formats are: jpg or tif.
- Please send photos as attachments and not in the body of the document containing the text for the class note.
- Photos of children will not be printed unless the photo includes the parent or parents who are alumni.

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Life-Income Gifts to Berea College may include:

- Charitable Gift Annuities
- Deferred Gift Annuities
- Pooled Income Funds
- Charitable Remainder Annuity Trusts or Unitrusts

Other Planned Gifts include:

- Retirement Plan Assets
- Individual Retirement Accounts
- Bequests
- Life Insurance Policies

Planned gifts may include cash or gifts of appreciated property, such as securities. Real estate, in certain cases, can be used to fund a trust.

For further information, please contact

Rosette Salins, Assistant Director
Office of Gift Planning
CPO 2216
Berea KY 40404

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Toll free: 800.457.9846

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Email: giftplanning@berea.edu

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Dr. L.T. McClure, '41, and his wife LaVerna, with students Brian Sutton, '07, Sonia Kamanda, '07, and Celeste Francis, '08

photo by Alice Ledford, '07

Through careful Gift Planning, we can invest in the lives of Berea students with the peace of mind of knowing that we have adequate income to meet our needs.

—Dr. L.T. McClure and Mrs. LaVerna McClure

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Please consult your attorney or financial advisor for legal advice and counsel about financial and charitable planning.

